



OBESSU “crib-sheet” on the Post-2015 Agenda

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To “*achieve universal primary education*” has been the educational Millennium Development Goal, which has certainly triggered a progress of expanding access to basic education worldwide. Setting the goal meant galvanizing a wide range of stakeholders - governmental and non-governmental - for more harmonized action: mobilizing resources to address the issue and enabling a better learning environment to millions upon millions of people across the world.

Yet, with the Millennium Development Goals’ deadline of 2015 approaching, it is evident that the challenge of enabling every person to enrol in education remains, alongside new emerging challenges. A new set of global development goals, commonly referred to as the “Post-2015 Agenda”, are going to provide a roadmap to governments and civil society for the actions which will, by 2030, lead to a progressed and more just world, full of opportunities and guaranteeing the fundamental rights of everyone. Education and learning still play a fundamental role in achieving broader social development therefore we, school students from across Europe, recognise our role in advising on the education the world needs and therefore the education agenda which should be reflected in the Post-2015 Agenda:

Key message 1: The Post-2015 Agenda must include a clearly defined stand-alone goal on education, to be translated into a number of measurable targets and related indicators.

Education is a human right with a pivotal position in reaching a more prosperous, fairer and stimulating society, it is a basis for a political, social and economic growth of countries and the fuel for active participation of citizens. To that end, every medium for public opinion, such as global surveys and events which gather a wide range of actors, rate education as the most important societal matter. Education remains the core issue for societies globally, especially considering how inaccessible it remains and the often persistently low quality of learning it provides; the Post-2015 Agenda must recognise this and guarantee the proper value of learning by setting an overarching standalone goal on education.

Key message 2: In addition to a stand-alone goal, education-related targets and indicators should be integrated into other defined goals.

Education is a crosscutting issue and only an interaction between education and other sectors can assure the fulfilment of global development goals. For instance:

- ✧ Education embracing democratic participation, critical thinking and active citizenship can catalyse a more inclusive society, raise the decency of jobs and create an environment that is healthy and progressive for all human beings;
- ✧ Education accessible for all girls, boys and people of other genders empowers individuals to combat early and enforced marriage and gender-based violence and discrimination;
- ✧ Education in an environment free from any kind of restrictions imposed by traditional gender and sexual identity constructions improves sexual and reproductive health and reshapes societies to become open for every individual to fully enjoy his/her/hir human freedoms;
- ✧ Education for sustainable development contributes to building societies based on an economy that is fair and that uses resources efficiently; it enhances urban and rural development, enables citizens to work towards poverty alleviation and creates a sensibility for environmental protection.



40 Key message 3: **The stand-alone goal on education must bind all member states of the United Nations to enabling all children and youth, regardless of their background and circumstances, full access to primary and secondary education.**

To achieve a society based on knowledge and the meaningful participation of all its citizens, we believe that the member states of the United Nations should ensure full access to not only primary, but also secondary
45 education. A first step in achieving this is abolishing tuition fees and all hidden costs for entering and remaining in secondary education. Furthermore, secondary-level educational paths must be fully inclusive for everyone, including minorities, marginalized groups and the hardest-to-reach children and youth.

In addition to opening up possibilities for all young people to finish a full course of both primary and secondary education by 2030, we believe that UN member states should also work towards expanding free
50 access to tertiary education.

Key message 4: **In addition to ensuring access, the stand-alone goal on education must bind all member states of the United Nations to develop educational systems and other learning environments which are of high quality.**

Access to schooling has been a primary educational focus of the international community, however solely
55 ensuring access cannot be enough – the quality of learning should become a focus of all educational stakeholders. Quality learning goes beyond basic literacy and numeracy skills – it includes empowering the individual to think critically, take an active part in social development and combat inequalities which surround them. It is important to achieve education which answers the needs of the learner and values their opinions in policy development. Furthermore, quality education is education which promotes peace,
60 questions democratic gaps and stresses the value of diversity, both cultural and in other forms.

One of the ways to achieve this is to ensure high-quality and continuous professional development for teachers through programmes which promote the methodology of learner-centred education. Another way to reach high quality education is by updating educational curricula with programmes relevant to the needs of a 21st century learner; subjects such as sexual education, education for sustainable development and
65 education for global citizenship must find their way into educational systems of the UN member states.

Key message 5: **The Post-2015 Agenda must set the course for the member states to design technical and vocational education and training systems, which are equally indispensable, of as high a quality as other educational pathways and which primarily answer the needs of the individual learner.**

The paradigm that vocational education and training (VET) serves to manufacture ready-to-use workers for the labour market must be changed to a paradigm of creating VET systems which put the needs of the
70 individual learner first. The Post-2015 Agenda must unequivocally value vocational education and training equally to academic secondary education. Secondary vocational education and training pathways cannot be designed to have a dead-end – every VET student must be assured the right to continue their formal education even after finishing a secondary-level school.

75 Key message 6: **The Post-2015 Agenda must reclaim education as a human right**

It is the educational challenge of our generation to prevent the marionetting of education to obey the demands of the labour market; education must be treated as a human right, accessible for everyone, and answering the needs of the individual learner. Formal education systems, non-formal educational programmes and lifelong-learning opportunities must focus on transforming people's interests, talents and
80 aspirations into outcomes desirable for the learners themselves. The skills and competences gained in



educational programmes must empower learners for active participation in society and respect and promotion of human rights.

85 In order to increase the knowledge, skills, abilities and social competences of the world's citizens, member states of the United Nations must commit to reaching educational development plans which mirror the needs of learners worldwide. Treating learners as partners for global development is the only way to ensure a true progress of societies around the globe. Therefore, we call for the meaningful involvement of learners and learners' representatives into all the relevant processes which lead to development and adoption of the Post-2015 Agenda, as well as its monitoring, implementation and evaluation.

90 An equitable, inclusive, progressive and just world is a world based on accessible and quality education; this education is the education learners want and it therefore must be reflected in the global sustainable development agenda for the period 2015–2030.

Annex: Processes feeding into the Post-2015 Development Agenda

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