**Response to Zero Draft of Outcome Document for UN Summit on the Post-2015 Agenda**

**Transforming our World by 2030: A New Agenda for Global Action**

**Education International**

Preamble

We question the attempt to cluster the 17 goals into 9 headlines in the preamble. While welcoming the ambition to *secure education, health and basic services*, we suggest *ensure*, as is used in these goals. We would further prefer *essential* services.

* **Ensure** education, health and **essential** services for all

We are concerned about the omission of Decent Work and, therefore, suggest including it as follows:

* Foster inclusive economic growth, **Decent Work,** shared prosperity and sustainable lifestyles for all
1. **Declaration**

Introduction (paras 1-9)

The level of ambition must match that of the SDGs. Delete caveat of **if these are realized** in paragraph 2, and replace **wish** with we **commit** to see the goals and targets met in paragraph 4.

Our world today (p. 12-14)

Para 12: include references to **threats to democracy and fundamental human rights, underemployment** (i.e. working poor), and **shrinking space for civil society**.

Our vision (p. 15)

Para 15: remove **affordable** before drinking water. Replace **basic** education with **free, equitable and quality primary and secondary education**. Include a reference to **Decent Work**and **Social Protection Systems***.*

The New Agenda (p. 16-29)

Para 16: the rights of the peoples and the obligations of states

Para 18: add equal access to **quality** education and equal opportunities to **decent work** in place of employment

Para 21: add **the poorest**, as there currently is nothing about economic exclusion

Para 22: the following should be added:

We commit to providing quality education at all levels – early childhood, primary, secondary, tertiary. **We reaffirm our commitment to free primary and secondary education.** All people irrespective of gender, race or ethnicity, **socio-economic background,** including persons with disabilities, indigenous peoples, children and youth in vulnerable situations, should have access to learning through quality education that helps them acquire the knowledge and skills needed to **solve problems locally and globally, contribute to sustainable and democratic development and** participate fully in society. **Every student has the right to be taught by a qualified and well-supported teacher, and to learn in safe, healthy and well-resourced schools.**

Para 23: add reference to **social protection, including floors**

Para 24: the aim is decent work for all, so rewrite as follows: **…promoting decent work for all and young people in particula**r. Include a reference to **social protection, including floors**

Para 26: Replace employment with **decent work**

Para 28: the fundamental freedoms should be explicitly articulated:**freedom of association, of speech, of the press, of religion**

Implementation (p. 30-37)

General comments: this chapter would benefit from a new sentence on the role of the state at very start. We, further, miss any reference to domestic resource mobilisation and progressive taxation. There is an overemphasis on the private sector to generate the resources needed to deliver.

Para 37: the list of stakeholders should include a reference to **major groups** and **trade unions**

Para 39: add a reference to human rights-based indicators

1. **SDGs and Targets**

Education International supports the technical revision of the education targets, as they make the targets clearer in their scope and ambition.

Para 2: it importantly frames the targets as integrated and indivisible, but the second sentence seems to contradict that by saying that governments are free to choose which targets to implement. This could be clarified as follows: Targets are defined as aspirational and global, with each government **implementing the Agenda, taken into account national circumstances**

Para 4: a number of important and relevant ongoing processes related to the environmental pillar of the SDGs are listed. Consider adding processes related to the social pillar too, such as the **UNESCO Action Programme for Education for Sustainable Development** and the **Education 2030 Framework for Action**.