**Education International’s Response to the Proposed Goal for**

**Education beyond 2015**

Education International welcomes the proposed Goal 4 and sees a stand-alone goal on quality education as vital to any sustainable development agenda. In particular, we welcome the emphasis on inclusive and equitable quality education. However, the promotion of life-long learning is far from sufficient and we recommend, therefore, leaving out the word *promote* in the wording of the goal.

We welcome target 4.1 and consider the completion of both primary and secondary education as important as a universal standard for education beyond 2015. We further welcome its emphasis on free education and propose adding a reference to *at least nine years of compulsory education*, in accordance with the Muscat Agreement[[1]](#footnote-1).

In target 4.2, we recommend using the term *early childhood education and care*, which recognizes that the right to education starts at birth, and add a reference to one year of free pre-primary education, as proposed in the Muscat Agreement.

In target 4.3 we propose deleting *affordable* as there is no such thing as affordable for the very poorest and the aim must be “the progressive introduction of free education”, as agreed in the International Covenant on Economic, Social and Cultural Rights.

In target 4.4 we welcome the emphasis on relevant skills but propose replacing decent jobs with decent work, as it is the internationally agreed term.

We support target 4.5 and underline that specific equity considerations are crucial under each and every target.

In target 4.6 we propose raising the ambition by making this a zero target for both youth and adults.

We particularly welcome the emphasis on education for human rights, global citizenship and sustainable development in target 4.7.

We welcome 4.a as an integral part of and a precondition for quality education. In particular, we appreciate the reference to upgrading education facilities and to ensuring safe schools for all.

We consider 4.b weak as a means of implementation for higher education and vocational education and training (target 4.3). While recognising the added value of student exchanges, scholarships alone will not contribute to building and strengthening national higher education systems. The education goal can only be met if supported by a robust target on education financing, setting minimum funding benchmarks for governments and donors, in accordance with the Muscat Agreement.

We consider 4.c insufficient as a means to overcoming the shortage of trained and qualified teachers. Firstly, there has to be a robust teacher target that ensures that all children have quality teachers. Secondly, quality teachers must be both professionally trained and highly qualified. Thirdly, teachers cannot deliver quality education alone and must be supported in the profession. Therefore, we propose a zero-target that encompasses all these aspects: *by 2030, ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers*, in accordance with the Muscat Agreement.

**Goal 4. Ensure inclusive and equitable quality education and life-long learning opportunities for all**

4.1 by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education, of which at least 9 years are compulsory, leading to relevant and effective learning outcomes

4.2 by 2030 ensure that all girls and boys have access to quality early childhood care and education and at least one year of free pre-primary education so that they are ready for primary education

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

4.4 by 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work 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 adults, both men and women, achieve literacy and numeracy

4.7 by 2030 ensure 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

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 expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enrol in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries [please see comment on previous page]

4.c by 2030 ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers

1. http://www.uis.unesco.org/Education/Documents/muscat-agreement-2014.pdf [↑](#footnote-ref-1)