SDG-Education 2030 Steering Committee

Accelerated action and transformative pathways: Prioritize education to achieve sustainable development

March 2020

This paper is submitted amidst an unprecedented and ongoing educational disruption caused by the Covid-19 disease. As of 17 March, nearly 900 million children and youth – accounting for half the world's global student population – had to stay away from schools and universities, with nationwide closures effective in 105 countries.[1] This situation imposes immense challenges to ensure educational continuity through open and distance learning, guided by the principles of inclusion and equity. It also calls for resolute international cooperation and partnerships to share tools and experiences, build capacity and support countries to respond to the crisis.

Clearly, as the international community embarks on the last decade to achieve the SDGs, translating global commitments into national progress is the benchmark against which success or failure will be assessed in 2030.

The extent to which governments deliver on the promise of a more sustainable future largely depends on their commitment to prioritize education as a prerequisite for human well-being, poverty reduction, inclusive growth, gender equality and climate change mitigation.

While evidence demonstrates that education is a development multiplier and key to safeguarding human rights, on current trends, one in six children between the age of 6 and 17 will still be out of school in 2030 and barely 6 in 10 will complete secondary education, a level indispensable for managing personal and professional lives in today's complex and rapidly changing world. The most vulnerable, marginalized and fragile populations are being left behind, with conflict and crisis exacerbating educational exclusion and inequalities. In many countries, increasing inequalities and exclusion threaten social cohesion. Without **more inclusive, equitable and transformative policies**

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[1] Status as of 17 March 2020 - COVID-19 Educational Disruption and Response https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures.
UNESCO has been monitoring school closures related to Covid-19 since 4 March.

that tackle the multiple causes of educational exclusion, address learning poverty[2] and equip learners with 21st century skills and competences, the vision of the 2030 Agenda will not be achieved.

Education is a global common good and the international community's most powerful driver to accelerate progress across the SDGs. Meeting commitments requires a political shift to recognize that education is not a cost for governments but an investment in people, planet, prosperity and peace. This submission calls for strengthened political commitment at the highest level and targeted action in four key areas: inclusion, quality, data and financing, all under the overarching principle of safeguarding the right to education. Quality and inclusion are not mutually exclusive; rather they are two sides of the same coin. Education systems cannot be of high quality unless they offer adequate opportunities for all learners in accordance with their potential and aspirations.

1. Prioritize the inclusion imperative

An inclusive education leaves no one behind as it values diversity, adapts to learners' backgrounds and needs, and eliminates all forms of discrimination.

Inclusive models require adaptability and sensitivity to cultural and linguistic realities to ensure that all learners have access to quality learning environments.

They are grounded in legal, policy and planning frameworks that adopt a rights-based approach. Today's education systems, however, are leaving behind millions of children, youth and adults, whether on the basis of gender, race, ethnicity, ability, language, location or other characteristics.

Girls continue to face considerable barriers to education in most regions and without resolute action, it will take until 2050 before all girls are enrolled in primary school[3]. In sub-Saharan Africa, for every 100 out-of-school boys of primary age, 123 girls are out of school[4].

Children with disabilities are one of the most marginalized groups[5]. They are less likely to ever start or complete school, with disability compounded by other marginalizing factors[6]. Discrimination prevails against indigenous populations, often ignoring their linguistic and cultural heritage and knowledge systems. Across all levels of education, out-of-school rates are significantly higher among children from poor households and in rural areas. Children from the poorest families are four times more likely to be out of school.[7] Only 35% of 140 countries show parity in primary completion rates

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[2] Learning Poverty, The World Bank https://www.worldbank.org/en/topic/education/brief/learning-poverty

[3] Global Education Monitoring Report. (2020). #HerEducationOurFuture: Fact Sheet on girl's education, March 2020.

[4] UNESCO Institute for Statistics. "One in Five Children, Adolescents and Youth is Out of School." UIS Fact Sheet No. 48. February 2018. http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf.

[5] 1994 Salamanca Statement https://unesdoc.unesco.org/ark:/48223/pf0000098427

[6] UNESCO Institute for Statistics. Education and Disability – UIS Fact Sheet No. 40, February 2017. https://unesdoc.unesco.org/ark:/48223/pf0000247516/PDF/247516eng.pdf.multi

[7] Parity between children and adolescents from the richest and poorest quintiles was achieved in 25% of countries for primary education, 21% for lower secondary, and only 1% for upper secondary UNESCO Institute for Statistics Database, 2020

between urban and rural areas, a figure that drops to 13% for upper secondary. Wealth and location therefore remain powerful determinants of educational opportunity.

Acceleration strategy: Act on Inequalities

The first fundamental acceleration strategy is to **act on inequalities** through **equity-driven** policies that remove barriers to education and promote inclusion in and through education, at all levels.

Governments must ensure that adequate **legislative frameworks** are in place to enshrine the right to education and fight all forms of discrimination: less than one in five countries has legislation in place guaranteeing 12 years of free and compulsory education. Aligning national legislation with international normative instruments provides robust foundations for fulfilling the right to education.

→*Transformative pathway: advance gender equality in and through education*

The transformational impact of girls' education on health, well-being and development is being lost. If all women had a secondary education, child deaths would be halved, saving 3 million lives, and there would be two-thirds fewer child marriages. In sub-Saharan Africa and South and West Asia, if all girls had a secondary education, the number of pregnancies under age 17 would fall by almost 60%[8].

Unlocking the transformational power of girls' education requires systematic gender-sensitive legislations and gender-responsive planning and budgeting. Policies must act across the board on teaching, curricula, pedagogical practices, school safety, sanitation, gender balance in school management roles, cash transfer for the poorest families, etc. to ensure that girls have equal access to education and complete 12 years of schooling.

UNESCO's *Her Education, Our Future* initiative launched in July 2019 contributes on three fronts: better data; policies and plans; and teaching and learning practices. The gender-responsive education sector planning initiative (GRESP) led by UNGEI with a wide range of partners including GPE, UNESCO-IIEP, Plan International, UNICEF, FAWE, African Union/CIEFFA and ANCEFA, was recognized by G7 leaders under the French presidency (2019), leading to the adoption of the G7 Gender at the Center Initiative.

→ *Transformative pathway: invest in ECCE*

Early childhood care and education (ECCE) is a foundation for developing human capital, fighting poverty, fostering economic growth, and promoting inclusiveness. It is a powerful equalizer and one of the best investments a country can make to foster the child's holistic wellbeing and health, supporting the acquisition of skills and competencies for further learning and living and hence compensating disadvantages. Yet pre-primary education receives on average only 7% of total government expenditure on education, and participation in organised learning remains far from universal with large regional variations. In 2018, two out of every three children (67%) globally participated in pre-primary education during the year before the entry to primary, ranging from 96% in Latin America and the Caribbean to 42% in sub-Saharan Africa.

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[8] #HerEducationOurFuture: Fact Sheet on girl's education, Global Education Monitoring Report, March 2020

One of the initiatives aiming to increase investment in ECCE is the Better Early Learning and Development at Scale (BELDS), led by GPE and UNICEF, which is piloting an innovative and consultative approach to strengthen national capacities to plan, finance, and monitor early childhood education in Ghana, Kyrgyzstan, Lesotho and Sao Tome e Principe. An e-toolkit for integrating ECE into education sector analysis will be available in June 2020.

Acceleration Strategy: Scale Up Attention to Conflict, Crisis and Displacement

Leaving no one behind calls for heightened policy focus on fragile and conflict-affected situations, where 75 million children and youth are deprived of education. It also requires policy commitment and measures to include refugees, stateless and displaced persons in national education systems, as well as strengthened global cooperation and partnerships for funding education for people on the move.

Across all regions, very positive examples of solidarity and efforts on the part of host governments to ensure the inclusion of conflict-affected children can be observed. For example, Turkey, which hosts some 3.6 million Syrians of which approximately 1 million are school-aged children, issued a national policy to close temporary education centres and integrate Syrian refugees into the public education system as the crisis in Syria protracted. In Egypt, refugee children are enrolled in government public schools free of charge, while in Lebanon numerous schools are operating on a double-shift to provide learning opportunities for all. Lebanon, which hosts 1.5 million Syrian and Palestinian refugees, the highest number of refugees per capita, also developed its first-ever Policy Framework for Alternative Education, to meet the learning needs of the most vulnerable and marginalized. Several countries in Western and Central Africa – home to 3 million refugees and internally displaced children – have taken steps to make their national education policies, plans and strategies more sensitive to crisis, conflict and displacement. In Colombia, the government has taken measures to include Venezuelan migrant children and youth into the education system.

Acceleration strategy: Strengthen interlinkages between health, nutrition and education

Since educational inequalities are multidimensional, they can only be effectively addressed through cross-sectoral partnerships and linkages with non-governmental organizations, civil society, private actors and other stakeholders. Health (SDG 3) and nutrition (SDG 2) are intricately related to school attendance and achievement, and gender equality (SDG 5) has intrinsic relevance not only to inclusive education but also to economic growth and development.

Colombia's School Food Program, for example, involves 15 public entities, including the ministries of education, agriculture, health and finance and benefited 5.6 million children in 2019. In the same spirit, a regional Initiative for School Meals and Social Protection has been launched in the Middle East and North Africa region by UNESCO, the World Food Programme, UNICEF, the World Bank, the Food and Agriculture Organization and Plan International to enhance the coverage, quality and sustainability of national school meal programmes.

2. Transformation for Inclusion and Quality

Poor learning outcomes are stalling progress towards SDG 4 and widening educational inequalities. Worldwide, 58% of children and adolescents do not achieve minimum proficiency levels in reading and mathematics in primary and lower secondary.

Acceleration Strategy: Up scaled investment in training teachers

Global efforts to get all children in school and ensure they learn by 2030 could falter if they fail to prioritize the world's teachers, key agents of transformation in empowering individual learners and building more sustainable societies. The "make or break" of universal pre-primary, primary and secondary education by 2030 depends on collective efforts to respond to the urgency of recruiting and training 69 million additional teachers[9].

Policy must ensure that every newly recruited teacher receives the minimum pedagogical training in line with national standards. In some regions, the proportion of trained teachers is alarmingly low and even decreasing; Sub-Saharan Africa has the lowest percentage of trained teachers in pre-primary (49%), primary (64%) and secondary education (50%)[10].

To attract and retain the brightest minds to the profession, policy measures should include competitive pay structures and incentives, raising the status of teachers, improving working conditions, equitable deployment policies, and building appropriate professional development and support structures. Increasing the supply of qualified teachers, strengthening support for teacher training and professional development, including through national programmes, as well as international seminars and workshops, must be placed at the core of efforts to achieve quality education. The recognition of qualifications, in particular of refugee and migrant teachers, can also contribute to bringing additional educators into the workforce, narrowing the teacher gap.

Kenya, for example, has raised the minimum entry point for teachers from certificate to diplomat, integrated a competency-based curriculum into teacher training and increased access to in-service training. Colombia has established Education Innovation Laboratories to inspire teachers to transform their classroom practices through the use of new pedagogies.

Acceleration Strategy: Transformative approaches to teaching and learning

To navigate the rapid winds powering the 21st century, from technological disruption and climate change to rising intolerance, education has to transform in scope and practice. The Covid-19 pandemic has put accentuated pressure on education systems to become more resilient, open and innovative.

Fit-for-purpose and inclusive educational models ensure proficiency in core subjects, value diversity, impart digital skills and equip learners to adapt to a fast-changing world and to be active and responsible global citizens. They demand new pedagogies to develop critical thinking, creativity,

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[9] UNESCO Institute for Statistics. (2016). "The worlds needs almost 69 million new teachers to reach the 2030 Education Goals". UIS Fact Sheet, 39, October 2016. http://uis.unesco.org/sites/default/files/documents/fs39-the-world-needs-almost-69-million-new-teachers-to-reach-the-2030-education-goals-2016-en.pdf.
[10] UNESCO Institute for Statistics Database, February 2020

Education
2030

empathy, problem solving, communication and interpersonal skills. Transformative education encompasses the emancipatory notion of change – for social justice, democratic values and the fulfillment of human rights.

→*Transformative pathway: Knowledge, Skills and Mindsets for Peace and Sustainable Development.*

Both Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) are key enablers to address societal challenges and empower students with the knowledge, skills and values to protect their environment, respect cultural diversity and act with a sense of solidarity to promote peace and social justice. Anchored in human rights, they are indispensable for shaping sustainable societies.

The inclusion of sustainable development, and global citizenship principles across national education systems remains inconsistent, however, with the highest rates (69%) found in Europe and North America and the lowest (43%) both in Latin America and the Caribbean, as well as in Northern and Western Africa.

Mainstreaming of Education for Sustainable Development and Global Citizenship contributes to achieving the SDGs by equipping students with core competences to deal with 21st century challenges, including climate change, the rise of violent extremism, hate speech and fake news. Education ministries must be supported to effectively integrate these contents into curricula and empower teachers through training, resources, good practices and opportunities to share transformative approaches.

Through the Asia-Pacific Centre of Education for International Understanding (APCEIU**)**, for example, the Republic of Korea has supported more than 3,000 teachers to promote Global Citizenship Education in their schools and communities. UNESCO's Global Action Programme on Education for Sustainable Development, notably funded by the Government of Japan, has reached 26 million learners and 2 million educators, and aims to step up national action through a new framework for 2030.

→ *Transformative pathway: Improve school-to-work transitions*

Education and training systems need to be more flexible and responsive to evolving skills demands than ever before. Many countries are experiencing a persistent gap between skills needed in the labour market and those available. This reinforces the call for lifelong learning allowing individuals to develop and improve relevant skills, including foundational, transversal and occupation-specific skills throughout life. At present, the existing infrastructures for lifelong learning are not adapted to the significant changes already under way and expected in the future.

A successful education and skills strategy must take a comprehensive approach. It should emphasize three dimensions: the importance of school-to-work and work-to-work transitions; the reform of technical and vocational education and training systems around more competence-based curricula and, finally, the expansion of learning opportunities in non-formal and informal settings, including through the provision of adult and youth literacy programmes.

Education
2030

→ *Transformative pathway: leveraging technologies*

Inclusion, equity and quality are interconnected. Technologies should be leveraged to support all three dimensions – to increase access, empower teachers and support lifelong learning. Technology is not a cure-all but integrated in the right way, it can have a transformative impact – on supporting teachers, on personalized, lifelong learning, on more dynamic management of education systems. Digital innovations, including artificial intelligence (AI) technologies, as well as information and communication technology (ICT), carry potential to address access and learning gaps, including through personalized learning contents, overcoming language barriers in refugee education, diagnosis of learning difficulties or adaptive tools for learners with disabilities.

Lack of connectivity, access to high-speed internet and lack of data to power AI remain entrenched obstacles in many developing countries, across educational settings, from formal to informal. Global cooperation and partnerships must be scaled up to narrow digital gaps and help countries facilitate peer learning and design policies, as well as legal frameworks that leverage technologies to promote inclusion and improved learning throughout life.

The Covid-19 pandemic, which led 105 countries to temporarily close schools, affecting nearly 900 million children and youth, tested national capacities to shift to large-scale distance learning for schooling to continue[11]. It has revealed gaps in knowledge about available tools, lack of teacher preparation, connectivity issues and disparities in access, with students from more disadvantaged and vulnerable backgrounds most at risk of missing out, notably due to uneven access to IT infrastructures and tools, threatening the right to education. In light of this unprecedented situation, education systems are being challenged to be more flexible and innovative to ensure the progression of the hundreds of millions of learners whose schooling has been disrupted. UNESCO is providing immediate support to countries as they work to minimize the educational disruption and facilitate the continuity of learning, especially for the most vulnerable, through technical assistance, the establishment of a community of practice, global monitoring, as well as multi-stakeholder partnerships.

3. **Data to Understand, Plan and Monitor**

#Acceleration Strategy: Better data for better policy

To deliver on the global education goals and targets by 2030, investing in more and better empirical evidence and accurate data on SDG 4 will be essential to monitor progress, inform policy and planning, as well as overall educational governance and accountability. Many national statistical offices lack the capacities, capabilities and/or resources to report basic education data, which results in education planners working without empirical evidence to assess achievements, including learning outcomes, and inform policy. More precise and disaggregated data are required on educational exclusion and learning outcomes. Recent findings showcase that inefficiency levels within education systems reach up to 30%, with for example, many students repeating grades or

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[11] Status as of 17 March 2020 - COVID-19 Educational Disruption and Response
https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures

dropping out early. This highlights the importance of data to identify schools, children as well as teachers in need for strengthened support[12].

It is crucial to improve the availability, quality and use of data in order to achieve SDG 4, including through the strengthening of national statistical capacities, particularly in low-income countries. Kenya is among countries that have taken measures to improve data to inform policy, notably through the national assessment of learning outcomes, a teacher management information system and a national education management information system to capture data on learners. With the support of UNESCO, Syria has put in place a School Information Management System, providing education decision makers with a valuable tool to drive improvement across the sector.

The Global Coalition for Education Data, launched by UIS and endorsed by multilateral partners, is a joint effort by countries, development partners, civil society and academia to strengthen national education systems by improving the quality of education data and building capacity to track progress towards the SDGs. The Coalition offers an opportunity to align multiple and often uncoordinated donor initiatives, both at the technical and financial levels.

→ *Transformative Pathway: Setting benchmarks*

The Education 2030 Framework for Action had called on countries to establish "appropriate intermediate benchmarks" for the SDG indicators, seeing them as "indispensable for addressing the accountability deficit associated with longer-term targets" (§28). Fulfilling this neglected commitment to set benchmarks would boost commitment to SDG 4.

In light of the considerable cross-country differences in starting points in 2015, benchmarks for the goals and targets of the Education 2030 Agenda should be set at the regional level where countries face similar challenges and greater opportunities for peer learning exist. The adoption of benchmarks calls for greater responsibility on the part of countries and therefore has to be founded on the principle of national ownership and a genuine commitment to work towards the achievement of agreed minimum levels at country level.

Setting benchmarks as intermediate targets is a strategy to improve delivery and accelerate progress. Benchmarking facilitates the identification of concrete policy gaps and the design of targeted policy responses. The establishment of SDG 4 benchmark indicators would consequently have a beneficial effect on the strengthening of national capabilities for the implementation of the Education 2030 Agenda.

4. **Financing**

Acceleration Strategy: Mobilizing increased resources

All efforts of the international community to implement the 2030 Agenda will fall short without adequate levels of funding for free, inclusive, equitable quality education and lifelong learning

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[12] We Need More and Better Data on Education http://uis.unesco.org/en/blog/we-need-more-and-better-data-education

opportunities, taking into account the linkages between education, poverty reduction and human well-being.

Although the Education 2030 Framework for Action calls on government to allocate at least 4% to 6% of gross domestic product (GDP) to education and/or commit at least 15% to 20% of public expenditure to education, only 35% of all countries with data for 2015 meet that benchmark. The proportion of total government expenditure on education continues to vary considerably across countries. Insufficient funding in low-income countries is placing a heavy toll on households, which contribute up to 30% of GDP per capita at the secondary level[13].

Government can strengthen **domestic resource mobilization** through broadening the tax base, anti-corruption measures and tackling illicit financial flows, in line with the principles of the Addis Ababa Conference on Financing for Development[14]. Resources must be allocated to those at greatest risk of being left behind to lay the foundations for equal educational opportunities and achievements.

While domestic resources account for the major source of financing education systems, official **development assistance** is vital for bridging the estimated USD 39 billion gap to achieve universal basic education. Aid to education has been stagnating, growing by only 1% per year on average since 2009. Aggravating the equity gap, this aid is not directed to the countries most in need. Education has become less prioritized by development partners, with the share of education falling from a peak of 10.7 % of total aid in 2007 to just 7.1% in 2017[15].This puts at risk the achievement of not only SDG 4 but the cornerstones of sustainable development more broadly[16].

To deliver on joint commitments, greater international solidarity is pivotal. It starts with the allocation of larger shares of aid to countries with the greatest needs. Increasing the volume and predictability of international aid to meet the benchmark of 0.7 % of GNP through up-scaled efforts of governments, the active involvement of the private sector, philanthropic organizations and foundations, has to be at the heart of the international community's acceleration strategy for the decade of action. The Education Above All Foundation (EAA), for example, has been working with government and multilateral aid agencies to galvanize additional resources to finance primary education for out-of-school children, including through partnerships with the Islamic Solidarity Fund for Development and the World Bank targeting 4 million children.

Conclusion

Education unlocks the potential, awareness and creativity we need to set the future on a more sustainable course. It is the most powerful and sustainable long-term solution for strengthening peace, increasing shared prosperity and protecting our endangered planet. Most targets of the 2030 Agenda rely on the transformative force of education for their realization.

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[13] 2019 High-level Political Forum Contribution from the SDG-Education 2030 Steering Committee
https://unesdoc.unesco.org/ark:/48223/pf0000367447/PDF/367447eng.pdf.multi
[14] Domestic Financing in Education : A Smart Investment
https://unesdoc.unesco.org/ark:/48223/pf0000261963/PDF/261963eng.pdf.multi
15 Aid to education falls slightly in 2017, shifts away from primary education https://en.unesco.org/news/aid-education-falls-slightly-2017-shifts-away-primary-education
16 Global Education Monitoring Report Policy Paper 31, May 2017
https://unesdoc.unesco.org/ark:/48223/pf0000249568/PDF/249568eng.pdf.multi

To accelerate progress across the 2030 Agenda, education has to be placed at the core of sustainable development, driven by greater political commitment, scaled-up solutions, more resources, and societal mobilization.

New policy approaches are needed to accelerate progress. The mission-oriented policy approach, which has been used in different areas for many decades, from the development of the Ebola vaccine to the European Union's current research and innovation programme, offers a new methodology to tackle societal challenges. Missions are targeted, measurable and time bound; they involve bottom-up solutions; cross-disciplinary and cross-sectoral partnerships, and citizen engagement. They are tools to focus political and societal commitment, encourage innovation and mobilize investment. Framing educational missions – such as training a given number of teachers or connecting x number of schools in Africa to electricity and internet – has the potential to rally a wide range of stakeholders around a shared ambition and actual mobilization for a joint cause.

Meeting commitments, in the field of education and beyond, calls for genuine transformation, innovation and a shift in mentalities to recognize that education is not a cost but an investment in human capital, empowerment and a sustainable future. In this vein, the SDG-Education 2030 Steering Committee calls on governments to respond to the urgency of the learning crisis through targeted action on the following fronts:

Acceleration Strategy 1. Prioritize inclusion and equity in education

- To leave no one behind, promote a culture of inclusion in and **throughout education systems,** to reach all learners from the early years, prioritizing the most disadvantaged and vulnerable.
- Design and implement affirmative policy actions and innovative learning programmes that act on the multiple factors preventing children and youth from pursuing a full education cycle.
- Ensure that education policies prioritize **gender equality**, eliminate all barriers to girls' completion of 12 years of free, publicly funded, compulsory quality compulsory education, and encourage their participation in Science Technology, Engineering and Mathematics (STEM).
- Increase investment in **early childhood care and education** to counter disadvantages and set the foundations for successful learning in school, including through mother tongue instruction.
- Strengthen policies to include **refugees, migrants and the forcibly displaced** in national education systems and ensure continuity of education in conflict and crisis-affected situations.

Acceleration Strategy 2. Transform education for quality, relevance and impact across the SDGs

- Scale up investment in **teachers** through better training, professional development and decent working conditions, taking into account the 69 million teacher gap and teachers' powerful influence on learning achievement.
- **Transform teaching and learning** to make education relevant in the context of rapid technological change and geared to building more sustainable, equal and just

Education
2030

societies and promoting well-being. Progress towards the SDGs can be accelerated if learners are empowered with the knowledge, cognitive and non-cognitive skills, ethical principles and values to address the inter-related challenges of our times and become responsible global citizens. To this end, Education for Sustainable Development and Global Citizenship should be mainstreamed in learning programmes.

- Increase **youth employability** and leadership through more flexible education and training systems; skills anticipation, policies to facilitate school-to-work and work-to-work transitions and lifelong learning opportunities spanning formal, informal and non-formal pathways, taking into account the emerging challenges of the 4th industrial revolution.

Acceleration Strategy 3. Better data and intermediate benchmarks to inform action

- Invest in **better and more disaggregated data** to shape targeted policy interventions, monitoring and accountability, including through building the capacities of national statistical systems.
- Set regional **benchmarks** to drive action around identified policy gaps.

Acceleration Strategy 4. Increased Funding for Equitable and Resilient Public Education Systems

- Increase **domestic financing** to ensure governments allocate at least 4% to 6% of GDP to education and/or commit 15% to 20% of public expenditure to education at least, notably through the broadening of the tax base, tax reform, anti-corruption measures, as well as by tackling illicit financial flows.
- Increase **official development assistance** to meet the benchmark of 0.7 % of GNP and increase funding to education, matching development assistance with countries farthest behind, and strengthening coordination among actors. Education's share in humanitarian aid must be increased.

Acceleration Strategy 5. Strengthened Partnerships

- Work beyond policy silos to connect education, health, nutrition, gender, technology and labour, bringing on board the expertise from governments, non-governmental organizations, civil society, teachers, parents, youth and the private sector.
- Support collaboration across sectors to identify common challenges, generate solutions, and exchange good practices and innovations among actors at local, regional and global level. Schools, universities, youth and student organisations, teacher organisations civil society, as well as employers and the private sector should be involved in policy planning and implementation through a regular and structured dialogue.

The SDG-Education 2030 Steering Committee is the global multi-stakeholder consultation and coordination mechanism for education in the 2030 Sustainable Development Agenda. Its primary objective is to harmonize and strengthen support to countries and their partners for the realization of the global education goal and targets. The Steering Committee is composed of members representing a majority from countries, the World Education Forum 2015 convening agencies (UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women, ILO, the World Bank), the Global Partnership for Education, the OECD, regional organizations, teacher organizations, civil society networks, the private sector, foundations and youth organizations.

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