

CPD56: Resolution on population, education and sustainable development

The Commission on Population and Development,

PP1 *Reaffirming* the Programme of Action of the International Conference on Population and Development<sup>1</sup> and the key actions for its further implementation,<sup>2</sup> the declaration on the occasion of the twenty-fifth anniversary of the International Conference on Population and Development<sup>3</sup> and previous resolutions of the Commission on Population and Development, (agreed ad ref)

PP2 *Recalling* the outcomes of relevant United Nations high-level meetings, conferences and summits in the economic, social, environmental and related fields, the Beijing Declaration and Platform for Action<sup>4</sup> and the Copenhagen Declaration on Social Development and the Programme of Action of the World Summit for Social Development,<sup>5</sup> (agreed ad ref)

PP3 *Reaffirming* General Assembly resolution 70/1 of 25 September 2015, entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, in which it adopted a comprehensive, far-reaching and people-centred set of universal and transformative Sustainable Development Goals and targets, its commitment to working tirelessly for the full implementation of the Agenda by 2030 ensuring that no one is left behind, its recognition that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development, its commitment to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced and integrated manner, and to building upon the achievements of the Millennium Development Goals and seeking to address their unfinished business, (agreed ad ref)

PP4 *Reaffirming* also General Assembly resolution 69/313 of 27 July 2015 on the Addis Ababa Action Agenda of the Third International Conference on Financing for Development, which is an integral part of the 2030 Agenda for Sustainable Development, supports and complements it, helps to contextualize its means of implementation targets with concrete policies and actions, and reaffirms the strong political commitment to address the challenge of financing and creating an enabling environment at all levels for sustainable development in the spirit of global partnership and solidarity, (agreed ad ref)

PP5 *Recalling* the Universal Declaration of Human Rights<sup>6</sup> and the obligations of States parties to the International Covenant on Civil and Political Rights,<sup>7</sup> the International Covenant on Economic, Social

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<sup>1</sup> *Report of the International Conference on Population and Development, Cairo, 5-13 September 1994* (United Nations publication, Sales No. E.95.XIII.18), chap. I, resolution 1, annex.

<sup>2</sup> General Assembly Resolution S-21/2, annex.

<sup>3</sup> See *Official Records of the Economic and Social Council, 2019, Supplement No. 5 (E/2019/25)*, chap. I, sect. B.

<sup>4</sup> *Report of the Fourth World Conference on Women, Beijing, 4-15 September 1995* (United Nations publication, No. E.96.IV.13), chap. I, resolution 1, annexes I and II.

<sup>5</sup> *Report of the World Summit for Social Development, Copenhagen, 6-12 March 1995* (United Nations publication, Sales No. E.96.IV.8), chap. I, resolution 1, annexes I and II.

<sup>6</sup> General Assembly Resolution 217 A (III).

<sup>7</sup> See General Assembly Resolution 2200 A (XXI), annex.

and Cultural Rights,<sup>8</sup> the Convention on the Elimination of All Forms of Discrimination against Women,<sup>9</sup> the Convention on the Rights of the Child,<sup>10</sup> the Convention on the Rights of Persons with Disabilities,<sup>11</sup> the International Convention on the Elimination of All Forms of Racial Discrimination<sup>12</sup> and the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families<sup>13</sup> and other relevant instruments, and *reaffirming* the right of everyone to education, (agreed ad ref)

PP6 *Reaffirming* the commitments made in the 2030 Agenda for Sustainable Development to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, including by providing early childhood, primary, secondary, tertiary, technical and vocational training, expanding opportunities for all children, particularly girls, to access quality education, (agreed ad ref)

PP7 *Bearing* in mind the United Nations Declaration on Human Rights Education and Training and the World Programme for Human Rights Education, established by General Assembly resolution 59/113, which both underline the importance of human rights education as an integral part of the right to education, (agreed ad ref)

PP8 *Taking note* of the convening of the Transforming Education Summit from 16 to 19 September 2022 in New York and its pre-Summit, hosted by the United Nations Educational, Scientific and Cultural Organization from 28 to 30 June 2022 in Paris, (agreed ad ref)

PP9 *Reaffirming* the commitment to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development, (agreed ad ref)

PP10 *Acknowledging* the importance for achieving sustainable development of delivering equitable and inclusive quality education to all girls and boys, which will require reaching children living in poverty, including extreme poverty, and in rural and remote areas, those with disabilities, migrant and refugee children and those in conflict and post-conflict situations and in disaster-affected areas, Indigenous Peoples, people of African descent and children in vulnerable situations and marginalized communities, and providing safe, non-violent, inclusive and effective learning environments for all, and recognizing the importance of scaling up investments and international cooperation to allow all children to complete free, equitable, inclusive and quality early childhood, primary and secondary education leading to relevant and effective learning outcomes,

PP11 *Recognizing* the importance of equal opportunities for young people, including young women, to be an integral part of decision-making processes and participate in all spheres of life, and reaffirming that lifelong learning is an indispensable means for effective participation in the knowledge societies and

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<sup>8</sup> Ibid.

<sup>9</sup> United Nations, Treaty Series, vol. 1249, No. 20378.

<sup>10</sup> Ibid., vol. 1577, No. 27531.

<sup>11</sup> Ibid., vol. 2515, No. 44910.

<sup>12</sup> Ibid., vol. 660, No. 9464.

<sup>13</sup> Ibid., vol. 2220, No. 39481.

economies of the twenty-first century and for promoting inclusive and equitable societies, (agreed ad ref)

PP12 *Reaffirming* the need to ensure access to inclusive and equitable quality education, including digital literacy, in order to adapt and thrive in a rapidly changing world, while recognizing the need to close all digital divides within and among countries, including the gender- and age-digital divides, and promote digital inclusion by taking into account national and regional contexts, especially the major impediments faced by many developing countries in accessing new technology and the serious challenges in building their national science, technology and innovation base, information and communications technologies that ensure that the benefits of new technologies and the benefits of scientific progress and its applications are available to all, and *acknowledging* the importance of adopting science, technology and innovation strategies as integral elements of national sustainable development strategies and the importance of scaling up investments in science, technology, engineering and mathematics and leveraging science and technology for entrepreneurship and economic empowerment in the changing world of work, while considering the specific needs of women and girls, including those in rural areas,

PP13 *Noting that* the global school age population (SAP) aged 6 to 11 is expected to reach an all-time high of 820 million in 2023, the SAP aged 12 to 17 is projected to reach its peak of nearly 816 million in 2029, and the SAP aged 18 to 23 is projected to reach an all-time high of 811 million in 2035, and noting with concern that globally 69 million teachers are currently needed to reach universal education by 2030, with the largest deficit in sub-Saharan Africa, (agreed ad ref)

PP14 *Reaffirming* the commitment to substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries, landlocked and small island developing States, (agreed ad ref)

PP15 *Noting with concern* that, despite the considerable progress on educational access and participation over the past years, 244 million children and youth aged 6 to 17, were still out of school in 2021, and that, at the end of 2019, more than half of children and young people in school were not meeting minimum proficiency standards in reading and numeracy and, while rapid technological and digital changes present opportunities and challenges, the learning environment, the capacities of teachers and the quality of education have not kept pace, (agreed ad ref)

PP16 *Expressing deep concern* about the persistence of the gender gap in education, which is reflected by the fact that, according to the United Nations Educational, Scientific and Cultural Organization, nearly two thirds of the world's non-literate adults are women, and that, despite gains in providing access to education, girls are still more likely than boys to remain excluded from primary and lower secondary education owing to structural barriers, negative social norms, and gender stereotypes that affect women and girls, and that prevent them from engaging in learning opportunities, (agreed ad ref)

PP17 *Affirming* that the realization of the right to education contributes to the achievement of sustainable development and the promotion of all human rights, gender equality and the empowerment of women and girls, and the eradication of poverty in all its forms and dimensions, including by reducing newborn, child and maternal mortality, morbidity, HIV infections and early and unintended pregnancies among adolescent girls and young women and by contributing to the elimination of harmful

practices, such as child, early and forced marriage, female genital mutilation, as well as sexual and gender-based violence, domestic violence, and *acknowledging* that achieving gender equality and the empowerment of all women and girls and the elimination of all forms of violence and discrimination against them in private and public spaces, including in digital contexts, are crucial to their capacity to fully, equally and meaningfully participate in, and benefit from education and to achieve the full implementation of the 2030 Agenda for Sustainable Development, (agreed ad ref)

PP18 *Noting* that intercultural and multilingual education based on mother-tongue facilitates access to and inclusion in education, contributing to inclusive societies that allow multiple cultures, worldviews and knowledge systems to coexist, stressing the importance of early childhood education in mother tongue for effective and inclusive learning as well as the importance of targeting the well-being of Indigenous women and girls, in particular in the areas of innovation and technological change, access to internet and digital services and quality education, as well as *reaffirming* the commitments to implement the International Decade of Indigenous Languages, (agreed ad ref)

PP19 *Recognizing* further that education contributes to the strengthening of democracy, good governance and the rule of law at all levels, the reduction of economic inequality, the realization of human rights, gender equality and the empowerment of women and girls, the achievement of all internationally agreed development goals, including the Sustainable Development Goals, the development of human potential, the eradication of poverty and the fostering of greater understanding among peoples, (agreed ad ref)

PP20 *Noting* that in some regions the population of older persons is increasing both in numbers and as a share of the total, and the share of global population at ages 65 and above is projected to rise from 10 per cent in 2022 to 16 per cent in 2050 and *emphasizing* that lifelong learning should be made available across the age ranges, including older persons, inter alia enhancing their employment prospects by teaching transferable skills, (agreed ad ref)

PP21 *Recognizing also* the profound, multifaceted and disproportionate negative impact of the coronavirus disease (COVID-19) pandemic on gender equality and the realization of the right to education, and deeply concerned that the related disproportionate impacts of the unprecedented global school closures, including the long term impact on equal learning opportunities, have exacerbated pre-existing inequalities within and among countries, such as the gender gap and all digital divides, and stressing the importance of ensuring a return to school for all children, adolescents and youth, in particular girls, who are among those disproportionately lacking access to education, emphasizing the importance of investing in accessible learning platforms, digital hybrid learning, including through safe, better, universal, affordable and equal access to the Internet, stronger parental or guardian support, as well as bearing in mind the impact that the pandemic has had on students' and teachers' mental health and well-being, as well as on gender equality and the empowerment of all women and girls, the elimination of all forms of violence, including domestic violence and violence in digital contexts, food security and nutrition, access to health-care services, including sexual and reproductive health-care services, safe and affordable drinking water and adequate and equitable sanitation, including for menstrual health and hygiene management,

PP22 *Recognizing* that health, including mental health, is a precondition for economic and social development, and aware that sexual and reproductive health and reproductive rights are central to the

realization of social justice and to the achievement of global, regional and national commitments for sustainable development,

PP23 *Recognizing* that there is increased reliance on virtual learning, with more than 90 per cent of governments enacting policies to provide digital or broadcast learning, and that while meaningful access to digital technologies can support children to realize the full range of their rights, challenges faced by children in accessing the Internet and digital devices can limit the enjoyment of their right to education and increase inequalities among and within countries, with children living in rural areas, children living with disabilities and from the poorest households being the most affected, (agreed ad ref)

PP24 *Expressing concern that*, in spite of the progress made towards achieving the full implementation of the Programme of Action of the International Conference on Population and Development, considerable gaps still exist in its implementation, and in that regard noting the voluntary commitments by Member States to further the implementation of the Programme of Action and the 2030 Agenda for Sustainable Development, and encouraging further actions by Member States to accelerate progress to achieve the Sustainable Development Goals in the context of the decade of action and delivery for sustainable development, (agreed ad ref)

PP25 *Recognizing* that adolescents and youth in all countries are key agents for change in the promotion of sustainable development, including through their role in promoting quality education, and technological innovation, and recognizing also the need to increase the participation of youth in social change and giving youth access to equitable opportunities to contribute to social change, including resources for youth-led community initiatives,

PP26 *Stressing* the benefits of nutrition education and school feeding programs which help to prevent all forms of malnutrition preventing and controlling diet-related non-communicable diseases and of coherent and consistent policies, improved regulatory and legal frameworks, including fiscal measures as appropriate, aiming at minimizing the impact of the main risk factors for non-communicable diseases, promoting healthy diets and lifestyles, (agreed ad ref)

PP27 *Emphasizing that* reliable, timely, high-quality, accessible population data disaggregated by income, sex, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts for policy formulation by all countries are essential for the review and follow-up to the International Conference on Population and Development and for reviewing progress towards achieving the Sustainable Development Goals, as well as effectively addressing challenges and highlighting the contribution of population data to the 2023 SDG Summit and the critical role of population data for the 2024 assessment of the status of implementation of the ICPD Programme of Action,

OP1 *Takes note* of the report of the Secretary-General on population, education and sustainable development,<sup>14</sup> the report of the Secretary-General on programmes and interventions for the implementation of the Programme of Action of the International Conference on Population and Development in the context of population, education and sustainable development;<sup>15</sup>

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<sup>14</sup> E/CN.9/2023/2.

<sup>15</sup> E/CN.9/2023/3

OP2 *Reaffirms* the sovereign right of each country to implement the recommendations of the Programme of Action of the International Conference on Population and Development or other proposals in the present resolution, consistent with national laws and development priorities, with full respect for the various religious and ethical values and cultural backgrounds of its people, and in conformity with universally recognized international human rights;

OP3 *Also reaffirms* the Programme of Action of the International Conference on Population and Development and the key actions for its further implementation and the outcomes of its reviews, and notes the outcome documents of the regional review conferences, stressing that the outcome documents of the regional review conferences provide region-specific guidance on population and development for each region that adopted the particular outcome documents; (agreed ad ref)

OP4 *Calls upon* Governments to take concrete measures towards the full and effective implementation of the Programme of Action of the International Conference on Population and Development and the key actions for its further implementation, as well as the Beijing Declaration and Platform for Action, which are integrally linked to global efforts to eradicate poverty in all its forms and dimensions, respect, protect and promote human rights, including the right to development and the right to education, and fundamental freedoms, reduce inequalities within and among countries, and achieve sustainable development, including gender equality and the empowerment of all women and girls, and stresses that population dynamics are all important for development, including for achieving the 2030 Agenda for Sustainable Development and the Addis Ababa Action Agenda of the Third International Conference on Financing for Development; (agreed ad ref)

OP5 *Recommits* to providing inclusive and equitable quality education at all levels – early childhood, primary, secondary, tertiary, technical and vocational training and to ensuring that all people, irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, Indigenous Peoples, children and youth, especially those in vulnerable situations, should have access to life-long learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society; (agreed ad ref)

OP6 *Calls upon* Member States to continue to promote and invest in education, including as a long-term and lifelong process by which everyone learns tolerance and respect for the dignity of others and the means and methods of ensuring such respect in all societies, (agreed ad ref)

OP7 *Encourages* Governments and other relevant stakeholders to build resilient and inclusive quality education systems, including gender-responsive education, by (a) providing increased support to teachers and educational personnel, including through targeted professional development for digital and pedagogical skills and investment in social and emotional learning and well-being as well as mental health and psychosocial support, (b) investing in educational infrastructure, including accessible technological and telecommunications tools, and in the recruitment, training and retention of qualified teachers needed to fill current gaps and to keep pace with the rapid growth in the school age population in some regions as well as in their capacities, competencies and skills, including digital skills, (c) scaling up investments in science, technology, engineering and mathematics, especially for women and girls, and (d) building emergency preparedness and response capacity of education systems to ensure that every child, regardless of circumstance or location, has access to quality early childhood care and education, primary and secondary education;

OP8 *Emphasizes that*, in order to realize and capitalize on the demographic dividend, it is essential to increase and sustain investment in measures to improve educational outcomes for all, including through achieving gender equality and the empowerment of all women, girls and youth and to provide an enabling environment for the full realization of their human rights and capabilities, especially inclusive and equitable quality education for girls, maternal, newborn and child health and nutrition, and to meet the unmet needs of women for family planning, as well as investment in foundational and lifelong learning, vocational training, employment support and job creation for women, recognizing that improvements in educational attainment contribute directly to productivity and income growth; (agreed ad ref)

OP9 *Calls upon* Governments to scale up efforts for remedial, accelerated learning and catch-up strategies to mitigate learning losses, equipping all children, adolescents and youth with foundational skills, such as literacy and numeracy, and taking actions to ensure access to quality education and learning programmes beyond the schools for out-of-school children and youth and illiterate adults, particularly for the poorest and those in vulnerable situations, especially girls, persons with disabilities, people of African descent, people living with HIV, migrants, Indigenous Peoples, local communities, older persons, children and youth in situations of conflict and humanitarian emergencies, refugees, children and youth living in rural and remote areas, pregnant women and girls and young mothers and displaced children and youth;

OP10 *Urges* Governments to protect children and young people, who face disproportionate impact from violence or abuse in schools, including all forms of violence against women and girls, including sexual and gender-based violence, and intimidation, maltreatment and bullying, to establish complaint mechanisms that are age- and gender-sensitive and accessible to children and young people, and to take measures to eliminate the use of corporal punishment in schools;

OP11 *Stresses* that information and communications technologies and applications can create new ways to enhance education, including early childhood education and lifelong learning opportunities, and to ensure equal access to inclusive and equitable quality education and lifelong learning opportunities, including for women and girls with disabilities, while recognizing the need to close all digital divides within and among countries including the gender- and age-digital divides and respect the right to privacy and protect confidentiality and eliminate violence online and offline and promote digital inclusion, and to consider incorporating digital competencies in the education system by taking into account, national and regional contexts and addressing the challenges associated with access, connectivity, affordability, digital literacy, distance learning and digital skills and awareness, and by ensuring that the benefits of new technologies are available to all, taking into account the needs of those who are in vulnerable situations,

OP12 *Reaffirms the commitment* to undertake feasibility studies to explore the possibility of establishing an online university or other equivalent platforms to support online graduate and post-graduate university-level science, technology, engineering and mathematics education in least developed countries and recently graduated countries, (agreed ad ref)

OP13 *Urges* Governments to respect, protect and promote the right of everyone to education throughout the life course and at all levels, especially for those who have been left furthest behind and

eliminate gender disparities in education, including by investing in public education systems and infrastructure, eliminating discriminatory laws and practices, providing universal access to inclusive, equal and non-discriminatory quality education, including free and compulsory primary and secondary education, promoting lifelong learning opportunities for all, eliminating female illiteracy and promoting financial and digital literacy, ensuring that all women have equal access to leadership training, career development, scholarships and fellowships; and address negative social norms and gender stereotypes in education systems; and calls upon Governments to invest in public and gender-responsive education, including but not limited to early childhood development, care and pre -primary education which directly reduces women's unpaid care and domestic work;

OP14 *Requests* Governments to substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries as well as middle income countries for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries; (agreed ad ref)

OP15 *Emphasizes* the role of quality health education and literacy in promoting the right of everyone to the enjoyment of the highest attainable standard of physical and mental health, and encourages the promotion of quality health education and literacy among young people, and calls upon Member States to ensure, by 2030, universal access to sexual and reproductive health-care services, including for family planning, information and education, and to ensure the full and effective implementation of the Beijing Platform for Action and the Programme of Action of the International Conference on Population and Development, and to ensure universal access to sexual and reproductive health and reproductive rights;

OP16 *Recognizes* the rights, duties and responsibilities of parents and other persons legally responsible for adolescents to provide, in a manner consistent with the evolving capacities of the adolescent, appropriate direction and guidance on sexual and reproductive matters, and that countries must ensure that the programmes and attitudes of health-care providers do not restrict the access by adolescents to appropriate services and the information they need, including on sexually transmitted infections and sexual abuse, and also recognizes that in doing so, and in order to address, inter alia, sexual abuse, these services must safeguard the right of adolescents to privacy, confidentiality, respect and informed consent, respecting cultural values and religious beliefs, and that in this context countries should, where appropriate, remove legal, regulatory and social barriers to reproductive health information and care for adolescents;

OP17 *Urges* Governments, the international community and all other relevant stakeholders to give particular attention to the areas of shortfall in the implementation of the Programme of Action, including, the elimination of preventable maternal morbidity and mortality through strengthening health systems, equitable and universal access to quality, integrated and comprehensive sexual and reproductive health services, and by ensuring the access of adolescents and youth to full and accurate information and education on sexual and reproductive health, including evidence-based comprehensive education on human sexuality, and promotion, respect, protection and fulfilment of all human rights, especially the human rights of women and girls and by addressing the persistence of discriminatory laws and the unfair and discriminatory application of laws;



OP18 *Encourages* Governments to provide universal access to quality education and recognises the importance of providing inclusive and equitable quality education at all levels, including technical and vocational training for all people, including migrants, inter alia by removing barriers in accessing quality education and lifelong learning opportunities, which are critical to optimizing education opportunities and improving educational outcomes for migrant children and promoting their integration into host societies, including through financial and technical assistance to developing countries, as well as to invest in skills development and to facilitate mutual recognition of the skills, qualifications and competences of migrant workers, while recognizing that the lack of access to quality education and economic opportunities and inadequate investment as well as underdevelopment are among the key drivers that compel young people to leave their countries of origin in search of better opportunities; and recognizes the value of remittances to reduce poverty, increase access to education, health and improved housing, promote financial inclusion and increase the inflow of foreign currency, as well as ensure food supplies in rural areas, positively contributing to the sustainable development of countries, (agreed ad ref)

OP19 *Encourages* Governments to promote active and healthy ageing in response to changing demographic trends and labour market needs through the availability of lifelong learning opportunities across the age range, including working-age adults and older persons, enhancing their employment prospects by teaching transferable skills, strengthening technical and vocational training and promoting digital literacy with a special focus on enhancing digital skills and competencies of older persons without discrimination of any kind, including socioeconomic status, education level, race and/or ethnicity, gender and disability as well as language barriers, by taking into account national and regional contexts, to create, inter alia, employment opportunities and optimize the demographic dividend, promoting the understanding of ageing as an issue of importance to society as a whole; (agreed ad ref)

OP20 *Urges* Governments to improve education, awareness-raising and human and institutional capacity on environmental issues, including climate change mitigation, adaptation, impact reduction and early warning and to integrate the causes and consequences of climate change, environmental degradation and disaster risk reduction in educational curricula at all levels, noting that investments in education about sustainable development are critical to meet global development objectives and to combat climate change and environmental degradation, and stresses the need to address the challenges that climate change poses for women and girls, (agreed ad ref)

OP21 *Urges* Member States to strengthen international cooperation including the provision of financial resources, capacity building, and transfer of technology on mutually agreed terms to developing countries and calls upon Member States, intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders to enhance international cooperation in supporting the efforts of developing countries, especially least developed countries, landlocked, small island developing States, and middle-income countries, towards the realization of the full potential of education for sustainable development, including inclusive and equitable quality education and lifelong learning opportunities for all, while reaffirming that the creation, development and diffusion of new innovations and technologies and associated know-how are powerful drivers of economic growth and sustainable development;

OP22 *Encourages* the regional commissions of the United Nations, in accordance with their respective mandates, to continue to contribute to the work of the Commission on Population and

Development, in collaboration, where appropriate, with other intergovernmental organizations, especially regional organizations, and other United Nations entities, including to the review of the implementation of the ICPD Programme of Action; (agreed ad ref)

OP23 *Also urges* Member States to strengthen national capacities, for the production, dissemination and analysis of high-quality, reliable and timely statistics and population data and *invites* Member States, the United Nations system, civil society and academia to strengthen their research on the linkages between population, education and sustainable development, to improve the accessibility and timeliness of population data disaggregated by income, sex, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts for policy formulation by all countries, as appropriate, recognizing that planning related to education services requires population estimates and projections by single years of age for detailed geographic units; (agreed ad ref)

OP24 *Calls upon* the United Nations Population Fund to continue to play a crucial role, within its mandate, in assisting countries, based on their needs, and priorities and in consultation with them to enable countries to achieve the full and effective implementation of the goals and objectives contained in the Programme of Action of the International Conference on Population and Development and the key actions for its further implementation, and the 2030 Agenda for Sustainable Development; (agreed ad ref)

OP25 *Requests* the Secretary General, through the Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, to continue his substantive work on Population and Development and continue his research, in close cooperation with all relevant bodies, funds, programmes and agencies of the United Nations system, including the United Nations Educational, Scientific and Cultural Organization, on the linkages between population, education and sustainable development, giving attention to the way in which education influences the levels, trends and differentials of mortality, fertility, population distribution and mobility. (agreed ad ref)