

Amendments to the Education goal and targets of the zero draft // OWG 12

In order for the goal of *equitable and inclusive quality education and lifelong learning opportunities for all* to be achieved, the Major Groups of Workers and Trade Unions, Women, Children and Youth, and Indigenous Peoples propose the following amendments to the zero draft:

We suggest replacing 'provide' with 'ensure' in the goal itself:

4. [delete: provide] Ensure equitable and inclusive quality education and lifelong learning opportunities for all

On target 4.1, we propose adding a reference to the right to education as well as a clearer commitment to equity:

4.1 by 2030 implement the right to education by ensuring that all girls and boys complete free, equitable, inclusive and quality primary and secondary education leading to relevant and effective learning outcomes, with particular attention to gender, race/ethnicity and the most marginalized groups, significantly reducing gaps in learning between advantaged and disadvantaged groups

On target 4.2, we suggest replacing affordable with free:

4.2 by 2030 ensure equal access for all to free lifelong learning opportunities, and [delete: affordable] quality tertiary education

On target 4.3, we propose universal early childhood education as well as a clearer commitment to equity:

4.3 by 2030 [delete: increase by x% the proportion of children able to access and complete] ensure universal quality inclusive early childhood and pre-primary education [delete: and other early childhood development programmes], with gaps in child development between advantaged and disadvantaged groups significantly reduced.

On target 4.4, we propose universal youth and adult literacy and functional numeracy as well as a clearer commitment to equity:

4.4 by 2030 achieve universal youth and adult literacy and [delete: basic] functional numeracy [delete: and an increase by x% of adult literacy and basic numeracy by 2030], with particular attention to women, and the poor, the most marginalized and people in vulnerable situations.

On target 4.5, we propose adding a reference to decent work and life skills:

4.5 by 2030 increase by x% the number of young and adult women and men with the skills needed for life and decent work [delete: employment], including vocational training and education, ICT, technical, engineering and scientific skills

On target 4.6, we propose further strengthening the commitment to equity by specifically mentioning women, ethnic minorities and indigenous peoples:

4.6 by 2030 ensure that women and people in vulnerable situations and marginalized people including adolescent girls, persons with disabilities, [delete: and] indigenous peoples, and racial/ethnic minorities have equal access to inclusive and culturally appropriate quality education, skills development and vocational training [delete: aligned with labour market needs]

On target 4.7, we propose including education for human rights and global citizenship, as well as comprehensive sexuality education:

4.7 by 2030 integrate relevant knowledge and skills in education curricula and lifelong learning programs, including education for sustainable development, human rights, gender equality and global citizenship education, comprehensive sexuality education and awareness raising on culture's contribution to sustainable development

On target 4.8, we propose adding a reference to education in emergencies as well as infrastructure and sanitation facilities:

4.8 by 2030 ensure that all schools and other educational institutions provide safe, healthy, non-discriminatory and inclusive learning environments for all, including in emergencies, with adequate infrastructure, sanitation facilities and adequate resources, and with a particular focus on adolescent girls

On target 4.9, we suggest strengthening this by ensuring adequate numbers of qualified, trained and supported teachers:

4.9 by 2030 enhance the quality of teaching [delete: through promoting training for teachers] by ensuring that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers, who receive adequate pay and enjoy decent working conditions, with X:Y student-teacher ratio in primary and secondary schools, and eliminating regional disparities in number of trained teachers.

Finally, we propose a new target on comprehensive sexuality education:

(add) 4.10 by 2030 all women and men, girls and boys have access to evidence-based, universally accessible, quality, non-judgemental comprehensive sexuality education which promotes human rights, tolerance, gender equality and non-violence, in formal, non-formal, and informal educational systems.

Under the Means of Implementation for education, we propose strengthening 17.15 by adding a clear commitment to equity:

17.15 by 2020 expand by x% globally the number of scholarships for students from developing countries to enrol in higher education programmes nationally, as well as in

developed countries and other developing countries, with a particular attention to women, racial/ethnic minorities and the poor, the most marginalized and people in vulnerable situations, and a focus on science, engineering, health, economics, finance, management, and sustainable development

We also propose adding 4 new MOI targets. The first addition is on committing to realizable budget allocations for education:

(add) By 2030, all countries allocate at least 4-6% of their Gross Domestic Product (GDP) or at least 15-20% of their public expenditure to education and lifelong learning, prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need.

The second addition is on official development assistance allocated to education:

(add) By 2030, a minimum of 20% of donor aid budgets is allocated to education, with spending targeted towards the most disadvantaged countries and areas.

The third addition is on the recruitment, training and retention of teachers:

(add) By 2020, increase the recruitment, development and training and retention of teachers by x% and education support personnel by y% in developing countries, especially in LDCs.

The fourth addition is on civil society participation:

(add) Citizens, represented through formal civil society structures, are fully informed of and engaged in the development and monitoring of education sector policies and programmes, at school, sub-national and national level