EDUCATION 2030

World
Education
Forum
2015

Incheon, Republic of Korea
19-22 May 2015

Programme

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

MINISTRY OF
EDUCATION
REPUBLIC OF KOREA

Co-convening agencies:

UNDP

UNFPA

UNHCR
The UN Refugee Agency

unicef

UN
WOMEN

WORLD BANK GROUP

Programme overview

	Pre-WEF Monday 18 May		Day 1 Tuesday 19 May		Day 2 Wednesday 20 May	Day 3 Thursday 21 May	Day 4 Friday 22 May
Morning (09:00 - 12:30)	NGO Forum (Day 1)*	Side events under auspices of the Ministry of Education of the Republic of Korea	NGO Forum (Day 2)*	Side events under auspices of the Ministry of Education of the Republic of Korea	Plenary Session I (1.5h) Education 2030: the proposed agenda and Framework for Action	Parallel Group Sessions II (1.5h) What does it take to implement the 2030 education agenda?	Study visits to Korean institutions (organized by the Republic of Korea)
					Thematic Debates (1.5h) on major cross-cutting issues	Plenary Session III (1.5h) How does education contribute to sustainable development post-2015?	
Lunch			Lunch		Lunch** & side events (1.5 h)	Lunch & side events (1.5 h)	
Afternoon (14:30 - 18:00)	NGO Forum (Day 1)*	Side events under auspices of the Ministry of Education of the Republic of Korea	Opening Ceremony and high-level panel debate "Setting the Stage" (2.5h)		Parallel Group Sessions I (1.5h) Discussing the global targets	Plenary Session IV (1.5h) Education 2030: Agreement on the Framework for Action and adoption of the final Declaration	Departure of participants
					Plenary Session II (1.5h) Education drives development - the example of the Republic of Korea	High-level statements and Closing Ceremony (1h)	
Dinner (18:30)			Welcome Dinner Reception (hosted by the Ministry of Education, Republic of Korea)		Dinner Reception (hosted by co-conveners)	Farewell Dinner Reception (hosted by Incheon Metropolitan City)	

*   Restricted to participants accredited to the NGO Forum.

** Supported by Korea Student Aid Foundation

I. Introduction

In April 2000, the participants of the World Education Forum in Dakar, Senegal, adopted the Dakar Framework for Action "Education for All: Meeting our Collective Commitment"[1]. They reaffirmed the vision of the World Declaration on Education for All[2] adopted ten years earlier (Jomtien, Thailand, 1990) and committed to the attainment of six goals, supported by 12 strategies, in order to meet the basic learning needs of all children, youth and adults. In September 2000, world leaders came together at the United Nations (UN) Headquarters in New York to adopt the UN Millennium Declaration, committing to reduce extreme poverty and setting out a series of targets that have become known as the Millennium Development Goals (MDGs). The MDGs included two goals related to universal primary education and to gender equality in education, acknowledging the pivotal role of education in human development.

Today, it is widely recognized that the Education for All (EFA) agenda and the related MDGs have led to significant advances for the right to education. The mobilization and investment which they triggered has yielded unprecedented progress, notably in access to formal schooling and in gender parity in primary education. However, major education challenges still persist in all countries and regions of the world. Some of them – notably equity, quality and learning opportunities for youth and adults – have not received the attention they deserve and new ones have emerged since 2000, such as the need to improve the development of relevant skills for life and for work, for all age groups.

For these reasons, national governments and other stakeholders have mandated UNESCO since 2011 to "initiate deliberations with Member States on the EFA objectives to be defined for the post-2015 period"[3]. These broad-based and inclusive consultations, which included the UN Thematic Consultation on Education in the post-2015 Development Agenda co-led by UNESCO and UNICEF, were conducted through the existing EFA coordination mechanisms at sub-regional, regional and global levels. They culminated in the Muscat Agreement adopted at the 2014 Global EFA Meeting in Oman, which represents the global community's shared vision of the future of education.

The two year-long broad consultative process and Muscat Agreement has informed the global education goal and its associated targets and means of implementation, as proposed by the UN General Assembly's Open Working Group (OWG) on Sustainable Development Goals (SDGs).

The proposed education goal within a universal and transformative agenda for sustainable development is: "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all". It attends to the 'unfinished business' of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. The new Education 2030 agenda is inspired by a humanistic vision of education and development based on human rights and dignity, social justice, protection, cultural diversity, and shared responsibility and accountability. It is underpinned by the principle that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, human fulfilment and sustainable development.

Building on and continuing the EFA movement, Education 2030 takes into account the lessons learned since 2000. A key lesson of the past years is that the global education agenda should work within the overall international development framework rather than alongside it, as occurred with the separate EFA goals and education-related MDGs. The agenda's focus on inclusion and equity – giving everyone an equal opportunity, and leaving no one behind – signals another lesson: the need for increased and special efforts to reach those marginalized by factors such as gender inequality, poverty, conflict and disaster, disability, age and remoteness. The focus on education quality and learning recognizes the danger of concentrating on access to education without paying enough attention to whether students are learning. The fact that the EFA goals have not been reached carries a further lesson: 'business as usual' will not bring education to all. If current rates of progress continue, many of the countries lagging furthest behind will not reach the new targets by 2030. This means that it is of utmost importance to change current practices and mobilize efforts and resources at an unprecedented pace.

The WEF 2015 seeks to galvanize the education community around a common vision for Education 2030, leading to agreement in principle on a comprehensive Framework for Action and the adoption of a Declaration. The WEF's outcome will be fully aligned to the education goal and targets of the global development agenda to be adopted at the UN High-Level Summit in September 2015, so as to ensure a single education agenda for 2015-2030. This requires continued strong engagement and support of governments and all other education partners to ensure that the future education agenda is holistic and transformative, and that its targets are achievable and measurable.

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[1] Dakar Framework for Action "Education for All: Meeting our Collective Commitment", UNESCO 2000

[2] World Declaration on Education for All, UNESCO 1990

[3] Decisions adopted by the Executive Board at its 186th Session, Item 6. II - Progress and challenges in achieving the education for all (EFA) goals by 2015, UNESCO, June 2011

II. Detailed programme

Day 1 – Tuesday 19 May 2015

14:30-16:00

Room: Hall 1
(Songdo 1st Floor,
equivalent to
Ground floor)

OPENING CEREMONY

Speakers:

- Ms Irina Bokova, Director-General, UNESCO
- High-level representative, Government of the Republic of Korea
- Mr Ban Ki-moon, Secretary-General, United Nations
- Mr Jim Yong Kim, President, World Bank Group
- Mr Anthony Lake, Executive Director, UNICEF
- Ms Phumzile Mlambo-Ngcuka, Executive Director, UN Women
- H.H. Sheikha Moza Bint Nasser, UNESCO Special Envoy for Basic and Higher Education
- Mr Kailash Satyarthi, Laureate of the 2014 Nobel Peace Prize

16:30-18:00

Room: Hall 1
(Songdo 1st Floor,
equivalent to
Ground floor)

High-level panel debate: "Setting the stage"

Presentation by Mr Aaron Benavot, Director, EFA Global Monitoring Report, UNESCO

This session will stimulate a debate on the future of education, drawing on the findings of the independent EFA Global Monitoring Report 2015, the regional analyses of some 120 National EFA 2015 Reviews and the publication "Rethinking Education: Towards a global common good?".

Panellists:

- Mr Gordon Brown, United Nations Special Envoy on Global Education (TBC)
- H.E. Ms Smriti Zubin Irani, Minister of Human Resource Development, India (TBC)
- H.E. Mr Jaime Saavedra Chanduvi, Minister of Education, Peru
- Mr James Heckman, Laureate of the 2000 Nobel Economics Prize
- Ms Julia Gillard, Chair of the Board of Directors, Global Partnership for Education
- Ms Camilla Croso, President, Global Campaign for Education

Day 2 – Wednesday 20 May 2015

09:00-10:30

Room: Hall 1
(Songdo 1st Floor,
equivalent to
Ground floor)

PLENARY SESSION I
Education 2030 - Proposed Agenda and Framework for Action

Moderator: Mr Ahlin Byll-Cataria, former Executive Secretary, Association for the Development of Education in Africa

Presentation by Mr Qian Tang, Assistant Director-General for Education, UNESCO

This session will discuss the overall 2030 education agenda and Framework for Action, and the draft WEF 2015 Declaration.

11:00-12:30

THEMATIC DEBATES

These six parallel thematic debates will generate discussions around six cross-cutting issues to deepen understanding of the thinking underlying Sustainable Development Goal 4 on education.

Parallel session

Room: 113/115
(Songdo 1st Floor, equivalent to Ground floor)

1. Equity and inclusion – Leaving no one behind (organized by UNICEF)

Chair: Mr Anthony Lake, Executive Director, UNICEF

Education is one of the most wide-reaching and beneficial development investments. Yet the optimism that characterized early progress – build more schools and they will come – has not reached the poorest children, those living in conflict situations, refugees, internally displaced people, or children facing discrimination based on location, gender, disability or ethnic minority status. This thematic debate will focus on the major challenges and opportunities to inform a robust inclusive social agenda. The objective is to convene an evidence-based debate on equity in education; equip policy and decision-makers with tools to advocate for equity and inclusion; and encourage governments to identify and target resources for the groups being left furthest behind. The session is organized around two moderated panel discussions combining speakers from various fields including Ministers of Education, UN representatives, economists, academics and civil society organizations.

Panellists:

- H.E. Ms Chitralekha Yadav, Minister of Education, Nepal (TBC)
- H.E. Mr Yao Florent Maganawe, Minister of Primary and Secondary Education, Togo
- H.E. Ms Jet Bussemaker, Minister of Education, Culture and Science, Netherlands (TBC)
- Mr Kailash Satyarthi, Laureate of the 2014 Nobel Peace Prize
- Mr Steven Obeegadoo, former Minister of Education, Mauritius
- Ms Pauline Rose, Professor of International Education, University of Cambridge

Parallel session

Room: Grand Ballroom 1
(Sheraton, 3rd Floor)

2. Education in conflict and crisis (organized by UNHCR)

Chair: Mr Daniel Endres, Director, Division of External Relations, UNHCR

This session will address the question of how we ensure access to education for children and young people in crisis-affected situations in the 2030 agenda. Invited speakers will outline how conflict and crisis have hampered progress towards realizing the Education for All goals and the way forward to mitigate the impact of crisis on achievement of the 2030 education targets. Highlighting key challenges, good practices and lessons learned, the discussion will focus on the need for crisis-sensitive planning, partnerships and financing in the 2030 agenda era to ensure that every child in crisis-affected situations has access to safe, quality education.

Panellists:

- H.E. Mr John Gai Yoah, Minister of Education, Science and Technology, South Sudan
- H.E. Mr Pshtiwan Abdulla, Minister of Education, Iraq (TBC)
- Mr Jesus Lorenzo R. Mateo, Assistant Secretary of Planning and Development, Department of Education, Philippines
- Ms Julia Gillard, Chair of the Board of Directors, Global Partnership for Education
- Ms Geeta Rao Gupta, Deputy Executive Director, UNICEF
- Ms Sumaya Saluja, Youth Representative, Youth Advocacy Group, Global Education First Initiative

Parallel session

Room: Grand Ballroom 2
(Sheraton, 3rd Floor

3. Can financing for results help us achieve learning for all? (organized by the World Bank Group)

Chair: Mr Keith Hansen, Vice-President, World Bank Group

This thematic debate will highlight the critical role of financing in the achievement of the education goal to ensure inclusive equitable, quality education and lifelong learning for all. This thematic debate will: (i) provide an overview of current education financing and the challenges associated with financing the 2030 education agenda; (ii) underscore the need for more equitable, efficient and innovative

financing in education; (iii) highlight the experiences through country cases and share recommended strategies to improve the results of both domestic and international education investments. Panellists will discuss issues related to education financing and strategies that have successfully led to more and better education services and results, especially for the most marginalized.

Panellists:

- H.E. Mr Shukuru Kawambwa, Minister for Education and Vocational Training, Tanzania
- H.E. Mr Serigne Mbaye Thiam, Minister of National Education, Senegal
- H.E. Mr Nesmy Manigat, Minister of Education, Haiti
- H.E. Mr Baligh-Ur-Rehman Muhammad, Minister of State for Education, Pakistan (TBC)
- H.E. Ambassador Tarald Brautaset, Special Representative on the Government's Education Initiative, Norway
- Ms Alice Albright, Chief Executive Officer, Global Partnership for Education

Parallel session

Room: 116/118
(Songdo 1st Floor, equivalent to Ground floor)

4. Achieving gender equality in education and empowering women and girls: looking ahead and planning together (organized by UN Women)

Chair: Ms Phumzile Mlambo-Ngcuka, Executive Director, UN Women

Despite decades of promoting education for all, gender equality in education remains an elusive and incomplete agenda. Women and girls have not benefited equally from education and training. Even when they have access to education, girls face many interrelated and intersecting challenges that prevent them from reaching their full potential. Today's challenges remain despite firm and strong global commitments to address the education of girls and women as a priority. This thematic debate looks forward to a cross-sectoral approach to tackling these challenges in an effort to achieve the proposed SDG4 (Education), while also enhancing the empowerment of women and girls as foreseen in the proposed SDG5 (Achieving gender equality and empowering women and girls). Lessons will be drawn, as applicable, from the implementation of earlier intergovernmental commitments and frameworks, including Education for All, the Beijing Platform for Action and the MDGs.

Panellists:

- H.E. Ms Heejung Kim, Minister of Gender Equality and Family, Republic of Korea
- H.E. Ms Gina María Parody d'Echeona, Minister of Education, Colombia
- Ms Julia Bunting, President, Population Council
- Ms Aicha Bah Diallo, Chairperson, Forum for African Women Educationalists (FAWE)

Parallel session

Room: Premier Ballroom C
(Songdo 2nd Floor)

5. Placing quality education at the centre of lifelong learning (organized by UNESCO)

Chair: Mr David Edwards, Deputy General Secretary, Education International

More children are in school than ever before, but what are they learning? The 2014 GMR estimates that 250 million children do not know the basics, whether or not they had schooling, and that 200 million young people leave schools without the skills they need to thrive. There is growing consensus that focus needs to be placed on the quality of education in the 2030 education agenda. Yet views differ regarding the nature and determinants of a 'good quality education', as well on the most effective policy levers for enhancing knowledge and skills acquisition. This session will examine key strategies to advance the quality of education and improve learning outcomes, including through addressing the shortage of teachers and their qualifications, curricular relevance, the availability of learning materials, and learning processes and environments. It will also look at how quality education can best be measured and monitored.

Panellists:

- H.E. Mr Silas Lwakabamba, Minister of Education, Rwanda
- H.E. Mr Rodolfo Tuiran Gutierrez, Vice-Minister of Secondary and Higher Education, Mexico
- Ms Florence Robine, Director-General of School Education, Ministry of National Education, France
- Ms Mmantsetsa Marope, Director, UNESCO International Bureau of Education
- Mr Tweheyo James, Teacher, Uganda
- Ms Baela Raza Jamil, Coordinator, South Asia Forum For Education Development

6. Innovating through technology: shaping the future of education (organized by UNESCO)

Chair: Ms Dorothy Gordon, Chair of the Governing Board, UNESCO International Institute for Capacity-Building in Africa

Education has been slow to embrace innovations and technologies that have improved other sectors such as health and entertainment. Schooling today looks strikingly similar to schooling provided 50 years ago. Yet at a moment when there are as many internet-connected devices on the planet as there are people, few doubt that technology is likely to disrupt traditional models of learning. For many observers, the question is not whether technological innovation will change education, but when and how. What should government do to ensure that technology enhances pedagogy, meets the needs of students and teachers, and improves educational outcomes? This session will examine strategies to make education systems more effective through technology, paying close attention to principles that should guide this process. It will seek to reconcile tension between competing claims about the utility and value of technology, and determine how education systems can better identify, incubate and scale up innovative ideas.

Panellists:

- H.E. Ms Smriti Zubin Irani, Minister of Human Resource Development, India
- H.E. Mr Fernando Filgueira, Vice-Minister of Education and Culture, Uruguay
- Ms Asha Singh Kanwar, President & Chief Executive Officer, Commonwealth of Learning
- Mr Jerome Morrissey, Chief Executive Officer, Global e-Schools and Communities Initiative, Kenya
- Mr Andrew Bollington, Global Head of Research and Learning, LEGO Foundation, Denmark
- Ms Molly Jamieson Eberhardt, Senior Program Officer, Results for Development Institute, USA
- Ms Julie Mugogwa Shirwatzo, teacher at Dadaab refugee camps, Kenya (TBC)

14:30-16:00

PARALLEL GROUP SESSIONS I
Discussing the global targets

These 10 parallel group sessions will discuss the global targets of the 2030 education agenda and education-related targets of other SDGs. Specific focus will be given to key policy measures, strategies and priority actions that are proposed in the Framework for Action to support their implementation and formulate recommendations.

1. Quality primary and secondary education – an increased focus on learning

Chair: Ms Claudia Costin, Senior Director, World Bank Group

This session will address the target to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. A focus on learning and equity will be at the forefront of the discussion, which will bring to light the challenges and opportunities surrounding how education systems can provide all children with quality basic education that will enable them to learn the skills necessary to succeed in life and work. Panellists will share knowledge and experience in this area, highlighting in particular strategies and priority areas that help ensure this education target is achievable.

Panellists:

- H.E. Mr Nguyen Vinh Hien, Vice-Minister of Education and Training, Viet Nam
- H.E. Mr Suad Abdel Raziq Mohamed Sayeed, Minister of General Education, Sudan
- Mr Zbigniew Marciniak, former Minister of National Education, Poland
- Mr John Mugo, Director of Data and Voice, Twaweza East Africa
- Ms Jane Edmondson, Head of Human Development, Department for International Development, United Kingdom
- Ms Julia Gillard, Chair of the Board of Directors, Global Partnership for Education

2. Early childhood care and education – a critical investment for lifelong learning and development

Chair: Ms Pia Rebello Britto, Senior Advisor, Early Childhood Development, UNICEF

Early Childhood Development, the first stage of lifelong learning, is the great equalizer. Young children and families who have access to quality care, nutrition, protection and education are not only more likely to beat the odds of disadvantage but also contribute to societal and economic development. Therefore, equitable and early investment in quality early childhood care and education (ECCE) programmes is required to achieve results in children's development and learning. The aim of this session is to increase global commitment to investing in this target by outlining the investment rationales for ECCE, sharing and discussing effective strategies for addressing and monitoring the equity, quality, holistic approach and outcomes of ECCE services and programmes. The session is organized around a moderated discussion among panel experts from various fields including Ministers of Education, UN representatives, economists, academics and civil society organizations.

Panellists:

- Mr Anthony Lake, Executive Director, UNICEF
- H.E. Ms Matsie Angelina MA Motshekga, Minister of Basic Education, South Africa (TBC)
- H.E. Mr Hao Ping, Vice-Minister of Education, China (TBC)
- Ms Hannah Godefa, UNICEF Youth Ambassador
- Mr James Heckman, Laureate of the 2000 Nobel Economics Prize
- Ms Hanne Rasmussen, CEO, LEGO Foundation
- Ms Tove Wang, CEO, Save the Children Norway
- Ms Woo Namhee, President, Korea Institute for Child Care and Education

3. Higher education – preparing youth and adults for work and lifelong learning

Chair: Mr David Atchoarena, Director, UNESCO

At no time in history has it been more important to invest in higher education. Demand for access to tertiary programmes has surged, fuelled by unprecedented numbers of secondary school graduates and the greatly increased need for trained teachers generated by global efforts to achieve the Education for All goals. At the same time, a rapidly-changing labour market is placing new demands on higher education as an important component of lifelong learning pathways, while societies are increasingly relying on research and innovation carried out by tertiary institutions. This session will consider how societies can accommodate growing demand for higher education in the post-2015 era, promote internationalization, design funding systems that foster quality and equity, and strengthen the contribution of higher education institutions to graduates' employment and job creation.

Panellists:

- H.E. Mr Renato Janine Ribeiro, Minister of Education, Brazil
- H.E. Mr Bjørn Haugestad, Vice-Minister for Higher Education and Research, Norway
- Mr Dan Stechtman, Laureate of the 2011 Nobel Prize in Chemistry
- Mr Dzulkifli Abdul Razak, President, International Association of Universities

4. Skills for work and entrepreneurship

Chair: Mr Hamed Al Hammami, Director, UNESCO

Skills development will be an important feature of the 2030 education agenda, while at the same time being deeply embedded in the broader global development agenda. Yet challenges such as lack of TVET policy coordination and coherence, weak governance structures, skills gaps and the low relevance of vocational qualifications are impeding TVET's contribution to sustainable development. Addressing this requires shifting TVET from a supply-driven mode to one that is impelled by the demands of the world of work and individuals. In addition to work-specific skills, attention must be paid to entrepreneurship, problem solving, 'learning to learn', and other high-level cognitive and interpersonal skills that are essential for decent work and lifelong learning. This session will consider

how governments can promote systemic reforms, including through strengthening links with the private sector and other stakeholders outside the TVET sector; improve the relevance of qualifications; and increase and diversify funding for skills development.

Panellists:

- H.E. Mr Bonginkosi Emmanuel "Blade" Nzimande, Minister of Higher Education and Training, South Africa
- H.E. Mr Benmokhtar Benabdellah Rachid, Minister of Education and Vocational Training, Morocco (TBC)
- Mr Lee Yong-Soon, President, Korea Research Institute for Vocational Education and Training
- Ms Alette Van Leur, Director, Sectoral Activities Department, International Labour Organization

Parallel session

Room: Grand Ballroom 2 (Sheraton, 3rd Floor)

5. Ensuring equity and gender equality in education and training: perspectives from vulnerable populations

Chair: Mr Yannick Glemarec, Deputy Executive Director, UN Women

Despite progress made towards achieving the Education for All goals, disadvantaged and marginalized groups, including people with disabilities, indigenous peoples, those from poorer socio-economic backgrounds and rural dwellers, often fare badly. Women and girls from these groups face additional, multiple and intersecting forms of discrimination with respect to their education. For marginalized populations, access to education is often not assured, even if it is free; the right to education of quality is often not recognized; and the quality of education provided is poor, affecting learning outcomes and overall empowerment. This session will discuss strategies to enable all children and adults, regardless of status, to realize their right to education. It will draw on the perspectives of vulnerable and marginalized groups, with a view to outlining a set of recommendations to guide the holistic pursuit of the proposed equity target of SDG4.

Panellists:

- H.E. Mr Elias Bou Saab, Minister of Education and Higher Education, Lebanon
- Ms Pauline Rose, Professor of International Education, University of Cambridge
- Ms Geeta Rao Gupta, Deputy Executive Director, UNICEF
- Ms Eun Mee Kim, Dean, Graduate School of International Studies, Ewha Women's University, Republic of Korea

Parallel session

Room: 116/118 (Songdo 1st Floor, equivalent to Ground floor)

6. Expanding the vision: youth and adult literacy within a lifelong learning perspective

Chair: Ms Ann-Therese Ndong-Jatta, Director, UNESCO

Worldwide, some 781 million adults, of whom two-thirds are women, are reported to be unable to read and write. Low literacy skills are a concern globally, including in middle and high income countries; indeed, since 2000, only a quarter of countries have reduced their adult illiteracy rates by 50%. Moreover, in many cases the need for learners to acquire literacy and numeracy proficiency levels that are equivalent to basic education and set the foundation for lifelong learning is not recognized. This session will discuss key strategies to enhance access to quality and innovative literacy learning opportunities, strengthen long-term and dependable investment in literacy, and deepen multi-stakeholder partnerships and decentralized participatory action through a network of learning cities, communities and families.

Panellists:

- H.E. Mr Luvsanmyam Gantumur, Minister of Education, Science and Culture, Mongolia (TBC)
- H.E. Mr El Rafei Moheb, Minister of Education, Egypt
- H.E. Ms Elhadj Ibrahim Ali Mariama, Minister of Primary Education, Niger
- Mr Andreas Schleicher, Director, Directorate for Education and Skills, OECD
- Mr Alan Tuckett, President, International Council of Adult Education
- Mr Arne Carlsen, Director, UNESCO Institute for Lifelong Learning

7. Educating and learning for peaceful and sustainable societies

Chair: Ms Soo-Hyang Choi, Director, UNESCO

In today's rapidly changing and interconnected world, learners are required to develop a comprehensive understanding of local, national and global challenges, with skills and attitudes to assume active roles, both locally and globally, to face and to resolve these challenges. To meet this demand, education systems as a whole need to be supported or even re-oriented. The Global Education First Initiative has marked a significant step forward in this direction by considering global citizenship as one of its three priorities, and the UN General Assembly has acknowledged the Global Action Programme on Education for Sustainable Development. Against this background, this session will seek to engage participants in a lively discussion on how global citizenship education and education for sustainable development can be effectively integrated in education systems in order to help improve the relevance of education in our contemporary world and its capacity to contribute to achieving sustainable development.

Panellists:

- H.E. Ms Naana Jane Opoku-Agyemang, Minister of Education, Ghana
- H.E. Mr Kihei Maekawa, Deputy Minister of Education, Culture, Sports, Science and Technology, Japan
- Ms Fatima da Silva, Teacher and Vice-President, National Teachers Union, Brazil
- Mr Carlos Torres, UCLA, USA, and UNESCO Chair in Global Citizenship Education
- Mr Utak Chung, Director, Asia-Pacific Centre of Education for International Understanding, Republic of Korea
- Ms Laura John, UN Youth Ambassador for 2014, Australia
- Mr Torvald Jacobsson, Director, Young Masters Programme on Sustainable Development, Sweden

8. Teachers for the world we want – agenda for policy, practice and research

Chair: Mr Jorge Sequeira, Director, UNESCO

Realizing the right to quality education means ensuring that every learner is taught by a qualified, motivated and professionally supported teacher. However, education quality is currently undermined by teacher shortages and the inequitable distribution of qualified teachers within and across countries. It is therefore essential to attract and support the best students to become teachers, while retaining them in the profession with continuous professional development and appropriate working conditions. In so doing, effective and continuous dialogue among policy-makers, teachers and researchers is critical. This session will engage participants in an interactive discussion addressing: the state-of-the-art and trends in teacher education, including heightened expectations on teachers and the multiple challenges they continue to face in and out of the classroom; and key strategies for effective teacher policy reform, including social dialogue.

Panellists:

- H.E. Mr Maker Mwangu Famba, Minister of Primary and Secondary Education and Initiation into New Citizenship, Democratic Republic of the Congo
- H.E. Mr Hussan Ibrahim Al Hammadi, Minister of Education, United Arab Emirates (TBC)
- Ms Susan Hopgood, President, Education International
- Mr Frances Vavrus, Professor, University of Minnesota & Rapporteur of 12th session of ILO-UNESCO Joint Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART)
- Mr Hugo Yasky, General Secretary, Confederation of Education Workers, Argentina
- Ms Noor Masood, Chief Executive Officer, Teach for Pakistan
- Mr Andreas Schleicher, Director, Directorate for Education and Skills, OECD

9. Healthy bodies, bright minds: health, HIV and sexuality education

Chair: Ms Julia Bunting, President, Population Council

Healthy learners learn better, and better educated learners have the knowledge and skills to be healthy. Strengthening the links between these two fundamental domains of human wellbeing is a critical approach to achieving sustainable development. Education serves as a 'social vaccine' against infectious disease, such as HIV. Effective life-skills based sexuality education that includes cognitive skills, such as critical thinking and risk assessment; social skills, such as communication; and emotional skills, such as empathy, can help prevent HIV and unintended pregnancy and contribute towards gender equality, economic opportunities and sustainable development, while building on basic skills and capacitating learners to answer the big questions of the day. This session will help delegates to understand the role of sexuality education in improving health and gender equality, and will highlight the interrelationship between health and education and the impact on EFA and the broader SDG agenda, including proposed Goal 3 on Health.

Panellists:

- H.E. Mr Alberto Sileoni, Minister of Education, Argentina
- H.E. Ms Yadan Chitralenkha, Minister of Education, Nepal
- H.E. Mr David Mabumba, Deputy Minister of Education, Zambia
- Ms Anna Susarenko, GEFI Youth Advisory Group Member, Republic of Moldova
- Ms Paulette Senior, CEO, YWCA Canada

10. Framing and developing indicators to measure progress for the 2030 education targets

Chair: Ms Silvia Montoya, Director, UNESCO Institute for Statistics

This session will present the recommendations of the Technical Advisory Group on Post-2015 Education Indicators, which underscore the urgent need for the education community to address new issues and measurement challenges, especially in relation to education quality and equity, as part of the new development agenda. It will consider strategies for: assessing learning across and within different national contexts, including the need to develop national capacities to develop, implement, analyze and use assessments; identifying indicators to measure progress in reducing inequalities across all of the education targets; and new approaches to collecting more comprehensive data on the different sources and uses of funding for education and training.

Panellists:

- Ministers of Education (TBC)
- Mr Albert Motivans, Head of Education Indicators and Data Analysis, UNESCO Institute for Statistics
- Mr Jean-Marc Bernard, Deputy Chief Technical Officer, Global Partnership for Education
- Mr Manos Antoninis, Senior Policy Analyst, UNESCO EFA Global Monitoring Report
- Ms Suzanne Grant Lewis, Director, UNESCO International Institute of Educational Planning

PLENARY SESSION II
Education drives development – the example of the Republic of Korea

Welcoming remarks by Mr Woo-Yea Hwang, Deputy Prime Minister and Minister of Education, the Republic of Korea

Presentation by Mr Sun-Geun Baek, President, Korean Educational Development Institute

Chair: Mr Jeffrey Sachs, Special Advisor to United Nations Secretary-General on the Millennium Development Goals

This session will discuss the central role of education in national development, focusing on the Republic of Korea's experience in and through educational development. It will review educational strategies and policy options to address current and upcoming challenges.

Panellists:

- H.E. Mr Serigne Mbaye Thiam, Minister of National Education, Senegal
- H.E. Ms Helene Öberg, State Secretary of Education and Research, Sweden
- Mr Keith Hansen, Global Practices Vice-President, World Bank Group
- Mr Jaeho Yeom, President, Korea University
- Mr Youngsuk Chi, President, International Publishers Association

Day 3 – Thursday 21 May 2015

09:00-10:30

PARALLEL GROUP SESSIONS II
What does it take to implement the 2030 education agenda?

These 10 parallel sessions will discuss implementation processes and mechanisms needed to realize the future agenda and make recommendations in view of the adoption of the Framework for Action.

Parallel session

Room: Premier
Ballroom A
(Songdo 2nd Floor)

1. Global and regional coordination and monitoring mechanisms

Chair: Mr David Atchoarena, Director, UNESCO

The success of Education 2030 depends on effective national, regional and global action. This will require robust mechanisms for coordination and monitoring at all levels. These mechanisms should be based on the principles of inclusiveness, participation and transparency and build on existing mechanisms. This session focuses on the regional and global level to support country-driven actions and highlight progress and outstanding challenges in monitoring and accountability mechanisms since 2000. In light of the new agenda, it will discuss the kinds of global and regional coordination and monitoring mechanisms and practices that may be needed. The session will further explore how global and regional coordination and monitoring mechanisms for education should work alongside, and complement, emergent coordination and monitoring mechanisms for the overall SDG.

Panellists:

- H.E. Mr Alberto Sileoni, Minister of Education, Argentina (TBC)
- Mr Martial De-Paul Ikounga, Commissioner for Human Resources, Science and Technology, African Union
- Ms Marja Karjalainen, Head of Education Sector, European Commission
- Ms Cecilia Thea Soriano, Asia South Pacific Association for Basic and Adult Education (TBC)
- Mr Benjamin Steinlechner, Strategic Advisor, Coordination and Partnerships, Secretary-General's MDG Advocacy Group (TBC)
- Mr Aaron Benavot, Director, Education for All Global Monitoring Report, UNESCO

2. Effective governance and accountability

Chair: Mr Gwang-Jo Kim, Director, UNESCO

Contemporary national education governance systems are multi-layered and complex. The multiplication of private actors in the delivery, management and monitoring of education further increases the challenge of governing effectively and transparently, while decentralization means sub-national government bodies and local actors have increased responsibilities and authority. In this context, coordination and partnership are essential to safeguard equal access to quality education and the efficient use of limited resources. This session will explore the roles education authorities play, identify key policies and strategies to build a regulatory and collaborative governance framework in a context of growing marketization, and identify accountability systems that can help build quality and equitable education systems.

Panellists:

- H.E. Mr Roberto Aguilar, Minister of Education, Bolivia
- H.E. Mr Maker Mwangu Famba, Minister of Primary and Secondary Education and Initiation into New Citizenship, Democratic Republic of the Congo
- H.E. Mr Mingbo Dukpa, Minister of Education, Bhutan

3. Beyond aid: transforming education systems through partnership

Chair: Mr Nick Dyer, Director-General for Policy and Global Programmes, Department for International Development, United Kingdom

Delivering the ambitious vision of the Framework for Action should be country-led, but transforming education systems to deliver learning for all also requires countries to work together in meaningful partnership. Countries should learn from one another: from finding out how to strengthen and improve education systems to prioritizing policies based on the best available evidence. The international community also plays a vital role in supporting partnerships and ensuring no one is left behind. This session will present country and international perspectives on the role of development cooperation and partnership beyond 2015. Contributions will be rooted in countries' need to identify new ways of working in partnerships and multilaterally to add the greatest value and respond to global gaps. The discussion will draw on central themes of learning and equity, to shift the debate from a focus on development finance to an emphasis on meaningful partnerships to catalyze change.

Panellists:

- H.E. Mr Shukuru Kawambwa, Minister of Education, Tanzania
- Senior representative (TBC), Ministry of Education, Brazil
- Ms Julia Gillard, Chair of the Board of Directors, Global Partnership for Education
- Mr Peter Colenso, Executive Director, Education, Children's Investment Fund Foundation

4. Can there be development without capacity? Principles from national sector analysis and planning

Chair: Ms Suzanne Grant Lewis, Director, UNESCO International Institute for Educational Planning

Capacity development is recognized as fundamental to achieving sustainable development and one of the main pillars of international development cooperation. While there is consensus on the importance of capacity development, the choice of strategies is still being debated, particularly how to move away from the development of individual capacity to sustainable institutional capacity. This session will consider several propositions for successful capacity development programmes for education sector analysis and planning. It will explore the political complexity of long-term commitment to strengthening national capacity, identify strategies for strengthening capacity, consider lessons for strengthening national centres, and identify additional principles of capacity development that are emerging from experiences.

Panellists:

- H.E. Ms Khine San Yee, Minister of Education, Myanmar
- H.E. Mr Ahmat Khazali Acyl, Minister of National Education, Chad

- H.E. Mr Fuad Ibrahim Omer, State Minister of Education, Ethiopia (TBC)
- Mr Abdul Wassay Arian, Director General of Planning and Evaluation, Afghanistan
- Mr Jussi Karakoski, Senior Education Adviser, Department for Development Policy, Ministry of Foreign Affairs, Finland

5. Providing meaningful learning opportunities to out-of-school children

Chair: Ms Jo Bourne, Associate Director for Education, UNICEF

Despite the promises of the Millennium Declaration and Education for All, around the world, one child in eleven is still not enrolled in school. This session will provide a deeper and more nuanced understanding of the profiles of children out of school in different regions of the world and the barriers that they face, drawing on recent analyses conducted under the Out of School Children Initiative (OOSCI). A panel of expert speakers will explore the changes that are needed in countries that have large out-of-school populations as well as examples of effective approaches in countries that are 'in the final mile'. The session will conclude with descriptions of alternative learning programmes that have been shown to meet the needs of children and adolescents who either have little prospect of going to school or who have already dropped out of education.

Panellists:

- H.E. Mr Nesmy Manigat, Minister of Education, Haiti
- Mr Albert Motivans, Head of Education Indicators and Data Analysis, UNESCO Institute for Statistics
- Ms Liliana Preoteasa, Director-General, Ministry of Education, Romania
- Ms Alice Albright, CEO, Global Partnership for Education
- Ms Mary Joy Pigozzi, Director, Educate A Child (EAC)

6. Using evidence in policy-making and practice

Chair: Mr Amit Dar, Director, Education Global Practice, World Bank Group

This session will focus on the importance of evidence in education policy-making and practice as a key factor in the successful implementation of the 2030 education agenda. Investments in what works in education are urgently needed given the increased reach of the education agenda. Strong evidence on education outcomes, on what programmes work best to change those outcomes, and on the systems in place to implement those programmes widely is of central importance in informing policy and programming decisions across all countries, agencies and organizations working with education systems around the world. Through a moderated discussion, a panel of policy-makers, civil society, academics and development agency representatives will discuss their experience with developing and using evidence in education policy making, highlighting strategies that have successfully led to more and better education system reforms while also pointing to the difficulties surrounding the development and use of evidence in policy-making.

Panellists:

- H.E. Mr Hang Chuon Naron, Minister of Education, Youth, and Sport, Cambodia
- H.E. Mr Jaime Saavedra Chanduvi, Minister of Education, Peru
- H.E. Mr Silas Lwakabamba, Minister of Education, Rwanda
- H.E. Mr Renato Janine Ribeiro, Minister of Education, Brazil
- Mr Tariq Al Gurg, CEO, Dubai Cares
- Mr Justin Forsyth, Chief Executive, Save the Children
- Mr Hector Salame, Executive Director, J-PAL South East Asia, University of Indonesia

7. Operationalizing lifelong learning

Chair: Mr Arne Carlsen, Director, UNESCO Institute for Lifelong Learning

As a key feature and principle of the 2030 education agenda, 'lifelong learning' must be at the centre of educational reform efforts, while also underlying the development of learning systems that reach beyond the education sector. Yet although the concept of lifelong learning is generally understood and appreciated, questions remain concerning its operationalization. Now, faced with the global challenges of the 21st century, it has become even more imperative for each and every country to make lifelong learning for all a reality. This session will analyze progress, trends and challenges in countries towards the achievement of lifelong learning for all; share countries' best practices in formulating and implementing policies and strategies for the development of lifelong learning systems and societies; and consider an operational definition of lifelong learning as well as ways to monitor and measure progress.

Panellists:

- H.E. Ms Marta Lafuente, Minister of Education and Culture, Paraguay
- H.E. Ms Helene Öberg, State Secretary of Education and Research, Sweden
- Mr Jose Enrique III Garcia, Mayor, Balanga City, Philippines (TBC)
- Other panellists TBC

8. Mobilizing business to realize the 2030 education agenda

Chair: Mr Justin van Fleet, Chief of Staff, Office of the UN Special Envoy for Global Education

Now more than ever, business is partnering with civil society, governments and each other to create new solutions to improve learning and data collection for education; to help align curricula with workplace needs; to develop technologies for delivering education including to the most marginalized; and to engage in multi-stakeholder platforms. Yet, globally, corporate support to health is sixteen times what it is to education. This session will establish a business case to invest in education and focus on how business can coordinate action with other education stakeholders. Panellists will share their perspectives on how business has the potential to impact learning, how using business assets can raise the overall profile of the 2030 education agenda, and what successful business community engagement looks like. It will also consider how business, government and civil society can work together to overcome barriers to learning.

Panellists:

- Mr Jacob Kragh, President, LEGO Education
- Mr Vikas Pota, Group Head of Corporate Affairs, GEMS Education, Chief Executive, Varkey Foundation
- Ms Martina Roth, Director of Global Education Strategy, Research and Policy, Corporate Affairs Group, Intel Corporation
- Mr Jouko Sarvi, Practice Leader for Education, Asian Development Bank

9. The role of civil society in education

Chair: Ms Patience Stephens, Director/Special Advisor on Education, UN Women (TBC)

The international community has recognized the pivotal role of civil society in achieving the EFA goals. Indeed, civil society organizations can help broaden public awareness, initiate and undertake critical policy dialogue and evidence-based advocacy interventions, promote more transparent and inclusive decision-making processes, and undertake innovative education approaches, especially to reach the most marginalized groups – thus contributing towards the promotion of inclusive, quality, and equitable education and lifelong learning for all. The session will aim to take stock of the contributions, success stories, bottlenecks and lessons arising from civil society's active engagement in EFA since 2000, and propose concrete recommendations on the roles and contributions of civil society organizations as well as strategies for civil society support to ensure the full realization of Education 2030.

Panellists:

- H.E. Ms Khawla Shakhsheer, Minister of Education and Higher Education, Palestine

- Ms Monique Fouilhoux, Chairperson, Global Campaign for Education
- Ms Rasheda K. Choudhury, Executive Director, Campaign for Popular Education, Bangladesh
- Mr David Archer, Head of Programme Development, ActionAid International

10. The 2030 education targets: What our societies gain by achieving this universal agenda

Chair: Mr Mamadou Ndoye, former Minister of Education, Senegal

The session will discuss the findings of a new OECD report that analyzes the social and economic gains of reaching the post-2015 education targets. New evidence will be used to make the case for ensuring that every child born in 2015 attains a baseline level of proficiency in the skills needed for further education, work and life by 2030. According to the report, if the poorest countries were to achieve this goal, their GDP would grow on average 28% each year until 2095. The session will examine how far countries have to travel if they are to realize these returns, highlighting the universal relevance of the post-2015 targets and providing insights on the education policies and practices that can spur their achievement. The experiences of successful education systems will be showcased to reveal how investment in education can be leveraged to yield the best results.

Panellists:

- H.E. Mr Bjørn Haugstad, State Secretary for Education and Research, Norway
- H.E. Ms Sonia Marta Mora Escalante, Minister of Public Education, Costa Rica (TBC)
- Mr Francisco Soares, President, National Institute for Educational Studies and Research, Brazil
- Mr Andreas Schleicher, Director, Directorate for Education and Skills, OECD

PLENARY SESSION III
How does education contribute to sustainable development post-2015?

Chair: Ms Amina Mohammed, Special Advisor to the United Nations Secretary-General on Post-2015 Development Planning

Panellists:

- H.E. Mr Renato Janine Ribeiro, Minister of Education, Brazil
- H.E. Mr Mark Brown, Minister of Finance, Cook Islands
- H.E. Ms Kandia Camara, Minister of National Education, Côte d'Ivoire
- Ms Rashedak Choudhury, CEO, Campaign for Popular Education

Sustainable development cannot be achieved by technological solutions, political regulation or financial instruments alone. Achieving sustainable development is only truly possible through cross-sectoral efforts in which education plays a key role – not any type of education, but one that addresses the interdependence of environment, economy and society, and helps bring about the fundamental change of mindsets needed to trigger action for sustainable development. Recognizing the important role of education, the SDGs not only reflect education as a stand-alone goal, but also include targets on education under other SDGs, notably on health, growth and employment, sustainable consumption and production, and climate change. This session will highlight and debate the interlinkages between education and other sustainable development issues. It will underscore the transformative power of education and discuss the importance of cross-sectoral approaches. Panel members will debate how education can address global challenges with particular focus on how education contributes to addressing climate change, health and poverty reduction.

14:30-16:00

PLENARY SESSION IV
Education 2030: Agreement on the Framework for Action and adoption of the final Declaration

Co-Chairs: Mr Dankert Vedeler, Deputy Director-General, Norwegian Ministry of Education and Reserach and Chairman of the EFA Steering Committee, and Mr Qian Tang, Assistant Director-General for Education, UNESCO

The objective of this session is to have all participants adopt the WEF 2015 Declaration, which reflects the common vision of the education community on Education 2030, and agree on a comprehensive Framework for Action that will guide and support the implementation of the future education agenda.

16:30-18:00

Room: Hall 1
(Songdo 1st Floor, equivalent to Ground floor)

HIGH-LEVEL STATEMENTS AND CLOSING CEREMONY

High-level representatives of different stakeholders are expected to make public commitments to implement the proposed education agenda before the forum is officially closed.

Speakers:

- Ms Geeta Gupta Rao, Deputy Executive Director, UNICEF
- Ms Michaëlle Jean, Secretary General, Organisation Internationale de la Francophonie
- Mr Georg Kell, Executive Director, UN Global Compact
- Mr Kishore Singh, UN Special Rapporteur on the Right to Education
- Ms Susan Hopgood, President, Education International
- Mr Hwang, Woo Yea, Deputy Prime Minister and Minister of Education, Republic of Korea
- Ms Irina Bokova, Director-General, UNESCO

Study visits organized by the host country

Day 4 – Friday 22 May 2015

Programme	Time	Itinerary
Course 1 (Incheon)	09:00–14:00	Incheon Hannuri Multicultural School → Sorae Historical Museum → Sorae Wetland Ecology Park
Course 2 (Incheon)	09:00–14:30	Wolmi traditional garden (michuhol Korean traditional food culture research centre) → Incheon International High School (ASPnet School)
Course 3 (Incheon)	09:00–15:00	Kangnam Visual Media High School (specialized high school for ICT in education) → Gwangseongbo Fortress
Course 4 (Incheon)	08:30–15:30	North Incheon Girls' Middle School (Free Semester System) → The Attached Elementary School of Gyeongin National University of Education (primary education) ⟶ Gyeongin National University of Education (teacher training) → Gyeongin Ara Water Way
Course 5 (Seoul)	08:50–14:30	Changdeok Girls' Middle School (Seoul Future School) → Gyeongbok Palace
Course 6 (Seoul)	09:00–16:30	Seoul Shinyongsan Elementary School (UNESCO ASPnet School) → National Museum of Korea → Seoul Robotics High School (Meister High School, vocational education)
Course 7 (Gyeonggi)	09:00–16:00	Hyowon Elementary School (ICT-utilizing education) → Hwaseong Fortress

III. Concept notes for parallel sessions

Wednesday 20 May 2015

11:00 - 12:30

1. Equity and inclusion – Leaving no one behind

Background

"No goal should be met unless it is met for everyone". While few would disagree with this simple statement, the reality many face in the world is very different. In 2016, the world is embarking on an ambitious new development agenda which has the power to define current and future generations, and the world which we collectively will build. While the past 15 years have shown us that great progress is possible, it has also shown how easy it is to be lost to the tyranny of averages – with progress for many while the most deprived and vulnerable are left behind.

In education, business as usual won't suffice. Progress has stalled. The optimism that characterized early progress – build more schools and they will come – has not reached the poorest child, or those living in conflict situations, refugees, internally displaced people, or children who face discrimination based on location, gender, disability or ethnic minority. Demographic pressure is adding to the challenge as are increasing attacks on schools and children. By 2030, education systems will need to enroll an additional 619 million children – from ages 3-15 –, if we are to realize the universal right to basic education. What's even worse is the fact that so many of the children who are in school are not learning. The world faces a learning crisis. It is estimated that 250 million children worldwide do not learn the basics in reading and mathematics, including 130 million among those reaching Grade 4. Additionally, there are serious funding and data gaps – neither of which reach or account for the children most in need.

Giving every learner an equal opportunity at a quality education will require better and greater investment – from political commitment to social accountability, strong data, equitable resourcing and right targeting.

Objectives

The thematic debate will focus on:

- Addressing the shortcomings of MDGs 2 & 3 – understanding equity and the challenges for equity in education
- The latest disparity trends on access and learning (inclusion of latest GMR data) and latest on the impact of education on human development, social cohesion, economic development
- How to improve the design of education systems to focus on equity? And how to improve practices in and out of the classroom?
  - Highlighting path-breaking approaches to identifying those experiencing multiple deprivations at the same time
  - Refocus resources so that they benefit those who need it most.
- The 'What Next' – a conversation on the most effective policy levers for change in education (political commitment, right targeting, social accountability, strong data, coordination, funding distribution, resourcing for equity in education)

Speakers and areas of discussion

The session is organized around two moderated panel discussions combining speakers from various fields: Ministers of Education, UN representatives, economists, academics and civil society organizations.

Guiding questions for discussion

- What do we mean by 'leave no one behind'? And what are the stakes for education in the next development agenda?
- Can governments and partners commit to identifying those groups furthest left behind within a given timeframe after the SDGs are agreed upon?

- Based on recent evidence, what are the most effective policy levers for change in education?
- How can education resources – and not only financial ones – be most effectively utilized to benefit those who most need them?

This session is organized by UNICEF.

2. Education in conflict and crisis

Background

What's the impact of conflict and crisis on education?

Crisis is a major source of education exclusion. Across the globe, children's access to education is severely impacted by a range of increasingly complex and protracted crisis conditions including conflict, natural hazards, pandemics and the highest rates of forced displacement in recent history. Girls and adolescents are particularly vulnerable in crisis situations, often losing the opportunity to go to school at a time when the protective benefits of education are urgently needed. Progress towards the education Millennium Development Goal was stalled and in some cases reversed due to the impact of crises.

- 28 million children, around half of the world's primary age out of school population, live in conflict-affected contexts[4], and two thirds of the countries with the highest numbers of children who have never been to school are fragile or conflict-affected[5]. The percentage of out-of-school children in conflict-affected countries rose from 42 per cent in 2008 to 50 per cent in 2011[6] and is even higher today.

- Over the past five years, armed groups have attacked thousands of school children, university students, teachers and education establishments in at least 70 countries worldwide[7], while security threats frequently disrupt school access and attendance. Children and youth are increasingly at risk of abduction and recruitment into armed groups, with girls especially vulnerable to sexual violence.

- Natural hazards and seasonal shocks magnified by climate change, including tropical cyclones and small-scale localized hazards like floods, wreck school infrastructure and disrupt schooling for children across the globe on a regular basis.

- The Ebola virus disease epidemic resulted in school closures for the better half of a year in Liberia, Sierra Leone and Guinea, affecting around 5 million children[8].

- Numbers of forcibly displaced persons are at the highest levels since World War 2, with a record number of IDPs (33 million) and some 15 million refugees. Half of all refugees are under 18[9]. An estimated 50% of Syrian refugee children are out of school; the loss of education impacts an entire generation[10].

Why does education matter in conflict and crisis?

The right to education is recognized by the UN General Assembly as integral to humanitarian response through all phases of emergency[11]. While conflict and other types of emergencies have devastating effects on children's lives, education remains fundamentally protective, life-saving and healing in crisis contexts. Schooling ensures physical and psychosocial protection for children and youth and provides life-saving knowledge and skills. Education is instrumental in creating resilient, healthier communities, giving children and youth the skills to build peace, prevent disease and reduce the risks of disaster. The Post-2015 Framework for Disaster Risk Reduction (Japan, March 2015) affirms the critical role of education in building a sustainable future. Education, then, has a central role in prevention and mitigation of crisis, is a protective force during emergencies and also equips generations of children and young people to rebuild their lives and communities.

[4] UNESCO (2011). Education for All Global Monitoring Report: The Hidden Crisis: Armed Conflict and Education. Paris: UNESCO.
[5] UNICEF (2015). Investment Case for Education and Equity. NY: UNICEF.
[6] UNESCO (2013). Education for All Global Monitoring Report: Policy Paper 10. Paris: UNESCO.
[7] Global Coalition to Protect Education from Attack (2014). Education Under Attack, 2014. New York.
[8] Education Cluster (2015). Supporting Children and Youth's Safe Access to Learning During and After the Ebola Crisis (forthcoming).
[9] UNHCR (2014). Mid-Year Trends 2014. Geneva: UNHCR
[10] Save the Children (2014). Futures under threat: The impact of the education crisis on Syria's children.
[11] United Nations General Assembly. The right to education in emergency situations. June 30 2010. UN Doc A/64/L.58.

Objectives

The session will address the central question: how do we ensure access to safe, quality education for children and young people in crisis-affected situations in the post-2015 era? The session objectives are to:

- recognize crisis as one of the most significant barriers to education for all and affirm the critical role of education in crisis to protect children and build resilience;
- identify effective approaches and challenges to the provision of education in a crisis, issues of sustainability and policy implications; and
- recommend concrete strategies to ensure that education in crisis is fully recognized and integrated into the Post-2015 agenda and action plans.

Key issues for discussion

Key considerations for a crisis-sensitive approach to education planning in the post-2015 era include:

- *Crisis-sensitive and crisis-responsive national education policies, sector plans and budgets:* education policies, sector plans and budgets should include risk assessment and proactive and holistic response to the education needs of children and youth, including IDPs and refugees, affected by crisis.

- *Preparedness for emergency response:* systems and capacity building for Disaster Risk Reduction, peace education, climate change adaptation, and emergency preparedness and response is needed at school, district, national and regional levels.

- *Innovative and flexible pathways to learning and teaching:* children affected by crisis, especially marginalized groups like girls, over-age children and refugees, require flexible, accelerated learning options that lead to recognized certification. Emergency teachers also require relevant, high quality professional development leading to certification, as well as fair compensation, to meet the complex needs of crisis-affected children.

- *Predictable, multi-year funding for education in crisis situations:* multi-year funding, secured in cooperation between governments, donors, and development and humanitarian agencies, is urgently required to fund education services in crisis settings.

- *Partnerships for education in crisis:* leveraging existing global networks (the Inter-Agency Network for Education in Emergencies), national and local coordination mechanisms (Sector Working Groups, Education Cluster and Refugee Coordination Groups) and partnerships at all levels will be essential to pool resources and expertise to address the challenge of providing education in crisis in the post-2015 era.

This session is organized by UNHCR.

3. Can financing for results help us achieve learning for all?

Background

Achieving the 2030 education agenda will require much more and better investment. A mix of domestic financing, external financing and innovations in financing will need to be considered for the achievement of the new set of ambitious education targets. Domestic sources will continue to provide the great bulk of education investments around the world, with governments remaining as the primary funder of education. To fully achieve the new education agenda, an increase in public funding for education will be necessary and, although between 1999 and 2012 many countries increased their financing to the sector, education is still not a priority in many national budgets. Key focus areas for increased public funding will need to prioritize those most in need while also finding ways to increase system efficiency and accountability in order to ensure that financing reaches the classroom and is able to provide lasting results.

In addition to domestic resources, the achievement of the education targets will require external financing. A need to see a reversing of the current trend of declining external aid to education is necessary. According to the 2015 Education for All Global Monitoring Report, even with ambitious increases in domestic financing, the total annual financing gap between available domestic resources and the amount necessary to reach the new basic education targets is estimated to average US$ 22 billion between 2015 and 2030 in low and lower middle income countries. Increased and improved external aid to education will need to be harmonized, well-coordinated, and predictable while making use of existing multi-stakeholder partnerships and ensuring that that those most in need and marginalized, including emergency and conflict situations, are prioritized.

Finally, innovations in financing will be necessary as the ambition of the 2030 education agenda is great. To achieve such ambition will require moving far beyond business as usual. No plausible increase in financing on its own will achieve the new targets. The additional post-2015 efforts must leverage all of the current sources of spending in education to focus on equity and quality to achieve better results. Improved governance and partnerships are essential, and other innovations such as financing for results will also be necessary.

Objectives

This thematic debate will highlight the critical role of financing in achieving inclusive equitable, quality education and lifelong learning for all. Speakers will share their perspectives on a diverse range of results-oriented financing strategies that have successfully led to more and better education services, especially for those most marginalized. This event will: (i) provide an overview of current education financing globally and the challenges that will need to be overcome to effectively finance the achievement of the post 2015 education goals; (ii) underscore the need for more equitable, efficient and innovative financing in education given the status of education financing; (iii) highlight the experience of country case studies and share recommended strategies to improve the results of both domestic and international education investments.

Key issues

- Achieving the 2030 education agenda will require much more and better investment that requires a mix of domestic financing, external financing, and innovations in financing.
- Countries must make smart investments to strengthen education systems by focusing on results, especially for the most disadvantaged children.
- All sources of education financing must be considered for the achievement of the new targets.
- Strong financial support, both in terms of domestic resources and international aid, is needed to sustain the momentum gained throughout the last 15 years.
- Innovative financing schemes that help link financing for results could be a useful tool in helping achieve the new targets.

Guiding questions for discussion

- What key financing issues must we consider as we embark on the 2030 education agenda?
- What lessons can be learned from recent results-based schemes in education? How can results-based financing be used to reach the most marginalized and help ensure that all children have access to school and learn?
- What is the role of development assistance and how can it support education system reforms that lead to results?
- How can we ensure predictable, multi-year financing for education in conflict and crisis settings?

This session is organized by the World Bank Group.

4. Achieving gender equality in education and empowering women and girls: Looking ahead and planning together

Background

Despite decades of promoting education for all, the achievement of gender equality in education remains an elusive and incomplete agenda. Considerable progress has been made, especially since the adoption of the Dakar Framework for Action in 2000. Since then, most governments have integrated consideration of gender equality issues into their national plans, policies and strategies in an effort to eliminate gender gaps in education; and significant progress has been made in access and towards the reduction of gender disparities, especially in basic education.

However, women and girls have not benefited equally from education and training. In many contexts, their access to education opportunities has fallen behind that of men and boys. While concerns have been emerging with regards to boys' underachievement in education in some contexts, girls are more likely to face interrelated and cross-sectoral challenges that prevent them from reaching their full potential, even when they have access to education. Poverty keeps many families from enrolling and keeping girls in school. At the macro level, large financing gaps in education constrain investments that are required to reach the most marginalized communities, especially girls and women.

Gender-based discrimination and substantive and cultural biases continue to limit options that girls have in education and contribute to their premature dropout from school. Violence and the threat of violence against girls and educational institutions

are increasingly playing a major role in keeping girls out of education. Sexual and reproductive health issues such as early pregnancy and early/child marriage play major roles in truncating millions of adolescent girls' educational opportunities and their eventual life trajectories. In many communities there are inadequate role models for educated girls and women, thus contributing to limiting the educational and professional ambitions of girls and women.

Equally important is the fact that narrowing the parity gap in education opportunities for girls and women has not necessarily translated to their overall empowerment to fully participate in their communities and to contribute to, and benefit from development on an equal basis with men and boys. This is, in part, a reflection of the lower probability of girls than boys to transition to secondary and higher levels of education in many contexts. However, even where they complete higher levels of education, young women are more likely to graduate with qualifications in fields that are less competitive in the labour market; and globally girls and women are less likely than boys and men to benefit from technology in education or to graduate with skills in science, technology, engineering and mathematics (STEM) and become employed in the higher-paying occupations in this area.

These challenges persist despite firm, strong global commitments to address the education of girls and women as a priority. The Beijing Platform for Action identified the education and training of women as one of its twelve critical areas of concern, acknowledging it as an essential tool for achieving the goals of equality, development and peace. Strong commitments were also made at the Education for All Conferences in Jomtien and Dakar to address gender inequality in education. In the Dakar Framework for Action for example, governments committed to "eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality". Millennium Development Goals 2 and 3 (targets 2A and 3A) also aimed to eliminate gender inequalities in education. The proposed Sustainable Development Goal 4 retains a focus on ensuring "inclusive and equitable quality education". This begs the question: what is necessary or essential for achieving this goal? What lessons have been learned along the way that could serve as a guide for devising and implementing a new approach to assure success in our pursuit of the proposed SDG4?

Given that the quality of girls' and women's education and their opportunities for full participation and their empowerment through education are often compromised by factors which are present across sectors, a strong holistic and inter-sectoral approach will be required to achieve the proposed SDG4.

Objectives

This thematic debate seeks to outline and elucidate the issues and approaches required. It provides a forum for debate and discussion on various cross-sectoral issues and opportunities for promoting gender equality in education as foreseen in proposed SDG4 (Education), and in a manner that also enhances the empowerment of women and girls as foreseen in proposed SDG5 (Achieving Gender equality and Empowering Women and Girls). Lessons will be drawn, as applicable, from the implementation of earlier intergovernmental commitments and frameworks, including Education for All, the Beijing Platform for Action and the MDGs.

Guiding questions for discussion

This will be a moderated discussion which will address several questions, including:

- The world can no longer afford the wasted potential of millions of girls and young women with truncated education. What must we do differently to break through the bottlenecks and ensure girls and young women stay in and receive quality education?

- Gender disparities in education often mirror prevailing gender norms and discrimination in the broader society. How can working together with a multi-sectoral approach enable us to address this and to unleash the full potential of girls and women in education and as full participants in development?

- Adolescence marks a period of ongoing changes for a young girl, especially around puberty when gendered expectations and sexual and reproductive issues loom large. What do we know about how these issues impact on her ability to stay in school, perform and learn to her best ability? How can emerging evidence and research better shape and inform policies and programmes to better respond to girls' daily realities?

- Inclusive education and gender equality together sound great, but what does this mean in practice? In contexts with strong gender-based discrimination, weak educational infrastructure, poverty, and limited options for girls' and women's participation in society, what must be done?

- How can all concerned beneficiaries and actors, including boys and men, work together? Where do we start? What measures must be taken to ensure equality of treatment and equality of outcomes for both girls and boys, women and men in education? What have we learned from experience?

This session is organized by UN Women.

5. Placing quality education at the centre of lifelong learning

Background

More children are in school than ever before, but do we know what and how they are learning? The 2013/2014 EFA Global Monitoring Report estimates that 250 million primary school-aged children, half of whom have spent at least four years in school, are unable to read, write or do basic mathematics. Substantial learning gaps also exist between learners from the most and the least disadvantaged groups, and these gaps widen as students progress through the education system. Moreover, beyond imparting the basics, do our education systems equip learners with the skills, knowledge and attitudes required to meet the challenges posed by today's rapidly-changing world? Across the globe, there is growing consensus on the need to put quality within a lifelong learning perspective at the centre of the 2030 education agenda. Nonetheless, views differ on the nature and determinants of a 'good quality education', as well as the most effective policy levers for enhancing knowledge and skills acquisition and learning outcomes.

Objectives

- Identify what constitutes good quality education
- Identify key strategies to improve the quality of education and learning outcomes for all
- Discuss how education quality can be monitored and measured

What is 'good quality education'?
The Dakar Framework for Action expanded the definition of quality to address the desirable characteristics of learners, processes, facilities, learning materials, content, governance and management, and learning outcomes. Today, many countries are highlighting additional factors of quality. For example, a good quality education may be expected to foster attitudes and practices that promote sustainability in local, national and global communities; impart skills for competently navigating a technology-intensive world; promote political and civic engagement, respect for human rights, intercultural dialogue and global citizenship; instill a passion for learning throughout life; and nurture innovative and creative producers of new knowledge[12]. It should also develop responsibility, autonomy, confidence and self-efficacy. In sum, good quality education must add value to learners' lives and promote the skills, knowledge, values and attitudes that respond to the needs and expectations of individuals, countries and the global population.

How can the quality of education be improved?
Countries apply a broad range of strategies to enhance the quality of education and improve learning outcomes. The acute shortage of teachers and, in many contexts, gaps in their pedagogical skills and knowledge, are proving a significant impediment to the delivery of quality education. This can be addressed through greater investment in both pre- and in-service training, and should go hand-in-hand with rethinking the assessment of teacher performance in order to ensure that it goes beyond the sole assessment of students' learning outcomes, as well as the close alignment of school curricula, teacher training and assessments. Student-centred pedagogies and transforming the learning environment should be promoted through initiatives such as collaborative classrooms or 'whole school' approaches – with the involvement of parents and communities – and ensuring that content is well-designed and relevant. Improving the availability and content of textbooks and other learning materials is crucial, in particular in contexts where poorly-trained teachers depend heavily on them. Technology can also be harnessed to facilitate self-directed, active learning.

How can quality education be measured and monitored?
In the past decade, monitoring the provision of quality education primarily meant tracking inputs into schools such as per pupil educational expenditures, number of trained teachers, class sizes and teacher-pupil ratio, instructional time and access to ICT. In recent years, national, regional, international and citizen-led assessments have become commonly-used tools to monitor

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[12] Council of Europe (2008) *White Paper on Intercultural Dialogue.* Strasbourg www.coe.int/dialogue; The United Nations Economic Commission for Europe (UNECE) *Strategy for Education for Sustainable Development*, adopted in March 2005.

basic skills acquisition and track trends in learning outcomes. Standardized assessments of learning have thus become convenient tools for measuring educational accountability and appraising the quality of education provided.

Despite the growing frequency of standardized assessment exercises, there are still few consistent, reliable and valid data to measure what actually happens inside the classroom: namely, what is learnt and how it is learnt by the learners through the learning materials, the curriculum, and most importantly their interactions with teachers. Many countries are also expressing concerns about the potential unintended consequences of standardized assessments: education reforms being based on average results in league tables, the search for short-term fixes to perceived learning gaps, and schools and teachers being encouraged to 'teach to the test'. In addition, average achievement levels in selected content domains (typically language, mathematics and/or the sciences) are not necessarily indicative of the overall quality of an education system. Given the uneven distribution of learning opportunities across regions, households, ethnic or socio-economic groups and, most importantly, schools and classrooms, these standardized summative assessments provide little information to address inequalities in the quality of learning.

Guiding questions for discussion

- How does the way in which quality education is defined impact on the expectation and/or purpose of education, particularly from a lifelong learning perspective?

- What are some of the key strategies that can be pursued to improve the quality of education? What are the lessons learnt and what can be done differently to improve the quality of education for all by 2030?

- How should quality education be measured and monitored? What types or domains of learning should be assessed (and how)? To what extent can non-cognitive skills be assessed?

This session is organized by UNESCO.

6. Innovating through technology: Shaping the future of education

Introduction

A well-rehearsed critique of education is that it has been slow to embrace innovation and technology. While commerce, finance and entertainment are indisputably different than they were just two decades ago, schooling in the 21st century bears striking resemblance to schooling in the middle of 20th century. Yet at a moment when there are as many internet-connected devices on the planet as there are people, few doubt that technology is likely to disrupt traditional models of education. Whether this disruption will spark radical transformations or prompt incremental alterations remains to be seen. To prepare themselves, ministries of education are rightfully asking: What does learning look like in a digital age? Ignoring innovation supported by technology - due perhaps to the weight of the status quo – is not a valid option. To do so risks plunging schools into irrelevance; classrooms cannot ignore the societal and technological changes happening outside their walls. Increasingly education systems are expected to leverage technology not only to facilitate learning in core disciplines, but also to help students acquire general ICT skills essential for life and employment. For these reasons, education, it seems, is at a tipping point. This panel will explore how governments can – and, more vitally, should – leverage the considerable learning potentials of technology to foster innovation and improve effectiveness.

Background

From the explosive growth of online learning to the rapid expansion of mobile computing, teaching and learning practices are slated to be very different in the next 15 years than those in place today. For many observers the question is not whether technological innovation will change education, but when and how. Questions of how are crucial: evidence suggests that integrating technology into learning environments can hurt student achievement as well as accelerate it. How then can governments be sure technology is improving pedagogy, meeting the needs of students and their teachers, and improving educational outcomes? Relatedly, how do we prevent technology from becoming an end in itself and, instead, ensure that it remains a means to desired ends, a tool – in a repertoire of other tools – to further countries' core priorities for education. The use of technology for innovation should focus on improving the equity and quality of learning, while expanding its accessibility and inclusiveness in line with the tenants of the 2030 education agenda.

Key issues

Currently, two competing claims about technology are creating tension. The undeniable power of new digital devices, together with their ease of mobility and increasing prevalence, even in low resource settings, lend support to the idea that they are uniquely capable of transforming traditional learning paradigms. Around the world, governments and other organizations have used technology productively to personalize learning, differentiate instruction, fuel learning in contexts outside of classrooms, share resources, collaborate, streamline assessment, and 'flip' classrooms so that students learn content at home and then apply knowledge creatively in school. Yet despite the considerable promise of technology, strong evidence to demonstrate that it meaningfully improves learning outcomes and represents good value for money remains thin. In this environment, should governments move ahead with technology-based solutions for education? What is the appropriate balance of innovation – by definition something new and largely untested – and maintenance of the status quo?

Finally, questions exist concerning the capacity of education systems to bring good ideas to scale. Innovations, even those that are successfully tested, tend to remain at the margins of education. What is the process for moving innovations into mainstream systems?

Objectives

- Examine strategies to make education systems more innovative, equitable and impactful through the use of technology.
- Articulate principles to guide the integration of technology into teaching and learning processes.
- Reconcile tension between competing claims about the efficacy of technology.
- Determine how education systems can better identify, incubate and scale up innovative ideas about technology.

Guiding questions for discussion

- How do governments ensure that innovation is driven by educational needs rather than by what is technologically available?
- How do education systems account for new social expectations that surround learning in a digital age?
- What outstanding educational challenges are best addressed through technology?
- How do governments improve the evidence base of efforts to innovate in education through technology and scale up successful initiatives?

This session is organized by UNESCO.

PARALLEL GROUP SESSIONS I

Wednesday 20 May 2015

14:30 – 16:00

1. Quality primary and secondary education: an increased focus on learning

Reference target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Background

Education is fundamental to development. Learning fosters the accomplishment of key development achievements, from health advances and agricultural innovation to private sector progression. Education is the foundation upon which countries experience growth, contributing to social, political, economic, and environmental advances, as well as underpinning peace and security. Despite recent progress in getting children in school, economic, gender and ethnic disparities as well as factors such as conflict and disability, still prevent 58 million children of primary school age and 63 million children of lower secondary school age – particularly the poorest and hardest to reach – from attending school and learning relevant knowledge and skills.

When it comes to learning, progress has been even less encouraging. Today, an estimated 250 million children are unable to read and write, even after spending three or more years in school. Disadvantaged populations are disproportionately affected by shortcomings of education systems, with wide gulfs — in terms of both access and quality — among students from different income levels and other marginalized groups.

To fulfill its promise as a driver of poverty elimination and shared prosperity — and also to fulfill the human right to education in a meaningful way — education must mean more than just getting children into classrooms. It must also ensure that all children gain the skills necessary to succeed in life and work.

Objectives

This session will address the target to ensure that all girls and boys complete free, equitable and quality basic education of at least 9 years leading to relevant and effective learning outcomes. A focus on learning and equity will be at the forefront of the discussion, which will bring to light the challenges and opportunities surrounding how education systems can provide all children with quality basic education that will enable them to learn the skills necessary to succeed in life and work. Panellists will share knowledge and experience in this area, highlighting in particular strategies and priority areas that help ensure this education target is achieved.

Key issues

- Ensuring all children can go to school and learn is essential to ending extreme poverty and building shared prosperity.
- Investments in education should achieve not only higher rates of schooling enrolment and completion but also learning for all, because growth, development, and poverty reduction depend on the knowledge and skills that people acquire, not the number of years that they sit in a classroom.
- Learning for all means ensuring that all students, not just the most privileged or gifted, acquire the knowledge and skills that they need.

Guiding questions for discussion

- Why is there an increased focus on learning in the 2030 education agenda?
- How can we ensure that the most marginalized children have access to school and learn?
- Please share an intervention your country has embarked upon that led to the achievement of improved learning. What were key components of this intervention and how did it fit into broader education system reforms?

This session is organized by the World Bank Group.

2. Early childhood care and education: a critical investment for lifelong learning and development

Reference target 4.2: *By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.*

Background

Learning begins at birth and early childhood development, the first stage of lifelong learning, is the great equalizer. Young children and families who have access to quality care, nutrition, protection and education are not only more likely to beat the odds of disadvantage but also to contribute to societal and economic development. The estimated returns on investment in early childhood care and education (ECCE) for disadvantaged children are as high as US$17 returned for every US$1 invested, indicating that it is one of the most cost-effective strategies for equity.

The Programme for International Student Assessment (PISA) conducted in 65 countries demonstrated that fifteen-year-old students who had attended pre-primary education performed better (33 points higher) on PISA than those who did not, even after accounting for their socio-economic backgrounds[13]. In the formative years of life the brain has the potential to develop at an astounding pace that is never repeated again. Indeed, in the first few years of life, 700 neuronal connections per seconds are formed, setting the foundation for a healthy and productive life. Children's learning potential is maximized through holistic attention to children's needs, which requires coordinated multi-sectoral action as well as developmentally-appropriate pedagogies.

However, ECCE programmes are amongst the most underfunded globally. Approximately 1 in 3 children under 5 years of age in low and middle income countries are not achieving their cognitive development to expectations. Globally, the gross enrolment ratio is pre-primary education is only 50%, with rates as low as 17% in low income countries and less than 17% in sub-Saharan Africa. While evidence shows that the most disadvantaged children are most likely to benefit from ECCE, these are exactly the children who are least likely to participate in these programmes. Investments in ECCE should be prioritized based on the evidence on returns on investment and particularly on the cost of inaction. Intervening early requires fewer resources and less effort, as fixing problems later is more expensive to the individual and society.

What is required is equitable and early investment in quality ECCE programmes to achieve results in children's development and learning.

Objectives

The aim of this session is to increase global commitment to investing in this target by outlining the investment rationales for ECCE, and sharing and discussing effective strategies for addressing and monitoring the equity, quality, holistic approach and outcomes of ECCE services and programmes. Particular attention will be given to demonstrating the rigorous economic analyses on return on investment and presenting national and global actions that can be taken by governments, the private sector and civil society to increase national and international funding and promote quality ECCE for all children. What is meant and can be measured with regards to 'school readiness' will also be reviewed in order to develop a common understanding on how to measure the progress in implementing the ECCE target of the 2030 education agenda.

Key issues

- ECCE is the first stage of lifelong learning and development. It lays the necessary foundation on which to build higher-level cognitive and non-cognitive skills through a holistic approach to children's learning and development and programmatic alignment with primary learning. ECCE has the potential to break down inequity in learning outcomes from the very early ages by leveraging the tremendous capacity of early brain development and function. This is a critical investment that yields savings by mitigating or preventing later learning and behavioural difficulties such as repetition and drop-out. It equalizes chances for all girls and boys to have a strong start.

- To harness the potential of ECCE for personal, educational, social and economic development and sustain the momentum for early childhood development in the SDGs, greater levels of investment and partnership in promoting equitable ECCE are required. Priority effort should be directed to identifying and supporting the most disadvantaged and marginalized children, in cooperation with the health, welfare and other relevant sectors.

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[13] PISA 2009 Results, Overcoming Social Background: Equity in Learning Opportunities and Outcomes (Volume II) and PISA 2009 Results, What Makes a School Successful? Resources, Policies and Practices (Volume IV).

- Quality is the critical ingredient of effective programmes. Continuous improvement of the quality of ECCE for all children can be strengthened through the development and professionalization of the early childhood workforce; effective establishment and implementation of quality standards and regulatory frameworks for both public and private providers; and effective governance.

- Efforts are required to define and strengthen the monitoring of access, equity, quality of ECCE services and child development and learning outcomes. Special attention should be paid to tracking investment levels, disaggregating the data collected and using this to inform improvements in policy and practice. In addition, the monitoring of development and learning must be holistic – encompassing the child's physical, social, emotional, cognitive and language development – and become part of national and global monitoring systems to promote improvement in learning for all young children.

Guiding questions for discussion

- What has been and what needs to be achieved on ECCE and learning for young children?
- What are the levers of change and priority actions to make the ECCE target a national reality?
- How do we measure the ECCE target in terms of access, equity, quality and learning outcomes?
- What commitment to action can you make today in support of Target 4.2 to promote the development and learning of all young children?

This session is organized by UNICEF and UNESCO.

3. Higher education: preparing youth and adults for work and lifelong learning

Reference target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.

Reference target 4.4: By 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Reference target 4.b: By 2020, expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enrol in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries.

Background

At no time in history has it been more important to invest in higher education. Since the international community committed to achieve the six Education for All goals at the 2000 World Education Forum in Dakar, Senegal, unprecedented numbers of children and adolescents have gained access to primary and secondary schooling, swelling the ranks of those ready to continue at the tertiary level while simultaneously increasing the need for higher education-trained teachers. Indeed, between 2000 and 2012, global enrolment in tertiary education[14] grew from 97 million to 196 million. At the same time, a rapidly-changing labour market is requiring many workers to 're-skill' or 'up-skill', placing new demands on higher education as an important component of lifelong learning pathways. Finally, societies are increasingly relying on higher education institutions to address many of the challenges they face through high-calibre research and innovation. Taken together, these factors have created an upsurge of interest in the potential of higher education to contribute to the sustainable and equitable development of communities worldwide.

Key issues

Governments in the post-2015 era will face a number of challenges in their efforts to scale up equitable access to higher education while ensuring its quality and relevance.

The internationalization of learning and research, and in particular student and academic mobility, requires particular attention to be paid to quality assurance and the cross-border recognition of qualifications. To date, focus has been placed on the consolidation of regional harmonization strategies and qualifications frameworks, together with the creation of regional

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[14] Higher education accounts for the vast majority of tertiary education, but in some countries, certain technical and vocational programmes are defined as tertiary education, but not as higher education.

higher education areas. In the lead-up to 2030, and with already more than 2 million students studying outside their home region, governments will need to consider the role that recognition conventions and quality assurance mechanisms can play. This is becoming particularly critical considering the emergence of international higher education institutions and in view of the increasing use of information and communication technologies (ICT) in the delivery of higher education, which are likely to radically expand access to higher education courses based outside the home region.

Delivery through ICT is part of the global trend towards diversification in the higher education sector. Universities built on the nearly one thousand year-old classical tradition are being challenged by a fast-growing number of new providers. This diversification of providers and delivery modalities is accompanied by diversification in funding sources. Indeed, while public funding from national authorities is still the norm, there are now a growing number of other funding sources. Within this setting, households are increasingly being asked to contribute to the funding of higher education, raising concerns with regards to equity in access. Furthermore, the growth of for-profit higher education is challenging the principle that higher education is a public good, as reiterated by the 2009 UNESCO World Conference on Higher Education.

Finally, governments and employers are paying greater attention to the employability of higher education graduates, and in particular youth. In addition to facilitating smooth transitions from higher education to employment, the challenge is to foster skills that will enable graduates to participate actively in the labour market throughout their working lives. Moreover, as key drivers of knowledge creation, innovation and human resource development, higher education institutions are being called on to strengthen links with the world of work, through for example entrepreneurship or continuing education programmes.

Guiding questions for discussion

- How can growing social demand for higher education in the post-2015 era be accommodated?
- How can we further promote internationalization in order to facilitate academic mobility and the construction of higher education areas? What role for recognition conventions and quality assurance mechanisms?
- How can funding systems for higher education be designed to foster quality and equity?
- How can higher education institutions strengthen their contribution to graduates' employment and job creation in order to support inclusive, equitable and sustainable development, including through partnerships with the private sector and the promotion of entrepreneurship?

This session is organized by UNESCO.

4. Skills for work and entrepreneurship

Reference target 4.3: *By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.*

Reference target 4.4: *By 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.*

Background

Access to quality technical and vocational skills development is central to the emphasis on lifelong learning in the new education. At the same time, the 2030 education priorities, in particular skills for work and entrepreneurship, are embedded in a broader global agenda for sustainable development, which reaffirms widely agreed principles such as linking skills, decent work and inclusive economic growth, improving investment and adopting a whole government policy development approach.

In many countries, there is a lack of policy co-ordination and coherence, which is often exacerbated by limited collaboration among stakeholders, with weak TVET governance structures not always ensuring adequate stakeholder representation, particularly the private sector. Furthermore, in an environment of persistently high unemployment, especially among youth, business leaders and government officials complain that skills gaps, shortages, and low relevance of qualifications, are holding back the sustainable development of their countries and economies. Thus, there is a need for TVET to shift from a supply-driven mode to one that is driven by the demands of the world of work and individuals in order to facilitate inclusive and job-friendly growth. This also requires that, beyond mastering work-specific skills, there is attention to entrepreneurship skills, problem solving, learning to learn and other high-level cognitive and interpersonal skills that can open the way to innovation, creativity and self-employment.

While there are variations among countries, current levels of access to TVET learning opportunities are too low relative to the demands for learning and work opportunities. The issue of insufficient access is more evident in developing countries due to substantially increased demand for post-basic education and training and the large proportion of people without employable skills. In addition, many skills acquired outside the formal education and training system, through experience or learning in informal settings – increasingly on-line – are often not fully recognized in the workplace or valued by formal education and training systems to help individuals access higher levels of skills. For most countries, gender differences in educational choices and low shares of female students in TVET areas that offer better employment prospects remain an issue.

A key challenge is to find affordable and equitable ways of expanding access to TVET while achieving quality and relevance. In this context, financial constraints are likely to be major challenges for investing in skills for expanding access to skills development for work and entrepreneurship. Government and national stakeholders are pressed to find solutions to diversify sources of funding and use resources in an efficient way.

Objectives

- Examine new relations that education and training need to develop with other aspects of public policies and identify effective approaches for better involvement of the private sector in education and training policy making and governance.
- Analyze qualification system reforms and their impact on the relevance of TVET, employability of youth and adults and lifelong learning opportunities.
- Identify effective financing arrangements aimed at supporting participation and increasing effectiveness and relevance of skills for work development.

The session is organized around a moderated panel discussion structured around the following areas:

- Promote systemic reforms
- Support the relevance of qualifications for labour market and individuals
- Increase and diversify funding

Guiding questions for discussion

- What mechanisms exist for effective coordination and governance of skills development? At what level do they operate (national, regional/local, sector, or some combination of the three)?
- What are the roles and responsibilities of the private sector in addressing the skills development needs of youth and adults? How can the private sector contribute to entrepreneurship education?
- How to reform qualification systems to achieve the various desired objectives associated with the skills for work and entrepreneurship target?
- How to diversify sources of funding and what are the funding mechanisms that effectively balance costs, access, equity and quality?

This session is organized by UNESCO.

5. Ensuring equity and gender equality in education and training: perspectives from vulnerable populations

Reference target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Background

Inclusive and equitable access for all girls and boys, women and men is a central goal of the proposed post-2015 development agenda which the Open Working Group placed in the context of the commitment of Rio+20 to strive for a world that is just, equitable and inclusive. With respect to education, the proposed SDG 4, for example, aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The first target of that goal aims specifically to: "by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes"?

The central purpose of equity-focused development is to realize equality, but it is also about inclusivity, fairness and social justice. While the importance of equity in development is widely acknowledged, achieving it remains a challenge, and there is a persistent gap between policy commitments and outcomes. This achievement gap is evident across and within a range of factors, including gender, residence, ethnic and religious affiliation, and disability status, among others.

Greater efforts are needed to address the particular needs of disadvantaged and marginalized groups, such as persons with disabilities, indigenous peoples, those from poorer socioeconomic backgrounds and rural dwellers who often experience particularly constrained opportunities and outcomes in education. There is now considerable and necessary attention to the elimination of discrimination against women and girls and the realization of their rights and opportunities, including the urgency to ensure that they have equal access to quality education and related educational outcomes. Yet women and girls from marginalized groups face additional multiple and intersecting forms of discrimination and exceptional challenges in access to, and outcomes of, education. The education outcomes for boys and men within marginalized populations is also compromised, although often not as severely as that of girls and women.

Objectives

In view of the persistence of inequality and inequities in access to and outcomes of education along these and other factors, this session seeks to address what is required to ensure realization of an education for all agenda that promotes and assures equality and inclusion for all. It will explore what motivating actions are needed to help the most marginalized and disadvantaged children youth and adults, in particular those who face intersecting inequalities drawing on lessons from approaches for improving education for girls and women who face multiple and intersecting forms of discrimination.

Guiding questions for discussion

- How can discrimination and inequality in education be addressed in a way that will enable all children and adults to realize their human right to education? What will ensure inclusiveness and mutually rewarding and reinforcing benefits for all? What specific actions are required to ensure accountability for results for marginalized groups?

- What are the perspectives and proposals for policy action from different marginalized groups similar or are they different? How can different perspectives be harmonized to reach a set of recommendations to guide the holistic implementation of the post-2015 education agenda? How should those guide policy design, implementation and monitoring of progress in the post-2015 era?

Panelists will address broad questions related to meeting the needs of vulnerable populations as well as the specific situation, challenges and opportunities of marginalized constituencies. A primary purpose of the panel is to make recommendations for a holistic approach to targeting and addressing the rights and needs of disadvantaged groups, for the benefit of all.

This session is organized by UN Women.

6. Expanding the vision: youth and adult literacy within a lifelong learning perspective

Reference target 4.6: *By 2030, ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy.*

Background

Youth and adult literacy remains a neglected EFA goal. The illiteracy rate has fallen by around 23% since 2000, far short of the 50% target. This drop is mainly due to cohorts of educated young people reaching adulthood and not to the implementation of effective literacy policies. Altogether, only a quarter of countries reduced their adult illiteracy rates by 50% and met the EFA literacy target. Nearly two-thirds of the 781 million adults (aged 15 and over) worldwide who are reported to be unable to read and write are women. This proportion has changed very little during the last 15 years. In sub-Saharan Africa, half of all women are denied the right to literacy. However, reported literacy rates only show a partial picture of the situation. Test-based literacy assessments have shown that poor literacy skills are affecting more people than governments are aware of and become increasingly also a concern in middle and high income countries. For example, in Europe, around 20% of adults lack the literacy skills they need to fully participate in society. In the meantime, the notion of literacy has evolved from a dichotomy of 'literate' or 'illiterate' to be rather understood – and assessed – as a continuum of proficiency levels.

Ensuring that all young people and adults achieve relevant and recognized literacy and numeracy proficiency levels that are required to fully participate in society is the proposed target 4.6 for the draft SDG 4. While the required proficiency levels of literacy and how people apply their reading and writing skills depend on specific contexts and change over time, in most societies they are equivalent to the levels achieved at successful completion of basic education, so that people can continue their learning. In many parts of the world, the labour market is demanding constantly higher proficiency levels of literacy and other foundational skills in order to adapt to ever-changing technologies and master increasingly complex tasks and situations. As part of basic education, literacy has become an indispensable foundation for further learning and training opportunities. Therefore, literacy covers the full spectrum of life-wide and lifelong learning. This understanding underpins the principles, strategies and actions for the proposed literacy target.

Objectives

- Take stock of the achievements, trends and challenges in countries with regard to the implementation of EFA goal 4
- Analyze some examples of countries with successful literacy policies and programmes since 2000
- Discuss key policies, strategies and actions that will help to address literacy challenges in the future

Key issues

Session participants will discuss key policy and strategies required to make a difference to the lives of people – particularly women and other disadvantaged populations – by enhancing access to and the quality of literacy learning opportunities within a lifelong learning perspective. They will explore the importance of strengthening multi-sectoral approaches for literacy policy formulation and planning; multi-stakeholder coordination and partnerships at local, national, and international level; and the need for participatory, decentralized societal action through a network of learning cities, communities and families. They will also reflect on the need for adequate long-term investment in literacy as an integral part of relevant (sub-)national budgets, and for citizens to achieve literacy and numeracy proficiency levels that are equivalent to basic education and to continue learning. Innovative approaches to literacy learning, including through the use of information and communication technologies, will be considered. Finally, participants will reflect on literacy assessment frameworks and tools to monitor participation and measure the outcomes of literacy programmes, as well as to evaluate skills levels to be attained by adults.

Guiding questions for discussion

The panel will focus on three key questions:

- How can we strengthen policies that enhance access to relevant, inclusive, gender-sensitive and quality literacy learning opportunities?
- How can we make dependable funding for literacy possible by making it an integral part of national and sub-national budgets?
- How do we strengthen multi-stakeholder partnerships at local, national, and international levels and especially through participatory, decentralized societal action through a network of learning cities, communities and families?

This session is organized by the UNESCO Institute for Lifelong Learning.

7. Educating and learning for peaceful and sustainable societies

Reference target 4.7: By 2030, ensure all learners acquire 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.

Background

In today's rapidly changing and interconnected world, learners are required to develop a comprehensive understanding of local, national and global challenges, with skills and attitudes to assume active roles, both locally and globally, to face and to resolve these challenges. To meet this demand, education systems as a whole need to be supported or even re-oriented. The UN Secretary-General's Global Education First Initiative, launched in 2012, marked a significant step forward in this

direction by considering global citizenship as one of its three priorities; the adoption of the Global Action Programme on Education for Sustainable Development by the UN General Assembly constituted another important acknowledgement of this growing priority.

Against this background, this session will seek to engage participants in a lively discussion on how global citizenship education (GCED) and education for sustainable development (ESD) can be effectively integrated in education systems in order to help improve the relevance of education in our contemporary world and its capacity to contribute to achieving sustainable development.

Objectives

The session will address the central question: how do we ensure that all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and global citizenship? (part of target 4.7 of the draft SDG 4 on education).

- Address the relevance of ESD and GCED to the post-2015 development agenda, especially the education goal, by discussing concrete cases and opportunities for accelerating action towards the achievement of the target at regional, national and local levels.

- Challenge common-held beliefs about the obstacles to, and challenges in, implementing GCED and ESD in existing education systems, by drawing on successful examples from different countries.

The interactive discussion will focus on key components to support country implementation of ESD and GCED.

Key issues

- Changes in policy and practice: Implementing ESD and GCED require changes in policy and practice. Considering that ESD and GCED are transformative, integrating them in the formal education system is not enough. GCED and ESD are about action and therefore also about living what you learn. This implies going beyond the formal system and mobilizing non-formal education and educational stakeholders. Learning should furthermore begin early in childhood and continue throughout life.

- Effective cooperation and action-oriented partnerships: GCED and ESD also particularly require effective cooperation and action-oriented partnerships beyond the education sector, with other sectors that are crucial for sustainable development and global citizenship such as the media, the social and business sectors. Actions at the local level that engage multiple sectors are able to translate universal principles such as human rights into meaningful transformations.

- Active and authentic engagement of young people: ESD and GCED both also depend on the active and authentic engagement of young people who are driving change and reinventing modes of social engagement via the internet.

Guiding questions for discussion

- What do GCED and ESD bring to the global education agenda from your perspective? How can GCED/ESD support the overall goal to "Ensure equitable and inclusive quality education and lifelong learning for all by 2030"? How do they support equity, inclusion and quality education? Why does it matter to you/your country?

- What do GCED and ESD bring to other SDGs from your perspective? What would we be missing if they were not included in the agenda? Why does it matter to you/your country?

- What are the benefits for the learner? What are the learning outcomes of GCED and ESD and changes that can be expected from this approach to education? (participants to give examples)

- How can GCED and ESD be mainstreamed within formal, non-formal and informal education? How can quality and effective delivery be ensured? What is your one good example of ESD/GCED? What are the approaches that have proven to work and are making a difference?

This session is organized by UNESCO, the UNESCO Mahatma Gandhi Institute for Peace and Sustainable Development and the Asia-Pacific Centre of Education for International Understanding.

8. Teachers for the future we want – agenda for policy, practice and research

Reference target 4.c: By 2030, increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS.

Background

Quality education is challenged by the shortage of trained teachers in the classrooms: 1.6 million more teachers are required to achieve universal primary education by 2015 and 5.1 million more to achieve universal lower secondary education by 2030 (GMR 2013/2014). Given the magnitude of the teacher shortage, not surprisingly the main emphasis in the 2030 education agenda has been placed on ensuring that a sufficient number of teachers are trained and recruited.

However, recruiting teachers to fill needed new teaching positions as well as to replace those that have become vacant due to attrition is not enough. The 2030 education agenda places quality education and relevant teaching and learning at its core. In order to ensure equitable and inclusive quality education, every learner must be taught by a teacher who is not only qualified, but also motivated and professionally-supported. This means governments and relevant stakeholders must: (i) select and recruit the right teachers to reflect the diversity of the children they will be teaching; (ii) train the teachers to support learners with the highest learning needs, starting from the early grades; (iii) allocate the best teachers to the most challenging areas where they are needed; and (iv) provide teachers with the right mix of incentives to encourage them to remain in the profession (GMR 2013/2014).

Targeted strategies and provisions for appropriate incentives, including competitive remuneration, clear career paths and continuous professional development opportunities are required to attract and retain good teachers. Teaching should be promoted as a profession of choice for high performers in the education system while also being representative of all social diversity.

Teachers around the world continue to work against formidable odds – low pay, low status, no insurance, hazardous and unsafe environments, minimal or no training or professional development, limited career path prospects, and no resources/ teaching tools or support. Yet with heightened interest of governments in the quality of learning, teachers are under increasing pressure to perform and 'produce' better outcomes in their students' level of achievement. Teachers are holders of socio-economic and political rights, and have the right to seek decent and enabling working conditions including adequate and timely remuneration. The growing tensions and dilemma between the issue of teachers' increasing responsibility and their challenging teaching environment therefore needs to be brought to the attention of policy-makers in order to advance the professionalization of teaching.

The teacher target remains the foundation to enable the achievement of all the 2030 education-related targets and requires urgent attention. Due to the centrality of the teaching profession in the empowerment and advancement of societies, governments must involve all stakeholders in order to achieve it. Ministries of Education need to collaborate with teacher organizations/unions and the wider labour sector in their efforts to enhance the professional status of teachers.

Objectives

In order to ensure that teachers are placed at the centre of education reform and lifelong learning and reflected in all other targets of the 2030 education agenda, this session will engage policy-makers, teachers and researchers in a dialogue that aims to:

- review the state-of-the-art and trends in teacher policy and development, with particular attention to the paradox of heightened expectations on teachers in tandem with the multiple challenges they continue to face in and out of the classrooms; and
- identify key strategies for effective teacher policy reform, including social dialogue with active engagement of teachers in evidence-based policy reform.

Key issues and guiding questions for discussions

- How can we raise the social and professional status of the teaching profession via-a-vis other professions, and attract high-performing and diverse students to and retain them in the profession?
- How do we create, strengthen and institutionalize mechanisms and build capacity for teachers to exercise their rights and participate in the process of policy formulation and reforms in education, especially teacher-specific policies and legislation?

- What are the strategies to recruit and deploy well-trained and qualified teachers at every level of education in the right place at the right time, with keen attention to gender, special needs, ethnic, linguistic and geographical balances?
- How can we ensure that teachers who enter the profession are trained and certified/licensed with appropriate competencies and skills that enable them to teach and adapt to changing/evolving conditions of teaching and learning?
- What policies and strategies are needed to implement a monitoring system for the profession that provides evaluation, feedback and support mechanisms to guarantee teacher quality and quantity at every level of education?

This session is organized by UNESCO and Education International.

9. Healthy bodies, bright minds: health, HIV and sexuality education

Reference target 3.7: *By 2030 ensure universal access to sexual and reproductive health care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.*

Background

A safe transition to adulthood requires knowledge and skills about sexuality, health and rights. All young people have the right to education about their health: this should be relevant to their lives, help them prepare for puberty and protect them from HIV and unintended pregnancy. In some regions of the world, only 40% of young people have adequate knowledge about HIV, and one in five young women have started childbearing by the age of 17[15].

Healthy learners learn better and better educated learners have the knowledge and skills to be healthy. Strengthening the links between these two fundamental domains of human wellbeing is a critical approach to achieving sustainable development. The role of education in promoting good health has long been documented; this education must address contemporary issues faced by learners while also preparing them for the future.

Effective life-skills based sexuality education that includes cognitive skills, such as critical thinking and risk assessment; social skills, such as communication; and emotional skills, such as empathy, can help prevent HIV and other sexually-transmitted infections and unintended pregnancy, and contribute towards gender equality, economic opportunities and sustainable development.

The ability to make healthy choices is not only dependent on knowledge, but also influenced by the environment in which one lives and other factors such as gender, culture and socio-economic status. Education can provide a safe environment to learn the skills and knowledge which young people need to prepare themselves for adulthood, being a parent, being a global citizen, the world of work and life in the twenty-first century.

Objectives

This session will help delegates to understand the role of life-skills based sexuality education in improving health, HIV and gender equality and will highlight the interrelationship between health and education and its impact on the broader SDG agenda, including the proposed Goal 3 on Health. The session objectives are to:

- affirm the key role of sexuality education in preparing children and young people for productive and healthy adult lives while recognizing their unmet needs in relation to sexual and reproductive health (SRH);
- identify sustainable, evidence-based approaches to the provision of good quality and scaled-up sexuality education; and
- recommend concrete strategies to ensure that life skills-based sexuality education is fully integrated into the Post-2015 education agenda and action plans.

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[15] *"Young People Today: Time to Act Now. Why Adolescents and young people need comprehensive sexuality education and sexual and reproductive health services in Eastern and Southern Africa"*. UNESCO. 2013

Key issues for discussion

Building on discussions in Plenary Session Four where the contribution of education towards the achievement of all the SDGs, including health, will be explored, panellists in this parallel session will look closely at the particular benefits of sexuality education and effective delivery of this key topic.

- What role does education play in promoting the good health of its learners including on challenging topics of HIV, sexual health and gender? Curriculum content that promotes good health and that helps learners develop an understanding of their sexual health and protect themselves from unintended pregnancy, HIV or violence is more effective when delivered in conjunction with effective health services that meet the needs of children and adolescents.

- How can sexuality education promote and support learning about human rights and citizenship? Many countries have embraced teaching and learning methods that bring together sexuality education with human rights and citizenship. Schools have a key role in delivering education that is transformational for the individual and wider society.

- How can schools normalize and promote attitudes and practices that support gender-equality? Gender-safe schools are a key approach for improving learning among female students and reducing gender-based violence. Combined with sexuality education curricula that focusses on gender norms and gender equality learners can develop healthy relationships and practices.

- What are the effective partnerships and integrated approaches to achieve better results for young people? Listening to children and young people about their needs and the challenges they face is a critical first step in delivering appropriate sexuality education. Many sexuality education programmes have incorporated this approach into their design, and young people may be involved in the delivery of sexuality education to their peers.

This session is organized by UNFPA and UNESCO.

10. Framing and developing indicators to measure progress for the 2030 education targets

Background

The Education 2030 agenda is broad, emphasizing key themes such as access, equity and inclusion, improving education quality and achieving equity and inclusion. But the information needed, especially to track learning outcomes and their determinants and educational inequalities, is not available now and could be challenging to achieve. Producing feasible, actionable data on progress towards goals must be addressed through nationally-specific indicators as well as those that are relevant to all countries. The World Education Forum offers an opportunity to consider potential indicators and to discuss how best to build a measurement agenda that strengthens the capacity of systems and prioritizes feasible, cost-effective efforts – including new technologies – to monitor Education 2030.

Objectives

This session will present a proposed thematic monitoring framework for Education 2030 and will identify issues in implementing the framework, such as building capacity, generating good practices, and mobilising Member States and international stakeholders to formulate an overarching roadmap for measurement and monitoring.

Key issues

The session will first set out the SDG education targets and the thematic indicator recommendations of the Technical Advisory Group on Post-2015 Indicators (TAG). These recommendations present a framework for the international community to consider approaches to measurement and challenges in monitoring progress towards education goals. The focus will be on three key issues:

- *Measuring learning outcomes.* As five of the seven education targets focus on learning outcomes at different stages (e.g. school readiness, academic competencies, literacy skills, skills for work, global citizenship and sustainable development) this session will pay close attention to how global monitoring can respond, given the lack of data and weak use of evidence. The session will consider strategies for assessing learning in developing country contexts, including the need to build national capacities to develop, implement, analyze and use assessments and efforts to develop a learning metric and proficiency standards, which could be used by countries to report and compare

progress. How can such approaches be country driven; transparent; allow access to assessment tools; prioritise the poorest countries in the context of regional and international cooperation?

- *Measuring inequity*. Despite notable progress in some areas of education, persistent inequalities remain. Inequalities in opportunity and outcomes are often not captured in official statistics and thus invisible to governments and development partners. The post-2015 sustainable development agenda calls for an explicit focus on equity, including specific goals and targets. In response, monitoring indicators should aim to capture not only national averages but should be disaggregated by subgroups defined by group and individual characteristics, such as sex, wealth, location, ethnicity, language or disability and their combinations. This session will consider efforts to track progress in reducing inequalities across all education targets and consider key steps to advance the monitoring of education inequalities at the global, regional and national levels.

- *Monitoring financing of education systems*. Financing is behind several key policy questions, such as how much public, private and international sources contribute and how these resources are used. Governments and households play an important role in financing and are the largest sources of revenue for education, with donors providing a significant proportion of resources in some of the poorest countries. Tracking the "full cost" of education is still not achieved for most countries. Data on the sources, uses and functions of education financing is often insufficient and fragmented. Better approaches to address the data gaps, including national education accounts to provide more accurate information on education spending which are vital for policymaking.

Guiding questions for discussion

- What are the strengths and weaknesses of the proposed thematic monitoring framework for the 2030 education goals?
- What will be the issues in implementing the framework, such as capacity needs?
- What is missing from the proposed thematic monitoring framework?
- What needs to happen next to formulate an overarching roadmap for measurement and monitoring?

This session is organized by the UNESCO Institute for Statistics.

PARALLEL GROUP SESSIONS II

Thursday 21 May 2015

09:00 – 10:30

1. Global and regional coordination and monitoring mechanisms

Background

The implementation of Education 2030 requires robust mechanisms for coordination, monitoring, reporting and evaluation at all levels. To be most effective, these should be based on the principles of inclusiveness, participation and transparency and build on existing mechanisms. Acknowledging that national actions and implementation mechanisms are most critical, regional and global level mechanisms are important to support country-driven actions. Coordination of action and cooperation between relevant international, regional and intergovernmental organizations, and regional and sub-regional communities, is important to tackle common challenges and to support countries in implementing Education 2030 a coherent and effective way. Monitoring is crucial for reviewing progress made at all levels. This information is vital for promoting accountability.

While governments will establish or strengthen appropriate mechanisms and procedures to drive, coordinate and stimulate interventions for education development at various levels, regional and global collective efforts are critical to successfully adapt and implement Education 2030 at the national and regional levels and to support country action. Regional coordination mechanisms should build on existing partnerships, frameworks and effective and efficient mechanisms, as well as forging new ones. At the global level, there will also be a need to develop an appropriate global coordination mechanism that is 'fit for purpose' to deliver on the new education agenda. It should build on the existing global mechanisms to the extent possible.

In addition, robust monitoring, reporting and evaluation of policies, systems and tools are essential for the achievement of Education 2030. At the regional level this may focus on such aspects as data collection and monitoring, including peer reviews among the countries. Global monitoring will help governments monitor their progress towards achieving the SDG education targets and strengthen analysis and knowledge management. At global level, it will be important that the monitoring framework for Education 2030 be part of the future global monitoring framework for the SDGs. Cognizant of the importance of harmonization of reporting, the Education for All Global Monitoring Report will be continued in the form of a Global Education Monitoring Report (GEMR). The GEMR will be the prime instrument to help governments monitor their progress towards achieving the SDG education targets. It will also report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments, as part of the overall SDG monitoring and review mechanisms.

Objectives

- Review progress made as well as outstanding challenges in global and regional coordination, monitoring and accountability mechanisms in education since 2000 in order to inform proposed coordination and monitoring mechanisms at different levels for Education 2030.

- Discuss and recommend key characteristics and functions of effective global and regional coordination and monitoring mechanisms for improved accountability and support to countries in implementing the education agenda.

- Identify how global and regional coordination and monitoring mechanisms should work alongside, and complement, emergent coordination and monitoring mechanisms for the SDG agenda.

Guiding questions for discussion

- What should be the objectives of global SDG 4 coordination mechanisms, how can they be improved compared with the global EFA coordination mechanisms?

- How can regional coordination mechanisms play an effective interface role between global and national coordination and how can they best link their existing frameworks to Education 2030?

- What lessons are drawn from the global monitoring of the EFA goals and the education-related MDGs for monitoring the implementation of the SDG 4 goal and targets? In particular what are the lessons on using monitoring results to promote accountability at the global and regional level, and at the same time ensuring that education policy remains a national preserve?

- What should be the key characteristics and functions of regional and global monitoring mechanisms?

This session is organized by UNESCO.

2. Effective governance and accountability

Background

Contemporary education governance systems are multi-layered and complex, involving multiple and diverse actors as well as wide consultative processes. Indeed, education authorities are "being diffused vertically, upwards towards global institutions and networks and downwards to local communities and horizontally to different stakeholders"[16].

Two trends are having a particularly strong impact. Decentralization is delegating the responsibilities and authority of sub-national government bodies and local actors, whose often unclear roles may blur questions of accountability. This challenge is intensified with the multiplication of private actors in the delivery, management and monitoring of education. In this context, and even in the most decentralized structures, the role of education authorities/governments in steering governance reforms and providing strategic vision remains critical in order to ensure equal access to quality education and the efficient use of limited resources.

Objectives

- Explore the roles education authorities play in pursuing effective governance in increasingly complex education systems characterized by multi-players and layers;

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[16] http://www.icpublicpolicy.org/Governance-Shifts-Comparative

- Identify key policies and strategies to build a regulatory and collaborative governance framework in a context of growing marketization;
- Identify accountability systems that can guarantee the successful achievement of education quality and equal education opportunities for all throughout the system.

Key issues

What is effective governance?

Effective governance is linked to institutions' capacity to resolve problems of public policy and implement rules. These are challenges shared by countries at every point of the development spectrum. To date, discussions have focused on questions surrounding the 'means of implementation' or rule of law. Yet adequate attention to issues relating to official development assistance and the existence of well-functioning institutions is crucial in ensuring effective governance. In addition, foresight and long-term planning are necessary to deal with emerging public policy issues[17].

Building an effective regulatory and collaborative governance framework amidst marketization

The multiplication of local-level and private actors in the delivery, management and monitoring of education has several advantages, among them the increased relevance of education delivery to local needs and the emergence of local initiatives and innovations. However, it also increases the challenge of governing effectively and transparently. As national policy discourses in education have changed significantly, analyses of the source of demand for more market-oriented policy-making as well as the long-term impacts of marketization have become necessary[18]. Some of these impacts can be expected to be on existing regulatory frameworks, established governance structures and power distributions.

In this context, Ministries of Education (MoEs) remain central to developing strong regulation and coordination mechanisms, but also partnerships and collaboration mechanisms with these multiple actors, so as to guarantee equal access to quality education and efficient use of limited resources.

Ensuring accountability for a quality and equitable education system

Accountability must be at the foundation of such a multi-player system, as a safeguard to education quality and equality. Accountability mechanisms vary according to the actors (public vs private) involved in the delivery, management and monitoring of education. The role played by education authorities will differ accordingly. Any accountability system should be based on the level of autonomy provided to local level actors, and to their degree of professionalism.

In many cases, policy making and its accompanying accountability system involves trade-offs, particularly with the triple goals of quality, efficiency and equity. This calculus is complicated when global level actors play a dominant role in shaping a country's education agenda through external funding, technical assistance, as well as benchmarking and target setting. In countries with limited or fragmented capacities to steer and manage the education system, it is useful to consider which governance arrangements are more likely to foster ownership rather than dependency[19].

Guiding questions for discussion

- How is effective governance being defined, particularly in relation to non-state actors and international funders?
- What collaboration and partnership mechanisms with private actors are supporting effective governance, particularly for provision and management functions?
- What is the experience of governments in balancing increased autonomy of local level actors with accountability? What accountability mechanisms are working?
- What trade-offs are evident in accountability frameworks in pursuing equity, efficiency and quality?

This session is organized by the UNESCO International Institute for Educational Planning.

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[17] Analytical Framework on "Changing Dynamics in the Governance of Education: A Comparative Analysis of Emerging Issues and Reforms in Developing Countries" (UNESCO, ED/PLS/EDP).
[18] *Ibid.*
[8] *Ibid.*

3. Beyond aid: transforming education systems through partnership

Background

Delivering the ambitious vision set out in the Framework for Action should be driven by country-led action, but transforming education systems to deliver learning for all will also require countries to work together in meaningful partnership. Countries can and should be encouraged to learn from one another: from finding out what needs to be done to strengthen and improve education systems to prioritizing policies based on the best available evidence. The international community, including traditional and new donors, the private sector and research communities, also has a vital role in supporting such partnerships and ensuring that no one is left behind, regardless of circumstance or resource.

The 'Beyond Aid' agenda looks to target the underlying causes of poverty to generate effective solutions for developing countries, moving away from the traditional language of poverty reduction to wider-reaching progressive economic, social and political change. There is an essential place for aid post-2015, but the benefits of working in partnership are becoming better recognized and opportunities for doing so are increasing. This session will unpack the most effective ways of working together in education to achieve the best results for all.

Panellists will represent country and international perspectives on the role of development cooperation and partnership beyond 2015. A senior DFID representative will chair the session before inviting participants from Africa and Asia and the Global Partnership for Education to share their experiences. Contributions will be rooted in the needs of countries to identify new ways of working together, in both bilateral and multilateral partnerships, to add the greatest value and to respond to global gaps. The discussion will draw on central themes of learning and equity to shift the debate away from a focus only on development finance, towards an emphasis on meaningful partnerships to catalyze change.

Objectives

- Share ideas and experiences of different ways to work in partnership, including through peer learning and bilateral collaboration, financial assistance and multilateral cooperation.
- Understand how countries learn from one another and work in partnership to transform education systems and drive improvements in education outcomes.
- Explore how to develop non-traditional partnerships, including with new donors and the private sector.

Guiding questions for discussion

- What makes an effective partnership for the realization of the Framework for Action and how are these developed?
- How do countries learn from one another to deliver learning for all and how can this best be encouraged and facilitated?
- How should partners work together to ensure that no child is left behind, regardless of context?
- What is the role of external assistance (donors, multilaterals, foundations, private sector) in terms of both coordination and financing in the implementation of the Framework for Action?

This session is organized by DFID.

4. Can there be development without capacity? Principles from national sector analysis and planning

Background

It is increasingly recognized that traditional technical cooperation and human resource training cannot bring about enduring change in public sector capacities and that capacity development efforts, embracing a concern for overall policy frameworks and the environments in which individuals and organizations operate as well as the relationship between institutions, must be a key pillar of international development cooperation. Yet too many development projects and programmes continue to focus on the training of individuals and fail to generate significant changes in the effectiveness of the ministries and public agencies responsible for national development.

While there is consensus on the importance of capacity development, the choice of strategies is still being debated. To advance our thinking on these issues, this session will consider principles for successful capacity development programmes

for education sector analysis and planning. Panellists will discuss their national and regional successes and challenges in capacity development efforts, and debate the usefulness of these and other principles.

Objectives

- Explore the political complexity of committing long-term to strengthening national capacity
- Identify successful strategies for strengthening capacity in which the principles take concrete form
- Explore lessons for strengthening national capacity development centres
- Identify additional proposals of capacity development emerging from experience

Key issues

- Countries' capacities depend on the competencies of individual officers, the effectiveness of the departments to which these individuals belong, the rules and regulations that guide the public service, and the specific country context. Capacity development succeeds when it focuses not only on the competencies of individual staff, but also on improving the functioning of the public administration. Successful programmes begin with an institutional analysis to define the main causes of low capacity and the most appropriate response.

- Capacity development is an endogenous process: external agents cannot and should not attempt to replace internal actors. Indeed, evidence indicates that capacity development efforts are more successful when they are an expression of internal conviction, not simply a response to external demand. National leadership is indispensable. Successful capacity development programmes therefore focus on improving the dialogue between policy leaders and technical experts, developing a group of national 'change agents' and promoting social demand for more effective educational administration.

- Many training programmes are not integrated because of weak or declining training and research centres, reliance on outside institutions and the strong influence of international research agendas. The existence of national centres is a precondition to developing coherent and long-term training programmes, and to create nationally-owned research. Capacity development therefore requires efforts to develop local centres, to take over the work of the international community, and to support the continued renewal of capacity by the country. Such centres must be supported by the government and have capable staff and sufficient financial resources.

Guiding questions for discussion

- How have countries built a long-term commitment to strengthening national capacities, when the political situation can be unstable, and when decisions are politically difficult?
- What have been the main reasons for low capacity in each country, and which actions have proven to be particularly successful in strengthening capacity?
- What can be learned from the track record, within each country and at international level, of efforts to strengthen national centres? What has worked? What is a realistic time frame?
- Beyond these three principles, what other principles would you propose?

This session is organized by the UNESCO International Institute for Educational Planning.

5. Providing meaningful learning opportunities for out-of-school children

Background

Despite the promises of the Millennium Declaration and Education for All, around the world, one child in eleven is still not enrolled in school. A further 63 million young adolescents who should be in lower secondary education are not enrolled.

Most of the global out-of-school population is concentrated in a small number of countries that have the furthest to travel towards universal basic education. Though many of these countries have made great strides towards expanding enrolment, they remain far from achieving universal primary education, with out-of-school rates greater than 10 per cent. Children in Nigeria, Pakistan and Djibouti, for example, continue to face broad challenges in accessing education, often due to the unaffordable cost of education. These countries may also be characterized by fragility, conflict, armed violence or mass migration, which are undoing the progress made in the past in countries such as Syria.

However, the majority of low- and middle-income countries face a different challenge: having successfully enlarged and improved their education systems, these countries are now in the 'final mile' of achieving the goals of universal primary education and gender equity. Enrolment rates have often risen to over 90 per cent, but are now stagnating. The children that remain out of school are predominantly those hardest to reach, who are not only poor but face particular barriers which intensify their disadvantage, such as discrimination on the basis of gender or ethnicity, or the inability of schools to cater for working children or those with disabilities.

Objectives

This session will provide a deeper and more nuanced understanding of the profiles of children out of school in different regions of the world and the barriers they face, drawing on recent analyses conducted under the Out-of-School Children Initiative (OOSCI). Speakers will explore the changes that are needed in countries with large out-of-school populations, as well as examples of effective approaches in countries that are in the 'final mile'. The session will conclude with descriptions of alternative learning programmes that have been shown to meet the needs of children and adolescents who either have little prospect of going to school or who have already dropped out of education.

Key issues

- In countries with large populations of out-of-school children, rapid expansions on both the supply and demand side of the education system are required, often accompanied by improvements in the policy environment.
- In countries that are close to achieving their education goals, a 'business-as-usual' approach to expanding the education system will not meet the needs of the last few per cent of disadvantaged children.
- In order to avoid a 'lost generation' of children who have received little or no education, complementary education pathways need to be established, aimed at either providing an alternative basic education or helping out-of-school children into mainstream formal schools.

Guiding questions for discussion

- What policy changes need to be made in countries that are in the 'final mile' in order for them to achieve current (or future) education goals? What data and evidence are needed to implement them?
- What can be done in countries with large populations of out-of-school children to raise enrolment and completion rates?
- What can be done to improve the quality and coverage of data on out-of-school children and children at risk of dropping out for national policymaking?
- What should be done about children who have little prospect of enrolling in school or who have dropped out early?

This session is organized by the UNESCO Institute for Statistics and UNICEF.

6. Using evidence in policy-making and practice

Background

Education and learning are fundamental to poverty reduction, shared prosperity and economic growth. There is broad agreement, backed by evidence, that education enhances people's ability to make informed decisions, be better parents, earn a higher income, escape poverty, adopt new technologies, cope with shocks, and be responsible citizens and effective stewards of the natural environment. Yet ensuring that education systems deliver on the promise of education is no small task. Not only do millions of children around the world still lack access to education, but many of those entering school are dropping out early, and for many of those who do complete schooling the level of learning acquired is producing functionally illiterate graduates. This situation is exacerbated when we examine the poorest and most marginalized portions of the population.

As we embark on a broader and more ambitious 2030 education agenda, the development and use of evidence to underpin policies, priorities, reforms, and programs is of critical importance across a wide spectrum of actors from country governments, to civil society, the private sector, development agencies and organizations. Analytical work, practical evidence and know-how related to education programmes and policies are critical to improving the performance of education systems around the world. Strong research and evaluation generate the evidence required to form judgments, deliberate options and make decisions about how to spend scarce financial resources to ensure the best possible results. Such work helps determine whether a programme has had an impact on a target population and how large that impact truly was. It enables researchers to determine whether a programme design was effective, or which specific areas of the design could benefit from improvements and which could be scaled up. Evidence also holds policy-makers, development agencies and schools themselves accountable.

Objectives

This session will focus on the importance of evidence in education policy-making and practice as a key factor in the successful implementation of the 2030 education agenda. Investments in what works in education are urgently needed given the increased reach of the education agenda. Strong evidence on education outcomes, on what programmes work best to change those outcomes, and on the systems in place to implement those programmes widely, is of central importance in informing policy and programming decisions across all countries, agencies and organizations working with education systems around the world. Through a moderated discussion, a panel of policy-makers, civil society, academics and development agency representatives will discuss their experience with developing and using evidence in education policy-making, highlighting strategies that have successfully led to more and better education system reforms while also pointing to the difficulties surrounding the development and use of evidence in policy-making.

Key issues

- Ensuring all children can go to school and learn is essential to ending extreme poverty and building shared prosperity.
- There is a growing need for more and better evidence on what works in terms of education system reforms.
- Policy and programming decisions should be informed by strong evidence of what works.

Guiding questions for discussion

- Why is it necessary to use evidence in policy making and why is it so difficult to do so in education?
- Do we know what works to help ensure children learn the skills necessary to succeed in work and life? What lessons have we learned?
- How can we come together as an international education community to ensure evidence is used to drive future priorities and reforms?

This session is organized by the World Bank Group.

7. Operationalizing lifelong learning

Background

Lifelong learning is a key feature of the 2030 education agenda. It needs to cut across all the proposed targets and ensure that flexible lifelong and life-wide learning opportunities are provided through formal and non-formal pathways and through stimulating informal learning (e.g. through use of ICT). In addition, as an organizing principle for the 2030 agenda, lifelong learning needs to shape future educational reform and promote the development of learning systems that reach beyond the education sector.

Rooted in many cultures, societies and religions, the notion of lifelong learning has existed throughout recorded human history. As a global educational paradigm, lifelong learning was strongly shaped by the Faure Report of 1972, entitled Learning to Be, and the Delors Report of 1996, entitled Learning: The treasure within, both commissioned by UNESCO. The latter saw lifelong learning as a principle which rests on four pillars – learning to be, learning to know, learning to do and learning to live together – and envisaged a learning society in which everyone can learn according to her or his individual needs and interests, anywhere and anytime in an unrestricted, flexible and constructive way. Based on emancipatory, humanistic and democratic values, lifelong learning is founded in the integration of learning and living, covering learning activities for people of all ages, in all life-wide contexts (family, school, community, workplace and so on) and through formal, non-formal and informal modalities that together meet a wide range of learning needs and demands. Education systems that promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals.

However, while the concept of lifelong learning is generally understood and appreciated, the essential challenge is to operationalize it and ensure that effective policies, strategies, systems and mechanisms are in place, catering for a diversity of – continuously evolving – learning needs and life situations. Most countries have laws, legal regulations or public policy initiatives with a primary focus on supporting lifelong learning. And a number of countries have already made substantial progress or taken steps towards developing national systems or mechanisms of lifelong learning. However, frequently the discourse of lifelong learning is still only partially present in policies, or it is present in policies but still to become a reality in practice. Now, faced with the global challenges of the 21st century, it has become even more imperative for each and every country to make lifelong learning for all a reality.

Objectives

- Analyze progress, trends and challenges in countries towards achieving lifelong learning for all.
- Share Member States' best practices in formulating and implementing policies and strategies for the development of lifelong learning systems and societies.
- Reflect and agree on an operational definition of lifelong learning and ways to monitor and measure progress.

Key issues

In a rapidly-changing globalized world, learning has become an indispensable and continuous task in peoples' lives. However, hundreds of millions of youth and adults have not had the opportunity to acquire foundational skills through sufficient basic schooling of adequate quality. Participants will explore how more inclusive, open and flexible lifelong learning systems can be developed to offer these disadvantaged populations alternative pathways which allow for recognized qualifications and competencies, independent of age, location or life situation. This includes the analysis of mechanisms for the recognition, validation and accreditation of knowledge and competencies regardless the pathways through which they were acquired. National and regional qualifications frameworks are an example of policies that promote lifelong learning. Another example is the development of learning cities, communities and families. The establishment of partnerships, platforms and networks to strengthen such strategies are part of this. Participants will discuss different frameworks and indicators for monitoring and measuring lifelong learning (e.g. "ELLI Index", "Composite Learning Index" (CLI), and Key Features for Learning Cities) and attempt to agree on an operational definition of lifelong learning.

Guiding questions for discussion

- How can the lifelong learning principle become a reality in policies and practice in families, communities, cities and societies?
- How can lifelong learning become the crosscutting approach to the 2030 education agenda?

- How can we monitor and measure progress in developing lifelong learning systems and lifelong learning opportunities for all? Can we arrive at an operational definition of lifelong learning at the global level which is at the same time adjustable to local and national context and needs?

This session is organized by the UNESCO Institute for Lifelong Learning.

8. Mobilizing business to realize the 2030 education agenda

Background

Companies across a range of industries – including technology, financial services, agriculture and more – are beginning to play a new role: tackling education issues through their core business strategy and operations. Now more than ever, business, civil society and governments are partnering with each other to create and scale up new and innovative solutions to improve learning; make data collection and use more efficient; help better align curricula with workplace needs; and develop technologies for more efficient and expanded delivery of education, including to the most marginalized. A key strategy underpinning this approach is to engage in multi-stakeholder platforms – all with the promise of working collectively to overcome barriers to learning.

Private sector actors, including companies and corporate foundations, can provide important contributions to the realization of the ambitious 2030 education agenda through their core business expertise, social investment and philanthropy, and financial resources, as well as through advocacy and public policy engagement, by for example calling attention to collective education challenges. To ensure that these assets are not underutilized, collaboration between all stakeholders, including business, is necessary.

Increased cooperation between governments and business can ensure that corporate social investments in education move beyond traditional investments that are often small, short-term and uncoordinated. These actions can also identify areas of greatest need to guarantee better-targeted business investments. This session will engage education stakeholders from different horizons in a discussion on how to work collaboratively and learn from successful examples of engagement in education.

Objectives

- Provide practical recommendations for how business, government and civil society can work together in the area of education to create greater value for society, including through effective multi-stakeholder partnerships, strategic engagement and investment.
- Share good practices to make a business case to invest in education and to guide planning to achieve key education priorities.
- Demonstrate how business can support the implementation of the Sustainable Development Goal for education.

Key issues

In many contexts, there is a mismatch between education outcomes and labour needs: Investing in education is essential to develop a skilled workforce for the future and improve economic growth. The 2015 GMR reports that, as of 2012, 58 million primary-aged children were still out of school. In low- and middle-income countries, one in six children would not have completed primary school by 2015, and one in three adolescents would not have completed lower secondary school. For those children and youth who complete secondary school, many are not equipped with the skills needed for the world of work. In PwC's 17th Annual CEO Survey in 2014, 63% of CEOs cited the availability of skills as a serious concern.

There is significant under-investment in education: A recent study on global corporate CSR spending shows that the 2013 Fortune 500 Global Companies spent US$20 billion per year on CSR, however education represents only 13 % of this budget. Corporate giving to global health is, for example, sixteen times what it is to global education. Furthermore, only two in five dollars of education-related CSR go to the countries and groups most in need; only 16 % of this education budget went to primary education and only 14% to secondary education. Given the critical importance of education in skills development, greater and better-targeted private sector investment in education through a more sustainable longer-term approach is essential.

There is a need to support improvement in learning: Business works to address the global learning crisis in a multitude of ways. Companies can support government in the delivery of education and supplement resources, where needed, to assist in

the management and provision of education. There is also untapped potential for business to improve the quality of education, so that today's youth have the skills, knowledge and attitudes to seek employment and actively engage in society.

Business is a critical actor for education and provide a distinct added value. Companies can maximize the impact of their actions by working with a broad range of education stakeholders such as government, civil society and donor agencies. Conversely, by leveraging the core assets of business, these education stakeholders can improve the impact of their own investments. Business will continue to want to impact learning and has already started to plan for post-2015, such as through public commitments to scale.

Guiding questions for discussion

- What is the role of business in education and why do businesses need to invest in education?
- How can business use its assets to impact opportunities for quality learning?
- How can business coordinate actions with other education stakeholders to support the implementation of SDG 4?

This session is organized by the Global Business Coalition for Education and UN Global Compact.

9. The role of civil society in education

Background

The international community recognized the pivotal role of civil society in achieving EFA goals as articulated in the Dakar Framework for Action (UNESCO, 2000). While noting that the strength and influence of civil society differ across countries and at national, regional and global levels, and that participation is a recognised human right in an number of covenants, civil society organizations have the proven capacity to help broaden public awareness, initiate and undertake critical policy dialogue and evidence-based advocacy interventions, promote more transparent and inclusive decision-making processes, undertake innovative education approaches especially to reach the most marginalized groups – all contributing towards the promotion of inclusive, quality, and equitable education and lifelong learning for all.

Objectives of the session:

This session will:

- Take stock of the contributions of civil society to EFA, highlight success stories and identify the bottlenecks to civil society's active engagement in EFA since 2000;
- Reflect on the opportunities and threats to meaningful civil society participation in education policy in the current context;
- Propose concrete recommendations to the WEF 2015 regarding the roles and contributions of civil society organizations and strategies for civil society support to ensure the full realization of the Education 2030 agenda.

Key issues:

A recent study conducted by UNESCO and the Collective Consultation of NGOs on EFA (CCNGO/EFA), '*Collective Commitments: The role of civil society in the Education for All movement 2000-2015*' underscored the role and contributions of civil society in EFA:

> "The engagement of civil society, in all its diversity, has been a central part of the story of EFA. It has transformed the EFA "initiative" and agenda into an EFA movement which, without civil society, would not exist. … Through a plethora of actions, civil society has attempted to shape education policy, ensure financing for education, enhance democratic governance of education systems, and to generate innovative solutions to complex challenges. Through both cooperation and critique, civil society has endeavoured to hold governments and donors to account: to demand equitable, inclusive and quality education."

The study further observed that in the last 15 years, civil society engagement in EFA has grown. There are more organisations now working to secure the right to education, capacity has increased and there have been dramatic changes in coordination at national, regional and global levels – with the creation of alliances and coalitions advancing EFA operating at these different levels. Greater coordination has made for more effective advocacy – demonstrating broad, wide-scale support and enhanced capacity to sustain action. This has also offered platforms for mutual support and learning within and across

national boundaries. These changes have led to increased visibility for civil society within the EFA movement and deepened its ability to secure and occupy spaces for policy engagement and policy reforms.

This study however suggests that while there has been positive progression since 2000, the degree and extent of civil society engagement and participation in EFA processes can be quite varied – influenced by a number of determinants including: international mandates (EFA, Dakar Framework for Action); political context; institutionalization; transparency in communication and representation; economic context and technology.

The draft Framework for Action Education 2030 recognizes the critical role of civil society organizations in advancing the education agenda 2030:

"Civil society organizations (CSOs), including representative, broad-based coalitions and networks, play essential roles. They need to be engaged at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed. CSOs can:

- promote social mobilization and raise public awareness, enabling the voices of citizens (particularly those who face discrimination) to be heard in policy development;
- develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups; and
- document and share evidence from practice, from citizens' assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending, and ensuring transparency in education governance and budgeting."

Guiding questions for discussion:

- What are the primary factors that enhance or undermine civil society contributions to, and meaningful engagement in, education policy, governance and implementation?
- What recommendations can be offered to enhance civil society participation and engagement in education policy and in realizing the important roles civil society play in contributing to achieving the full Education 2030 agenda? The recommendations can be directed to (i) national governments, (ii) donors, (iii) UNESCO and other UN agencies; and civil society organisations themselves.

This session is organized by the Collective Consultation of NGOs on EFA.

10. The 2030 education targets: what our societies gain by achieving this universal agenda

Background

The 2030 education targets mark an important departure from the Millennium Development Goals, shifting the focus from access to primary education towards an expanded vision where all youth achieve at least basic skills by 2030. A new report by the OECD, Universal Basic Skills: What Countries Stand to Gain, highlights the close relationship between skills and economic growth. It shows the transformative impact improved learning outcomes would have on international efforts to eradicate poverty, narrow social inequalities and improve environmental sustainability.

The OECD report analyzes the social and economic returns that countries would see if all young people were to be enrolled in secondary school and achieved basic skills. The latter is defined as reaching at least Level 1 proficiency (420 points) on the OECD Programme for International Student Assessment (PISA) reading, mathematics and science tests. PISA is the most comprehensive and reliable indicator available for measuring the skills required for economic and social participation. The report integrates international assessments on a common scale and assesses the performance of 76 countries covering all regions, together with the economic and social benefits of improved learning outcomes.

The 2030 education agenda is a universal agenda. All countries have progress to make to ensure that all youth achieve baseline skills by 2030. The challenges are greatest for lower-income economies, which must advance rapidly on the twin fronts of access and outcomes. However, even high-income OECD countries, which have brought almost all youth into secondary school, still fail to ensure that all students gain the skills needed to participate in society.

The economic returns of achieving universal baseline skills are huge for all countries, with lower-income nations standing to gain the most from reaching this 2030 goal. Over the next 80 years, high-income OECD countries would enjoy GDP about 3.5% higher, on average, than would be expected with no improvement in student learning. For lower middle-income countries, their GDP would be 140% greater, on average, than would be expected if they were to retain the current level of skills in their labour force.

To achieve these returns, countries must put learning front and centre of their education policies. The report reveals that if countries expand access but maintain quality at current levels, the economic returns would be much lower than if they invest in the quality of learning at the same time as increasing enrolment. In the lowest-income countries considered in the report, where secondary school enrolment rates average just 75%, the gains from improving the quality of schools are three times as large as those from expanding enrollment but maintaining current quality. The report recognizes that it may not be realistic for all countries to reach baseline skills by 2030. However, it demonstrates that, with the right policies, rapid improvement is possible for all economies. With targeted efforts to reduce inequities and improve the skills of underperforming students, the social and economic returns for countries would be huge. The economic gains of having a better-skilled population far outweigh the financial investment required to improve performance. The economic benefits that would accrue solely from eliminating extreme underperformance in high-income OECD countries could make basic education free for all students.

Finally, the report is clear that international measurement of performance is crucial if development gains are to be shared equitably. Baseline skills in a global economy can only be defined by global standards. If the poorest countries and regions are to participate in economic growth, then they need to have the measurement tools that will enable them to benchmark skills against international competitors.

Guiding questions for discussion

- How far do countries have to travel to achieve universal baseline skills by 2030?
- What can we learn from strong performers about the policies that drive learning improvement?
- The report shows that improved learning outcomes are the key to better jobs and better lives. How can countries pursue excellence without losing equity?

This session is organized by OECD.

IV. Lunchtime side events

Wednesday 20 May
Advancing education for dignity, prosperity and justice

Room	Side event	Organizers
201/202 (Songdo 2nd Floor)	Global governance of the SDG education goal and its targets	Network for international policies and cooperation in education and training (NORRAG), Campaign for Popular education (CAMPE- Bangladesh) and Global Campaign for Education (GCE)
Premier Ballroom A (Songdo 2nd Floor)	Vulnerability, violence and voice: ending gender-based violence in and around schools, advancing gender equality in education	Plan International & United Nations Girls' Education Initiative (UNGEI)
113/115 (Songdo 1st Floor, equivalent to Ground floor)	Protecting education, schools and universities from attacks and military use	Government of Norway and Global Campaign for Education (GCE)
Lotus 1/2 (Sheraton, 3rd Floor)	Education and crisis: toward strengthened response	Save the Children and Inter-Agency Network for Education in Emergencies (INEE)
Premier Ballroom C (Songdo 2nd Floor)	Transforming learning and training environments: advancing Education for Sustainable Development through a whole-institution approach	Centre for Environment Education (CEE), African Development Bank (AfDB), Foundation for Environmental Education (FEE) and United Nations Environment Programme (UNEP)
116/118 (Songdo 1st Floor, equivalent to Ground floor)	A global response to privatisation and commercialisation of education	Education International (EI) and Global Campaign for Education (GCE)
Grand Ballroom 1 (Sheraton, 3rd Floor)	The role of soft skills in the future of global education	LEGO Foundation and Brookings Institute
102/103 (Songdo 1st Floor, equivalent to Ground floor)	From MDGs to SDGs: fulfilling the promise of inclusive quality education for children with disabilities	UNICEF
Grand Ballroom 2 (Sheraton, 3rd Floor)	Making the case for safe schools	Plan International, International Federation of Red Cross (IFRC), Save the Children, World Vision, United Nations Office for Disaster Risk Reduction (UNISDR), UNICEF, Global Facility for Disaster Reduction and Recovery (GFDRR), and UNESCO

Thursday 21 May
New approaches for new contexts: innovations for transformative teaching and learning

Room	Side event	Organizers
Premier Ballroom A (Songdo 2nd Floor)	A global book fund: making early grade reading books available for all	USAID, Government of Norway, Government of UK, UNICEF, Global Partnership for Education (GPE), and Save the Children
Premier Ballroom C (Songdo 2nd Floor)	The vanguard of change: the role of young people in a powerful new education agenda	UN Global Education First Initiative (GEFI)
Grand Ballroom 1 (Sheraton, 3rd Floor)	Une refondation pédagogique dans une approche équitable au service de l'éducation préscolaire	Algerian Minister of Education
113/115 (Songdo 1st Floor, equivalent to Ground floor)	How understanding education systems can help to endure learning for all?	Department for International Development (DFID) UK, Center for Global Development and World Bank
102/103 (Songdo 1st Floor, equivalent to Ground floor)	Effectively transforming learning and teaching with techonology	Intel Education
Lotus 1/2 (Sheraton, 3rd Floor)	Repositioning curriculum in education quality & development-relevance	UNESCO International Bureau of Education (IBE)
201/202 (Songdo 2nd Floor)	Current and new directions for measuring global citizenship education	Brookings Institution and UN Global Education First Initiative (GEFI) Youth Advocacy Group
Grand Ballroom 2 (Sheraton, 3rd Floor)	New power of youth and adult education - contribution to the transformative post-2015 agenda	International Council for Adult Education (ICAE) and Asia South Pacific Association for Basic and Adult Education (ASPBAE)
116/118 (Songdo 1st Floor, equivalent to Ground floor)	The experience of middle income countries participating in PISA, 2000-2015	Organization for Economic Co-operation and Development (OECD) and World Bank
Lotus 5 (Sheraton, 3rd Floor)	School feeding, the drive of agriculture and local development: prospects for Africa	Ministry of Education of Niger and World Food Programme (WFP)