4th Meeting of the SDG-Education 2030 Steering Committee

Paris, 28 February - 02 March 2018

Working Documents

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Education
2030

Reference documents

Background

The multi-stakeholder SDG-Education 2030 Steering Committee is the main global consultation and coordination mechanism for education in the 2030 Agenda for Sustainable Development. As mandated by the Education 2030 Framework for Action, the Steering Committee "provides strategic guidance, reviews progress drawing on the GEM report, and makes recommendations to the education community on key priorities and catalytic actions to achieve the new agenda, monitors and advocates for adequate financing, and encourage coordination and harmonization of partner activities." (para 94).

Since its establishment in May 2016, the SDG-Education Steering Committee (SC) has engaged with global review, monitoring and reporting through the work of the Technical Cooperation Group (TCG), and the Global Alliance to Monitor Learning (GAML), has followed up on the 2016 Global Education Monitoring (GEM) Report recommendations, and has provided input to the 2016 and 2017 HLPF Review processes. The work of the Steering Committee is informed by four working groups devoted to the following themes: Policies and strategies; Financing of education; Review, monitoring and reporting; and Advocacy and communication. In addition to submitting input to the upcoming 2018 HLPF review, the SC will focus its efforts in 2018 on the preparation of the 2019 HLPF[1] review that will examine SDGs devoted to education, jobs, inequalities, climate change, peace and justice, as well as partnerships[2]. This preparation must include input from regional 2018 Education 2030 consultations, as well as from the 2018 Global Education Meeting that Belgium has kindly proposed to host (Brussels, 3-5 December 2018).

In terms of global advocacy and communication, the SDG-Education will seek to strengthen linkages with global processes, as well as define a strategy to communicate the results of its deliberations with education partners at global and regional levels. In addition to engagement with global processes, the SC will engage with regional SDG4-Education 2030 partner platforms as key conduits for the harmonization of approaches and the dissemination of key strategic messages in support of national efforts in the implementation and monitoring of Education 2030 commitments.

Objectives

1. To agree on a strategy for global review, monitoring and reporting process, in view of HLPF 2018 and the 2019 Review

2. To define positions and recommendations of the SDG-Education 2030 Steering Committee on key strategic areas

3. To refine the advocacy, communication and outreach strategy of the SDG-Education 2030 Steering Committee

4. To define next steps for the SDG-Education 2030 Steering Committee (next meeting, rotation of members, and the Global Education Meeting 2018).

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1   SDG 6 (Water); 7 (Energy); 11 (Cities); 12 (Consumption); 15 (Life on land) + 17 (Partnerships).
2   SDG4 (Education); in addition to SDG 8 (Jobs); SDG 10 (Inequalities); SDG 13 (Climate change); 16 (Peace & justice) and 17 (Partnerships).

Agenda

Wednesday, 28 February 2018	
14:00 – 14:30	**Opening Session** • Welcome remarks by H.E. Mr Byong-hyun Lee, Chairperson of the Executive Board • Opening address by Ms Audrey Azoulay, Director-General of UNESCO • Video messages by Ms Amina Mohammed, Deputy Secretary-General and Mr Liu Zhenmin, Under-Secretary-General for Economic and Social Affairs, United Nations • Opening statement by Mr Dankert Vedeler, co-chair of the SDG-Education 2030 Steering Committee • Introduction and adoption of the agenda, Mr Qian Tang, Assistant Director-General for Education, UNESCO
14:30 – 15:30	**SDG4 – Education 2030 at the regional level: Opportunities, challenges and the way forward I** Chair: UNESCO Objective: To examine proposed recommendations outlined in ref doc 1: *Mapping regional education monitoring, reporting and benchmarking mechanisms* and identity possible actions to take them forward. Ref doc 1 - Mapping regional education monitoring, reporting and benchmarking mechanisms • **Mapping of regional monitoring mechanisms and recommendations** Presentation (10 min), UIS/GEM Report • **Regional perspectives I** Each regional organization (5 min each) reacts to the recommendations on regional monitoring and reporting framework. Countries (5 min each) respond to the following questions: - How does your country benefit from engaging in regional processes/mechanisms? - How could regional benchmarking mechanisms be useful for national educational development? Africa (ADEA – Zambia); Arab States (ABEGS – Morocco); Asia and the Pacific (SEAMEO – Japan).
15:30 – 15:45	Coffee break

15:45 – 17:00	**SDG4 – Education 2030 at the regional level: Opportunities, challenges and the way forward II**
	Chair: ASPBAE
	
	• **Regional perspectives II** - 5 min each by organization/country
	  Eastern Europe (Council of Europe – Latvia);
	  Latin America and the Caribbean (OEI – Argentina);
	  Western Europe and North America (European Commission – France).
	
	• **Update on regional consultations** – 5 min each
	  Latin America and the Caribbean (Bolivia)
	  Africa (Kenya)
	  Asia and the Pacific (UNESCO Bangkok)
	  Europe (Council of Europe)
	  Arab States (UNESCO Beirut)
	
	• **Plenary debate** to determine how the Steering Committee can better engage in regional processes and to identify possible actions to follow-up on the proposed recommendations

17:00 – 18:00	**Information Session – Data and Global Public Goods** [simultaneous interpretation not available]
**Thursday, 1 March 2018**

9:30 – 10:30	**HLPF Review Process**
	Chair: OECD
	
	• **Draft Education 2030 – Steering Committee submission to 2018 HLPF**
	  <u>Objective:</u> Validation of outline of submission for 2018 HLPF Review
	  Presentation (10 min - UIS/GEM Report) and discussion/validation (20 min)
	  Ref doc 2 - High-Level Political Forum Review Process 2018
	
	• **Proposed process and strategies for preparing the 2019 HLPF input**
	  <u>Objective:</u> Endorsement of options for SDG-Education 2030 Steering Committee inputs for the 2019 HLPF Review
	  Presentation (10 min - UIS/GEM report) and discussion/endorsement (20 min)
	  Ref doc 3 - SDG-Education 2030 Steering Committee input to the 2019 HLPF

10:30– 11:00	**Indicator Frameworks, Global Monitoring and Reporting I**
	Chair: OEI
	
	• **Update on new data and monitoring initiatives** (5 min - UIS)
	
	• **Review of TCG meeting results and main recommendation**
	  <u>Objective:</u> Identification of TCG recommendations to be endorsed by the Steering Committee
	  Presentation (5 min – UIS) and discussion (20 min)
	  Ref doc 4 - TCG report to the SDG-Education 2030 Steering Committee

11:00 – 11:15	Coffee break

11:15 – 12:30	**Indicator Frameworks, Global Monitoring and Reporting II** Chair: China Objective: Identification of the most strategic recommendations for the SDG-Education 2030 Steering Committee to take forward • **Key messages to support financing and capacity development for the measurement and monitoring of SDG4** Presentation (10 min - UIS) and discussion (20 min) Ref doc 5 - Key messages on SDG 4 measurement and monitoring needs and priorities to support the development of national capacity • **Key recommendations of GEM 2017/8 report on accountability** Presentation (10 min – GEM Report) and discussion (20 min) • **Preliminary synthesis of recommendations (**15 min)
12:30 – 14:00	Lunch break
14:00 - 15:15	**Strategic Policy Guidance for the Implementation of SDG4** Chair: UNESCO • **Update on SDG4 implementation** Objective: Refinement of recommendations resulting from the survey of SDG4 implementation and the preparation of a background paper on policy and strategy issues, clarification of the target audiences for each, and identification of possible actions for each Steering Committee constituency to take them forward. Presentation (25 min - OECD/GCE) and examination of each of the recommendations (20 min) Ref doc 6 - Update on SDG4 Implementation (Summary of survey results) Ref doc 7 - Policies and Strategies background paper •**Preliminary synthesis on recommendations** (15 mn)
15:15 - 15:45	Coffee break
15:45 - 17:00	**Financing of Education** Chair: UNESCO •**Update on recent global developments (15 mins)** • **Domestic financing in education** Objective: Endorsement of Steering Committee paper on domestic financing Presentation (5 min - GPE) and discussion (20 min) Ref doc 8 - Domestic Financing in Education: A smart investment • **Innovative financing for education** Objective: Options identified to take forward the theme of innovative financing Presentation (10 min - France) and discussion (20 min) Ref doc 9 - Innovative Financing for Education

Friday, 2 March 2018	
9:00 – 9:45	**Global Education Meeting 2018 (Brussels, 3-5 December 2018)** Chair: Belgium Objective: Validation of the concept outline, objectives and expected outcomes of the Global Education Meeting 2018. Ref doc 10 – Draft concept outline for 2018 Global Education Meeting • Presentation of the GEM 2018 concept outline (10 min - UNESCO) • Review and validation of format, objectives and expected outcomes (30 min) • Synthesis (5 min)
9:45 - 10:45	**Global advocacy, communication and outreach** Chair: UNICEF Objective: Clarification of modalities for communication and outreach, development of the SDG4 website and Right to Education campaign. • **Working modalities of the WG and the development of the SDG4 website** Presentation and discussion (10 min - EAA) • **Strengthening visibility and outreach at the United Nations level and beyond** Presentation (10 min – UNESCO, New York/EAA) and discussion (20 min) • **Right to Education campaign** Presentation and discussion (10 min - GEMR) Ref doc 11 – Advocacy, communication and outreach
10:45 - 11:00	Coffee break
11:00 - 11:30	**Synthesis of SC recommendations and decisions on actions to take them forward** Chair: Dankert Vedeler, Co-chair of the SDG-Education 2030 Steering Committee Objective: Identification of most strategic recommendations and messages, clarification of target audiences and suggestions for actions to take them forward. Ref doc: Compiled list of reviewed/updated key messages discussed in Days 1-2 (to be handed out) • Synthesis of key recommendations of 4th meeting (5 min) • Debate and open discussion (15 min) • Conclusion (10 min)
11:30 - 12:00	**The way forward** Chair: UNESCO • Agree on next SDG-Education 2030 Steering Committee dates and venue • 2018 HLPF submission • Other
12:00 - 14:00	Lunch break
14:00 - 16:00	**Clarification of modalities of rotation and transition**

Ref doc 1 - Mapping regional education monitoring, reporting and benchmarking mechanisms

Background and objective

A session at the June 2017 meeting of the SDG–Education 2030 Steering Committee examined the role of regional organizations as potential peer learning mechanisms for countries to exchange information on their education policies and systems. The background paper to the session showed that almost all regions in the world have established entities that allow countries to share information on education and learn from each other (GEMR, 2017). But the background paper also concluded that strengthening policy dialogue and peer learning mechanisms at the regional level required, among other, the following:

- a regional education strategy, with clear priorities, targets, resources and monitoring frameworks;
- the alignment of regional education strategies with the global education strategy, represented by SDG 4 and the Education 2030 Framework for Action, with regional perspectives for how SDG 4 targets will be achieved; and
- the alignment of regional and global education targets and monitoring frameworks through a process to be facilitated by UNESCO regional offices and the UNESCO Institute for Statistics.

The background paper called for a mapping of regional and sub-regional strategies, targets and monitoring frameworks. Accordingly, the Steering Committee requested its Review, Monitoring and Reporting Working Group to produce such a mapping of education strategies and agendas, focusing on their:

- monitoring frameworks
- reporting mechanisms (against the strategy and/or the monitoring framework); and
- benchmarking and threshold setting processes

This note presents the main findings of this mapping exercise. As the number of organizations with explicit education monitoring frameworks is limited, the level of alignment of the regional education monitoring frameworks with the Education 2030 Agenda is not analysed here. Several of those regional education strategies have gone or are going through a process of alignment of that type, which is expected to have a positive impact on coordination between the regional and the global levels, as well as on the possibility that an increasing number of regional education strategies will develop their monitoring frameworks and reporting mechanisms.

Regional education strategies and their monitoring and reporting frameworks

Education is a central theme throughout the 2030 Agenda, which includes SDG 4 on education, education-related targets within seven other SDGs, and education implications for all SDGs. In particular, SDG 4 is ambitious and aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. The goal consists of ten targets to guide countries along a transformative path to a sustainable education agenda (UIS, 2017).

However, the SDG agenda is not the only cross-national one to which countries are committed. Different regions and sub-regions have reached agreements on certain goals and targets even before the approval of the SDGs. The existence of these other cross-national commitments requires coordination of the implementation processes if the priorities are to be achieved efficiently without duplication of effort.

A crucial step is setting a monitoring mechanism to help with the identification of advances and difficulties in the implementation of these education strategies. Table 1 presents the summary results of an information collection process. Additional information with links to selected documents is

available in the annex. *The information is not complete and has not been fully validated, but the aim of this note is precisely to generate interest and update the data.*

Organization with education in its mandate	Education agenda / strategy	Monitoring framework	Report on strategy / monitoring framework	Targets and benchmarks in monitoring framework
East Asia and the Pacific				
Association of Southeast Asian Nations (ASEAN)	Work Plan on Education 2016-2020	(…)	Yes	No
Pacific Islands Forum (PIF)	Pacific Education Development Framework	(…)	(…)	No
Southeast Asian Ministers of Education Organization (SEAMEO)	Education Agenda 2035	(…)	(…)	No
SPS Pacific Community	Education Quality Assessment Programme	Yes	Yes	No
Europe and Northern America				
Council of Europe (COE)	–	(…)	(…)	No
European Union (EU)	Education and Training 2020 (ET 2020)	Yes	Yes	Yes
Latin America and the Caribbean				
Caribbean Community (CARICOM)	Human Resource Development 2030 Strategy	Yet	No	No
Central American Educational and Cultural Corporation (CECC)	Central America Education Programme (PEC)	Yes	Yes	No
Organization of American States (OAS)	Inter-American Education Agenda	In process of development	No	No
Organization of Eastern Caribbean States (OECS)	OECS Education Sector Strategy	Yes	Yes	No
Organization of Ibero-American States (OEI)	Metas 2021	Yes	Yes	No
Northern Africa and Western Asia				
Arab League Educational Cultural and Scientific Organization (ALECSO)	–	(…)	(…)	No
South and West Asia				
South Asian Association for Regional Cooperation (SAARC)	SAARC Development Goals. Taking SDGs Forward.	In process of development	No	No

Organization with education in its mandate	Education agenda / strategy	Monitoring framework	Report on strategy / monitoring framework	Targets and benchmarks in monitoring framework
Sub-Saharan Africa				
African Union (AU)	Continental Education Strategy for Africa 2016-2025	In process of deve-lopment	No	No
Southern African Development Community (SADC)	Process of update of Pro-tocol on Education and Training / Regional Imple-mentation Plan 2007-15	(…)	(…)	No
Cross-regional organizations				
Commonwealth	Commonwealth Education Policy Framework	In process of deve-lopment	Yes	No
Islamic Educational, Scientific and Cultural Organization (ISESCO)	Strategy for the Development of Education in the Islamic World	(…)	(…)	No
Organisation International de la Francophonie (OIF)	–	(…)	(…)	No
Organization for Economic Co-operation and Development (OECD)	–	(…)	Yes	No

The main findings of this mapping exercise are the following:

- Several – though not all – regional organizations with an education mandate have education strategies or plans in place. Many are being influenced strongly by SDG 4 and aim to align with it.

- Many organizations have (or are in the process of developing) a monitoring framework although few report against the implementation of their education strategies using the monitoring framework. In some cases, such as the Commonwealth and the OECD, there is an education mo-nitoring report but not linked to a time-bounded education strategy.

- Only one organization, the European Union, has defined benchmarks or minimum thresholds for the indicators in its regional education agenda. The OECD has also constructed a set of benchmarks for monitoring its Member States' progress towards SDG 4 targets but these are not linked to a specific regional agenda (Thapa, 2018).

In addition to regional education strategies, many regions also have processes in place to implement the Education 2030 Agenda regionally, which may result in region-specific monitoring frameworks. UNESCO coordinates these processes through the leadership of its Regional Bureaus for Education[1].

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1 Arab States, Regional Arab SDG4/Education 2030 Support Group; Asia and the Pacific, Regional Network of National Coordinators for SDG4-Education 2030; Latin America and the Caribbean, the Technical Group for SDG 4 – E2030 Im-plementation Roadmap for Latin America and the Caribbean; West and Central Africa, Regional Coordination Group on SDG4-Education 2030 in West and Central Africa (RCG4-WCA)

Recommendations

On the basis of these findings, the following recommendations can be made:

- All regional organizations with an education mandate and an education strategy with clear goals would benefit from a **monitoring framework** and a regular **report** informing on progress in its implementation.

- For those organizations seeking to build an education monitoring framework, the **SDG 4 Thematic Indicator Framework** provides important guidance for building a regional set of indicators. Regional discussions will be facilitated by indicator definitions agreed at global level through the Technical Cooperation Group on the Indicators for SDG 4 – Education 2030. The UIS can help to facilitate those processes based on its experience at national, regional and global levels.

- The possibilities of c**ooperation between organizations at the global and regional level** for data collection to serve the monitoring frameworks needs to be explored. This should be approached on a case by case basis considering the existence already of several mechanisms of cooperation for data production and exchange (e.g. UNESCO/OECD/Eurostat education statistics framework).

- Coordination between the global and regional monitoring mechanisms for the Education 2030 agenda is important. **SDG 4-specific mechanisms** being developed in the regions, led by UNESCO, are very important and should rely on the SDG 4 Thematic Indicator Framework as much as possible before the necessary modifications and adaptations required to address regional contexts.

- Custodian agencies of SDG 4 indicators should be more present in the **governance structures of regional monitoring mechanisms** to help increase coordination between regional and global levels.

- Some regional organizations need support to strengthen their **capacity to report** against the implementation of their education strategy and its monitoring framework. The experience of the Global Education Monitoring Report can provide useful guidance for how these organizations can report on their education progress.

- The experience of setting **benchmarks and thresholds** in the monitoring frameworks is limited to a few cases only, a situation that surely reflects the complexities of those processes involving both political and technical considerations. Although in principle the establishment of benchmarks can help policy makers to determine priorities for monitoring, more in depth analysis of these experiences are needed to determine if these mechanisms are making a difference when comparing with cases that have not set explicit benchmarks or targets.

References

GEMR (2017) Strengthening Peer Learning of Education Policies for SDG 4: The Role of Regional Organizations. https://en.unesco.org/gem-report/sites/gem-report/files/SDG4Paper_References.pdf

Steering Committee (2017) Meeting Report, 3rd Meeting of the SDG-Education 2030 Steering Committee, 29 – 30 June 2017, New York http://unesdoc.unesco.org/images/0025/002529/252973E.pdf

Thapa, A. (2018) SDG 4 Benchmarking. Reviews and Recommendations. Paper prepared for UIS for the 4th meeting of the TCG, held in Dubai, 17-18 January 2018

UIS (2017) SDG 4 Data Digest 2017. The Quality Factor: Strengthening National Data to Monitor Sustainable Development Goal 4. http://uis.unesco.org/sites/default/files/documents/quality-factor-strengthening-national-data-2017-en.pdf

Annex

African Union (AU)

	Education as part of its agenda?	If so	An education strategy / plan / policy?	An education monitoring framework?	A report on its plan / monitoring framework?	Specific targets and benchmarks in its monitoring framework?
Does the organization have:	Yes http://www.un.org/en/africa/osaa/pdf/au/agenda2063.pdf		Yes https://au.int/sites/default/files/documents/29958-doc-cesa - english-v9.pdf	Yes	No	No
Name of last document	Agenda 2063		Continental Education Strategy for Africa (CESA) 2016-2025	CESA Indicators Framework		
Date of last document	April 2015		September 2015	June 2017		
Reference period	2013 - 2063		2016-2025	2016 - 2025		
Responsible body	African Union Commission		African Union Commission	African Union Commission		

CARICOM

	Education as part of its agenda?	If so	An education strategy / plan / policy?	An education monitoring framework?	A report on its plan / monitoring framework?	Specific targets and benchmarks in its monitoring framework?
Does the organization have:	Yes http://caricom.org/		Yes	Yes	No	No
Name of last document	Treaty of Chaguaramas		Human Resource Development 2030 Strategy (16 key outputs)	Key Performance Indicators in HRD 2030 Strategy		
Date of last document	1973		2017	2017	1973	
Reference period			2017 - 2030	2017 - 2030		
Responsible body	Conference of Heads of Government		Council for Human and Social Development (COHSOD)	Council for Human and Social Development (COHSOD)		

Central American Educational and Cultural Corporation (CECC)

	Education as part of its agenda?	If so	An education strategy / plan / policy?	An education monitoring framework?	A report on its plan / monitoring framework?	Specific targets and benchmarks in its monitoring framework?
Does the organization have:	Yes http://www.sica.int/cecc/		Yes, recently updated.	Yes, under revision to align with the new PEC http://www.sica.int/cecc/indicadores_educativos.aspx	No	No
Name of last document	Convenio Constitutivo de la Coordinación Educativa y Cultural Centroamericana (CECC)		Central-America Education Program (PEC) 2030 (6 targets)	Regional System of Educational Indicators (SRIE) (22 indicators)		
Date of last document	1982		2016	June 2017		
Reference period	(…)		2013 – 2030	Currently data available for 1995-2015		
Responsible body	Heads of State meeting / Council of Ministers of Education		Council of Ministers of Education	CECC Secretariat		

European Commission

	Education as part of its agenda?	If so	An education strategy / plan / policy?	An education monitoring framework?	A report on its plan / monitoring framework?	Specific targets and benchmarks in its monitoring framework?
Does the organization have:	Yes		Yes	Yes	Yes	Yes
Name of last document	Education and Training 2020 (ET 2020) http://ec.europa.eu/education/policy/strategic-framework_en		Education and training 2020 (ET 2020), 2016 New Skills Agenda for Europe http://ec.europa.eu/education/policy/strategic-framework_en	Education and training 2020 (ET 2020)	1.Education and Training Monitor EU and country reports 2. Sustainable Development in the European Union	
Date of last document	2009		2009		2012	2009
Reference period	2009 – 2020		2009 – 2020	2009 – 2020	2009 – 2020	2009 – 2020
Responsible body	European Commission		European Commission	European Commission	European Commission	European Commission

Organization of Eastern Caribbean States (OECS)

	Education as part of its agenda?	If so	An education strategy / plan / policy?	An education monitoring framework?	A report on its plan / monitoring framework?	Specific targets and benchmarks in its monitoring framework?
Does the organization have:	Yes http://www.oecs.org/		Yes http://www.oecs.org/edmu-resources?task=document.viewdoc&id=520	Yes http://www.oecs.org/edmu-resources?task=document.viewdoc&id=520	Yes	No
Name of last document	Treaty of Basseterre		OECS Education Sector Strategy (7 goals)	Key Performance Indicators in the OECS Education Sector Strategy	Education Statistical Digest 2016	
Date of last document	1981		2012	2012	2017	
Reference period			2012 - 2021	2012 - 2021	2014 - 2015	
Responsible body	Heads of Government of the Member States		OECS Council of Ministers	OECS Council of Ministers	OECS Commission	

Organization of Economic Co-operation and Development

	Education as part of its agenda?	If so	An education strategy / plan / policy?	An education monitoring framework?	A report on its plan / monitoring framework?	Specific targets and benchmarks in its monitoring framework?
Does the organization have:	Yes		No	Yes http://www.oecd.org/education/skills-beyond-school/49338320.pdf	Yes	No
Name of last document				Education Indicator Framework	Education at a glance	
Date of last document				2017	1992	
Reference period						
Responsible body				OECD's Indicators of Education Systems (INES) Programme	OECD's INES Programme and EAG team	

Organisation of Ibero-American States

Does the organization have:	Education as part of its agenda?	If so	An education strategy / plan / policy?	An education monitoring framework?	A report on its plan / monitoring framework?	Specific targets and benchmarks in its monitoring framework?
Does the organization have:	Yes http://www.oei.es/acercade/estatutos-oei		Yes http://www.oei.es/iesme/metas2021	Yes http://www.oei.es/iesme/metas2021	Yes http://www.oei.es/iesme/informes-miradas	No
Name of last document	(Statute)		Metas 2021 (11 targets)	Metas 2021, Chapter 11 (39 indicators)	Miradas	
Date of last document	1987		2010	2010	2017	
Reference period	1987		2010-2021	2010-2021	Annual, since 2011	
Responsible body	Summit of Heads of State / Government		Conference of Ministers of Education	OEI Secretariat / IESME	OEI Secretariat / IESME	

Pacific Islands Forum Secretariat

Does the organization have:	Education as part of its agenda?	If so	An education strategy / plan / policy?	An education monitoring framework?	A report on its plan / monitoring framework?	Specific targets and benchmarks in its monitoring framework?
Does the organization have:	Yes		Yes	Yes	Yes	No
Name of last document	Pacific SDG Taskforce		Pacific Roadmap for Sustainable Development	Pacific Regional Headline Indicator Framework	Pacific SDG Monitoring Report	
Date of last document	2016		2017	2017	2018	
Reference period	2016 - 2030		2016 - 2030	2016 - 2030	2016 - 2017	
Responsible body	Pacific Islands Forum Secretariat		Pacific Island Forum Leaders	Pacific SDG Taskforce	Pacific SDG Taskforce	

South Asian Association for Regional Cooperation (SAARC)

	Education as part of its agenda?	If so	An education strategy / plan / policy?	An education monitoring framework?	A report on its plan / monitoring framework?	Specific targets and benchmarks in its monitoring framework?
Does the organization have:	Yes http://saarc-sec.org/download/publications/TAKING_SDGs_FORWARD_(saarc-sec_20100616032736.pdf		Yes	Yes	Yes	No
Name of last document	SAARC Development Goals (SDGs): taking SDGs forward		Covering all 10 targets for 2030	Agreed to develop it and has to be endorsed by ministerial meeting	Not yet produced	
Date of last document	2010					
Reference period	2004					
Responsible body	South Asian Association for Regional Cooperation (SAARC)		Conference of Ministers of Education	SAARC secretariat		

SPC Pacific Community

	Education as part of its agenda?	If so	An education strategy / plan / policy?	An education monitoring framework?	A report on its plan / monitoring framework?	Specific targets and benchmarks in its monitoring framework?
Does the organization have:	Yes		Yes	Yes	Yes	No
Name of last document	Education Quality Assessment Programme		PEDF/REF	PEDF/REF	PEDF/REF	
Date of last document	n.k.		2009/2018	2009/2018	2009/2018	
Reference period	2018 - 2021?		2009 - 2015/ 2018 - 2030	2009-2015/ 2018-2030	2009-2015/ 2018-2030	
Responsible body	Pacific Board for Education Quality		Pacific Heads of Education Systems	Pacific Heads of Education Systems	Pacific Heads of Education Systems	

Ref doc 2 - High-Level Political Forum Review Process

This note aims to clarify the process of the 2018 High-Level Political Forum (HLPF) and the ways in which the SDG-Education 2030 Steering Committee can contribute.

Background

As stipulated in the 2030 Agenda for Sustainable Development, the High-Level Political Forum (HLPF) has a central role in the global follow-up and review of the 2030 Agenda and its 17 SDGs, working coherently with the General Assembly, the Economic and Social Council and other relevant organs and forums. The Forum meets annually under the auspices of the Economic and Social Council (ECOSOC) (for eight days, including a three-day ministerial segment), and every four years at the level of Heads of State and Government under the auspices of the General Assembly (for two days).

Theme of HLPF 2018 Review

The HLPF undertakes annual thematic reviews of the SDGs including cross-cutting issues. The 2018 HLPF Review is devoted to the overall theme of Transformation towards sustainable and resilient societies, and will include in-depth review of the following goals; SDG 6 (Water and sanitation), SDG 7 (Energy), SDG 11 (Cities), SDG 12 (Sustainable consumption) and SDG 15 (Life on land). SDG 17 (partnerships) will also be covered as it is included every year.

Inputs into the HLPF Review Process

- The follow-up and review at the HLPF is informed by an **Annual Progress Report on the SDGs** prepared by the Secretary-General of the United Nations to ECOSOC (https://unstats.un.org/sdgs/files/report/2017/secretary-general-sdg-report-2017--EN.pdf) and a more glossy report (https://unstats.un.org/sdgs/report/2017/) containing key messages, a storyline and graphs/charts. The first report is published at the end of May. In 2018, the second report will be published in mid-June. (See **Annex 1**)

- The follow-up and review at the HLPF is also informed by other relevant inputs. In this context, ECOSOC **functional commissions** and other **intergovernmental bodies and forums** are invited to share relevant input and deliberations from the perspective of the yearly theme. Among these, the SDG-Education 2030 Steering Committee is invited by the President of the ECOSOC to contribute to the HLPF review by submitting a yearly input (around 10 pages in 2016 and 2017), showcasing the contribution of education towards the 2030 Agenda in general, and progress towards the SDG4 in particular. (See **Annex 2**).

- **Voluntary National Reviews (VNRs)** are an important component of the HLPF and provide a platform for further highlighting crosscutting issues as part of the overall Sustainable Development Agenda and issues pertaining to the reviewed global goals. Each year DESA organizes meetings in support of the preparations of the VNR countries. A new set of revised voluntary guidelines on the VNRs will focus on strengthening the analytical assessment of the VNRs including special attention to the principle of 'leaving no one behind". It may be an important opportunity for Member States of the SDG-Education 2030 Steering Committee to work with their respective governments in the preparation and presentation of their VNRs. Note that a number of SC member countries will have submitted reports in 2016 or 2017 so will not do so in 2018.

- Inputs by **Regional Commissions** form an intrinsic part of the preparations of the HLPF and are considered to be part of the basic documents for the negotiations over the draft Ministerial Declarations of the HLPF. Synergies need to be established between regional organizations members of the SC, as well as between regional Education 2030 consultations and dedicated events/workshop planned by the Regional Commissions as input to the HLPF.

Annex I: Input for the 2018 Annual progress report on the SDGs prepared by the UNSG

In the context of the HLPF follow-up and review, UNESCO (led by UIS) is expected to contribute to the Annual Progress Report on the SDGs prepared by the Statistical Division of DESA for the Secretary-General of the United Nations. A request is put forward by DESA to responsible organizations and agencies to contribute a draft storyline per goal plus a number of charts or tables for each of the goals in focus (6, 7, 11, 12, 15 and 17). Where possible, organizations are asked to collaborate on submitting consolidated storylines for each goal. As DESA has not assigned lead-author roles, each agency decides which goals they wish to contribute to.

In 2016 and 2017, UIS in coordination with ED/ESC, developed a storyline for Goal 4 and contributed to storylines for other goals for which data was available (in 2016 – principally Goal 9 (Industry, Innovation and Infrastructure - Indicators 9.5.1 and 9.5.2) but also Goal 11 (Cities) although data was not available for indicator 11.4.1.). Consultations were held with relevant sectors in UNESCO and with other UN partners involved in drafting the storylines. Other sections in UNESCO were invited to contribute to the storylines for other goals working directly with other agencies as appropriate. In 2016, UIS was asked to limit the storyline to 500 words and submit a maximum of 5-6 charts per goal.

Proposed timeline for input into 2018 SDG Report

Consultation/validation of data with countries (if agencies have not already done so)	December 2017- February 2018	
Storyline for Reports (including data & Excel file used for the charts)	16 February 2018	
National data, regional and global aggregates	16 February 2018	
	SG official Report Deadline	Glossy Report Deadline
Editing	March/April	April/May
Submission deadline	1 May	1 June
Layout/Design	--	June
Translation in all languages	May (UN Docs Control)	June
Printing	Parliamentary Doc (UN Docs Control)	June
Launch	Available on UN website before HLPF (end of May)	18 June (ahead of the HLPF)

Annex 2: SDG-Education 2030 Steering Committee 2018 HLPF submission

In view of the 2018 High-Level Political Forum meeting (New York, 9-18 July 2018), the 2018 HLPF submission of the SDG-Education 2030 Steering Committee will contribute to the annual thematic review centred around the issue of "Transformation towards sustainable and resilient societies". The 2018 HLPF meeting will look closely at the following set of goals (in addition to SDG 17 on Partnerships):

- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Similarly, to the 2016 and 2017 submissions, the template for the 2018 submission, inspired by the Report of the Secretary-General on global follow-up and review of the 2030 Agenda for Sustainable Development (A/70/684), could include the following sections:

a. An assessment of the situation at the global level;

b. The identification of gaps, areas requiring urgent attention, risks and challenges;

c. Valuable lessons learned;

d. Emerging issues likely to affect the realization of transformation towards sustainable and resilient societies;

e. Areas where political guidance by the high-level political forum is required;

f. Policy recommendations on ways to accelerate progress in transformation towards sustainable and resilient societies.

Proposed timeline for the 2018 submission

2018 HLPF Input Timeline	
Guidelines on deadlines, procedures and content during SC Chairs/Bureau meeting	December 2017
First draft completed and shared with SC members ahead of its Feb 2018 meeting	15 January 2018
Presented to SC for feedback at its 4th meeting	28 Feb-2 Mar 2018
Draft further finalized based on feedback of SC Members	Mar-April 2018
Submission to ECOSOC	28 April 2018

Annex 3: SDG-Education 2030 Steering Committee 2018 HLPF submission proposed outline

ECOSOC invited intergovernmental bodies to contribute to the 2018 High-level Political Forum, including the SDG-Education 2030 Steering Committee. This annex presents the proposed structural outline based on the HLPF mandated structure for all submissions, suggested focus areas from the perspective of SDG4 based on discussions between the Secretariat, GEMR and UIS (who will compile the draft submission) and comments received from SC members.

> 2018 HLPF theme: **Transformation towards sustainable and resilient societies**
>
> **All 17 SDGs will be examined from the perspective of the theme. Additionally, the following SDGs will be discussed together with SDG 17:**
>
> **SDG6:** Ensure availability and sustainable management of **water and sanitation** for all
>
> **SDG7:** Ensure access to affordable, reliable, sustainable and modern **energy** for all
>
> **SDG11:** Make **cities** and human settlements inclusive, safe, resilient and sustainable
>
> **SDG12:** Ensure **sustainable consumption and production patterns**
>
> **SDG15:** Protect, restore and promote sustainable use of **terrestrial ecosystems,** sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

a. **Assessment of situation regarding the principle of "ensuring that no one is left behind" at the global level**
   Lead drafting unit: UNESCO Institute for Statistics; suggested length: 1500 words

   - Overall assessment of progress towards the SDG 4-Education 2030 targets, with emphasis on indicators that are linked to the other SDGs.
   - Selected key indicators, with global and regional statistics.
   - Selected data on disparities.
   - Gaps in monitoring of SDG4 pose challenges for progress towards other SDGs, because of the close linkages to education [also contributes to Section b].

b. **Identification of gaps, areas requiring urgent attention, risks and challenges**
   Lead drafting unit: GEM Report; suggested length: 500 words

   - [Education>Other SDGs] Despite pockets of excellence, education has significant opportunities to contribute to achieving sustainable and resilient societies – two examples:
     o consumerism and excessive water/energy use continue to dominate modern economies and societies but preventing unsustainable production and consumption patterns is yet to become a central feature of curricula and textbooks
     o cities in many parts of the world remain segregated and education systems often exacerbate segregation
   - [Other SDGs>Education] Likewise, continuing challenges hamper progress towards education:
     o Equitable to access to water, sanitation and energy infrastructure is still a major challenge leading to slow progress in education development

o Poor management of terrestrial ecosystems is forcing more people to migrate also hampering progress in education development

c. Valuable lessons learned on transformation towards sustainable and resilient societies
(With respect to the gaps identified in section b)
Lead drafting unit: GEM report; suggested length: 500 words

- [Education>Other SDGs] Imparting knowledge through education is not sufficient to change behaviours that promote sustainability and resilience: an altogether different approach is needed in pedagogical goals [with positive example of a country]

- [Other SDGs>Education] The appraisal of infrastructure investment projects in water, sanitation, energy and urban development often disregard the returns in the form of improved education outcomes of marginalized populations [with positive example of a country]

d. Emerging issues likely to affect building sustainable and resilient societies
Lead drafting unit: GEM report; suggested length: 500 words

- [Education>Other SDGs]

    o An increasing tendency towards individualistic goals hampers the orientation of education systems towards recognizing collective risks and challenges
    o An increasing tendency towards less tolerance in some societies

- [Other SDGs>Education]

    o Increasing inequality threatens to leave the marginalized ever more behind
    o Technology, when used appropriately as a tool, can help education systems in some of the poorest countries leapfrog some of the current infrastructural challenges but requires accelerating energy investment

e. Areas where political guidance by the High-level Political Forum is required
Lead drafting unit: SDG-Education 2030 Secretariat; suggested length: 500 words

- [Education>Other SDGs] Education is a necessary part of the response for sustainable and resilient societies: call on leaders to orient education systems to the achievement of this goal and to ensure all national education plans are geared to it

- [SDG 17] Infrastructure investments often disregard or underestimate the education implications: call on political leaders to joint action between sectors on investment for sustainable and resilient societies

f. Policy recommendations on ways to accelerate progress in establishing sustainable and resilient societies
Lead drafting unit: GEM report; suggested length: 500 words

- Sustainability and resilience urgently require more space in national curricula, teacher education, pedagogic approaches and learning materials – and more peer learning opportunities between countries – to discuss energy generation from affordable and non-polluting sources; responsible consumption and production with respect to ecosystem conservation etc.

- Water, sanitation and energy infrastructure investments need to be designed to also help accelerate access to equitable and inclusive education: call on political leaders to urge other sectors to make appropriate contributions to education (e.g. WASH facilities in schools, school feeding, etc.)

- Urban development needs to take into account the need of poor households living in slums and peri-urban areas to access education opportunities of good quality.

Ref doc 3 - SDG–Education 2030 Steering Committee input to the 2019 HLPF

This note aims to present the key issues and options for the preparation, contribution and representation of the SDG-Education 2030 Steering Committee at the 2019 High-Level Political Forum (HLPF).

As stipulated in the 2030 Agenda for Sustainable Development, the HLPF has a central role in the global follow-up and review of the 2030 Agenda and its 17 SDGs, working coherently with the General Assembly, the Economic and Social Council and other relevant organs and forums. The Forum meets annually under the auspices of the Economic and Social Council (ECOSOC) (for eight days, including a three-day ministerial segment), and every four years at the level of Heads of State and Government under the auspices of the General Assembly (UNGA) (for two days). The annual meetings of the HLPF under the auspices of ECOSOC pave the way for its quadrennial meeting under the auspices of the UNGA. This means that all 17 SDGs are reviewed within a four-year period. In 2019, for the first time, the HLPF will be convened twice, under the auspices of both ECOSOC (July) and the UNGA (September).

In accordance with UNGA resolutions 66/288 and 67/290, consistent with its universal intergovernmental character, the Forum shall:

a. provide political **leadership, guidance** and **recommendations** for sustainable development;

b. enhance **integration of the three dimensions** of sustainable development in a holistic and cross-sectoral manner at all levels;

c. provide a dynamic platform for regular dialogue and for **stocktaking and agenda-setting** to advance sustainable development;

d. have a focused, dynamic and action-oriented agenda, ensuring the appropriate consideration of new and emerging sustainable development challenges;

e. **follow up and review progress** in the implementation of sustainable development commitments … as well as their respective means of implementation;

f. encourage **high-level system-wide participation** of United Nations agencies, funds and programmes and invite to participate, as appropriate, other relevant multilateral financial and trade institutions and treaty bodies, within their respective mandates and in accordance with United Nations rules and provisions;

g. improve **cooperation and coordination within the United Nations system** on sustainable development programmes and policies;

h. promote transparency and implementation by further enhancing the consultative role and participation of **major groups and other relevant stakeholders** at the international level in order to better make use of their expertise, while retaining the intergovernmental nature of discussions;

i. promote the **sharing of best practices and experiences** relating to the implementation of sustainable development and, on a voluntary basis, facilitate sharing of experiences, including successes, challenges and lessons learned;

j. strengthen the science-policy interface through review of documentation, bringing together dispersed information and assessments, including in the form of a **global sustainable development report**, building on existing assessments;

k. enhance evidence-based decision-making at all levels and contribute to **strengthening ongoing capacity-building for data collection and analysis** in developing countries; and

l. promote **system-wide coherence** and coordination of sustainable development policies.

Source: Objectives at https://sustainabledevelopment.un.org/hlpf

Theme of 2019 HLPF

The HLPF undertakes annual thematic reviews of the SDGs. The 2019 HLPF Review will be devoted to the theme of 'Empowering people and ensuring inclusiveness and equality', and will include in-depth review of:

- Quality education (SDG 4)
- Decent work and economic growth(SDG 8)
- Reduced inequalities (SDG 10)
- Climate action (SDG 13) and
- Peace, justice and strong institutions (SDG 16)

as well as Partnerships for the goals (SDG 17), which is reviewed annually.

Inputs into the HLPF

The follow-up and review at the HLPF is informed by an Annual Progress Report on the SDGs prepared by the Secretary-General of the United Nations as well as a glossy version prepared by the UN Statistics Division at the Department of Economic and Social Affairs (UNDESA, which serves as the HLPF secretariat) based on inputs from different UN agencies (e.g. UNESCO is providing the bulk of information for SDG 4 alongside inputs by UNICEF (target 4.2), ITU (target 4.4) and OECD (target 4.b)).

In addition, the follow-up and review at the HLPF is informed by five main types of inputs.

- **Voluntary national reviews** (VNRs) by countries based on guidelines;
- ECOSOC functional commissions and other **intergovernmental bodies and forums,** including the SDG-Education 2030 Steering Committee, which has submitted an annual input in 2016 and 2017 (and will also do so in 2018) based on the invitation of the President of ECOSOC touching upon the following questions:
  - o   an assessment of the situation at the global level;
  - o   the identification of gaps, areas requiring urgent attention, risks and challenges;
  - o   valuable lessons learned;
  - o   emerging issues likely to affect the HLPF theme that year;
  - o   areas where political guidance by the high-level political forum is required; and
  - o   policy recommendations on ways to accelerate progress on the HLPF theme that year;

These submissions are summarized by UNDESA per theme in a synthesis report prepared before the HLPF (see for example the 2017 summary). There is not a summary per submission.

- **Regional commissions;**
- **Major groups and stakeholders,** which represent the views of non-governmental organizations
- **Background notes on each of the SDGs under review:** This 10-page report represents a coordinated contribution from UN organizations and is prepared by an expanded version of the Executive Committee on Economic and Social Affairs (ECESA Plus) convened by UNDESA working with lead organizations for each of the respective SDGs (see for example the 2017 note for SDG 5). It is likely that UNESCO and UNICEF will be the joint leads for SDG4.

During the first week of the HLPF, as the programme shows below, thematic reviews are discussed in the afternoon of days 1-3, while individual SDGs are reviewed in the morning of days 2-4. Both sets of reviews consist of inputs from:

- ECOSOC functional commissions and other intergovernmental bodies
- a paper by major groups and other stakeholders
- briefing notes prepared by the UN system
- short background notes with questions for discussion
- presentations by panellists, followed by interactive discussions

The first half of the second week of the HLPF is taken up by the voluntary national reviews, while the second half, which constitutes the high-level segment, includes a thematic discussion across all reviewed goals and the adoption of an inter-governmentally negotiated political declaration. The ministerial declaration will start being discussed in early 2019.

Throughout the two-week period, a series of **side events** may draw attention to aspects of individual goals.

HIGH-LEVEL POLITICAL FORUM ON SUSTAINABLE DEVELOPMENT					
	Monday, 10 July (CR 4)	Tuesday, 11 July (CR4)	Wednesday, 12 July (CR 4)	Thursday, 13 July (CR 4)	Friday, 14 July (CR 4)
9 AM – 1 PM	9:00 – 10:00 AM Opening Scene setting Where are we in year two of implementation of the 2030 Agenda ? Introduction of SG's SDGs progress report 10:30 AM – 1:00 PM Implementation at the regional and sub-regional levels	Review of SDGs implementation* 9:00 – 11:00 AM SDG1 11:00 AM – 1:00 PM SDG2	Review of SDGs implementation* 9:00 – 11:00 AM SDG3 11:00 AM – 1:00 PM SDG5	Review of SDGs implementation* 9:00 – 11:00 AM SDG9 11:00 AM – 1:00 PM SDG14	Leveraging interlinkages for effective implementation of SDGs
3 – 6 PM	Thematic review* Eradicating poverty and promoting prosperity in a changing world Addressing multi-dimensions of poverty and inequalities	Thematic review* Eradicating poverty and promoting prosperity in a changing world Multi-stakeholder perspectives	Thematic review* 3:00 – 4:30 PM Eradicating poverty and promoting prosperity in a changing world – taking forward the SAMOA Pathway Eradicating poverty and promoting prosperity in a changing world – taking forward the SAMOA Pathway 4:30 – 6:00 PM Eradicating poverty and promoting prosperity in a changing world – how it affects countries in special situations : LDCs and LLDC. It will also discuss special challenges of MICs.	Review of Goals/ Thematic review* 3:00 – 4:30 PM SDG17 Investing in and financing for SDGs 4:30 – 6:00 PM SDG17 Advancing science, technology and innovation for SDGs	3:00– 5:00 PM SDG17 Science policy interface and emerging issues 5:30 – 6:00 PM Wrap-up session of the first week

Objectives

Given that Goal 4 is reviewed in-depth in 2019, including at the UNGA level, the SDG-Education 2030 Steering Committee needs to consider how to position itself, to which products it should contribute and in which events members should participate.

Key message
The main challenge for the Steering Committee is to agree on 2-3 messages that are critical for progress towards the achievement of SDG 4 targets. The earlier this discussion begins, the more likely it will be to reach consensus over these messages and ensure consistency across different inputs (see below).

Ultimately, the objective is to influence the content of the ministerial declarations. More research is needed to establish whether the 2019 HLPF (ECOSOC and UNGA) will result in two separate ministerial declarations. In addition, it is necessary to discuss whether the above inputs may or may not influence these HLPF ministerial declarations and what extra steps would be needed to ensure such influence.

Preparation
In the run-up to the HLPF, different goal communities organize meetings to prepare ahead of the thematic review. For example, with respect to the energy (SDG 7) goal, which is being reviewed at the 2018 HLPF, the relevant community is organizing a global conference in February 2018. The Steering Committee could use the Global Education Meeting in late 2018 as a stepping stone to agree on messages and organize accordingly the preparation of its inputs in the first quarter of 2019.

UNDESA supports the organization of dedicated expert group meetings on each of the reviewed goals. In principle, these meetings are being held at the margins of global thematic events and the Steering Committee could propose to UNDESA that such a meeting on SDG4 could be organized back to back with the 2018 Global Education Meeting.

There will also be a series of regional meetings and consultations organized by UNDESA in which Members of the Steering Committee could seek to participate.

Inputs
The expected inputs for **intergovernmental bodies and forums** such as the Steering Committee are defined by UNDESA although not all submissions follow the guidelines closely.

In addition, UNDESA under the auspices of ECESA Plus, will coordinate a **background note on SDG 4** from the UN System; UNESCO and UNICEF are likely to be co-leads in this exercise.

The Steering Committee needs to discuss whether **additional inputs** may be preferable and consult with UNDESA and ECOSOC.

- Some members of the Steering Committee (or senior representatives of their organizations) could participate as **panellists** or **discussants** either in the **SDG 4** implementation review session or in one of the **thematic** review sessions.

- There should also be possibilities to organize either an **exhibition** or a **side event** during the HLPF with several co-convenors including at least one Member State. The UNESCO New York office task team with co-conveners (WB/UNICEF) could be active in that direction.

Complementary inputs
The 2019 HLPF will take place in-between the launches of the 2019 and 2020 editions of the **GEM Report.** As part of its mandate which calls on it to "report on the implementation of national and international strategies", the GEM Report team will produce a special complementary publication for the HLPF focusing on qualitative aspects of SDG 4 implementation at the country level.

# Ref doc 4 - Summary report of 4th TCG meeting (Dubai, 16-18 January 2018)

*This report provides an overview of the progress that the Technical Cooperation Group on the Indicators for SDG 4 - Education 2030 (TCG) has made and its Secretariat's work since its inception in 2016. Prepared by the TCG Secretariat—the UNESCO Institute for Statistics (UIS) - this report is organized into six sections. **Section 1** presents the results of SDG 4 data coverage assessment performed by the UIS. **Section 2** reports the progress of indicator development by the TCG jointly with other expert groups. **Section 3** highlights the resources on statistical capacity development the UIS and the TCG have developed to assist countries in producing high-quality data to monitor progress towards SDG 4. **Section 4** presents the reporting strategy during the interim period until methodological developments are finalised and there are recommendations in terms of guidelines. **Section 5** addresses the investment case, which provides an estimate of the funds needed to implement the SDG 4 indicator framework. **Section 6** presents the revision of the TCG governance, particularly on TCG Members rotation policy. Finally, **Section 7** summarises the TCG's key messages and recommendations to the Education 2030 Steering Committee.*

1. SDG4 data coverage

Based on its latest education data disseminated in June 2017, the UIS assessed the data availability for SDG 4 indicators. The coverage rate for each indicator is defined based on the number of countries in each region where an indicator has at least one available data point between 2010 and 2016. The regional grouping is based on SDG regions.

An assessment on data availability by target and indicator shows that the coverage rate is low (less than 40%) for nearly half of the 43 thematic indicators; and in some cases, there are currently no data available **(Figure 1)**. In particularly, these six targets — **4.4, 4.5, 4.6, 4.7, 4.a** and **4.c**—currently have more than half of their associated indicators having low coverage rates (less than 40%).

**Figure 1: Data coverage rate by SDG 4 indicators on education, 2017**
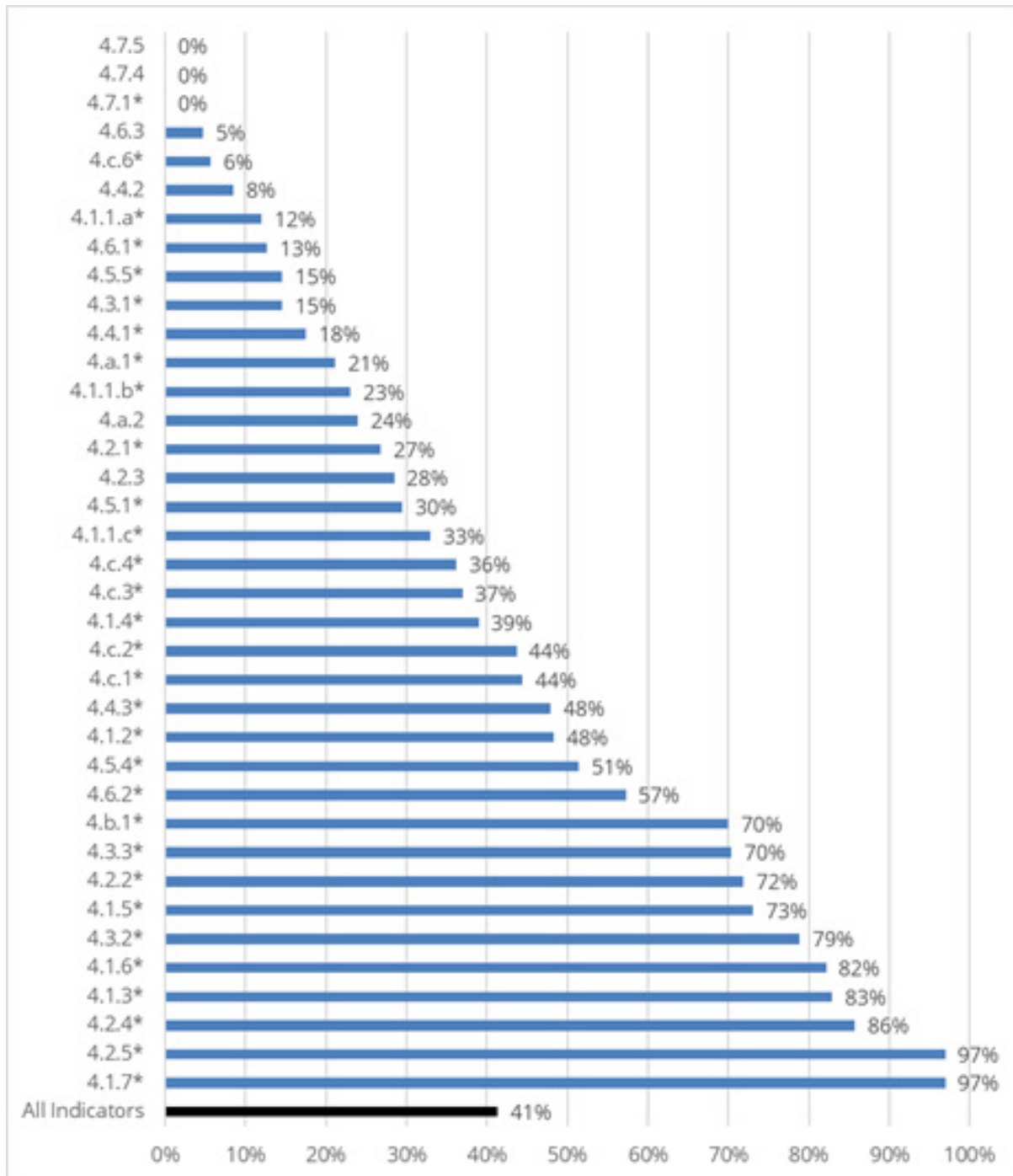
Note: 1. * Indicators used for reporting and monitoring in 2017. 2. The following thematic indicators not presented in the figure currently have no data--4.5.2, 4.5.3, 4.7.2, 4.7.3, 4.a.3, 4.b.2, 4.c.5 and 4.c.7.

Source: the UIS database, July 2017.

A different approach is to look at the geography of data gaps taking into account of the income classification of countries. Figure 2 shows that countries with the largest data gaps are located in sub-Saharan Africa, Eastern Asia, and the Small Island Developing States.

Figure 2. SDG 4 indicator coverage by country income level
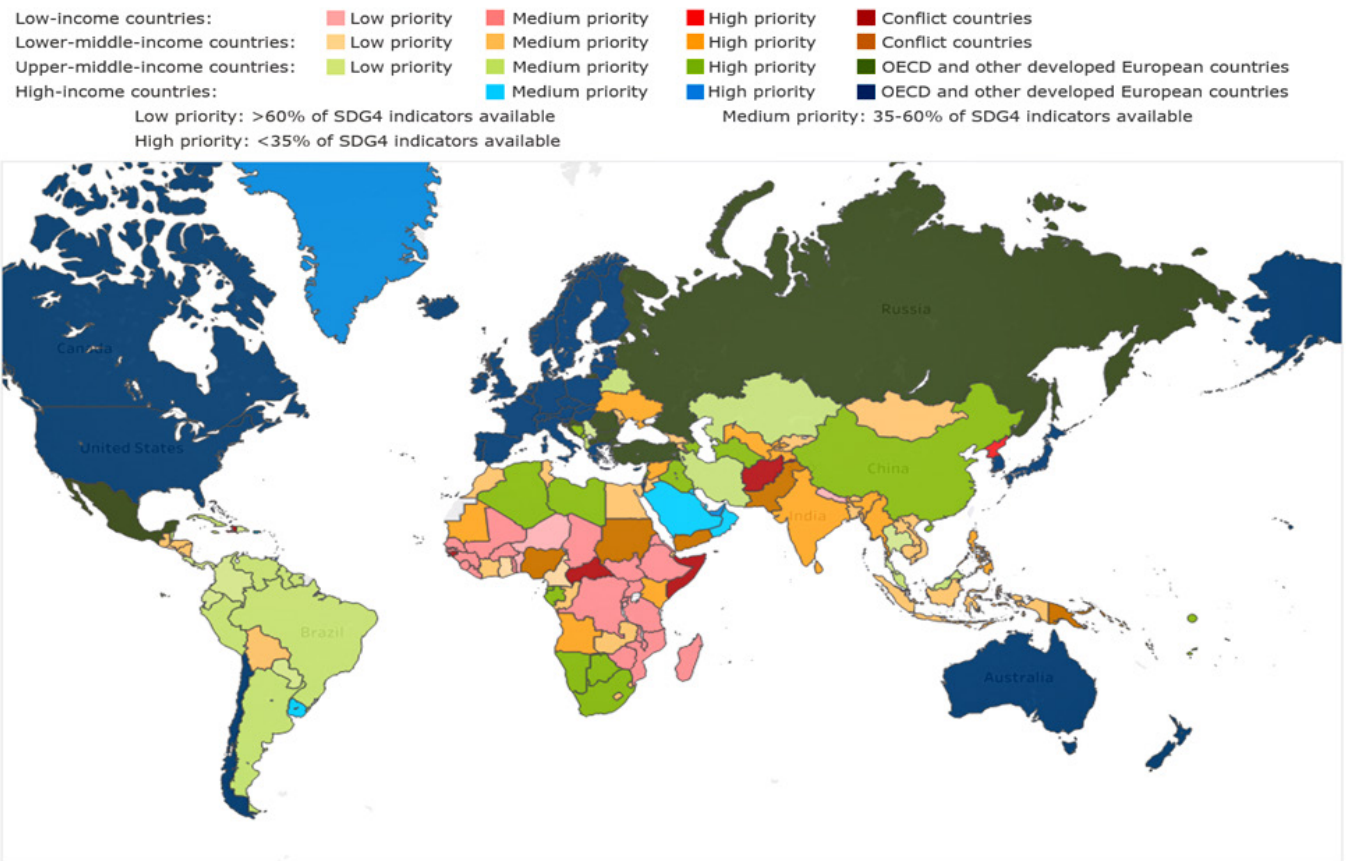
Source: UNESCO Institute for Statistics.

The UIS further assessed where the data gaps exist regarding geographic regions and indicators **(Table 1)**. Red cells indicate that the coverage rate is less than 40%, which has been referred to by the fourth TCG meeting (TCG4) as a critical point.

Table 1. Data coverage rate by target, indicator and SDG region

		Central and Southern Asia	Eastern and South-Eastern Asia	Latin America & the Caribbean	Northern Africa	Northern America and Europe	Oceania	Sub-Saharan Africa	Western Asia	World
Target 4.1	4.1.1	5	16	30	17	31	4	25	27	24
	4.1.2	43	49	56	42	55	36	42	45	48
	4.1.3	86	83	76	83	76	76	94	92	83
	4.1.4	57	33	55	67	10	0	71	17	39
	4.1.5	86	74	75	56	73	76	63	85	73
	4.1.6	93	78	93	75	68	85	84	86	82
	4.1.7	100	100	98	100	93	97	97	100	97
Target 4.2	4.2.1	36	28	33	33	14	0	38	33	27
	4.2.2	57	72	79	50	76	71	67	78	72
	4.2.3	50	28	33	56	14	0	38	33	28
	4.2.4	86	83	83	83	86	86	89	87	86
	4.2.5	100	100	98	100	93	97	97	100	97
Target 4.3	4.3.1	0	0	0	0	58	0	0	11	15
	4.3.2	100	94	67	83	86	35	83	83	79
	4.3.3	79	78	86	33	70	82	50	78	70
Target 4.4	4.4.1	10	4	2	22	63	0	0	11	18
	4.4.2	0	17	2	0	24	6	0	6	8
	4.4.3	37	46	50	8	69	25	34	69	48
Target 4.5	4.5.1	28	29	33	28	27	18	35	27	30
	4.5.2	0	0	0	0	0	0	0	0	0
	4.5.3	0	0	0	0	0	0	0	0	0
	4.5.4	53	53	47	15	69	19	54	47	51
	4.5.5	...	...	...	...	...	...	...	...	...
Target 4.6	4.6.1	4	17	2	0	38	6	1	11	13
	4.6.2	79	67	52	50	40	24	77	72	57
	4.6.3	0	0	24	0	0	0	0	0	5
Target 4.7	4.7.1	0	0	0	0	0	0	0	0	0
	4.7.2	0	0	0	0	0	0	0	0	0
	4.7.3	0	0	0	0	0	0	0	0	0
	4.7.4	0	0	0	0	0	0	0	0	0
	4.7.5	0	0	0	0	0	0	0	0	0
Target 4.a	4.a.1	20	29	30	36	0	1	37	24	21
	4.a.2	14	44	33	50	0	65	15	33	24
	4.a.3	0	0	0	0	0	0	0	0	0
Target 4.b	4.b.1	100	67	81	100	18	88	100	61	70
	4.b.2	0	0	0	0	0	0	0	0	0
Target 4.c	4.c.1	51	44	61	47	14	42	59	48	44
	4.c.2	51	44	61	40	11	45	60	43	44
	4.c.3	48	44	41	36	13	43	49	40	37
	4.c.4	49	42	39	30	12	40	53	37	36
	4.c.5	0	0	0	0	0	0	0	0	0
	4.c.6	0	0	0	11	0	0	24	0	6
	4.c.7	0	0	0	0	0	0	0	0	0

Note: *Data for indicator 4.5.5 are compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD) and rate of coverage cannot be currently assessed because the indicator is currently presented in UIS database by recipient country while it should be presented by donor country.*

2.   Indicator Development

The implementation of the SDG 4 indicator framework requires collective efforts from experts in various fields. To achieve this, the TCG is partnering with expert groups to benefit from their technical inputs. In particular, the TCG is strengthening its partnership with three UIS-led expert groups: the Global Alliance to Monitor Learning (GAML), the Inter-Agency Group on Education Inequality Indicators (IAG-EII), and a Task Force of the Inter-Secretariat Working Group on Household Surveys (ISWGHS).

This section reports the progress on SDG 4 indicator development by the TCG jointly with its partners. Table 2 provides an overview of the current status of indicators. More details about the issues and progress on each indicator can be found in the TCG microsite[1] (http://tcg.uis.unesco.org).

The highlights on indicator development include:

- At its 4th Meeting in Dubai in January, 2018, the TCG agreed 33 indicators for monitoring and reporting in 2018, an increase from 29 indicators in 2017.

- In 2017, the TCG advanced the methodological development of 10 out of 15 non-learning outcomes (or skills indicators) related indicators and approved the methodologies of six of these[2].

- There are six targets--**4.4, 4.5, 4.6, 4.7, 4.a** and **4.c**--where more than half of their indicators have coverage lower than 40% or their methodologies have not been agreed. These areas will be rapidly prioritized in order to assess possibilities for either finalizing the methodology or considering alternative indicators.

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1 Progress on non-learning outcomes (or skills) indicators can be found in "TCG4-10 Report from TCG WG1" and progress on learning outcomes (or skills) indicators can be found in the 4th TCG Meeting documents (http://tcg.uis.unesco.org/meetings_4th.php) and. http://tcg.uis.unesco.org/files/resources/meetings/4th/TCG4-22%20Progress%20on%20LO%20indicators.pdf

2 The 2nd TCG Meeting agreed that 22 indicators required further development. Among them, 7 are learning outcomes/skills related indicators for which GAML takes the lead in further developing the methodologies. The remaining 15 indicators fall under the responsibility of the TCG.

Table 2. Indicators by reporting status and methodological development

Target	Indicator	For reporting in 2017	For reporting in 2018	Methodologies developed in 2017 and approved by the TCG	Requiring further development
Target 4.1 Primary and secondary education	4.1.1	Yes	Yes		Yes
	4.1.2	Yes	Yes		
	4.1.3	Yes	Yes		
	4.1.4	Yes	Yes		
	4.1.5	Yes	Yes		
	4.1.6	Yes	Yes		
	4.1.7	Yes	Yes		
Target 4.2 Early Childhood	4.2.1	Yes	Yes		Yes
	4.1.2	Yes	Yes		
	4.1.3	NO	NO		
	4.1.4	Yes	Yes		
	4.1.5	Yes	Yes		
Target 4.3 TVET and Higher Education	4.3.1	Yes	Yes		
	4.3.2	Yes	Yes		
	4.3.3	Yes	Yes		
Target 4.4 Skills for work	4.4.1	Yes	Yes		Yes
	4..4.2	NO	NO		Yes
	4.4.3	Yes	Yes		Yes
Target 4.5 equity	4.5.1	Yes			
	4.5.2	NO	NO		Yes
	4.5.3	NO	NO		Yes
	4.5.4	Yes	Yes		
	4.5.5	Yes	Yes		
Target 4.6 Literacy and Numeracy	4.6.1	Yes	Yes		
	4.6.2	Yes	Yes		
	4.6.3	NO	Yes		
Target 4.7 Sustainable Development and Global Citezenship	4.7.1	Yes	Yes		
	4.7.2	NO	Yes		
	4.7.3	NO	NO		Yes
	4.7.4	NO	NO		Yes
	4.7.5	NO	NO		Yes
Target 4.a School Environment	4.a.1	Yes	Yes		
	4.a.2	NO	Yes		
	4.a.3	NO	Yes		
Target 4.b Scholarship	4.b.1	Yes	Yes		
	4.b.2	NO	NO		Yes
Target 4.c Teachers	4.c.1	Yes	Yes		
	4.c.2	Yes	Yes		
	4.c.3	Yes	Yes		
	4.c.4	Yes	Yes		
	4.c.5	NO	NO		Yes
	4.c.6	Yes	Yes		
	4.c.7	NO	NO		Yes

*Notes: Dark grey shading = global indicators; *Common reporting metrics*

3.   Capacity development on education statistics

To assist countries in statistical capacity development, the UIS has developed tools and strategies that enable countries to produce their own high-quality data, and to help donors channel resources to strategic approaches that work. These tools and strategies build on the UIS' track record of working directly with countries and its mandate as the official source of data, standards and methodologies to monitor progress towards SDG 4.

The 2017 edition of the SDG 4 Data Digest entitled _The Quality Factor: Strengthening National Data to Monitor Sustainable Development Goal 4_[3] covers the three main areas of UIS capacity development tools:

- Mapping tools to help countries identify potential data sources across ministries and national statistical offices, identify information gaps, and locate potential opportunities to monitor SDG 4 by integrating different databases, enhancing existing instruments to collect additional data, and producing disaggregated data.

- Data quality assessment tools to evaluate and strengthen the processes by which countries use different types of data, including administrative records, household surveys, learning assessments and expenditure information.

- Manuals, guidelines and codes of practice to support the production of education data to provide national policymakers with the evidence they need to plan and monitor the performance of their education systems and progress towards the SDG 4 targets.

Additionally, the TCG has proposed a statistical capacity development framework and developed a Wiki as a repository webpage on statistical tools, initiatives and funding mechanisms.

4.   Interim reporting strategies

In order to maximise the availability of data for the global and thematic indicators and before the methodological development of learning outcomes (or skills) indicators' are finalized, the GAML and the UIS have proposed an interim reporting strategy[4] which was approved by the TCG. The Framework defines principles for reporting, the interim strategies, and reporting process. Currently, data have been reported for four out of six thematic learning indicators with annotations. Given the development stages of thematic indicators differ, the interim reporting strategies will be applied until a sustainable long-term reporting strategies have been in place for each of the thematic indicator. **Table 3** summarises the interim reporting strategy for each learning outcome (or skills) indicator.

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3 http://uis.unesco.org/sites/default/files/documents/quality-factor-strengthening-national-data-2017-en.pdf
4 http://tcg.uis.unesco.org/files/resources/meetings/4th/TCG4-36%20GAML%20interim%20reporting.pdf

Table 3. Interim reporting strategies of learning outcomes (or skills) indicators

Indicator	Strategies
4.1.1*	• Results from all assessments are accepted but will be reported with annotations. • Results for +1/-1 grade are accepted, except for lower secondary, and the country is to identify if it is reporting in the exact grade or not. • Results are accepted with the assessment's own minimum level benchmark with policy descriptors.
4.2.1*	• Depart from a long-term view by describing the learning domain and its ties to other domains—general areas of early language/literacy, early numeracy, social/emotional, physical. • The results can be population-based. Like 4.1.1, data will be reported with annotations. • During the interim reporting period, reporting will take place for each of the three domains under the indicator. • The assessments will be administered to a range of ages, from 0-5 years-old. • The assessments on cognitive skills need to follow the standards in the Good Practices in Learning Assessment.
4.4.2	• Data available for countries that participated in PIAAC's problem solving in technology rich environment. • National surveys will be reported if available with annotations pending the definition of a digital global framework for reference.
4.6.1*	• Draw on existing national and cross-national assessment frameworks and tools, and report these results with the appropriate footnoting.
4.7.4 & 4.7.5	• Results from all assessments are accepted and reported with annotations pending the definition of a global framework for reference. • Data collected need to align with the code of good practices.

Note: *Global indicators.

The UIS' goal, as custodial agency for reporting against the SDGs, is to develop global content frameworks for reference to ensure that every child is taught what he/she needs, to improve the quality of data and to report under a common metrics. This work will support national governments to effectively measure and monitor student learning outcomes in mathematics and reading against SDG Indicator 4.1.1 over time, and to utilise the data for making informed policy decisions. A further goal is to support the use of existing national and cross-national assessments to facilitate measurement and reporting of learning outcomes, rather than requiring a single assessment be used by all countries for SDG reporting purposes.

The GAML and its technical partners are exploring the development of reporting scales that would achieve these goals. A proposal for validating the scales has been put forward for consideration. More details can be found in "SDG 4 Reporting: Linking to the UIS Reporting Scale through Social Moderation[5]".

GAML is supportive of the concordance proposal[6], "Monitoring the SDGs: an IEA perspective"--made by the International Association for the Evaluation of Educational Achievement (IEA). The proposed methodology consists of having two or three countries per region participating in both the regional assessment and TIMSS in 2019.

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5 See http://uis.unesco.org/sites/default/files/documents/gaml-sdg4-reporting-linking-uis-reporting-scale-social-moderation-2017-en.pdf

6 See http://uis.openplus.ca/gaml/files/meeting4/UIS_comments_on_IEA_perspectives_on_monitoring_SDGs.pdf

By comparing and utilising the scores of these participating countries across both assessments, results for the remaining countries participating only in the regional assessment could be reported on the TIMSS scale. The "Ring Comparison" – using results from countries participating in both assessments - allows each region to be independent of other regions, whilst adopting the estimation methodologies that are best suited to the characteristics and statistical capacities of countries in the region.

5.   The investment case for SDG 4 Data

The UIS recently published "The investment case for SDG 4 Data"[7] to inform dialogue on how we, as a community, get organized to monitor SDG 4. Importantly, the paper estimates how much countries would benefit from better monitoring. The paper sets out the case for investing in SDG 4 data in all dimensions and is designed to promote the need for monitoring and to build the case for multi-year financial commitments.

Taking a demand-driven approach by identifying the specific requirements and most feasible approaches to produce each indicator to monitor progress toward SDG4, the UIS estimated that the investment needed over the remaining period until 2030 is around US$2.8 billion. This would comprehensively cover all the costs of a solid monitoring compact. Some two-thirds of the cost is for monitoring the global set of indicators and the rest is for the thematic indicators. The costs assume that all thematic indicators would be collected by all countries. The per-country cost over this long period is US$135 million on average, or US$1.35 million per country per year.

Table 4. Estimate of SDG 4 data collection (in thousands of US$) over a ten-year period

Basic cost components	Total	Global indicators	Thematic indicators
Capacity development and technical assistance	37,017	7,934	29,083
Innovation	10,050	2,606	7,444
Household surveys or facility surveys	514,913	134,325	380,588
Household-based assessment (early childhood development and adults skills)	743,675	743,675	N/A
Learning assessments	1,466,042	995,542	470,500
Equipment and other inputs	24,156	12,670	11,486
Total	2,795,853	1,896,751	899,101
Annualised	279,585	189,675	89,910
Average per country	13,507	9,163	4,343
Annualised per country	1,351	916	434

As shown in Figure 3, from the total cost of US$280 million per year, 45% are new funds (US$128 million) to add to the US$152 million currently being spent either through aid to low-income and lower-middle-income countries and self-funding for the SDG 4 agenda in the upper-middle-income and high-income countries. Half of the new funding should be aid for low-income and lower-middle-income countries. The remainder is the self-funding investment of upper-middle-income and high-income countries.

The Global Partnership for Education (GPE) is leading the call for investment in data to support countries in their quest to achieve SDG 4. In particular, the GPE has launched a data initiative under its Knowledge and Innovation Exchange, as part of its replenishment campaign.

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7 http://uis.unesco.org/sites/default/files/documents/investment-case-sdg4-data.pdf

A full document on [the investment case for SDG 4 Data](#) and [discussion](#)[8] are available on the [UIS website.](#) This document was utilised and discussed at the GPE Financing Conference in Dakar on February 2nd, 2018.

Figure 3. Estimated cost of data collection by source of funding in millions of US$ per year
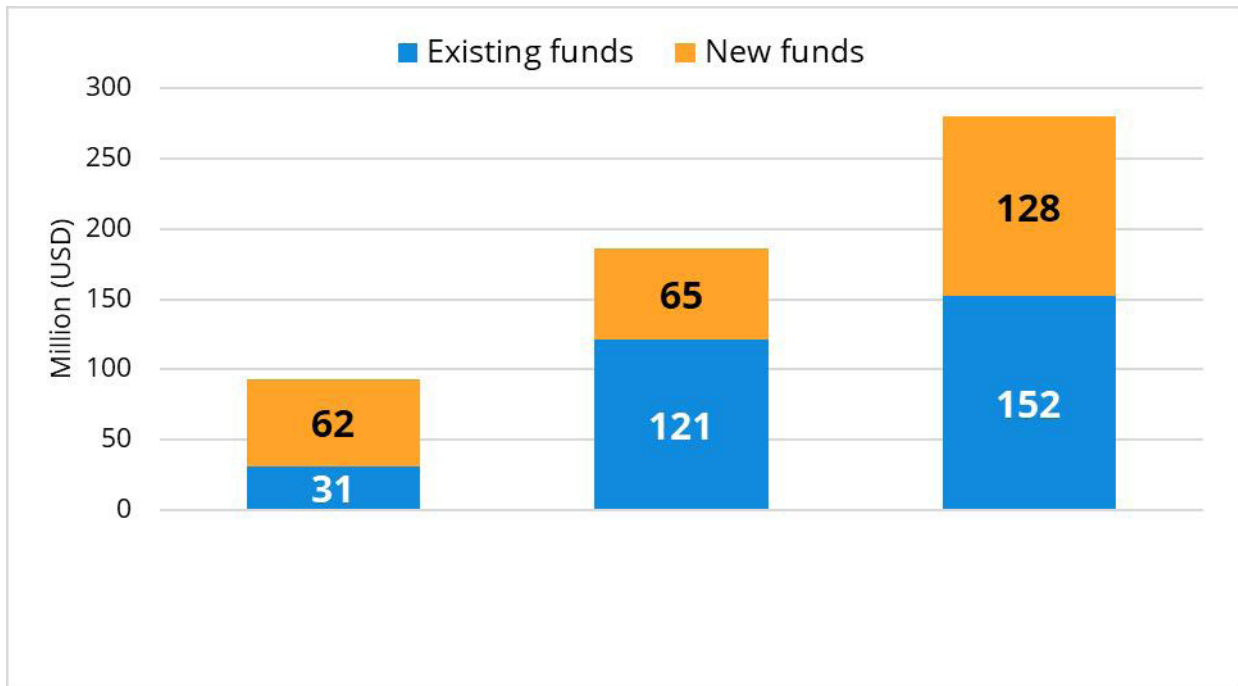
Source: UNESCO Institute for Statistics.

6.   Revision of the TCG Governance: TCG Members rotation policy

At its fourth meeting, the TCG discussed and supports the rotation policy to be implemented in 2018. In particular, the TCG recommends that each region be invited to nominate TCG Members and a regional organization to become a Member. TCG requests the Secretariat to invite all UNESCO Member States to nominate a TCG Focal Point to improve communications of the work of the TCG. The TCG also stresses the importance of ensuring that TCG participants are experts in their respective fields (especially education, statistics and the SDGs) and supports the proposal that out-going members be invited to continue to participate as Observers if they so wish.

7.   TCG key messages and recommendations to the Education 2030 Steering Committee

TCG key messages and recommendations to the Education 2030 Steering Committee are listed in the following seven areas.

Indicator development and data coverage
Learning outcome (or skills) indicators

A. The TCG approves the approach taken by the GAML to develop the learning outcome and skills indicators. It noted that the approach (a) meets national needs, respects national sovereignty and is sensitive to cultural values; (b) supports the effective use of assessment data to guide instruction development, curriculum improvement and evaluation policy; and (c) includes a

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8 See http://uis.unesco.org/sites/default/files/documents/investment-case-sdg4-data.pdf and http://uis.unesco.org/en/blog/sdg-4-data-investing-millions-today-will-save-billions-future

quality assurance process that ensures the data are collected in a timely and resource efficient way, are valid and fit for the purpose of SDG reporting.

B. The TCG approves the GAML's approach to interim reporting, which is to take advantage of existing efforts and build upon them to maximise data reporting and keep harmonisation as the long-term focus. The TCG supports the footnoting according to harmonisation and data quality criteria.

C. The TCG ratifies the approach taken by GAML that it should continue taking full advantage of existing cross-national and national initiatives and promote the role of the SDG process in strengthening the national assessment systems.

D. The TCG approves the methodological work plan of the GAML and related use of resources as agreed at the fourth GAML meeting in November 2017, and supports the UIS' role in that respect.

Non-learning outcomes (or skills) indicators

E. The TCG approves the recommendations from the Working Group on Indicator Development regarding indictors **4.3.1, 4.6.3, 4.7.1, 4.7.2, 4.a.2 and 4.a.3** for which methodologies have been developed, and supports the increased reporting of these indicators. The TCG also agrees that UNESCO should make a formal request to the IAEG-SDGs to change the tier classification for Indicator 4.7.1 from III to II on the basis of the methodology and results presented.

F. In view of lower than 40% data coverage for the majority of indicators in **Targets 4.4, 4.5, 4.6, 4.7, 4.a and 4.c,** the TCG recommends to consider improvements in coverage, feasible in the short-term, and, if necessary, proposals of new indicators for the SDG4 thematic indicator framework to improve monitoring in these areas.

Equity indicators

G. The TCG endorses the work of the Inter-Agency Group on Education Inequality Indicator (IAG-EII)[9] and efforts to utilize household survey data to measure equity in education and requests the IAG-EII to report on progress of the IAG with special attention to indicator 8.6.1 which could also inform the monitoring of Target 4.4.

Interim reporting strategies

H. The TCG approves the inclusive and holistic approach to interim reporting, in which data collected from all initiatives will be used towards SDG 4 monitoring, including the use of annotations and footnotes.

I. UIS is requested to ensure the conceptual harmonization of the different sources of information and to provide clear guidelines on the minimum quality criteria for data reporting. By doing so, it serves two objectives: first, as criteria for the annotations; and second, the formative principle that was intended by the UN General Assembly when approving the 2030 Agenda for Sustainable Development.

Capacity development

J. The GAML and the TCG are to prepare guidelines for national governments and development partners on how to ensure the SDG 4 monitoring indicators - especially the learning outcome indicators - are supported and funded in national education plans and budgets, and in education loans and grants.

K. The TCG endorses the launch of the repository webpage of statistical capacity development tools, initiatives and funding mechanisms, noting the necessity to continue efforts to make the website more "user friendly" and identify ways for integrating lessons learnt and good practices.

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9   http://uis.openplus.ca/iag/

L. **The TCG recommends to the Education 2030 Steering Committee** to encourage countries' ownership of learning assessment and data more broadly, such as through partnership and inclusiveness at the national level, alignment with policy priorities and long term coordination of ongoing activities and to support country prioritization of indicators according to context and national policy priorities

Defining progress: use of benchmarks and thresholds

M. The TCG suggests that regional organizations could draw potential lessons from the education monitoring, benchmarking and reporting experience in the European Union. In particular, there should be caution in trying to introduce global benchmarks for SDG 4 indicators.

N. **The TCG recommends to the Education 2030 Steering Committee:**

– to encourage the discussion and establishment of regional benchmarks taking special care to establish a well-defined participatory processes; and

– to highlight the formative side of benchmarks as helping to understand national realities on a comparative basis.

Data reporting

O. The TCG agrees on the need for increased coordination in international data validation processes both for indicators for SDG 4 on education, as well as between SDG 4 and the overall SDGs follow-up and review process.

P. The TCG approves four more thematic indicators (**4.6.3, 4.7.2, 4.a.2, and 4.a.3)** for reporting in 2018 bringing the total to 33 (**Annex A)**.

Q. In all cases, a variety of data sources will be used together with appropriate footnoting to highlight differences following the criteria used by GAML with the aim of achieving harmonisation.

The investment case

R. The TCG will incorporate the costs of building on existing national learning assessments, and expanding the coverage of cross-national assessments, in its investment case for SDG 4 monitoring. Also, it will emphasize the role of cross-national assessments in capacity building, and the benchmarking and strengthening of national assessment systems (US$ 250 million every four years, or US$ 62.5 million/year).

S. As the GPE Board endorsed learning assessment (and data) as priority thematic areas for the Knowledge and Innovation Exchange platform, the investment case was promoted at the GPE Replenishment Conference in Dakar, Senegal on 2 February 2018. Funds could potentially be mobilized for the purpose of developing national capacities to build and sustain strong learning assessment systems, supporting regional assessment programmes, linking regional and international benchmarks and developing tools to ensure data quality according to minimum standards and to support alignment under the auspices of GAML.

T. **The TCG recommends to the Education 2030 Steering Committee** to adopt the TCG investment case for SDG 4 monitoring for US$ 280 million/year to guide donors, countries and all stakeholders.

U. Additionally, the **TCG recommends to the Education 2030 Steering Committee** to:

– effectively promote the role of data in achieving the SDG 4 targets among donors, countries and all stakeholders, pointing out the need to increase data relevance and visibility, as well as ensure political commitment at the country level;

– lobby for a trebling of the current financial aid to low- and lower-middle-income countries;

– guide countries in reporting the set of global indicators;

- stress the need to focus investment on learning assessment and household surveys maximising the generation of indicators coming from these sources; and
- Complement the SDG4 monitoring compact with recommendations capacity development needs.

TCG Member rotation policy

V. The TCG recommends to the Education 2030 Steering Committee that TCG Members rotation is carried out at the same time as the rotation of members of the Education 2030 Steering Committee.

Annex A. The list of the 33 indicators for monitoring in 2018

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	
4.1.1	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
4.1.2	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education
4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)
4.1.4	Completion rate (primary education, lower secondary education, upper secondary education)
4.1.5	Out-of-school rate (primary education, lower secondary education, upper secondary education)
4.1.6	Percentage of children over-age for grade (primary education, lower secondary education)
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks
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	
4.2.1	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex
4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) and early childhood educational development
4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks
Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
4.3.2	Gross enrolment ratio for tertiary education by sex
4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex
Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
4.4.3	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation

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	
4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
4.5.4	Education expenditure per student by level of education and source of funding
4.5.5	Percentage of total aid to education allocated to least developed countries
Target 4.6 By 2030, ensure that all youth and aa substantial proportion of adults, both men and women, achieve literacy and numeracy	
4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
4.6.2	Youth/adult literacy rate
4.6.3	Participation rate of illiterate youth/adults in literacy programmes
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	
4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education
Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	
4.a.1	Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes (d) adapted infrastructure and materials for students with disabilities(e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
4.a.2	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse
4.a.3	Number of attacks on students, personnel and institutions
Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries	
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study
Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
4.c.1	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex
4.c.2	Pupil-trained teacher ratio by education level
4.c.3	Proportion of teachers qualified according to national standards by education level and type of institution

4.c.4	Pupil-qualified teacher ratio by education level
4.c.6	Teacher attrition rate by education level

Note: the global indicators are shaded

Annex B. TCG Members and participants, 2017

<table>
<tr>
<td rowspan="4">TCG Members</td>
<td>UNESCO (4)</td>
<td>UNESCO Institute for Statistics (UIS)[10]

UNESCO Education Sector's Division for Education 2030 Support and Coordination

UNESCO - Section of Education for Sustainable Development and Global Citizenship

UNESCO - Section of Education and Health

UNESCO Global Education Monitoring Report (GEMR)</td>
</tr>
<tr>
<td>UNESCO Member States (28)</td>
<td>Western Europe and North America (UNESCO Group I): Canada, France, Germany, Netherlands, Sweden, United Kingdom

Eastern Europe (UNESCO Group II): Armenia, Russian Federation

Latin America and the Caribbean (UNESCO Group III): Brazil, Colombia, Cuba, Jamaica, Mexico

Asia and the Pacific (UNESCO Group IV): China, India, Kyrgyzstan, the Philippines, Fiji, Samoa

Sub-Saharan Africa (UNESCO Group V[a]): Botswana, Cabo Verde, Cameroon, Senegal, Uganda, United Republic of Tanzania

Arab States (UNESCO Group V[b]): Algeria, Bahrain, Egypt</td>
</tr>
<tr>
<td>SDG-Education 2030 Steering Committee (1)</td>
<td>Co-Chair from Member State</td>
</tr>
<tr>
<td>Multilateral agencies (3)</td>
<td>UNICEF, OECD, World Bank</td>
</tr>
<tr>
<td colspan="2">Observer countries (14)[11]</td>
<td>Western Europe and North America (UNESCO Group I): Belgium
Eastern Europe (UNESCO Group II): Latvia, Ukraine
Latin America and the Caribbean (UNESCO Group III): Argentina, Bolivia
Asia and the Pacific (UNESCO Group IV): Japan, Republic of Korea
Sub-Saharan Africa (UNESCO Group V[a]): Benin, Kenya, Zambia
Arab States (UNESCO Group V[b]): Morocco, Oman, Saudi Arabia
E9 countries: Bangladesh</td>
</tr>
<tr>
<td colspan="2">Observer agency (1)</td>
<td>Global Partnership for Education (GPE)</td>
</tr>
</table>

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10 Secretariat
11 SDG-Education 2030 Steering Committee Members 2017

Ref doc 5 - Key messages to Steering Committee on SDG 4 measurement and monitoring needs and priorities to support the development of national capacity

1. Objectives

The SDG 4 measurement and monitoring agenda is ambitious as, compared with its predecessor, it has an expanded scope in at least three respects:

- levels of education,
- learning outcomes, and
- inequality.

The increased scope and the relatively large number of indicators, compared with the MDG education targets, pose a considerable challenge for countries wishing to monitor their progress towards SDG 4. This challenge is complicated by the fact that there is no established methodology for several indicators in the SDG 4 monitoring framework.

For these reasons, countries and the international community seek **guidance** in two respects:

- Estimate the cost of data collection for the 11 global indicators and disaggregate it in three parts:
  - o what is currently covered by countries that collect the data,
  - o what is currently covered by other countries on behalf of those collecting the data, and
  - o what is currently not covered because countries do not collect the data.
- Look across the different data collection requirements and assess how the efficiency of data collection efforts can be enhanced, working out potential synergies and thus minimizing the need for countries to prioritize certain SDG 4 indicators over others.

The table that accompanies this short note attempts to provide a rough estimate of the cost of collecting the data for the 11 global indicators, including the part of the cost that would need to be absorbed by the international community for those countries that cannot afford to cover the full cost of data collection and capacity development/technical assistance. Separate columns refer to low-, lower-middle-, upper-middle- and high-income countries, which have different capacities to carry out and fund data collection efforts.

2. Assumptions

Several assumptions are needed to carry out this exercise. These are related to the unit costs of different sources and the use of particular sources to collect more than one indicator.

- In terms of **periodicity,** it is assumed that all survey-based data collection efforts need to take place in three five-year intervals, with the target years 2020, 2025 and 2030.
- The basic grouping of sources, presented in more detail below, is:
  - 1. Learning assessments
  - 2. Multipurpose household and/or school surveys
  - 3. Administrative data and related sources

2.1 Learning assessments

Indicator 4.1.1 looks at the proportion of children and adolescents achieving minimum proficiency levels in reading and mathematics at three points in time: a) early grades; b) end of primary; and c) end of lower secondary. At national level, many countries lack adequate data collection mechanisms to gauge children's proficiency in reading and mathematics. More than 60% of low-income countries do not take part in any of these assessments.

2.2 Multipurpose household and/or school surveys

The SDG 4 monitoring framework demands the use of household and school surveys. This is mainly because of the need to report on disparities between population groups. Data for those global indicators that can be disaggregated (namely for targets 4.2-4.4 and 4.6) are meant to be collected through household surveys that collect background information for the individuals concerned (with the potential exception of indicator 4.2.2, which is currently based on administrative data, as discussed above). The cost associated with disaggregating is assumed to be zero for all practical purposes.

However, other reasons may also make surveys a more appropriate source of data, for example the absence of good quality administrative data (e.g. on adult education) or the relative ease with which they can be used to administer skill assessments of the population (e.g. on literacy and numeracy). In many cases, a separate survey is not necessary; rather, specific modules addressing individual questions can be developed and attached to existing surveys. The cost of adding a module to an existing survey programme would be lower than the cost of implementing a new survey.

2.2.1 Multipurpose household surveys

The main source of indicator **4.2.1** is the UNICEF MICS. However, other multi-purpose household surveys with a child development module could also be used. The cost should not be considered as fully additional for education since the results of such surveys benefit mostly other sectors. Therefore, only the cost of adding an early childhood development module to existing surveys should be considered here.

With respect to indicator **4.2.2,** data exist for 135 countries through school censuses and the marginal cost of this information can be assumed minimal. But in the medium term, the information should be sourced through a household survey to comply with the obligation to report on inequalities in participation (indicator 4.5.1). Its cost can be subsumed under the survey cost of collecting the data for indicator 4.2.1.

Indicator **4.3.1** should be based on the cost of a round of a labour force survey, which is necessary to capture the relevant target age group (adults). As in the case of indicator 4.2.1, a plausible question is whether the cost should be considered as fully additional for education. Most countries have a labour force survey and tend to cover its cost. However, adding an improved module on adult education and training, along the lines of similar modules in Europe, either in a labour force survey or as part of a multipurpose household survey, will require efforts by countries to successfully develop and roll it out. It is assumed that the estimated average cost will be a fraction of a round of a labour force or similar survey.

The source of information on self-reported ICT skills for indicator **4.4.1** is a household survey. A specific survey is administered in Europe, while a module promoted by ITU is added to household surveys in other countries. The latter would be the most cost-efficient way to collect the relevant information. Considering the efforts required by countries to roll out such a module, it is assumed that the average cost will be a fraction of a round of a labour force or similar survey.

Data on adult literacy and numeracy proficiency skills for indicator **4.6.1** have been collected in

almost 40 OECD and partner countries through PIAAC. The estimated average cost of the survey, which is scheduled to take place every 10 years, is considered to be high and unaffordable for poorer countries, while it is not very sensitive to the lower range of literacy and numeracy skills. UIS has proposed a new 'Short Literacy and Numeracy Survey' (SLNS) that would address these concerns. One option would be to explore synergies so that the background questionnaire of the SNLS would be used to collect information on indicators 4.3.1 and 4.4.1, which would become an 'adult education and skills survey'. Another option would be to add the assessment module of the SLNS to existing survey programmes.

2.2.2 Multipurpose school surveys

There are several gaps for indicator 4.a.1 of school infrastructure, which is complicated by its very different dimensions. Many countries do not report on several of these dimensions, while available data are not truly comparable and, as self-reported, are of questionable quality. This problem can be solved by enforcing standards of reporting, with good guidelines for respondents in schools. Progress in monitoring will require new definitions of these infrastructure aspects of schools and, possibly, new ways of collecting the information – including through a school survey that would validate the data. Until these questions are answered, it is very difficult to assign a unit cost.

There are also considerable gaps with respect to indicator 4.c.1, both because many countries do not report and because the available data are not truly comparable. Progress in monitoring the percentage of trained teachers will require a new definition of trained teachers and, possibly, new ways of collecting the information – either through large investments in personnel management systems or, alternatively, school surveys that would assess the training status of working teachers. Though some definitions are needed this indicator could be part of a general purpose schools survey.

2.3 Administrative data and related sources

The data collection process for indicator 4.7.1 is the questionnaire administered by UNESCO to its member states as part of the monitoring process of a Recommendation adopted by the UNESCO General Conference in 1974[1]. The cost is assumed to be zero for all practical purposes.

The data collection process for indicator 4.b.1 is managed by OECD DAC. The cost is assumed to be zero for all practical purposes in the sense that there is an established mechanism and the marginal cost of extracting information on aid allocations to scholarships is negligible. This could change if a new indicator were to be developed that would directly monitor the number of scholarships, although even in that case the cost would be much lower than for other indicators.

3. Unit costs

- Learning assessment: The estimated average cost of learning assessments ($500,000) is based on the 'Investment case for expanding coverage and comparability for Global Indicator 4.1.1', prepared by the UIS and GPE. This requires that both reading and mathematics be assessed as part of the same learning achievement survey, which is not always the case.

- Household surveys: The cost of a household survey round has been estimated at $500,000. Additional modules for early childhood development ($50,000) and adult skills ($200,000/300,000) can be costed at lower levels.

- Administrative data and related sources: No extra costs have been assigned

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1 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, UNESCO, 1974.

4. Caveats

Further cautionary notes are necessary at this stage. The analysis is simple and aims to present an overall framework with some rough but plausible estimates. However:

- Unit costs will need to be further confirmed with direct evidence from survey managers.

- Unit costs are likely to vary by country income group (here they are assumed not to vary, for simplicity).

- Low- and lower-middle-income countries that do not cover the full cost of participating in data collection for SDG 4 may already be contributing a part of the total cost (here they are assumed to be fully externally funded, for simplicity).

- Low- and lower-middle-income countries that do not cover the full cost of participating in data collection for SDG 4 may contribute an increasing part of the total cost in the future (here they are assumed to be fully externally funded throughout the three data collection rounds to 2030, for simplicity).

- Initial development costs were included but are small in comparison with the cost of data collection.

5. Results

This note suggests that the data collection efforts for the 11 global SDG 4 indicators can be classified in three main groups:

- Learning assessments (4.1.a, 4.1.b and 4.1.c)

- Multipurpose household and/or school surveys that include:

  o General household and/or school surveys (4.a.and 4.c)

  o Household surveys with an assessment component on early childhood development (4.2.1 and 4.2.2) and on adult skills (4.3.1, 4.4.1 and 4.6.1)

- Administrative data and related sources (4.7.1 and 4.b.1)

The analysis suggests that the total annual cost of data collection for the three groups of indicators would be $280 million including both global and thematic indicator, with two thirds of the costs, or $180 million, needed to monitor the global indicators. Three quarters (73%) would fund the implementation of learning assessments split between 50% for in-school based assessment and the remainder for adult skills surveys including literacy and numeracy. To be clarified, the cost of data collection for an early childhood development measure is considered small because it is assumed – but not certain – that it will continue to be collected through existing multi-purpose household surveys (MICS or other).

About 67%, or $121 million, is either already or will be covered by upper-middle and high-income countries. It is estimated that $31 million is currently provided as aid but this would need to increase to $93 million per year, of which $70 million would cover learning assessments and $15 million would cover both the ECD and adult education and skills survey. The annual aid could be reduced by $10 million if assessments for grades 2-3 (indicator 4.1.1a) were not included.

Annual data collection costs (in $ 000) for SDG4 indicators by indicator type (global/thematic) and source

Basic components	Total	Global indicators	Thematic indicators
Learning assessments	1,466,04	995,542	470,500
General household surveys and/or school surveys	514,913	134,325	380,588
Household surveys with an assessment component in early childhood development and adult skills	743,675	743,675	NA
Total	2,795,853	1,896,751	899,101
Annualized	279,585	189,675	89,910
Average per country	13,507	9,163	4,343
Annualized per country	1,351	916	434

Estimate of annual data collection costs for SDG indicator by source of funding per year ($ million)

	Aid (Low and lower middle)	Self-funding (Upper middle and high income)	Total
Existing funds	31	121	152
New funds	62	65	8
Total funds	93	187	2

6. Conclusions

This note suggests that there are two priorities for countries to monitor the 11 SDG 4 global indicators:

- the participation of countries in learning assessments at the three levels identified in global indicator 4.1.1; and

- the development of a combined household and/or schools survey that provides data for all indicators associated with targets 4.3, 4.4, 4.6, 4.a and 4.c, which are currently not collected with learning assessments or administrative systems

With all the caveats mentioned above, the annual cost of these monitoring efforts is estimated at $280 million. About 60% of that is needed for upper-middle and high-income countries and is or will be covered by them. It is estimated that the remaining 40% or $93 million is the cost for low- and lower-middle-income countries and may be expected to be covered by grants. The cost could be reduced by $10 million if learning assessments at grades 2 and 3 are not included.

It should be noted that the present analysis has focused on the global indicators for SDG 4 and that the cost of thematic indicators would require a separate analysis. See the annex for the links between indicators and different data collection sources.

Indicator by source

Indicator	System data	School census/Administrative data	Household survey				Learning assessment	Special source
			Multi-purpose survey, e.g. DHS, MICS	Labour force survey	Literacy survey	School survey		
Target 4.1								
4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex							X	X
4.1.2 Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	X							
4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)		X						
4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)		X	X	X	X			
4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)		X	X	X	X			
4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)			X	X	X		X	
4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	X							
Target 4.2								
4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex			X					
4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex		X	X					
4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments			X					
4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) and early childhood educational development		X	X					
4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	X							
Target 4.3								
4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex				X	X			
4.3.2 Gross enrolment ratio for tertiary education by sex		X	X	X	X			
4.3.3 Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex		X	X	X	X			
Target 4.4								
4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill				X	X			
4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills								X
4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation			X	X	X			
Target 4.5								
4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability		X	X	X	X		X	X

Indicator	Description
	status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
4.5.2	Percentage of students in primary education whose first or home language is the language of instruction
4.5.3	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations
4.5.4	Education expenditure per student by level of education and source of funding
4.5.5	Percentage of total aid to education allocated to least developed countries
Target 4.6	
4.6.1	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
4.6.2	Youth/adult literacy rate
4.6.3	Participation rate of illiterate youth/adults in literacy programmes
Target 4.7	
4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education
4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)
4.7.4	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability
4.7.5	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience
Target 4.a	
4.a.1	Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; (c) computers for pedagogical purposes (d) adapted infrastructure and materials for students with disabilities (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
4.a.2	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse
4.a.3	Number of attacks on students, personnel and institutions
Target 4.b	
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study
4.b.2	Number of higher education scholarships awarded by beneficiary country
Target 4.c	
4.c.1	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex
4.c.2	Pupil-trained teacher ratio by education level
4.c.3	Proportion of teachers qualified according to national standards by education level and type of institution
4.c.4	Pupil-qualified teacher ratio by education level
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification
4.c.6	Teacher attrition rate by education level
4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training

Ref doc 6 - Update on SDG4 Implementation: Summary of survey results

This paper from the Policies and Strategies (PS) Working Group (WG) of the SDG-Education 2030 Steering Committee (SC) reviews the experience of SDG4 implementation to date and confirms that the recommendations adopted by the SC at its last meeting aimed at strengthening SDG4 implementation and mainstreaming of the SDG perspective in policy-making and strategy at the national level, with one addition, remain relevant and appropriate. This paper should be read in conjunction with the Policies and Strategies WG Background Paper on the implementation of SDG4 which focuses on key issues related to universal primary and secondary education (target 4.1), eliminating gender equality (target 4.5), education for global citizenship and sustainable development (target 4.7) and teachers (target 4.c) as well as allocation of resources and reducing inequality; achieving synergies across sectors; and action-oriented research strategies and priorities.

Background

At its meeting in June 2017 the SDG-Education 2030 Steering Committee (SC) made recommendations on strengthening SDG4 implementation at the national level. These recommendations were informed by a brief survey of regional representatives to the SC, regional organisations of the SC and UNESCO regional bureaus that built on previous consultations within their region. While the SC's recommendations have not had time to impact on SDG4 implementation at the national level, it is important for the SC to update itself on the status of implementation and to consider whether possible additional recommendations are needed for progress.

The Policies and Strategies Working Group (WG) of the SC therefore carried out a further brief survey of regional representatives to the SC, regional organisations of the SC, regional CSO organizations in the CCNGO Coordination Group and UNESCO regional bureaus ahead of the next meeting of the SC (Paris, 28 February–2 March 2018). The aim of this survey was to invite responses from the SC members [member states representatives and regional organizations], UNESCO regional bureaus and CCNGO regional focal points to three questions that focused on the following issues:

- Policy challenges and barriers in the implementation of SDG4 targets and commitments;
- Successful ways to overcome these challenges and barriers; and
- Recommendations for improved SDG4 implementation at the national level.

In answering the questions, respondents were requested to review and update their responses to the previous survey and to also draw on previous consultations within their regions, such as those conducted as part of the national readiness for implementation work, and other pieces of analysis and other surveys that may be relevant. In addition, respondents also consulted with particular countries where they were aware of successes or particular challenges. The responses to these three questions were then reviewed by the WG and consolidated in this paper for presentation to the SC at its next meeting.

Responses to the survey

The WG received a total of 25 responses to the survey, with coverage of all the regions. These responses were reviewed by the members of the WG and the findings are summarised in the three sections that follow:

Policy challenges and barriers in the implementation of SDG4 targets and commitments

The latest survey confirms the picture of challenges and barriers that emerged from the earlier June 2017 survey but draws attention to a concern that had not been underlined previously regarding the devaluing of the teaching profession. With the inclusion of this new challenge, detailed below, the SC's conclusions on these issues therefore remain relevant - the areas of policy that continue to present significant and particular challenges in most countries include:

- Gender equality: Millions of girls and young women across the world still face huge barriers to access and complete education - these barriers vary from country to country and while some initiatives are working to help overcome them, it is a challenge to replicate these at a scale sufficient to correct the balance. Furthermore, gender inequalities and stereotypes are still not sufficiently tackled in education systems and in fact, in some cases, countries are opting to avoid debates on gender in schools, with this being reflected in education plans and curriculums.

- Closing of CSO space: CSOs worldwide are under significant pressure as restrictions on participation in national policy dialogues, foreign funding, barriers to registration, intervention in CSOs' internal affairs, and other forms of harassment have proliferated - particularly worrisome are restrictions that affect student and teacher organisations.

- Violence and conflict: In all regions there are countries experiencing violence, conflict and severe humanitarian emergencies with unprecedented numbers of displaced people and refugee flows.

- Inadequate financing: This was referred to in the past survey and continues to be major constraint to progress.

- Inadequate capacity for policy design and implementation: Many countries report organisational constraints such as poor coordination, poor policy design, weak direction, lack of synergies across sectors, inadequate strategies and mechanisms for stakeholder engagement, weak implementation effort, insufficient time and inadequate resources to carry out SDG4 implementation.

- Absence of policy focus on education and SDG4 in particular and other interests and issues distracting policy makers' attention.

Regarding teachers, while ongoing concerns remain around inadequate initial and continued training as well as inadequate salaries and working conditions, other concerns were raised in the latest survey regarding the devaluing and casualisation of the teaching profession, as well as decreased autonomy for teachers. Examples were reported on informal schemes of employment, that seek to make labour conditions more flexible, as well as on the undermining of teacher autonomy. A clear example of this are BIA, but other examples have emerged, where teachers are prevented from discussing what are considered to be sensitive issues, including issues on gender equality.

Successful ways to overcome these challenges and barriers

While the challenges remain significant and progress is clearly constrained in many areas, a great deal has been done in all regions since the last survey to take forward the SDG4 agenda. The latest survey yielded several new examples of ways in which regions and countries are working to overcome the challenges identified above. The WG has identified several of these examples as illustrations of how the SC's recommendations on SDG 4 implementation are being taken forward and also as possible case studies for peer learning purposes and these are presented below.

Gender equality

At a global level, the General Recommendation of CEDAW on gender and education is a breakthrough that should have major impact worldwide. At a country level, three examples from the latest survey may be cited:

- In Swaziland, the country's Network Campaign For Education For All (SWANCEFA) has carried out a number of activities to promote gender equality in line with the SDGs. The coalition successfully organized a lobby meeting with Members of Parliament on the many challenges women and young girls face in accessing education. The Coalition has also been engaged with community mobilization on the right to education for the girl child specifically targeting areas that are furthest behind on gender equality.

- In 2017 Costa Rica developed a National Policy for equity between women and men in the fields of vocational training, youth employment, and the enjoyment of the products of Science, Technology, Telecommunications and Innovation, with leadership of the Second Vice Presidency of the Republic and the Ministry of Science, Technology and Telecommunications and the support of OEI.

- Also during 2017 four other countries in the Latin American and Caribbean region (Honduras, Trinidad and Tobago, El Salvador and Guatemala) modified their legislation, forbidding early marriage of girls and adolescents.

Opening CSO space

Although closure of CSO space has been reported as a continued challenge to be overcome, CSO national and regional coalitions continue to push and make progress in countries across the different regions, in regard to increased/improved policy dialogue. Some national education coalitions have become members of national SDG steering committees (for example, the Civil Society Education Coalition in Malawi), others have created mechanisms to hold governments accountable for international human rights standards, such as ensuring free education for all (for example, the Moroccan Coalition for Education), while others have systematically dialogued around the development and implementation of concrete education policies (as has been the case with the Sudanese coalition for Education regarding literacy programmes).

Strengthening implementation capacity

Haiti is working with UNESCO to implement a Capacity Development for Education Programme (CapED), the goal of which is to translate the SDG4 agenda into concrete actions at the national level to offer quality education opportunities for all in line with the objectives of SDG4.

Strengthening policy focus on SDG4

To address the absence of focus by national governments on education and SDG4 in particular, regional organizations in Asia, SEAMEO and the ASEAN Secretariats, and Latinoamerica and Caribe, OEI have been helpful in promoting SDG goals both in policy development and programmes, particularly through Ministerial Meetings and high-level dialogues. These regional organizations have used these existing platforms to promote SDG targets and goals. In addition, the UNESCO Bangkok office, in cooperation with UN agencies and regional organizations and with support from the government of Japan, has been organizing Asia-Pacific Meetings on Education 2030 (APMED2030) to coordinate regional implementation of SDG4 -2030 as well as to support countries implementing SDG4-Education 2030.

The European Region is striving to align the existing regional education strategy to the SDG agenda and to generate further substantive cooperation between the European Union, Council

of Europe, OECD, UNESCO and other organizations; to identify the specific contribution each of these organizations can make to the implementation of the SDG4-Education 2030 agenda in their existing strategies, action plans, data sets and policy instruments; and to improve communication, cooperation and coherence at regional and national levels. The last European Council in December 2017 put education high on the EU's agenda with action recommended on recognition of qualifications that could link up with the general UNESCO work on this topic.

Also in Europe, SDG4 has become a key reference for policy development with recent regional strategies. The European Union's response to the 2030 Agenda will include two work streams. The first work stream, presented in the Communication from the Commission to the European Parliament, the Council, the European and Social Committee and the Committee of Regions of 22 November 2016 entitled "Next steps for a sustainable European future - European action for sustainability", is to fully integrate the SDGs in the European policy framework and current Commission priorities, assessing where we stand and identifying the most relevant sustainability concerns. A second track will launch reflection work on further developing a longer-term vision and the focus of sectoral policies after 2020, preparing for the long-term implementation of the SDGs. The new Multiannual Financial Framework beyond 2020 will also reorient the EU budget's contributions towards the achievement of the EU's long-term objectives. Lastly, the Council of Europe's activities that reflect SDG4, include reviews of its professional development scheme for educators, and its re-direction towards a more sustainable footing (Target 4.c); and the development of the European Reference Framework for Competences for a Democratic Culture (RFCDC) as a new tool for educators and learners to help build young people's democratic competences through formal and non-formal education (Target 4.7).

Violence and conflict

The Syria crisis is an example of long-term education sector development may be envisioned on the basis of SDG Education 2030, while simultaneously addressing critical educational needs in emergency. While responding to the acute humanitarian situations in and through education, these crisis-affected countries recognize significant gaps in public provision of education. As such, in Syria, the Ministry of Education developed in 2016, a so-called national policy statement on SDG4-Education 2030 that articulates how best to progressively translate national commitments to the Agenda into action, with much focus on Targets 4.1, 4.5, 4.6 and 4.7. Both Jordan and Lebanon, home to millions of Syrian refugees, have done their utmost, with partners, to provide quality education for children since 2011. Both countries have commenced elaboration of National Education Strategic Plans, anchored in their national commitments to SDG4-Education 2030. In the meantime, other countries are accommodating thousands of Syrians students within their education systems. In Centroamerica, some countries have prioritized programs at schools about prevention against violence.

Improved SDG4 coordination

To improve SDG 4 coordination, Japan has established the Sustainable Development Goals (SDGs) Promotion Headquarters, with the Prime Minister as chair, the Chief Cabinet Secretary and the Minister for Foreign Affairs as vice-chairs, and the other cabinet ministers as members. In December 2016, the headquarters stipulated SDG Implementation Guiding Principles to represent a national strategy for addressing major challenges in implementing the 2030 Agenda, and within the framework of these Guiding Principles Japan has taken a whole-government approach. Among the measures, the further promotion of ESD is included, which Japan formulated its National Implementation Plan on Education for Sustainable Development (ESD) under the Global Action Programme (GAP) in March 2016 at the inter-ministerial meeting on ESD. In Japan, ESD is understood and implemented widely as education for fostering people who can build sustainable societies by integrating various aspects of modern issues, such as not only environment but also peace, human

rights, gender, international understanding, intercultural understanding, and well-being, with the perspective of sustainable development. This concept covers a wide range of elements, including, but not limited to, the contents of Target 4.7 of the SDGs.

Other examples of improved SDG coordination are Brazil, which has established the National Commission for the Sustainable Development Goals whose executive secretary holds the Secretary of Government of the Presidency of the Republic and the National Secretariat of Social Articulation with the participation of all the concerned actors.

In the Latin American and Caribbean region, an important step in improving coordination has been the creation of the Forum of Latin America and the Caribbean Countries on Sustainable Development (established in May 2016). This is a regional mechanism for the implementation and monitoring of the 2030 Sustainable Development Agenda and its means of implementation, as well as the Addis Ababa Action Plan on Financing for Development. The first session of this Forum was held in Mexico City in April 2017. Also in this region, a Road Map for SDG4 implementation based on the Buenos Aires Declaration has been created.

Increasing implementation effort

The EU has set Europe 2020 headline targets on the number of early school leavers and on tertiary educational attainment. Through the Skills Agenda, the Education and Training 2020 strategic framework for peer learning and exchange and the Erasmus+ Programme the EU directs its efforts to actively support Member States in improving the quality of education and training to guarantee opportunities for young people. Additionally, the European Commission's Communication of 26 April 2017 on a 'European Pillar of Social Rights" has strengthened the right to quality and inclusive education, training and lifelong learning and acknowledges the UN Sustainable Development Goals for 2030 as a new agenda to address poverty eradication and the economic, social and environmental dimensions of sustainable development in a balanced and integrated manner.

The adoption of the Law of Ukraine "On Education" (No. 2145-VIII), which came into force on 5th September 2017 has gone a long way towards improving the implementation of SDG4 in the country. According to Article 3 of the new Law of Ukraine "On Education", every person has the right to a high quality and affordable education. The right to education includes the right to obtain life-long education, the right to education, the right to free education in the cases and in accordance with the procedure established by the Constitution and laws of Ukraine. Article 4 of the Law of Ukraine "On Education" establishes the right to free preschool, secondary, vocational and higher education.

Strengthening stakeholder engagement

Nepal has formed the Steering Committee for Education 2030-SDG4, chaired by the Secretary, Ministry of Education (MOE) and represented by the National Planning Commission, Ministry of Finance, other concerned line Ministries, Universities, Teachers and their organizations, and other stakeholders. The Ministry of Education in Nepal, in collaboration with the NATCOM and UNESCO Kathmandu Office has organized sensitization/orientation workshops and seminars at national, regional as well as local level. It has conducted extensive consultations with the political parties, teacher organizations and student organizations towards developing shared vision and also for mobilizing their participation in the national campaign for Education 2030.

Recommendations

In the light of the responses to the second survey, the WG concludes that only one additional recommendation is needed for progress. The WG considers that the six recommendations adopted at the last SC meeting (see below) remain the most appropriate and relevant responses to the challenges that have been identified in respect of SDG4 implementation. The WG therefore

proposes (i) that the SC reconfirms its adoption of these recommendations plus the additional one recommended below; and (ii) that these recommendations should be communicated to and taken forward by the regions, concerned organisations and member states as these are most relevant to implementing SDG4 and most appropriate bearing in mind the SC's ToR.

1. Increase efforts to tackle the identified challenge areas mentioned above, in particular: gender equality, violence and conflict, closure of CSO space, inadequate finance (an issue for the Finance WG) and devaluing of the teaching profession

2. **Strengthen national ownership of the Framework For Action and the SDG4 targets and commitments:** Support UNESCO and its partners, including regional organizations, to increase and strengthen its regional and national consultations to ensure the Framework for Action and the SDG4 agenda is owned by national ministries of education and, in particular, to take forward the indicative strategies in the Framework for Action, help to strengthen political leadership and coordinating functions at the inter-ministerial level, and to promote collaborative decision-making with the educational community (schools and universities, teachers, students, parents) and a broader group of stakeholders.

3. **Strengthen education sector coordination:** In order to ensure truly sector-wide coordination of national/local education development as required for the broad SDG4 agenda, education sector coordination should be led by a governmental department or structure that has the capacity and legitimacy to mobilize the range of ministerial departments involved in the delivery of SDG4 targets and commitments. Member States should strengthen/adapt or establish institutional arrangements to ensure truly sector-wide coordination, planning and monitoring that go beyond the Department/Ministry of Education alone and create a sense of ownership at the level of all educational actors. Sector coordination could be led by ministry of planning, development, an inter-sectorial SDG4 task force, or a national observatory of education. National SDG4 focal points need to be institutionally located in such a way that they have the mandate to convene, mobilise and coordinate the contributions of wide range of ministerial departments beyond the Ministry of Education.

4. **Context-specific strategies for achievement of the SDG4 targets:** While prioritization among SDG4 targets is necessary to reflect national policy context and needs, it is essential to ensure that the commitments to universal quality education and lifelong learning is pursued, as is that to the principle of equal educational opportunities at all levels and strands of education and training.

5. **Develop technical guidance materials:** Development agencies and partners should provide tangible/practical materials such as hands-on guidelines to support stakeholders in technical dialogue and integrating SDG4 into education policy and plans effectively and to help countries to prioritise the integration and mainstreaming of SDG4 targets according to their national contexts, including, where appropriate, helping countries to prioritise the targets for greater focus. The SC could validate such materials in order to ensure coherence of technical guidance.

6. **Strengthen national capacities in education sector dialogue**: Promote, effectively coordinate and strengthen capacity building for SDG4 implementation of both governments, the educational community (education and training institutions, teachers, students, parents)

7. **Strengthen capacities in monitoring and evaluation, and the use of data to inform policies and strategies:** Focus should be put on capacity building in the development of statistical indicators, data collection and availability, reporting, as well as to ensure the necessary framework conditions for efficient implementation.

This background paper is an internal document prepared by the Policies and Strategies (PS) Working Group (WG) to inform the SDG-Education 2030 Steering Committee's review and analysis of the implementation of SDG4, highlighting progress, as well as constraints encountered, and proposing key strategic responses to such challenges. This paper should be read in conjunction with the two previous papers from the WG that review the experience of SDG4 implementation to date.

Taking the commitments outlined in the 2015 Incheon Declaration and the Education 2030 Framework for Action as a starting point, this paper builds on existing analyses and data (GEM report, UIS data, as well as other sources) in the formulation of strategic policy recommendations. The paper serves two purposes: (1) Identification of key messages/inputs for the Steering Committee submissions and contributions to HLPF review process (2018 and 2019), and other global high-level fora such as the 2018 Global Education 2030 Meeting; and (2) Formulation of broad strategic guidance for implementation at country level for a range of audiences.

The successful implementation of Education 2030/SDG 4 necessitates a rights-based as well as a systems approach. The paper focuses on the following key issues for discussion by the SC during its 4th meeting (28 February-2 March 2018):

- Achieving universal primary and secondary education;
- Allocation of resources and reducing inequality
- Achieving synergies across sectors and ensuring interconnectedness of SDG4 with the wider 2030 Agenda.
- Action-oriented research strategies and priorities to achieve positive change on the ground
- Eliminating gender disparities [Target 4.5]
- Education for global citizenship and sustainable development [Target 4.7]
- Teachers [Target 4.c]

Background

In general, there is agreement that the indicative strategies included in the Education 2030 Framework for Action for each of the SDG4 targets is a strong foundation for the deliberations of the PS-WG. While the WG intends to focus its efforts on certain key areas, described below, there is general agreement that:

- the scope of the WG's work should be kept broad, allowing for flexibility in responding to emerging issues;
- focusing on policies and strategies for specific targets at the different SC meetings will promote more in-depth debate. For each meeting, striking a balance between targets that focus on specific education levels, targets that are cross-cutting and a mean of implementation target would be advisable.
- PS-WG is a platform to share experiences/information from regional levels [also to connect to national levels], while fostering peer-to-peer learning.

In response to the above, the PS-WG will:

- closely **follow regional mechanisms/**processes to support the implementation of SDG4 at country level.
- **remain informed on the work of the other WGs**, and ensure synergies with the other groups, particularly with the Review, Monitoring and Reporting Working Group, by focusing on

frameworks and conditions that are conducive to reaching the goals [rather than focusing on outcomes].

- keep informed on **developments at the global and UN levels**; for example, the coordination of ministerial agendas, sharing of strategic reports.

- collaborate with the research unit of UNESCO as well as of other convening agencies, in order to ensure **research strategies and priorities** can serve as inputs to the work, debate and deliberations of the SC.

Achieving universal primary and secondary education (Target 4.1)

Issue and commitment

In the early 2000's enrolments in primary and secondary education improved considerably but out-of-school rates have stagnated since 2008 for primary education and increased since 2012 for lower secondary. According to UNESCO[1] , there were 264 million children of primary and secondary school age out-of-school in 2015: 61 million at the primary level; 62 million at lower secondary level; and 141 million at the upper secondary level. For those fortunate enough to be enrolled, the opportunity to learn was not necessarily guaranteed. In fact, data show that retention and completion continues to be a challenge and, for those that remain in school, learning achievement is abysmally low in many countries. Out-of-school rates are highest in Sub-Saharan Africa, followed by South Asia, North Africa, West Asia and Latin America and the Caribbean. Thus, despite significant progress, the world is still very far from achieving universal primary and secondary education.

The reasons for stagnation in progress are many, but key among them are increases in inequity, increased population growth in some countries, spread of violent conflict, and relative decline in funding for education, which, in turn, often have resulted in increased pressure on households to pay for education. Today's world requires global citizens with broad skill sets and in whom many different specialties and creativities reside so that we can forge a sustainable future for all; thus, education, as a key contribution to human development across all sectors, cannot be limited to any one level and should embody a lifelong learning perspective. In this regard, Target 4.1, as important as it is, is only one element of a much larger and deeper education agenda to which the global community is committed.

Paragraph 6 of the Incheon Declaration 2015 states that: "motivated by our significant achievements in expanding access to education over the last 15 years, we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. We also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning."

Data

SDG4 has thus significantly "raised the bar" and strategizing around core elements and assumptions will be essential for success. Four key issues are identified as core:

- First, the absolute criticality of a quality primary and secondary education cannot be ignored: they are the foundation for all subsequent levels of education.

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1 Global Education Monitoring Report, 2017/18.

- Second, SDG 4 is adamant about equity and demands a continuing focus on the most marginalized. This demands ongoing attention to those who are out-of-school, in part through analyzing the structural reasons and barriers for this exclusion, in part through targeted policy responses and financing.

- Third, improving educational quality is non-negotiable. This statement has two important underlying assumptions. 1) Quality education systems rely on inputs such as a broad curriculum and adequate teaching materials and pedagogy, trained and qualified teachers, and safe schools with adequate facilities, resources and infrastructure: Quality education concerns both processes and outcomes . 2) Quality education is not only about academics, but must include a broader range of processes and learning outcomes, some of which may be contextual. While in the past much of the emphasis on education related to cognitive understanding and development, there is now a need to also address the social and other dimensions of learning. Education is expected to make a contribution to addressing equality, peace and security, and the quality of life at individual, family, societal, and global levels. With this more encompassing definition of quality, other aspects of the SDG agenda are automatically included--equity, inclusion, gender equality and the ability to develop the skills and interests to learn throughout life.

- Fourth, education is an investment in the present and the future. It requires financial and high level human resources over the long run.

Recommendation

As a matter of priority, Member States should develop and/or strengthen inclusive and diversified education systems to ensure that:

- the foundation for the full realization of the right to education and a nation's long term sustainable and peaceful future is on firm ground;

- the accountability of central and local government in providing and supporting quality education is clarified;

- in conflict-affected countries increased support to education is provided; and

- enrolment rate by national income level is reported as this will clarify the targets that need attention and those nations that need more support.

Allocation of resources and reducing inequality

Issue and commitment

Achieving SDG4-Education2030 will require a substantial increase in finance with an urgent need to close the education funding gap and this is the primary concern of the Finance Working Group. The Policy and Strategy Working Group focuses on the strategies used to allocate resources in line with Education 2030/SDG4, especially to reduce inequality.

The Incheon Declaration and Education 2030 Framework for Action recommends in paragraph 34 that member states allocate resources more equitably across socio-economically advantaged and disadvantaged schools. Paragraph 78 states that the heart of SDG4-Education 2030 lies at the national level. Governments have the primary responsibility to deliver on the right to education, and a central role as custodians of efficient, equitable and effective management and financing of public education. Paragraph 106 states that countries will need to prioritize those most in need: Disadvantaged children, youth and adults, as well as women and girls and people in conflict-affected areas, typically have the greatest education needs and financing should therefore be targeted towards them. Financing should be sensitive to their needs and based on evidence of what works. Increase efficiency and accountability: Improving governance and accountability can increase

efficiency and effective use of existing resources and ensure that financing reaches the classroom.

Data

Existing evidence shows that there continues to be a persistent funding gap to ensure full implementation of SDG4-Education 2030. The 2018 GPE Financing Conference (Dakar, 1-2 February 2018) addresses challenges around the need to scale up both domestic financing and international cooperation, and promising pledges have recently been made in this regard, although some countries have also reduced their national education budgets. While scaling up resources remains a top priority, it is adamant that any available resource be used effectively and efficiently, in order to best respond to policy needs and to reduce inequality. Data from the OECD[2] indicates that having a stable, transparent and publicly known system for funding allocations combined with clearly stated quality and equity objectives can help to ensure that available resources are directed to supporting high quality teaching for the most disadvantaged students and providing equitable learning opportunities for all. Teachers are the key to achieving all of the SDG4-Education 2030 agenda and evidence suggests a direct positive correlation between higher levels of learning outcomes and investment in teachers, including attracting the best students into the teaching profession by offering them higher salaries and greater professional status.

Data from UNESCO and OECD[3] suggests that when school funding policies are directly connected to educational and equity objectives they have a greater impact on reducing inequality, especially if this connection happens at all levels of a school system. Where central and sub-central funding strategies make explicit the goals that they aim to achieve, and public reporting presents funding information alongside information on the quality and equity of a school system there is more chance that these will result in reductions of inequality. Evidence also suggests that if there is capacity available at the school level for strategic budgeting so that school leaders can focus on the strategic aspects of formulating their school's budget for reducing inequality, this too can have a significant impact.

Recommendations

As noted above, the urgent need to close the education funding gap is the primary concern of the Finance Working Group. The recommendations of the Policy and Strategy Working Group support the latter and are also concerned with using the available education resources efficiently and in line with SDG targets. Efficiency alone, however, should not be the main concern of education policy makers but needs to be achieved alongside the quality and equity objectives that are at the heart of the SDG agenda. The WG recommends that Member States consider taking action in the following areas as a way of ensuring that funding strategies are connected to education objectives and focused on reducing inequality:

● Building capacity at all levels of the education system for strategic and equitable funding of colleges and schools

● Having legislation that protects education resources

● Developing a stable and publicly known system for funding allocation

● Striking a balance between regular and targeted funding

● Using adequate indicators to target disadvantage

● Being transparent about the use of funds

● Bringing together evaluative information on inputs, processes and outcomes

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2 OECD (2017), The Funding of School Education: Connecting Resources and Learning, OECD Publishing, Paris
   http://dx.doi.org/10.1787/9789264276147-en

3 OECD (2017), The Funding of School Education: Connecting Resources and Learning, OECD Publishing, Paris
   http://dx.doi.org/10.1787/9789264276147-en and Global Education Monitoring Report, 2017.

- Paying particular attention to evaluating the equity outcomes of college and school funding

- Formalizing the accountability of central and local government in the financing of education

- Making provision for 12 years of free, publicly funded, inclusive, equitable, quality primary and secondary education – of which at least nine years are compulsory.

Achieving synergies across sectors and ensuring interconnectedness of SDG4 with the wider 2030 Agenda

Issue and commitment

The 2030 Agenda for Sustainable Development is an intergovernmental commitment and a "plan of action for people, planet and prosperity". Considering that the 2030 Agenda includes 17 Sustainable Development Goals (SDGs) which are integrated, indivisible and balance the three dimensions of sustainable development - the economic, social and environmental - governments should lead the establishment of mechanisms of coordination. The effectiveness of these mechanisms should be guaranteed by the creation of national cross-sectorial devices for the implementation and follow up of the 2030 Agenda. Implementation of these mechanisms and success will rely on countries' own sustainable development policies, plans and programmes. National cross-sectorial mechanisms should act as articulation channels for SDGs in reference to national priorities established by governments through public policies and ministerial programmes. The SDGs will be a compass for aligning countries' plans with their global commitments. At the same time, regional, provincial and local levels of government will align to the 2030 Agenda by introducing these transformative steps in their action plans.

The Education 2030 Framework for Action states at paragraph 85 that: "The success of SDG4-Education 2030 will depend on collective effort. Legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, upholding the right to participation of all stakeholders, will need to be established or further developed." The Framework also states at paragraph 86 that: "While driven by education ministries, implementation of the education SDG and the education-related targets in the other SDGs at the country level requires a 'whole of government' approach to education. Country-led action will drive change; however, the ambitious education goal cannot be achieved by governments alone. They will need the support of all stakeholders, including non-state actors. Governments should establish appropriate mechanisms, and strengthen existing ones, to be the main source of information for the regional and global monitoring process, with UN support."

Data

The interlinkages and integrated nature of the SDGs are of crucial importance in ensuring that the purpose of the 2030 Agenda is realized. SDG 4 constitutes the basis for realizing other rights. Education is an essential condition for peace, health and well-being, socioeconomic growth, decent jobs, responsible consumption and production, climate change and gender equality. The mainstreaming of SDG 4 echoes directly in the following associated goals:

- SDG 3: Good Health and well-being – 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

- SDG 5: Gender Equality – Target 5.6: Ensure universal access to sexual and reproductive health and reproductive rights and education and training on reproductive rights, as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.

- SDG 8: Decent work and economic growth – Target 8.6: By 2020, substantially reduce the proportion of youth not in employment, education or training; and Target 8.7: including the issue of ending worst forms of child labor, given its direct relation to education (an example of inter-sectoral effort that is already ongoing).

- SDG 12: Responsible consumption and production – Target 12.8: By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

- SDG 13: Climate action – Target 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

Recommendation

The 2030 Agenda implies a wide variety of stakeholders and the means required to successfully achieve its goals. Collaborative participation should be based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders – public, private and civil society actors - and all people. The recently approved UN Resolution on Education for Sustainable Development clearly shows the relation of SDG4 with the rest of the Sustainable Development Agenda and can be drawn on to support:

- taking this agenda down to regional and country levels efforts to increase dialogue between the different UN agencies that embrace the Education 2030 agenda.

- facilitating coordination and synergies, particularly through the regional UN agencies in charge of coordinating the monitoring of SDGs particularly encouraging the education community to coordinate with them.

- using UNESCO's global network of national cooperating bodies known as National Commissions for UNESCO to play a significant role in the liaison with partners, the coordination of activities and the promotion of UNESCO's visibility at the country level.

Action-oriented research strategies and priorities to achieve positive change on the ground

Issue and commitment

SDG4-Education 2030 addresses a range of major challenges, such as an unacceptable share of children and adults, who are disproportionately found among the disadvantaged, and who do not yet have access to and complete quality primary and secondary education[4] ; an alarming level of failure for those who completed the basic cycle of education to acquire basic knowledge and skills[5]; a high unemployment rate of youth; and secondary and higher education not meeting needs of individuals and of society at large.

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4   264 million children and youth are out of school (primary and junior secondary, end of 2015, UIS).

5   617 million children and adolescents worldwide are not achieving minimum proficiency levels in reading and mathematics (UIS). http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf

These trends are observed despite the fact that all member countries have prioritized these aspects in their respective education policies.

The Incheon Declaration and SDG4 – Education 2030 Framework for Action makes clear at paragraph 83 that the research community has an important contribution to make in education development in general and policy dialogue in particular. It can:

- <u>develop policy-relevant research, including action research,</u> to facilitate the achievement of the targets, and make knowledge on education available in a usable form for policy-makers;

- <u>develop local and national sustainable capacity</u> for qualitative and quantitative research;

- help chart progress, propose options or solutions and identify best practices that are innovative, scalable and transferable.

Moreover, paragraph 103 of the Framework for Action states that a research and evaluation culture is necessary at the national and international levels to learn lessons from the implementation of strategies and policies and feed them back into actions. At the national level, countries should evaluate the effect of their education policies on achieving the SDG4-Education 2030 targets. They must build on monitoring results and research findings to ensure effective evidence-based decisions and results-oriented programmes.

Data

At this stage of implementing SDG4, it is critical that the global and regional community build a stock of knowledge and share evidence on effective implementation, so that countries can benefit from learning from successes and failures, in terms of how to put policies into effective implementation, or existing practices that have an implication for a wider policy application. Furthermore, it is important that each member country build capacity to try out effective means of policy implementation and/or practices that are known to be effective in other countries, in a way that suits their respective contexts and situations.

Recommendation

The WG recommends that Member States, as well as regional and other organizations, develop strategies for and support action-oriented research that provide evidence and input on issues that are of priority and urgent attention regarding SDG4 in order to feed into knowledge and capacity building of Member States. They include:

- To make available information on best practices of innovative, scalable and transferrable policy implementation in term of inclusion, equity and quality learning, highlighting a process of implementing such measures;

- To strengthen capacity for designing and implementing action-research, and using the results to achieve results on the ground

- To build national and regional support mechanisms for member countries

Eliminating gender disparities [Target 4.5]

The PS WG is currently focusing its efforts relating to SDG 4.5 on eliminating gender disparities in education, as this was identified as a core challenge in the first survey it carried out (June 2017).

Issue and commitment

Important progress has been made in girls' schooling[6] . In 2014, for instance, there were 31.7 million girls of primary school age and 29.4 million of lower-secondary-school age out of school, while in 2000, there were 57.8 million girls of primary school age and 53.4 million of lower-secondary school age out of school. Despite these gains, girls are still more likely than boys to remain excluded from education due, for example, to early pregnancy, child marriage, child labour, housework obligations, school fees and residing long distances from schools, as well as school-related gender-based violence. These risks influence parents' decisions on allowing girls to attend school. The pervasive denial of the human right to education experienced by women and girls across the globe is a striking example of gender discrimination. Gender parity in education implies only a quantification and not a substantive consideration of gender equality, so it falls short in assessing the advancement of girls' right to education. Regarding gender equality in education, little progress has been recorded in terms of elimination of prejudices and gender stereotypes in education, including through gender transformative education systems. In fact, in many countries, we have witnessed in past years the attempt to remove gender related issues from school curriculum.

The Incheon Declaration recognizes the importance of gender equality in achieving the right to education for all and at paragraph 8 states that we are therefore committed to supporting gender sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools. Para 57:

The SDG4 – Education 2030 Framework for Action calls upon member states to ensure that education policy and sector plans and their budgeting guarantee the principles of non-discrimination and equality in and through education, and develop and implement targeted urgent strategies for vulnerable and excluded groups. Develop indicators to measure progress towards equality (paragraph 57).

Data

According to the UN Special Rapporteur, apart from the above-mentioned barriers, the greatest barrier to education for girls is poverty. The struggle of women and girls for gender equality in and through education applies to the school setting itself, including ensuring government provision of funds and necessary infrastructure for students and teachers, with girls and boys having equal access to the same quality systems, teachers, and amenities[7] . Attention to girls' rights in education goes beyond access opportunities and school performance, and includes the conditions in which they learn, including curricular content. This premise suggest the need for a new conceptualization of education quality, in tune with a holistic perspective of gender equality and the overcoming of all forms of discrimination. Addressing the lack of female teachers is a significant element in making education more acceptable for girls. This can have a direct impact on enrolment, with the correlation especially strong in sub Saharan Africa and at secondary level. Making education more acceptable for girls also involves ensuring that the curriculum, the classroom, and school culture are of high quality, uphold rights, and are relevant and safe. As the push for gender equality implies challenging power relations as well as social and economic inequalities, it has led to actual resistance and drawbacks in many areas, including regarding education legislation, policy and practice, contradicting consensus reached in numerous international conventions and agreements, including CEDAW and the SDGs.

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6 The Girl Child Report of the Secretary-General. A/72/218. 26 July 2017, para. 17-44, and
   http://www.ungei.org/resources/files/Policy_Note_VF(1).pdf
7 Half-Day General Discussion on girls'/women's right to education, Palais des Nations, Room XVI 7 July 2014.
   http://www.ohchr.org/EN/HRBodies/CEDAW/Pages/Womensrighttoeducation.aspx

Recommendation

Legal and policy frameworks that address **gender parity and equality** are needed, providing a human rights-based education for all, which will positively impact social, economic, cultural, political, and civil rights of women and girls throughout life. In particular:

- The **full implementation of Article 10 of the CEDAW** must be a top priority. Immediate steps must be taken to reverse negative trends that contradict both CEDAW and the SDGs.

- Member States are encouraged to formally promote the **interconnection of gender equality and the overcoming of multiple forms of discrimination to the active promotion of human rights education,** as established in target 4.7[8] . Furthermore, a gender transformative education should also address **innovative concepts of "man" and "masculinity"**, as a core dimensions of overcoming patriarchy.

- It must also be noted that **comprehensive sexuality education should be part of the regular curriculum** in all levels and modalities, as a way to build gender equality[9] . Furthermore, lack of basic literacy skills disproportionally affects women, and **attention to adult illiteracy needs to be urgently prioritized** at both national and international levels, also linking targets 4.5 and 4.6.

- And lastly, as the UN Special Rapporteur on the Right to Education also underlined in her last report to the UN, the effective implementation of plans targeting the needs of women and girls requires **gender-responsive budgeting,** which ensures that adequate resources are applied to promote education for women and girls.

Education for global citizenship and sustainable development [Target 4.7]

Issue and commitment

SDG Target 4.7 plays a pivotal role in achieving SDG 4 as a whole and can even be the seen as the hallmark of the typical UN approach to education as a global public good and enabling human right for the achievement of other human rights, as well as contributing to the sustainability of the planet.

The PS WG is for now focusing on the following two strands within SDG 4.7:

1. Education for sustainable development (ESD) that 'empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society'[10]; and

2. Education for global citizenship (GCED), that 'aims to equip learners with the following core competencies: a) A deep knowledge of global issues and universal values such as justice, equality, dignity and respect; b) cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues; c) non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and d) behavioural

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8 http://www.ohchr.org/EN/Issues/Women/WRGS/Pages/GenderStereotypes.aspx

9 UN Special Rapporteur to the Right to Education (2017): Seventy-Second Session; UNFPA website: http://www.unfpa.org/comprehensive-sexuality-education; COMPREHENSIVE SEXUALITY EDUCATION A GLOBAL REVIEW, UNESCO (2015): http://unesdoc.unesco.org/images/0023/002357/235707e.pdf

10 UNESCO, Roadmap for Implementing the Global Action Programme on Education for Sustainable Development, 2014 (http://unesdoc.unesco.org/images/0023/002305/230514e.pdf).

capacities to act collaboratively and responsibly, and to strive for backgrounds, origins, cultures and perspectives; and d) behavioural capacities to act collaboratively and responsibly, and to strive for collective good'[11] .

The indicative strategies for target 4.7 included in the Education 2030 Framework for Action (paragraph 63) are to: develop policies and programmes to promote ESD and GCED and bring them into the mainstream of formal, non-formal and informal education through system-wide interventions, teacher training, curricular reform and pedagogical support. This includes implementing the Global Action Programme on ESD14 and addressing themes such as human rights, gender equality, health, comprehensive sexuality education, climate change, sustainable livelihoods and responsible and engaged citizenship, based on national experiences and capabilities.

Data

A recent mapping exercise in the context of the GAML 4.7 working group[12] points at the difficulty in measuring progress toward the achievement of SDG 4.7. A mere focus on the aspect of learning outcomes will inevitably provide a scattered picture, both geographically as well as in terms of coverage of the subject. The current global indicator for this target is: "4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment."

The existing reporting for the global indicator solely depends on the mechanism of *UNESCO 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. UNESCO is currently in the process of finalizing the measurement methodology for the global indicator 4.7.1 using the most recent round of 1974 recommendation data collection in 2016.

Apart from the global indicator, four thematic indicators were defined in addition:

4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education 64

4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)

4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability

4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience

The choice for 4.7.4 and 4.7.5 was originally inspired by existing data sources and international large-scale assessment, the IEA International Civic and Citizenship Educations Study (ICCS) in the case of 4.7.4 and the OECD Programme for International Student Assessment (PISA) for 4.7.5, in particular aspect of environmental science included in the 2006 cycle. However, it goes without saying that these indicators are not sufficient to grasp global advancement to the 4.7 target as a whole and that contextual information remains of utmost importance.

Recommendation

While Target 4.7 plays a pivotal role in achieving SDG 4 as a whole, in most countries we are in the early stages of mainstreaming ESD and GCED in the education and training system. Recognizing this formative context, the WG proposes the following recommendations for adoption by the SC:

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11   UNESCO, Outcome document of the Technical Consultation on Global Citizenship Education: Global Citizenship Education – An Emerging Perspective, 2013 (http://unesdoc.unesco.org/images/0022/002241/224115E.pdf).

12   UNESCO/UIS, *Global Alliance to Monitor Learning. Task Force 4.7 Measurement Strategy,* November 2017 [forthcoming]

- Reporting on current policies and strategies on mainstreaming ESD and GCED in the education and training system is an essential first step towards achieving Target 4.7 and will require strong reliance on national and regional data embedded in extensive contextual information. For Regions I and II, two recent progress reports coordinated by the EU Eurydice network on citizen education in Europe[13] and the Council of Europe on the implementation of the Charter of Education for Democratic Citizenship and Human Rights[14] contain a wealth of information on the policies of individual countries and the advancement of the region as a whole in terms of citizen and human rights education. These efforts in Regions I and II can inspire other regions to detail how ESD and GCED can be mainstreamed into education policy making and should be disseminated widely.

- Building on the reporting, it will be necessary to identify good practices and experiences in mainstreaming ESD and GCED in the education and training system for dissemination and guidance to countries in implementing subsequent steps towards achieving Target 4.7.

Teachers [Target 4.c]

Issue and commitment

The Education 2030 Framework for Action makes clear in paragraph 70 that: teachers are the key to achieving all of the SDG4-Education 2030 agenda. Target 4.7 is therefore critical. It requires urgent attention, with a more immediate deadline, because the equity gap in education is exacerbated by the shortage and uneven distribution of professionally trained teachers, especially in disadvantaged areas. As teachers are a fundamental condition for guaranteeing quality education, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well resourced, efficient and effectively governed systems.

The Framework includes several indicative strategies for Target 4.c, including develop gender-sensitive strategies to attract the best and most motivated candidates to teaching, and ensure that they are deployed where they are needed most; develop policy and legislative measures to make the teaching profession attractive to current and potential staff by improving working conditions, guaranteeing social security benefits and ensuring that the salaries of teachers and other education personnel are at least comparable to those paid in other professions requiring similar or equivalent qualifications; and review, analyse and improve the quality of teacher training (pre-service and in-service) and provide all teachers with quality pre-service education and continuous professional development and support.

Data

While global indicator 4.c.1 was classified as tier 1 by the IAEG-SDG, to enable effective monitoring, there is still substantial methodological work to be done, as well as capacity building to ensure countries can report reliably and increase data coverage. The limited data available shows that internationally, 86% of teachers are trained at the primary level but in Sub-Saharan Africa this proportion is as low as 62% (GEMR 2017, p. 244).

Emerging data from UIS on thematic indicators (4.c.2, 4.c.3, 4.c.4) shows that the percentage of trained teachers can differ considerably from that of qualified teachers. UIS currently has little data on attrition rates, especially at education levels other than primary. According to a UIS survey in 2016, only 41% of countries could provide data on teacher motivation (teacher attrition and salaries) (UIS, 2016). There are no indicators regarding international cooperation on teacher training for developed countries, as referred to in the target.

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13 *Eurydice Report Citizenship education at school in Europe 2017* [forthcoming].

14 Council of Europe (ed.), *Learning to live together. Council of Europe Report on the state of citizenship and human rights education in Europe,* Strasbourg, 2017.

At the same time, It will be essential to ensure that countries do not lower their standards for requirements to enter the profession, and do not accept a range of "flexible pathways" into the profession that include low-quality, short-term training programmes for teachers on short term contracts. Efforts are being made to develop a global taxonomy of teachers, but this will take time and requires substantial funding. EI and the TTF are also working on a Global Framework on Professional Teacher Standards that could contribute to strengthening the links between training and qualifications. At the same time, the OEI is carrying out, together with the World Bank, a regional program for the development of the teaching profession in Latin America and the Caribbean.

To achieve Sustainable Development Goal (SDG) 4, substantially increasing the supply of qualified teachers in developing countries and small island states is paramount. It is estimated that 68.8 million teachers must be recruited by 2030 to meet SDG4, 24.4 million to achieve universal primary education, and 44.4 million secondary teachers (UIS, 2016). Moreover, in order to replace teachers leaving the profession, extra teachers are needed to respond to increased school access and to reduce the number of students per class to increase quality. Teacher quality is just as important as availability, and requires that teachers be trained, supported and motivated.

Recommendation

Every child deserves a qualified and trained teacher. Quality teachers are central for quality education and for the achievement of the SDG 4 indicators related to learning (4.1, 4.2, 4.3, 4.4), which themselves drive progress on the other SDGs. Therefore:

- Target 4.c on teachers should be prioritized. Substantial resources have been focused on the development of the "learning" indicators through GAML; similar efforts are needed for the development of the indicators of 4.c.

- To ensure teacher quality, governments must ensure decent working conditions and raise the status of teachers.

- Organizations such as the International Task Force on Teachers for Education and the GPE, as part of their broader agendas, should work on addressing the deficit in quality teachers through, among other things, capacity building for data collection on teachers and harnessing financing for investment in teachers learning and development. Existing data collection initiatives on teachers include OECD's TALIS study, IEA's TIMMS surveys, SACMEQ and other cross-national teacher assessments, the World Bank's SABER and Education International's Status of Teachers survey, which monitors the context and perceptions of teacher status across unions internationally tri-annually. These existing initiatives should be used as entry points for further data gathering as well as capacity building and financing.

- For a unified global taxonomy of teacher quality to be developed, and meaningful data on teacher motivation and support, increased resources and focused international efforts are necessary. Efforts to implement 4.c must keep in mind the broader goal to "ensure inclusive and quality education for all and promote lifelong learning". Three priority areas of action that may be considered are:
  - o Initial teacher training
  - o Continuous or permanent training
  - o Teacher evaluation

- In tandem with global efforts, the development of national teacher-related indicators relevant to each nations' circumstances is also needed, although to the extent possible, these indicators should be comparable with international indicators. These national indicators should consider factors such as assessing teacher demand based on student-teacher ratios, recruiting quality teachers, and motivating and training quality teachers.

Ref doc 8 - Domestic Financing in Education for Education: A smart investment

The Opportunity

To successfully achieve Sustainable Development Goal 4, governments committed to progressively allocate at least 4 to 6 percent of their gross domestic product (GDP) or at least 15 to 20 percent of their total public expenditure to education, with a focus on basic education. These commitments are well reflected in the Incheon Declaration and Education 2030 Framework for Action endorsed by the UNESCO member states in 2015.

National governments are the main custodians of the realization of SDG4 and the majority of funds that finance public education systems are provided by domestic resources. Allocating sufficient domestic resources to the education system can yield important benefits not only in terms of educational outcomes, but can also be a driver to meet all the Sustainable Development Goals. Investments in education have a multiplying force and positively affect economic growth, prosperity and peace:

- **Enhancing national economic development**: If all students in low-income countries left school with basic reading skills, 171 million people could be lifted out of poverty – the equivalent of a 12% drop in global poverty[15].

- **Equipping the new generation with the competencies of the 21st Century:** The rapid transformation of globally linked economies is altering the jobs market. Approximately 40% of employers globally are finding it difficult to recruit people with the skills that they require. Education is key to keep up with these changing demands[16].

- **Capitalizing on demographic changes:** Africa will be home to a billion young people by 2050. Financing will need to increase in order to provide education for this youth bulge and capitalize population changes into economic prosperity and social cohesion.

- **Promoting peace and security:** Higher levels of schooling within a country can significantly cut the risk of conflict, but equity matters – unequal access to education can double the possibility of conflict. Youth without an education can be 9 times more likely to be recruited by rebel groups[17].

The challenge

- Despite great progress made in expanding access to education, 264 million children and young people today are still not able to access education[18], and 617 million children and adolescents worldwide are at school but are not learning and are far from achieving minimum proficiency levels in reading and mathematics[19].

15 UNESCO (2012). Global Education Monitoring Report. Paris: UNESCO. Retrieved from http://unesdoc.unesco.org/images/0019/001902/190214e.pdf

16 The International Commission on Financing Global Education Opportunity (2016). The Learning Generation. Investing in Education for a Changing World. Retrieved from http://report.educationcommission.org/wp-content/uploads/2016/09/Learning_Generation_Full_Report.pdf

17 UNESCO (2016). Global Education Monitoring Report. Paris: UNESCO. Retrieved from http://unesdoc.unesco.org/images/0024/002457/245752e.pdf p.103.

18 UNESCO /UIS (2017). Reducing Global Poverty through Universal Primary and Secondary Education. Policy Paper 32. Retrieved from http://uis.unesco.org/sites/default/files/documents/reducing-global-poverty-through-universal-primary-secondary-education.pdf

19 UIS (2017). More Than One-Half of Children and Adolescents Are Not Learning Worldwide. Fact Sheet 42. Retrieved from http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf

- To achieve SDG4, between 2015 and 2030, low- and middle-income countries will need to increase spending on education from the current US$1.2 trillion per year to US$3 trillion, requiring an annual rate of growth in public education spending of 7 percent[20]. To achieve this, an important commitment, particularly from low- and middle-income countries, is needed to progressively enlarge and broaden the tax base to be able to increase spending on education and meet the financing gap. Allocating additional fiscal resources for the improvement of the education systems, when accompanied by adequate transparency and accountability measures, can contribute to a better acceptance of taxes by the public. Among the possible measures that can help broaden the tax base is reducing the exemptions and fighting tax evasion of both domestic and international companies developing their business in developing countries.

- Public education expenditure was 14.1% of total public expenditure in 2014, and in 2015, the median global public education expenditure was just 4.7% of gross domestic product (GDP)[21]. Governments should show strong political commitment and prioritize spending for the education sector in national budgets, given the high return of investment in terms of social and economic benefits. Governments should spend at least 4% of GDP on education, or allocate 15% of total government expenditure. One in four countries do not reach either of the proposed benchmarks[22].

- Higher levels of investment and knowledge exchange in the area of financing data are also needed, with huge gaps in financing data still preventing full transparency in both domestic and international financing of education. Critically, the international community must improve accountability by ensuring that policy is informed by effective tools to track public spending on education.

- **The Education 2030 Steering Committee, representing all member states and the key co-convening agencies, affirms that in order to achieve SDG4:**

✓ Governments should increase public revenues, allocate more of these additional revenues to education and prioritize spending on the most marginalized groups. A share of increased revenue derived from economic growth or larger fiscal space should be allocated to the education sector, with a focus on ensuring basic education is sufficiently financed through public spending.

✓ Governments should prioritize sensitive allocation and spending of education resources in ways that focus on increasing equity and supporting the most marginalized groups and disadvantaged children.

✓ Governments should improve the availability, monitoring, transparency and use of financing data - disaggregated by education sub-sectors - including data on the scale and purpose of household costs of education and household surveys. They should do so through greater scrutiny of education expenditures, increased capacity building in the use of data to inform policy and implementation, and increased investment in more effective tools to track public spending on education.

✓ Governments should also take steps to understand the scale and purpose of household costs of basic education and to reduce the financial burden on families, particularly the poorest and most vulnerable.

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20   The International Commission on Financing Global Education Opportunity (2016). The Learning Generation. Investing in Education for a Changing World. Retrieved from
http://report.educationcommission.org/wp-content/uploads/2016/09/Learning_Generation_Full_Report.pdf
21   UNESCO (2017). Global Education Monitoring Report. Paris: UNESCO. Retrieved from
http://unesdoc.unesco.org/images/0025/002593/259338e.pdf
22   Ibidem

Introduction

1. **In recent years, a growing body of research has demonstrated the direct and indirect impacts education can have on economic growth, poverty, and health[23]** . Despite being the key to development, education is still poorly underfunded and continues to be overlooked. Since 2010, the aid allocated to education has dropped by 6% ([Global Report for Education](#)) while an annual financing gap of $39 billion has been estimated over 2015-2030 in order to reach universal pre-primary, primary and secondary education of good quality in low and lower middle income countries ([UNESCO](#))[24]. The funding needs in the education sector are considerable and traditional grants from donors as well as domestic efforts on national budgets are not sufficient to cope with the financing gap and demographic trends that impact education systems. Besides, the lack of financing is a key constraint on both enrollment and learning outcomes.

2. **New forms of financing need to be developed as an avenue to contribute to spur education[25] , together with increased political commitment to education and specific efforts on the topic of quality education.** Innovative financing constitute a wide set of options created to mobilize new resources for development objectives. They have to expand the traditional financing toolboxes and to be qualified as extra-budgetary resources. Two sub-categories of innovative financing initiatives are identified: i) innovative sources of financing ("innovative sourcing") which help generating new financial flows for sustainable development that may come from various economic sectors; and ii) innovative mechanisms of financing ("innovative spending") which help maximizing the efficiency in the use of the resources, their leverage and / or their impact. However, while enabling policymakers to raise new funding or leverage increased resources, most of the time innovative financing mechanisms benefit primarily project based interventions, hence overlooking the essential aspect of strengthening national systems and their capacities.

3. **This paper will first provide a return on experience** from previously promoted innovative financing mechanisms for education which were never successfully consolidated. **Then, it will explore new avenues for innovative financing**, fostering private investments for education, and other global mechanisms.

I.   Innovative financing in education: where do we stand today?

4. **In 2012, four promising innovative financing mechanisms for education (cf. annex) were identified** by the Leading Group for Innovative Financing (LGIF) in its report entitled "Innovative financing for Education: Moving Forward". Those were the Education Venture Fund (EVF), the Debt Conversion Development Bonds (DCDB), the Diaspora Bonds (DB), and the Travelers Savings Fund for Development (TSFD).

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23 One of the latest, published by [UNESCO](#), shows that 60 million people could be lifted out of poverty should all adults have just two more years of schooling. It has also been shown that the return on one extra year of secondary education for a girl correlates with as high as a 25% increase in wages later in her life ([World Bank)](#), that a child whose mother can read is twice as likely to survive beyond age 5 ([UNICEF](#)), and that "a dollar invested in an additional year of schooling, particularly for girls, generates earnings and health benefits of $10 in low-income countries and nearly $4 in lower middle-income countries" ([The Education Commission Report)](#).

24 The [Education Commission's](#) report estimates that expenditure on education will need to rise from $1.2 trillion to $3 trillion per year in order to achieve the Sustainable Development Goal 4 (to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all") by 2030.

25 Between 2000 and 2013, innovative financing mechanisms managed to raise $121 billion of which 12% were allocated to health and 1.6% to education, Conference Education and Philanthropy, Geneva 22/24 November 2017.

5. **To the exception of some forms of DCDBs, none of these mechanisms have been put in place for the education sector since then.** Main explanations include: low resource mobilization, lack of technical assistance support, governance problems, and lack of political will and commitment, as innovative financing mechanism for education face the challenges of low margins, few exit options and high risk due to long time horizon and lack of collateral[26].

6. **The lack of long-term investment** is one of the main reasons why the EVF has not been launched. The various interest groups involved in the EVF's development were overcautious as they were navigating through murky waters. While impact investing was showing promise, it was still in its early stages and donors were reluctant to provide the heavy funding required for the implementation of education projects. Besides, by paying a disproportionate amount of attention to basic education projects – given that the return of investment in basic education is higher than for other levels of education –, the developers overlooked vocational and higher education assistance where private provision is more common and less controversial. Hence, the EVF developers did not manage to gather enough capital to neither establish a proper pipeline of investments nor enable the EVF to start its operations.

7. **The lack of a much needed technical assistance support** in order to develop suitable instruments also explains the EVF's failed launch. While such services are sometimes provided by private companies such as IDP in Ghana (helping make investments ready for investors or for banks), most of the time, design funding is overlooked. This increases the costs associated with introducing new instruments. It is also one of the reasons why no DB has ever been issued for education purposes[27] (even though one of the main uses of remittances is for education, coming second after food and before health expenses – World Bank). Indeed, according to Ketkar and Ratha (2011), investing in bonds specifically designed for education may require dispelling investors' concerns about "the ability of the government to provide a return on their investment and about managing investments without corruption"[28]. One way to achieve this result would be to channel educational investments through "existing structures such as the GPE or independent state authorities" and build several credit enhancements and investor protections in the bond structure (securitization, guarantees). Yet, these solutions call for agreement and cooperation among various partners, which remains difficult to achieve. Besides, as members of a country's diaspora can be scattered around the globe, communication and logistics costs may turn out to be too excessive for the bond to be cost effective, especially when complex regulation is involved.

8. The lack of both political commitment and a clearly defined leader in charge committed to addressing the education sector contributed to the failure of both the DCDB[29] and the TSFD. While the DCDB's idea appeared in the debate as a credible candidate for innovative financing, it was never used in the context of education projects due to the lack of political commitment from the creditor' side. Some international organizations were involved in the implementation of a pilot project on such bonds, with the support of the private sector, and managed to successfully identify countries which had both the capability to issue domestic bonds and the willingness to utilize the funds obtained for education projects. However, the creditor country decided it was "not the right time to take this approach further" (Education innovations), thus paralyzing

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26 This specific challenge does not concern instruments such as the DBs as they are designed to raise capital

27 DBs have so far been used to either deal with economic difficulties (such as in Ethiopia in 2011, to address a critical national electricity crisis) or finance large scale infrastructure development (as in mid-2017, when Nigeria managed to raise a total of $300 million from its first diaspora bond, which was 130 percent oversubscribed). This paper did not look into the use of regular bond issuances by African countries on the international market. Yet, as these bonds were not restricted to a specific audience, they could have been bought by the diaspora.

28 In addition, "bonds need a revenue stream to service the debt; in education this is challenging when servicing low-income populations; higher education could be a possible sector to target", as explained by A. Bellinger (2014)

29 However, DCDBs can be closely related to debt swaps, which have been implemented in education by a few countries, and have wider traction.

the procedure[30] . Similarly, the reluctance, on the part of the tourism sector, to promote micro-donations from their customers – stemming from the fear of seeing their prices rise – and the lack of champions for the cause resulted in the TSFD's failure.

9. **The lack of an easily identified and identifiable tool able to channel financing towards education**. One of the reasons why stakeholders in the education sector are facing difficulties in raising innovative financing might lay in their lack of an objective. In the health sector, this problem was overcome by vaccines which managed to bring together public and private sectors and leverage a significant amount of additional money (through the Global Vaccine Alliance). Vaccines are one of the most cost-effective public health interventions available and can be used where it is most needed. Hence, they have created an environment conducive to receiving financial support from innovative financing mechanisms. Drawing inspiration from this idea, some stakeholders in the education sector are advocating for the creation of a Global Book Fund. By replacing vaccines with books and learning materials, they hope to improve the visibility of education's funding needs and attract new investors.

II. New facilities and avenues for innovative financing in education

10. **However, innovation did not stop there, with these four mechanisms.** Since 2012, new facilities have emerged and new mechanisms are currently being developed. This section will therefore highlight some of the most recent innovations in financing for education.

New facilities

11. **The Global Partnership for Education (GPE) Multiplier.** Focusing on low-income countries and on basic education (where support is most needed), GPE is currently the only multilateral fund dedicated to improving education systems. In June 2017, the GPE launched the GPE multiplier, a "new financing window to enable partner countries to invest additional resources in education". The multiplier steps up GPE's impact through a simple feature: to access every dollar of additional grants to support education systems from the Multiplier, a partner country must generate at least US$ 3 of new and additional external funding. Importantly, the counterpart funding can come from any source (inter alia buy down loans and development impact bonds). Of the facility's' initial US$100 million, US$ 67.5 million has been earmarked for countries, based on expressions of interest, which mobilized an average of more than $4 in new external resources per dollar from the Multiplier. Partners in the multiplier include bilateral and multilateral development partners and private foundations; instruments range from pure grants to concessional loans. Subject to further evidence of success, GPE's Board may scale the Multiplier up to US$ 300 million.

12. **The International Financing Facility for Education (IFFEd)** was first introduced in the UN Education Commission's "Financing Compact" and should be launched in 2018. The IFFEd would enable the World Bank and regional development banks to borrow from capital markets to increase their annual investments in education to $10 billion by 2020 (and $20 billion by 2030), using both guarantees and grants from donors. The articulation between IFFEd and existing mechanisms needs to be carefully thought.

In addition to the GPE, which focuses on low-income countries and Education Cannot Wait (ECW), which focuses on countries with humanitarian emergencies, the IFFEd would be a third

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30   Bond (2012) calls for more research to be done on "where the right conditions exist and what the true potential value is, but it is likely that the greatest opportunity for DCDBs is for MICs, such as India, Ghana, Pakistan, the Philippines, Indonesia and Egypt, and non-Heavily Indebted Poor Country (HIPC) LICs, for example Kenya and Bangladesh". However, other challenges might arise as the poorest countries are "unlikely to have a sufficiently mature capital market" to issue DCDBs (Filipp and Lerer, 2013). Besides, such financial instruments are only truly useful for countries with debt left to swap.

body focusing primarily on low and middle-income countries, increasing the potential risk of crowding out support to the lowest-income countries.

New mechanisms

13. **Blended finance**[31] engages a great variety of actors, ranging from multilateral development banks to philanthropy investors, to the corporate sector. According to the OECD ([2016](#)), "blended finance is currently at a pivotal juncture [and] has evolved from a niche activity to a mainstream focus of development finance", representing more than $25.4 billion in committed assets. While blended finance appears to suit better capital intensive and more bankable sectors such as energy, transport, or agriculture, 12% of the European Commission focus on social sectors. According to the United Nations ([2017](#)), "discussions on the effectiveness and quality of blended finance have found that trade-offs between commercial and sustainable development objectives may sometimes be difficult to reconcile". More data on blending is needed as analyses are inconsistent. If the UN highlights the risk of "focusing efforts on projects with lower-risk profiles and less development impact (…) concentrated in middle-income countries", bilateral public development agencies argue that blending allows them to fund projects with a deferred financial outcome. According to Pereira ([2017](#)), while "blending is often portrayed as a tool to leverage additional private[32] investment, there is limited evidence showing whether and how this can be best achieved and what models work best". Finally, it will be necessary to better monitor the principle of additionality in blending mechanisms to ensure that projects applying for funding do need public grants. Hence, it is important not to let the enthusiasm for blended finance overlook other financial approaches that may be more appropriate.

14. **Levy on the hospitality sector**. Building on the success of the air ticket levy implemented in certain countries that mobilizes private sector funds to support Unitaid (which successfully raised more than $2 billion since 2006)[33], a voluntary tourism levy on visitor accommodation could be used to finance education for migrants. Levied on the hospitality sector, this "solidarity contribution" would aim at alleviating the effects of globalization on migrants by funding global education programs. A similar mechanism was brought into greater prominence early 2016 when Germany's finance minister called to levy a windfall tax on petrol in order to manage the migrant crisis. This debate needs to develop a real momentum and address some technical issues (most taxes on the hospitality sector being locally or city based, coordination efforts could be made more difficult). Taxes and levies are established tools for transferring resources from the private sector to public purposes and this hospitality levy could give international development actors an additional and predictable revenue source. Further possible options to be considered could range from taxes on luxury cruises to fees on tickets to theme parks.

15. **Results-Based Financing**: In 2015, the World Bank announced the doubling of its financing for results-based programs (RBF[34]) for education to $5 billion over a five-year period. Currently on the upswing, these programs focus on allocating funding to projects expected to yield effective and measurable results ("innovative spending"). RBF is commonly used by private and public investors, be they multilateral or bilateral agencies. However, further evidence is needed to assess whether this approach works[35].

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31 The OECD's working definition of blended finance is: "the strategic use of public or private financial instruments or mechanisms that are based on a development mandate to mobilize additional finance that is deployed on the basis of a commercial mandate to support SDG-aligned investments in developing countries". In this context "commercial" refers to both public and private sources of finance (e.g. investment by public or privately owned pension funds or insurance companies, banks, businesses, etc.).

32 NDR : blending also catalyses public investment

33 Independent evaluations found that the levy had no negative effects on airline revenue or profitability, air traffic, travel industry jobs, or tourism.

34 Interestingly, debt swaps can – and often do –feature results-based components.

35 GEMR policy paper n°33, January 2018

16. **Social and Development impact bonds[36].** Using interlocked contracts, SDIBs involve an implementer (usually an NGO), an investor (or output payer, which provides the down payment and makes its funding conditional upon the achievement of measurable, predefined results) and an outcome payer (which reimburses the investor when the set of results has effectively been achieved). The world's first Education Development Impact Bond (DIB) was launched in mid-2014 by the NGO Educate Girls (EG). It aims to increase enrolment of out-of-school girls and improve literacy and numeracy skills in India's largest state of Rajasthan. This DIB received and up-front $994,282 multi-year grant from the UBS Optimus Foundation, while CIFF plays the role of the outcome payer. Helping to direct new capital flows to developing economies while bringing greater effectiveness, innovation, and accountability to investments, S/DIBs are, however, "still being developed and will require substantial support from concessional donors before they can attract private capital and scale beyond the pilot stage" (Citi Foundation). Hence, the program developed by EG perfectly illustrates the current limits of these mechanisms, namely the chronic lack of involvement of the government[37] by the implementers (even though it should become the implementer in the long run), the limited scale of the project and the use of philanthropic donors as outcome payers (while it should really be the role of the private sector). Other bonds are currently being developed, which put an emphasis on early childhood care and education (Brookings). While they show promising results in addressing some of the main financing and delivery constraints faced by the sector, they are still at their development stage. It is in this context that the OECD (2016) explains "it is premature to judge whether SIBs have produced performance improvements."

Recommendations

- Having in mind that a global effort should be undertaken so that ODA focuses more on education in the poorest countries, the following recommendations can be done regarding innovative finance :

- **At the global level, we need to create the conditions for the emergence of leaders in charge willing to be championing some major initiatives on innovative financing for education,** as it has already been done in the health sector (France's lobbying managed to successfully launch UNITAID while the United Kingdom's efforts enabled the IFFIm to be implemented);

- **While our main commitment must remain on improving public education, we need to acknowledge the fact that innovative financing mechanisms frequently involve either (or both) private sector funding or private education**. Stakeholders in the education sector should therefore look at solutions allowing the financing needs required to improve the quality of and access to education in developing countries and fulfill the right to education of all children;

- **That being said, State and public actors should keep a leading role in education provision**. Therefore, efforts should focus on :

  o Exploring ways to incentivize private actors to financially support national sector plans;

  o Ensuring that innovative financial mechanisms do not undermine States ownership of education policies;

  o Identifying areas where the private sector direct involvement in provision of education can have an added value. For example, potential areas for investment may include provision of teaching and learning materials and e-resources.

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36 The difference between SIB/DIB: in a social impact bond the outcome payer is the government, while for development impact bond this role is performed by private donors. The OECD defines social impact investment as "the use of public, philanthropic and private capital to support businesses that are designed to achieve positive, measurable social and/or environmental outcomes together with financial returns".

37 Hence, the replication of this DIB program might not be able to contribute to impact at national scale as no government official was involved in its design.

- **A more focused approach to innovative financing for education ought to be implemented to efficiently address the SDG 4 targets.** Funding partners have expressed their need to be able to better see the value of their investments. We should hence draw inspiration from what has been done in the health sector (allocation of tax revenues from levies on airline tickets or international financial transfer to institutions able to buy vaccines in order to fight against specific diseases). Funding needs to be allocated for policies or mechanisms displaying clear objectives in one of the education subsectors: early education, primary education, secondary education, technical and vocational training. National policies will only deliver positive, sustainable, and long-term impacts if their financing is linked to specific targets and objectives.

- **When developing financing mechanisms for education projects, investors and partners will need to take a long-term perspective** rather than the short-term approach they are accustomed to for projects implemented in other sectors. They will also need to use both a qualitative and a quantitative approach as to bolster knowledge on impact investing in education in order to foster creativity and innovation, and take full advantage of the results of research in this sector.

- **Financial solutions will have to offset the risk** or increase the returns, either social or financial, of investing in the social sector enough to induce investors to commit more funding to it over longer horizons.

- **We need to make sure that existing and proposed initiatives work together to maximize efficiency and keep transaction costs low.** As much as possible, proposed innovative financing tools should be embedded in existing organizations and be designed to support high-quality, stakeholder-led Education Sector Plans. For example, in the case of IFFEd's interface with GPE and ECW.

- **We must reinvigorate existing tools and approaches**, for example by exploring how DCDBs could be implemented through existing institutions or facilities like the GPE Multiplier.

- **We must align financing with a focus on outcomes and not just outputs:** ramping up funding will not necessarily drive gains in equity, efficiency or learning. Results-based financing and related approaches can be used at scale to link more funding to better-performing education systems.

Annex – Description of the innovative financing mechanisms introduced in the LGIF's 2012 report

The Education Venture Fund (EVF)

The EVF aimed at leveraging both philanthropic and investment capital for education through a range of different mechanisms (bond issues, private donations, leveraged investments, voluntary levies, etc.) in order to invest in initiatives that would eventually promote innovation in the education sector. As first envisioned, the EVF was supposed to be endowed with a $55.0 million initial allocation endowment, consisting of a $20.0 million grant window (to be invested in about 30 start ups developing high social impact innovations) and a $35.0 million investment window (for longer term projects).

The debt conversion development bonds (DCDB)

The DCDB aimed at creating local currency funding by enabling a creditor country to cancel a debt at its nominal value in order to give enough fiscal space for its debtor to sustain and expand its investment in education. The LGIF's 2012 report highlighted two main benefits to this mechanism: first, it could allow the debtor country to "use the long term future stream of modest fiscal savings to support large scale capital expenditures today" and second, it would "help to channel funds from the country's own institutional investors (pension funds, insurance companies and mutual funds) into development projects".

The diaspora bonds

A diaspora bond is a debt instrument issued by a country – or potentially a private corporation – that targets investment from its overseas nationals (diaspora). As each bond gives an opportunity to have a direct impact on the development of the country (while being an attractive investment instrument for those seeking high-return investments), the diaspora might value the impacts of their investment more through the bond rather than remittances to family members. While remittances help developing countries benefit from the incomes of their emigrant populations[38] , diaspora bonds are a means to tap into their savings.

The Travelers Savings Fund for Development (TSFD)

Relying on the barest of descriptions – the one provided by the LGIF's report, the TSFD was defined as "an instrument (financial mechanism) that increases participation/social investment as well as mitigates the risk associated with exposure to currency fluctuations by civil society, private foundations, NGOs, and travelers at large". This ambiguous definition seemed to involve influencing tourism organizations that run "voluntourism" programs, or tourists who undertake volunteer projects while travelling to direct their funds to education projects.

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38   In 2015, according to data released by the World Bank, the 30 million Africans in the diaspora remitted over $40 billion to their homes.

1. Context

The High-Level Political Forum (HLPF)[39] is the main UN platform on Sustainable Development. It has a central role in the follow-up and review of the 2030 Sustainable Development Goals (SDGs) at the global level. Under the auspices of ECOSOC, and without prejudice to the integrated, indivisible, interlinked nature of the sustainable development goals, the HLPF annually examines a set of goals and their interlinkages when appropriate with other goals. This process aims to facilitate an in-depth review on progress of all goals over the course of a four-year cycle, with means of implementation, including goal 17 on partnerships, reviewed annually. These reviews - conducted either by ECOSOC functional commissions or other inter-governmental bodies and forums - engage relevant stakeholders and, where possible, feed into, and are aligned with, the cycle of the HLPF.

The 2019 HLPF Review is devoted to the theme "Empowering people and ensuring inclusiveness and equality", which requires an in-depth review of SDG 4 in addition to the following goals: SDG 8 (Decent work), SDG 10 (Inequality), SDG 13 (Climate change), SDG 16 (Peace), and SDG 17 (Partnerships). The 2018 Global Education Meeting (GEM) represents a key milestone in the preparation of the 2019 session of the HLPF.

Inputs on progress relative to SDG 4 as part of the follow-up and review of the 2030 Agenda for Sustainable Development will be provided through the SDG-Education 2030 Steering Committee to the HLPF. The GEM 2018 will provide a global high-level forum for policy guidance and review of SDG 4 implementation in view of preparing these inputs for the 2019 HLPF. The outcomes of the SDG-Education 2030 Steering Committee meetings, as well as those of regional consultations on SDG4-Education 2030 (Nairobi, Kenya, 25-27 April 2018; Tunis, May 2018; Sucre, Bolivia, July 2018; Bangkok, Thailand, 12-14 July 2018) will contribute to the preparation of the 2019 HLPF review.

2. Objectives

- To critically examine the progress towards the achievement of SDG4 and other education-related targets and commitments in the 2030 Agenda for Sustainable Development since its adoption in 2015.

- To agree on the key education-related messages and a strategy for the SDG-Education 2030 Steering Committee to input into to the global 2019 HLPF Review.

- To identify areas where political guidance and/or intervention are urgently required, either by inter-governmental bodies or the HLPF, in order to ensure the effective achievement of the global Education 2030 Agenda.

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39 The forum was created at the United Nations Conference on Sustainable Development in June 2012 (Rio+20) to provide high-level policy guidance and promote and review implementation of sustainable development

3. Expected Outcomes

- Critical examination of the progress to date towards the achievement of SDG4 and other education-related targets and commitments in the 2030 Agenda for Sustainable Development

- Agreement reached on key messages and a SDG-Education 2030 Steering Committee strategy to input into the global 2019 HLPF Review

- Identification and agreement reached on strategic areas requiring political guidance and/or intervention for the effective achievement of the global Education 2030 Agenda.

4. Dates and venue

Dates: 3- 5 December 2018 (three full days)

Venue: Egmont Palace, Place du Petit Sablon, 8, B-1000 Brussels, Belgium

5. Format and working languages

The three-day event will include a Ministers/Leaders forum, as well as a range of parallel sessions.

The working languages for the plenary sessions will be English, French, Spanish and Arabic. For parallel sessions, interpretation will be arranged in as many languages as possible.

6. Participants

The GEM 2018 will gather some 300 participants, representing Member States (including 10 national delegations representing each of the 6 UNESCO regional groups, with 3 representatives per delegation led by their respective Ministers of Education), the SDG4-Education 2030 convening agencies, multilateral and bilateral agencies, United Nations and regional organizations, the teaching profession, civil society organizations, the private sector, foundations, as well as youth and student representatives.

Note on possible link between the GEM and the Expert Group Meeting on SDG4 organized by DESA

Each year, the UN Department of Economic and Social Affairs (DESA) organizes an **Expert Group Meeting** dedicated to each of the SDGs under review. The meeting is usually held on the margins of events closely related to the goal in advance of the up-coming HLPF discussions at the UN. Examples include the 2018 meeting on energy (Hong Kong, 10-12 February 2018), the expert meeting on water (Dushanbe), or the expert meeting on SDG 11 (Prague). The preparatory meetings aim to prepare substantive input on review of SDGs during the High-Level Political Forum. They intend to facilitate exchange of lessons, insights and experiences to-date among Member States and all stakeholders and to consider challenges and opportunities for furthering progress towards 2030.

Proposal: A proposal has been put forward by DESA to possibly link/co-organize the Expert Group Meeting on SDG 4 with the GEM. The feasibility of this proposal is to be further examined.

Ref doc 11 - Advocacy, communication and outreach

Purpose: This paper outlines a set of proposals to strengthen the visibility of education within the 2030 Agenda for Sustainable Development, as well as the Steering Committee as the main global consultation and coordination mechanism at the UN level and beyond.

A. Strengthening visibility and outreach at the United Nations level

In order to enhance the visibility of education within the 2030 Agenda for Sustainable Development and the SDG-Education 2030 Steering Committee (SC) at the United Nations level, four main lines of action are proposed (to be supported by UNESCO's New York liaison Office and UNESCO Regional Offices):

1. **Strengthening engagement with the UN** structures and stakeholders :

    - Promote the SC as a unique global mechanism and a successful issues-based partnership to the **Chief Executives Board's (CEB)** structure, with particular attention to the work of two of its three pillars: **United Nations Sustainable Development Group (UNSDG)** chaired by DSG and the **High-Level Committee on Programmes (HLCP);**

    - Deepen collaboration with: the Offices of the **Deputy Secretary-General (DSG)** Ms. Amina J. Mohammed; the **President of the General Assembly (PGA)** H.E. Mr. Miroslav Lajčák; and the **Under-Secretary-General for Economic and Social Affairs (USG DESA)** Mr. Liu Zhenmin. This would include regular invitations to address Steering Committee meetings and high-level events such as the **Pan-African Conference on Education** (Nairobi, 25-27 April 2018) and the **Global Education Meeting** (Brussels, 3-5 December 2018). It will also aim to create synergies between the SC-led and DESA-led processes, both of which will contribute to the 2019 HLPF. This could include possible joint organization of the **Expert Working Meeting on SDG 4** to be held in preparation of the 2019 HLPF; promotion of the participation of SC members at upcoming sessions of **ECOSOC** and its subsidiary bodies on issues related to the education goal and targets;

    - Initiate coordination with the **Regional Economic Commissions**, in particular on their upcoming consultations for the 2019 High Level Political Forum, including its review of SDG 4. Possible collaboration might include invitations to engage in UNESCO-led regional meetings, as is the case for the Pan-Africa Conference on Education (Nairobi, 25-27 April 2018). It could also include engagement of SC members at the Regional Commissions' deliberations related to the education goal and targets.

2. **Promoting** 'Education' within the 2030 Agenda for Sustainable Development and the SDG-Education 2030 Steering Committee within the wider SDG architecture **through various UN events/campaigns** in particular and ensuring closer synergies with the ECOSOC/HLPF processes:

    a. Organizing side events, which provide opportunities for synergies, such as:

    - **i.** **President of the General Assembly** High-Level event on Youth (NY, 30 May, 2018)
      The SC Youth representative could participate in the event
      Members are encouraged to support the participation of their delegation and youth representatives with focus on promoting SC and its work

    - **ii.** **High Level Political Forum** (NY, 9-18 July, 2018)
      Identify 1-2 Member States (champions) to host side-event(s)

    - **iii.** **Voluntary National Presentations at the High Level Political Forum**
      Identify and support Member States to include into their VNRs a focus on the progress over the education targets and their linkages with the cluster of reviewed SDGs (SDG 6, SDG 7,

SDG 11, SDG 12 and SDG 15)

    iv. 73rd UNGA (NY, 18-25 September, 2018)
       Aim for a High Level event co-sponsored by key partners

b. Building bridges using the President of the UN General Assembly's (PGA) priorities of youth education and skills development, in line with SDG4-Education 2030's focus on adult literacy and skills development of youth and adults, in a lifelong learning perspective.

3. **Reinforcing references to Education** within the 2030 Agenda for Sustainable Development and possibly the SDG-Education 2030 Steering Committee in the decisions, including those of the General Assembly, ECOSOC and other resolutions. A past example of this is the resolution entitled 'Education for Sustainable Development in the framework of the 2030 Agenda for Sustainable Development' adopted by consensus at the November 2017 General Assembly [A/RES/72/222UN].

Request to the SC

Confirmation on the key moments and respective suggested activity:
- PGA High-Level event on Youth (May) – participation of SC's Youth representative/ Members' participation

- HLPF (July) - identify 1-2 Member States to host side-event(s); Identify and support Member states to highlight education in their VNRs

- 73rd UNGA (September) – a High Level event co-sponsored by key partners

- Proposal for Expert Group Meeting (EGM) on SDG 4 to be held in conjunction with upcoming SC meeting and/or GEM (3-5 December 2018)

- Proposal to seek coordinated activities with the UN Regional Economic Commissions for the regional consultations on SDG 4 (ECA, ECE, ECLAC, ESCAP, ESCWA)

B. Strengthening visibility and outreach beyond the United Nations

To enhance visibility and outreach beyond the United Nations the WG suggests for 2018:

- **Reinforcing references to Education** within the 2030 Agenda for Sustainable Development and possibly the SDG-Education 2030 Steering Committee in regional declarations such as, African Heads of State Summit resolutions, Commonwealth Ministers' Meeting and Heads Meeting.

- Proposes a side-event on financing education at the **G-20 Summit** in Buenos Aires, 30 November – 4 December.

Request to the SC

- Each regional group to nominate one representative to act as a messenger with the aim to reinforce references to education within the 2030 Agenda within regional declarations.

- Confirmation on the G-20 as the key event and proposed side-event on financing education.

C. Global Education Monitoring (GEM) Report campaigns on: (i) Right to Education and (ii) National Education Monitoring Reports

The 2017/8 GEM Report, *Accountability in education: meeting our commitments,* investigates accountability in education, analyzing how all relevant stakeholders can provide education more effectively, efficiently and equitably. The report examines different accountability mechanisms that are used to hold governments, schools, teachers, parents, the international community, and the private sector accountable for inclusive, equitable and quality education. By analysing which policies make accountability work or fail, and which external factors impact on their success, the 2017/8 GEM Report contains a series of concrete policy recommendations to help strengthen education systems.

In December 2017, the GEM Report launched a **right to education** campaign on the need for people to have legal recourse if the right to education is not respected. It has received endorsements from people from over 110 countries so far. Based on the core recommendation in the 2017/8 GEM Report, the campaign is backed by nine youth ambassadors, including the SC's youth representative, and over 15 national and international supporting organisations.

In mid-April, the GEM Report will launch a related campaign on a second key recommendation from the 2017/8 Report related to the need for countries to produce **national education monitoring reports**. The Report showed that these are a vital tool for transparency and accountability. Yet, governments in only 108 of 209 countries produced such reports between 2010 and 2016; and only one in six did so annually.

Request to the SC

To publicly endorse both campaigns and take related actions over a period of twelve months:
- Produce a joint statement recognizing the right to education as a crucial expression of accountability upholding the SDG 4 agenda.
- Hold events emphasizing the links between the right to education and the SDG 4 agenda and the arguments for ensuring that the right to education is justiciable. These could take place at the Global Education Meeting in December and SDG 4 regional meetings, encouraging peer-learning, and sharing of best practices

- Encourage all countries to take steps towards producing a regular national education monitoring report, capturing progress on education commitments made in education plans (including those on SDG 4 and across all education levels) and reporting on government education expenditure

- Invite countries to update the list of national education monitoring reports available on the GEM Report website to increase transparency and access to existing and future national education monitoring reports

The GEM Report campaigns present multiple synergies with the focus of GCE's 2018 Global Action Week campaign. In light of this complementarity, it is suggested that Steering Committee members agree to the following:

- The Education 2030 twitter handle could run a campaign during GCE Global Action Week highlighting the need for transparent information for accountability, based on the 2017/8 GEM Report annex showing where national education monitoring reports have recently been published and where not.

See full campaign briefing documents sent electronically.

D. Disseminating key messages of the SDG-Education 2030 Steering Committee

The dissemination plan for each agreed upon event will be designed according to the target audiences.

The working modality of the A&C WG will focus on:

● Communication within the SC;

● Communication within the UN system, including constituencies of SC members; and

● Advocacy and communication with government, partners and stakeholders.

Request to the SC

● Advocacy and communication products and initiatives can be shared by email with the SC as a whole for both feedback and endorsement to ensure responsive actions

● Allow the SC Secretariat to establish direct contact with the SC member's communication officer for SC-agreed communication products

● Following agreement on key messages of the SDG-Education 2030 SC, authorize the WG to develop a strategy for dissemination and outreach of these key messages

List of the SDG-Education 2030 Steering Committee Members

- **CHAIR:** (Mr Dankert Vedeler, Deputy Permanent Delegate, Permanent Delegation of Norway to UNESCO and Mr Qian Tang, Assistant Director-General for Education, UNESCO)

- **VICE-CHAIRS:** (H.E. Mr Roberto Iván Aguilar Gómez, Minister of Education, Bolivia; Mr Kazuhiro Yoshida, Professor, Hiroshima University; Ms Maria Khan, Secretary- General, Asia South Pacific Association for Basic and Adult Education)

Member States

1. Regional Group I, Western European and North American States:

Belgium: Ms Marie-Anne Persoons, Policy Adviser, Flemish Department of Education and Training, Strategic Policy Unit

France: Ms Florence Robine, Director, Direction Générale de l'Enseignement Scolaire (DGESCO), Ministry of Education

Norway: Mr Dankert Vedeler, Deputy Permanent Delegate, Permanent Delegation of Norway to UNESCO

2. Regional Group II, Eastern European States:

Latvia: Ms Ina Druviete, Vice-Rector for Humanities and Educational Sciences, University of Latvia

Russian Federation: Mr Vladimir Filippov Rector of Peoples' Friendship University of Russia

Ukraine: Mr Michael Zgurovsky, Rector of National Technical University of Ukraine, Kiev Polytechnic Institute

Regional Organisations for Group I and Group II:
Mr Jan PAKULSKI, Head of Unit, Statistics, studies and surveys, DG Education and Culture, European Commission (EC)

Ms Katerina Toura, Education Programme administrator, Education Department, Council of Europe
Representing Council of Europe (CoE) until permanent representative is appointed.

3. Regional Group III, Latin American and the Caribbean States:

Argentina: Ms Mercedes Miguel, Secretary of Innovation and Quality in Education

Bolivia: Mr Roberto Iván Aguilar Gómez, Minister of Education

Brazil: Ms Maria Helena Guimaraes Castro, Executive Secretary, Ministry of Education

Regional Organisation for Group III:
Mr Paulo Speller, Secretary General, Organization of Ibero-American States for Education, Science and Culture (OEI)

4. Regional Group IV, Asian and Pacific States:

China: Mr Yue Du, Secretary-General of the Chinese National Commission for UNESCO

Japan: Mr Kazuhiro Yoshida, Director/ Professor, Center for the Study of International Cooperation in Education, Hiroshima University

Republic of Korea: Mr Kwangho Kim, Secretary-General of Korean National Commission for UNESCO

Regional Organisation for Group IV:
Mr Gatot Hari, Priowirjanto,Director, Southeast Asian Ministers of Education Organization (SEAMEO)

5. Regional Group V(a), African States:

Benin: Mr Amadou Tomon, Education Affairs Attaché, Permanent Delegation of Benin to UNESCO

Kenya: Mr Elijah K. Mungai, Assistant Director of Education, Ministry of Education, Science and Technology

Zambia: Mr Louis Mwansa, Director Planning, Ministry of General Education

Regional Organisation for Group V (a):
Mr Shem Okore Bodo, Senior Program Officer, Association Pour le Développement de l'Education en Afrique / Association for the Development of Education in Africa (ADEA)

6. Regional Group V(b), Arab States:

Morocco: Mr Abdelhaq El Hayani, Director of Planning, Ministry of Education

Sultanat of Oman: Ms Suad Mubarak Al Fori, Director of the Technical Office for Studies and Development, Ministry of Education

Saudi Arabia: Mr Mansour Alosaimi, Counsellor of Education, Saudi Arabia Permanent Delegation to UNESCO

Regional Organisation for Group V(b):
Mr Abdusalam Aljoufi, Advisor,
Arab Bureau of Education for the Gulf States (ABEGS)

E9 initiative

Bangladesh: Mr Md. Sohorab Hossain, Secretary, Secondary and Higher Education Division, Ministry of Education

Civil society

GCE: Ms Camilla Croso, President, Global Campaign for Education (GCE)

ASPBAE: Ms Maria Khan, Secretary-General, Asia South Pacific Association for Basic and Adult Education (ASPBAE)

Education International: Mr Dennis Sinyolo, Senior Coordinator, Education, Employment and Research, Education International

SDG4-Education 2030 convening agencies and partners

UNESCO: Dr Qian Tang, Assistant Director-General for Education

UNICEF: Ms Josephine Bourne, Associate Director, Education

World Bank: Mr Jaime Saavedra, Senior Director, Education

UNDP: Ms Nergis Gülasan, Policy Specialist, Strategic Policy Unit

UNHCR: Ms Ita Sheehy, Senior Education Advisor

UNFPA: Mr Luis Mora, Chief, Gender, Human Rights and Culture Branch, Technical Division

UN Women: Ms Purna Sen, Director, Policy Division

ILO: Mr Oliver Liang, Education Specialist, Sectoral Policies Department

Mr Paul Comyn, Skills and Employability Specialist, Employment Policy Department Global Partnership for Education: Ms Karen Mundy, Chief Technical Officer

OECD: Mr Andreas Schleicher, Director for Education and Special Advisor on Education Policy to the Secretary-General

Affiliated Members:

Youth Representative: Ms Victoria Ibiwoye, Director, OneAfricanChild Foundation for Creative Learning

Foundations: Ms Leena Al Derham, Senior education specialist, Education Above All (EAA)

Private Sector: Mr Jonas Haertle, Head of PRME(Principles for Responsible Management Education), United Nations Global Compact