



United Nations
Educational, Scientific and
Cultural Organization



Education 2030 and Framework for Action Coordination, Partnerships and Financing





Effective Implementation

- Heart of implementation lies at the country level
 - Governments have primary responsibility to deliver Education 2030
- Partners and key stakeholders to support and contribute to country-led action
- Technical support from convening agencies, regional and intergovernmental organisations and other partners



Partnerships

- **Strong and multifaceted including**
 - Governments
 - Co-Conveners: UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women, the World Bank, ILO
 - Civil society organizations
 - Teachers and educators
 - Private sector, philanthropic organizations and foundations
 - Communities and families



Governance and accountability

- Common vision and collective efforts of all stakeholders
- Principles of good governance: inclusiveness, participation, transparency, coordinated partnerships and mutual accountability
- Mutual accountability:
 - Multilateral organizations should be accountable to their Member States;
 - Education ministries and other related ministries to citizens;
 - Donors to national governments and citizens;
 - Schools and teachers to the education community and, more broadly, to citizens.



Effective Coordination

- **National coordination:**
 - Led by education ministries using a whole government approach
 - Genuine involvement of all stakeholders

- **Regional coordination:**
 - Build on existing partnerships, frameworks and mechanisms
 - Effective regional collaboration, cooperation and monitoring
 - What new modalities are needed for expanded agenda?
 - Consider diversity of the region - need for sub-regional coordination mechanisms?

- **Global coordination:**
 - UN - collective responsibility to coordinate the 2030 Agenda for Sustainable Development
 - UNESCO to lead and coordinate Education 2030
 - Cooperation between UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women and the World Bank, together with the Global Partnership for Education and other key partners



Global and regional level

UNESCO will:

- Set up global coordination mechanism and convene global, regional and national stakeholders: Education 2030 Steering Committee; CCNGO; Global Education Meetings; regional meetings;
 - Undertake advocacy to sustain political commitment;
 - Support capacity development;
 - Facilitate policy dialogue, knowledge-sharing and standard-setting and provide policy advice;
 - Promote South-South and triangular cooperation;
 - Review/monitor progress towards the education targets through the work of the UIS and Global Education Monitoring (GEM) Report;
 - Function as a focal point for education within the overall 2030 Agenda for Sustainable Development coordination structure
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- All of UNESCO, including its field offices, institutes, networks and relevant platforms, will work towards implementing Education 2030



Education 2030 Steering Committee

- **Role:**
 - Strategic guidance
 - Review progress drawing on the GEMR,
 - Recommend key priorities and catalytic actions
 - Monitor and advocate for adequate financing;
 - Encourage harmonization and coordination

- **Composition:**
 - Member States, forming the majority, with three Member State representatives for each of the six regional groups and one representative of the E-9 countries
 - UNESCO, UNICEF and the World Bank (permanent), and one representative of from UNDP, UNHCR, UNFPA, UN Women, ILO on a rotational basis;
 - one representative of GPE;
 - one representative of OECD,
 - two representatives of NGOs on a rotational basis;
 - one representative of teacher organizations;
 - one representative from regional organizations for each of the six regions
 - Observers – foundations, youth, private sector



Monitoring, follow-up and review

- **Global monitoring & reporting tool for SDG 4: *Global Education Monitoring Report***
- Importance of developing national, regional and global **M&E systems**
- Regional report in addition to the GEMR?



2030 Agenda for Sustainable Development - Follow-up and Review

- Will be based on regular, voluntary and inclusive country-led reviews of progress at the national level feeding into reviews at the regional and global levels.
- At global level, the UN high-level political forum on sustainable development (HLPF) will oversee a network of follow-up and review processes. It will work with the UNGA, ECOSOC and other relevant organs and forums, in accordance with existing mandates, building on their work.
- The HLPF will meet (i) every four years at the level of Heads of State and Government under the auspices of the UNGA and (ii) every year under the auspices of ECOSOC.



2030 Agenda for Sustainable Development - Follow-up and Review

Reviews

The HLPF will conduct:

- a.) Regular reviews of country-level implementation, including developed and developing countries as well as relevant UN entities and other stakeholders, including civil society and the private sector;
- b.) Thematic reviews of progress on the SDGs, including cross-cutting issues, building on the work of the functional commissions of ECOSOC and other intergovernmental bodies and forums.

Reporting

Two annual reports: SDG progress report and a Global Sustainable Development Report



2030 Agenda for Sustainable Development - Follow-up and Review

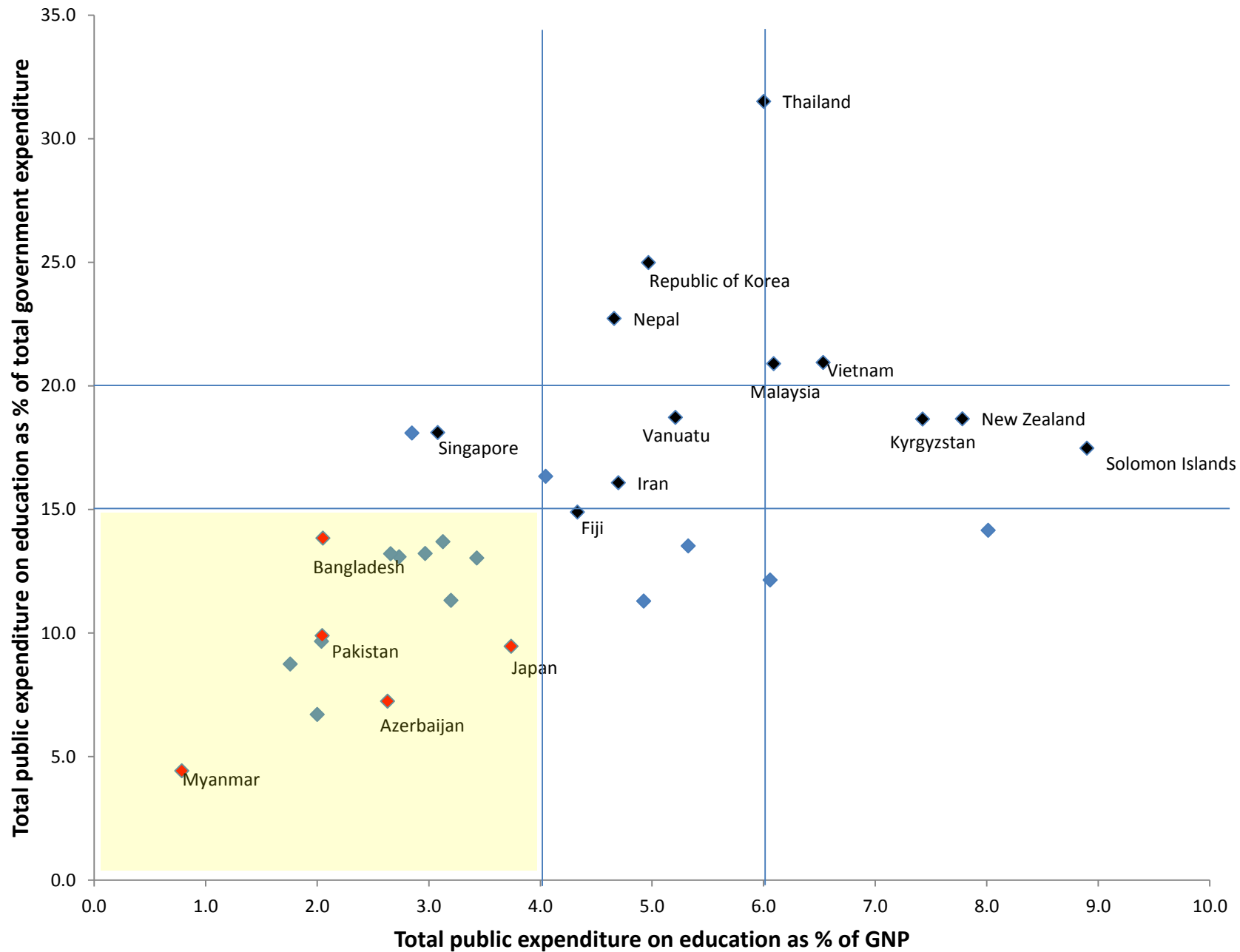
Regional reviews

- Regional reviews can provide opportunities for peer learning, including through voluntary reviews, sharing of best practices and discussion on shared targets
- Will draw on national-level reviews and contribute to follow-up and review at the global level.
- Should build on existing follow-up and review mechanisms at the regional level
- UN regional commissions encouraged to continue supporting MS



Financing: Domestic Financing

- Increasing and improving **domestic financing:**
- Allocating at least 4 - 6 % of GDP to education
and/or
- 15 – 20 % of public expenditure to education





Financing: Domestic Financing

Middle Income Countries

1. External funding requirements

- ODA should not only be guided by GNP
- Needs of vulnerable and disadvantaged groups within MICs and vulnerable low-countries (e.g. small island states)

2. MICs as **emerging donors**: e.g. China, India



Financing: External Financing

- Increase and improve **external financing**
 - Meet commitment of target of 0.7 of GNI for ODA
 - Scale up and strengthen multi-stakeholder partnerships
 - South-South and triangular cooperation
- All targets should be supported



Financing: Domestic and External

- Domestic and external:
 - Sustained, innovative and well-targeted financing
 - Focus on partnerships, transparency, equity and accountability
 - Efficient implementation arrangements
 - Effective use of funding



***Transforming lives
through education***

Thank you