To achieve SDG 4, education financing must become a priority for both international and national investment. In addition, measures such as strengthening global governance in favor of a balance of participation in the democratic management of human rights, making education free and mandatory, increasing the number of teachers, improving basic school infrastructure, and embracing digital transformation in a safe and welcoming environment are essential.

Based on this, the Brazilian Campaign for the Right to Education proposes:

Chapter I. Sustainable development and financing for development

1. It is essential to create spaces aligned with human rights and non-commodifiable, with a strong public sector ensuring equitable services for all, even in cases of budget constraints. Public social systems must be sustainably financed through budget participation actions, progressive taxation, increased aid, debt moratorium, and the rejection of austerity policies that touch social areas.

2. Development assistance providers must fulfill their commitments. The expansion of loans by multilateral development banks can also increase the availability of concessional resources. The international community should support the Secretary-General's SDG stimulus to increase affordable and long-term financing for sustainable development investments.

3. Concerted action is needed to make the international financial system fit for the purpose of fostering sustainable development, deepening ongoing institutional reforms. Efforts to address weaknesses in the current architecture must be comprehensive and aligned with the SDGs.

4. The right to education is central to advancing the SDGs in middle-income countries. When governments need to finance private schools or partner with large technology companies, regulatory measures based on the Abidjan Principles should be taken to ensure the right to education and the protection of people in vulnerable situations.

5. Educational systems must be stable, free, public, inclusive, well-funded, and follow human rights principles, which cannot be achieved without public authorities. Therefore, it is necessary to ensure quality education, access for all, initial and continuous training of professionals, infrastructure in schools, and empower generations for critical and transformative thinking.

6.
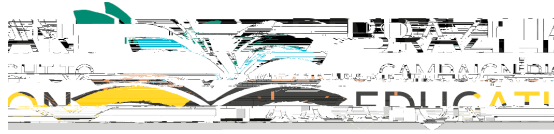
from global system reforms. Investment incentives to improve research and facilitate the transition to a low-carbon system must align tax and fiscal systems with the SDGs and regulatory measures to boost long-term financing for sustainable development.

7. Debt renegotiation and progressive taxation are needed to increase domestic resources and promote social financing for inclusive industrial development, in a transformative industrialization with genuine technology transfer and reduction of trade barriers.

8. The development of new service delivery models for people in remote areas must take into account the digital divide, poverty, and inequality affecting these populations.

Chapter II. International peace and security[1]

States should:

9. Where feasible, maintain safe access to education during armed conflict, including by working with school and university communities and all other relevant stakeholders to develop gender responsive strategies to reduce the risk of attacks, and comprehensive safety and security plans in the event of these attacks.

10. Endorse, implement, and support the Safe Schools Declaration in a gender responsive manner to ensure that all students and educators can learn and teach in safety.

11. Promote more consistent disaggregation of data related to attacks on education, including disaggregation by type of attack, location, institution type, and whether the attack was targeted as well as information on the race/ethnicity, religion, sex and age of victims and survivors of such attacks. For entities documenting recruitment and use of, or sexual violence against, children in conflict, ensure that the nexus between those violations and education is documented, including by documenting whether these violations occurred at or on the way to schools or universities.

12. Systematically investigate attacks on education and prosecute those responsible.

13. Provide nondiscriminatory assistance and protection for all survivors of attacks on education, regardless of gender, ethnicity, religion, socio-economic background, or other attributes, while taking into account their distinct needs and experiences based on gender, and potential vulnerabilities such as disability and displacement.

14. Promote a culture of peace; implemenecicitound6J0 Tc 0 Tw 2l2(a)2.7 5.6 ( )10.6 (wh).4 (e)-3 (w.2 (c)1. a)2. .9 (it)-2
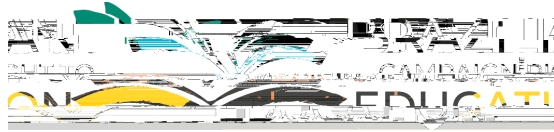
16. Stimulate the creation of intersectoral networks and ensure both formal and non-formal training to combat extremism, with racism, misogyny, religious discrimination, and LGBTQIA+phobia as structuring agendas of violence, and the development of preventive actions.

17. Develop media and information education to ensure knowledge and strengthen the skills necessary for children, adolescents, and young people to confront the culture of misinformation and recognize and combat rights violations and systemic injustices present in media messages and the functioning of digital environments.

18. Establish policies for moderating social networks a.9 (ie)7b2.3 (d)2.2or rke a poo.92T(s01.6 (rk)-2.9 (t)-3 (
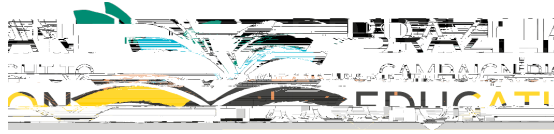
25. Regulation and attention to ethical issues, such as the collection and use of student data, and the commercial use of educational public spaces by technology companies occupying the pedagogical and administrative infrastructure of schools, must be in place.

26. The development of specific platforms for educational use from open technologies whose operating model is not based on profit through data collection should be encouraged. This involves mapping contracts between digital platform companies and the education network, as well as monitoring their adoption and use. Additionally, it is necessary to diagnose the location of access, storage, and data sharing infrastructures in education, comparing them with other countries, in order to promote the development of a sovereign digital education infrastructure.

27. It is relevant to have a debate on the governance of digital education to understand how the governance of educational systems has expanded beyond the responsibilities traditionally limited to policymakers and/or government bodies and departments.

Chapter IV. Youth and future generations

28. Ensure equal access policies, with guaranteed continuity and a standard of quality, to high school, technical vocational education, and higher education for all. Encourage pedagogical practices with structured interdisciplinary approaches based on the relationship between theory and practice, through school curricula with mandatory and elective content, articulated in dimensions such as science, work, languages, technology, culture, and sports. This includes ensuring the acquisition of equipment and laboratories, the production of specific teaching materials, continuous teacher training, and collaboration with academic, sports, and cultural institutions.

29. Guarantee an extended and integrated educational journey, with spaces and times appropriate for educational activities, ensuring physical structures in suitable conditions and other quality indicators in the medium term. Ensure and support the creation, renewal, and maintenance of school libraries, with equipment, spaces, bibliographic collections, and qualified professionals for the training of readers and mediators, as a condition for improving the teaching and learning process. This involves providing the necessary materials and infrastructure, including ensuring equipment and digital technology for the target audience of special education.

30. Create mechanisms that ensure access and permanence in different areas of higher education