

The SDG4-Education 2030 High-Level Steering Committee's contribution to the 2025 High-Level Political Forum on Sustainable Development

Advancing sustainable, inclusive, science-and evidence-based solutions for the 2030 Agenda for Sustainable Development and its Sustainable Development Goals for leaving no one behind

with a focus on SDGs 3 (good health and wellbeing), 5 (gender equality), 8 (Decent work and economic growth), 14 (life below water), 17 (partnerships for the goals)

1. Education: the cornerstone for inclusion, innovation and sustainable development

Education is a fundamental human right, a global public good and a social responsibility; it is essential for the full development of human personality and dignity, regardless of gender, race and religion¹. It is also an indispensable means of realizing other human rights, promoting individual freedom and empowering people to reach their potential and participate fully in society. By fostering critical thinking, creativity and adaptability, education unlocks the power of innovation and transformation, creating solutions to address global challenges and driving progress towards the 2030 Agenda for Sustainable Development.

The SDG 4-Education 2030 agenda calls for inclusive and equitable quality education and lifelong learning opportunities for all—at all stages of life and in all settings. SDG 4 aims to transform lives through quality education, recognizing the critical role of education as the key catalyst for progress and enabler for achieving all other SDGs. By equipping all people with the values, knowledge, skills and competencies needed to contribute to today's rapidly changing world, education helps eradicate poverty; reduce inequalities; improve health and wellbeing; enhance productivity and decent employment; protect and promote cultural diversity; build peace and security; drive the green and digital transition and sustain the environment for current and future generations.

In the face of the multiple and interconnected crises, education offers the following solutions and contributions, including to the SDGs under review of the 2025 HLPF²:

- **SDG 3 (good health and wellbeing)**

Education is essential for equipping individuals with the knowledge and skills to promote healthy lives as well as physical, mental and socio-emotional well-being. Through education, learners gain awareness of hygiene, nutrition, reproductive health and diseases prevention, enabling informed decision-making that benefits personal and public health. Beyond physical health, education addresses socio-economic and cultural determinants, such as gender disparities, social inequalities, violence based on social factors, fostering resilience and empowering individuals to advocate for equitable health outcomes. Education also nurtures individuals' empathy, communication, and civic responsibility, fostering a collective commitment to societal well-being. Education is a prerequisite for the disruption of the cycle of poverty and inequities in health, as well as for an effective healthcare sector. By linking health, education and sustainable development, education becomes a powerful enabler for creating resilient, inclusive and peaceful communities and advancing broader social progress.³

¹ UNESCO. *Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4*. unesdoc.unesco.org/ark:/48223/pf0000245656. Accessed 2 Jan. 2025.

² UNESCO. *Sustainable Development Goals – Resources for educators*.

<https://webarchive.unesco.org/20220315121940/https%3A/en.unesco.org/themes/education/sdgs/material>. Accessed 2 Jan. 2025.

³ UNESCO. *Ready to learn and thrive: School Health and Nutrition around the World*.

<https://unesdoc.unesco.org/ark:/48223/pf0000381965/PDF/381965eng.pdf.multi>. Accessed 2 Jan. 2025.

- **SDG 5 (gender equality)**

Education is a key driver of gender equality by improving the economic and social status of girls and women. Education equips girls and women with the knowledge and skills that enhance their integration into the labour market and significantly increases their opportunities for stable, decent and higher-paying employment, thereby fostering their economic empowerment. It also empowers them with the knowledge, skills and resources to participate fully in society, including in leadership and decision-making, and raises awareness about human and civil rights, including bodily autonomy, freedom from violence, reproductive health and equal participation. Through education, learners gain awareness of the concept of gender, including multiple and intersecting forms of discrimination. In particular, socio-emotional learning can play an important role in addressing harmful social and gender norms by fostering skills and attitudes that promote empathy, respect and equality. Education also helps reduce harmful societal practices such as child marriage, gender-based violence and unequal pay; empowers learners to reflect on social injustice; and motivates responsible actions to dismantle structural inequalities.⁴ Ensuring that educational opportunities reach all age groups from early childhood and adulthood, especially women, is a decisive step towards inclusive societies.

- **SDG 8 (decent work and economic growth)**

Each additional year of schooling can increase an individual's income by up to 10% and reduce poverty by 9%⁵ and every US\$ 1 invested in education yields a US\$20 return in GDP⁶. Education, including technical and vocational education and training (TVET), equips individuals with relevant knowledge and skills needed to participate in the workforce, to increase productivity; it fosters entrepreneurship and innovation, as the engine for inclusive economic growth. Lifelong learning addresses labour market demands, reducing skills mismatches and unemployment rates. Importantly, it builds the transversal skills that form the basis of any further training and re-skilling, thus increasing the agility of human capital in a rapidly changing world of work. Establishing a culture of lifelong learning at work is thus important to help workers to secure and maintain decent work, adapt to new job requirements, and achieve personal development and fulfilment. Public-private partnerships in the field of vocational education and training are proofs of their interrelations, and employers must invest in adult learning and education in the workplace.

Education can also promote understanding of labour rights and fair practices, empowering individuals to advocate for decent pay and working conditions. Relatedly, adequate qualifications and working conditions for the educational workforce have a direct impact on the quality of education. Furthermore, financial literacy education fosters critical thinking and empower learners to organize themselves, explore alternative economic models and empower individuals to design and implement solutions that align economic growth with social equity and environmental sustainability. By nurturing entrepreneurship, collaborative skills, and a commitment to ethical labour practices, education facilitates the creation of equitable and sustainable work environments⁷.

- **SDG 14 (life below water)**

By fostering an understanding of marine ecology and ecosystems, and the oceans' vital role in climate regulation, education equips individuals with the knowledge and skills necessary to address critical environmental threats such as overfishing, pollution and habitat destruction. A sustainable blue economy provides social and economic benefits to current and future generations

⁴ Ibid.

⁵ UNESCO Institute for Statistics

⁶ SDG4 High-Level Steering Committee: [The future at risk: Why investing in education is critical](#), 2024

⁷ Ibid.

by contributing significantly to food security, livelihoods, poverty eradication and health safety. To ensure long-term sustainability of the ecosystem services provided by the ocean, education in sustainable blue economy is necessary. Through ocean literacy education, learners also develop awareness of sustainable fishing practices and the deep economic and cultural connections between communities and the sea. Education further encourages learners to adopt sustainable behaviours, fostering a recognition of the oceans' significance for human livelihoods and environmental equilibrium⁸.

- **SDG 17 (partnerships for the goals)**

Quality education and lifelong learning raise awareness about sustainable development and enable engagement with organizations and individuals working on various topics related to SDGs. Education fosters the understanding of the interconnectedness of issues and of the importance of joint commitment to resolve them. Improving education and skills enhances research and data, participatory and inclusive decision-making, innovation, resource allocation and partnerships for achieving sustainable development goals. International support, effective and targeted capacity-development activities, including through North-South, South-South and triangular cooperation, can enable developing countries to implement national plans related to all SDGs⁹.

2. Key areas and examples of sustainable, inclusive, science and evidence-based solutions contributing to SDG 3, 5, 8, 14 and 17

SDG 3 (good health and wellbeing)

- **School health and nutrition (SHN):** Building resilient school health systems that promote learners' physical and mental health and wellbeing is one key area of sustainable, inclusive, science-and evidence-based solutions for achieving SDG 3. The [Stepping up Effective School Health and Nutrition](#) partnership was launched in 2019 by FAO, GPE, UNESCO, UNICEF, UNSCN, the World Bank Group, WFP and WHO, in response to the call for a more integrated, systems approach to SHN and coordinated action to bring effective, multi-component policies and programmes to scale concerning the inter-relationship between education, nutrition and health. It serves as a trusted resource group and effective mechanism for specific deliverables, promoting inter-sectoral collaboration and a systemic approach to SHN, focusing on four broad areas of work: joint advocacy to position SHN; data, monitoring and knowledge sharing; evidence-based guidance and coordinated policy advice and support at country level. For its part, the Southeast Asia Developing Research Ecosystem and Mentorship (SEA-DREAM) Programme by the SEAMEO Secretariat and Wellcome Trust contributes to SHN by advancing research excellence in health and climate-related issues, which directly impact students' well-being and learning outcomes in Southeast Asia. Through mentorship and regional collaboration, the programme nurtures future research leaders to develop evidence-based policies and initiatives that enhance school environments, improve nutrition and strengthen resilience against climate-related health challenges.

The [School Meals Coalition](#), in which many HLSC members take part in as member states or partners, drives actions to urgently improve and scale up school meal programmes to ensure that every child can receive a healthy, nutritious meal in school by 2030. Furthermore, the Nutrition for Growth Summit, taking place in Paris on 27 and 28 March, also represents a major opportunity to showcase the importance of education as a vector of health and nutrition for children in the school environment. During the event, UNESCO will present the *Learn to Eat Well* report by the Global Education Monitoring Report and the London School of Hygiene and Tropical Medicine, which underscores the education-nutrition nexus and advocates a life-cycle approach to nutrition integrated into lifelong learning systems.

⁸ Ibid.

⁹ Ibid.

- **Comprehensive Sexuality Education (CSE):** Co-convened by UNESCO and UNFPA, the [Global Partnership Forum on Comprehensive Sexuality Education \(GPF\)](#) has brought together over 70 organizations working to promote and build evidence for CSE. With support from the governments of Norway and Sweden, the GPF aims to promote, progress and protect evidence-based, age-appropriate CSE as an educational foundation for healthy, happy and thriving learners and societies. This forum facilitates the sharing of information, good practices and strategic knowledge to inform stronger programming on evidence-based and age-appropriate CSE and works to identify gaps in research, enhance youth leadership, and inform CSE-related policies and programmes.

SDG 5 (gender equality)

- **Gender equality in and through education:** Convened by UNESCO, the [Global Platform for Gender Equality in and through Education](#), a multi-stakeholder partnership established at the UN 2022 Transforming Education Summit, monitors countries' progress against key indicators on gender-responsive education, bringing together data and evidence from a wide range of partners including governments, donors, partners and civil society. Moreover, launched on 5 July 2019 during the G7 Education-Development Ministerial Meeting, the [Gender at the Centre](#) initiative is effectively delivering evidence-based solutions in 11 countries in Africa where over 1,000 ministry and civil society actors have been trained. Support has been provided for the development of comprehensive and rigorous country sector analyses and plans as well as gender-responsive planning, programming, budget and monitoring and evaluation tools. Targeted interventions have also been carried out with national structures to conduct participatory assessments and promote inter-ministerial policy dialogue.
- **Ending school-related gender-based violence (SRGBV):** Education plays a critical role in ending violence, including gender-based violence, by equipping learners with knowledge, skills and values to prevent violence and stay safe; training and supporting teachers including in non-violent classroom management; zero-tolerance policies and codes of conduct; and supporting inclusive school climates. The [Global Working Group to End School-Related Gender-Based Violence](#), co-convened by UNGEI and UNESCO, brings together practitioners, experts and activists from across the education, gender equality and protection spaces, and enables the sharing of good practices on holistic approaches to address SRGBV. Through the [Spotlight Initiative](#)—the largest global initiative (EUR 500 million) targeted at eliminating all forms of violence against women and girls by 2030—, the European Union and the United Nations have targeted continental and national actions to eliminate all forms of violence against women and girls, promoting dialogue and education sessions to prevent harmful practices and empower millions of girls. Furthermore, the [Safe to Learn Coalition](#) works to ensure all children in all their diversity, have access to safe and inclusive learning environments and that schools are platforms for learning and growth to enable safe and inclusive societies. Moreover, SEAMEO's 2019 SEA-PLM report provided key SRGBV data in Southeast Asia, including the high prevalence of bullying in schools, informing the Philippine Senate hearing on the implementation of the 2013 Anti-Bullying Act.
- **Girls' and women's education in STEM:** Other focus areas of delivering evidence-based solutions include training teachers and education officials to foster gender-responsive teaching practices and expanding gender-transformative STEM education opportunities for girls and women. Based on findings from its groundbreaking 2017 global report on the drivers of gender disparities in STEM studies ([Cracking the code: Girls' and women's education in STEM](#)), UNESCO and its partners have been leading evidence-based initiatives to expand girls' interest in – and access to – relevant STEM education opportunities. Another example is [the UNESCO Prize for Girls' and Women's Education](#), funded by the Government of the People's Republic of China, which honours outstanding and innovative contributions made by individuals, institutions, and organizations to advance girls' and

women's education, especially health education, digital education and science education. In Southeast Asia, SEAMEO has helped pave the way for greater participation of women in STEM through successful pilot projects in Cambodia, Lao PDR and Timor-Leste, while the ASEAN-UK SAGE initiative and the British Council Scholarships for Women in STEM provide fully funded opportunities for women with outstanding academic achievements to pursue higher education in STEM fields.

SDG 8 (decent work and economic growth)

- **Technical and Vocational Education and Training (TVET):** Since 2011, UNESCO has been implementing the [Better Education for Africa's Rise](#) (BEAR) project in several African countries, with the support of the Republic of Korea. The project aims to improve youth employment opportunities and strengthen economies in Sub-Saharan Africa by addressing the requirements of the evolving labour market. The project's main area of focus is enhancing TVET systems to make them more responsive to the needs of the local and regional economies. This is done by strengthening the links with public and private sector industries and enterprises to create employment opportunities, with an emphasis on job-specific, digital, green, and transferable skills, especially among women and girls. Another example is the opportunity-driven vocational education and training (VET) initiative by the European Union and EU Member States, which supports more than 40 countries in Sub-Saharan Africa. It ensures that VET provisions are responsive to concrete and decent job opportunities created by investment, trade and other market dynamics in selected sectors and value chains, thus supporting human capital development and employment. Moreover, UNESCO, in partnership with the People's Republic of China, initiated the [Higher Technical Education in Africa for a Technical and Innovative Workforce](#) project aiming to enhance the capacity of higher education institutions to respond to the skill needs for national development by facilitating collaboration between higher education institutions and the industry, enhancing labour market-oriented teaching, and strengthening competence-based learning, benefiting 13,000 students and 800 teachers from six African countries by the end of 2024.
- **Higher Education:** The Global Convention on the Recognition of Qualifications concerning Higher Education, adopted at the 40th session of the UNESCO General Conference, establishes universal principles for fair, transparent and non-discriminatory recognition of higher education qualifications, giving access to higher education and offering avenues for further study and employment. To contribute to the sustainable development and youth employment in the African continent, [Campus Africa](#), a UNESCO's flagship initiative serves as a platform to promote innovation, capacity building and collaboration among African universities, policymakers and international partners. The initiative aligns with SDGs to build inclusive, equitable, and quality education systems, contributing to sustainable development and the empowerment of youth across the continent. The Erasmus+ programme of the EU and 7 associated countries supports higher education cooperation worldwide. It enhances global mobility, strengthens higher education systems, promotes academic cooperation and excellence in education, and encourages international dialogue.

SDG 14 (life below water)

- **Education for Sustainable Development (ESD):** ESD raises awareness about the complex relationship between ocean health, biodiversity and climate change. ESD fosters ocean literacy, empowering individuals to understand and act on marine conservation challenges, including rising sea levels, coastal erosion, loss of marine resources and climate-related displacements. UNESCO's [ESD for 2030 framework](#) aims to enhance education's role in building a more sustainable world, which emphasizes integrating ocean education into curricula, teacher training, and learning

environments. The [Greening Education Partnership](#) (GEP)—engaging over 1,100 organizations and 82 Member States in creating solutions for climate challenges. [The Greening Curriculum Guidance—Teaching and learning for Climate Action](#), provides structured guidance for integrating climate science and ecosystem-based learning into educational systems worldwide. By fostering climate literacy and biodiversity understanding, this initiative equips learners with the knowledge and skills needed to take climate action, thus accelerating progress toward SDGs on climate, education, and biodiversity.

Ocean literacy: France and Costa Rica will co-organize the Third United Nations Ocean Conference (UNOC3) in Nice from 9 to 13 June 2025, with focus on “Accelerating action and mobilizing all actors to conserve and sustainably use the ocean.” The UNOC3 will seek to support the implementation of SDG 14 and one of the aims of the conference is to strengthen and better disseminate scientific knowledge relating to ocean sciences.

For the dissemination of ocean literacy and ocean preservation, UNESCO’s [Sea Beyond](#) initiative offers educational programmes to more than 34,000 students across 56 countries. As part of this initiative, the *Kindergarten of the Lagoon* project in Venice, Italy, connects young children (aged 3-5) with nature and promotes sustainable practices through the World Heritage Site of Venice and its Lagoon. By involving families and teachers, this project enhances environmental awareness from an early age, contributing to SDGs focused on quality education, climate action and life below water.

SDG 17 (partnerships for the goals)

- [SDG4 High-Level Steering Committee \(HLSC\)](#): Composed of representatives of regional groups of Member States and organizational constituencies, the HLSC, currently co-chaired by the Director-General of UNESCO and the President of the Republic of Chile, Gabriel Boric Font, plays a pivotal role in accelerating progress towards SDG 4. The HLSC has been instrumental in galvanizing global attention to education as a driver of sustainable development and its financing as a critical, strategic investment. The HLSC leads the follow-up on the [Call to Action on Educational Investment](#) launched at the Transforming Education Summit by leading political dialogue and advocacy for additional funding and more equitable and efficient spending, and building knowledge on education financing, notably through the identification of good practices and the mapping of innovative financing mechanisms and tools with potential for scaling. The 2024 Global Education Meeting (2024 GEM) included policy dialogue on education finance, where Ministers of Education and Ministers of Finance discussed concrete strategies for scaling up investment in education through domestic revenue mobilization, taxation, debt sustainability, and innovative financing mechanisms.
- The [Global Education Coalition](#)¹⁰, launched by UNESCO in March 2020, is an example of a collaborative effort to support the resilience of education systems in different crisis situations and advance the transformation of education. The Coalition unites over 210 members from various sectors, including UN organizations, civil society, academia and the private sector, who work together to provide expertise, resources and capacity-building support to countries in crisis and beyond. Today, the Coalition collaborates around five areas with specific targets including: 1 million teachers trained, 10 million youth acquiring skills for employment, and supporting gender mainstreaming, STEM learning and digital transformation in education. Likewise, the [Global](#)

¹⁰ Ibid.

[Campaign of Education](#), a collective movement sustained by civil society organizations, teachers' unions and students' federations, has also been contributing to the achievement of this objective.

3. Follow-up to the implementation of the Political Declaration of the 2023 SDG Summit and the outcomes of the 2024 Summit of the Future

As the lead global education body mandated to drive the implementation of the SDG 4-Education 2030 Agenda, the SDG4 High-Level Steering Committee (HLSC) continues to demonstrate bold leadership in mobilizing Member States and partners for collective commitments and joint actions to advance inclusive and equitable quality education and lifelong learning for all as a pillar of sustainable development. It has strived to elevate education and its financing to the top of the global political and financing agenda, in line with the spirit of the Political the 2023 SDG Summit and the 2024 Summit of the Future.

On the education financing front, the HLSC continued to follow up and galvanize political attention to the [Call to Action on Educational Investment](#) launched at the 2022 United Nations Transforming Education Summit (TES) by leading political dialogue and advocacy for increased investment in education and more equitable and efficient spending, and building knowledge on education financing, notably through the identification of good practices and the mapping of innovative financing mechanisms and tools with potential for scaling.

Moreover, as part of its mandate to ensure the effective follow-up to the TES, the HLSC convened the [Progress Towards SDG 4: Stocktake of Transformative Actions in Education](#) on 17 June 2024 at UNESCO Headquarters. Attended by the President of the Republic of Chile, the United Nations Deputy Secretary-General, the Director-General of UNESCO, and 22 Ministers, the Stocktake notably featured a high-level dialogue on education finance. The session focused on the state of education financing globally and opportunities to expand the current fiscal space and innovate debt swap mechanisms to allow for more structured and sustainable investments in education. Ministers shared lessons learned on strengthening the government capacity to increase investment in human development, while also showcasing solutions for mobilizing resources from alternative sources through innovative financing mechanisms.

Education financing was also a central theme at the [2024 Global Education Meeting](#) (2024 GEM), convened by UNESCO and hosted by the Government of Brazil on 31 October and 1 November 2024 in Fortaleza, back-to-back with the G20 Education Ministerial Meeting, to advance the global education agenda towards 2030 and beyond, with a focus on equity and inclusion. The HLSC assumed a lead role in the 2024 GEM's consultation and preparatory process, with discussions building on its efforts to increase both domestic and international investments in education, as well as their equity and effectiveness. The policy dialogue on education finance brought Ministers of Education and Ministers of Finance together to discuss concrete strategies for scaling up investment in education through domestic revenue mobilization, taxation, debt sustainability, and innovative financing mechanisms. An advocacy paper making the [Case for Investing in Education](#) was also released at the 2024 GEM. Drafted under the HLSC's leadership, the document draws on publications from UNESCO, UNICEF, FCDO, USAID, the World Bank, IMF, GPE and the OECD, among others, demanding bold leadership and a paradigm shift in how education is valued and prioritized as a critical, strategic investment.

Building on the 2024 Summit of the Future, the 2024 GEM recognized that today's global challenges require determined, multi-dimensional responses and that education is a powerful catalyst for the advancement of the 2030 Agenda in its entirety, providing a unique platform for multilateral, cross-sectoral and multi-stakeholder exchange and cooperation. Inspired by the Pact for the Future, the 2024 GEM had as the central theme of *equity and inclusion* to leave no one behind and explored multi-

sectoral actions, linking education with peace and human rights; environmental sustainability; gender equality; science, technology and digital innovation; and health and well-being.

The 2024 GEM adopted the [Fortaleza Declaration: Unlocking the transformative power of education for peaceful, equitable and sustainable futures](#). The Declaration reflects the key takeaways and conclusions of regional and constituency consultations¹¹ carried out from July to September 2024 under the HLSC's leadership. It recognizes the importance of a holistic cross-sectoral multi-stakeholder approach for SDG 4 acceleration and education transformation. Through the Fortaleza Declaration, the 2024 GEM paved the way for the strategic positioning of education in key milestones of the 2025 global agenda, notably the [Fourth International Conference on Financing for Development](#) (FfD4) and the [Second World Summit on Social Development](#) (WSS2).

4. Recommendations and key messages for inclusion into the Ministerial Declaration of the 2025 HLPF

Education is the foundation of social development, empowering individuals, breaking poverty cycles, promoting equality, and driving inclusive, sustainable growth.

Our vision is to *transform lives to overcome poverty, inequality and social exclusion through education*. We recognize education as a main driver of sustainable development that encompasses social progress, economic development and environmental sustainability:

- Education has helped reduce extreme poverty by at least 40% and gender inequality in income by 50% since 1980.¹²
- Each additional year of schooling can increase an individual's income by up to 10% and reduce poverty by 9%¹³ and every US\$ 1 invested in education yields a US\$20 return in GDP¹⁴.
- Universal secondary education for girls could prevent up to 64% of early marriages¹⁵ and significantly reduce child mortality rates.
- Societies with high educational participation, especially among women, experience lower political instability and conflict.¹⁶

In today's rapidly changing world, our future depends on the ability of people to continuously learn, upskill, adapt and innovate. Teachers play a critical role in delivering quality education empowering individuals with the knowledge, skills and values needed to thrive and contribute to inclusive, sustainable development.

The [Fortaleza Declaration](#) adopted by Member States and the global education community at the last [Global Education Meeting](#) in Brazil in 2024 further reinforces this vision.

We urge the inclusion of a strong commitment to *inclusive, equitable quality education and promote lifelong learning opportunities for all* in the Ministerial Declaration of the 2025 HLPF and the political declaration of the Second World Summit for Social Development. Particularly, it would be important to note that:

- Education is a prerequisite for the disruption of the cycle of poverty and inequities in health.

¹¹ See the reports of regional and constituency consultations, which informed the 2024 GEM Fortaleza Declaration in: <https://www.unesco.org/sdg4education2030/en/2024-global-education-meeting>.

¹² Gethin, A. 2023. Distributional Growth Accounting: Education and the Reduction of Global Poverty. <https://shs.hal.science/halshs-04423765>

¹³ UNESCO Institute for Statistics

¹⁴ SDG4 High-Level Steering Committee: [The future at risk: Why investing in education is critical](#), 2024

¹⁵ UNESCO, 2024. [#HerEducationOurFuture: Investing in girls' and women's education: a smart investment to accelerate development](#).

¹⁶ Global Partnership for Education and Institute for Economics and Peace. 2024. Key Findings from Analyses on the Relationship Between Education and Peace.

- Education is a key driver of gender equality by improving the economic and social status of girls and women.
- Education, including technical and vocational education and training (TVET), equips individuals with knowledge and skills needed to participate in workforce, increase productivity and can foster entrepreneurship and innovation, contributing to inclusive economic growth.
- Education further encourages learners to adopt sustainable behaviours, fostering a recognition of the oceans' significance for human livelihoods and environmental equilibrium.
- Quality education and lifelong learning raise awareness about sustainable development and build partnerships for the achievement of all SDGs.

Education as such is everyone's business—governments, civil society and the private sector—and must be integrated into all sectoral strategies.

To invest sustainably in inclusive, equitable quality education is to invest in human dignity, social cohesion, and ultimately, peaceful, just and sustainable futures as envisioned. We urge Member States and partners to scale up actions and investment in education and lifelong learning, with a view to achieving integrated, people-centred social and economic development.