The 66th UN DPI/NGO CONFERENCE
Workshop on Education for Global Citizenship

Making the SDG Target 4.7 Happen Glocally

15:45-17:00, Tuesday, 31 May 2016
Room 103, Gyeongju HICO

Hosted by KCDC
Organized by
In cooperation with
The 66th UN DPI/NGO CONFERENCE

Workshop on Education for Global Citizenship

Making the SDG Target 4.7 Happen Glocally

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I. Program Agenda and Schedule

- Concept Note
- Program Agenda and Schedule
Workshop on Education for Global Citizenship  
- Making the SDG Target 4.7 Happen Globally  

15:45-17:00 Tuesday 31 May 2016  
Room 103, HICO, Gyeongju, Republic of Korea  

Concept Note and Program  
(21 May 2016)  

1. The adoption of the Sustainable Development Goals (SDGs) was a big achievement and a clear commitment by the world leaders to work together for sustainable development. Reaching these ambitious goals will be the challenge of our generation and we need to develop new and innovative approaches to education, especially education for global citizenship making use of the SDG No 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

2. The proposed Workshop on Education for Global Citizenship aims to assess the state of CSO engagement on the implementation of the UN SDG Target 4.7 as an integral part of the SDG 4 as well as the Incheon Declaration “Education 2030: Towards inclusive and equitable quality education and lifelong learning for all”, outcome document of the World Education Forum (WEF) in Incheon, South Korea in May 2015.

3. Invited speakers are expected to discuss opportunities and challenges on the implementation of the UN Agenda for Sustainable Development, specially SDG Target 4.7 and Incheon Declaration which is the outcome document of the UNESCO’s World Education Forum (WEF) in May 2015 based on their experiences and expertise. There will be also discussion on how to strengthen the global initiatives on SDG Target 4.7 such as Bridge 47 Network and Coalition for Global Citizenship (CGC) 2030 which are global platforms to promote education for global citizenship taking into account various components such as education for sustainable development, sustainable lifestyles, human rights, gender equality, peace and non-violence as stressed in the SDG Target 4.7.
SDG Target 4.7 of UN 2030 Agenda for Sustainable Development:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through

① education for sustainable development and
② (education) for sustainable lifestyles,
③ human rights,
④ gender equality,
⑤ promotion of a culture of peace and non-violence,
⑥ global citizenship and
⑦ appreciation of cultural diversity and
⑧ (appreciation) of culture’s contribution to sustainable development

4. The Workshop is jointly organized by a consortium of national, regional and global CSOs namely Korea NGO Council for Overseas Development Cooperation (KCOC), Korea Human Rights Foundation (KHRF), Asia Development Alliance (ADA), Asia Democracy Network (ADN), Asia Pacific Bureau for Adult Education (ASPBAE), Bridge 47 Network, Coalition for Global Citizenship (CGC) 2030 in partnership with Good Neighbors International (GNI) and in cooperation with the Education Center of the as a local host. The KCOC is a member of the ADA in Korea.

5. The Workshop will take place from 15:45 to 17:00 (75 minutes) on Tuesday 31 May 2016 in Gyeongju, South Korea during the 66th UN DPI/NGO Annual Conference from 30 May to 1 June 2016.

6. The working language will be English and consecutive translation for English-Korean will be provided during Q & A session.

Reference documents

- Transforming our World : UN 2030 Agenda for Sustainable Development (A/70/L.1) (NY. Sept. 2015)

Contact persons:

- Mr. Anselmo LEE alee7080@gmail.com Secretary General, AND / Co-convener ADA
- Ms. Doun Moon ADA2030.Secretariat@gmail.com Coordinator, ADA
- Ms. Youngsun Noh mali1201@ngokcoc.or.kr Manager, Education Center, KCOC, Korea
# Program

**15:45-17:00 on Tuesday 31 May 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
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<tbody>
<tr>
<td>15:30-15:45</td>
<td>Registration</td>
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<tr>
<td>15:45-16:00</td>
<td><strong>Opening Session</strong></td>
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<td>(15 minutes)</td>
<td><strong>Welcome remarks</strong></td>
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<td>➢ YoungKee MOON, President, KCOC, Korea</td>
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<tr>
<td>16:00-17:00</td>
<td><strong>How to implement SDG Target 4.7 effectively locally and globally</strong></td>
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<tr>
<td>(60 minutes)</td>
<td><strong>Guiding questions (draft)</strong></td>
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<td></td>
<td>① Why is the SDG Target 4.7 important for your organization regarding</td>
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<td>effective implementation of SDGs Target 4.7 locally and globally?</td>
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<td>② What kinds of action plans has your organization developed so far?</td>
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<td>③ What kinds of activities has your organization been carrying out to</td>
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<td>implement the SDG Target 4.7 and/or Incheon Declaration of WEF 2015?</td>
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<td>④ What kinds of challenges are you facing or do you foresee regarding</td>
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<td>the implementation of the SDG Target 4.7 and/or Incheon Declaration</td>
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<td>of WEF 2015?</td>
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<td>⑤ How can we develop and strengthen CSO network(s) on SDG Target 4.7</td>
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<td>nationally, regionally and globally?</td>
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<td><strong>Co-Moderators</strong></td>
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<td>➢ Anselmo Lee, Secretary General, ADN / Co-convener, ADA</td>
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<td>➢ Bernie Lovegrove, Executive Director, ASPBAE</td>
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<td><strong>Speakers (5 minutes each)</strong></td>
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<td>① Milan Shrestha, Community Development Programme Sindhuli (CDPS),</td>
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<td>Nepal / ADA</td>
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<td></td>
<td>② Jaeeun Shin, Director, Policy Center, KCOC, Korea / ADA</td>
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<td>③ Robbie Guevara, ASPBAE, Philippines</td>
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<td>④ Hyungshik Shin, Korea Democracy Foundation (KDF) / ADN</td>
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<td>⑤ Rilli Lappalainen, Bridge 47 Network, Finland</td>
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<td>⑥ Daniel Perell, Coalition for Global Citizenship 2030 (CGC2030), New</td>
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<td>York</td>
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<td></td>
<td>⑦ Jasmine Jaruphand, Planning and Coordination Lead, SDG Action</td>
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<td></td>
<td>Campaign, New York</td>
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<td><strong>Question and Answer (30 minutes)</strong></td>
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II. Presentation and Talking Points

- Milan Shrestha, Community Development Programme Sindhuli (CDPS), Nepal / ADA
- Jaeun Shin, Director, Policy Center, KCOC, Korea / ADA
- Robbie Guevara, ASPBAE, Philippines
- Hyungshik Shin, Korea Democracy Foundation (KDF) / ADN
- Rilli Lappalainen, Bridge 47 Network, Finland
Implementing SDG Target 4.7
Country Sharing

Milan Shrestha
Secretary General
NGO Federation of Nepal
31 May 2016
SDGs in Nepal

- Government published Preliminary Report on SDG in Nepal
- Integration of agenda 2030 in 14th National Development Plan

Importance of SDG 4.7

- All learners acquire the knowledge and skills needed to promote sustainable development
- Education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development
Activities done for global citizenship and Incheon Declaration of WEF 2015

- Establish Early Childhood Development (ECD) Centers
- Conduct child literacy classes (CLC)
- Conduct post literacy classes (PLC)
- Support in school building construction
- Provide scholarships to the students
- Improve physical facilities of the community schools
- Provide training to the school teachers
- Form and mobilize child clubs
- Skill development trainings for self-employment
- Conduct food processing training
- Conduct multi-stakeholder policy dialogues on issues of education
- Participate in Education for all campaigns
- Conduct public debate on quality education
- Civic education on sustainable development
- Establish temporary learning centers

Action Plan

- Conduct civic education on sustainable development and sustainable lifestyle
- Educate communities on human rights, gender equality, culture of peace and non-violence, global citizenship and appreciation of cultural diversity
- Aware grassroots people, policy makers and CSOs on the concept of global citizenship
- Discover how religious values, cultures and traditions can contribute to sustainable development
- Conduct campaigns for access to education for marginalized and vulnerable children (Eg. Matching fund, ECD etc.)
Challenges

• To change policies, systems and mechanisms of government
• To change mind set of politicians and bureaucrats
• Uncontrolled privatization of education
• Political instability and absence of elected local governments
• Alignment with public education curricula

Networking

• Strengthen existing CSO networks at national level
• Expand networks at local and provincial level
• Interface between high level and lower level
• Expand linkage with international networks
Thank you for your attention
1. Why is the SDG Target 4.7 important for your organization regarding effective implementation of SDGs Target 4.7 locally and globally?

[National Context: government]

1) Current Korean ODA context and the public awareness of ODA

- Joined the OECD DAC in 2010, enacting the Framework Act on International Development Cooperation (Framework Act), and devising the Strategic Plan for International Development Cooperation (Strategic Plan) as well as setting ODA Policy for 2016-2020.

- Increased Korea’s aid volume annually but not met ODA/GNI target of 0.25% by 2015 as representing 0.14% of gross national income due to the global economic downturn, tighter fiscal policy and etc. explained by Korean government.

- Agreed to support ODA, but the rate of consent has been slightly decreasing...
to 86.5% in 2014 from 89% in 2011. This result implies that the government should make more efforts to garner public support as ODA plays an important role in achieving the SDGs (government surveys between 2011 and 2014 regarding the public awareness of ODA).

2) Korean government’s Global Citizenship Education (GCE)

- President of Korea Park Geun-hye’s speech at the World Education Forum (WEF) 2015, promising to support the spread of GCE so that learners all over the world enable to grow as global citizens with the wisdom of living together based on understanding and respect for each other and their difference.

- After WEF, Ministry of Education and Seoul Metropolitan Office of Education have been implementing the strategy and programs regarding GCE such as curriculum development, training programs for teachers, multi-cultural programs and etc.

[National Context - CSO]

1) Current Korean CSO’s participation in international development

- A rapid expansion of Korean CSOs and the volume of their international projects. The data are below.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
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<tbody>
<tr>
<td>Volume*</td>
<td>101</td>
<td>172</td>
<td>321</td>
<td>419</td>
</tr>
<tr>
<td>Responding NGOs</td>
<td>45</td>
<td>50</td>
<td>87</td>
<td>114</td>
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</table>

*Volume: billion Korean won
2) Korean CSO’s GCE

· Implemented by twenty-six Korean CSOs to increase the public understanding of global issues and their responding activities in developing countries. Their activities are various in terms of name, targets, and methodology. They have reached more than 2,000 organizations and 700,000 students.

<table>
<thead>
<tr>
<th># of participating NGOs</th>
<th># of names about GCE</th>
<th>Target group</th>
<th>Type of program</th>
</tr>
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<tbody>
<tr>
<td>26</td>
<td>11</td>
<td>35 programs for children, adolescents, university students</td>
<td>25 programs in school</td>
</tr>
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</table>


2 & 3. What kinds of action plans has your organization developed so far? Or what kinds of activities has your organization been carrying out to implement the SDG Target 4.7 and/or Incheon Declaration of WEF 2015?

1) Introduction of Korean 4.7 Network

· Started from 2014 as a Korean education CSO coalition, preparing for the WEF, 14 organizations joined the network for recognizing the need of education advocacy, capacity building and network building in order to intervene Post-2015 process.
· Korean 4.7 Network: 20 CSOs including education programs of human rights, gender equality, peace as well as GCE. They have shared the information of their activities and discussed the need of partnership with various stakeholders such as government, academy, and other related organizations so far.

2) Introduction of KCOC GCE platform

· Supported GCE organizations since 2009, developing common curriculum, educational materials, training for facilitators with our GCE organizations, so they were able to run the GCE programs in schools. In addition, we have tried to broaden the public awareness on GCE through mobile application, idea contest, and trainings for school teachers. KCOC trains returned overseas volunteers as GCE facilitators and sends them to schools to implement the program. KCOC gathers the information on programs of our GCE organizations and shares them with schools that are interested in GCE. KCOC has the partnership and works with KOICA and Seoul Metropolitan Office of Education to expand the public awareness.
GCE facilitator training

GCE Program in school

Publications on GCE

GCE Program in school: Partnership with KOICA

Teacher training: Partnership with Seoul Metropolitan Office of Education
4. What kinds of challenges are you facing or do you foresee regarding the implementation of the SDG Target 4.7 and/or Incheon Declaration of WEF 2015? 5.

- Need of domestic quality education aligned with SDG4 and target 4.7
- Recognition as universal education in a national level
- Coordination and cooperation among various stakeholders
- Linkage between GCE and other education programs on sectoral issues

5. How can we develop and strengthen CSO network(s) on SDG Target 4.7 nationally, regionally and globally?

- Build national, regional, and global platforms to share information and progress.
- Analyze national activities in regional and global level and find out lessons and further actions.
- Link SDGs campaign and SDGs 4.7 especially in global level

Reference


Speech of President of Korea Park Geun-hye at the World Education Forum(WEF) (2015.5.20)


blog.naver.com/seouledu2012/220419941628

www.ngokcoc.or.kr

www.odakorea.go.kr
SUMMARY: The 4 Cs of Target 4.7

CELEBRATE SUCCESS. The success of the policy advocacy by civil society organisations, working in partnership with the other key actors like the governments, UNESCO and universities, to achieve a single education goal within the SDGs.

CONCEPTUAL ADVANCEMENT. Securing a holistic goal that acknowledges LLL is a major advancement. This advancement is very important for us in ASPBAE, as for many years our adult education work has always been overshadowed by the priority given to Universal Primary Education (UPE) and formal education in key global initiatives like the MDGs despite the glaring need in our region for adult literacy and relevant community education. But this holistic and integrated goal is being threatened by the narrowing of some of the indicators that have been identified.

CHALLENGES REMAIN. While both ESD and GCEd are named in Target 4.7 (which we almost lost) there continues to be a number of challenges in terms of the perception that these are competing concepts which in turn results in a sense of ‘turfing’ rather than collaboration among ESD and GCEd practitioners and advocates. It is this challenge that we understand groups like Bridge 47 aim to overcome.

COMMIT OURSELVES. We in ASPBAE commit ourselves to continue to work in partnership across these education initiatives. We know fully well that at the heart of our ESD and GCEd is a shared goal of educating individuals for active citizenship at local and global levels to achieve sustainable development. And at the core of this heart beats our commitment to a rights based approach to inclusive and equitable quality education within a lifelong learning framework for all.
Hyungshik Shin, Korea Democracy Foundation (KDF)

Guiding questions

⑥ Why is the SDG Target 4.7 important for your organization regarding effective implementation of SDGs Target 4.7 locally and globally?

Education for global citizenship is important component of civic education or education for democracy. In the fact of globalization and global governance, we need to develop further concept of global citizenship beyond national boundaries. Without global citizenship, global nature of SDGs cannot be properly promoted. In this sense, Target 4.7 is crucial in awareness-building and citizen participation in the implementation of SDGs.

⑦ What kinds of action plans has your organization developed so far? Or What kinds of activities has your organization been carrying out to implement the SDG Target 4.7?

ADN since its establishment in Oct. 2013, has facilitated change of experiences among CSOs engaged in democracy program including democracy education in Asia.

⑧ What kinds of challenges are you facing or do you foresee regarding the implementation of the SDG Target 4.7?

Human rights and peace has been understood as ‘political’ or ‘ideological’ in some countries in Asia although they are universally-recognized values and concepts. Since they are part of UN 2030 Agenda as SDG Target 4.7, it is important to promote them together with or within the framework of education for global citizenship. Target 4.7 has several components in terms of content of education for global citizenship, and there should be more efforts to clarify inter-linkage or inter-sectionality among them in relation to education for global citizenship. In this sense, Target 4.7 is challenge and opportunity for ADN.

⑨ How can we develop and strengthen CSO network(s) on SDG Target 4.7 nationally, regionally and globally?

ADN has a plan to develop a workinggroup on education for democracy. This WG probably jointly with ADA, will develop its action plans soon and it can be part of Bridge 47 and CGC 2030 which are global network on education for global citizenship. Given the nature of Target 4.7, it need to be a multi-stake holders ‘forum, as a cross-sectoral network.
Main keypoints to the questions:

1. Why is the SDG Target 4.7 important for your organization regarding effective implementation of SDGs Target 4.7 locally and globally?
   First time recognition of global citizenship in so high level in UN agreements.
2. What kinds of action plans has your organization developed so far? Or Establishment of the Bridge 47 network.
3. What kinds of activities has your organization been carrying out to implement the SDG Target 4.7 and/or Incheon Declaration of WEF 2015?
4. What kinds of challenges are you facing or do you foresee regarding the implementation of the SDG Target 4.7 and/or Incheon Declaration of WEF 2015?
   Education itself is under attack and there is still a lot of work to get more understanding. Too many education which confuse audience and outsiders. Global citizenship education can be an umbrella for all educations.
5. How can we develop and strengthen CSO network(s) on SDG Target 4.7 nationally, regionally and globally?
   Bridge 47 network can help with the coordination, facilitation and common advocacy actions.
III. Reference

- Profiles of the Panelists
- Participating Organizations
### Profiles of the Panelists

#### Co-Moderators

<table>
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<th>Name</th>
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<td>Anselmo Lee, Secretary General, ADN / Co-convener, ADA</td>
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Seong Hoon (Anselmo) Lee is currently the Executive Director of the Korea Human Rights Foundation based in Seoul, Korea, and adjunct professor of Graduate School of Public Policy and Civic Engagement at Kyunghee University in Seoul, Korea. Mr. Lee also currently holds positions as Chair of the International Committee for Korea Civil Society Forum on International Development Cooperation (KoFID). Internationally, Mr. Lee is the Secretary General of the Asia Democracy Network (ADN), Co-Convener of the Asia Development Alliance (ADA).

As an active human rights practitioner, Mr. Lee has experience of serving as the Secretary-General of the International Movement of Intellectual and Cultural Affairs (ICMICA) Pax-Romana, in Geneva Switzerland (1997-2004), Executive Director of Asian Forum for Human Rights and Development (FORUM-ASIA), in Bangkok, Thailand (2005-2008), and Director General of the Bureau of Human Rights Policy at the National Human Rights Commission of Korea (NHRCK) (2008-2010). He holds a Bachelor’s from Seoul National University in Sociology and a Master’s from The Catholic University of Korea in Sociology.

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<th>Name</th>
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<td>Bernie Lovegrove, Executive Director, ASPBAE</td>
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#### Current Roles

- Regional Coordinator, Civil Society Education Fund (CSEF), Asia South Pacific Association for Basic and Adult Education (ASPBAE). Oversight of management of Asia Pacific capacity support to CSO coalitions in nineteen countries in the region:
  - Executive Director, ASPBAE Australia Ltd
  - Facilitator / trainer and coordinator of numerous national, sub-regional and regional workshops and community consultations for ASPBAE (1995-2016)

#### Education:

- Master of International and Community Development, Deakin University
Sample Reports, Educational Tools

- Co-developed and conducted an ASPBAE Educational Experience Survey and Adult Literacy Assessment Tool and training program in 2006-12
- Co-wrote Report on Indigenous Education in Australia regarding Education For All Goals, 2010
- Co-writer of a Learning Circle Kit on civil society participation in democratic governance in Vanuatu, 2002-3
- Research report on AusAID's Approach to Capacity Building of Civil Society Organisations, commissioned by the International Forum on Capacity Building for Southern NGOs (IFCB) 2001

Panelists

Milan Shrestha, Community Development Programme Sindhuli (CDPS), Nepal / ADA

Name: Milan Kumar Shrestha
Sex: Male
Marital Status: Married
Date of Birth: 30 June 1972
Nationality: Nepalese

Address
Permanent: Kamalamai Municipality–6, Ratamata, Sindhuli Madhi, Sindhuli District
Phone: 977-047-520277 (R)
Email: milansindhuli@yahoo.com
Mailing: Community Development Programme Sindhuli (CDPS)
Phone: 047-520130 (O)

Current Position:
Secretary General, NGO Federation of Nepal, Central Working Committee (November 2015-till date)

Past Positions:
Secretary, NGO Federation of Nepal, Central Working Committee (2012-2015)
Chairperson, NGO Federation of Nepal, District Branch Sindhuli (2002-2006)

Expertise:
School education, early childhood development, civic education, literacy and numeracy campaigns, and skill development for rural employment

Education:
B.A. in Humanities

Job experience:

Programme Coordinator CDPS (2005-2010)
Local Governance & Community CDPS (2001-2004)
Forestry Coordinator
Admin/Finance Coordinator CDPS (October 1998-November 2001)
Admin/Finance Manager Action Aid Nepal, Sindhuli Community Development Project (April 1994-September 1998)

Jae eun Shin, Director, Policy Center, KCOC, Korea / ADA

Education
- Ph.D. candidate and Master in International Development Cooperation, Graduate School of Pan-Pacific International Studies of Kyung Hee University

Research

Robbie Guevara, ASPBAE, Philippines
JOSE ROBERTO GUEVARA

President, Asia South Pacific Association for Basic and Adult Education (ASPBAE)

Associate Professor, International Development, RMIT University, Melbourne, Australia

robbie.aspbae@gmail.com

I am an educator with extensive experience in adult, community and popular education, and participatory action research, particularly in the fields of education for sustainable development, environmental education, global citizenship education and development education, within the Asia and South Pacific regions. Education for me is a two-way learning process; hence I have a strong passion for participatory, creative and experiential learning methodologies that are grounded in the local context. I have been inducted into the International Adult and Continuing Education Hall of Fame in October 2012 for my contribution to adult learning in the Asia-Pacific region.
I describe my educational practice as one of progressive contextualisation – which means that I am committed to a practice that is developmental and dynamic. It is an educational practice informed by a wide range of local contexts and needs of the learner, and works with the tensions that the national and global contexts present.

Hyungshik Shin, Korea Democracy Foundation (KDF) / AND

Education
Kyonggi University (Seoul, Korea)
Ph.D., Political Science (Feb 2011)
MA, Political Science (Feb 2008)
Seoul National University (Seoul, Korea)
BA, Sociology (Feb 1986)

Articles
“The Constitutional Values of U. S. Civic Education” (Study on The American Constitution Institute of American Constitution, Vol. 22 No.3 2011)
“The Korean Civil society and the Institutionalization of the Democratic Civic Education” (2010, Kyonggi University)

Professional Experience
Adjunct Professor / College of Humanities and Social Sciences, Pukyong National University, Mar 2015
Director / Institute for Korean Democracy, Korea Democracy Foundation (KDF), Feb 2016
Director / Planning & Coordination Department (KDF), Mar 2011
Director / Education and Training Department (KDF), Mar 2010
Director / Memorial Project Department (KDF), Mar 2008
Director / Planning Department (KDF), Aug 2005

RilliLappalainen, Bridge 47 Network, Finland

RilliLappalainen works as Secretary General of Finnish platform for development organisations, Kehys (www.kehys.fi). One of the main areas for Rilli and Kehys has been years the global citizenship education, lobbying space for that, making the education qualitative and building the networks amongst all actors interested in global citizenship. Work happens in national, regional (European union) and global level (in and out of UN). Rilli coordinates so-called global Bridge47 network which brings together individuals who wants to work for global citizenship from all over the world and all over the different “educations” and sectors. Kehys was hosting also the DEEEP project (www.deeep.org) last three years which facilitated international civil society work in global citizenship. Bridge 47 follows part of that work.

Daniel Perell, Coalition for Global Citizenship 2030 (CGC2030), New York
Daniel Perell joined the Baha’i International Community’s United Nations Office as a Representative in 2011. His areas of work include human rights, gender equality, the role of religion in society, and defense of the Baha’i Community. He has worked extensively on the Post-2015 development agenda, leading the Baha’i International Community’s delegation to the Rio+20 Conference. In 2010, Mr. Perell received a JD from the University of Virginia School of Law and an MA in Law and Diplomacy from the Fletcher School at Tufts University and was admitted to the New York State Bar Association. Mr. Perell has worked with the International Service for Human Rights in Geneva, the UN in Aceh, Indonesia and other organizations in the Marshall Islands and Chile.

### Jasmine Jaruphand, Planning and Coordination Lead, SDG Action Campaign, New York

Kallayaphorn Jasmine Jaruphand currently serves as a Planning and Coordination Lead for UN SDG Action Campaign where she helps shape the global advocacy and public engagement strategies for 2030 Agenda. Prior to joining the HQ in New York, she served as an Asia focal point working with civil societies, parliamentarians, local government, youth groups and the UN to spearhead on mass mobilisation campaigns, policy advocacy and pilot test citizens’ feedback initiative to monitoring the delivery of the MDGs entitlements.

Before joining the UN, Jasmine worked extensively with both the government and inter-governmental entities in promoting partnerships via south-south cooperation on issues of trade & investment, poverty reduction, infrastructure etc. Her humanitarian field-level experiences include refugees’ livelihood building and resettlement programme and aid coordination for Post-2004 Tsunami.

Jasmine holds an MA in International Economics and Finance, Chulalongkorn University and a BA in International Economics, Richmond College, UK.
Participating Organizations

**KCOC (Korea NGO Council for Overseas Development Cooperation)**

KCOC (Korea NGO Council for Overseas Development Cooperation) connects, supports and represents non-profit, non-governmental organizations of Korea that provide humanitarian and development assistance in poverty-stricken regions around the world.

**Vision**  
KCOC works to build a world of justice without poverty or inequality, where all the people have the right for their own life and own choices of life in the sustainable environment.

**Mission**  
KCOC promotes solidarity and networking among development NGOs for more effective cooperation and coordination of their activities. KCOC enhances capabilities and accountability of the development NGOs and their staff members.  
KCOC urges the Government to address global poverty and join the actions worldwide accordingly. KCOC raises awareness of poverty and sets up the mindset of global citizenship among the public.

**Korea Human Rights Foundation**

Established in 1999 by prominent human rights experts, activists, lawyers, and academics following the commemorative events of the 50th anniversary of the Universal Declaration of Human Rights, the Korea Human Rights Foundation (KHRF) strives to promote solidarity for empowerment in the realm of human rights in Korea.

Since its founding, KHRF has made significant contributions to the development of both the human rights movement and discourse in Korea by creating a platform for human rights activists, academics and all stakeholders to communicate through conferences, seminars and training workshops as well as publishing journals and newsletters.

The KHRF’s mission is to promote human rights values and culture through human rights education, research and leadership building in Korea and Asia. The main projects of KHRF can be broken down by A-B-C-D-E.

- Asia: Facilitating exchange between human rights defenders in Asia and Korea  
- Business: Promoting corporate human rights accountability  
- City: Realizing human rights in the city  
- Development: Integrating human rights in international development cooperation  
- Education: Enhancing human rights awareness among youth as well as teachers

**The Korea Democracy Foundation (KDF)**

The Korea Democracy Foundation (KDF) was established to contribute to the development of democracy by carrying out projects to memorialize the democratization movement and inherit its spirit in accordance with the Korea Democracy Foundation Act (Act 6495) passed into legislation on June 28, 2001. The KDF carries out support projects and arranges events to develop democracy movement, such as the establishment and
operation of the Korea Democracy Memorial Hall. It also collects, digitizes, manages, and researches documents for the historical organization of the democratization movement as well as the democratization movement artifacts preservation, management and publicization.

What We do
- Establishing and managing a democratization movement memorial hall
- Researching and displaying historical materials related to the democracy movement
- Preserving and supporting the remaining aspects of the democratization movement
- Performing public relations for the KDF & memorial hall and promoting its cause through a variety of brochures and educational materials
- Promoting development of democracy around the world

Community Development ProgrammeSindhuli/Nepal (CDPS)
Community Development ProgrammeSindhuli/Nepal (CDPS) was established in Sindhuli district in 1998 as a non-governmental, non-sectarian, non-political and not-for profit making organization. It is committed to making lasting positive change in the lives of deprived caste and classes, vulnerable groups, disaster affected population, conflict affected population, disadvantaged children, and other disadvantaged groups as well as backward community people.

CDPS aims at uplifting the livelihood of poor, disadvantaged and other socio-politically and economically exploited population and make them resilient at Sindhuli district, Central, Western and Eastern Development Region of Nepal, whose lives are often characterized by extreme poverty, marginalized and vulnerable. CDPS has been, amazingly as it is described, successful in mobilizing a large group of people from Women, Dalit, Janajati, youth and children, People living with disabilities and landless communities that also belong to the marginalized segment of Nepali society.

In addition to this, CDPS aims at serving economically poor and socially backward population in order to contribute to national goal to poverty alleviation and lasting peace. Since, there are a number of developments failed to achieve their objectives due to ignoring the fact that the deprived and socio-economically marginalized sections require empowerment linking with skill oriented programme facilities. It is, therefore, essential to address their issues such as education, health, disaster risk reduction, and women empowerment. Besides, other effective programs have to be launched against child labor, polygamy, child marriage and sexual exploitation that are contributing to political instability, social conflict and extreme poverty. The situation can be improved with carefully designed development initiatives and a better co-ordination with the line agencies. The CDPS is thus familiar among sister organizations as a pro-poor and rights-oriented development partner.

Asia Development Alliance (ADA)
The Asia Development Alliance (ADA) is an international network of national or sub-national multi-sectoral NGO/CSO platforms or umbrellas in Asia engaged in development issues in the context of the UN 2030 Agenda for Sustainable Development, in particular the Sustainable Development Goals (SDGs).

ADA was founded in Bangkok in February 2013 as a joint regional platform of the members of the
International Forum of National NGO Platforms (IFP) and CIVICUS Affinity Group of National Associations (AGNA) in Asia for a collaboration of other CSO networks such as the Asian Democracy Network (ADN), Global Call to Action against Poverty (GCAP), Good Neighbors International, etc.

ADA is committed to building a just, inclusive, equitable and peaceful community of sustainable societies in Asia and beyond where every citizen and people can enjoy all human rights and democratic freedoms. ADA aims to enhance the effectiveness and impact of civic engagement and advocacy in implementing the UN 2030 Agenda for Sustainable Development and Sustainable Development Goals (SDGs) at the national and international levels.

**Asia Democracy Network (ADN)**

The Asia Democracy Network (ADN) is a civil society led multi-stakeholders’ platform among democracy advocates and human rights defenders dedicated to the strengthening of democracy and Human Rights.

**Vision**

ADN is committed to building a just, equitable and sustainable community of democratic societies in Asia, where all human rights of all individuals, groups and peoples are fully respected and realized. Through effective solidarity and cooperation among civil society organizations, ADN will work to promote and advance democratization and democratic governance at all levels of society.

**Mission**

ADN works to promote and advance democratization and democratic governance at all levels of society through effective solidarity and cooperation among civil society organizations and democracy advocates in Asia.

**Goal**

ADN aims to build a stronger regional democracy network and movement engaged effectively in international advocacy and engagement with governments, inter-governmental organizations and other stakeholders in Asia and beyond.

**Asia South Pacific Association for Basic and Adult Education (ASPBAE)**

The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organisations and individuals. It promotes quality education for all and transformative, liberating, lifelong adult education and learning.

ASPBAE strengthens Asia-Pacific community and people's organizations, national education coalitions, teachers unions, campaign networks, and other civil society groups and institutions in holding governments and the international donor community accountable in achieving education targets and commitments.

**ASPBAE Priorities**

ASPBAE lobbies with governments to:
- Ensure the right of all to an education
- Uphold education as an empowering tool to combat poverty and all forms of exclusion and discrimination
- Enable active and meaningful participation in governance
- Build a culture of peace and international understanding
**ASPBae International Collaboration**

ASPBae is on the Education 2030 Steering Committee, also the Board of the Global Campaign for Education (GCE), and the board of the International Council for Adult Education (ICAE). ASPBAE is an 'NGO in Operational Relations' with UNESCO and is part of the Coordination Group of the UNESCO Collective Consultation of NGOs (CC NGO).

ASPBae is on a Roster Status with UN ECOSOC, and works closely with several UN agencies such as with UNICEF (United Nations Children's Fund), the UNESCO offices in Paris and Bangkok, and with the UNESCO Institute of Lifelong Learning in Hamburg.

**SDG 4 Forum in November 2016**

In November 2016 in Bangkok, ASPBAE will be organising a Regional Policy Forum bringing together governments, civil society, and other education stakeholders to deliberate on the implementing strategies that would concretise and advance SDG Targets 4.4 and 4.7, focusing on skills for employment and decent work, education for sustainable development, human rights education and global citizenship education.

**BRIDGE 47 NETWORK**

The Bridge 47 network was established as an opportunity to strengthen the important work of different educations and actors in the spirit of sustainable development goals.

The Bridge 47 network is global network for people who are interested in promotion of sustainable development goal number 4 and specially target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

Bridge 47 network supports its members to interact, facilitate, promote, educate, advocate and lobby more space for the holistic understanding of education. Through this global network we can raise awareness about 4.7., participate in potential local, national, regional or global events, build partnerships, share good experiences and learn from each other.

Finnish NGDO platform to the EU, Kehys who has been a leading agency of DEEEP project (www.deeep.org) acts a facilitator. The Bridge 47 brings together at the moment 100 people all over the world representing different educations like global education, education for sustainable development, peace education, human rights education from very local level to global institutions like UNESCO, from national ngo networks to researchers, from formal sector to informal and non-formal education, from campaigners to civil servants.

The common goal is to promote SDG 4.7. in all possible ways:

- Bridging different levels (global, regional, national) and bridging different educations - organising events
- sharing information

Want to know more: facebook page: Bridge 47 network or send an email to bridge47@kehys.fi.
Coalition for Global Citizenship Education

CGC2030 is, at its most basic level, a civil society response to Agenda 2030. Taking the concepts of universalism and leaving no one behind - which are both foundational to Agenda 2030 - one step further, one would naturally arrive at the concept of global citizenship. The precise objectives and methodologies of the coalition are to be defined by its members, but contributing the conceptual framework of global citizenship as a concept to the UN community is certainly one goal. We are not seeking to replace or direct any of the other networks and organizations already doing great work in furtherance of this idea - we just noticed that there is no explicit civil society engagement on this issue at the UN in New York. We are trying to fill that void.

Good Neighbors International

Good Neighbors International is an international, non-profit humanitarian organization committed to child education, community development, and emergency relief projects in 30 countries around the world. We have fundraising offices in the USA, Korea, and Japan, and an International Cooperation Office in Geneva. Currently, more than 2,000 professional staff and 20,000 volunteers -- ranging from doctors and nurses to engineers and professors -- support approximately 16.8 million people, including 9.6 million children. Our projects include building clean water wells in Africa, providing new cookstoves for families in Guatemala, and sponsoring children in Chad, Guatemala, Malawi, and Nepal. We fundraise and network with other organizations through offices in the USA, Korea, Japan, and Switzerland. We also partner with local governments, international donor agencies, and local communities to raise public awareness about development problems and solutions, and advocate for change. In 1996, Good Neighbors received the prestigious General Consultative Status with the United Nations and in 2007, we were awarded the Millennium Development Goals (MDG) Award.

Good Neighbors USA opened its Los Angeles office in 2007, which currently handles fundraising, donor management, volunteer programs, and marketing campaigns for all major projects. In December 2010, a Washington, D.C. office was established to network and partner with other organizations, as well as obtain grants from U.S. government agencies and foundations.

UN SDGs Action Campaign

Starting from January 2016, as the curtain closes on the MDGs, the UN Millennium Campaign has been rebranded to the “UN SDG Action Campaign” with a renewed mandate from the UN Secretary General for the coming 15 year to support the UN system-wide and the member states on advocacy and public engagement in the SDG implementation.

With a proven track record in developing and implementing innovative and impactful engagement techniques since 2002, the new Campaign intends to serve as a “universal entry point” for citizens to engage with the SDGs and support implementation efforts, focusing on building a popular, people-centered convening platform, involving a broad group of stakeholders to build strong political will for the 2030 Agenda and facilitating citizen-driven data to fill data gaps and drive accountability at national, regional and global levels.

The core objectives of the UN SDG Action Campaign’s mission are as follows:
1. Engage stakeholders and individuals to support member states and UN Country Teams in the SDGs implementation through direct citizen engagement and active global citizens framework

2. Encourage public ownership of SDGs in every country through creative and innovative communications, campaigning and policy advocacy programmes

3. Sponsor citizen-driven processes to strengthen accountability mechanism and monitor SDG progress through generation/collection of data, evidence, and sentiment about the impact of the SDGs
III. Reference

- Incheon Declaration ‘Education 2030: Towards inclusive and equitable quality education and lifelong learning for all’
- Resolution adopted by the General Assembly on 25 September 2015 ‘Transforming our world: the 2030 Agenda for Sustainable Development’
Education 2030
Incheon Declaration
and
Framework for Action
Towards inclusive and equitable quality education and lifelong learning for all
Education 2030

Incheon Declaration

Towards inclusive and equitable quality education and lifelong learning for all
UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea, from 19 – 22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160 countries, including over 120 Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next fifteen years.
Preamble

1. We, Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, have gathered in May 2015 at the invitation of the Director-General of UNESCO in Incheon, Republic of Korea, for the World Education Forum 2015 (WEF 2015). We thank the Government and the people of the Republic of Korea for having hosted this important event as well as UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR, as the co-convenors of this meeting, for their contributions. We express our sincere appreciation to UNESCO for having initiated and led the convening of this milestone event for Education 2030.

2. On this historic occasion, we reaffirm the vision of the worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000 — the most important commitment to education in recent decades and which has helped drive significant progress in education. We also reaffirm the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights. We acknowledge the efforts made; however, we recognize with great concern that we are far from having reached education for all.

3. We recall the Muscat Agreement developed through broad consultations and adopted at the Global Education for All (EFA) Meeting 2014, and which successfully informed the proposed education targets of the Open Working Group on Sustainable Development Goals (SDGs). We further recall the outcomes of the regional ministerial conferences on education post-2015 and take note of the findings of the 2015 EFA Global Monitoring Report and the Regional EFA Synthesis Reports. We recognize the important contribution of the Global Education First Initiative as well as the role of governments and regional, intergovernmental and non-governmental organizations in galvanizing political commitment for education.

4. Having taken stock of progress made towards the EFA goals since 2000 and the education-related Millennium Development Goals (MDGs) as well as the lessons learned, and having examined the remaining challenges and deliberated on the proposed Education 2030 agenda and the Framework for Action as well as on future priorities and strategies for its achievement, we adopt this Declaration.

Towards 2030: a new vision for education

5. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and its corresponding targets. It is transformative and universal, attends to the ‘unfinished business’ of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.
6. Motivated by our significant achievements in expanding access to education over the last 15 years, we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. We also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning.

7. **Inclusion and equity** in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.

8. We recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.

9. We commit to quality education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED). In this regard, we strongly support the implementation of the Global Action Programme on ESD launched at the UNESCO World Conference on ESD in Aichi-Nagoya in 2014. We also stress the importance of human rights education and training in order to achieve the post-2015 sustainable development agenda.

10. We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.

11. Furthermore, we note with serious concern that, today, a large proportion of the world's out-of-school population lives in conflict-affected areas, and that crises, violence and attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally. We commit to developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees. We highlight the need for education to be delivered in safe, supportive
and secure learning environments free from violence. We recommend a sufficient crisis response, from emergency response through to recovery and rebuilding; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during situations of conflict, emergency, post-conflict and early recovery.

Implementing our common agenda

12. We reaffirm that the fundamental responsibility for successfully implementing this agenda lies with governments. We are determined to establish legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, and to uphold the right to participation of all stakeholders.

13. We call for strong global and regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda based on data collection, analysis and reporting at the country level, within the framework of regional entities, mechanisms and strategies.

14. We recognize that the success of the Education 2030 agenda requires sound policies and planning as well as efficient implementation arrangements. It is also clear that the aspirations encompassed in the proposed SDG 4 cannot be realized without a significant and well-targeted increase in financing, particularly in those countries furthest from achieving quality education for all at all levels. We therefore are determined to increase public spending on education in accordance with country context, and 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.

15. Noting the importance of development cooperation in complementing investments by governments, we call upon developed countries, traditional and emerging donors, middle income countries and international financing mechanisms to increase funding to education and to support the implementation of the agenda according to countries’ needs and priorities. We recognize that the fulfilment of all commitments related to official development assistance (ODA) is crucial, including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries. 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. We also commit to increase our support to the least developed countries. We further recognize the importance of unlocking all potential resources to support the right to education. We recommend improving aid effectiveness through better coordination and harmonization, and prioritizing financing and aid to neglected sub-sectors and low income countries. We also recommend significantly increasing support for education in humanitarian and protracted crises. We welcome the Oslo Summit on Education for Development (July 2015) and call on the Financing for Development Conference in Addis Ababa to support the proposed SDG 4.

16. We call on the WEF 2015 co-convenors, and in particular UNESCO, as well as on all partners, to individually and collectively support countries in implementing the Education 2030 agenda, by providing technical advice, national capacity development and financial support based on their respective mandates and comparative advantages, and building on complementarity. To this end, we entrust UNESCO, in consultation with Member States, the WEF 2015 co-convenors and other partners, to develop an appropriate global coordination mechanism. Recognizing the Global Partnership for Education as a multi-stakeholder financing platform for education to support the implementation of the agenda according to the needs and priorities of countries, we recommend that it be part of this future global coordination mechanism.
17. We further entrust UNESCO, as the United Nations’ specialized agency for education, to continue its mandated role to lead and coordinate the Education 2030 agenda, in particular by: undertaking advocacy to sustain political commitment; facilitating policy dialogue, knowledge sharing and standard setting; monitoring progress towards the education targets; convening global, regional and national stakeholders to guide the implementation of the agenda; and functioning as a focal point for education within the overall SDG coordination architecture.

18. We resolve to develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for policy formulation and the management of education systems as well as to ensure accountability. We further request the WEF 2015 co-convenors and partners to support capacity development in data collection, analysis and reporting at the country level. Countries should seek to improve the quality, levels of disaggregation and timeliness of reporting to the UNESCO Institute for Statistics. We also request that the Education for All Global Monitoring Report be continued as an independent Global Education Monitoring Report (GEMR), hosted and published by UNESCO, as the mechanism for monitoring and reporting on the proposed SDG 4 and on education in the other proposed SDGs, within the mechanism to be established to monitor and review the implementation of the proposed SDGs.

19. We have discussed and agreed upon the essential elements of the Education 2030 Framework for Action. Taking into account the United Nations summit for the adoption of the post-2015 development agenda (New York, September 2015) and the outcomes of the Third International Conference on Financing for Development (Addis Ababa, July 2015), a final version will be presented for adoption and launched at a special high-level meeting to be organized alongside the 38th session of the General Conference of UNESCO in November 2015. We are fully committed to its implementation after its adoption, to inspire and guide countries and partners to ensure that our agenda is achieved.

20. Building on the legacy of Jomtien and Dakar, this Incheon Declaration is an historic commitment by all of us to transform lives through a new vision for education, with bold and innovative actions, to reach our ambitious goal by 2030.

Incheon, Republic of Korea

21 May 2015
Statements of the Heads of the WEF 2015 Convening Agencies

This Declaration is a huge step forward. It reflects our determination to ensure that all children, young people and adults gain the knowledge and skills they need to live in dignity, to fulfil their potential and contribute to their societies as responsible global citizens. It encourages governments to provide learning opportunities through life, so that people can continue to grow and be on the right side of change. It affirms that education, a fundamental human right, is the key to global peace and sustainable development.

Irina Bokova
Director-General of UNESCO

Education is the key to a better life for every child and the foundation of every strong society – but far too many children are still being left behind. To realize all our development goals, we need every child in school and learning.

Anthony Lake
Executive Director, UNICEF

To end poverty, boost shared prosperity, and achieve the Sustainable Development Goals, we must use development financing and technical expertise to effect radical change. We must work together to ensure that all children have access to quality education and learning opportunities throughout their lives, regardless of where they are born, their gender, or their family’s income.

Jim Yong Kim
President of the World Bank Group

Together we must promote and protect every person’s right to education, and ensure that quality education reaches all, and instils values of peace, justice, human rights and gender equality. We are proud to have been a co-convener of the World Education Forum and pledge to take forward the new action agenda on education for all by 2030.

Babatunde Osotimehin
UNFPA Executive Director

In our world, knowledge is power, and education empowers. It is an indispensable part of the development equation. It has intrinsic value – extending far beyond the economic – to empower people to determine their own destiny. That is why the opportunity to be educated is central to advancing human development.

Helen Clark
UNDP Administrator

The Incheon Declaration rightly commits us to non-discriminatory education that recognizes the importance of gender equality and women’s empowerment for sustainable development. This is a crucial opportunity for us to work together, across sectors, towards the fulfilment of the Education for All promise of peaceful, just and equal societies. A world where people are equal can only be achieved if our education also universally teaches this.

Phumzile Mlambo-Ngcuka
UN Women Executive Director and UN Under-Secretary-General

We have a collective responsibility to ensure education plans take into account the needs of some the most vulnerable children and youth in the world – refugees, internally displaced children, stateless children and children whose right to education has been compromised by war and insecurity. These children are the keys to a secure and sustainable future, and their education matters for us all.

António Guterres
United Nations High Commissioner for Refugees
Education 2030
Framework for Action
Towards inclusive and equitable quality education and lifelong learning for all
Acknowledgements

The Education 2030 Framework for Action was adopted by 184 UNESCO Member States on 4 November 2015 in Paris. It is the result of a collective effort involving in-depth, wide-ranging consultations driven and owned by countries, and facilitated by UNESCO as well as other partners. The development of the Framework was guided by the Education for All (EFA) Steering Committee convened by UNESCO, and finalized through the Drafting Group for the Education 2030 Framework for Action.

On behalf of UNESCO, I wish to express my deep gratitude to the members of the EFA Steering Committee and the Drafting Group for the Education 2030 Framework for Action. My thanks go in particular to the representatives of Armenia, Benin, Brazil, China, Ecuador, El Salvador, France, India, Japan, Kenya, Norway, Oman, Pakistan, Peru, the Republic of Korea, the Russian Federation, Saudi Arabia, Thailand and Uganda for their involvement and contribution.

The following United Nations agencies, multilateral agencies, civil society organizations and private entities participated actively and made critical inputs to the development of the Education 2030 Framework for Action: the United Nations Children’s Fund (UNICEF), the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA), the Office of the United Nations High Commissioner for Refugees (UNHCR), UN Women and the World Bank; the Global Partnership for Education (GPE); the Organisation for Economic Co-operation and Development (OECD); Education International (EI); the Global Campaign for Education (GCE); the Africa Network Campaign on Education For All (ANCEFA); the Asia South Pacific Association for Basic and Adult Education (ASPBAE); and Intel. Their tireless efforts and exhaustive consultations within their respective constituencies helped ensure the relevance of the Framework to education stakeholders in different settings across the world.

Special thanks go to Dankert Vedeler (Chair of the EFA Steering Committee and Co-chair of the Drafting Group for the Education 2030 Framework for Action, Norway), Camilla Croso (Vice-Chair of the EFA Steering Committee and Vice-Chair of the Drafting Group for the Education 2030 Framework for Action, GCE) and Kazuhiro Yoshida (Vice-Chair of the EFA Steering Committee and Vice-Chair of the Drafting Group for the Education 2030 Framework for Action, Japan) for their deep commitment to and skills in guiding and carrying out a complex process of consultations.

The development of the Education 2030 Framework for Action would not have been possible without the valuable and generous contributions, peer reviews and advice of my colleagues in UNESCO’s Education Sector, including its Institutes and Regional Bureaux for Education. In this regard, I would like to commend the Sector’s Education for All Team, which led and coordinated the process of developing the Education 2030 Framework for Action and provided the necessary technical support. Its dedication to the task was unwavering.

Qian Tang, Ph.D.
Assistant Director-General for Education
UNESCO
December 2015, Paris
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INTRODUCTION

1. The world has made some remarkable progress in education since 2000, when the six Education for All (EFA) goals and the Millennium Development Goals (MDGs) were established. Those goals were not, however, reached by the 2015 deadline and continued action is needed to complete the unfinished agenda. With Goal 4 of Transforming our world: the 2030 Agenda for Sustainable Development – ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ (hereafter referred to as Education 2030) – and its associated targets, the world has set a more ambitious universal education agenda for the period from 2015 to 2030. Every effort must be made to guarantee that this time the goal and targets are achieved.

2. Education 2030 was developed through a broad consultative process driven and owned by Member States, and facilitated by UNESCO as well as other partners and guided by the EFA Steering Committee. Education 2030 draws on the thematic consultations on education post-2015 of 2012 and 2013 led by UNESCO and UNICEF, the Global Education for All Meeting held in Muscat, Oman, in May 2014, non-government organization (NGO) consultations, the five regional ministerial conferences organized by UNESCO in 2014 and 2015, and the E-9 meeting held in Islamabad in 2014. A key milestone in its development is the Muscat Agreement, which was adopted at the Global EFA Meeting in May 2014 and which informed the global education goal and its associated targets and means of implementation as proposed by the United Nations (UN) General Assembly’s Open Working Group on Sustainable Development Goals (OWG).

This process culminated in the Incheon Declaration, which was adopted on 21 May 2015 at the World Education Forum (WEF 2015) held in Incheon, Republic of Korea. The Incheon Declaration constitutes the commitment of the education community to Education 2030 and the 2030 Agenda for Sustainable Development, recognizing the important role of education as a main driver of development. The Education 2030 Framework for Action, which provides guidance for implementing Education 2030, was discussed at WEF 2015, and its essential elements were agreed upon in the Incheon Declaration. It was finalized by the Drafting Group for the Education 2030 Framework for Action and adopted by 184 Member States and the education community during a high-level meeting at UNESCO, Paris on 4 November 2015. The Framework for Action outlines how to translate into practice, at country/national, regional and global level, the commitment made in Incheon. It aims at mobilizing all countries and partners around the Sustainable Development Goal (SDG) on education and its targets, and proposes ways of implementing, coordinating, financing and monitoring Education 2030 to ensure inclusive and equitable quality education and lifelong learning opportunities for all. It also proposes indicative strategies which countries may wish to draw upon in developing contextualized plans and strategies, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

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1 The EFA Steering Committee, convened by UNESCO, is composed of Member States representing all six regional groups of UNESCO, the E-9 initiative* and the host country of the World Education Forum 2015; the five EFA convening agencies (UNESCO, UNICEF, the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA) and the World Bank), the Organisation for Economic Co-operation and Development (OECD); the Global Partnership for Education (GPE); civil society; the teaching profession; and the private sector.


3 It is acknowledged that in federal systems, government responsibilities often lie at sub-national levels. Moreover, decentralized responsibility for education governance and provision is common practice in many countries which do not have a federal system. Where possible, appropriate terms are used to reflect this, but in some cases ‘national’ is used to refer to countries with either centralized or decentralized governance systems.
3. The Framework for Action has three sections. Section I outlines the vision, rationale and principles of Education 2030. Section II describes the global education goal and its associated seven targets and three means of implementation, as well as indicative strategies. Section III proposes a structure for coordinating global education efforts, as well as governance, monitoring, follow-up and review mechanisms. It also examines ways of ensuring that Education 2030 is adequately financed and outlines the partnerships needed to realize the agenda at country/national, regional and global level.

I. VISION, RATIONALE AND PRINCIPLES

4. Education is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all SDGs. Recognizing the important role of education, the 2030 Agenda for Sustainable Development highlights education as a stand-alone goal (SDG 4) and also includes targets on education under several other SDGs, notably those on health; growth and employment; sustainable consumption and production; and climate change. In fact, education can accelerate progress towards the achievement of all of the SDGs and therefore should be part of the strategies to achieve each of them. The renewed education agenda encapsulated in Goal 4 is comprehensive, holistic, ambitious, aspirational and universal, and inspired by a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind. The agenda attends to the unfinished business of the EFA goals and the education-related MDGs, while effectively addressing current and future global and national education challenges. It is rights-based and inspired by a humanistic vision of education and development, based on the principles of human rights and dignity, social justice, peace, inclusion and protection, as well as cultural, linguistic and ethnic diversity and shared responsibility and accountability.

5. Building on and continuing the EFA movement, Education 2030 takes into account lessons learned since 2000. What is new about Education 2030 is its focus on increased and expanded access, inclusion and equity, quality and learning outcomes at all levels, within a lifelong learning approach. A key lesson of past years is that the global education agenda should work within the overall international development framework, with strong links to humanitarian response, rather than alongside it as occurred with the separate EFA goals and education-related MDGs. By adopting the Incheon Declaration, the education community set a single renewed education goal in accordance with the overall development framework. The new education agenda’s focus on inclusion and equity – giving everyone an equal opportunity, and leaving no one behind – signals another lesson: the need for increased efforts especially aimed at reaching those marginalized or in vulnerable situations. All people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, should have access to inclusive, equitable quality education and lifelong learning opportunities. The focus on education quality, learning and skills highlights yet another important lesson: the danger of concentrating on access to education without paying enough attention to whether students are learning and acquiring relevant skills once they are in school. The fact that the EFA goals have not been reached carries a further lesson: ‘business as usual’ will not bring quality education to all. If current rates of progress continue, many of the countries lagging furthest behind will not reach the new targets by 2030. This means that it is of utmost importance to change current practices and mobilize efforts and resources at an unprecedented pace. Another new feature of the Education 2030 agenda is that it is universal and is owned by the entire world, developed and developing countries alike.

4 Hereafter, ‘marginalized and vulnerable groups’ refers to all groups in this list. It should be noted that the list, which combines paragraphs 19 and 25 of ‘Transforming our world: the 2030 Agenda for Sustainable Development’, is not exhaustive and that countries and regions may identify and address other status-based vulnerability, marginalization, discrimination and exclusion in education.
6. Education 2030 must be seen within the broader context of development today. Education systems must be relevant and respond to rapidly changing labour markets, technological advances, urbanization, migration, political instability, environmental degradation, natural hazards and disasters, competition for natural resources, demographic challenges, increasing global unemployment, persistent poverty, widening inequality and expanding threats to peace and safety. By 2030, education systems will need to enrol hundreds of millions of additional children and adolescents to achieve basic education (that is, pre-primary, primary and lower secondary education) for all [iv] as well as provide equal access to upper secondary and post-secondary education opportunities for all. At the same time, it is critical to provide early childhood care and education to ensure children’s long-term development, learning and health. It is also vital for education systems to ensure that all children, youth and adults are learning and acquire relevant skills, including proficiency in literacy. There is an urgent need for children, youth and adults to develop throughout life the flexible skills and competencies they need to live and work in a more secure, sustainable, interdependent, knowledge-based and technology-driven world. Education 2030 will ensure that all individuals acquire a solid foundation of knowledge, develop creative and critical thinking and collaborative skills, and build curiosity, courage and resilience.

7. The renewed attention to the purpose and relevance of education for human development and economic, social and environmental sustainability is a defining feature of the Education 2030 agenda. This is embedded in its holistic and humanistic vision, which contributes to a new model of development. That vision goes beyond a utilitarian approach to education and integrates the multiple dimensions of human existence [v p. 10]. It understands education as inclusive and as crucial in promoting democracy and human rights and enhancing global citizenship, tolerance and civic engagement as well as sustainable development. Education facilitates intercultural dialogue and fosters respect for cultural, religious and linguistic diversity, which are vital for achieving social cohesion and justice.

8. For countries and communities that embrace the need to bring quality education to all, the benefits are enormous. Evidence of education’s unmatched power to improve lives, particularly for girls and women continues to accumulate [v]. Education has a key role in eradicating poverty: it helps people obtain decent work, raises their incomes and generates productivity gains that fuel economic development. Education is the most powerful means of achieving gender equality, of enabling girls and women to fully participate socially and politically, and of empowering them economically. Education is also one of the most potent ways to improve individuals’ health – and to make sure the benefits are passed on to future generations. It saves the lives of millions of mothers and children, helps prevent and contain disease, and is an essential element of efforts to reduce malnutrition. Moreover, education promotes the inclusion of persons with disabilities [vii]. It is also fundamentally protective for children, young people and adults whose lives have been devastated by crisis and conflict, and provides them with the tools to rebuild their lives and communities.

9. Unlocking education’s power for all will require creating more opportunity everywhere, but especially in countries and regions in conflict. Many of the largest education gaps are found in conflict and emergency situations. It is, therefore, critical to develop education systems that are more resilient and responsive in the face of conflict, social unrest and natural hazards – and to ensure that education is maintained during emergency, conflict and post-conflict situations. Better education is also central to preventing and mitigating conflicts and crises and to promoting peace.

10. The principles informing this Framework are drawn from international instruments and agreements, including Article 26 of the Universal Declaration of Human Rights [viii], the Convention against Discrimination in Education [ix], the Convention on the Rights of the Child [x], the International Covenant on Economic, Social and Cultural Rights [xi], the UN Convention on the Rights of Persons with Disabilities [xii], the Convention on the Elimination of All Forms of Discrimination against Women [xiii], the Convention relating to the Status of
Refugees [xiv] and the UN General Assembly Resolution on the Right to Education in Emergency Situations [xv]. Those principles include:

- **Education is a fundamental human right and an enabling right.** To fulfill this right, countries must ensure universal equal access to inclusive and equitable quality education and learning, which should be **free and compulsory**, leaving no one behind. Education shall aim at the full development of the human personality and promote mutual understanding, tolerance, friendship and peace.

- **Education is a public good,** of which the state is the duty bearer. Education is a shared societal endeavour, which implies an inclusive process of public policy formulation and implementation. Civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education. The role of the state is essential in setting and regulating standards and norms [xiv].

- **Gender equality** is inextricably linked to the right to education for all. Achieving gender equality requires a rights-based approach that ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.

## II. GOAL, STRATEGIC APPROACHES, TARGETS AND INDICATORS

### Overarching goal

‘**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**’

11. The overarching 2030 Agenda for Sustainable Development education goal (SDG 4) commits to providing inclusive and equitable quality education at all levels and expresses the new key features of Education 2030, which underpin this Framework for Action.

12. Ensure **access** to and completion of quality education for all children and youth to at least 12 years of free, publicly funded, inclusive and equitable quality primary and secondary education, of which at least nine years are compulsory, as well as access to quality education for out-of-school children and youth through a range of modalities. Ensure the provision of learning opportunities so that all youth and adults acquire functional literacy and numeracy and so as to foster their full participation as active citizens. The provision of at least one year of free and compulsory pre-primary education of good quality should also be encouraged.

13. Ensure **equity and inclusion** in and through education and address all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes. Inclusive education for all should be ensured by designing and implementing transformative public policies to respond to learners’ diversity and needs, and to address the multiple forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education. As **gender equality** is another key feature of Education 2030, this agenda pays particular attention to gender-based discrimination as well as to vulnerable groups, and to ensuring that no one is left behind. No education target should be considered met unless it is met by all.

14. An integral part of the right to education is ensuring that education is of sufficient **quality** to lead to relevant, equitable and effective learning outcomes at all levels and in all settings. Quality education necessitates, at a minimum, that learners develop foundational literacy and
numeracy skills as building blocks for further learning, as well as higher-order skills. This requires relevant teaching and learning methods and content that meet the needs of all learners, taught by well-qualified, trained, adequately remunerated and motivated teachers, using appropriate pedagogical approaches and supported by appropriate information and communication technology (ICT), as well as the creation of safe, healthy, gender-responsive, inclusive and adequately resourced environments that facilitate learning.

15. The right to education begins at birth and continues throughout life; therefore the concept of lifelong learning guides Education 2030. To complement and supplement formal schooling, broad and flexible lifelong learning opportunities should be provided through non-formal pathways with adequate resources and mechanisms and through stimulating informal learning, including through use of ICT.

**Strategic approaches**

16. To achieve SDG 4 on education and the education targets included under other SDGs, it will be necessary to mobilize national, regional and global efforts that are aimed at:

- achieving effective and inclusive partnerships;
- improving education policies and the way they work together;
- ensuring highly equitable, inclusive and quality education systems for all;
- mobilizing resources for adequate financing for education;
- ensuring monitoring, follow-up and review of all targets.

A set of strategic approaches (outlined below) is recommended to deliver on the vastly more ambitious universal Education 2030 goal and agenda, and to monitor progress. Building on the lessons of EFA and the MDGs, states should invest in and scale up innovative, evidence-based and cost-effective approaches that enable all individuals to gain access to, participate in, learn through and complete a quality education, with a special focus on those who are the hardest to reach in all contexts. In addition, indicative strategies specific to each target are described under the targets. It should be noted that these strategies are quite generic and will require appropriate adaptation by governments to different country contexts and priorities.

**Strengthening policies, plans, legislation and systems**

17. A number of international standard-setting instruments protect the fundamental human right to education. Legally binding instruments such as treaties, conventions, agreements and protocols, as well as international instruments, such as recommendations and declarations \[^{[17]}\] that have political and moral force have established a solid international normative framework for the right to education without discrimination or exclusion. Multi-stakeholder participatory reviews, led by governments, should be undertaken to institute measures to fulfil their obligations and to ensure strong legal and policy frameworks that lay the foundation and conditions for the delivery and sustainability of quality education.

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[^{[17]}]: In essence, lifelong learning is rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, girls and boys, women and men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. Education systems which promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals; (UNESCO Institute for Lifelong Learning. n.d. Technical Note: Lifelong Learning. [http://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/en/UNESCOTechNotesLLL.pdf](http://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/en/UNESCOTechNotesLLL.pdf).)
18. In implementing the new agenda, the focus should be on efficiency, effectiveness and equity of education systems. Education systems should reach out to, attract and retain those who are currently excluded or at risk of being marginalized. Furthermore, to ensure quality education and conditions for effective education outcomes, governments should strengthen education systems by instituting and improving appropriate, effective and inclusive governance and accountability mechanisms; quality assurance; education management information systems; transparent and effective financing procedures and mechanisms; and institutional management arrangements, as well as ensure that robust, timely and accessible data are available. Innovation and ICT must be harnessed to strengthen education systems, disseminate knowledge, provide access to information, promote quality and effective learning and deliver services more efficiently. System strengthening should also draw on South-South and triangular collaboration and sharing of best practices, adapted to country and regional contexts.

**Emphasizing equity, inclusion and gender equality**

19. Cross-sector policies and plans should be developed or improved, consistent with the overall 2030 Agenda for Sustainable Development, to address the social, cultural and economic barriers that deprive millions of children, youth and adults of education and quality learning. Relevant and realistic intermediate benchmarks and stepping stones should be set at the national level. This must include changes as appropriate in education content, approaches, structures and funding strategies to address the situation of excluded children, youth and adults. Evidence-based policies and strategies to address exclusion may include elimination of cost barriers through, for example, cash transfer programmes; provision of school meals/nutrition and health services; learning and teaching materials and transport services; second chance/re-entry programmes; inclusive school facilities; teacher training on inclusive education; and language policies to address exclusion. To measure marginalization in education, set targets for reducing inequity and monitor progress towards these targets, all countries should collect, analyse and use disaggregated data, broken down by the specific characteristics of given population groups, and ensure that indicators measure progress towards reducing inequality.

20. To ensure gender equality, education systems must act explicitly to eliminate gender bias and discrimination resulting from social and cultural attitudes and practices and economic status. Governments and partners need to put in place gender-sensitive policies, planning and learning environments; mainstream gender issues in teacher training and curricula monitoring processes, and eliminate gender-based discrimination and violence in education institutions to ensure that teaching and learning have an equal impact on girls and boys, women and men, and to eliminate gender stereotypes and advance gender equality. Special measures should be put in place to ensure the personal security of girls and women in education institutions and on the journey to and from them, in all situations but in particular during conflict and crises.

21. Given the significant challenges faced by persons with disabilities in accessing quality education opportunities and the lack of data to support effective interventions, particular attention is needed to ensure access to and outcomes of quality education and learning for children, youth and adults with disabilities.

**Focusing on quality and learning**

22. Increasing access must be accompanied by measures to improve the quality and relevance of education and learning. Education institutions and programmes should be adequately and equitably resourced, with safe, environment-friendly and easily accessible facilities; sufficient numbers of teachers and educators of quality using learner-centred, active and collaborative pedagogical approaches; and books, other learning materials, open educational resources and technology that are non-discriminatory, learning conducive, learner friendly, context specific, cost effective and available to all learners - children, youth and adults. Teacher policies and regulations
should be in place to ensure that teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified, motivated, equitably and efficiently deployed across the whole education system, and supported within well-resourced, efficient and effectively governed systems. Systems and practices for assessment of quality learning that include evaluation of inputs, environments, processes and outcomes should be instituted or improved. Relevant learning outcomes must be well defined in cognitive and non-cognitive domains, and continually assessed as an integral part of the teaching and learning process. Quality education includes the development of those skills, values, attitudes and knowledge that enable citizens to lead healthy and fulfilled lives, make informed decisions and respond to local and global challenges. A focus on quality and innovation will also require strengthening science, technology, engineering and mathematics education (STEM).

**Promoting lifelong learning**

23. All age groups, including adults, should have opportunities to learn and to continue learning. Beginning at birth, lifelong learning for all, in all settings and at all levels of education, should be embedded in education systems through institutional strategies and policies, adequately resourced programmes, and robust partnerships at the local, regional, national and international levels. This requires the provision of multiple and flexible learning pathways and entry points and re-entry points at all ages and all educational levels, strengthened links between formal and non-formal structures, and recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education. Lifelong learning also includes equitable and increased access to quality technical and vocational education and training and to higher education and research, with due attention to relevant quality assurance.

24. Special measures and increased finance are needed to address the needs of adult learners and of the millions of children, youth and adults who remain illiterate. Moreover, all youth and adults, especially girls and women, should be provided with opportunities to achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire skills for life and decent work. Importantly, the provision of adult learning, education and training opportunities must be ensured. Cross-sector approaches traversing education, science and technology, family, employment, industrial and economic development, migration and integration, citizenship, social welfare and public finance policies should be used.

**Addressing education in emergency situations**

25. Natural disasters, pandemics and conflicts, and the resulting internal and cross-border displacement, can leave entire generations traumatized, uneducated and unprepared to contribute to the social and economic recovery of their country or region. Crisis is a major barrier to access to education, stalling and in some cases reversing progress towards the EFA goals in the last decade. Education in emergency contexts is immediately protective, providing life-saving knowledge and skills and psychosocial support to those affected by crisis. Education also equips children, youth and adults for a sustainable future, with the skills to prevent disaster, conflict and disease.

26. Countries must, therefore, institute measures to develop inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in crisis contexts, including internally displaced persons and refugees. The principles of prevention, preparedness and response, and established international guidelines such as the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, should guide planning and response. Education sector plans and policies should anticipate risks and include measures to respond to the educational needs of children and adults in crisis situations; they should also promote safety, resilience and social cohesion, with the aim of reducing the risks of conflict and natural disaster. The capacity of governments and civil society for disaster risk reduction, peace education,
climate change adaptation and emergency preparedness and response should be strengthened at all levels to ensure that risk is mitigated and education maintained during all phases, from emergency response to recovery. Well-coordinated national, regional and global responses and systems are needed to prepare for and respond to emergencies and to ‘build back’ better, towards safer and more equitable education systems.

27. Stakeholders should make every effort to ensure that education institutions are protected as zones of peace, free from violence, including school-related gender-based violence. Special measures should be put in place to protect women and girls in conflict zones. Schools and educational institutions – and the routes to and from them – must be free from attack, forced recruitment, kidnapping and sexual violence. Actions must be taken to end impunity for persons and armed groups that attack education institutions.

Targets and indicative strategies

28. The targets of Education 2030 are specific and measurable, and contribute directly to achieving the overarching goal. They spell out a global level of ambition that should encourage countries to strive for accelerated progress. They are applicable to all countries, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. Country-led action will drive change, supported by effective multi-stakeholder partnerships and financing. Governments are expected to translate global targets into achievable national targets based on their education priorities, national development strategies and plans, the ways their education systems are organized, their institutional capacity and the availability of resources. This requires establishing appropriate intermediate benchmarks (e.g. for 2020 and 2025) through an inclusive process, with full transparency and accountability, engaging all partners so there is country ownership and common understanding. Intermediate benchmarks can be set for each target to serve as quantitative goalposts for review of global progress vis-à-vis the longer-term goals. Such benchmarks should build on existing reporting mechanisms, as appropriate. Intermediate benchmarks are indispensable for addressing the accountability deficit associated with longer-term targets.

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

29. Despite significant progress since 2000, an estimated 59 million children of primary school age and 65 million adolescents of lower secondary school age – of whom girls remain the majority – were still out of school in 2013. In addition, many of those in school are not acquiring basic knowledge and skills. At least 250 million primary-school-aged children, more than 50% of whom have spent at least four years in school, cannot read, write or count well enough to meet minimum learning standards.

30. The provision of 12 years of free, publicly funded, inclusive, equitable, quality primary and secondary education – of which at least nine years are compulsory, leading to relevant learning outcomes – should be ensured for all, without discrimination. The provision of free education includes the removal of cost-related barriers to primary and secondary education. Immediate, targeted and sustained action is required to provide meaningful education and training opportunities for the large population of out-of-school children and adolescents.

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6 The first nine years of formal education, i.e. the cumulative duration of ISCED 1 and 2: ISCED 1 is the primary level, typically lasting six years (with variation across countries between four and seven years), and ISCED 2 is lower secondary, typically lasting three years (again, with variation). (UIS. 2012. International Standard Classification of Education: ISCED 2011. www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.)
31. Upon completion of the full cycle of primary and secondary education, all children should have established the building blocks of basic literacy and numeracy skills and achieved an array of relevant learning outcomes as defined by and measured against established curricula and official standards, including subject knowledge and cognitive and non-cognitive skills,\(^7\) that enable children to develop to their full potential.

32. Effective and relevant learning outcomes can only be achieved through the provision of quality inputs and instructional processes that enable all learners to acquire relevant knowledge, skills and competencies. Equally important is the equity dimension: policies should be established to address the uneven distribution of learning opportunities and outcomes across regions, households, ethnic or socio-economic groups and, most importantly, in diverse schools and classrooms. Addressing inequality and ensuring inclusion in provision and in quality education outcomes requires deepening the understanding of teaching and learning in a given learning environment. In multilingual contexts, where possible and taking into account differing national and subnational realities, capacities and policies, teaching and learning in the first or home language should be encouraged. Given the increased global social, environmental and economic interdependence, it is also recommended that at least one foreign language is offered as a subject.

33. Moreover, there is a need for shared understanding and viable strategies to measure learning in ways that ensure that all children and youth, regardless of their circumstances, receive a quality and relevant education, including in human rights, arts and citizenship. Such understanding can best be cultivated through improved availability of systematic, reliable and updated data, and information obtained through formative and/or continuous (classroom-based) assessments and summative assessments at different levels. Finally, quality also requires systems for managing teachers, governance, accountability mechanisms and strong public financial management.

34. **Indicative strategies:**

- Put in place policies and legislation that guarantee 12 years of free, publicly funded, inclusive, quality primary and secondary education, of which at least nine years are compulsory for all children, leading to relevant learning outcomes. Countries should increase the number of years of free and compulsory education to meet global benchmarks, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.
- Define standards and review curricula to ensure quality and relevance to the context, including skills, competencies, values, culture, knowledge and gender responsiveness.
- Strengthen the efficiency and effectiveness of institutions, school leadership and governance through greater involvement of communities, including young people and parents, in the management of schools.
- Allocate resources more equitably across socio-economically advantaged and disadvantaged schools.
- In multilingual contexts foster bi- and multilingual education, starting with early learning in the first or home language of children.
- Provide alternative modes of learning and education for children and adolescents who are not in school at both the primary and secondary levels, and put in place equivalency and bridging programmes, recognized and accredited by the state, to ensure flexible learning in both formal and non-formal settings, including in emergency situations.

\(^7\) Noting that there is debate around the term ‘non-cognitive skills’ and that other terms have been used including ‘21st century skills’, ‘soft skills’, ‘transversal skills’ and ‘transferable skills’, this document uses ‘non-cognitive skills’, which may include critical and innovative thinking, interpersonal skills, intrapersonal skills, global citizenship skills, media and information literacy, etc.
Develop more robust, comprehensive assessment systems to assess learning outcomes at critical points, including during and at the end of primary and lower secondary education, reflecting both cognitive and non-cognitive skills. These should include assessment of foundational reading, writing and numeracy skills as well as non-cognitive skills. Design formative assessments as an integral part of the teaching and learning process at all levels, with a direct link to pedagogy.

**Target 4.2:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

35. Beginning at birth, early childhood care and education (ECCE) lays the foundation for children's long-term development, well-being and health. ECCE builds the competencies and skills that enable people to learn throughout life and to earn a livelihood. Investments in young children, particularly those from marginalized groups, yield the greatest long-term impact in terms of developmental and educational outcomes [xxi]. ECCE also enables early identification of disabilities and children at risk of disability, which allows parents, health care providers and educators to better plan for, develop and implement timely interventions to address the needs of children with disabilities, minimizing developmental delays, improving learning outcomes and inclusion, and preventing marginalization. Since 2000, pre-primary education enrolment has increased by almost two-thirds and the gross enrolment ratio is projected to increase from 35% in 2000 to 58% in 2015 [xxii]. Despite this progress, young children in many parts of the world do not receive the care and education that would allow them to develop their full potential.

36. ECCE includes adequate health and nutrition, stimulation within the home, community and school environments, protection from violence and attention to cognitive, linguistic, social, emotional and physical development. It is in the first few years of life that the most significant brain development occurs, and that children begin to engage in intensive meaning-making of the self and surrounding world, building the very basics for being healthy, caring, competent and contributing citizens. ECCE lays the foundation for lifelong learning and supports children's well-being and progressive preparation for primary school entry, an important transition that is often accompanied by increasing expectations of what children should know and be able to do. Readiness for primary school refers to the achievement of developmental milestones across a range of domains, including adequate health and nutritional status, and age-appropriate language, cognitive, social and emotional development. To achieve this, it is important that all children have access to quality holistic early childhood development, care and education for all ages. The provision of at least one year of free and compulsory quality pre-primary education is encouraged, to be delivered by well-trained educators. This should be put in place taking into account different national realities, capacities, levels of development, resources and infrastructure. In addition, it is critical that children's development and learning be monitored from an early stage at individual and system level. It is equally important that schools are ready for children and able to provide the developmentally appropriate teaching and learning opportunities that yield the greatest benefits for young children.

37. **Indicative strategies:**

- Put in place integrated and inclusive policies and legislation that guarantee the provision of at least one year of free and compulsory quality pre-primary education, paying special attention to reaching the poorest and most disadvantaged children through ECCE services. This includes assessment of ECCE policies and programmes in order to improve their quality.
- Put in place integrated multisector ECCE policies and strategies, supported by coordination among ministries responsible for nutrition, health, social and child protection, water/sanitation, justice and education, and secure adequate resources for implementation.
• Devise clear policies, strategies and action plans for the professionalization of ECCE personnel by enhancing and monitoring their ongoing professional development, status and working conditions.

• Design and implement inclusive, accessible and integrated programmes, services and infrastructure of quality for early childhood, covering health, nutrition, protection and education needs, especially for children with disabilities, and support families as children’s first caregivers.

Note: While Targets 4.3 and 4.4 are discussed separately, it should be noted that they are closely related.

Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

38. Opportunities for access to higher levels of education are often insufficient, particularly in least developed countries, resulting in a knowledge gap with serious consequences for social and economic development. Therefore, it is imperative to reduce barriers to skills development and technical and vocational education and training (TVET), starting from the secondary level, as well as to tertiary education, including university, and to provide lifelong learning opportunities for youth and adults.

39. TVET is provided at different levels of education. In 2013, its share of upper secondary education enrolment stood at around 23%. A number of countries have taken steps to expand vocational education to the tertiary education level (ISCED level 5).

40. All forms of tertiary education⁸ have expanded rapidly, with total enrolment rising from 100 million in 2000 to 199 million in 2013 [xxiii]. Yet wide disparity in access to tertiary education, in particular at university level, with regard to gender, to social, regional and ethnic background, and to age and disability remain. Disadvantages for females occur particularly in low-income countries, and for males in high-income countries.

41. In addition to imparting job skills, tertiary education and universities play a vital role in stimulating critical and creative thinking and generating and disseminating knowledge for social, cultural, ecological and economic development. Tertiary education and universities are critical for the education of future scientists, experts and leaders. Through their research function, they play a fundamental role in creating knowledge and underpin the development of analytical and creative capacities that enable solutions to be found for local and global problems in all fields of sustainable development.

42. Another trend is the increasing mobility of staff and learners, and the flow of students moving abroad to enhance academic credentials. As a consequence, the comparability, recognition and quality assurance of qualifications has become a growing area of concern, in particular in countries where administrative systems are weak. At the same time, mobility in tertiary education is an asset and an opportunity and should be enhanced to develop students’ competencies and global competitiveness.

⁸ Tertiary education builds on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. It comprises ISCED levels 5 (short-cycle tertiary education), 6 (Bachelor’s degree or equivalent), 7 (Master’s degree or equivalent) and 8 (doctorate or equivalent). Tertiary level programme content is more complex and advanced than at lower levels. (UIS. 2012. International Standard Classification of Education: ISCED 2011. www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.)
43. A well-established, properly regulated tertiary education system supported by technology, open educational resources and distance education can increase access, equity, quality and relevance, and can narrow the gap between what is taught at tertiary education institutions, including universities, and what economies and societies demand. The provision of tertiary education should be made progressively free, in line with existing international agreements.

44. TVET and tertiary education, including universities as well as adult learning, education and training, are important elements of lifelong learning. Promoting lifelong learning requires a sector-wide approach that encompasses formal, non-formal and informal learning for people of all ages, and specifically adult learning, education and training opportunities. It is necessary to provide opportunities for equitable access to university for older adults, paying particular attention to vulnerable groups.

45. Indicative strategies:

- Develop cross-sector policies for and between vocational skills development, TVET and tertiary education and strengthen links between science and policy development to keep pace with changing contexts and remain relevant; develop effective partnerships, in particular between the public and private sectors, and include employers and unions in their implementation.
- Ensure quality assurance, comparability and recognition of tertiary education qualifications and facilitate credit transfers between recognized tertiary education institutions.
- Develop policies and programmes for the provision of quality distance learning in tertiary education, with appropriate financing and use of technology, including the Internet, massive open online courses and other modalities that meet accepted quality standards to improve access.
- Develop policies and programmes that reinforce the research function in tertiary and university education through the early uptake of the STEM fields, particularly by girls and women.
- Strengthen international cooperation in developing cross-border tertiary and university education and research programmes, including within the framework of global and regional conventions on the recognition of higher education qualifications, to support increased access, better quality assurance and capacity development.
- Promote TVET, tertiary education and university as well as adult learning, education and training opportunities for young people and adults of all ages and socio-cultural background so as to enable them to continue to improve and adapt their skills, with particular attention to gender equality including the elimination of gender-based barriers, and to vulnerable groups such as those with disabilities.
- Tertiary institutions, including universities should support and foster the development of policies for and provision of equitable quality lifelong learning opportunities.

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship

46. Against a background of rapidly changing labour markets, growing unemployment particularly among youth, ageing labour forces in some countries, migration, and technological advancements, all countries are facing the need to develop people’s knowledge, skills and competencies for decent work, entrepreneurship and life [xxiv]. In many countries, education and training policies are also expected to address rapidly changing needs for youth and adults to improve their skills and learn new ones. Consequently, it is imperative to increase and diversify learning opportunities, using a
wide range of education and training modalities, so that all youth and adults, especially girls and women, can acquire relevant knowledge, skills and competencies for decent work and life.

47. Equitable access to TVET needs to be expanded while quality is ensured. Appropriate priorities and strategies need to be developed to better link TVET with the world of work, in both the formal and informal labour sectors, to improve its status, to build learning pathways between different education streams and to facilitate the transition between school and work. TVET systems must recognize and value skills acquired through experience or in non-formal and informal settings, including in the workplace and through the Internet.

48. A narrow focus on work-specific skills reduces graduates’ abilities to adapt to the fast-changing demands of the labour market. Therefore, beyond mastering work-specific skills, emphasis must be placed on developing high-level cognitive and non-cognitive/transferable skills \[^{xxv}\], such as problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution, which can be used across a range of occupational fields. Moreover, learners should be provided with opportunities to update their skills continuously through lifelong learning.

49. It is critical to evaluate impacts and outcomes of TVET education policies and programmes, and to collect data on the transition from learning to the world of work and on the employability of graduates, paying attention to disparity.

50. **Indicative strategies:**
   - Gather and use evidence about changing skills demand to guide skills development, reduce disparity and respond to changing labour market and societal needs and contexts, as well as to the needs of the ‘informal economy’ and rural development.
   - Engage social partners in designing and delivering education and training programmes that are evidence based and holistic. Ensure that TVET curricula and training programmes are of high quality and include both work-related skills and non-cognitive/transferable skills, including entrepreneurial, basic and ICT skills, and that TVET institutions’ leaders and teaching staff, including trainers and companies, are qualified/certified.
   - Promote the development of different forms of work-based and classroom-based training and learning where appropriate.
   - Ensure transparent and efficient TVET quality assurance systems and develop qualifications frameworks.
   - Promote collaboration on enhancing transparency and cross-border recognition of TVET qualifications to raise the quality of TVET programmes and enable workers’ and learners’ mobility, and to ensure that TVET programmes keep pace with the changing labour market demands.
   - Promote flexible learning pathways in both formal and non-formal settings; enable learners to accumulate and transfer credits for levels of achievement; recognize, validate and accredit prior learning; and establish appropriate bridging programmes and career guidance and counselling services.

**Target 4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

51. Despite overall progress in enrolling more girls and boys in primary school, insufficient attention has been paid to eliminating inequality in education at all levels. For example, the probability that children from the poorest 20% of households in low and middle income countries would not complete primary school was more than five times as high as that of children from the...
richest 20% in circa 2009 [xxvi]. In addition, poverty tends to exacerbate other factors of exclusion, for example by widening gender gaps.

52. Attention to poverty must remain a priority, as poverty is still the single greatest barrier to inclusion at all levels and in all regions of the world. Investment in education can decrease income disparity and many education programmes have found innovative ways to assist families and learners in overcoming financial obstacles to education. Such approaches must be invested in and taken to scale.

53. To achieve inclusive education, policies should aim to transform education systems so they can better respond to learners’ diversity and needs. This is key in fulfilling the right to education with equality, and it is related not only to access, but also to participation and achievement of all students, with special attention to those who are excluded, vulnerable or at risk of being marginalized as detailed in paragraph 5.

54. Gender inequality is of particular concern. Only 69% of countries were projected to achieve gender parity in access at the primary level – enrolling equal numbers of girls and boys – by 2015 and 48% at the secondary level [xxvii]. Moreover, while gender parity is useful as a measurement of progress, more effort also is needed to ensure gender equality. Equality is a more ambitious goal: it means that all girls and boys, all women and men, have equal opportunity to enjoy education of high quality, achieve at equal levels and enjoy equal benefits from education. Adolescent girls and young women, who may be subject to gender-based violence, child marriage, early pregnancy and a heavy load of household chores, as well as those living in poor and remote rural areas, require special attention. There are also contexts in which boys are disadvantaged; for example, in some regions boys’ enrolment in secondary and higher education is lagging behind that of girls. Gender inequality in education often mirrors prevailing gender norms and discrimination in the broader society, so policies aimed at overcoming such inequality are more effective when they are part of an overall package that also promotes health, justice, good governance and freedom from child labour. The contexts and root causes of marginalization, discrimination and exclusion are wide-ranging. Vulnerable groups that require particular attention and targeted strategies include persons with disabilities, indigenous peoples, ethnic minorities and the poor.

55. Capacity-building efforts and investment will be required to guarantee gender mainstreaming across education systems and programmes in their implementation, monitoring, evaluation and follow-up. Special measures should be put in place to ensure the personal security of girls and women in and on the journey to and from education institutions and to eliminate gender-based violence in schools with policies against all forms of gender-based and sexual violence and harassment.

56. Many children’s education opportunities are shattered by conflict, epidemics and natural disaster. Around 21 million of the world’s out-of-school children, or 36%, lived in conflict-affected areas in 2012, up from 30% in 2000 [xxviii]. It is crucial to maintain education during emergency, conflict, post-conflict and post-disaster situations, and to address the educational needs of internally displaced persons (IDPs) and refugees. In addition to the measures suggested for ensuring that equity, inclusion and gender equality are embedded in all education targets, the following strategies are proposed:

57. **Indicative strategies:**

- Ensure that education policies and sector plans and their budgeting guarantee the principles of non-discrimination and equality in and through education, and develop and implement targeted urgent strategies for vulnerable and excluded groups. Develop indicators to measure progress towards equality.

- Ensure that education policies, sector plans and budget planning include risk assessment, preparedness and response to emergency situations for education, and initiatives that respond to the education needs of children, youth and adults affected by disaster, conflict,
displacement and epidemics, including IDPs and refugees. Support sub-regional and regional mechanisms and strategies that meet the educational needs of IDPs and refugees.

- Identify, monitor and improve girls’ and women’s access to quality education, as well as their level of participation, achievement and completion. In contexts where boys are disadvantaged, make them the focus of targeted action.

- Identify the barriers that keep vulnerable children and youth out of quality education programmes and take affirmative actions to eliminate those barriers.

- Support a comprehensive approach to making schools resilient to disaster impacts of all sizes. This includes safer school facilities, school disaster management, and risk reduction and resilience education.

- Provide distance learning, ICT training, access to appropriate technology and necessary infrastructure to facilitate a learning environment at home and in conflict zones and remote areas, particularly for girls, women, vulnerable boys and youth, and other marginalized groups.

- Ensure government review of education sector plans, budgets, curricula and textbooks [xxv], along with teacher training and supervision, so that they are free of gender stereotypes and promote equality, non-discrimination and human rights and foster intercultural education.

- Ensure use of multiple sources of data and information, including from Education Management Information Systems and relevant school and household surveys, to facilitate monitoring of social exclusion in education. The World Inequality Database on Education is an example of how such information could be made available to decision-makers to take action.9

- Collect better-quality data on children with disabilities, cataloguing different disabilities and impairments and assessing their level of severity. Indicators have to be developed and data should be used to establish an evidence base to inform programming and policy.

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**Target 4.6:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

58. Literacy10 is part of the right to education and a public good. It is at the core of basic education and an indispensable foundation for independent learning [xxx]. The benefits of literacy, in particular for women, are well documented. They include greater participation in the labour market, delayed marriage, and improved child and family health and nutrition; these, in turn, help reduce poverty and expand life opportunities. Numeracy is a key skill: manipulating numbers, accounts, measurements, ratios and quantities is a basic to life required everywhere [xxxv]. But improving youth and adult literacy and numeracy remains a global challenge. Worldwide, in 2013, 757 million adults (aged 15 and over), of whom two-thirds are women, were unable to read and write [xxxvi]. Low literacy skills are a concern globally, including in middle and high income countries. About 20% of adults in Europe lack the literacy skills they need to fully participate in society [xxxvii]. Adults with poor literacy and numeracy skills face multiple sources of disadvantage. They are more likely to be unemployed, and those who are employed receive lower wages. They find it more difficult to make use of opportunities in society and to exercise their rights. They are also more likely to be in poor health.

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9 The database can be found at www.education-inequalities.org
10 Literacy is defined as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with diverse contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potential and participate fully in community and society. (UNESCO. 2005. Aspects of Literacy Assessment: Topics and issues from the UNESCO Expert Meeting, 10–12 June 2003. http://unesdoc.unesco.org/images/0014/001401/140125eo.pdf.)
59. By 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills\(^\text{11}\) that are equivalent to levels achieved at successful completion of basic education. The principles, strategies and actions for this target are underpinned by a contemporary understanding of literacy not as a simple dichotomy of ‘literate’ versus ‘illiterate’, but as a continuum of proficiency levels. The required levels, and how people apply reading and writing skills, depend on specific contexts. Particular attention should be paid to the role of learners’ first language in becoming literate and in learning. Literacy programmes and methodologies should respond to the needs and contexts of learners, including through the provision of context-related bilingual and intercultural literacy programmes within the framework of lifelong learning. Numeracy provision, an area that requires strengthening, should be part of literacy programmes. ICT, particularly mobile technology, holds great promise for accelerating progress towards this target.

60. Indicative strategies:

- Establish a sector-wide and multisector approach for formulating literacy policy and plans, as well as for budgeting, by strengthening collaboration and coordination among relevant ministries, including those dealing with education, health, social welfare, labour, industry and agriculture, as well as with civil society, the private sector and bilateral and multilateral partners, supporting decentralized provision in practice.
- Ensure that literacy and numeracy programmes are of high quality according to national evaluation mechanisms, tailored to learners’ needs and based on their previous knowledge and experience. This requires paying close attention to culture, language, social and political relationships and economic activity, with particular attention to girls and women and vulnerable groups, and linking and integrating such programmes with skills development for decent work and livelihood as essential elements of lifelong learning.
- Scale up effective adult literacy and skills programmes involving civil society as partners, building on their rich experience and good practice.
- Promote the use of ICT, particularly mobile technology, for literacy and numeracy programmes.
- Develop a literacy assessment framework and tools to evaluate proficiency levels based on learning outcomes. This will require defining proficiency across a range of contexts, including skills at work and in everyday life.
- Establish a system to collect, analyse and share relevant and timely data on literacy levels and literacy and numeracy needs, disaggregated by gender and other indicators of marginalization.

**Target 4.7:** By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

61. In a globalized world with unresolved social, political, economic and environmental challenges, education that helps building peaceful and sustainable societies is essential. Education systems seldom fully integrate such transformative approaches, however. It is vital therefore to give a central place in Education 2030 to strengthening education’s contribution to the fulfilment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health.

\(^{11}\) A person is defined as ‘functionally literate who can engage in all those activities in which literacy is required for effective functioning of his [or her] group and community and also for enabling him [or her] to continue to use reading, writing and calculation for his [or her] own and the community’s development’ (UNESCO. 2006. EFA Global Monitoring Report 2006 –Literacy for Life, p. 154 [http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf].)
62. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development (ESD)\textsuperscript{12} and global citizenship education (GCED),\textsuperscript{13} which includes peace and human rights education as well as intercultural education and education for international understanding. While considerable progress has been made in recent years, only 50% of UNESCO’s Member States indicate that they have, for example, integrated ESD into relevant policies [\textsuperscript{[xxxiv]}}.

63. \textbf{Indicative strategies:}

\begin{itemize}
  \item 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, teacher training, curricular reform and pedagogical support. This includes implementing the Global Action Programme on ESD\textsuperscript{14} and addressing themes such as human rights, gender equality, health, comprehensive sexuality education, climate change, sustainable livelihoods and responsible and engaged citizenship, based on national experiences and capabilities.
  \item Provide learners of both sexes and of all ages with opportunities to acquire, throughout life, the knowledge, skills, values and attitudes that are needed to build peaceful, healthy and sustainable societies.
  \item Develop and disseminate good practices on ESD and GCED within and between countries to better implement education programmes and enhance international cooperation and understanding.
  \item Promote participatory programmes for learners and educators related to ESD and GCED to engage in their communities and society.
  \item Ensure that education acknowledges the key role that culture plays in achieving sustainability, taking into account local conditions and culture as well as building awareness of cultural expressions and heritage, and their diversity, while emphasizing the importance of respect for human rights.
  \item Support the development of more robust assessment systems for ESD and GCED to assess cognitive, socio-emotional and behavioural learning outcomes, using existing and proven tools when possible, identifying needs for the development of new tools and including a broad range of countries and regions, taking into account the work of the UNESCO Institute for Statistics (UIS) and other partners.
  \item Promote an interdisciplinary, and if necessary, multi-stakeholder approach to ensure ESD and GCED at all levels and in all forms of education, including through human rights education and training, promoting a culture of peace and non-violence.
\end{itemize}

\textsuperscript{12} ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. (UNESCO. 2014. Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. http://unesdoc.unesco.org/images/0023/002305/230514e.pdf.)

\textsuperscript{13} GCED aims to equip learners with the following core competencies: a) A deep knowledge of global issues and universal values such as justice, equality, dignity and respect; b) cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues; c) non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and d) behavioural capacities to act collaboratively and responsibly, and to strive for collective good. (UNESCO. 2013. Outcome document of the Technical Consultation on Global Citizenship Education: Global Citizenship Education – An Emerging Perspective. http://unesdoc.unesco.org/images/0022/002241/224115E.pdf.)

\textsuperscript{14} Endorsed by the UNESCO General Conference (37 C/Resolution 12) and acknowledged by the UN General Assembly (A/RES/69/211) as follow-up to the UN Decade of ESD.
Means of implementation

**Target 4.a:** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

64. This target addresses the need for adequate physical infrastructure and safe, inclusive environments that nurture learning for all, regardless of background or disability status.\(^{15}\) A quality learning environment is essential to support all learners, teachers and other education personnel. Every learning environment should be accessible to all and have adequate resources and infrastructure to ensure reasonable class sizes and provide sanitation facilities. Although the average percentage of primary schools with adequate sanitation coverage rose from 59% in 2008 to 68% in 2012 in 126 developing countries, only one in two schools met this standard in 52 of least developed and other low income countries [xxxv].

65. Ensuring that girls and women feel safe in their learning environments is key to continuing their education [xxxvi]. The onset of puberty makes girls more vulnerable to sexual violence, harassment, coercion and abuse. School-related gender-based violence is a significant barrier to girls' education. Many children are constantly exposed to violence in schools: an estimated 246 million girls and boys are harassed and abused in and around school every year [xxxvii]. In two-thirds of the countries in which there is gender disparity in lower secondary education, it is at the expense of girls [xxxviii]. Absence of private toilets, lack of access to sanitary pads and hygiene-related stigma when girls begin menstruating can harm their education, increasing their absenteeism rates and lowering their educational performance. Similarly, lack of attention to the rights and needs of children, youth and adults with disabilities severely limits their participation in education.

66. Indicative strategies:

- Institute comprehensive, multifaceted and cohesive policies that are gender- and disability-sensitive, and promote norms and systems that ensure schools are safe and free from violence.
- Establish policies and strategies to protect learners, teachers and staff from violence within the framework of violence-free schools, and, in areas of armed conflict, commit to and comply with international humanitarian law, which protects schools as civilian objects, and pursue accountability for violation thereof, in implementing Education 2030.
- Ensure that every institution is secure and has water, electricity, gender-segregated toilets that work and are accessible, adequate and safe classrooms, and appropriate learning materials and technology.
- Ensure that resources are allocated equitably between socio-economically advantaged and disadvantaged schools and learning centres.
- Make learning spaces and environments for non-formal and adult learning and education widely available, including networks of community learning centres and spaces and provision for access to ICT resources as essential elements of lifelong learning.

\(^{15}\) It is important to note that conceptions of safe and inclusive learning environments have been developed through the INEE Minimum Standards and UNICEF's Child-Friendly School Checklist.
Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

67. Scholarship programmes can play a vital role in providing opportunities for young people and adults who would otherwise not be able to afford to continue their education. They also offer an important contribution to the internationalization of tertiary education and research systems, particularly in least developed countries. They can help increase access to global knowledge and build capacity to transfer and adapt knowledge and technology to local conditions. In 2010–2011, an average of US$3.2 billion in aid was allocated annually to scholarships and imputed student costs, equivalent to a quarter of total aid to education [xxxix]. This expenditure may be vital to strengthen the skills of the workforce in low income countries, but most of it benefits upper middle income countries. For example, the total funding in the form of scholarships and imputed student costs received annually by just five middle income countries was equivalent to the total amount of direct aid to basic education for all 36 low income countries in 2010–2011. Where developed countries offer scholarships to students from developing countries, these should be structured to build the capability of the developing country. While the importance of scholarships is recognized, donor countries are encouraged to increase other forms of support to education.

68. In line with the Education 2030 focus on equity, inclusion and quality, scholarships should be transparently targeted at young people from disadvantaged backgrounds. Often scholarships are targeted at particular areas, such as science, technology, engineering, ICT, teacher education and vocational programmes. Particular attention should be given to providing girls and women with scholarships to study in the STEM fields.

69. Indicative strategies:
   - Ensure that mechanisms, programmes and policies for international scholarship programmes reflect national development contexts, priorities and plans, focusing on strengthening human resources in the areas where they are most needed.
   - Target all scholarship opportunities transparently at young women and men from disadvantaged backgrounds. Ensure that scholarship opportunities for disadvantaged youth are transparently promoted, so as to allow young people to make informed choices, and designed to protect their legal status and rights.
   - Develop joint programmes between universities in the home country and the recipient country to motivate students to return home, as well as other mechanisms that prevent ‘brain drain’ – the emigration of highly trained people – and promote ‘brain gain’.
   - Develop scholarships in the home country to increase numbers and types of beneficiaries in the recipient country as well as the local labour market.

Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small-island developing States.

70. Teachers are the key to achieving all of the Education 2030 agenda, so this target is critical. It requires urgent attention, with a more immediate deadline, because the equity gap in education is exacerbated by the shortage and uneven distribution of professionally trained teachers.
especially in disadvantaged areas. As teachers are a fundamental condition for guaranteeing quality education, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well-resourced, efficient and effectively governed systems.

71. By 2030, 3.2 million more teachers are required to achieve universal primary education [x], and 5.1 million more will be needed to achieve universal lower secondary education [x]. Plus, teachers leaving the profession between 2015 and 2030 will need to be replaced. In addition, in one-third of the countries with data, less than 75% of primary school teachers are trained to national standards [x]. Past decisions to lower standards during shortages have contributed to a growing trend of classrooms being staffed by unprepared non-professionals. The absence and/or inadequacy of continuous professional development and support for teachers and national standards for the teaching profession are key contributing factors to the low quality of learning outcomes. Successful education systems that ensure quality and equity have focused on a professional development continuum that supports teachers’ own learning and improvement throughout their careers.

72. Teachers also have socio-economic and political rights, including the right to seek decent working conditions and adequate remuneration. Governments should make teaching an attractive, first-choice profession with continuing training and development by improving teachers’ professional status, working conditions and support, and should strengthen policy dialogue mechanisms with teacher organizations.

73. Finally, teachers make a major contribution to the improvement of student learning outcomes, with the support of school leaders, government authorities and communities. There is strong evidence that teachers are open to change, and keen to learn and develop throughout their careers. At the same time, they need the time and space to take more initiative to work with colleagues and school leaders and to take advantage of opportunities for professional development.

74. **Indicative strategies:**

- Develop gender-sensitive strategies to attract the best and most motivated candidates to teaching, and ensure that they are deployed where they are needed most. This includes policy and legislative measures to make the teaching profession attractive to current and potential staff by improving working conditions, guaranteeing social security benefits and ensuring that the salaries of teachers and other education personnel are at least comparable to those paid in other professions requiring similar or equivalent qualifications.

- Review, analyse and improve the quality of teacher training (pre-service and in-service) and provide all teachers with quality pre-service education and continuous professional development and support.

- Develop a qualifications framework for teachers, teacher trainers, teacher supervisors and inspectors.

- Develop and implement inclusive, equitable and gender-sensitive teacher management policies that cover recruitment, training, deployment, remuneration, career development and working conditions, and improve the status of teachers and educators and the quality of teaching.

- Provide teachers with adequate technological skills to manage ICT and social networks, as well as with media literacy and source criticism skills, and provide training on how to address challenges of pupils with special education needs.

- Develop and implement effective feedback systems to support good teaching and teachers’ professional development, ensuring that training has a positive impact on teachers’ work.

- Strengthen school leadership to improve teaching and learning.
• Set up or strengthen mechanisms for institutionalized social dialogue with teachers and their representative organizations, ensuring their full participation in the development, implementation, monitoring and evaluation of education policy.

Indicators

75. Four levels of indicators are proposed:
   • global: a small set of globally comparable indicators for all SDGs, including SDG 4 on education, developed through a consultative process led by the United Nations Statistical Commission to monitor progress towards the associated targets;
   • thematic: a broader set of globally comparable indicators proposed by the education community to track the education targets more comprehensively across countries; they will include the global indicators;
   • regional: additional indicators that may be developed to take account of specific regional contexts and relevant policy priorities for concepts that are less amenable to global comparison;
   • national: indicators selected or developed by countries to take account of their national contexts and correspond to their education systems, plans and policy agendas.

76. A set of thematic indicators developed by the Technical Advisory Group following broad public consultation can be found in Annex II. They are based on five criteria: relevance, alignment with the concepts in the target, feasibility for regular (but not necessarily annual) data collection across countries, ease of communication to a global audience, and interpretability. For some targets, robust indicators are already available for a large number of countries. For others, significant efforts are still needed to develop indicator methodologies and/or to build countries’ capacity to collect and use data. In particular, greater national and global efforts are needed to bridge gaps in measuring equity and inclusion (for which data disaggregation by population and vulnerable groups is crucial), as well as quality and learning outcomes. These indicators will be tracked according to their relevance based on country context, capacity and data availability.

III. IMPLEMENTATION MODALITIES

77. Implementing Education 2030 will require national, regional and global mechanisms for governance, accountability, coordination, monitoring, follow-up and review, reporting and evaluation. It will also require enabling strategies, including partnerships and financing. The central aim of the Education 2030 implementation mechanisms is to support country-led action. To be most effective, these mechanisms will be inclusive, participatory and transparent. They will build on existing mechanisms to the extent possible.

Governance, accountability and partnerships

78. The heart of Education 2030 lies at the national level. Governments have the primary responsibility to deliver on the right to education, and a central role as custodians of efficient, equitable and effective management and financing of public education. They should sustain political leadership on education and guide the process of contextualizing and implementing the Education 2030 goals and targets, based on national experiences and priorities, while ensuring a transparent and inclusive process with other key partners. The role of the state is crucial in regulating standards, improving quality and reducing disparity between regions, communities and schools. Governments should, where appropriate, integrate education planning into poverty
reduction, sustainable development strategies and humanitarian response, while ensuring that policies are aligned with governments’ legal obligations to respect, protect and fulfil the right to education.

79. Over the 15 years to 2030, democratization of decision-making processes is expected to increase, with the voices and priorities of citizens reflected in the development and implementation of education policies at all levels. Planning, implementation and monitoring can benefit from the support of strong, multifaceted partnerships that bring together all key actors, whose potential contributions and actions are spelled out below. Partnerships at all levels must be guided by the principles of open, inclusive and participatory policy dialogue, along with mutual accountability, transparency and synergy. Participation must begin with the involvement of families and communities to boost transparency and to guarantee good governance in the education administration. Increased responsibility at the school level could strengthen efficiency in the delivery of services.

80. **Civil society organizations** (CSOs), including representative, broad-based coalitions and networks, play essential roles. They need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed. CSOs can:

- promote social mobilization and raise public awareness, enabling the voices of citizens (particularly those who face discrimination) to be heard in policy development;
- develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups;
- document and share evidence from practice, from citizens’ assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending and ensuring transparency in education governance and budgeting.

81. **Teachers and educators**, and their organizations, are crucial partners in their own right and should be engaged at all stages of policy-making, planning, implementation and monitoring. Teachers and education support personnel can:

- use their professionalism and commitment to ensure that students learn;
- bring classroom realities to the forefront of policy dialogue, policy-making and planning and provide a bridge between policy and practice, contributing their experiences as practitioners and their collective insights and expertise to overall policies and strategies;
- promote inclusion, quality and equity, and improve curricula and pedagogy.

82. **The private sector, philanthropic organizations and foundations** can play an important role, using their experience, innovative approaches, business expertise and financial resources to strengthen public education. They can contribute to education and development through multi-stakeholder partnerships, investment and contributions that are transparent, aligned with local and national priorities, respect education as a human right and do not increase inequality. In addition, they can:

- mobilize additional resources for public education, including by paying fair taxes, and focus those resources on priority areas;
- help education and skills training planners understand labour market trends and skills needs, thereby facilitating the school-to-work transition, and contribute innovative approaches to addressing education challenges;
- increase inclusive education opportunities by providing additional services and activities to reach the most marginalized within the framework of state-regulated standards and norms.
83. The research community has an important contribution to make in education development in general and policy dialogue in particular. It can:

- develop policy-relevant research, including action research, to facilitate the achievement of the targets, and make knowledge on education available in a usable form for policy-makers;
- develop local and national sustainable capacity for qualitative and quantitative research;
- help chart progress, propose options or solutions and identify best practices that are innovative, scalable and transferable.

84. Youth, students and their organizations are essential partners with specific and unique expertise as one important target group of Education 2030. They are therefore best placed to determine their requirements for improved learning as active, responsible learners. Efforts need to be made to ensure their active representation and participation. They can:

- encourage governments and other partners to develop education programmes for young people in consultation with young people, notably with vulnerable and marginalized youth, in order to better respond to their needs and aspirations;
- help shape policies that foster relevant and responsive education systems and enable a smooth transition from education and training to decent work and adult life;
- participate in intergenerational dialogue, making the case for recognition of children, adolescents and youth, and especially girls and young women, as rights bearers and legitimate interlocutors in education policy and practice at all levels.

85. The success of Education 2030 will depend on collective effort. Legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, upholding the right to participation of all stakeholders, will need to be established or further developed. It is imperative for all partners to embrace the common vision of Education 2030 outlined in this Framework for Action and to be held accountable: multilateral organizations should be accountable to their Member States, education ministries and other related ministries to citizens, donors to national governments and citizens, and schools and teachers to the education community and, more broadly, to citizens.

Effective coordination

86. While driven by education ministries, implementation of the education SDG and the education-related targets in the other SDGs at the country level requires a ‘whole of government’ approach to education. In light of the role of education in building knowledge-based societies and stemming increasing inequality, as well as the renewed emphasis on lifelong learning in the new education agenda, there is need for stronger leadership, coordination and synergy within governments as regards education development and its integration into wider socio-economic development frameworks. Country-led action will drive change; however, the ambitious education goal cannot be achieved by governments alone. They will need the support of all stakeholders, including non-state actors. Governments should establish appropriate mechanisms, and strengthen existing ones, to be the main source of information for the regional and global monitoring process, with UN support. They will also establish procedures to drive, coordinate and stimulate interventions for education development, at various levels and across sectors, by genuinely involving all stakeholders in the planning, implementation and monitoring of education policies and strategies. In addition, in order to ensure country ownership, countries will coordinate any external assistance provided by the convening agencies and other multilateral and bilateral agencies.

87. At the same time, regional and sub-regional collective efforts are critical to the successful adaptation and implementation of Education 2030 at the national and regional levels. Regional
and sub-regional cooperation will take place within broader regional processes and mechanisms for coordinating and monitoring the 2030 Agenda for Sustainable Development. These should build on existing partnerships, frameworks and effective and efficient mechanisms, as well as new ones forged to ensure strong regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda. This process may include establishment of regional benchmarks where relevant and appropriate. Current and planned regional strategies and frameworks include the African Union’s Agenda 2063: The Africa We Want and the Continental Education Strategy for Africa 2016–2025; the Arab League Educational, Cultural and Scientific Organization education strategy; the European Union’s Europe 2020 strategy; the Council of Europe’s framework on competences for democratic culture and intercultural dialogue; the Regional Education Project for Education in Latin America and the Caribbean; and the Association of Southeast Asian Nations Community Vision 2025. Specific roles and activities of regional mechanisms could be carved out in 2016, drawing on the outcomes of the regional ministerial conferences on education post-2015.

88. Cooperation between the Education 2030 co-convenors (UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women, the World Bank and ILO), regional and intergovernmental organizations, and regional and sub-regional communities will help in tackling common challenges coherently. UNESCO, through its regional bureaux and together with the Education 2030 co-convenors, will further promote sharing of knowledge, effective policies and practices across the regions. The cross-regional Platform for Human Rights Education and Training will also contribute to this endeavour.

89. Inclusive and efficient regional coordination will focus on such aspects as data collection and monitoring, including peer reviews among countries; mutual learning and exchange of good practices; policy-making; dialogue and partnerships with all relevant partners; formal meetings and high-level events; regional communication strategies; advocacy and resource mobilization; capacity building; and implementation of joint projects.

90. While governments have the primary responsibility for successful implementation, follow-up and review of the SDG agenda, the United Nations has a special responsibility to coordinate the 2030 Agenda for Sustainable Development at global level, under the close supervision and guidance of its Member States. A United Nations that is ‘fit for purpose’ to deliver on the new development agenda will need to promote cooperation and collaboration among its agencies so as to respond coherently in linking the normative, standard-setting and operational dimensions of its work.

91. The Education 2030 co-convenors, in particular UNESCO, as well as other partners, including GPE as a multi-stakeholder financing platform, will individually and collectively support countries in implementing Education 2030 by providing technical advice, national and regional capacity development and financial support, as well as support for monitoring, based on their respective mandates and comparative advantages, in complementary ways.

92. UNESCO, as the specialized UN agency for education, will continue in its mandated role to lead and coordinate the Education 2030 agenda, in particular by:

- undertaking advocacy to sustain political commitment;
- undertaking capacity development;
- facilitating policy dialogue, knowledge-sharing and standard-setting and providing policy advice;
- promoting South-South and triangular cooperation;
- monitoring progress towards the education targets, in particular through the work of the UIS and Global Education Monitoring (GEM) Report;
- convening global, regional and national stakeholders to guide implementation of the Education 2030 agenda;
functioning as a focal point for education within the overall 2030 Agenda for Sustainable Development coordination structure.

All of UNESCO, including its field offices, institutes, networks and relevant platforms, will work towards implementation of Education 2030.

93. The global coordination mechanism of Education 2030, working within the wider 2030 Agenda for Sustainable Development architecture, is the totality of the relevant structures and processes, including the Education 2030 Steering Committee, the Global Education Meetings (GEMs), regional meetings and the Collective Consultation of NGOs on Education for All (CCNGO). The coordination mechanism will be reviewed through the GEMs and adapted as necessary.

94. To ensure strong global coordination, UNESCO will convene a multi-stakeholder Education 2030 Steering Committee (Education 2030 SC), working within the wider 2030 Agenda for Sustainable Development architecture. The Education 2030 SC will support Member States and partners in achieving Education 2030. To this end, it will, among other activities, provide strategic guidance, review progress drawing on the GEMR, and make recommendations to the education community on key priorities and catalytic actions to achieve the new agenda; monitor and advocate for adequate financing; and encourage harmonization and coordination of partner activities. The Education 2030 SC will meet at least once a year.

The Education 2030 SC will be made up of:

- Member States, forming the majority, with three Member State representatives for each of the six regional groups and one representative of the E-9 countries on a rotational basis;
- UNESCO, UNICEF and the World Bank, each having permanent seats, and one representative of the other convening agencies (UNDP, UNHCR, UNFPA, UN Women and ILO) on a rotational basis;
- one representative of the GPE;
- two representatives of NGOs on a rotational basis;
- one representative of teacher organizations;
- one representative of the OECD, by virtue of its status as an international cooperation organization and its role in the global aid architecture related to official development assistance (ODA);
- one representative from regional organizations for each of the six regions, to be decided by the region, with an option to rotate representation. For Latin America and the Caribbean, the representative will be from the Organization of Ibero-American States for Education, Science and Culture.

All members will be designated by their respective constituencies, will represent them and will be accountable to them. Rotation will take place every two years. In addition, a rotating group of affiliated members will be constituted, ensuring regional balance by the Education 2030 SC; it will include representatives of the private sector, foundations, and youth and student organizations. Affiliate members will participate in meetings as observers, upon invitation by the Education 2030 SC. The Education 2030 SC may also form time-limited, ad hoc thematic expert groups to provide technical inputs to its work, and/or draw upon the work of existing ones. UNESCO will provide the Secretariat to the Education 2030 SC.

95. Periodic Global Education Meetings, aligned with the meeting schedule of the High-level Political Forum on sustainable development, will be organized by UNESCO in consultation with the Education 2030 SC to review the Education 2030 agenda against progress made and share outcomes with the appropriate overall global follow-up and review mechanisms for the SDGs. All Member States and other stakeholders that are part of the coordination mechanism will participate in the GEMs. In addition, a high-level meeting will be held alongside the UNESCO
General Conference. These will be complemented by regional meetings on a schedule to be determined at regional level by Member States and other stakeholders.

96. UNESCO will continue to facilitate dialogue, reflection and partnerships with specialized NGOs and civil society, including the CCNGO, as an integral part of the global coordination mechanism, building on previous experience and taking account of the expanded ambition of the new agenda.

Monitoring, follow-up and review for evidence-based policies

97. Follow-up and review based on robust monitoring, reporting and evaluation policies, systems and tools are essential for the achievement of Education 2030. Monitoring quality in education requires a multidimensional approach covering system design, inputs, content, processes and outcomes. As the primary responsibility for monitoring lies at the country level, countries should build up effective monitoring and accountability mechanisms, adapted to national priorities, in consultation with civil society. They should also work to build greater consensus at the global level as to what specific quality standards and learning outcomes should be achieved across the life course – from early childhood development to adult skills acquisition – and how they should be measured. In addition, countries should seek to improve the quality and timeliness of reporting. Information and data need to be freely accessible to all. National-level data, information and outcomes based on existing reporting mechanisms, together with new data sources as necessary, will inform reviews at the regional and global levels.

98. In order to better measure and monitor quality, equity and inclusion, efforts should be made to increase the capacity of governments to disaggregate data appropriately and use them effectively for planning and policy-making. Partners, in close cooperation with the UIS and other institutions as appropriate, will provide direct and targeted support to Member States to strengthen relevant measurement and monitoring capacities. The UIS will facilitate sharing of best practices with a view to strengthening country data systems, particularly for African countries, least developed countries, landlocked developing countries, small island developing states and middle income countries. Efforts should be made to include quality frameworks in national education plans and to build the capacity of countries to monitor equity, inclusion and learning outcomes.

99. Global monitoring is integral to international and regional efforts to strengthen analysis and knowledge management. In line with the UN Secretary-General’s recommendation, more efforts will be made to harmonize reporting on the SDGs with reporting to the various human rights treaty bodies that relate to education. These official national reports, often reflecting contributions by civil society, offer important insights into the status of the right to education.

100. In recognition of the importance of harmonization of monitoring and reporting, the UIS will remain the official source of cross-nationally comparable data on education. It will continue to produce international monitoring indicators based on its annual education survey and on other data sources that guarantee international comparability for more than 200 countries and territories. In addition to collecting data, the UIS will work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO’s mandate, working in coordination with the Education 2030 SC.

101. The EFA Global Monitoring Report will be continued in the form of the Global Education Monitoring (GEM) Report. It will be prepared by an independent team and hosted and published by UNESCO. The Director of the team is appointed by the Director-General of UNESCO. Attention will be paid to geographical balance in its Advisory Board. The GEM Report will be the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs, with due regard to the global mechanism to be established to monitor and review the implementation of the 2030
Education 2030 Framework for Action

Agenda for Sustainable Development. It will also report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments as part of the overall SDG follow-up and review.

102. The collection, analysis and use of data will be further strengthened by encouraging a ‘data revolution’ based on recommendations of the UN Secretary-General’s Independent Expert Advisory Group on a Data Revolution for Sustainable Development.16 To address current data gaps, agencies need to improve coordination, including strengthening existing inter-agency groups and establishing new ones, to develop harmonized methodologies for deriving common estimates based on available data, while developing new comparative data sources as necessary. Countries and agencies should strengthen and standardize data on domestic resource mobilization and other streams of finance for education, including household contributions. Countries and agencies will also benefit from participating in proposed mechanisms to further develop standards, build capacity, collect necessary information and share data.

103. Moreover, a research and evaluation culture is necessary at the national and international levels to learn lessons from the implementation of strategies and policies and feed them back into actions. At the national level, countries should evaluate the effect of their education policies on achieving the Education 2030 targets. They must build on monitoring results and research findings to ensure effective evidence-based decisions and results-oriented programmes. An evaluation process would look at all components of an education system with the aim of sharing lessons, opening debate on what works and providing constructive feedback. Key principles for the evaluation approach include the centrality of teaching and learning quality; the importance of school leadership; equity and inclusion as key dimensions; transparency; and partner participation at all levels. Overall, evaluation activities should contribute to the accomplishment of both accountability and development objectives. Furthermore, at the global level, the convening agencies commit to evaluating the effectiveness of their coordination mechanisms and the extent to which their programmes support countries in implementing Education 2030.

Financing

104. The Oslo Summit on Education (July 2015) [xliii] and the Third International Conference on Financing for Development (Addis Ababa, July 2015) affirmed that a significant increase in financing is required to achieve SDG 4. Full realization of the Education 2030 agenda requires sustained, innovative and well-targeted financing and efficient implementation arrangements, especially in those countries furthest from achieving quality education for all at all levels and in emergency situations. Recognizing the finance and resource challenges, the Oslo Summit established a high-level Commission on the Financing of Global Education Opportunities as a decisive first step to reinvigorate the case for investment in education and to reverse the current underfunding. Efforts to close the funding gap must start with domestic funding. At the same time, international public finance plays an important role in complementing the efforts of countries to mobilize public resources domestically, especially in the poorest and most vulnerable countries with limited domestic resources. Alternative and innovative funding approaches will also be needed.

105. The Addis Ababa Action Agenda [xliv] encourages countries to set nationally appropriate spending targets for education. National contexts are diverse, but the following international and regional benchmarks are crucial reference points:

- allocating at least 4% to 6% of gross domestic product (GDP) to education;
- allocating at least 15% to 20% of public expenditure to education.

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16 The advisory group’s key recommendations are: (1) Develop a global consensus on principles and standards, (2) Share technology and innovations for the common good, (3) New resources for capacity development, (4) Leadership for coordination and mobilisation and (5) Exploit some quick wins on SDG data.
The Incheon Declaration urged adherence to these benchmarks and expressed determination to increase public spending on education in accordance with country contexts. In 2012 countries allocated 5.0% of GDP and 13.7% of public expenditure to education, on average \[xlv\]. Least developed countries need to reach or exceed the upper end of these benchmarks if they are to achieve the targets laid out in this framework. This is also confirmed by an analysis of the cost of achieving universal pre-primary, primary and secondary education in low and lower middle income countries by 2030, which projects an increase from US$149 billion in 2012 to US$340 billion, on average, between 2015 and 2030 \[xlvi\]. The necessary increase in spending can be achieved through:

106. **Increasing and improving domestic financing for education:** As domestic resources will remain the most important source for funding education, there must be a clear commitment by governments to provide equitable financing commensurate with national educational priorities, needs and capacities to advance the progressive realization of the right to education. Countries will need to:

- **Increase public funding for education:** This requires widening the tax base (in particular, by ending harmful tax incentives), preventing tax evasion and increasing the share of the national budget allocated to education.

- **Prioritize those most in need:** Disadvantaged children, youth and adults, as well as women and girls and people in conflict-affected areas, typically have the greatest education needs and financing should therefore be targeted towards them. Financing should be sensitive to their needs and based on evidence of what works.

- **Increase efficiency and accountability:** Improving governance and accountability can increase efficiency and effective use of existing resources and ensure that financing reaches the classroom.

107. **Increasing and improving external financing:** In 2000, the global community affirmed that ‘no countries seriously committed to Education for All will be thwarted in their achievement of this goal by lack of resources.’ \[xlvii p.9\]. Shortage of funds should not jeopardize the educational opportunities of the billions of learners entitled to receive a quality education. This commitment is even more important with the more ambitious SDG agenda. The total annual financing gap between available domestic resources and the amount necessary to reach the new education targets is projected to average US$39 billion between 2015 and 2030 in low and lower middle income countries. The gap is particularly large in low income countries, where it constitutes 42% of annual total costs. An important use of international public finance, including ODA, is to catalyse additional resource mobilization from other sources, public and private. Aid will thus remain a crucial source of education finance over the next 15 years if the targets are to be met, and will be complemented by the growing contribution of middle income countries \[xlviii\]. Education partners therefore need to:

- **Reverse the decline in aid to education:** The fall in aid to education in recent years must be reversed. The fulfilment of all commitments related to ODA is crucial, including the commitment by many developed countries to achieve the target of 0.7% of gross national income (GNI) for ODA to developing countries and 0.15% to 0.2% of GNI to least developed countries. In accordance with their commitments, those developed countries that have not yet done so are urged to make additional concrete efforts towards the target of 0.7% of GNI for ODA to developing countries. Moreover, support to least developed countries for education has to be increased. Further to this, there should be a movement towards increasing aid spent on education according to countries’ needs and priorities. Aid to education must be predictable.

- **Improve aid effectiveness through harmonization and better coordination:** Donors, middle income countries and other partners should support the financing of all the targets of Education 2030 according to each country’s needs and priorities, seeking to leverage domestic and external finance in support of the common agenda. Donors should continue to bring...
development cooperation into line with aid effectiveness guidelines, ensuring that it is better harmonized and coordinated and that it strengthens each country’s sense of ownership and accountability to its citizens.

- **Improve the equity of external financing**: External financing should be better targeted at supporting neglected subsectors and low-income countries, and vulnerable and disadvantaged groups in middle-income countries. At the same time, the trend of declining ODA flows to lower-middle-income countries needs to be reversed. The allocation of official aid flows should not be guided by per capita income only. In this context, particular attention needs to be paid to the needs of vulnerable countries such as small island developing states. Multi- and bilateral donors for education should develop strategies in cooperation with recipient countries as to what kind of support should be best provided through which channels and modalities of delivery.

- **Promote South-South and triangular cooperation**: South-South cooperation is another important element of international cooperation for development – as a complement to, not a substitute for, North-South cooperation. Given its increased importance, different history and particularities, South-South cooperation should be seen as an expression of solidarity among peoples and countries of the South, based on their shared experiences and objectives. Triangular cooperation should be strengthened as a means of financing education and bringing relevant experience and expertise to bear in development cooperation. Moreover, the establishment of the BRICS Development Bank by Brazil, China, India, the Russian Federation and South Africa may offer new sources of funding for education and help reverse aid declines.

- **Increase the amount of aid to education in conflict and crisis**: It will be impossible to deliver education to all without successfully reaching children, youth and adults in fragile states and those affected by conflict and natural hazards. Education receives just 2% of humanitarian aid appeals \(^{[xlix]}\). Urgent efforts should be made to significantly increase support for education in humanitarian responses and protracted crises according to needs and to ensure a rapid response to conflict and crisis situations. Creating synergies between humanitarian and development financing as well as their modalities can increase the effectiveness of every dollar invested in recovery efforts and coherently address short-, medium- and long-term needs in order to support fragile and conflict-affected states in finding a long-term, sustainable solution to crisis.

- **Scale up and strengthen existing multi-stakeholder partnerships**: It is imperative that implementation of the full Education 2030 agenda is supported. Investment and international cooperation will be scaled up to allow all children to complete free, equitable, inclusive, quality early childhood, primary and secondary education, including by scaling up and strengthening multi-stakeholder initiatives such as the GPE. Furthermore, education facilities will be upgraded and investment in STEM education increased; technical, vocational and tertiary education and training will be enhanced, ensuring equal access for women and girls and encouraging their participation therein; and the number of scholarships available to students in developing countries to enrol in higher education will be increased. It is equally necessary and urgent to boost financing for youth and adult literacy programmes, as well as adult learning, education and training opportunities, in a lifelong learning perspective. Other options for coordinated financing of education should be considered where needs are identified across all targets.

108. **Innovating, with a focus on partnership, transparency, equity and efficiency**: Achieving this ambitious education agenda will require unlocking all potential resources to support the right to education, moving beyond ‘business as usual’ and sometimes doing more for less. A process of continuous improvement is needed that includes innovating, tracking and evaluating the results of innovation, and using new evidence to sustain successes and to alter course where needed.
Additional efforts must be directed at leveraging all of the current spending to achieve better results. This is why improved governance and partnerships are essential, but other innovations are necessary too:

- **Focus investments on equity inclusion and quality:** Getting serious about equity, inclusion and quality is an innovation in most systems. All investments – current and new – should be screened against a key criterion: do they help ensure that all people, including the most marginalized and vulnerable, acquire the knowledge, attitudes and skills they need for their lives and livelihoods and for the full realization of their right to education?

- **Orient private financing resources:** Beyond its crucial role in paying tax, the private sector has emerged as a contributor with significant potential to complement resources for education and increase synergies. It will be essential to ensure that spending on education from the private sector is oriented towards the countries and people most in need, and to reinforce education as a public good[]. Successful partnerships with the private sector will require effective coordination and regulatory mechanisms to ensure transparency and accountability.

- **Challenge and expose misuse of resources:** Crucial funds for education are lost through corruption and inefficiency. Independent monitoring and tracking of spending can significantly increase the funds that schools actually receive.

- **Institute transparent monitoring and reporting:** Direct commitment to a coordinated approach and mutual accountability system, including transparent monitoring and reporting on the financing of Education 2030, is required. This would include particular attention to whether financial resources are reaching the most vulnerable populations and least developed countries. Such commitment requires developing capacity and setting aside adequate resources for data collection for financial reporting.

**Conclusion**

109. We, the international education community, stand strongly united on a new all-encompassing approach to ensure inclusive and equitable quality education for children, youth and adults, while promoting lifelong learning opportunities for all. We will work collectively to accomplish all of the education targets; this in turn will also strengthen international cooperation across the world of education. We agree that significant additional financing is needed to achieve the new targets and that resources should be used in the most effective manner in order to push forward progress on Education 2030. We also stress the need for good governance and citizen-led accountability in education. Convinced that Education 2030 will make historic progress in education, we commit to bold, innovative and sustainable actions to ensure that education truly transforms lives in the world. Achieving Education 2030 means that success can only be declared when it can be declared for everyone.
ANNEX I GLOBAL INDICATORS

To be inserted upon finalization through UN process.
ANNEX II PROPOSED THEMATIC INDICATOR FRAMEWORK (Working Draft)

This annex is the proposed list of thematic indicators developed by the Technical Advisory Group (TAG) on education indicators. The TAG consists of representatives from Member States representing all regions, civil society organizations and international partners (UNESCO, EFA Global Monitoring Report/GEMR, OECD, UNICEF and the World Bank). This is a working draft that was presented to the Education 2030 Drafting Group for discussion. However, no decisions were taken on these indicators, which will be updated based on the finalization of the global indicators through the IAEG process and endorsed by the Education 2030 SC.

Table 1. Thematic indicator framework

Goal: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

<table>
<thead>
<tr>
<th>Concept No.</th>
<th>Indicator</th>
<th>Equity</th>
<th>Sex</th>
<th>Location</th>
<th>Wealth</th>
<th>Available</th>
<th>Coverage</th>
<th>Proposed global indicators</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Percentage of children/ young people (i) at the end of primary and (ii) at end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics</td>
<td>Yes</td>
<td>X</td>
<td>X</td>
<td>1-3 years</td>
<td>Yes</td>
<td>Efforts to generate global measures will focus on common concepts of minimum proficiencies drawing links between national, regional and international student assessment studies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Administration of a nationally representative learning assessment (i) during primary (ii) at the end of primary and (iii) at the end of lower secondary education</td>
<td>No</td>
<td></td>
<td></td>
<td>1-3 years</td>
<td>Standards need to be developed for all assessments, national, regional and international to improve their quality. The UIS Observatory of Learning Outcomes will track national, regional and international assessments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Gross intake ratio to the last grade (primary, lower secondary)</td>
<td>Yes</td>
<td>X</td>
<td>Yes</td>
<td>c150</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Completion rate (primary, lower secondary, upper secondary)</td>
<td>Yes</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>c100</td>
<td>This indicator is currently available but work is required to finalize a common methodology and increase the number of surveys available to calculate it. The rate is calculated for young people aged 3-5 years above the official ending age for a given level of education.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Participation

#### 5. Out-of-school rate (primary, lower secondary, upper secondary)

- Yes
- X
- X
- X
- Yes
- c160

This indicator will also be used to monitor children and adolescents in refugee and displaced populations in line with efforts to improve coverage.

#### 6. Percentage of children over-age for grade (primary, lower secondary)

- Yes
- X
- X
- X
- Yes
- c100

This indicator is currently available but some work is required to agree upon a common methodology for age adjustment.

### Provision

#### 7. Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks

- No
- Yes
- All

### 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

#### Readiness

8. Percentage of children of school entrance age who are developmentally on track in health, learning and psychosocial well-being

- Yes
- X
- X
- 3-5 years
- Yes

This indicator is currently tracked via the Early Childhood Development Index available from Multiple Indicator Cluster Surveys (MICS) for children of school entrance age but work is needed to examine alternatives, reach consensus and develop questions for use across surveys.

9. Percentage of children under 5 years of age experiencing positive and stimulating home learning environments

- Yes
- X
- X
- Yes
- c30

This indicator is currently available through MICS but work is needed to examine alternatives, reach consensus and develop a set of questions for use across surveys.

#### Participation

10. Participation rate in early childhood care and education in a given period prior to entry into primary education

- Yes
- X
- X
- 3-5 years

It is necessary to harmonize this indicator across surveys in two areas: (i) age group of reference (e.g. MICS asks question about 3- to 4-year-olds) and (ii) types of programmes covered.

11. Gross pre-primary enrolment ratio

- Yes
- X
- Yes
- c165

### Provision

12. Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks

- No
- Yes
- All

### 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

#### Participation

13. Gross enrolment ratio for tertiary education

- Yes
- X
- Yes
- c145

Data are available on technical-vocational enrolment in upper secondary, post-secondary non-tertiary and short-cycle tertiary education. There are difficulties in collecting TVET data by age in settings other than formal schools/universities.

14. Participation rate in technical-vocational education programmes (16- to 24-year-olds)

- Yes
- X
- 3-5 years

Data are available on technical-vocational enrolment in upper secondary, post-secondary non-tertiary and short-cycle tertiary education. There are difficulties in collecting TVET data by age in settings other than formal schools/universities.
| 15. | Percentage of youth/adults participating in education and training in the last 12 months, by type of programme (formal and non-formal) and by age group | Yes | X | X | Yes | c30 | Yes | Currently data are only available on adult education in European Union countries. Considerable work is required to develop a set of questions to be applied in labour force or other surveys globally. The indicator will be calculated for a range of age groups and for different types of formal and non-formal programmes, including adult learning. |
| 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship |
| Skills | 16. | 1. Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills | Yes | X | X | 1-3 years | … | Yes | Few surveys (e.g. ICILS) attempt to measure such skills. Major efforts are required to develop global data collection. The proposed global indicator will be derived from ITU’s survey (and also possibly from OECD). |
| | 2. Percentage of individuals with ICT skills by type of skill | Yes | X | X | 1-3 years | … | Yes |
| 17. | Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation | Yes | X | X | ? | Yes | c120 |
| 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations |
| Equity cross-targets | 18. | Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status and conflict-affected as data become available) for all indicators on this list that can be disaggregated (identified in Columns 4-7) Where possible, other indicators should be presented in relation to their distribution across the population | Yes | … | … | Yes | Alternative indicators include: (i) odds ratio; (ii) concentration index; or (iii) least advantaged group (e.g. poorest rural girls) relative to the mean. |
| Policy | 19. | Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations | No | … | 3-5 years | A framework will be required in order for country policies to be described and assessed. |
| | 20. | Education expenditure per student by level of education and source of funding | No | … | 1-3 years | The coverage of this indicator, especially for private education expenditure, needs to be expanded significantly. |
| | 21. | Percentage of total aid to education allocated to low income countries | No | … | ? | Yes | c60 |
### 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

<table>
<thead>
<tr>
<th>Skills</th>
<th>22. Percentage of the population by age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills</th>
<th>Yes</th>
<th>X</th>
<th>X</th>
<th>3-5 years</th>
<th>Yes</th>
<th>While a number of middle-income (STEP) and high-income (PIAAC) countries have assessed literacy and numeracy skills of adults, a cost-effective tool needs to be inserted in other surveys for use across countries.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23. Youth/adult literacy rate</td>
<td>Yes</td>
<td>X</td>
<td>X</td>
<td>Yes</td>
<td>160</td>
<td>The target ages are 15-24 years for youth and 15+ years for adults, but other age groups are also possible.</td>
</tr>
</tbody>
</table>

#### Provision

| Provision | 24. Participation rate of youth/adults in literacy programmes | Yes | X | X | 3-5 years | Tools should be developed in conjunction with indicator 15. |

### 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

#### Provision

| Provision | 25. Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment | No | 1-3 years | Preparatory work is required to reach a consensus on how policies at the national level relate to these concepts. A framework will be required in order for country policies to be described and assessed. |

#### Knowledge

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>26. Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability</th>
<th>Yes</th>
<th>X</th>
<th>?</th>
<th>?</th>
<th>3-5 years</th>
<th>There is not currently a survey that collects the necessary data.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27. Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience</td>
<td>Yes</td>
<td>X</td>
<td>X</td>
<td>Yes</td>
<td>165</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Provision

<table>
<thead>
<tr>
<th>Provision</th>
<th>28. Percentage of schools that provide life skills-based HIV and sexuality education</th>
<th>No</th>
<th>3-5 years</th>
<th>Preparatory work is required to develop a consensus on defining such approaches and developing frameworks for collecting data.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29. Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)</td>
<td>No</td>
<td>3-5 years</td>
<td>Preparatory work is required to develop a consensus on how this framework can be monitored.</td>
</tr>
</tbody>
</table>

#### Means of implementation 4.a - 4.c

| Resources | 30. Percentage of schools with access to (i) basic drinking water; (ii) basic sanitation facilities; and (iii) basic hand-washing facilities | Yes | X | 1-3 years | Yes | Considerable work is required to extend the coverage of current data collection efforts to all countries as per the WASH indicator definitions. |
### 31. Percentage of schools with access to (i) electricity (ii) internet access for pedagogical purposes and (iii) computers for pedagogical purposes

| Yes | X | Yes | ≤70 | Yes |

### 32. Percentage of schools with adapted infrastructure and materials for students with disabilities

| Yes | X | 3-5 years | Yes |

Preparatory work is required to develop an approach on assessing criteria for school conditions for people with disabilities across countries.

### Environment

#### 33. Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse

| Yes | X | X | Yes | ≥80 |

The indicator is available through the Global School-based Student Health Survey.

### 34. Number of attacks on students, personnel and institutions

| No | 1-3 years |

Considerable work is needed to establish an organized data collection to measure this indicator based on examples from the Education under Attack report.

---

### 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

#### Number

| 35. Number of higher education scholarships awarded by beneficiary country |

| No | 1-3 years |

Preparatory work is needed to establish an organized data collection mechanism to measure this target, including the equitable distribution of scholarships.

Includes scholarships awarded by countries to send their own students abroad as well as those by host or donor countries and scholarships from higher education institutions and foundations.

| 36. Volume of official development assistance (ODA) flows for scholarships by sector and type of study |

| No | Yes | All | Yes |

This indicator only measures some sources of scholarships.

---

### 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

#### Qualified

| 37. Percentage of teachers qualified according to national standards by education level and type of institution |

| Yes | X | X | 1-3 years |

Considerable efforts will be required to agree on common standards and to ensure coverage by type of institution. Qualified teachers have at least the minimum academic qualifications required by national standards for teaching a specific subject.

| 38. Pupil/qualified teacher ratio by education level |

| No | Yes |
### Trained
39. Percentage of teachers in (i) pre-primary (ii) primary (iii) lower secondary and (iv) upper secondary who have received at least the minimum organized and recognized teacher (i.e. pedagogical) training pre-service and in-service required for teaching at the relevant level in a given country, by type of institution

<table>
<thead>
<tr>
<th>Trained</th>
<th>Yes</th>
<th>X</th>
<th>X</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
</table>
| Further efforts will be required to agree on common standards and to ensure coverage by type of institution.
Trained teachers have received at least the minimum pedagogical training required by national standards to become a teacher.

40. Pupil/trained teacher ratio by education level

<table>
<thead>
<tr>
<th>Motivated</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>
| Preparatory work will be required to develop a methodology based on labour force data.

41. Average teacher salary relative to other professions requiring a comparable level of education qualification

<table>
<thead>
<tr>
<th>Motivated</th>
<th>No</th>
<th>1-3 years</th>
</tr>
</thead>
</table>

42. Teacher attrition rate by education level

<table>
<thead>
<tr>
<th>Motivated</th>
<th>No</th>
<th>X</th>
<th>1-3 years</th>
</tr>
</thead>
</table>
| Considerable work is required to extend the coverage of current data collections in all countries.

### Supported
43. Percentage of teachers who received in-service training in the last 12 months by type of training

<table>
<thead>
<tr>
<th>Supported</th>
<th>No</th>
<th>X</th>
<th>3-5 years</th>
</tr>
</thead>
</table>
| Major efforts will be required to develop a tool that assesses the incidence, duration and content of training.

**Note:** Column 10 indicates which indicators have been proposed by the UN System to be included in the global set of indicators for monitoring the goals of the 2030 Agenda for Sustainable Development, which is being developed by the Inter-Agency and Expert Group on the Sustainable Development Goal indicators (IAEG-SDGs)
ENDNOTES


xi United Nations. 1960. International Covenant on Economic, Social and Cultural Rights. www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx. The covenant states (Art. 13.2) that (a) Primary education shall be compulsory and available free to all; (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education; (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education.


xvi Adapted from: UNESCO. 2015. Rethinking Education, op. cit.


xxviii UNESCO. 2015. Pricing the right to education, op. cit.


Resolution adopted by the General Assembly on 25 September 2015

[without reference to a Main Committee (A/70/L.1)]

70/1. Transforming our world: the 2030 Agenda for Sustainable Development

The General Assembly

Adopts the following outcome document of the United Nations summit for the adoption of the post-2015 development agenda:

Transforming our world: the 2030 Agenda for Sustainable Development

Preamble

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development.

All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind.

The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet.
People

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace

We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership

We are determined to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

The interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realized. If we realize our ambitions across the full extent of the Agenda, the lives of all will be profoundly improved and our world will be transformed for the better.
Declaration

Introduction

1. We, the Heads of State and Government and High Representatives, meeting at United Nations Headquarters in New York from 25 to 27 September 2015 as the Organization celebrates its seventieth anniversary, have decided today on new global Sustainable Development Goals.

2. On behalf of the peoples we serve, we have adopted a historic decision on a comprehensive, far-reaching and people-centred set of universal and transformational Goals and targets. We commit ourselves to working tirelessly for the full implementation of this Agenda by 2030. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. We are committed to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced and integrated manner. We will also build upon the achievements of the Millennium Development Goals and seek to address their unfinished business.

3. We resolve, between now and 2030, to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources. We resolve also to create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all, taking into account different levels of national development and capacities.

4. As we embark on this great collective journey, we pledge that no one will be left behind. Recognizing that the dignity of the human person is fundamental, we wish to see the Goals and targets met for all nations and peoples and for all segments of society. And we will endeavour to reach the furthest behind first.

5. This is an Agenda of unprecedented scope and significance. It is accepted by all countries and is applicable to all, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. These are universal goals and targets which involve the entire world, developed and developing countries alike. They are integrated and indivisible and balance the three dimensions of sustainable development.

6. The Goals and targets are the result of over two years of intensive public consultation and engagement with civil society and other stakeholders around the world, which paid particular attention to the voices of the poorest and most vulnerable. This consultation included valuable work done by the Open Working Group of the General Assembly on Sustainable Development Goals and by the United Nations, whose Secretary-General provided a synthesis report in December 2014.

Our vision

7. In these Goals and targets, we are setting out a supremely ambitious and transformational vision. We envisage a world free of poverty, hunger, disease and want, where all life can thrive. We envisage a world free of fear and violence. A world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured. A world where we reaffirm our commitments regarding the human right to safe drinking water and sanitation and
where there is improved hygiene; and where food is sufficient, safe, affordable and nutritious. A world where human habitats are safe, resilient and sustainable and where there is universal access to affordable, reliable and sustainable energy.

8. We envisage a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity; and of equal opportunity permitting the full realization of human potential and contributing to shared prosperity. A world which invests in its children and in which every child grows up free from violence and exploitation. A world in which every woman and girl enjoys full gender equality and all legal, social and economic barriers to their empowerment have been removed. A just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met.

9. We envisage a world in which every country enjoys sustained, inclusive and sustainable economic growth and decent work for all. A world in which consumption and production patterns and use of all natural resources – from air to land, from rivers, lakes and aquifers to oceans and seas – are sustainable. One in which democracy, good governance and the rule of law, as well as an enabling environment at the national and international levels, are essential for sustainable development, including sustained and inclusive economic growth, social development, environmental protection and the eradication of poverty and hunger. One in which development and the application of technology are climate-sensitive, respect biodiversity and are resilient. One in which humanity lives in harmony with nature and in which wildlife and other living species are protected.

Our shared principles and commitments

10. The new Agenda is guided by the purposes and principles of the Charter of the United Nations, including full respect for international law. It is grounded in the Universal Declaration of Human Rights, international human rights treaties, the Millennium Declaration and the 2005 World Summit Outcome. It is informed by other instruments such as the Declaration on the Right to Development.

11. We reaffirm the outcomes of all major United Nations conferences and summits which have laid a solid foundation for sustainable development and have helped to shape the new Agenda. These include the Rio Declaration on Environment and Development, the World Summit on Sustainable Development, the World Summit for Social Development, the Programme of Action of the International Conference on Population and Development, the Beijing Platform for Action and the United Nations Conference on Sustainable Development. We also reaffirm the follow-up to these conferences, including the outcomes of the Fourth United Nations Conference on Environment and Development.

1 Resolution 217 A (III).
2 Resolution 55/2.
3 Resolution 60/1.
4 Resolution 41/128, annex.
7 Report of the Fourth World Conference on Women, Beijing, 4–15 September 1995 (United Nations publication, Sales No. E.96.XV.13), chap. I, resolution 1, annex II.
Nations Conference on the Least Developed Countries, the third International Conference on Small Island Developing States, the second United Nations Conference on Landlocked Developing Countries and the Third United Nations World Conference on Disaster Risk Reduction.

12. We reaffirm all the principles of the Rio Declaration on Environment and Development, including, inter alia, the principle of common but differentiated responsibilities, as set out in principle 7 thereof.

13. The challenges and commitments identified at these major conferences and summits are interrelated and call for integrated solutions. To address them effectively, a new approach is needed. Sustainable development recognizes that eradicating poverty in all its forms and dimensions, combating inequality within and among countries, preserving the planet, creating sustained, inclusive and sustainable economic growth and fostering social inclusion are linked to each other and are interdependent.

Our world today

14. We are meeting at a time of immense challenges to sustainable development. Billions of our citizens continue to live in poverty and are denied a life of dignity. There are rising inequalities within and among countries. There are enormous disparities of opportunity, wealth and power. Gender inequality remains a key challenge. Unemployment, particularly youth unemployment, is a major concern. Global health threats, more frequent and intense natural disasters, spiralling conflict, violent extremism, terrorism and related humanitarian crises and forced displacement of people threaten to reverse much of the development progress made in recent decades. Natural resource depletion and adverse impacts of environmental degradation, including desertification, drought, land degradation, freshwater scarcity and loss of biodiversity, add to and exacerbate the list of challenges which humanity faces. Climate change is one of the greatest challenges of our time and its adverse impacts undermine the ability of all countries to achieve sustainable development. Increases in global temperature, sea level rise, ocean acidification and other climate change impacts are seriously affecting coastal areas and low-lying coastal countries, including many least developed countries and small island developing States. The survival of many societies, and of the biological support systems of the planet, is at risk.

15. It is also, however, a time of immense opportunity. Significant progress has been made in meeting many development challenges. Within the past generation, hundreds of millions of people have emerged from extreme poverty. Access to education has greatly increased for both boys and girls. The spread of information and communications technology and global interconnectedness has great potential to accelerate human progress, to bridge the digital divide and to develop knowledge societies, as does scientific and technological innovation across areas as diverse as medicine and energy.

16. Almost 15 years ago, the Millennium Development Goals were agreed. These provided an important framework for development and significant progress has been made in a number of areas. But the progress has been uneven, particularly in Africa, least developed countries, landlocked developing countries and small island developing States, and some of the Millennium Development Goals remain off-track, in particular those related to maternal, newborn and child health and to reproductive health. We recommit ourselves to the full realization of all the Millennium Development Goals, including the off-track Millennium Development Goals, in particular by providing focused and scaled-up assistance to least
developed countries and other countries in special situations, in line with relevant support programmes. The new Agenda builds on the Millennium Development Goals and seeks to complete what they did not achieve, particularly in reaching the most vulnerable.

17. In its scope, however, the framework we are announcing today goes far beyond the Millennium Development Goals. Alongside continuing development priorities such as poverty eradication, health, education and food security and nutrition, it sets out a wide range of economic, social and environmental objectives. It also promises more peaceful and inclusive societies. It also, crucially, defines means of implementation. Reflecting the integrated approach that we have decided on, there are deep interconnections and many cross-cutting elements across the new Goals and targets.

The new Agenda

18. We are announcing today 17 Sustainable Development Goals with 169 associated targets which are integrated and indivisible. Never before have world leaders pledged common action and endeavour across such a broad and universal policy agenda. We are setting out together on the path towards sustainable development, devoting ourselves collectively to the pursuit of global development and of “win-win” cooperation which can bring huge gains to all countries and all parts of the world. We reaffirm that every State has, and shall freely exercise, full permanent sovereignty over all its wealth, natural resources and economic activity. We will implement the Agenda for the full benefit of all, for today’s generation and for future generations. In doing so, we reaffirm our commitment to international law and emphasize that the Agenda is to be implemented in a manner that is consistent with the rights and obligations of States under international law.

19. We reaffirm the importance of the Universal Declaration of Human Rights, as well as other international instruments relating to human rights and international law. We emphasize the responsibilities of all States, in conformity with the Charter of the United Nations, to respect, protect and promote human rights and fundamental freedoms for all, without distinction of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, disability or other status.

20. Realizing gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Goals and targets. The achievement of full human potential and of sustainable development is not possible if one half of humanity continues to be denied its full human rights and opportunities. Women and girls must enjoy equal access to quality education, economic resources and political participation as well as equal opportunities with men and boys for employment, leadership and decision-making at all levels. We will work for a significant increase in investments to close the gender gap and strengthen support for institutions in relation to gender equality and the empowerment of women at the global, regional and national levels. All forms of discrimination and violence against women and girls will be eliminated, including through the engagement of men and boys. The systematic mainstreaming of a gender perspective in the implementation of the Agenda is crucial.

21. The new Goals and targets will come into effect on 1 January 2016 and will guide the decisions we take over the next 15 years. All of us will work to implement the Agenda within our own countries and at the regional and global levels, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. We will respect national policy space for
sustained, inclusive and sustainable economic growth, in particular for developing States, while remaining consistent with relevant international rules and commitments. We acknowledge also the importance of the regional and subregional dimensions, regional economic integration and interconnectivity in sustainable development. Regional and subregional frameworks can facilitate the effective translation of sustainable development policies into concrete action at the national level.

22. Each country faces specific challenges in its pursuit of sustainable development. The most vulnerable countries and, in particular, African countries, least developed countries, landlocked developing countries and small island developing States, deserve special attention, as do countries in situations of conflict and post-conflict countries. There are also serious challenges within many middle-income countries.

23. People who are vulnerable must be empowered. Those whose needs are reflected in the Agenda include all children, youth, persons with disabilities (of whom more than 80 per cent live in poverty), people living with HIV/AIDS, older persons, indigenous peoples, refugees and internally displaced persons and migrants. We resolve to take further effective measures and actions, in conformity with international law, to remove obstacles and constraints, strengthen support and meet the special needs of people living in areas affected by complex humanitarian emergencies and in areas affected by terrorism.

24. We are committed to ending poverty in all its forms and dimensions, including by eradicating extreme poverty by 2030. All people must enjoy a basic standard of living, including through social protection systems. We are also determined to end hunger and to achieve food security as a matter of priority and to end all forms of malnutrition. In this regard, we reaffirm the important role and inclusive nature of the Committee on World Food Security and welcome the Rome Declaration on Nutrition and the Framework for Action.8 We will devote resources to developing rural areas and sustainable agriculture and fisheries, supporting smallholder farmers, especially women farmers, herders and fishers in developing countries, particularly least developed countries.

25. We commit to providing inclusive and equitable quality education at all levels – early childhood, primary, secondary, tertiary, technical and vocational training. All people, irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, indigenous peoples, children and youth, especially those in vulnerable situations, should have access to life-long learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society. We will strive to provide children and youth with a nurturing environment for the full realization of their rights and capabilities, helping our countries to reap the demographic dividend, including through safe schools and cohesive communities and families.

26. To promote physical and mental health and well-being, and to extend life expectancy for all, we must achieve universal health coverage and access to quality health care. No one must be left behind. We commit to accelerating the progress made to date in reducing newborn, child and maternal mortality by ending all such preventable deaths before 2030. We are committed to ensuring universal access to sexual and reproductive health-care services, including for family planning, information and education. We will equally accelerate the pace of progress made in fighting malaria, HIV/AIDS, tuberculosis, hepatitis, Ebola and other communicable diseases and epidemics, including by addressing growing anti-microbial resistance

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8 World Health Organization, document EB 136/8, annexes I and II.
and the problem of unattended diseases affecting developing countries. We are committed to the prevention and treatment of non-communicable diseases, including behavioural, developmental and neurological disorders, which constitute a major challenge for sustainable development.

27. We will seek to build strong economic foundations for all our countries. Sustained, inclusive and sustainable economic growth is essential for prosperity. This will only be possible if wealth is shared and income inequality is addressed. We will work to build dynamic, sustainable, innovative and people-centred economies, promoting youth employment and women’s economic empowerment, in particular, and decent work for all. We will eradicate forced labour and human trafficking and end child labour in all its forms. All countries stand to benefit from having a healthy and well-educated workforce with the knowledge and skills needed for productive and fulfilling work and full participation in society. We will strengthen the productive capacities of least developed countries in all sectors, including through structural transformation. We will adopt policies which increase productive capacities, productivity and productive employment; financial inclusion; sustainable agriculture, pastoralist and fisheries development; sustainable industrial development; universal access to affordable, reliable, sustainable and modern energy services; sustainable transport systems; and quality and resilient infrastructure.

28. We commit to making fundamental changes in the way that our societies produce and consume goods and services. Governments, international organizations, the business sector and other non-State actors and individuals must contribute to changing unsustainable consumption and production patterns, including through the mobilization, from all sources, of financial and technical assistance to strengthen developing countries’ scientific, technological and innovative capacities to move towards more sustainable patterns of consumption and production. We encourage the implementation of the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns. All countries take action, with developed countries taking the lead, taking into account the development and capabilities of developing countries.

29. We recognize the positive contribution of migrants for inclusive growth and sustainable development. We also recognize that international migration is a multidimensional reality of major relevance for the development of countries of origin, transit and destination, which requires coherent and comprehensive responses. We will cooperate internationally to ensure safe, orderly and regular migration involving full respect for human rights and the humane treatment of migrants regardless of migration status, of refugees and of displaced persons. Such cooperation should also strengthen the resilience of communities hosting refugees, particularly in developing countries. We underline the right of migrants to return to their country of citizenship, and recall that States must ensure that their returning nationals are duly received.

30. States are strongly urged to refrain from promulgating and applying any unilateral economic, financial or trade measures not in accordance with international law and the Charter of the United Nations that impede the full achievement of economic and social development, particularly in developing countries.

31. We acknowledge that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change. We are determined to address decisively the threat posed by climate change and environmental degradation. The global nature of

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climate change calls for the widest possible international cooperation aimed at accelerating the reduction of global greenhouse gas emissions and addressing adaptation to the adverse impacts of climate change. We note with grave concern the significant gap between the aggregate effect of parties’ mitigation pledges in terms of global annual emissions of greenhouse gases by 2020 and aggregate emission pathways consistent with having a likely chance of holding the increase in global average temperature below 2 degrees Celsius, or 1.5 degrees Celsius above pre-industrial levels.

32. Looking ahead to the twenty-first session of the Conference of the Parties in Paris, we underscore the commitment of all States to work for an ambitious and universal climate agreement. We reaffirm that the protocol, another legal instrument or agreed outcome with legal force under the Convention applicable to all parties shall address in a balanced manner, inter alia, mitigation, adaptation, finance, technology development and transfer and capacity-building; and transparency of action and support.

33. We recognize that social and economic development depends on the sustainable management of our planet’s natural resources. We are therefore determined to conserve and sustainably use oceans and seas, freshwater resources, as well as forests, mountains and drylands and to protect biodiversity, ecosystems and wildlife. We are also determined to promote sustainable tourism, to tackle water scarcity and water pollution, to strengthen cooperation on desertification, dust storms, land degradation and drought and to promote resilience and disaster risk reduction. In this regard, we look forward to the thirteenth meeting of the Conference of the Parties to the Convention on Biological Diversity to be held in Mexico.

34. We recognize that sustainable urban development and management are crucial to the quality of life of our people. We will work with local authorities and communities to renew and plan our cities and human settlements so as to foster community cohesion and personal security and to stimulate innovation and employment. We will reduce the negative impacts of urban activities and of chemicals which are hazardous for human health and the environment, including through the environmentally sound management and safe use of chemicals, the reduction and recycling of waste and the more efficient use of water and energy. And we will work to minimize the impact of cities on the global climate system. We will also take account of population trends and projections in our national rural and urban development strategies and policies. We look forward to the upcoming United Nations Conference on Housing and Sustainable Urban Development to be held in Quito.

35. Sustainable development cannot be realized without peace and security; and peace and security will be at risk without sustainable development. The new Agenda recognizes the need to build peaceful, just and inclusive societies that provide equal access to justice and that are based on respect for human rights (including the right to development), on effective rule of law and good governance at all levels and on transparent, effective and accountable institutions. Factors which give rise to violence, insecurity and injustice, such as inequality, corruption, poor governance and illicit financial and arms flows, are addressed in the Agenda. We must redouble our efforts to resolve or prevent conflict and to support post-conflict countries, including through ensuring that women have a role in peacebuilding and State-building. We call for further effective measures and actions to be taken, in conformity with international law, to remove the obstacles to the full realization of the right of self-determination of peoples living under colonial and foreign occupation, which continue to adversely affect their economic and social development as well as their environment.
36. We pledge to foster intercultural understanding, tolerance, mutual respect and an ethic of global citizenship and shared responsibility. We acknowledge the natural and cultural diversity of the world and recognize that all cultures and civilizations can contribute to, and are crucial enablers of, sustainable development.

37. Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.

38. We reaffirm, in accordance with the Charter of the United Nations, the need to respect the territorial integrity and political independence of States.

Means of implementation

39. The scale and ambition of the new Agenda requires a revitalized Global Partnership to ensure its implementation. We fully commit to this. This Partnership will work in a spirit of global solidarity, in particular solidarity with the poorest and with people in vulnerable situations. It will facilitate an intensive global engagement in support of implementation of all the Goals and targets, bringing together Governments, the private sector, civil society, the United Nations system and other actors and mobilizing all available resources.

40. The means of implementation targets under Goal 17 and under each Sustainable Development Goal are key to realizing our Agenda and are of equal importance with the other Goals and targets. The Agenda, including the Sustainable Development Goals, can be met within the framework of a revitalized Global Partnership for Sustainable Development, supported by the concrete policies and actions as outlined in the outcome document of the third International Conference on Financing for Development, held in Addis Ababa from 13 to 16 July 2015. We welcome the endorsement by the General Assembly of the Addis Ababa Action Agenda, 10 which is an integral part of the 2030 Agenda for Sustainable Development. We recognize that the full implementation of the Addis Ababa Action Agenda is critical for the realization of the Sustainable Development Goals and targets.

41. We recognize that each country has primary responsibility for its own economic and social development. The new Agenda deals with the means required for implementation of the Goals and targets. We recognize that these will include the mobilization of financial resources as well as capacity-building and the transfer of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed. Public finance, both domestic and international, will play a vital role in providing essential services and public goods and in catalysing other sources of finance. We acknowledge the role of the diverse private sector, ranging from micro-enterprises to cooperatives to multinationals, and that of civil society organizations and philanthropic organizations in the implementation of the new Agenda.

42. We support the implementation of relevant strategies and programmes of action, including the Istanbul Declaration and Programme of Action, 11 the SIDS

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Transforming our world: the 2030 Agenda for Sustainable Development

Accelerated Modalities of Action (SAMOA) Pathway\textsuperscript{12} and the Vienna Programme of Action for Landlocked Developing Countries for the Decade 2014–2024,\textsuperscript{13} and reaffirm the importance of supporting the African Union’s Agenda 2063 and the programme of the New Partnership for Africa’s Development,\textsuperscript{14} all of which are integral to the new Agenda. We recognize the major challenge to the achievement of durable peace and sustainable development in countries in conflict and post-conflict situations.

43. We emphasize that international public finance plays an important role in complementing the efforts of countries to mobilize public resources domestically, especially in the poorest and most vulnerable countries with limited domestic resources. An important use of international public finance, including official development assistance (ODA), is to catalyse additional resource mobilization from other sources, public and private. ODA providers reaffirm their respective commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of gross national income for official development assistance (ODA/GNI) to developing countries and 0.15 per cent to 0.2 per cent of ODA/GNI to least developed countries.

44. We acknowledge the importance for international financial institutions to support, in line with their mandates, the policy space of each country, in particular developing countries. We recommit to broadening and strengthening the voice and participation of developing countries – including African countries, least developed countries, landlocked developing countries, small island developing States and middle-income countries – in international economic decision-making, norm-setting and global economic governance.

45. We acknowledge also the essential role of national parliaments through their enactment of legislation and adoption of budgets and their role in ensuring accountability for the effective implementation of our commitments. Governments and public institutions will also work closely on implementation with regional and local authorities, subregional institutions, international institutions, academia, philanthropic organizations, volunteer groups and others.

46. We underline the important role and comparative advantage of an adequately resourced, relevant, coherent, efficient and effective United Nations system in supporting the achievement of the Sustainable Development Goals and sustainable development. While stressing the importance of strengthened national ownership and leadership at the country level, we express our support for the ongoing dialogue in the Economic and Social Council on the longer-term positioning of the United Nations development system in the context of this Agenda.

Follow-up and review

47. Our Governments have the primary responsibility for follow-up and review, at the national, regional and global levels, in relation to the progress made in implementing the Goals and targets over the coming 15 years. To support accountability to our citizens, we will provide for systematic follow-up and review at the various levels, as set out in this Agenda and the Addis Ababa Action Agenda. The high-level political forum under the auspices of the General Assembly and the Economic and Social Council will have the central role in overseeing follow-up and review at the global level.

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\textsuperscript{12} Resolution 69/15, annex.
\textsuperscript{13} Resolution 69/137, annex II.
\textsuperscript{14} A/57/304, annex.
48. Indicators are being developed to assist this work. Quality, accessible, timely and reliable disaggregated data will be needed to help with the measurement of progress and to ensure that no one is left behind. Such data is key to decision-making. Data and information from existing reporting mechanisms should be used where possible. We agree to intensify our efforts to strengthen statistical capacities in developing countries, particularly African countries, least developed countries, landlocked developing countries, small island developing States and middle-income countries. We are committed to developing broader measures of progress to complement gross domestic product.

A call for action to change our world

49. Seventy years ago, an earlier generation of world leaders came together to create the United Nations. From the ashes of war and division they fashioned this Organization and the values of peace, dialogue and international cooperation which underpin it. The supreme embodiment of those values is the Charter of the United Nations.

50. Today we are also taking a decision of great historic significance. We resolve to build a better future for all people, including the millions who have been denied the chance to lead decent, dignified and rewarding lives and to achieve their full human potential. We can be the first generation to succeed in ending poverty; just as we may be the last to have a chance of saving the planet. The world will be a better place in 2030 if we succeed in our objectives.

51. What we are announcing today – an Agenda for global action for the next 15 years – is a charter for people and planet in the twenty-first century. Children and young women and men are critical agents of change and will find in the new Goals a platform to channel their infinite capacities for activism into the creation of a better world.

52. “We the peoples” are the celebrated opening words of the Charter of the United Nations. It is “we the peoples” who are embarking today on the road to 2030. Our journey will involve Governments as well as parliaments, the United Nations system and other international institutions, local authorities, indigenous peoples, civil society, business and the private sector, the scientific and academic community – and all people. Millions have already engaged with, and will own, this Agenda. It is an Agenda of the people, by the people and for the people – and this, we believe, will ensure its success.

53. The future of humanity and of our planet lies in our hands. It lies also in the hands of today’s younger generation who will pass the torch to future generations. We have mapped the road to sustainable development; it will be for all of us to ensure that the journey is successful and its gains irreversible.
Sustainable Development Goals and targets

54. Following an inclusive process of intergovernmental negotiations, and based on the proposal of the Open Working Group on Sustainable Development Goals,15 which includes a chapeau contextualizing the latter, set out below are the Goals and targets which we have agreed.

55. The Sustainable Development Goals and targets are integrated and indivisible, global in nature and universally applicable, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. Targets are defined as aspirational and global, with each Government setting its own national targets guided by the global level of ambition but taking into account national circumstances. Each Government will also decide how these aspirational and global targets should be incorporated into national planning processes, policies and strategies. It is important to recognize the link between sustainable development and other relevant ongoing processes in the economic, social and environmental fields.

56. In deciding upon these Goals and targets, we recognize that each country faces specific challenges to achieve sustainable development, and we underscore the special challenges facing the most vulnerable countries and, in particular, African countries, least developed countries, landlocked developing countries and small island developing States, as well as the specific challenges facing the middle-income countries. Countries in situations of conflict also need special attention.

57. We recognize that baseline data for several of the targets remains unavailable, and we call for increased support for strengthening data collection and capacity-building in Member States, to develop national and global baselines where they do not yet exist. We commit to addressing this gap in data collection so as to better inform the measurement of progress, in particular for those targets below which do not have clear numerical targets.

58. We encourage ongoing efforts by States in other forums to address key issues which pose potential challenges to the implementation of our Agenda, and we respect the independent mandates of those processes. We intend that the Agenda and its implementation would support, and be without prejudice to, those other processes and the decisions taken therein.

59. We recognize that there are different approaches, visions, models and tools available to each country, in accordance with its national circumstances and priorities, to achieve sustainable development; and we reaffirm that planet Earth and its ecosystems are our common home and that “Mother Earth” is a common expression in a number of countries and regions.

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15 Contained in the report of the Open Working Group of the General Assembly on Sustainable Development Goals (A/68/970 and Corr.1; see also A/68/970/Add.1–3).
Sustainable Development Goals

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts*

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.
Goal 1.  End poverty in all its forms everywhere

1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day

1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable

1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

1.a Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

1.b Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions

Goal 2.  End hunger, achieve food security and improved nutrition and promote sustainable agriculture

2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round

2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons

2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment

2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality

2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly
managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed.

2.a Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries

2.b Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round

2.c Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility

Goal 3. **Ensure healthy lives and promote well-being for all at all ages**

3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents

3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination

3.a Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate

3.b Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing
countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all.

3.c Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States

3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks

**Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
Goal 5. Achieve gender equality and empower all women and girls

5.1 End all forms of discrimination against all women and girls everywhere
5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

Goal 6. Ensure availability and sustainable management of water and sanitation for all

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all
6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally
6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity
6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

6.b Support and strengthen the participation of local communities in improving water and sanitation management

**Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all**

7.1 By 2030, ensure universal access to affordable, reliable and modern energy services

7.2 By 2030, increase substantially the share of renewable energy in the global energy mix

7.3 By 2030, double the global rate of improvement in energy efficiency

7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology

7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States and landlocked developing countries, in accordance with their respective programmes of support

**Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**

8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries

8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training
8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products

8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-related Technical Assistance to Least Developed Countries

8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

**Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation**

9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all

9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry’s share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries

9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets

9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities

9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending

9.a Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States

9.b Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities
9.c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020

**Goal 10. Reduce inequality within and among countries**

10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations

10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

10.a Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

10.b Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes

10.c By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

**Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable**

11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums

11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
11.4 Strengthen efforts to protect and safeguard the world’s cultural and natural heritage

11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

11.a Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning

11.b By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015–2030, holistic disaster risk management at all levels

11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

**Goal 12. Ensure sustainable consumption and production patterns**

12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries

12.2 By 2030, achieve the sustainable management and efficient use of natural resources

12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses

12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle

12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities
12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production
12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products
12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

**Goal 13. Take urgent action to combat climate change and its impacts**

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
13.2 Integrate climate change measures into national policies, strategies and planning
13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

13.a Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

**Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development**

14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution
14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans
14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels

*Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.*
14.4 By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics.

14.5 By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information.

14.6 By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation.\(^\text{16}\)

14.7 By 2030, increase the economic benefits to small island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism.

14.a Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries.

14.b Provide access for small-scale artisanal fishers to marine resources and markets.

14.c Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in the United Nations Convention on the Law of the Sea, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of “The future we want”.

**Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss**

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements.

15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally.

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world.

\(^{16}\)Taking into account ongoing World Trade Organization negotiations, the Doha Development Agenda and the Hong Kong ministerial mandate.
15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development

15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products

15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species

15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts

15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems

15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

15.c Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

**Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels**

16.1 Significantly reduce all forms of violence and related death rates everywhere

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime

16.5 Substantially reduce corruption and bribery in all their forms

16.6 Develop effective, accountable and transparent institutions at all levels

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9 By 2030, provide legal identity for all, including birth registration
16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime

16.b Promote and enforce non-discriminatory laws and policies for sustainable development

Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Finance
17.1 Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection

17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of gross national income for official development assistance (ODA/GNI) to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries

17.3 Mobilize additional financial resources for developing countries from multiple sources

17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress

17.5 Adopt and implement investment promotion regimes for least developed countries

Technology
17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism

17.7 Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed

17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology
Capacity-building

17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation

Trade

17.10 Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda

17.11 Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries’ share of global exports by 2020

17.12 Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access

Systemic issues

Policy and institutional coherence

17.13 Enhance global macroeconomic stability, including through policy coordination and policy coherence

17.14 Enhance policy coherence for sustainable development

17.15 Respect each country’s policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi-stakeholder partnerships

17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries

17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

17.18 By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts

17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries
Means of implementation and the Global Partnership

60. We reaffirm our strong commitment to the full implementation of this new Agenda. We recognize that we will not be able to achieve our ambitious Goals and targets without a revitalized and enhanced Global Partnership and comparably ambitious means of implementation. The revitalized Global Partnership will facilitate an intensive global engagement in support of implementation of all the Goals and targets, bringing together Governments, civil society, the private sector, the United Nations system and other actors and mobilizing all available resources.

61. The Agenda’s Goals and targets deal with the means required to realize our collective ambitions. The means of implementation targets under each Sustainable Development Goal and Goal 17, which are referred to above, are key to realizing our Agenda and are of equal importance with the other Goals and targets. We shall accord them equal priority in our implementation efforts and in the global indicator framework for monitoring our progress.

62. This Agenda, including the Sustainable Development Goals, can be met within the framework of a revitalized Global Partnership for Sustainable Development, supported by the concrete policies and actions outlined in the Addis Ababa Action Agenda, which is an integral part of the 2030 Agenda for Sustainable Development. The Addis Ababa Action Agenda supports, complements and helps to contextualize the 2030 Agenda’s means of implementation targets. It relates to domestic public resources, domestic and international private business and finance, international development cooperation, international trade as an engine for development, debt and debt sustainability, addressing systemic issues and science, technology, innovation and capacity-building, and data, monitoring and follow-up.

63. Cohesive nationally owned sustainable development strategies, supported by integrated national financing frameworks, will be at the heart of our efforts. We reiterate that each country has primary responsibility for its own economic and social development and that the role of national policies and development strategies cannot be overemphasized. We will respect each country’s policy space and leadership to implement policies for poverty eradication and sustainable development, while remaining consistent with relevant international rules and commitments. At the same time, national development efforts need to be supported by an enabling international economic environment, including coherent and mutually supporting world trade, monetary and financial systems, and strengthened and enhanced global economic governance. Processes to develop and facilitate the availability of appropriate knowledge and technologies globally, as well as capacity-building, are also critical. We commit to pursuing policy coherence and an enabling environment for sustainable development at all levels and by all actors, and to reinvigorating the Global Partnership for Sustainable Development.

64. We support the implementation of relevant strategies and programmes of action, including the Istanbul Declaration and Programme of Action, the SIDS Accelerated Modalities of Action (SAMOA) Pathway and the Vienna Programme of Action for Landlocked Developing Countries for the Decade 2014–2024, and reaffirm the importance of supporting the African Union’s Agenda 2063 and the programme of the New Partnership for Africa’s Development, all of which are integral to the new Agenda. We recognize the major challenge to the achievement of durable peace and sustainable development in countries in conflict and post-conflict situations.

65. We recognize that middle-income countries still face significant challenges to achieve sustainable development. In order to ensure that achievements made to date
are sustained, efforts to address ongoing challenges should be strengthened through the exchange of experiences, improved coordination, and better and focused support of the United Nations development system, the international financial institutions, regional organizations and other stakeholders.

66. We underscore that, for all countries, public policies and the mobilization and effective use of domestic resources, underscored by the principle of national ownership, are central to our common pursuit of sustainable development, including achieving the Sustainable Development Goals. We recognize that domestic resources are first and foremost generated by economic growth, supported by an enabling environment at all levels.

67. Private business activity, investment and innovation are major drivers of productivity, inclusive economic growth and job creation. We acknowledge the diversity of the private sector, ranging from micro-enterprises to cooperatives to multinationals. We call upon all businesses to apply their creativity and innovation to solving sustainable development challenges. We will foster a dynamic and well-functioning business sector, while protecting labour rights and environmental and health standards in accordance with relevant international standards and agreements and other ongoing initiatives in this regard, such as the Guiding Principles on Business and Human Rights\(^\text{17}\) and the labour standards of the International Labour Organization, the Convention on the Rights of the Child\(^\text{18}\) and key multilateral environmental agreements, for parties to those agreements.

68. International trade is an engine for inclusive economic growth and poverty reduction, and contributes to the promotion of sustainable development. We will continue to promote a universal, rules-based, open, transparent, predictable, inclusive, non-discriminatory and equitable multilateral trading system under the World Trade Organization, as well as meaningful trade liberalization. We call upon all members of the World Trade Organization to redouble their efforts to promptly conclude the negotiations on the Doha Development Agenda.\(^\text{19}\) We attach great importance to providing trade-related capacity-building for developing countries, including African countries, least developed countries, landlocked developing countries, small island developing States and middle-income countries, including for the promotion of regional economic integration and interconnectivity.

69. We recognize the need to assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief, debt restructuring and sound debt management, as appropriate. Many countries remain vulnerable to debt crises and some are in the midst of crises, including a number of least developed countries, small island developing States and some developed countries. We reiterate that debtors and creditors must work together to prevent and resolve unsustainable debt situations. Maintaining sustainable debt levels is the responsibility of the borrowing countries; however we acknowledge that lenders also have a responsibility to lend in a way that does not undermine a country’s debt sustainability. We will support the maintenance of debt sustainability of those countries that have received debt relief and achieved sustainable debt levels.

\(^\text{17}\) A/HRC/17/31, annex.


\(^\text{19}\) A/C.2/56/7, annex.
We hereby launch a Technology Facilitation Mechanism which was established by the Addis Ababa Action Agenda in order to support the Sustainable Development Goals. The Technology Facilitation Mechanism will be based on a multi-stakeholder collaboration between Member States, civil society, the private sector, the scientific community, United Nations entities and other stakeholders and will be composed of a United Nations inter-agency task team on science, technology and innovation for the Sustainable Development Goals, a collaborative multi-stakeholder forum on science, technology and innovation for the Sustainable Development Goals and an online platform.

- The United Nations inter-agency task team on science, technology and innovation for the Sustainable Development Goals will promote coordination, coherence and cooperation within the United Nations system on science, technology and innovation-related matters, enhancing synergy and efficiency, in particular to enhance capacity-building initiatives. The task team will draw on existing resources and will work with 10 representatives from civil society, the private sector and the scientific community to prepare the meetings of the multi-stakeholder forum on science, technology and innovation for the Sustainable Development Goals, as well as in the development and operationalization of the online platform, including preparing proposals for the modalities for the forum and the online platform. The 10 representatives will be appointed by the Secretary-General, for periods of two years. The task team will be open to the participation of all United Nations agencies, funds and programmes and the functional commissions of the Economic and Social Council and it will initially be composed of the entities that currently integrate the informal working group on technology facilitation, namely, the Department of Economic and Social Affairs of the Secretariat, the United Nations Environment Programme, the United Nations Industrial Development Organization, the United Nations Educational, Scientific and Cultural Organization, the United Nations Conference on Trade and Development, the International Telecommunication Union, the World Intellectual Property Organization and the World Bank.

- The online platform will be used to establish a comprehensive mapping of, and serve as a gateway for, information on existing science, technology and innovation initiatives, mechanisms and programmes, within and beyond the United Nations. The online platform will facilitate access to information, knowledge and experience, as well as best practices and lessons learned, on science, technology and innovation facilitation initiatives and policies. The online platform will also facilitate the dissemination of relevant open access scientific publications generated worldwide. The online platform will be developed on the basis of an independent technical assessment which will take into account best practices and lessons learned from other initiatives, within and beyond the United Nations, in order to ensure that it will complement, facilitate access to and provide adequate information on existing science, technology and innovation platforms, avoiding duplications and enhancing synergies.

- The multi-stakeholder forum on science, technology and innovation for the Sustainable Development Goals will be convened once a year, for a period of two days, to discuss science, technology and innovation cooperation around thematic areas for the implementation of the Sustainable Development Goals, congregating all relevant stakeholders to actively contribute in their area of expertise. The forum will provide a venue for facilitating interaction,
matchmaking and the establishment of networks between relevant stakeholders and multi-stakeholder partnerships in order to identify and examine technology needs and gaps, including on scientific cooperation, innovation and capacity-building, and also in order to help to facilitate development, transfer and dissemination of relevant technologies for the Sustainable Development Goals. The meetings of the forum will be convened by the President of the Economic and Social Council before the meeting of the high-level political forum under the auspices of the Council or, alternatively, in conjunction with other forums or conferences, as appropriate, taking into account the theme to be considered and on the basis of a collaboration with the organizers of the other forums or conferences. The meetings of the forum will be co-chaired by two Member States and will result in a summary of discussions elaborated by the two co-Chairs, as an input to the meetings of the high-level political forum, in the context of the follow-up and review of the implementation of the post-2015 development agenda.

- The meetings of the high-level political forum will be informed by the summary of the multi-stakeholder forum. The themes for the subsequent multi-stakeholder forum on science, technology and innovation for the Sustainable Development Goals will be considered by the high-level political forum on sustainable development, taking into account expert inputs from the task team.

71. We reiterate that this Agenda and the Sustainable Development Goals and targets, including the means of implementation, are universal, indivisible and interlinked.

Follow-up and review

72. We commit to engaging in systematic follow-up and review of the implementation of this Agenda over the next 15 years. A robust, voluntary, effective, participatory, transparent and integrated follow-up and review framework will make a vital contribution to implementation and will help countries to maximize and track progress in implementing this Agenda in order to ensure that no one is left behind.

73. Operating at the national, regional and global levels, it will promote accountability to our citizens, support effective international cooperation in achieving this Agenda and foster exchanges of best practices and mutual learning. It will mobilize support to overcome shared challenges and identify new and emerging issues. As this is a universal Agenda, mutual trust and understanding among all nations will be important.

74. Follow-up and review processes at all levels will be guided by the following principles:

(a) They will be voluntary and country-led, will take into account different national realities, capacities and levels of development and will respect policy space and priorities. As national ownership is key to achieving sustainable development, the outcome from national-level processes will be the foundation for reviews at the regional and global levels, given that the global review will be primarily based on national official data sources.

(b) They will track progress in implementing the universal Goals and targets, including the means of implementation, in all countries in a manner which respects
their universal, integrated and interrelated nature and the three dimensions of sustainable development.

(c) They will maintain a longer-term orientation, identify achievements, challenges, gaps and critical success factors and support countries in making informed policy choices. They will help to mobilize the necessary means of implementation and partnerships, support the identification of solutions and best practices and promote the coordination and effectiveness of the international development system.

(d) They will be open, inclusive, participatory and transparent for all people and will support reporting by all relevant stakeholders.

(e) They will be people-centred, gender-sensitive, respect human rights and have a particular focus on the poorest, most vulnerable and those furthest behind.

(f) They will build on existing platforms and processes, where these exist, avoid duplication and respond to national circumstances, capacities, needs and priorities. They will evolve over time, taking into account emerging issues and the development of new methodologies, and will minimize the reporting burden on national administrations.

(g) They will be rigorous and based on evidence, informed by country-led evaluations and data which is high-quality, accessible, timely, reliable and disaggregated by income, sex, age, race, ethnicity, migration status, disability and geographic location and other characteristics relevant in national contexts.

(h) They will require enhanced capacity-building support for developing countries, including the strengthening of national data systems and evaluation programmes, particularly in African countries, least developed countries, small island developing States, landlocked developing countries and middle-income countries.

(i) They will benefit from the active support of the United Nations system and other multilateral institutions.

75. The Goals and targets will be followed up and reviewed using a set of global indicators. These will be complemented by indicators at the regional and national levels which will be developed by Member States, in addition to the outcomes of work undertaken for the development of the baselines for those targets where national and global baseline data does not yet exist. The global indicator framework, to be developed by the Inter-Agency and Expert Group on Sustainable Development Goal Indicators, will be agreed by the Statistical Commission by March 2016 and adopted thereafter by the Economic and Social Council and the General Assembly, in line with existing mandates. This framework will be simple yet robust, address all Sustainable Development Goals and targets, including for means of implementation, and preserve the political balance, integration and ambition contained therein.

76. We will support developing countries, particularly African countries, least developed countries, small island developing States and landlocked developing countries, in strengthening the capacity of national statistical offices and data systems to ensure access to high-quality, timely, reliable and disaggregated data. We will promote transparent and accountable scaling-up of appropriate public-private cooperation to exploit the contribution to be made by a wide range of data, including earth observation and geospatial information, while ensuring national ownership in supporting and tracking progress.
77. We commit to fully engage in conducting regular and inclusive reviews of progress at the subnational, national, regional and global levels. We will draw as far as possible on the existing network of follow-up and review institutions and mechanisms. National reports will allow assessments of progress and identify challenges at the regional and global level. Along with regional dialogues and global reviews, they will inform recommendations for follow-up at various levels.

**National level**

78. We encourage all Member States to develop as soon as practicable ambitious national responses to the overall implementation of this Agenda. These can support the transition to the Sustainable Development Goals and build on existing planning instruments, such as national development and sustainable development strategies, as appropriate.

79. We also encourage Member States to conduct regular and inclusive reviews of progress at the national and subnational levels which are country-led and country-driven. Such reviews should draw on contributions from indigenous peoples, civil society, the private sector and other stakeholders, in line with national circumstances, policies and priorities. National parliaments as well as other institutions can also support these processes.

**Regional level**

80. Follow-up and review at the regional and subregional levels can, as appropriate, provide useful opportunities for peer learning, including through voluntary reviews, sharing of best practices and discussion on shared targets. We welcome in this respect the cooperation of regional and subregional commissions and organizations. Inclusive regional processes will draw on national-level reviews and contribute to follow-up and review at the global level, including at the high-level political forum on sustainable development.

81. Recognizing the importance of building on existing follow-up and review mechanisms at the regional level and allowing adequate policy space, we encourage all Member States to identify the most suitable regional forum in which to engage. United Nations regional commissions are encouraged to continue supporting Member States in this regard.

**Global level**

82. The high-level political forum will have a central role in overseeing a network of follow-up and review processes at the global level, working coherently with the General Assembly, the Economic and Social Council and other relevant organs and forums, in accordance with existing mandates. It will facilitate sharing of experiences, including successes, challenges and lessons learned, and provide political leadership, guidance and recommendations for follow-up. It will promote system-wide coherence and coordination of sustainable development policies. It should ensure that the Agenda remains relevant and ambitious and should focus on the assessment of progress, achievements and challenges faced by developed and developing countries as well as new and emerging issues. Effective linkages will be made with the follow-up and review arrangements of all relevant United Nations conferences and processes, including on least developed countries, small island developing States and landlocked developing countries.

83. Follow-up and review at the high-level political forum will be informed by an annual progress report on the Sustainable Development Goals to be prepared by the Secretary-General in cooperation with the United Nations system, based on the
global indicator framework and data produced by national statistical systems and information collected at the regional level. The high-level political forum will also be informed by the Global Sustainable Development Report, which shall strengthen the science-policy interface and could provide a strong evidence-based instrument to support policymakers in promoting poverty eradication and sustainable development. We invite the President of the Economic and Social Council to conduct a process of consultations on the scope, methodology and frequency of the global report as well as its relation to the progress report, the outcome of which should be reflected in the ministerial declaration of the session of the high-level political forum in 2016.

84. The high-level political forum, under the auspices of the Economic and Social Council, shall carry out regular reviews, in line with General Assembly resolution 67/290 of 9 July 2013. Reviews will be voluntary, while encouraging reporting, and include developed and developing countries as well as relevant United Nations entities and other stakeholders, including civil society and the private sector. They shall be State-led, involving ministerial and other relevant high-level participants. They shall provide a platform for partnerships, including through the participation of major groups and other relevant stakeholders.

85. Thematic reviews of progress on the Sustainable Development Goals, including cross-cutting issues, will also take place at the high-level political forum. These will be supported by reviews by the functional commissions of the Economic and Social Council and other intergovernmental bodies and forums which should reflect the integrated nature of the Goals as well as the interlinkages between them. They will engage all relevant stakeholders and, where possible, feed into, and be aligned with, the cycle of the high-level political forum.

86. We welcome, as outlined in the Addis Ababa Action Agenda, the dedicated follow-up and review for the financing for development outcomes as well as all the means of implementation of the Sustainable Development Goals which is integrated with the follow-up and review framework of this Agenda. The intergovernmentally agreed conclusions and recommendations of the annual Economic and Social Council forum on financing for development will be fed into the overall follow-up and review of the implementation of this Agenda in the high-level political forum.

87. Meeting every four years under the auspices of the General Assembly, the high-level political forum will provide high-level political guidance on the Agenda and its implementation, identify progress and emerging challenges and mobilize further actions to accelerate implementation. The next high-level political forum under the auspices of the General Assembly will be held in 2019, with the cycle of meetings thus reset, in order to maximize coherence with the quadrennial comprehensive policy review process.

88. We also stress the importance of system-wide strategic planning, implementation and reporting in order to ensure coherent and integrated support to the implementation of the new Agenda by the United Nations development system. The relevant governing bodies should take action to review such support to implementation and to report on progress and obstacles. We welcome the ongoing dialogue in the Economic and Social Council on the longer-term positioning of the United Nations development system and look forward to taking action on these issues, as appropriate.

89. The high-level political forum will support participation in follow-up and review processes by the major groups and other relevant stakeholders in line with resolution 67/290. We call upon those actors to report on their contribution to the implementation of the Agenda.
90. We request the Secretary-General, in consultation with Member States, to prepare a report, for consideration at the seventieth session of the General Assembly in preparation for the 2016 meeting of the high-level political forum, which outlines critical milestones towards coherent, efficient and inclusive follow-up and review at the global level. The report should include a proposal on the organizational arrangements for State-led reviews at the high-level political forum under the auspices of the Economic and Social Council, including recommendations on voluntary common reporting guidelines. It should clarify institutional responsibilities and provide guidance on annual themes, on a sequence of thematic reviews, and on options for periodic reviews for the high-level political forum.

91. We reaffirm our unwavering commitment to achieving this Agenda and utilizing it to the full to transform our world for the better by 2030.

*4th plenary meeting
25 September 2015*

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**Instruments mentioned in the section entitled “Sustainable Development Goals and targets”**


Sendai Framework for Disaster Risk Reduction 2015–2030 (resolution 69/283, annex II)


“*The future we want*” (resolution 66/288, annex)