Preamble

1. We, Ministers, heads of delegations, leading officials of multilateral and bilateral organizations, and senior representatives of civil society and private sector organizations, have gathered at the invitation of the Director-General of UNESCO in Muscat, Oman, from 12 - 14 May 2014, for the Global Education for All (EFA) Meeting. We thank the Sultanate of Oman for having hosted this important event.

2. Recalling the GEM 2012 Final Statement, we take note of the 2013/14 EFA Global Monitoring Report, the regional EFA reports, the Resolution of the 37th General Conference on Education Beyond 2015, the decision of the Executive Board of UNESCO at its 194th session and the Joint Proposal of the EFA Steering Committee on Education post-2015.

Status of EFA

3. We acknowledge that the worldwide movement for Education for All, initiated in Jomtien in 1990 and reaffirmed in Dakar in 2000, has been the most important commitment to education and has helped to drive significant progress in education. Yet, we recognize that the Education for All (EFA) agenda and the education-related Millennium Development Goals (MDGs) are unlikely to be achieved by 2015, and acknowledge the continued relevance of the EFA agenda. More than 57 million children and 69 million adolescents still do not have access to effective basic education. In 2011, an estimated 774 million adults were illiterate, of whom almost two-thirds were women. Non-completion of formal schooling, insufficient levels of basic skills acquisition, and the quality and relevance of education are of key concern. At least 250 million children are not able to read, write or count well even after having spent at least four years in school. We note with concern that there are persistent inequalities in access, participation and learning outcomes at all levels of education, particularly for the most vulnerable groups and minorities. Gender equality is of particular concern, as only 60% of countries had achieved gender parity at the primary level and 38% at the secondary level by 2011. We also note that the inadequacy of
financial resources has seriously undermined progress towards providing quality education for all.

4. We further note with concern the increasing violence and attacks against children and personnel within the education institutions. Therefore, protecting education from attack must be an integral part of the post-2015 education agenda.

5. We acknowledge that future education development priorities must reflect the significant socio-economic and demographic transformations that have occurred since the adoption of the EFA goals and the MDGs, and the changing requirements in the type and level of knowledge, skills and competencies for knowledge-based economies. Therefore, we recognize that there is a strong need for a new and forward-looking education agenda that completes unfinished business while going beyond the current goals in terms of depth and scope, as well as to provide people with the understanding, competencies and values they need to address the many challenges that our societies and economies are facing.

**Vision, principles and scope of the post-2015 education agenda**

6. We reaffirm that education is a fundamental human right for every person. It is an essential condition for human fulfilment, peace, sustainable development, economic growth, decent work, gender equality and responsible global citizenship. Furthermore, it contributes to the reduction of inequalities and the eradication of poverty by bequeathing the conditions and generating the opportunities for just, inclusive and sustainable societies. Therefore, education must be placed at the heart of the global development agenda.

7. The post-2015 education agenda should be clearly defined, aspirational, transformative, balanced and holistic, and an integral part of the broader international development framework. It should be of universal relevance and mobilize all stakeholders in all countries. Education must be a stand-alone goal in the broader post-2015 development agenda and should be framed by a comprehensive overarching goal, with measurable global targets and related indicators. In addition, education must be integrated into other development goals.

8. We affirm that the post-2015 education agenda should be rights-based and reflect a perspective based on equity and inclusion, with particular attention to gender equality and overcome all forms of discrimination in and through education. It must support free and compulsory basic education. It should expand the vision of access for all to reflect relevant learning outcomes through the provision of quality education at all levels from early childhood to higher education in safe and healthy environments. It should take a holistic and lifelong learning approach and provide multiple pathways of learning including innovative methods and ICTs. Through governments, The state is the custodian of quality education as a public good, recognizing the contribution of civil society, communities, families, learners and other stakeholders in this. The post-2015 education agenda must be flexible enough to allow for diversity in governance structures. The future education agenda must continue to promote sustainable development and active and effective global and local citizenship, contribute to strengthening democracy and peace, and foster respect for cultural and linguistic diversity.

9. We stress that the full realization of the post-2015 education agenda will require a strong commitment to allocate adequate, equitable and efficient financing to education by both governments and donors. This must be accompanied by strengthened participatory
governance, civil society participation, and accountability mechanisms at the global, national and local levels, as well as improved planning, monitoring and reporting mechanisms and processes. It will also require coordinated partnerships at country level.

**Overarching Goal and Global Targets**

10. We support “Ensure equitable and inclusive quality education and lifelong learning for all by 2030” as the overarching goal of the post-2015 education agenda.

11. We further support the translation of this goal into the following global targets, for which minimum global benchmarks and relevant indicators will be identified/developed:

- **Target 1:** By 2030, increase the percentage of children who access early childhood care and education (ECCE) to at least x% and start primary education ‘ready to learn’
- **Target 2:** By 2030, all children complete free and compulsory quality basic education of at least 10 years and achieve relevant learning outcomes
- **Target 3:** By 2030, increase the percentage of adults who reach a proficiency level in literacy and numeracy sufficient to fully participate in society to at least x%  
- **Target 4:** By 2030, increase the percentage of youth and adults with the knowledge, skills and competences to access decent work to at least x% and y% respectively
- **Target 5:** By 2030, all learners acquire knowledge, skills, values and attitudes for global citizenship and sustainable development
- **Target 6:** By 2030, all governments ensure the provision of sufficient numbers of qualified teachers
- **Target 7:** By 2030, all countries progress towards allocating (4-6%) of their Gross Domestic Product (GDP) and (15-20%) of their public expenditure to education

12. We recognize that the targets require further refinement taking account of concerns expressed by different constituencies during this GEM. Accordingly, the targets will be revised by the EFA Steering Committee before the end of May 2014 to address the following concerns:

- Specific reference to gender equality and to equity in each target as appropriate, with explicit reference to girls and boys, women and men and to marginalized groups;
- Explicit reference to professional, technical and vocational skills for decent work, and upper secondary and higher education;
- Further refinement of the teacher target in particular regarding motivation and support;
- Further refinement of the target related to GCE and ESD;
- Particular attention to education in conflict situations and schools under attack;
- Appropriate financing for education by governments and donors.

**Next steps**

13. We strongly support UNESCO’s leadership and coordination in facilitating the development of the post-2015 education agenda in collaboration with the EFA partners. We encourage UNESCO to continue facilitating the debate and to consult Member States and key stakeholders in the further development and refinement of the overarching goal and global targets, and the identification of corresponding indicators, as well as the development of a Framework for Action to guide the implementation of the future agenda. In addition to
global targets, country-specific targets and indicators should also be developed, reflecting the diverse social, political, economic and cultural contexts.

14. We commit to using this Statement as a reference for the negotiations in the global consultations on the post-2015 development agenda in order to ensure that this latter has a strong education component. To this end, we ask the Director-General of UNESCO to share this document with all Member States of UNESCO, the Secretary-General of the United Nations (UN), the co-chairs of the Open Working Group, the Committee on Sustainable Development Finance as well as key stakeholders.

15. We further commit to using this Statement for ongoing national, regional and global consultations on the post-2015 education agenda, to be approved at the World Education Forum 2015, which will be hosted by the Republic of Korea in May 2015. Our expectation is that this will be an integral part of the global development agenda to be adopted at the UN Summit in New York City in September 2015.

16. Today, we reaffirm our commitment to achieve the EFA goals and ensure education for all citizens. We commit to promoting, advocating for and supporting the development of a strong future education agenda, and urge all UNESCO Member States and stakeholders to actively participate in the process leading to its establishment and implementation.

17. Every effort will be made to ensure coherence between what is agreed in September 2015 at the High level UN Summit as part of the global development agenda with the post 2015 education agenda approved at the WEF 2015 in the Republic of Korea in May 2015.