UNESCO
**United Nations
Educational, Scientific and
Cultural Organization**

Global Education Meeting 2018

*Education in an interconnected world:
Ensuring inclusive and equitable development*

Education 2030

Table of content

Education 2030

Background

The Education 2030 Framework for Action stipulates that periodic Global Education Meetings, aligned with the meeting schedule of the High-level Political Forum (HLPF) on sustainable development, will be organized by UNESCO in consultation with the SDG-Education 2030 Steering Committee to review the SDG4-Education 2030 agenda against progress made and to share outcomes with the appropriate overall global follow-up and review mechanisms for the SDGs. As per this stipulation a Global Education Meeting (GEM) will be organized in December 2018 in Brussels, Belgium. The meeting will focus on the HLPF 2019 Theme "Empowering people and ensuring inclusiveness and equality", and review progress towards the realization of SDG4 and examine the inter-linkages between SDG 4 and Goals 8 (Decent Work and Economic Growth), 10 (Reduced Inequalities), 13 (Climate action) and 16 (Peace, Justice and Strong Institutions), paying particular attention to the issue of migration and forced displacement.[1]

Education and development in an interconnected world

We live in an increasingly interconnected and interdependent world bringing with it new levels of complexity, tensions and paradoxes. Global economic growth has come at the expense of ecological stress and unsustainable patterns of economic production and consumption. Greater wealth and reduction in global poverty has also seen rising levels of vulnerability, growing inequalities and exclusion. Moreover, growing interconnectedness and mobility is also associated with rising intolerance, division and violence.[2] Yet, greater interdependency and interconnection also offer new knowledge horizons and opportunities for strengthened solidarity in our collective endeavor for inclusive and sustainable human and social development.

Reciprocal linkages between education and development

Education plays a key role in building sustainable, inclusive and resilient societies and has reciprocal linkages with almost all other goals in the 2030 Agenda for Sustainable Development. On one hand, education contributes to improved physical and mental health; promotes gender equality and can reduce inequality. It increases the productivity of individuals and strengthens the potential for economic growth by developing competencies and skills needed for decent work and professional skills needed for sustainable development, including water and sanitation, green energy or the conservation of our natural resources. Education helps eradicate poverty and hunger and promotes peace, the rule of law and respect for human rights. Conversely, progress in other areas affects education in many ways. Healthier children are more likely to learn better. Shifts in sustainable production patterns, for example, translate into changed demands on the education system in terms of educational content, as well as competencies and skills development. On the other hand, lack of progress on other SDGs, including economic shocks, environmental degradation and poverty, creates barriers to access to education or to educational outcomes.[3]

Migration, forced displacement and education

In an era of intensified globalization characterized by profound demographic, socio-economic, environmental and technological change, migration and displacement are emerging as essential development policy issues. While the phenomenon of migration is not new, patterns of migration and mobility in today's world are characterized by their unprecedented scale, intensity and heterogeneity. With over 257 million international migrants crossing international borders in 2017[4], and internal migration within countries growing to 865 million people, one in seven persons now live outside their region of birth. "Factors underpinning migration are numerous, relating to economic prosperity, inequality, demography, violence and conflict, and environmental

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[1] Note that SDG 17 on strengthening global partnerships for sustainable development will also be reviewed, as it is every year.
[2] UNESCO. 2015. Rethinking Education: Towards a global common good? Paris.
[3] This paragraph is adapted from the SDG-Education 2030 Steering Committee submission to the 2018 HLPF: http://unesdoc.unesco.org/images/0026/002628/262882E.pdf
[4] IOM 2018.

change. While the overwhelming majority of people migrate internationally for reasons related to work, family and study, many people leave their homes and countries for other compelling reasons, such as conflict, persecution and disaster."[5] The number of people forcibly displaced due to conflict, persecution and natural disasters has also increased substantially, reaching 65.6 million people in 2016, including both internally displaced persons (IDPs) and refugees.[6] This creates additional barriers to access quality education and places additional pressure on host country education systems, including the challenge of lack of documentation and recognition of educational achievement among refugees. There is insufficient attention to how migration, forced displacement and education interact to influence social and economic mobility. It is therefore crucial to better understand the influence of education on migration and forced displacement, as well as the complex challenges and unique opportunities that movements of people present for education systems and skills acquisition, decent work and the chance for a dignified life.[7]

Reviewing progress in education towards the 2030 Sustainable Development Goals

Ensuring the 2030 principle of "leaving no-one behind" requires that the right to inclusive and equitable quality education and lifelong learning opportunities be realized for all children, youth and adults as per the collective commitments outlined in the 2015 Incheon Declaration and the Education 2030 Framework for Action.

HLPF 2019: Empowering people and ensuring inclusiveness and equality:

As the main UN platform on Sustainable Development, the High-Level Political Forum (HLPF)[8] 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, the HLPF examines a set of goals annually, as well as their two-way interlinkages - as appropriate. The 2019 HLPF Review will be devoted to the theme "*Empowering people and ensuring inclusiveness and equality*". This includes an in-depth review of SDG 4 together with the following goals:

Ensure equitable and inclusive quality education
and promote lifelong opportunities for all

Promote sustained, inclusive and sustainable economic growth,
full and productive employment and decent work for all

Reduce inequality in people, within and among countries

Take urgent action to combat climate change and its impact

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Strengthen the means of implementation
and revitalize the Global Partnership for Sustainable Development

This will also be the first four-year cycle against which SDG 4 and its interlinkages with other SDGs are reviewed comprehensively during the 2019 United Nations General Assembly Summit. This process aims to facilitate a more in-depth review on progress of all goals over the course of a four-year cycle.

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[5] World Migration Report 2018.
[6] UNHCR.
[7] Note that the Global Education Meeting will take place a few days before the UN member States adopt a New Global Compact for migration.
[8] 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.

Aim and Expected Outcomes

The 2018 Global Education Meeting will provide a high-level forum for review of progress towards the universal global education commitments since the adoption of the 2030 Agenda for Sustainable

Development in 2015. As such, it represents a key milestone in the assessment of effective policies and strategies and of key challenges with regard to the implementation of SDG4 targets and commitments, as well as of education-related targets within other development goals. By drawing largely on data from the UNESCO Institute for Statistics and analyses in the Global Education Monitoring reports, the review will explore key questions such as what structures and concrete measures, in term of education sector policy, management, monitoring and financing, have been put in place to ensure implementation of education 2030 targets and commitments. In so doing, it seeks to achieve the following outcomes:

- An assessment of current progress towards the implementation of SDG4-Education 2030 targets and commitments at global, regional and national levels, and identification of bottlenecks impeding progress
- An identification of recommendations for strategic areas requiring political guidance and/or intervention for the effective achievement of the global Education 2030 Agenda
- Agreement on key policy messages to input into the global 2019 HLPF Review and UN General Assembly 2019
- Strengthening of coordinated support for implementation of SDG4-Education 2030

Format

The three-day event will consist of:
1. A High Level Technical Meeting (1.5 days) including a Forum of parallel sessions;
2. A Leaders' Meeting for Ministers, Vice-Ministers and/or heads of delegations (1.5 days).

	Day 1 Mon 3 Dec	Day 2 Tue 4 Dec	Day 3 Wed 5 Dec
09:30-12:30	**Introduction** Welcome and presentation of expected outcomes **1. Global perspectives:** Review of progress based on most recent UIS data, the 2019 Global Education Monitoring report and other sources **2. Regional perspectives:** Reflection on progress and challenges, as well as key policy messages from regional SDG4-ED2030 consultations	**Roundtable on Education and the 2030 Agenda:** Plenary panel debate focused on interlinkages between education and development **Key Policy Messages** Recalling key policy messages from High-Level Technical Segment	**Looking back to look forward** Reviewing progress – perspectives across countries. Presentation of draft Outcome Statement **Ministerial Round Table 1** Key challenges and policy responses **Ministerial Round Table 2** Key challenges and policy responses
			Ministerial lunch
14:00 17:00	**Forum** **Parallel workshops** Three consecutive series of 4 parallel workshops are being organized by partners: the first two series will address SDG4 targets and policy focus areas and the interlinkages with other SDGs. The third series will address system-wide issues. [See below for more detail. Forum ends at 18:15 on this day]	**Opening Ceremony** Opening statements from key high-level representatives **Panel Debate 1** **Empowering people and ensuring inclusiveness and gender equality** **Panel Debate 2** **Migration, Forced Displacement and Education**	**Panel Debate 3** **Teachers and educators in a changing landscape** **Panel Debate 4** **Skilling and reskilling for life and work** **Adoption of Outcome Statement** **Closing**
19:00		Gala Dinner	

Forum [Day 1: 3 Dec 2018]

The Forum (Day 1) will be organized and co-led by SDG-Education 2030 Steering Committee Members, and will offer three consecutive series of parallel workshops (75 min each). The first two series of workshops will be focused on progress in and lessons learnt from implementing Education 2030 targets and policy commitments,

including the interlinkages between education (SDG4) and the other SDGs which will be the focus of the 2019 High-Level Panel Review. The third series of workshops will be devoted to system-wide issues relative to the governance and management of integrated learning systems. An equity lens will cut across all themes in line with SDG 10 focus on reducing inequalities within and across countries.

Forum Session	Europe Room	Arenburg Room	Orange Room	Library
Forum Session I 14:00 15:15	**The Teaching Profession**	**Validating education achievements - key to opening doors to refugees and migrants**	**Climate Change and Education for Sustainable Development**	**Women and Girls' Education: from commitment to action**
Forum Session II 15:30–16:45	**Teaching and learning respect for diversity: Diverse approaches to diversity**	**Ready to Learn: The promise of meeting the target for universal quality pre-primary education**	**Technical and Vocational skills development and youth employment**	**Higher Education, lifelong learning and the world of work**
Forum Session III 17:00–18:15	**Financing quality education for all: strategies to invest in education equity**	**Technology, Innovation, and the Future of Learning**	**Civil society, Public Reporting and Accountability**	**Learning throughout life and through multiple pathways**

References and sources

Deliberations will be informed by a range of sources including:

- The outcomes of Regional Education 2030 consultations undertaken throughout 2018[9]
- Voluntary National Reports completed or underway, with a particular focus on how education is addressed
- The Global Education Monitoring Reports (2016, 2017/18, 2019)
- A range of products (publications, technical guides, data tables) by the UNESCO Institute for Statistics and partners on the various themes of Agenda 2030
- SDG-Education 2030 Steering Committee deliberations and outputs, including the draft submission to HLPF 2019

Marked in red in the agenda are the GEM related documents available in the present brochure.

Participants: By invitation only. Total of 300 participants comprising:

- Representatives of Member States
- UN agencies and other development partners
- Regional organizations
- Civil society organizations, the teaching profession
- The private sector and foundations
- Youth representatives
- Academia

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

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[9] Pan-Africa High-Level Conference on Education (Kenya, 25-27 April 2018); Asia-Pacific Education 2030 Consultation (Thailand, 12-14 July 2018); Latin American & Caribbean Ministerial Conference (Bolivia, 25-26 July 2018); Europe & North American Education 2030 consultation (France/Council of Europe, 24 October 2018) and Arab Regional Meeting (Jordan, 6-8 November 2018).

Education 2030

Exhibition space

There will be a **#GlobalEducationMeeting Space** in Sax Hall, where different organizations will display latest publications, material and video play lists, and where photo opportunities and an interactive seating area will be featured.

Working Languages:

High-Level Technical Meeting:
- Plenary sessions [3 Dec am and 4 Dec am] in Arabic, English, French, and Spanish with simultaneous translation.
- Forum: [3 Dec pm] - Parallel sessions in English and French with simultaneous translation.

Ministerial segment [4-5 Dec]

Simultaneous interpretation available in Arabic, Chinese, English, French, Russian and Spanish.

Education
2030

Provisional Programme

<table>
<tr><td colspan="1">High-Level Technical Meeting
Monday, 3 December 2018
Meeting location: Egmont Palace, Place du Petit Sablon (entrance 8bis), 1000 Brussels</td></tr>
</table>

09:00-09:30	Registration and welcome coffee. All Plenary sessions will be held in the Europe Room.

09:30-10:00   **Opening ceremony**

Welcome remarks and adoption of agenda
- **Ms. Stefania Giannini,** UNESCO Assistant Director-General for Education
- **Dr. Koen Pelleriaux,** Director General, Flemish Department of Education and Training, Belgium

Special address
- **H.H. Princess Laurentien of the Netherlands,** UNESCO Special Envoy on Literacy for Development

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10:00-11:00   **Global review of progress towards SDG4-Education 2030**

Chair: **Mr. Sobhi Tawil,** Head of Education 2030 Partnerships, Cooperation, and Research, UNESCO
Speakers:
- **Ms. Silvia Montoya**
  Director of the UNESCO Institute of Statistics
- **Mr. Manos Antoninis**
  Director of the Global Education Monitoring Report

11:00-11:30	Coffee Break

11:30-12:30   **Regional perspectives on SDG4-Education 2030**

This session will reflect on key progress and trends from a regional perspective, including priorities and policy messages highlighted in the outcomes of the regional SDG4-Education 2030 consultations.

Chair: **Ms. Suzanne Grant Lewis**
      Director of the UNESCO International Institute for Educational Planning

Representatives of regional organizations:

- **Ms. Beatrice Njenga,** Head of Education Division, African Union, and Mr. Shem Bodo, Executive Secretary a.i., Association for the Development of Education in Africa (ADEA)
- **Mr. Abdulsalam Aljoufi,** Advisor, Arab Bureau of Education for the Gulf States (ABEGS)
- **Mr. Sjur Bergan,** Head of Education Department, Council of Europe, Mr Bartek Lessaer, DG Education, Youth, Sport and Culture, Policy Officer, European Commission, and Ms. Aida Liha Matejicek, Head of Unit B4, DG DEVCO, European Commission
- **Mr. Andres Delich**, Deputy Secretary-General, Organization of Ibero-American States (OEI), and Ms. Laurette Bristols, Programme Manager - Human Resource Development, Caribbean Community (CARICOM)
- **Mr. Gatot Hari Priowirjanto,** Director, Southeast Asian Ministers of Education Organization (SEAMEO)

12:30-14:00	Lunch

Education 2030

| 14:00-18:15 | **Forum Workshops** |
| | Three consecutive series of 4 parallel workshops (75 min each) running from 14:00 to 18:15 (Total of 12 workshops). The first two series of workshops address SDG4 targets and policy focus areas and the interlinkages with other SDGs. The third series will address system-wide issues. |

Forum Session	Europe Room	Arenburg Room	Orange Room	Library
Forum Session I **14:00 15:15**	The Teaching Profession	Validating education achievements - key to opening doors to refugees and migrants	Girls' and Women's Education	Climate Change and Education for Sustainable Development
Forum Session II **15:30–16:45**	Ready to Learn: The promise of meeting the target for universal quality pre-primary education	Teaching and learning respect for diversity: Diverse approaches to diversity	Technical and Vocational skills development and youth employment	Higher Education
Forum Session III **17:00–18:15**	Financing quality education for all: strategies to invest in education equity	Technology, Innovation, and the Future of Learning	Civil society, Public Reporting and Accountability	Learning throughout life and through multiple pathways

18:30-19:30 |**Side Event in the Library**: Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) Organized by the UNESCO Institute for Lifelong Learning (UIL)| (simultaneous translation in EN/FR)

High-Level Technical Meeting
Tuesday, 4 December 2018
Meeting location: Egmont Palace, Place du Petit Sablon (entrance 8bis), 1000 Brussels

09:30-11:00   **Roundtable: Education and the 2030 Agenda**

Education plays a key role in building sustainable, inclusive and resilient societies and has reciprocal linkages with almost all other goals in the 2030 Agenda for Sustainable Development. This session aims to explore the inter-linkages between education and development.

Chair: **Ms. Pauline Rose,**
Professor of International Education, Cambridge University, Director, Research for Equitable Access and Learning (REAL) Centre

Speakers:
- **Mr. Parfait Eloundou-Enyegue**
Professor and Department Chair of Development Sociology, Cornell University (Member of the Independent Group of Scientists writing the Global Sustainable Development Report)

- **Mr. Arjen Wals**
Professor of Transformative Learning for Socio-Ecological Sustainability, Wageningen University and UNESCO Chair of Social Learning and Sustainable Development

- **Honorable Minister of Estonia and H. Vice Ministers of Bulgaria, Kenya, Venezuela**

11:00-11:30	Coffee break

11:30-12:30   **Key policy messages to take forward**

Recalling key messages from global and regional perspectives on progress, from Forum workshop recommendations, and interlinkages with the other Sustainable Development Goals.

Presenter: **Mr. Aaron Benavot,** Professor, School of Education, University at Albany-State University of New York

12:30-14:00	Lunch break

Education 2030

	Ministerial Segment Tuesday, 4 December 2018 Meeting location: Egmont Palace, Place du Petit Sablon (entrance 8bis), 1000 Brussels

	*All participants to be seated by 13:30, after which no access to the meeting room will be granted until the end of the opening session

14:00-14:45	**Ministerial Opening Session**
	
	Opening by H.M. Queen Mathilde of Belgium, UN Special Advocate for the Sustainable Development Goals
	
	Welcome remarks by the session chairs:
	  - **Mr. Rudy Demotte,** Minister-President, Belgium (French Community)
	  - **Ms. Hilde Crevits,** Vice Minister-President and Minister of Education, Belgium (Flemish Community)
	
	Opening addresses:
	  - **Ms. Stefania Giannini,** Assistant Director-General for Education, UNESCO
	  - **H.E. Ambassador Inga Rhonda King,** President of UN ECOSOC, Convener of the High Level Political Forum (HLPF)
	  - **Mr. Tibor Navracsics,** European Commissioner for Education, Culture, Youth and Sports
	
	End of official opening

14:45-14:50	**Messages addressed to the Global Education Meeting**

14:50-15:50	**Panel 1: Empowering People: Ensuring Inclusiveness and Gender Equality**
	
	By 2030, the world aims at eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and those in vulnerable situations. This session highlights achievements, as well as challenges that lay ahead, with recommendations on moving forward collectively towards leaving no one and no country behind.
	
	Chair: **Ms. Julia Gillard,** Chair of Board, Global Partnership for Education
	
	Speakers:
	  - **Ms. Jo Bourne,** UNICEF Global Chief of Education
	  - **Mr. Peter Hassan Mlimahadala,** Head, Disability Department, Tanzania Teachers' Union
	  - **Honorable Ministers of Canada, Philippines, Russian Federation**
	
	Followed by plenary debate

15:50-16:00	**Messages addressed to the Global Education Meeting**

16:00-17:00	**Panel 2: Migration, Forced Displacement and Education**
	The focus of the session will be to examine effective policies and programmes to ensure inclusive, equitable and quality of education for all with particular attention to migrants and refugees. The session will demonstrate and provide evidence on how inclusive education for migrants and those forcibly displaced is an asset for individuals and societies.
	
	Chair: **Ms. Stefania Giannini,** Assistant Director-General for Education, UNESCO
	
	Speakers:
	  - **Mr. Manos Antoninis,** Director, Global Education Monitoring Report
	  - **Mr. Daniel Endres,** Director of the Division of Resilience and Solutions, United Nations High Commission for Refugees
	  - **Honorable Ministers of Morocco, Norway, and H. Vice Minister of Turkey** Followed by plenary debate

17:00	Networking Coffee
19:00	**Gala Dinner – Offered by the Kingdom of Belgium and UNESCO** Royal Art and History Museum, Parc du Cinquantenaire 10, 1000 Brussel

Education
2030

09:30-10:30	**Looking back to look forward**

Chair: **Dr. Jordan Naidoo,** Director of UNESCO Division of Education 2030 Support and Coordination

Presentation of draft Outcome Statement
[and validation of the recommendation of the 5th meeting of SDG-Education 2030 Steering Committee on regional representation].

SDG-Education 2030 Steering Committee co-chairs:
- **Ms. Stefania Giannini,** Assistant Director-General for Education, UNESCO
- **Mr. Dankert Vedeler,** Assistant Director-General for Education, National Ministry of Education, Norway

Reviewing progress – perspectives across countries
This session provides a synthesis of the lessons learnt and a set of key policy messages from national and regional experiences presented in SDG reviews and Voluntary National Reviews (VNRs).
- **Ms. Silvia Montoya,** Director of the UNESCO Institute of Statistics
- **Mr. Manos Antoninis,** Director of the Global Education Monitoring Report

Youth perspectives on the 2030 Sustainable Agenda
- **Ms. Victoria Ibiwoye**
  Executive Director & Founder of OneAfricanChild Foundation for Creative Learning and SDG-Education 2030 Steering Committee youth representative

10:30-11:00	Coffee Break

11:00-11:45	Following the presentation on SDG4-Education 2030 progress and SDG Voluntary National Reviews, countries will share experiences on education systems' strengthening in meeting the 2030 Agenda for Sustainable Development, guided by:

- What new policies or strategies best reflect countries' commitments to SDG4-Education 2030?
- What opportunities to further strengthen alignment of education policies and plans with SDG4 and the wider 2030 Sustainable Development Agenda?

Ministerial Roundtable 1: Key challenges and policy responses

Presentation of national experiences in strengthening education to meet the 2030 Agenda for Sustainable Development goals and commitments.

Chair: **Mr. Parfait Eloundou-Enyegue,** Professor and Department Chair of Development Sociology, Cornell University

Ministers:
- **Honorable Ministers and H. Vice-Ministers of Armenia, P.R. China, France, Finland, Libya, Mauritania, Portugal, Qatar**

11:45-12:30	**Ministerial Roundtable 2: Key challenges and policy responses**

Presentation of national experiences in strengthening education to meet the 2030 Agenda for Sustainable Development goals and commitments.

Chair: **Mr. Edouard Matoko,** Assistant Director General for External Relations and Priority Africa, UNESCO

Ministers:
- **Honorable Ministers and H. Vice-Ministers of Azerbaijan, Iceland, Kuwait, Norway, Paraguay, Spain, United Arab Emirates**

12:30-14:00	**Ministerial Lunch -** Buffet lunch for all other Global Meeting participants

14:00-15:00	**Panel 3: Teachers and Educators in a Changing Landscape**

Societal changes such as technological advancements, changing forms of globalization and migration, and increasing natural disasters can significantly amplify educational inequalities. Teachers are one of the most powerful forces in achieving inclusive and equitable education for all, but there is a global shortage of qualified teachers. This session will discuss emerging challenges for the future of teachers and educators in shaping the societies we want.

Chair: **Mr. Jaime Saavedra Chanduvi,** Senior Director of Education, World Bank

Speakers:
- **Mr. David Edwards,** General Secretary, Education International
- **Ms. Liesbet Steer,** Director, Education Commission

- **Honorable Ministers of Cuba, Kazakhstan, Oman, and H. Vice Minister of Thailand**

Followed by plenary debate

15:00-16:00	**Panel 4: Skilling and Reskilling for Life and Work**

The complexity of the present and future world means that learners must be equipped to navigate unexpected challenges ahead. Globalization, new technologies, migration, changing labour markets, and transnational environmental and political challenges will demand new skills and knowledge needed for work, responsible citizenship and life in the twenty-first century. This session will look at how societal changes are shaping future life and work skills, and the way in which education systems are anticipating these.

Chair: **Mr. Sangheon Lee**
    Director, Employment Policy Department, International Labor Organization Speakers:

Speakers
- **Ms. Gabriela Bucher,** Chief Operating Officer and interim CEO, Plan International
- **Mr Michael Ward,** Senior Policy Analyst, OECD
- **Mr Borhene Chakroune,** Chief of Section for skills development
- **Honorable Ministers of Argentina, Benin and H. Vice Minister of Japan**

Followed by plenary debate

16:00-17:00	**Adoption of Outcome Statement**

Chair: **Mr. Harald Mollers,**
Minister of Education and Research, Belgium (German-speaking Community)

SDG-Education 2030 Steering Committee co-chairs:
- **Ms. Stefania Giannini,** Assistant Director-General for Education, UNESCO
- **Mr. Dankert Vedeler,** Assistant Director-General for Education, National Ministry of Education, Norway

Closing
- **Ms. Stefania Giannini,** Assistant Director-General for Education, UNESCO
- **Mr. Harald Mollers,** Minister of Education and Research, Belgium (German-speaking Community)

| 17:00-18:00	|**Closed Meeting**: Extra-ordinary session of the SDG-Education 2030 Steering Committee|

Education
2030

According to the Education 2030 Framework for Action, the **purpose** of Global Education Meetings aligned with the HLPF meeting schedule is "to review the SDG4-Education 2030 agenda against progress made and share outcomes with the appropriate overall global follow-up and review mechanisms for the SDGs" (§95). This session addresses the first of these two objectives and is presented by the two entities entrusted with serving the international education community in that respect. The UNESCO Institute for Statistics (UIS), which is "the official source of cross-nationally comparable data on education" (§100); and the Global Education Monitoring (GEM) Report, which is "the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs" and for "the implementation of national and international strategies" (§101). Both entities fulfil their responsibilities as part of the overall SDG follow-up and review.

The session will briefly introduce participants to the SDG 4 monitoring framework and the institutions that have been set up in order to develop and refine it. It will then review the latest evidence from the September 2018 UIS **data** release focusing on the 11 SDG 4 global indicators and on selective thematic indicators, target by target. For example, with respect to target 4.1, Figure 1 shows that access to education has increased since 2000, but 262 million children, adolescents and youth of primary and secondary school age were still out of school in 2017, while progress has stagnated in recent years. Moreover, 617 million or 58% of children and adolescents do not even learn the basics. Figure 2 shows that even if children go to school, a large proportion do not achieve minimum proficiency in reading at the end of lower secondary education. The presentation will put the spotlight on indicators for which progress can be reported in terms of methodological developments, country coverage but also actual advances relative to the agenda's targets. It will then identify areas of concern on all these grounds, which require accelerated work to pin down indicator definitions, data collection efforts and progress towards the targets aligned with the recommendations of the Cape Town Global Action Plan for Sustainable Development Data and the Dubai Declaration.

Figure 1 shows that access to education has increased since 2000, but many children, adolescents and youth of primary and secondary school age are still out of school. Progress towards lower out-of-school rates has stagnated in recent years.

Figure 1: Indicator 4.1.5: out-of-school rate
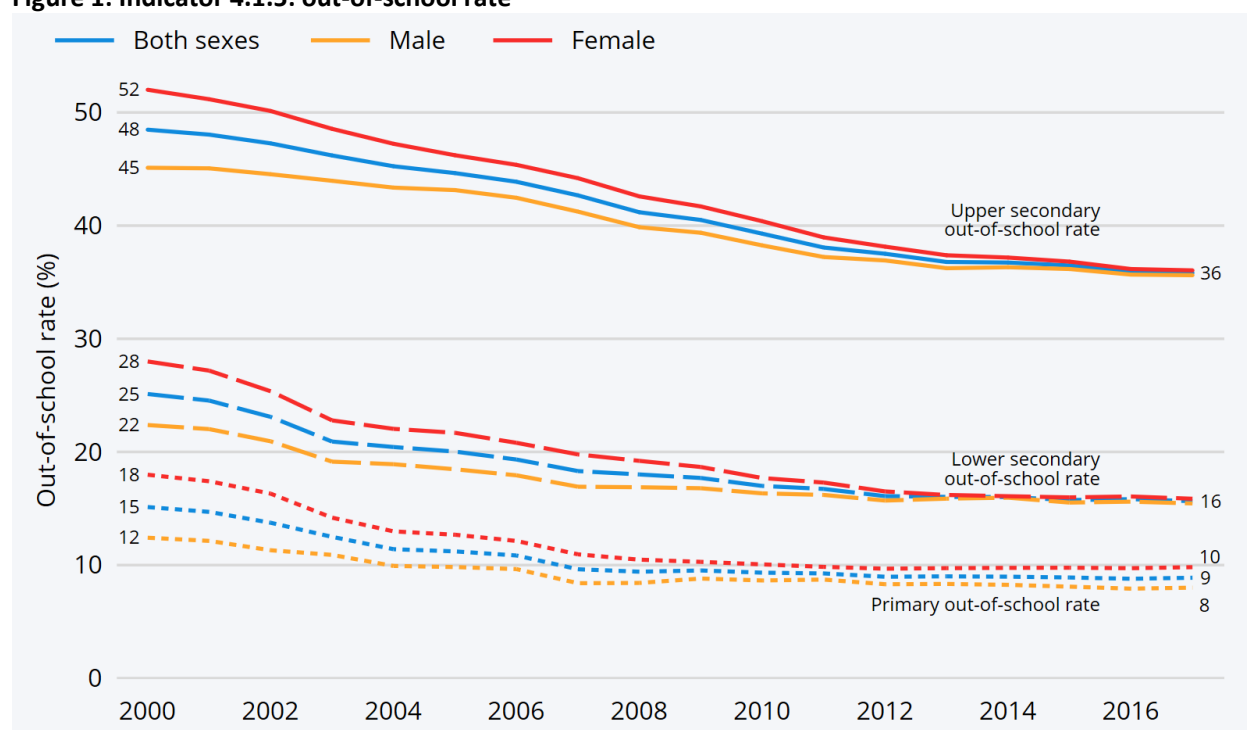
Source: UNESCO Institute for Statistics database.

Even if children go to school, many do not learn the basics. Figure 2 shows that in many countries a large proportion of students do not achieve minimum proficiency in reading at the end of lower secondary education.

Figure 2: Indicator 4.1.1(c): proportion of young people achieving at least a minimum proficiency level in reading at the end of lower secondary education
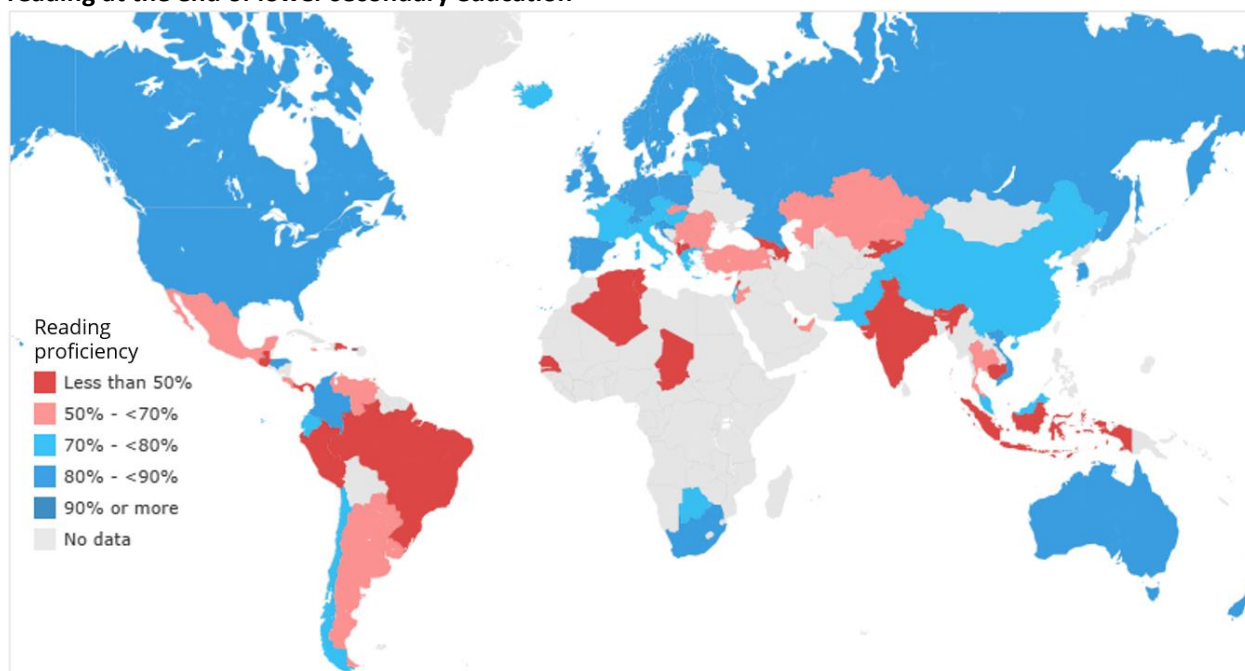
Source: UNESCO Institute for Statistics database.

This will turn the discussion to key **policy** messages that have emerged from the first three GEM reports series: education and other SDGs; accountability; and migration and displacement. A brief overview of financing will also be included, noting that 29% of countries do not meet either of the two key public education financing benchmarks. Figure 3a shows that there are vast disparities in spending between low and high income countries. Low income countries spend only $22 billion, while high income countries spend $3 trillion. Figure 3b shows that governments account for almost 80% of education spending globally but less than 60% in low income countries, where households and aid account for a large share. Plans for the two next reports on inclusion and the role of non-state actors will also be presented. Finally, ahead of its first review at the 2019 HLPF, an outstanding challenge is to define what will constitute progress between now and 2030 in terms of policies and programmes that could be inspired by SDG 4. A special publication is being developed to assist efforts in that direction.

Figure 3a:
Total spending on education by country income group and financing source, 2014 or latest year
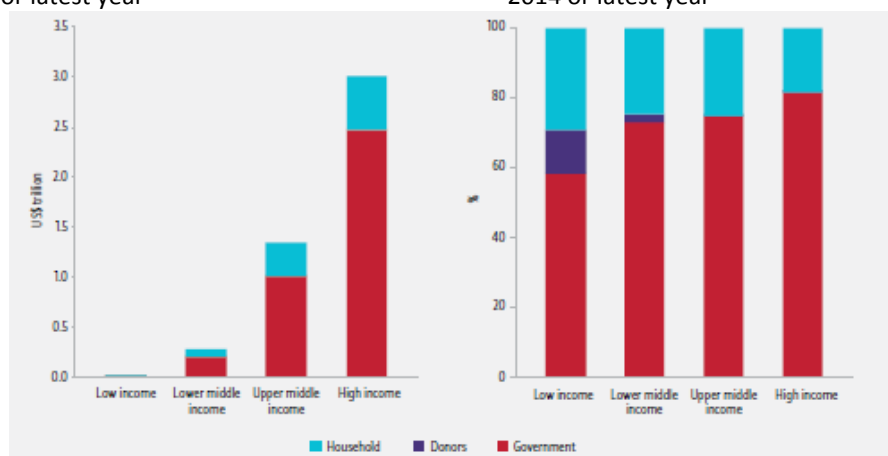
Figure 3b:
Distribution of total spending on education by country income group and financing source, 2014 or latest year

Source: Global Education Monitoring Report
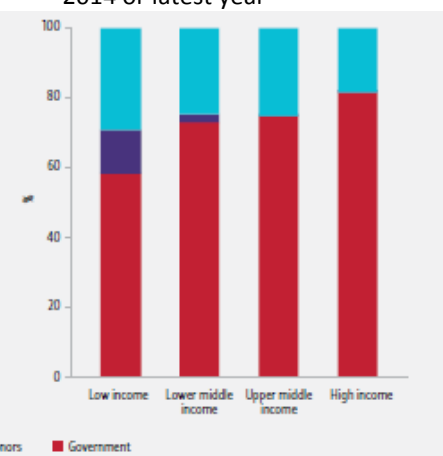
The session will conclude with **recommendations** for key improvements in the quantitative and qualitative monitoring of progress.

- The SDG 4 monitoring framework has a primarily formative role to steer countries to key education issues. Some of the existing *global indicators* are in need of further development, notably those on teachers, sustainable development and global citizenship. A selected number of new indicators may also need to be considered during the 2020 revision of SDG indicators.

- The Framework for Action had called on target *benchmarks* to be established through an inclusive process so there is country ownership and common understanding. There has been some progress in collecting national and regional benchmark information, but the remaining challenge is for all countries to commit to develop benchmarks.

- In addition to quantitative global indicators, countries also call for more guidance from qualitative overviews of *policies* that can help them accelerate their progress towards the SDG 4 targets. Possible approaches to such policy mapping to steer peer learning will be discussed.

- A clear *gap* exists in the data collection activities needed to report across all global indicators. An approach to use existing information to broker between countries producing data and expressing needs and countries (but also agencies, NGOs and think tanks) wishing to finance the expanded production of data will be discussed.

- The *Technical Cooperation Group*, the main forum on SDG 4 monitoring, requires stronger support to play its coordinating role – but also a brokering role as described above – more effectively.

These recommendations have in common a call for the international community to assume a greater responsibility in the financing of global public goods in education.

Following this presentation, the floor will open to questions from participants.

Outcome Document - Nairobi Declaration and Call for Action on Education (April 2018)

Bridging continental and global education frameworks for the Africa We Want

Preamble

1. We, the Ministers of Education of Africa, high-level government officials, representatives of the African Union (AU) and of the United Nations organizations, as well as Pan-African and sub-regional organizations, civil society, youth and teacher organizations, and international development partners, have gathered for the Pan-African High-Level Conference on Education (PACE2018) in Nairobi, Kenya, on 25-27 April 2018, setting out a harmonized vision for the educational transformation to meet our commitments to the **2063 Agenda for the Africa We Want** and the **global 2030 Agenda for Sustainable Development**. We thank the Government and people of the Republic of Kenya for their support and the Ministry of Education for hosting this important event.

2. We reaffirm our commitment to the 2015 Kigali Statement and to Sustainable Development Goal 4 **(SDG4)-Education 2030**, a centerpiece of the global Sustainable Development Agenda aimed at ensuring inclusive and equitable quality education and lifelong learning opportunities for all, as well as to the **Continental Education Strategy for Africa (CESA 16-25)** aimed at reorienting Africa's education and training systems, Africa's response to and domestication of SDG4-Education 2030.

Building skilled African citizenry as agents of change

3. We commit to promoting **quality lifelong learning** for all at all levels, using diverse and relevant modes of learning with flexible pathways between formal, non-formal and informal education and training models, including strengthened systems of recognition and equivalence, to cater for all children, youth and adults in and out of school.

4. Recognizing that **access to and quality of education and training at all levels** remain critical challenges within the African continent with millions of children, young people and adults lacking foundational skills and relevant competencies needed for life and work in a globalized world, we commit to:

   a. Integrated approaches to **early childhood development, care and education policies**, programming and financing with an emphasis on holistic development including literacy and numeracy with particular attention to marginalized and vulnerable children, with the commitment to progressively ensure at least one year of free and compulsory pre-primary education and with the active participation of families, communities and local governments.

   b. Implementing and adequately resourcing diversified and appropriate learning policies and programmes, inclusive and gender-responsive curriculum, promoting multilingual education, sign languages and Braille, **to reach the unreached.**

   c. Ensuring that education **sector planning effectively addresses out-of-school children, young people and adults who never enrolled in formal schooling or dropped out early, as well as all forms of exclusion**, including among others disabilities and albinism, and that data and indicator systems are adequately disaggregated and owned at continental, regional, national and local levels.

   d. Promoting teaching and learning in the **mother tongue**, especially in early years of education; and developing policies to safeguard and raise the status, esteem and value of indigenous African languages.

   e. Ensuring adequate recruitment and deployment, motivation and professional support of **teachers**, and to strengthening teacher training and professional development programmes at all levels including early childhood education and non-formal education; recognizing teachers as full-fledged professionals and agree on common qualification frameworks; and strengthening dialogue and partnership with teacher organizations.

f. Developing and strengthening regional and national **learning assessment systems** ensuring their effective use for informing policies and teaching and learning practices and outcomes; sharing good practices across regions; and increasing investments for regional assessments.

g. Making our **educational systems more responsive, flexible and resilient** to include refugees and internally displaced people, and increasing investment for Education in Emergencies and Crises.

h. Making the **learning and teaching environment** more healthy, inclusive and safe through adequate responses to school-related violence and discrimination based on gender, disability, origin, race, ethnicity, religion or any other factor.

5. We commit to achieving **gender equality** through

   a. Rendering all aspects of the education system gender-sensitive, responsive, and transformative.

   b. Implementing the Gender Equality Strategy of CESA 16-25.

   c. Providing sexuality education in schools and tertiary institutions and ensuring access for adolescents and young people.

6. We recognize the importance of improving the relevance of education policies and practices **to strengthen skills and competencies for life and work**, and to foster resilient, sustainable, healthy and peaceful societies in an interconnected global world, and commit to:

   a. Increasing equitable access to **quality Technical and Vocational Education and Training** (TVET) in all its forms, and recognizing that TVET should be crosscutting and encompass continuous learning towards entrepreneurship, employability, capacity building, retraining and versatility.

   b. Adapting programmes/curricula, qualifications and pathways offered and expanding labour market information systems to cover the **informal sector** and to better assess and anticipate changing skill needs, strengthening skills development to increase, reinforce and value the education and training in the informal economy, and further enhance Public-Private Partnerships (PPP).

   c. Increasing provision of **effective and relevant literacy programmes** for youth and adults leading to functional proficiency levels, integrating skills development for decent work and livelihood, health and responsible citizenship.

   d. **Leveraging digital opportunities** by strengthening the development of digital skills and competencies at all levels through partnerships in support of ICT in education, including adoption of Media and Information Literacy (MIL) and Internet safety within curricula, and integrating ICTs into education policies, incorporating Open Educational Resources and assistive technology, and creating mobile and online education and training platforms providing equitable access to all learners regardless of their circumstances.

   e. Improving the relevance of teaching and learning by integrating **Education for Sustainable Development (ESD) and Global Citizenship Education (GCED)** in our education policies and practices at all levels and learning programmes, and ensuring critical youth engagement.

7. We recognize that the transformation of Africa requires strengthened efforts to move towards knowledge-based societies through the advancement of **higher education and research** in Africa with special focus on relevance and equitable access, strengthening of research, and teaching and learning of science, technology, engineering and mathematics (STEM). We commit to:

   a. **Ratifying the Addis Ababa Convention** and strengthening national quality assurance systems, and allocating necessary resources.

   b. Strengthening concerted, integrated, articulated and effective actions and partnerships to achieve the 2063 objectives for STEM, to develop and implement policies that **promote STEM** at all levels, especially among girls and women, and to develop STEM strategies for solving concrete problems such as food security, renewable energy, climate change, emergency response, epidemics, and calamities.

Education
2030

8. Recognizing the potential, strength and leadership of young people, we commit to the systemic **inclusion of youth and youth-led organizations** in continental, regional and national education decision-making, sector dialogue, and monitoring processes.

Building a conducive environment for education transformation in Africa

9. We recognize the importance of ownership of the CESA16-25 and SDG4-Education 2030 at continental, regional and national levels, in congruence with wider development ambitions, and that their achievement requires more **integrated approaches to education policies and strategies** in a **lifelong learning** perspective, fostering truly **system-wide articulation and inter- sectorial collaboration.**

10. Recalling the commitment of governments to progressively allocate at least 4-6 percent of national Gross Domestic Product, and/or at least 15-20 percent of total public **expenditure for education**, in line with the principles of size, share, sensitivity, and scrutiny, we undertake to:

    a. Mobilise additional funds for education including innovative financing, national education funds, and consideration of the proposed Africa Education Fund.

    b. Advocate for tax reforms to increase public revenue and the share of public resources for education and related social services.

    c. Ensure more equitable allocation of education resources taking into account diversity, inclusion, and contingency funding for emergencies.

    d. Allocate targeted resources for recruitment and professional development of teachers and other education personnel.

    e. Improve efficiency, transparency and accountability (including among other measures optimizing teacher allocation, budget tracking, public expenditure reviews/national education accounts)

11. We commit to strengthening **National Assessment and Monitoring Mechanisms** for CESA 16-25 and SDG4-Education 2030 targets and commitments and using the results of these assessments to improve the performance of education systems, to enhance equity, quality and relevance of educational outcomes at all levels, and to strengthen **public accountability, transparency and responsiveness**. We further commit to:

    a. Strengthening mechanisms, including EMIS, for data collection, analysis, dissemination and use at the national level and data reporting at the regional, continental and global levels for monitoring of progress toward CESA 16-25 and SDG4- Education 2030

    b. Expanding spaces for public participation including youth, teacher organizations, as well as media engagement in education dialogue and decision-making

    c. Further engaging with parliaments and parliamentarians at national, regional and the Pan-African Parliament levels to mobilise support for education

    d. Working with the AU/IPED and UNESCO/UIS/GEMR to produce a biennial report monitoring progress on achievement of CESA 16-25 and SDG4-Education 2030 implementation at continental level

    e. Reviewing legislation on the right to education so that they meet the CESA 16-25 and SDG4-Education 2030 commitments

12. We commit to improving and strengthening sector-wide and cross-sector coordination at continental, regional and national levels for lifelong learning through:
    a. Developing legal frameworks, policies and strategies

    b. Strengthening capacities to create and enhance delivery modalities to support flexible learning opportunities that are formally recognized, validated, and accredited

    c. Developing mechanisms and tools to operationalise national and regional qualification frameworks (NQF/RQF) for articulation across sub-sectors and mobility

Education
2030

Towards the Future

13. Recognising the importance of strengthening mechanisms for effective partnership and coordination at national, regional and continental levels and calling on international and regional organizations, in particular the AU, RECs, the Association for Development of Education in Africa (ADEA), UNESCO and SDG4 co-conveners, development banks and other multilateral and bilateral development partners, to work together to **ensure coherence and coordination** in support of national education development, we commit to:

    a. Establishing a joint **CESA - SDG4 Education 2030 mechanism**, to ensure coordinated consultation, joint action, capacity strengthening, review, monitoring and reporting on both the continental and global education commitments by extending CESA coordination structure to existing SDG4 regional coordination mechanisms.

    b. Promoting cross-national exchange and the dissemination of successful education policies and strategies, building on existing national and regional communication and knowledge-management platforms.

    c. Promoting education as a public good and in the public interest.

14. We commit to strengthening the global-regional nexus by ensuring that the voice of Africa is reflected in the deliberations of the global SDG-Education 2030 Steering Committee, the Technical Cooperation Group on Indicators, and contribution of inputs for the UN-led annual HLPF Review process.

15. We call for the strengthening of partnerships with and commitment of international development partners in supporting African education development around national priorities, including in low-income, fragile and conflict-affected contexts, and in promoting innovative approaches to education and training.

16. We agree to convene the Pan African High-Level Conference on Education (PACE) biennially to take stock of the progress made by Africa and support the implementation of CESA 16-25 and SDG4- Education 2030 and the African Union Agenda 2063 – The Africa We Want, and welcome the proposal of the Kingdom of Morocco to host the next PACE.

17. We adopt this Declaration and Call for Action, and agree to refer it to the AU Specialized Technical Committee on Education Science and Technology (STC-EST) for endorsement.

Education 2030

Bangkok Outcome statement (APMED 2030 - July 2018)

Regional Recommendations for Action on SDG targets 4.3 and 4.

> **Target 4.3:** *By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university*
>
> **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 work and entrepreneurship*

Background

Asia and the Pacific is one of the largest and fastest-growing regions in the world in terms of economic and social development. In line with global economies, this region is experiencing changes associated with the Fourth Industrial Revolution. Despite notable achievements in economic growth in recent decades, equity in growth continues to be elusive, resulting in increasing inequality.[10] The Asia Pacific region is also home to the largest share of the youth population in the world. Building skills for Information and Communication Technologies (ICT), sustainability, entrepreneurship as well as 'foundational and transferable skills'[11] are critical to empower learners to become more resilient, adaptable to rapid change and drivers of their own future. The Sustainable Development Goals (SDGs) recognize the urgent need to bridge the worlds of education and employment and ensure a solid educational and skills foundation for all, including young people to make that leap to the world of work

Following the decision at the first official meeting of the SDG4 National Coordinators' Network Meeting (7 July 2017), the 4th Asia-Pacific Meeting on Education 2030 (APMED2030) specifically focused **on target 4.3 (equitable access to Technical and Vocational Education and Training and tertiary education)** and **target 4.4 (relevant skills for work)** and explored progress and challenges towards implementing and monitoring skills development and outcomes through formal, non-formal and informal education and training.

This Regional Recommendations for Action on SDG targets 4.3 and 4.4 serves as the main outcome document of the 4th APMED2030, informed by the diverse perspectives of delegates in the 4th APMED2030 and represents the collective commitment of the members of the SDG4-Education 2030 Asia-Pacific Regional Coordination mechanism.

Context and rationale

As with the previous years, the 4th APMED2030 consisted of two parts, the first part being the technical meeting, focused on SDG targets 4.3 and 4.4 within the context of Asia-Pacific and under the overarching theme of *"Transforming Learning: Meeting the skills demand to achieve the SDGs in the Asia-Pacific".* The second part convened the 2nd National Coordinators' Network Meeting to discuss the regional preparation for the Global Education Meeting (GEM, December 2018) and the global review of SDG4 in 2019.

Three days prior to the 4th APMED, the global Technical Consultation Meeting on the future of Education for Sustainable Development (ESD) was held in Bangkok. This meeting provided an opportunity for Member States to discuss ways to advance ESD in the region given its crucial relevance to attaining the 17 SDGs, especially SDG4. Being a cross cutting concern, ESD was one of the thematic issues of focus in the technical discussions of the 4th APMED.

The 4th APMED meeting focused on five thematic issues with respect to the overarching concern on "skills" for youth and adults through formal, non-formal and informal approaches: (i) ensuring inclusion, gender equality and equity in learning in the second decade; (ii) digital skills; (iii) school-towork transition; (iv) strengthening

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[10] UN ESCAP, 2018, *Inequality in Asia and the Pacific in the era of the 2030 Agenda for Sustainable Development*
[11] Add footnote on diversity of reference to skills – 21st century skills, transversal skills, soft skills, foundation and transferable skills, etc.

Education 2030

qualification frameworks to promote mobility and employability; and (v) mainstreaming ESD as a key enabler of SDGs.

Participants shared and discussed innovative policies and practices to improve and address skills development. Effective strategies for developing new learning pathways by linking secondary education reform with greater access to quality TVET and tertiary education to improve employability were also identified to enable young people to adapt to changing labour market dynamics across Asia and the Pacific. While young people can drive economies and societies to be more vibrant and productive, it was recognized that this potential could only be realized if they benefit from life-long learning from early childhood to adolescence and adulthood. Similarly, learning pathways are critical for out of school and second chance learners both to ensure gender inclusivity in the labour force and to redress issues of poverty and exclusion.

A need for rethinking of digital skills was raised to ensure the relevance of policy responses to the breadth and depth of the rapidly changing nature of the digital skills demand. While defining futureproof digital skills is important, it should not be forgotten that basic ICT skills are considered as one of the fundamental skills, together with literacy and numeracy, needed to effectively benefit from and participate in sustainable and inclusive social and economic development for all. Provision of quality and equal access to infrastructure and relevant training at all levels, including the need to continuously capacitate and support teachers, were emphasized as critical means to mainstream digital skills.

Monitoring of targets 4.3 and 4.4 was found to be most challenging for various reasons such as, but not limited to: (a) multiplicity of data sources; (b) non-availability and quality of data including lack of disaggregated data; (c) fragmented institutional settings and legal frameworks; and (d) inadequate technical and financial resources available for better monitoring. There is also a significant gap in data linking education and training outcomes with successful entry to the labour markets and/or decent work. Participants highlighted the challenge in accessing the subnational, as well as national, data for evidence-based policy making and resource distribution. While global process of methodological development is very encouraging, there is a need for strategies to translate and contextualize this process at the national level.

Participants also recognized the importance of convergence and forging partnerships beyond the education sector in achieving SDG targets 4.3 and 4.4, in particular with other ministries (for example Labour and Industry), the private sector and employers, and civil society. These partnerships can ensure that education and skills development lead to decent work and inclusive economic growth. Furthermore, countries can also benefit from inter and intra-regional collaboration, as well as south south-north triangular cooperation as a means to increase financing in education and skills development.
Participating countries also identified the need for:

  1) increased financing for education;

  2) systems change and coherence; and

  3) strengthened public-private partnerships.

The outline of the draft outcome document presented at the 2nd meeting of the SDG4 National Coordinators' Network on 14 July 2018, and subsequently shared electronically for review and acceptance by stakeholders, includes the following set of regional recommendations that are to be carried out by all stakeholders, including the private sector, in 2018-2019.

Recommendations for action

The following recommendations are addressed to all key stakeholders of SDG4-Education 2030: governments, international/regional organizations, CSO/NGOs, academia, media, the private sector, teacher education institutions and schools, communities, youth and parents. For effective implementation, it will be necessary to prepare follow-up and monitoring mechanisms in each Member State, as well as integrated national-level plans of action, indicating not only activities, but also shared tasks and responsibilities. Many of the follow-up actions below will require the involvement of several actors.

Action area 1: Inclusion, equity and gender equality

The following recommendations are specifically addressed to the most marginalized, with particular attention to girls and women, adolescents and youth with disabilities, migrants, excluded indigenous groups, refugees, and the poor.

Recommendations	Lead stakeholders[12]
Policies, legal frameworks: 1. Review and establish appropriate legal/normative frameworks to ensure inclusion, equity and gender equality in secondary education, alternative learning pathways and skills development. 2. Improve coordination in the implementation of education and skills frameworks, and policies to ensure community networks and multisectoral solutions, including links to health and social protection while also reflecting the country context and values.	Government (Ministries of Education and other Ministries of related to social and human development e.g. health, finance)
Provisions of services: 3. Improve the access and quality of secondary and post-secondary education pathways, services, provision and governance (formal, non-formal, alternatives, flexible models, etc.) with special attention given to the most marginalized group. 4. All secondary education, including TVET, should aim at developing both foundational and transferrable skills linked to basic livelihoods training to encourage a holistic development of the individual and the communities in which they participate.	Government, private sectors, development partners

Recommendations	Lead stakeholders[3]
5. Greater public and private investments in expanding affordable, accessible, user-friendly, learning opportunities most marginalized groups, who have not completed schooling with recognition of prior learning and bridging courses that lead to decent work.	
Ensure financial support (e.g. scholarships or fee waivers, etc.) 6. Targeted financial support should be made available with special attention given to the most marginalized groups and communities, to access accredited skills development programmes, including through secondary education options and TVET courses. 7. Ministries of education financing to schools, should include a strong equity-based formula, and ministries and partners, including PPPs, should support those education programs to serve the adolescents and youth most at risk of exclusion.	Government (Ministry of Education and Ministry of Finance), development partners, private sector

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[12] "Lead stakeholder(s)" means that one of the key stakeholders identified for the action area will be responsible for/expected to take the action forward with or without other stakeholder partners. This does not exclude the fact that other stakeholders have no interest or responsibility to respond and take action on the recommended point.

Education 2030

Advocacy, political commitment and partnerships:	National and local governments, NGOs youth, development partners, students, parents and communities
8. Advocate with communities and parents to ensure that the most marginalized youth have access to quality secondary education and skills development with learning environments (formal, non-formal or informal), which are gender and disability inclusive, including in the most remote areas.	
9. Strengthen political will and financing towards making more accessible quality education and skills development to the most vulnerable youth and women in poverty.	
10. Establish and implement realistic quotas and targets to increase and maintain enrolments for job-related training for women and girls, especially in emergent and non-traditional jobs, occupations and industries.	

Action area 2: Digital Skills

Recommendations	**Lead stakeholders**
1. Make continuous effort to provide and maintain infrastructure to support the provision, scope and type of digital skills needed for social and economic participation, employment, decent jobs and entrepreneurship for youth and adults to ensure relevance to a changing and connected world.	Government, private sectors, development partners
2. Provide inclusive quality access to ICT infrastructure and relevant digital skills training for all, with deliberate attention to avoiding digital divides and empowering the marginalized and vulnerable groups, including persons with disabilities (PWDs), girls and women, migrants, elderlies and rural communities.	Government
3. Elevate teachers' capacity in mainstreaming ICT in their teaching practices through continuous professional development and support as well as digital skills curricula and assessment packages. Governments need to monitor and coordinate ICT solutions and determine the most relevant and affordable technologies and ensure cost effectiveness.	Government, CSOs, private sector
Recommendations	**Lead stakeholders**
4. Strengthen partnerships with the private sector to keep the digital skills training in formal, non-formal and informal learning settings relevant to the needs of industry and labour market.	All stakeholders
5. Enhance research capacity on digital skills for girls and women to clearly understand the reasons behind the lack of their engagement with digital technology or in ICT industries and facilitate the data informed policy intervention to address the issue.	Research institutions

Action area 3: Promoting a smooth transition from School to Work

To address the skills mismatch between school curriculum and the labour market:

Recommendations	**Lead stakeholders**
1. Promote inter-ministerial coordination to ensure a continuum of foundational, transferable and vocational skills development for young people, including in secondary education reform.	Government
2. Promote improved gender sensitive labour market information, career guidance, and job placement including by using digital technologies and social media.	All stakeholders including students, youth, parents and communities

Education
2030

Recommendations	Lead stakeholders
3. Review post-secondary programmes to ensure relevancy to current and future domestic and regional labour markets, job creation and entrepreneurship ensuring engagement with a full range of stakeholders/sectors.	Government, national research/technical institutions
4. Promote systemic cooperation of private sector and workers' organizations in the design (curricula) and promotion of work-based learning (apprenticeship, internship, etc.).	Government, private sector, workers organizations
5. Promote greater public-private partnership to enhance investment in education, skills development and apprenticeship.	Government, private sector
6. Undertake School to Work Transition Surveys including surveys of industry demand and youth aspirations to help shift from supply-driven to demand-driven education and training systems.	National research/technical institutions

Action area 4: TVET

To improve the relevance and quality of TVET and skills training provisions/programmes:

Recommendations	Lead stakeholders
1. Reform the teacher development, management and evaluation systems for secondary and TVET teachers in coordination with relevant sectors and upgrade their qualifications.	Government
2. Strengthen the coordination mechanisms and cooperation between TVET and other education sectors, training centers, labour and employment sectors, industry and national organizations to empower the most marginalized and integrate them in the world of work.	TVET Institutions, private sector
3. Develop appropriate policies, programmes and communication strategies to provide women, girls, youth and persons with disabilities, with equal opportunities to learn, develop and strengthen their knowledge, skills and competencies.	Government, youth, CSOs
4. Set standards for sub-regional mutual recognition of skills to facilitate recognition of skills and qualifications, and facilitate mobility of workers across borders.	Government
5. Ensure relevance of TVET provisions to the labour market by establishing TVET tripartite governance mechanisms (government, employers and workers organizations).	All stakeholders
6. Undertake labour market analysis in order to have joint public private skills foresights, scenarios and forecasts with focus on leading economic sectors and ensure that results inform TVET policies and programmes.	National research/technical institutions

Action area 5: Higher education

Recommendations	Lead stakeholders
1. Identify a recognition authority, either governmental or nongovernmental that is officially authorized by government, to make decisions on the recognition of national and foreign qualifications.[13]	Government
2. Advocate the importance of integrated qualifications frameworks based on country specific needs. National qualifications frameworks need to link TVET and higher education with the aim to promote the effective use of learning outcomes and diverse learning pathways and enhance standardisation of qualifications at various levels.	Government, CSOs

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[13] With reference to the language from the Tokyo Convention is as follows: "Competent Recognition Authority means a governmental or non-governmental body officially authorised by government with making decisions on the recognition of foreign qualifications". http://portal.unesco.org/en/ev.php-URL_ID=48975&URL_DO=DO_TOPIC&URL_SECTION=201.html

Recommendations	Lead stakeholders
3. Promote the use of technology to ensure equal access to lifelong learning, including to deliver recognized and/or accredited higher education courses and training from the public and private sector.	Promotion: Government Operational: national institutions (e.g. universities)
4. Develop systems and measures to recognize prior and experiential learning in higher education, including processes for individuals to seek recognition of previous training, work experience, professional development, professional licensing and examinations, and other work-based education and training	Government
5. Scope different modalities for delivery and assessment (including Recognition of Prior Learning, and secondary-tertiary pathways) to increase access and participation, including outreach to the most vulnerable through bridging courses.	Government
6. Ratify and implement the Tokyo Convention to promote mobility and fair recognition of qualifications.	Government

Action area 6: Monitoring of SDG4 targets 4.3 and 4.4

Recommendations	Lead stakeholders
1 Ensure/strengthen collection, synergies, analysis and full utilization of disaggregated data on marginalized populations to ensure comprehensive and inclusive monitoring of targets 4.3 and 4.4.	All stakeholders
2. Foster practices for, and build capacity in, data literacy, collection and sharing among and between ministries and relevant institutions, including national and local government and communities, to utilize multiple data sources to systematically monitor targets 4.3 and 4.4.	Government (incl. subnational/provincial)
3. Develop regional frameworks and country standardized methodologies to ensure that the targets 4.3 and 4.4 are properly monitored across the region in coherent, comparable and technically sound manners.	Government Regional and national technical/research institutions
4. Design and implement an appropriate regional capacity programme to set up a well-coordinated national monitoring mechanism for targets 4.3 and 4.4 as part of the comprehensive national SDG-4 monitoring mechanism.	Regional Thematic Working Group (RTWG) – Education 2030+
Synergize full utilization of all data sources (e.g. administrative, household survey and assessment data, etc.) to provide policy relevant information to better implement and monitor the progress on targets 4.3 and 4.4.	All stakeholders

Looking ahead: Building new learning pathways for adolescents and youth for lifelong learning in the Asia-Pacific region

National policies and programs related to the achievements of these targets on TVET and tertiary education need to be holistic and within the broad framework of skills for life, work and sustainable development. This means that policies related to 4.3 and 4.4 cannot be developed without the interconnectedness of the other targets, especially 4.1 (including secondary education), 4.5 (gender equality and inclusion), 4.6 (youth and adult literacy) and 4.7 (ESD and Global Citizenship Education) and SDG 8 (Decent Work and Economic Growth). It should be noted that "foundation and transferable, transversal, soft skills" essential for work and life starts with achieving SDG 4.2 (Early Childhood Development).

This set of recommendations is a collective expression of all participants at the 4th APMED2030 to work together in the coming years and use them to guide the national and sub-regional actions to meet the following milestones of the Regional Roadmap for SDG4-Education2030 to advance progress in SDG targets 4.3 and 4.4:

- Revise and update national policies and programmes to ensure a holistic education environment that encompasses secondary education, TVET, tertiary and adult education within a lifelong learning context and to ensure no one is left behind from availing to the diverse learning opportunities and pathways;
- Provide feedback to the national and regional monitoring frameworks of SDG4;
- Report back on the progress made on the actions recommended at APMED2030 in 2020;
- Use as the baseline reference for the Regional SDG4-Education 2030 Mid-Term Review (SDG4MTR) in 2023.

Finally, in order to move the overall SDG4-Education 2030 agenda forward in the Asia-Pacific region, countries, UN Agencies, CSO/NGO partners and all other stakeholders, agreed to coordinate their efforts with the following principles strongly grounded in all levels and areas of action:

- **Keep** the equity agenda as key driver in the achievement of SDG targets 4.3 and 4.4, to reduce the marginalization of girls and woman, children with disabilities, isolated population, among others, and to enhance female participation in the formal labour force;
- Involve communities, youth and other partners to improve targets 4.3 and 4.4 related policies and services;
- Invest in **innovation and quality data** as indispensable means to deliver results;
- Improve the cross-sectoral and inter-institutional actions**, as critical for effective policy responses; and**
- **Increase and improve their financial investments, with effective equity formulas,** to achieving results for all.

These Regional Recommendations for Action on SDG targets 4.3 and 4.4 was formally adopted by the members of the SDG4 National Coordinators' Network by virtual sharing on 3 August 2018.
The drafting of the document was led by the Drafting Group consisting of the following members:

- Mr. Saifiddin Dalvatzoda, Tajikistan (Central Asia)
- Ms. Shinobu Yamaguchi, Japan (East Asia)
- Mr. Md. Mahamud Ul Hoque, Bangladesh (South Asia)
- Ms. Kanittha Hanirattisai, Thailand (Southeast Asia)
- Ms. Danielle Cochrane Cook Islands (Pacific)
- Ms. Cecilia Soriano, ASPBAE
- Ms. Elaine Butler, ASPBAE
- Mr. Julien Magnat, ILO
- Ms. Maki Hayashikawa, UNESCO Bangkok
- Mr. Nyi Nyi Thaung, UNESCO Bangkok
- Ms. Amalia Serrano, UNESCO Bangkok
- Mr. Mark Manns, UNESCO Bangkok
- Mr. Wesley Robert Teter, UNESCO Bangkok
- Ms. Jonghwi Park, UNESCO Bangkok
- Ms. Lina Benete, UNESCO Almaty
- Mr. Francisco Benavides, UNICEF EAPRO
- Ms. Urmila Sarkar, UNICEF ROSA

Cochabamba Agreements (July 2018)

Regional solidarity to reach SDG4-E2030 in Latin America and the Caribbean.

We, the Ministers of Education of Latin America and the Caribbean, and high-level government representatives, together with representatives of United Nations agencies, regional organizations, civil society organizations and other partners of the Agenda 2030 for Sustainable Development,

Considering that in the Declaration of Buenos Aires, adopted during the I Meeting of Ministers of Education held on 25 and 26 January 2017, Ministers of Education of Latin America and the Caribbean, high-level government representatives, together with representatives of United Nations agencies, regional organizations, civil society organizations and other partners of the 2030 Agenda for the Sustainable Development, committed to develop a roadmap for the implementation of SDG4 – E2030 at the regional level that included coordinating, communication and monitoring mechanisms that respond to the expectations, realities and educational priorities of the region;

Recognizing that, in the aforementioned meeting, the participants reaffirmed OREALC/UNESCO Santiago's regional coordination role of the SDG4-E2030, and urged the co-convenors of the mentioned Agenda (UNESCO, UNICEF, UNHCR, ILO, UN Women, UNDP, UNFPA and the World Bank) and other relevant actors in the region to ensure coherence and develop joint actions to support its implementation;

Considering that OREALC/UNESCO Santiago organized two Technical Follow-up Meetings to the Regional Ministerial Meeting of Buenos Aires in April 2017 and February 2018 to draft a Roadmap for the implementation of SDG4–E2030 in Latin America and the Caribbean. Meeting participants comprised of the current representatives of the Latin American and Caribbean countries on the Global SDG-Education 2030 Steering Committee (Argentina, Brazil and Bolivia), a representative from a Caribbean country elected by GRULAC (Grenada), as well as UNESCO and UNICEF, sub-regional and regional organizations (CARICOM, CECC–SICA, OAS, and OEI) and representatives of civil society and teacher organizations (CLADE and Education International);

Considering the debate carried out, and consensus reached at the Regional Ministerial Meeting in Cochabamba, we agree to:

1. Adopt the Roadmap with its coordination mechanisms for the implementation of SDG4-E2030 in Latin America and the Caribbean (Annex 1). It consists of a reference framework for the development and implementation of regional actions and recommendations to support national implementation, so that Member States advance in a coordinated and coherent manner in the development of policies and actions in themes that have been prioritized by the region: quality education, equity and inclusion, teachers and education workers, and lifelong learning.

2. Call on OREALC/UNESCO Santiago to facilitate the establishment and functioning of a coordination mechanism that will promote the implementation of the Roadmap and ensure representation, coordination and communication between the Ministries of Education of the Member States and other relevant regional actors. The mechanism will be composed of:

   Regional Steering Committee: a Regional Steering Committee will be composed of key partners with the following structure and working modalities:

   Based on the principles of representation, inclusion, rotation and coherence, the group will be comprised of up to 20 members:

   - The Latin American and Caribbean country representatives in the Global SDG-Education 2030 Steering Committee; and additionally, seven Member States, two from South America, two from Central America and Mexico and three from the Caribbean that will be elected by Member States of each region.
   - **Three co-convening agencies:** UNESCO and UNICEF will have permanent seats and a third seat will be occupied on a rotational basis by one other co-convening agency;
   - **Four intergovernmental organizations:** CARICOM, CECC-SICA, OAS, and OEI;
   - **Two civil society organizations**, on a rotational basis, in alignment with the Global SDGEducation 2030 Steering Committee, with regional and/or sub-regional coverage.

Education
2030

Executive Secretariat: will be exercised by OREALC/UNESCO Santiago and will support the Regional Steering Committee in the implementation of the Roadmap.

Working Groups: The Regional Steering Committee will establish four Working Groups that will carry out specific activities to advance the implementation of the Roadmap in each of the following areas: (i) Review, Monitoring and Reporting; (ii) Policies and Strategies; (iii) Advocacy and Communication; (iv) Financing and Governance. The Working Groups may, as needed, include technical experts to provide support.

3. Call on the Regional Steering Committee, with the support of OREALC/UNESCO Santiago in its role as Executive Secretariat, and in consultation with all Member States to:

   3.1 Facilitate the implementation of the Roadmap for the period 2018–2021 and develop a progress report to present at the next Regional Education Ministerial Meeting, organised by OREAL/UNESCO Santiago together with a host Member State. In this framework, the Implementation Roadmap will be reviewed, revised and re-designed as necessary for the following phase.

   3.2 Promote greater articulation between regional educational ministerial meetings, agendas and working plans of the different regional and sub-regional organisations, with the aim of creating better synergies to advance the implementation of the Roadmap.

   3.3 Draft a proposal for financial, technical and human resource mobilization to enhance regional and international cooperation for education in Latin America and the Caribbean, including South-South cooperation.

   3.4 Develop regional communication and advocacy strategies on the importance of the principles of the SDG4 Education 2030 Agenda and the implementation of the Roadmap.

   3.5 Ensure that the Regional Steering Committee is in close coordination with the GRULAC and the Global SDG-Education 2030 Steering Committee

4. Entrust OREALC/UNESCO Santiago with the responsibility, together with a host Member State to organize a Latin American and the Caribbean Regional Education Ministerial Meeting every two or three years, following the agreement of the Member States, in coordination with the Regional Steering Committee.

5. Develop work plans to align national and local policies to SDG4–E2030, taking into consideration national and regional priorities.

6. Strengthen intersectoral collaboration to support the achievement of the 2030 Agenda.

7. Call on the Regional Steering Committee to coordinate regional perspectives, with GRULAC representatives, along with the Global Steering Committee, in the Global Education Meeting and the 2019 High Level Political Forum, to ensure that education is well reflected in the SDG Voluntary National Reviews (VNRs).Engage youth and adults to advance the implementation of SDG4 – E2030 and call on the Regional Steering Committee to explore modalities for their participation in regional coordination mechanisms.

We thank the people and the Government of the Plurinational State of Bolivia for organizing the II Regional Meeting of Ministers of Education of Latin America and the Caribbean within the framework of the SDG4–E2030, and we acknowledge the work developed by its Ministry of Education in the preparation of this fundamental process to guarantee the right of all persons to an equitable and inclusive quality education throughout life.

Education 2030

Strasbourg Outcome Document – Europe and North America Education 2030 Consultation (October 2018)

Preamble

1. We, the representatives of Ministries of Education and of Cooperation and Development, of UN agencies, the Council of Europe, the European Commission, National Commissions for UNESCO, academia, civil society organizations, the teaching profession, and development partners of European and North American States, have gathered at the Europe and North America SDG4-Education 2030 Consultation in Strasbourg, on 24 October 2018.

2. We reaffirm the universal relevance of the 2030 Agenda for Sustainable Development and the centrality of education for reaching all SDGs, and commit to a regional response in dialogue and solidarity with all world regions.

3. Aiming to strengthen interlinkages between regional and global education goals, targets and commitments, the Europe and North America consultation addressed four priority areas. Serving as the region's contribution to the Global Education Meeting (Brussels, 3-5 December 2018), these policy recommendations are in line with the focus of the 2019 High-Level Political Forum (HLPF) review on "Empowering people and ensuring inclusiveness and equality".

The right to education for migrants, refugees, displaced persons and asylum seekers

4. We reaffirm the right to quality education and to learning throughout life, based on the principles of non-discrimination, equal opportunity for all, and gender equality. We commit to ensuring that all children and youth have access to at least one year of pre-primary and 12 years of free, publicly funded quality primary and secondary education, with particular attention to those in vulnerable situations, in line with the Education 2030 Framework for Action. We also commit to supporting developing country partners in their efforts to expand equal opportunities for girls to access 12 years of quality education.

5. Recognizing that millions, in particular migrants, refugees, displaced persons, stateless children and asylum seekers, do not access quality education and lifelong learning opportunities because of multiple and intersecting forms of discrimination, we commit to taking further legal and policy measures to make our education systems more equitable and inclusive. We recognize that the challenge of ensuring access to education for migrants, refugees, displaced persons, asylum seekers, and stateless children is not new, but one that has taken on new political dimensions, requiring new strategic approaches.

6. We commit to further identifying and addressing structural barriers to the integration of migrants, refugees, displaced persons and asylum seekers into education systems, including legislation, policies, financing, governance, recognition of skills and qualifications, teacher training and professional development. We commit to supporting communities hosting large numbers of refugees to ensure the inclusion of these children, youth and adults into their education and training systems on equal footing.

7. We will provide fair recognition of qualifications, even when the qualifications of refugees or displaced persons cannot be fully documented, in accordance with the Council of Europe/UNESCO Lisbon Recognition Convention. We will also further strengthen policies for lifelong learning, promoting connections between formal and non-formal education, including vocational skills development.

Education for democratic citizenship and sustainable development

8. Recognizing education as a public good and a public responsibility, we reaffirm its fundamental role in developing the competences and skills that enable students to find meaningful employment, to play active roles as citizens in democratic societies and to support their personal development. We recognize that education plays an essential role in furthering equal opportunities, social inclusion and social cohesion, as well as a sustainable future. For education systems to be considered of high quality, they must provide opportunities for all learners, ensure the training and recruitment of qualified teachers and school leaders, foster educational success, provide safe and inclusive learning environments, and be free of fraud and corruption.

Education 2030

9. We recognize and uphold diverse and plural cultures and identities, considered as sources of strength in our bridging of regional efforts with global aspirations for democratic citizenship. We reaffirm the key role of education in building and maintaining inclusive democratic societies that are respectful of human rights, and in developing the will and ability to conduct intercultural dialogue. We underline the essential role of education in promoting a culture of democracy, peace, non-violence and gender equality, including through the provision of age-appropriate comprehensive sexuality education in and out of school. We reaffirm the importance of these dimensions to ensure more peaceful, tolerant and inclusive societies.

10. We recognize the urgent need to integrate sustainable development issues, including sustainable production and consumption patterns and climate change, in our education systems, to enable all students to gain the knowledge, skills and tools to understand and resolve environmental challenges, in line with the General Assembly Resolution 72/222, which recognizes Education for Sustainable Development as a key enabler of all the SDGs.

11. We commit to strengthening the provision of education for democratic citizenship and sustainable development at all levels and in all types of education, with specific attention paid to often-neglected areas such as pre-school education, vocational education and training, and higher and adult education. We further commit to supporting teachers and educators through quality training and continuous professional development on inclusive education and the promotion of democratic citizenship and sustainable development. We take due note of the Council of Europe Reference Framework of Competences for Democratic Culture and its links to the UNESCO framework of Topics and Learning Objectives for Global Citizenship Education and encourage national or sub-national authorities to implement these Frameworks within their education systems.

Improving domestic and international financing for education

12. We recognize the importance of improving domestic public expenditure for education to meet SDG4-Education 2030 commitments, underlining the importance of the international benchmark of 15-20% of public expenditure and/or 4-6% of GDP allocated to education; of ensuring more efficient and equitable allocation of education resources; of improving efficiency and accountability in expenditure; and of strengthening domestic mobilization through tax reforms, anti-corruption actions and tracking illicit flows, as agreed in the Addis Ababa Conference on Financing for Development

13. In our position as a "donor region" in a global context, we call for increased volume and predictability of international aid to the education sector, the allocation of a larger share of aid towards countries with the greatest needs, and the strengthening of national public financial management systems in line with national plans and priorities.

14. We reaffirm our commitment to increasing the share of humanitarian aid to education and improving coordination of funding across development and humanitarian contexts, strengthening cross-sectoral approaches when taking into account funding of education.

Monitoring equity and quality in education

15. We commit to strengthening the monitoring of equity and quality in education by using qualitative and quantitative data and mixed methods of analysis and taking into account the multiple purposes of education and the contextual factors that influence the development of education.

16. We further commit to the meaningful involvement of social partners in the development and monitoring of policies for education and lifelong learning, including through institutionalized and effective social dialogue, and to the inclusion of stakeholders such as youth, students, teachers, school and university leaders, and parents.

17. We commit to optimizing the use of existing data and indicators from an equity lens in order to ensure equal opportunity in access and participation in all levels and in all types of education and training, and a more equitable distribution of learning results and social outcomes.

Education
2030

18. Recognizing the need to ensure coherent sets of national, regional and global indicators and facilitate national and sub-national monitoring and reporting, we commit to better articulating the regional and global SDG4 indicator frameworks for more effective monitoring of quality and equity of education, training and learning. We strive to strengthen coherence between regional indicators and the global monitoring framework for SDG4-Education 2030 with special attention to indicators related to the measurement of equity, resource allocation to disadvantaged populations, and mainstreaming of education for citizenship in a global context and for sustainable development.

Moving forward

19. We commit to further strengthening effective partnerships and cooperation between the European Union and the Council of Europe and their Member States, UNESCO and other UN agencies, OECD, as well as other international organizations and constituencies, by building on the SDG-Education 2030 Steering Committee, and existing consultation and coordination structures and mechanisms to harmonize support and reference frameworks.

20. We adopt this Declaration and agree to regular stocktaking of progress made by Europe and North America in the implementation of SDG4-Education 2030, in particular by contributing to the 2019 HLPF review process and providing political guidance for the UNGA 2019 meeting.

Amman Outcome Document – Arab Region (November 2018)

Towards inclusive and equitable quality learning opportunities for all

Introduction

A region of renowned civilizations and contribution to humanity, the Arab Region has become one of paradoxes: Young, highly educated, dynamic, well-endowed nations, on the one hand, and multiple protracted armed conflicts, high level of youth unemployment, volatile and vulnerable state of existence, extreme inequalities and disparities, on the other.

While the region indeed made tremendous achievements, many countries in the region have unfortunately seen their developmental gains significantly reversed primarily due to the protracted nature of conflict, while others struggle to improve the quality of education and achieve nationally set goals.

Available evidence shows that national education systems are struggling to deliver the outcomes needed for individual, economic and societal development. Indeed, children, youth and adults in the Arab Region are facing unprecedented challenges in terms of learning, employment, and social cohesion. For instance:

- 22 million Arab children are still out of school or at risk of dropping out. This is coupled with a growing number of youths in the region who are not in education, employment or training (NEET). NEET accounts for up to 45% in some countries.

- The quality of education is deteriorating. For example, results in the 2015 TIMSS (Trends in International Mathematics and Science Study) for grade-8 mathematics indicate that while some countries have shown improvement as compared to 2011 results, six out of the bottom eight countries surveyed are in the Arab region, six have a mean score lower than 500, which is the global center point, and the remaining two score below 400. The gaps between the top achievers and those at the bottom are also more pronounced in the Arab Region as compared to other regions.

- The number of adults possessing low level of literacy skills is relatively high in the region (more than 50 million adults) and appears to be on the rise particularly in crisis-affected countries. This is exasperated by structural challenges, such as lack of vision of lifelong and life wide learning, and of comprehensive legal and policy frameworks, insufficient financial investment, and poor quality of educators and programmes.

- In most Arab countries, the expansion of educational opportunities has yet to translate into economic growth. The average rate of youth unemployment in the Arab region is the highest in the world, reaching 30%, which is more than double of the world average. This comes together with a severe skills mismatch with inverse correlation between education and employment resulting in low return on education. An additional year of schooling adds around 5.4 per cent to earning compared to the world average of 7 per cent.

- This is compounded by a value deficit with the erosion of social cohesion and increasing incidence of violence and conflict that is detriment to this region. This is evident in some countries where adolescents and youth are being exposed to violence and instability leading to staggering consequences: More than 70% of adolescents who died in 2015 due to collective violence lived in the Arab region.

Responding to significant challenges, countries in the region are undergoing continuous education and public sector reforms leading to positive achievements during the Education for All (EFA) era with continuous efforts exerted thereafter.

Perspectives and priorities

Cognizant of the above, we, Ministries of Education in the Arab Region, whole-heartedly embraced Education 2030 Agenda as the prime opportunity to transform our national education systems into one of resilience and to contribute to the realization of our national development goals and the Agenda 2030 for Sustainable Development as a whole.

Education 2030

Given the diversity and uniqueness of the region, it is extremely challenging to advance on the region-specific education agenda. Nevertheless, evidence points to three broad-based issues and priorities of common concern, as follows:

Migration, displacement and education

Ensuring access to safe and conducive learning environments at all levels, providing opportunities to gain life-saving and -enhancing knowledge and skills, supporting teachers and educators, and building resilient education systems

The most significant challenge to progress in the majority of countries in the region is armed conflict which results in millions of forcibly displaced populations and which in turn exacerbates inequality, poverty, exclusion and marginalization. The devastating impact of crisis puts pressures on conflict-affected and host governments and communities to ensure provision of access to quality education at all levels, including higher education, to internally displaced persons and refugee communities, including girl and female learners and those with special needs. At the same time, the region has seen large-scale movements of people, particularly younger populations, in search of better opportunities both within their countries and beyond. Available evidence shows that the more educated they are, the more likely they move and that immigrants and migrants encounter challenges in the access to education and continuation of learning.

Of critical policy and programmatic issues are: provision of policy and legal frameworks; continued support to basic education; role of non-formal and informal education for certified alternative and diverse learning pathways; recognition of prior learning; support for different languages of instruction; preparedness and competences of teachers and education personnel; quality data management; expansion of relevant learning opportunities in technical and vocational education and training (TVET) and higher education; and inter-sectoral collaboration, principally with child protection, health and nutrition (i.e. school feeding). These issues cross national borders and thus require regionally and mutually supportive strategies and partnerships to address them in the context of strengthening the humanitarian and development nexus.

Quality and relevance of education

Ensuring coherent, holistic, systematic and sector-wide approaches to addressing the dimensions of quality and relevance in education

Quality and relevance at all levels and alternative forms of learning are central to the Education 2030 Agenda and have long been the priority of all countries in the region. Nevertheless, an analysis of international large-scale assessment (TIMSS, PISA and PIRLS) and national examinations show low and, in some instances, further declining performance, while the difficulty in the transition to the world of work in the region results in high youth unemployment and skill mismatch. At the same time, education systems in the Arab region have traditionally been focused on schooling rather than learning, without really focusing on skills acquisition. Moreover, while important tensions between quality and equity are prevailing in many education systems, additional challenges to balancing quality, equity and accountability have occurred over the last decade following the Arab spring movements in several countries.

Regardless of the state of development in the region, there are numerous challenges to this effect both at system level (policy, planning, monitoring and evaluation) and content (curriculum, teaching, and learning) levels. This requires a transformation of the education system in terms of what we learn and how we learn, and the promotion of open and flexible learning systems that put skills for life and work at the core of the 21st century learning agenda.

Of particular significance is the critical need of the alignment of curriculum, teachers and learning assessment that brings about both pedagogical and socio-economic advantages. The alignment furthers both system cohesiveness and cost-effectiveness and serves as a lever of integrating Education 2030 commitments and dimensions into the curriculum to enhance learning quality, especially with regard to skills development, Global Citizenship Education (GCED) and sustainable development, gender equality, peace, and intercultural understanding.

Education
2030

Financing of education:

Increasing, optimizing use of, and accounting for, investment in education

All countries in the region have traditionally prioritized investment in education. The Gulf countries have recently become very important education donors in the region and beyond. Nevertheless, in recent times, the level of domestic spending in expenditures has plummeted in many countries because of such reasons as armed conflict, structural adjustment. In other countries, while there is high level of investment in education, it does not necessarily result in student achievement. In addition, many countries, including refugee-hosting countries, are highly dependent on external aid, which makes them highly susceptible to external shocks, and unexpected events, and which gravely compromise educational development. Furthermore, the education sector remains severely underfunded particularly to respond to the educational needs of the most vulnerable and marginalized in the region, including forcibly displaced populations.

Therefore, it is critical for countries to prioritize education expenditure, unify services provided by different organizations and strengthen national capacity in planning, managing, and accounting for resources through establishing a system like National Education Accounts, making use of a tool like projection and simulation model and further cultivating the public-private partnerships for innovative financing. At the same time, there is a need to ensure harmonization between the humanitarian and development funding.

Commitments and actions

In order to collectively address the above three inter-linked priorities and agree on actions, we adopted two-pronged approach:

Biennial Arab Regional Meeting on Education 2030 (AR-MED)

Since 2015, we have gathered three times and adopted successive Roadmaps in Cairo, Egypt, in December 2015; Dubai, United Arab Emirates, in March 2017; and Dead Sea, Jordan, in November 2018, to discuss national and regional policy and programmatic priorities and agree on how best to operationalize and integrate national commitments to the Agenda at the national level. The Roadmaps focus on five pillars of action, namely Advocacy and Communication, Policy and Planning, Monitoring, Reporting and Financing, and Country Support.

Inter-governmental regional, sub-regional and national policy and technical forum

We have contributed to, and benefitted from, opportunities of mutual learning in order to deliberate on concrete issues and challenges related to the SDG4 Targets, learn from innovative and promising practices and reaffirm our commitment to taking further actions, in the following areas:

- Rethinking education in the Arab World through lifelong and life-wide perspectives

- Managing education response to crisis

- Aligning curriculum, assessment and teacher professional development for quality learning

- Revisiting policy and legal frameworks, such as the Arab regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education

- Expanding learning opportunities in higher education institutions in crisis situations

- Promoting literacy and non-formal education

- Implementing education for sustainable development in learning cities

- Ensuring inclusion for all, with particular attention to crisis-affected children and youth

- Improving the curricula contents by integrating concepts and practice of sustainable development and life skills for learning, employability, personal empowerment and active citizenship

- Enhancing the protection-nutrition-education nexus through school feeding

- Strengthening national education systems and capacity in planning, cost and financing of education, monitoring, evaluation and reporting on Education 2030 thematic indicators framework

To support country-led actions and the aforementioned Roadmaps in a coordinated manner and promote regional cooperation and collaboration, *Arab Regional Support Group for Education 2030* was constituted in July 2016 and has since supported a number of regional, sub-regional and national initiatives to address regional issues of common concern and provide coordinated, coherent support at all levels. The Group maintains a very strong connection with the Arab regional representation at SDG-Education 2030 Global Steering Committee to ensure and enhance the national-regional-global- nexus.

Recognizing that education is a fundamental human right and reiterating that Education 2030 agenda is inextricably linked with, and contributes to, the realization of our aspirations as set out in the Agenda 2030 for Sustainable Development, we, Ministries of Education in the Arab region, together with the Arab Regional Support Group for Education 2030, resolutely reaffirm our collective commitment to continuing to take decisive actions to make progress towards realizing the goal of Education 2030 Agenda.

Our actions for the 2019-2020 period will be guided by Dead Sea Roadmap agreed to in the Third Regional Meeting on Education 2030 (AR-MED III, Dead Sea, Jordan, November 2018) and outcome statements and declarations issued at various policy and technical forum held in 2017 and 2018, as annexed. For North Africa, as Member States of the African Union, we equally uphold our commitments to the Nairobi Declaration and Call for Action on Education.

Annex I: Dead Sea Roadmap for 2019-2020 – Draft: Third Regional Meeting on Education 2030 (Dead Sea, Jordan, November 2018)

Annex II: Joint Statement - Regional Technical Meeting on the Alignment of Curriculum, Learning Assessment and Teachers: Third Regional Meeting on Education 2030 (Dead Sea, Jordan, November 2018)

Annex III: Tunis Declaration on the Centrality of School Feeding for Education, Inclusive Development and Stability in the Middle East and North Africa Region (Tunis, Tunisia, October 2018)

Annex IV: Nairobi Declaration and Call for Action on Education: Bridging continental and global education frameworks for the Africa We Want (Nairobi, Kenya, April 2018)

Annex V: Action Plans and Way Forward: Implementing Education for Sustainable Development in Learning Cities (Aswan, Egypt, March 2018)

Annex VI: Declaration: Rethinking Education in the Arab Region (Arabic) (Sharm El Sheikh, Egypt, December 2017)

Annex VII: Recommendations: Capacity development on the thematic indicators (Muscat, Oman, December 2017)

Annex VIII: Partnership Framework and Actions: Life Skills and Citizenship Education (November 2017)

Annex IX: Outcome Statement: GCED Networking Meeting (Luxor, Egypt, November 2017)

Annex X: Sharm El Sheikh Statement: Higher Education in Crisis Situations in the Arab States (Sharm El Sheikh, Egypt, March 2017)

Please note that all annexes are available via
http://unesdoc.unesco.org/images/0026/002662/266236E.pdf

Education
2030

The Teaching Profession: Strategies to improve the professional status of teachers

Context & rationale

Teacher quality, status and conditions matter. However, research evidence from various studies, including Education International's 2015 and 2018 global surveys on the status of the teaching profession and teachers, shows that the status of teaching as a profession remains very low and is on the decline in many countries. Lower status is reported more often for early childhood, primary, vocational education and education support personnel. Differences in status between teaching and other occupations, as well as changes in status over time were mainly attributed to salaries and working conditions, the quality of teacher education programmes, standards for entering the profession, media image, government consultation with education unions and teachers, trust in teachers' professional judgment, and the extent to which market-based policies are introduced in certain countries. Data from The Global Teachers Status Index 2018 reveals that there is a correlation between the status accorded to teachers and the quality of a country's education system, thus indicating that increasing teacher status can directly improve the performance of a country's students. The low status of the teaching profession, coupled with other factors, has made teaching less attractive to new candidates and resulted in significant levels of attrition in many countries around the world.

Focus of the session

This forum will discuss and share concrete strategies for improving the professional status of teachers and ensuring decent work for all educators. Drawing on evidence from research, including EI's global survey reports on the status of teachers, as well as the practical experiences of the discussion starters and participants, the session will identify and discuss successful strategies for addressing the current and emerging challenges affecting the status and attractiveness of the profession. The workshop will also explore and suggest concrete measures that can be taken by governments to attract teachers to and retain them in rural and other marginalized areas so that all children and youth are taught by highly trained, professionally-qualified, motivated and supported teachers.

Emerging challenges in light of the SDGs

This workshop will link Goal 4 target 4.C on increasing the supply of qualified teachers and the teacher priorities/strategies in the Education 2030 Framework for Action with Goal 8 on inclusive economic growth and decent work for all. The workshop will particularly address targets 8.5 and 8.8 on protecting and promoting decent work, labour rights, and safe and secure working environments for all women and men, by addressing the specific terms and working conditions of teachers. The workshop will pay particular attention to the strategies needed to improve the working conditions of female teachers, teachers with disabilities, migrant and refugee teachers, indigenous teachers, ethnic minorities and education support personnel, among others.

Organized by SDG-Education 2030 Steering Committee Members: Education International, ILO and Belgium
Moderator: Mr Dennis Sinyolo, Senior Coordinator, Education and Employment, Education International
Speakers:
- Ms Mailis Reps, Minister of Education and Research, Estonia
- Ms Marième Sakho Dansokho, General Secretary, SYPROS/Senegal & Executive Board member, Education International
- Ms Pascale Genot, Advisor on Teacher Training and Compulsory Education, French Community, Belgium
- Mr Oliver Liang, Head, Public and Private Services Unit, Sectoral Policies Department, International Labour Organization

Guiding questions

1. What are the main current challenges/bottlenecks to attracting and retaining quality teachers in the profession, and in remote and other marginalized areas? How can these challenges be addressed?
2. What strategies can governments and partners employ to improve the professional status and decent work for teachers and education support personnel?

3. What measures can governments and partners take to address the specific needs of marginalized categories of teachers and educators, including those of female educators, teachers with disabilities, ethnic minorities, migrant and refugee teachers?

Key policy messages

- Concrete measures should be taken to improve the attractiveness and status of the teaching profession in order to ensure that all children/students are taught by highly-trained, professionally-qualified, well-supported, experienced and motivated teachers.

- Governments should establish/strengthen social dialogue mechanisms and engage in continuous dialogue with teacher organizations in order to ensure decent working conditions and career pathways for teachers and education support personnel.

- Governments and partners should ensure full implementation of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel.

References:

Stromquist, N. (2018). *The Global Status Of Teachers and the Teaching Profession. Brussels*: Education International.
Symeonidis, V (2015*). The Status of Teachers and the Teaching Profession A study of education unions' perspectives.* Brussels: Education International.
Dolton, P*.*, Marcenaro, C. & She, P. (2018). *The Global Teachers Status Index 2018.* London: Varkey Foundation.

Validating education achievements - key to opening doors to refugees and migrants

Context & rationale

In an increasingly globalized world, multiple efforts are being made to improve the process through which academic and professional qualifications, and learning, are recognized, validated and accredited. Many forcibly displaced persons, however, cannot demonstrate their prior learning, training or skills, thus jeopardizing their entry into a host country's education system or, in some cases, labour market. People who have been forced to flee are unlikely to carry degrees and certificates with them. Their children may struggle to prove their prior learning to enter at the right level in the host country's education system. Successful inclusion of refugee and forcibly displaced children and youth in education needs to effectively and efficiently address the issue of recognition of learning and qualifications.

Faced with the challenges at local, national and international levels that migration and displacement pose, all 193 UN member states signed the New York Declaration for Refugees and Migrants in September 2016 to strengthen and refine responsibility-sharing mechanisms (United Nations, 2016). The declaration set in motion two processes to be concluded by the end of 2018, both of which address the issue of recognition of qualifications and skills. The country-led Global Compact for Safe, Orderly and Regular Migration, which includes education for the first time in the migration agenda, dedicates one of its 23 objectives to the facilitation of mutual recognition of skills, qualifications and competences. The Global Compact on Refugees, led by the Office of the United Nations High Commissioner for Refugees, revisits and updates commitments already made under Article 22 of the 1951 United Nations Convention Relating to the Status of Refugees for refugees to receive 'treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances with respect to ... the recognition of foreign school certificates, diplomas and degrees'.

To safeguard the rights and ensure protection of refugees and other forcibly displaced persons, **their prior learning and qualifications must be readily recognized** both so that continued studies can be at an appropriate level and lead to recognized certification, and so that they can find work consistent with their skills.

Focus of the session

The panel will situate certificate recognition, validation and accreditation within the forced migration and displacement context and explore the barriers that lack of recognition and/or lack of certification impose on access to education and employment for refugees and other persons forced to flee. As of 2017, 68.5 million people are in situations of displacement. Over half of them are children. Among the global refugee population, more than half of school age children are not receiving an education and only one percent of refugees have access to higher education.

Pledges to comprehensively address the challenges of large scale displacement, as laid out in the New York Declaration and its accompanying Comprehensive Refugee Response Framework (CRRF), are consistent with Sustainable Development Goal 4, which commits to "inclusive and equitable quality education and promote lifelong learning opportunities for all", including refugees and other displaced persons. SDG 5[14], SDG 10[15], SDG 16[16] and SDG 17[17] are also implicated in the commitments of Agenda 2030 to "reach the furthest behind first" and "leave no one behind", including refugees and other displaced persons. The panel, with participant input, will examine good practices, individual country contexts, specific issues and global and regional efforts to address learning and certificate recognition, as well as validation for refugees and displaced persons.

Session Format

The panel will be a moderated discussion among speakers with knowledge of recognition, accreditation and qualification issues as they pertain to displacement and mobility, including inputs from formerly stateless and

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[14] Achieve gender quality and empower all women and girls

[15] Reduce inequality within and among countries

[16] Promote peaceful and sustainable societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions for all

[17] Strengthen the means of implementation and revitalize the global partnership for sustainable development

refugee speakers. Following brief presentations from the panel members, interventions from the audience will be invited with open discussion and sharing of experience encouraged.

Organized by SDG-Education 2030 Steering Committee Members:: UNHCR, EAA, and UNESCO
Moderator: Ms. Yalda Hakim, BBC World News presenter and correspondent
Speakers:

- Ms. Maha Mamo, former stateless person from Syria
- Mr Karim Albrem, Refugee Speaker, Global Youth Advisory Committee
- Professor Maria Böhmer, The President of the German National Commission for UNESCO
- Dr Alexandru Manus, Southern New Hampshire University's Office of Academic Quality, Accreditation and Support
- Mr Stig Arne Skjerven, Director of Foreign Education, Norwegian Agency for Quality Assurance in Education (NOKUT)
- Mr Fahad Al Sulaiti, Chief Executive Officer, Education Above All (EAA)

Guiding questions

1. The recognition process needs to be appropriate to refugees and other forcibly displaced persons who cannot prove their academic qualifications or learning. What good practices exist that address this challenge?
2. Recognition systems for professional qualifications and skills take many forms but remain fragmented and inconsistent overall. How is this challenge addressed in practice?
3. The recognition of skills and competencies obtained through nonformal approaches such as distance, online and blended learning is uneven and lacking predictability and widespread acceptance. How can we address this?

Key Policy Messages

- Recognition of prior learning at all levels of education is a challenge for refugees, other displaced and stateless persons and impacts their rights and opportunity to advance with their studies and with their lives.
- The process for recognition of professional qualifications of refugees and forcibly displaced persons needs to be efficient and flexible.

Education 2030

Women's and Girls' Education: From Commitment to Action

Context and rationale

The Sustainable Development Goals (SDGs) and the Education 2030 Framework for Action provide an ambitious vision for the education community, confirming and highlighting the critical role of gender equality in achieving this right to education. The Framework for Action explicitly recognizes the link between education and gender equality outcomes, and calls on governments and partners alike to put in place gender-sensitive policies, planning, and learning environments.

Since the launch of the SDGs, the education of girls and women have remained high on the global agenda. In 2018 alone, concrete commitments to advancing the rights of all girls and women to education were pronounced at a number of high-level events. The G7 Summit in Canada and the Commonwealth Summit in the UK agreed on commitments with a particular focus on supporting adolescent and highly marginalised girls while they confront enduring barriers to their achievement of positive learning outcomes. At the same time, the Global Partnership for Education conference in Senegal saw developing countries commit themselves to invest a further $110 billion in education, coupled with $2.3 billion of ODA pledges by donors. The Pan-African High-Level Conference on Education agreed to render all aspects of the education system gender-sensitive, responsive, and transformative and provide sexuality education in schools and tertiary institutions, ensuring access for adolescents and young people. At the UNGA, the Joint Statement called all education stakeholders to continue this momentum for shared responsibility, global solidarity, and accountability to ensure no girl is left behind.

Unprecedented progress in expanding school enrolment has been made over the last decades and gender parity has been achieved, at least at the global level. However, progress has been slow and uneven, with inequalities among and within countries. Two-thirds of illiterate adults continue to be women, reflecting the historical and systematic exclusion of girls from education. Around 132 million girls and young women – about 1 in 5 – were still out of school in 2016. Girls in countries affected by conflict are 2.5 times more likely to be out of school than boys. In many contexts, the cost of schooling is too high or the journey to school might be dangerous.

Legal guarantees of access to school do not always result in regular attendance. Education costs and financial difficulties may lead parents to prioritize the education of one child over the other, often on the basis of social norms that favour boys or girls. In many contexts, education systems are unable to provide safe, gender responsive and supportive learning environments. Separate and functioning toilets are still not universal and MHM provisions are the exception rather than standard in primary and secondary schools. Crowded and poorly equipped classrooms, insufficient numbers of teachers, and gender imbalance across the teaching staff remain barriers to all girls progressing through school. Textbooks increasingly cover gender issues but progress is insufficient. In many countries, women remain underrepresented in textbooks, and when included, are relegated to traditional roles such as housework or childcare. This undermines even the best intentions to support girls' ambitions through school and beyond.

In many countries, laws act as barriers to education – especially those that permit early marriage or allow schools to exclude girls that are pregnant. While we now acknowledge the reality of gender-based discrimination and violence in schools and education institutions, far more remains to be done to create bias- and violence-free learning spaces.

Objectives

Gender equality in education is a global priority as evident in the SDG Framework and confirmed by the political will demonstrated and financial commitments made at high-level events in 2018. However, there is a significant and, in some environments, even widening gap between the vision of Education 2030 and the current reality on the ground. The session aims to explore what it would take to deliver on global commitments to gender equality in and through education.

Session Format

The session will combine a moderated panel discussion among six key stakeholders, followed by small group reflections, and confirmation of key recommendations in plenary. In small groups, participants will respond to issues raised during the panel and their own experience to discuss one of the themes and come up with one recommendation. Groups to also be asked to consider cross-cutting areas including contexts of conflict and emergencies, inclusion.

Organized by: UNGEI, Plan International and UNESCO
Moderator: Dr Pauline Rose, Professor, International Education, Director, Research for Equitable Access and Learning (REAL) Centre Faculty of Education University of Cambridge

With the overarching theme of 'Moving from commitment to action', Dr. Rose will introduce the session and moderate the panel, talking about the critical developments that have taken place over the last 12 months relating to gender and education, and how we can harness political will to create lasting change in the lives of women and girls.

Speakers

- Mr Peter-Clinton Isaac Foaese, Youth Worker - Whakaoho: The Awakening Adult and Community Education (ACE) Aotearoa (New Zealand)
- H.E. Jean-Michel Blanquer, Minister of Education, France (tbc)
- Ms. Assibi Napoe, Chief Regional Coordinator – Africa, Education International (Togo)
- Ms. Nora Fyles, Director, UNGEI
- H.E. Tariq Al Gurg, Chief Executive Officer, Dubai Cares

Guiding questions for discussion

- For youth activist: What is the role of youth activists and youth/students movements (and women's movements?) in holding governments to account on their commitments to girls' education and gender equality?
- For a Mali: How can education challenge and reject harmful gender norms and stereotypes that perpetuate gender inequality? What will it take to see such an approach prioritized across an education system?
- For France: Under France's leadership, how will the G7 deliver on the remarkable commitments to girls' and women's education made in 2018 in the Charlevoix Declaration? How will France reinforce and strengthen efforts to advance gender equality in education?
- For UNGEI: What strategic investments are most important to ensure that all girls have the competences they need for a better life and better future?
- For EI: What role do teachers play in advancing gender equality in the classroom? What resources and support do teachers require to be champions for change?
- For Dubai Cares: What have you learned over the last 5 years of investment in girls' education. What is your vision for innovation and investments which will help to advance our commitments to the education of women and girls, and to the broader gender equality agenda?

Key policy messages

- Key stakeholders must move from political commitments to shared accountability and concerted action to increase girls' access to 12 years of free, safe quality education and other learning pathways that promote gender equality, build literacy and numeracy skills, and opportunities for leadership and empowerment.
- Advancing girls' education requires closing more than just gaps in access. It demands targeted and sustained efforts to remove gender bias and discrimination within and across education systems, from teacher recruitment and training to curriculum and materials development; making school environments safe, secure and free from violence. Cooperation is needed with other sectors to address barriers to education such as early pregnancy and early and forced marriage; and engaging girls themselves in all policy and decision-making processes seeking to promote gender equality in and through education.
- In line with a global commitment to "Leave No One Behind" our collective focus must be on the most marginalized, including those living in contexts of emergency, conflict and fragility. An intersectional approach must be adopted to examine how gender intersects with other forms of marginalization including disability, ethnicity and poverty in order to develop targeted strategies and approaches. A one-size fits all approach to girls and women's education will not do.

Education 2030

Addressing Climate Change through Education for Sustainable Development

Context and rationale

Climate change is one of the defining challenges of this century. The Paris Agreement, signed last year at the 21st session of the Conference of the Parties (COP21) to the United Nations Framework Convention on Climate Change, was a giant step forward in tackling climate change, with 192 countries making the commitment to restrict the increase in global average temperature to 'well below 2°C above pre-industrial levels'. The Paris Agreement was also a success because it includes Article 12, which calls for the promotion of Climate Change Education.

Education is key not only to understanding climate change but also to learning to live with it and take action on it. It helps ensure that this generation and the next attain the knowledge, skills and behaviours they need to adapt lives and livelihoods to the ecological, social and economic realities of a changing environment. By enabling individuals to make informed decisions, education can help reduce vulnerabilities and build resilience in communities to climate change impacts.

To this end, the focus must be placed on the quality and relevance of education, so that it can empower individuals to become agents for change. The critical role of education in the global climate change response is acknowledged in the United Nations Sustainable Development Goals, which were, adopted last year, in particular SDG4 and SDG13, and drives the whole of the 2030 Sustainable Development Agenda forward.

Education for Sustainable Development (ESD) is increasingly recognized around the world as an effective enabler for a more sustainable future and a key instrument to achieving the SDGs and accelerate progress towards sustainable development. More than any other sustainability challenge, climate change makes it clear that ESD has to be about transformative action.

UNESCO promotes climate change education through ESD. It helps learners understand the causes and consequences of climate change, prepares them to live with its impacts, and empowers them to adopt more sustainable lifestyles.

A recent UNESCO study has shown that, while most countries include ESD or related approaches in their strategies to address climate change, they predominantly focus on its cognitive dimension. This means that considerable progress is needed to explore and enhance the socio-emotional and behavioural dimensions of ESD. Rather than just building awareness, ESD must equip learners with the skills and disposition to take transformative action against climate change.

The workshop will present and discuss successful approaches to addressing climate change through ESD, focusing on approaches that highlight the socio-emotional and behavioural dimensions.

Objectives

The goal of this workshop is to introduce new thinking, insights and innovative strategies that can support the implementation of SDG4 Education 2030, with an emphasis on Target 4.7. More specifically, this workshop seeks to develop awareness of the variety of approaches to teaching ESD and climate change education focusing on socio-emotional and behavioural dimensions.

Session Format

The workshop will take place in three parts moderated by UNESCO's Section for Education for Sustainable Development.
Part I - The session will begin with a brief presentation on the extent to which climate change education is reflected in national reports on Article 6 of the UNFCCC. The presentation will be based on the outcomes of two recently commissioned studies by UNESCO. This will be followed by a short keynote speech on socio- emotional and behavioural learning of ESD and CCE by the ESD Chair and short interventions by the representative from Japan (30 Min)
Part II - Using a 'talk show' format, panellists will share their views on what teaching and learning for climate change means to them and what the expected outcomes of such experiences are (25 min).

Part III- The session will end with a moderated dialogue with the workshop participants on what the main challenges, gaps, and minimum requirements to ensure the implementation of Target 4.7 as concerns promoting ESD and CCE are. (20 min).

Organized by SDG-Education 2030 Steering Committee Members:: Japan and UNESCO
Moderator: Ms Julia Heiss, Team Leader, Section for Education for Sustainable Development
Speakers

- UNFCCC via video message
- Mr Arjen Wals, UNESCO Chair of Social Learning and Sustainable Development, Wageningen University, The Netherlands
- Mr Kazuhiro Yoshida, Professor, Centre for Study of international Cooperation in Education , Hiroshima University, Japan
- Dr Colleta A. Suda, Chief Administrative Secretary (CAS) and Principal Secretary, State Department of University Education and Research, Kenya
- Mr Felice Zaccheo, Head of Unit of DEVCO C6 Sustainable Energy, Climate Change, Belgium
- Ms Nicola Chopin , Sustainability and Education Policy Network, College of Education, University of Saskatchewan, Canada

Guiding questions

1. What benefits do the cognitive, socio-emotional and behavioural dimensions of learning bring respectively?
2. What do you see as critical skills and dispositions that learners need to acquire to be prepared to deal with climate change?
3. Empowering students to act – how far can we go?
4. Is formal education enough? - or do we need to take learners into the community and combine approaches in the formal education system with non-formal education methods?

Key policy messages (preliminary)

- Education for Sustainable Development is not an 'add-on' but rather an integral part of any strategy to combat the effects of climate change, put into practice a global agreement and achieve the Sustainable Development Goals.
- Climate change education must go beyond the teaching of climate change science and cognitive learning but also include socio emotional and behavioural learning.

Key references and sources

Education for sustainable development goals: Learning Objectives:
http://unesdoc.unesco.org/images/0024/002474/247444e.pdf (2017)

Action for Climate Empowerment: Guidelines for accelerating solutions through education, training and public awareness:
http://unesdoc.unesco.org/images/0024/002464/246435e.pdf

Ways of enhancing the implementation of education, training, public awareness, public participation and public access to information so as to enhance actions under the Paris Agreement
https://unfccc.int/sites/default/files/resource/l03a2.pdf?download

Getting climate ready: A guide for schools on climate action:
http://unesdoc.unesco.org/images/0024/002467/246740e.pdf

UNESCO's work on Education for Sustainable Development: https://en.unesco.org/themes/education-sustainable-development

UNFCCC ACE - Empowering youth and the public on taking climate action
https://unfccc.int/index.php/news/ace-empowering-youth-and-the-public-on-taking-climate-action

Ready to Learn: The promise of meeting the target for universal quality pre-primary education

Context and rationale

A child's most important steps happen before they set foot in a primary school. By their fifth birthday, their brain is 90% developed and the foundations for success at school and in later life are in place.

Quality early learning opportunities prior to entering school level the playing field, prevent learning inequalities otherwise exacerbated as children progress in school, improve learning outcomes for children and strengthen their chances for success in life. Investments in quality pre-primary education also strengthen the efficiency of education systems by reducing repetition and drop out of children.

Emerging challenges in light of the SDGs

SDG Goal 4 reaffirms the international commitment to ensuring that, by 2030, all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education (Target 4.2), including the provision of at least one year of free and/or compulsory quality pre-primary education.

Despite evidence of the many returns from early education investments, in 2016 the gross enrollment rate in pre-primary education globally was only 49% (UIS data), while the average enrolment of 3-5 year-olds in pre-primary or primary education in OECD countries reached 85% (OECD Education at a Glance 2018). Many countries are making progress but the gap is still wide. Only 2 of every 10 children in low-income countries or 3 in 10 in lower middle-income countries have access to pre-primary programmes. Even in high-income countries, disadvantaged children are less likely to access quality services compared to advantaged peers.

In relation to the theme of the HLPF 2019, 'Empowering people and ensuring inclusiveness and equality', this workshop gives explicit focus on inclusiveness and equity in early childhood education. The discussion with also shed light on the link between early childhood development and education and its impact on inclusive growth and parents' labour participation (Goal 8), reducing inequalities by supporting strong start of life at early age (Goal 10), and educating and supporting young children to be citizens who actively contribute to a sustainable, peaceful and fair world (Goal 10 and 13).

Focus of the session

The proposed workshop offers a platform to reinstate the urgency and importance of investing in quality pre-primary education as an indispensable part of a child's learning continuum and a critical foundation of a strong education system, and more broadly, of peaceful and prosperous societies. The workshop will also offer scope to deliberate about ongoing challenges and opportunities for making progress against SDG Target 4.2. and for peer learning and sharing of lessons learned across low-, middle- and high-income countries.

Session Format

The format of the session is a combination of inspiring talks by country representatives and experts and interactive discussions among participants. It will be organized in three segments:

1. **Setting the stage:** A short video and an introductory TED style talk followed by an interactive activity to stimulate participants' reflection on the theme

2. **Panel discussion:** short talks and interventions of experts and country representatives on **equity, quality and financing** of pre-primary education

3. **Commentary:** Questions and answer and short talks from the floor on the importance of partnership

Organized by SDG-Education 2030 Steering Committee Members:: UNICEF and OECD
Moderator: Ms Jo Bourne, UNICEF Global Chief of Education

Speakers:

- Dr Pauline Rose, Professor, International Education, Director, Research for Equitable Access and Learning (REAL) Centre Faculty of Education University of Cambridge
- Mr Nyam-Ochir Tumur-Ochir, Director of the General Education Policy Department, Ministry of Education, Culture, Science and Sports (MECSS) of Mongolia
- Mr Camilo GUTIERREZ, Head of Finance and Planning Office, Ministry of National Education, Colombia
- Ms Mailis Reps, Minister of Education and Research, Estonia
- Mr Ludovic LEVASSEUR, Education Policy Analyst, CONFEMEN

Invited Discussants from the floor: OEI, OMEP

Key Guiding Questions

1. What are the challenges and lessons learned in ensuring equal access for all children to quality pre-primary education?
2. How can national stakeholders and international actors work in partnership to mobilize resources and achieve equity and quality in pre-primary education?

Key Policy Messages to making universal quality pre-primary education a reality of all children

- Urgent policy prioritization and significant increase in financing by governments, partners and donors to this sub-sector, with an aim to increase financing to at least 10% of education budgets
- Governments taking on progressive universalist approach to expansion of services, ensuring access for the most marginalized children is prioritized
- Strategic investments in improving quality, including strong quality assurance and workforce development, and robust ongoing professional development opportunities

Key references

UIL. 2017. *Literacy and Numeracy from a Lifelong Learning Perspective*. UIL Policy Brief 7.
Hamburg, UIL. Available at: http://unesdoc.unesco.org/images/0024/002470/247094E.pdf

UNESCO. 2016. *Education 2030. Incheon Declaration and Framework for Action for the* Implementation *of Sustainable Development Goal 4. Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All.* Paris, UNESCO. Available at:
http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

Education
2030

Teaching and learning respect for diversity: Diverse approaches to diversity

Context

In a global context, marked by the rise of new and continued threats to global peace, democracy, justice and human rights, the international community is increasingly struggling with the notion of what it means to "respect diversity" as well as "teach and learn" about respect for diversity in a complex and globalized world. There is no single response to this question, as national, regional and international actors are continuously debating the matter, based on varied understandings of national and regional identities and interests.

UNESCO's approach to Global Citizenship Education considers that "developing attitudes of empathy, solidarity and respect for differences and diversity" [18] are part and parcel of the experience of a global citizen and should therefore be nurtured and taught through education. For the Council of Europe, the Reference Framework of Competences for Democratic Culture (RFCDC)[19] sets out, for the first time, the core values, skills, attitudes and knowledge and critical understanding that every citizen needs in order to be active in a democratic society. Education is the main contributor to the development of these competences in students, and therefore to the development of a democratic culture.

Emerging challenges in light of the SDGs

In supporting countries' efforts to achieve Target 4.7[20] of SDG 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", which specifically highlights the importance of promoting an appreciation of cultural diversity, the challenge is to ensure that policy commitments to cultural diversity are aligned with education policies and practices that support peace, justice and social inclusion.
In this spirit, the workshop will provide participants an opportunity to develop awareness of the different approaches to teaching and learning respect for diversity and explore the possibility of identifying a common understanding of what could be the minimum requirements to promote an appreciation of cultural diversity in a way that supports the commitments outlined in Target 4.7.

Through this workshop, it is expected that participants consider achievements, gaps and challenges in issues related to teaching and learning respect for diversity and the implementation of Target 4.7.

Objectives

In line with the guidelines provided by the Forum organizers, the goal of this workshop is to introduce new thinking, insights and innovative strategies that can support the implementation of SDG 4 Education 2030, with an emphasis on Target 4.7. More specifically, this workshop seeks to develop:

1. Awareness of the variety of approaches to teaching cultural diversity.

2. A common understanding of what it means to learn to respect diversity.

Session Format

The workshop will take place in three parts,
- **Part I – Cultural diversity in education policy documents.** The session will begin with a brief presentation on the extent to which cultural diversity and acceptance of it are reflected in national curricula. The presentation will be based on the outcomes of two recently commissioned studies by UNESCO. Presentation followed by questions and answers, in the presence of a resource person (10 min).
- **Part II – What do we mean by teaching and learning cultural diversity?** This part will be organised in a "talk show" format. Through a series of questions and answers, four panellists will share their views on what teaching and learning respect for diversity means to them and what are the expected outcomes of such experiences (30 min).

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[18] Global Citizenship Education Topics and Learning Objectives (2015).
[19] https://www.coe.int/en/web/education/competences-for-democratic-culture
[20] "Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

Education 2030

- **Part III- Is there a common understanding of what is needed?** The session will end with a moderated dialogue with the workshop participants on what are the main challenges, gaps, minimum requirements to ensure the implementation of Target 4.7 as concerns promoting the respect for diversity (35 min).

Organized by SDG-Education 2030 Steering Committee Members:: Council of Europe and UNESCO
Moderator: Mr Dov Lynch, Chief of Section for Global Citizenship and Peace Education, UNESC
Speakers:

- Hon. Leonor Briones, Secretary of Education, Republic of the Philippines
- Mr Sjur Bergan, Head, Education Department, Council of Europe
- Mr Dean Brooks, Inter-Agency Network for Education in Emergencies
- Ms Milena Valeva, Huchschule Coburg, Germany & Odyssey, Bulgaria

Guiding questions

1. What do we mean by "respect for diversity"?

2. What does it mean to "teach respect for diversity"? What is the variety of approaches to, or degrees of, teaching respect to diversity?

3. How to make sure "learning to respect diversity" is not just learning about diversity but also learning to live peacefully and thrive in a diverse world by being an active democratic citizen? Can we speak of minimum requirements to ensure education promotes greater understanding among peoples and builds effective, accountable and inclusive institutions at all levels that guarantee social inclusion (SDG 16 and SDG 4, Target 4.7)?

Key Policy messages (preliminary)

- Teaching and learning respect for diversity means different things to different people and involves many different learning experiences. To ensure it supports the achievement of Target 4.7 in all its dimensions, education should provide learners with equal access to the values, attitudes, skills, knowledge and critical understanding they need to live together in peace and participate fully as citizens in a democratic society.

- In many countries and societies, national/local/traditional concepts promote ideas that echo the notions of "respect for diversity", "solidarity", "and "sharing a sense of humanity"; these concepts constitute entry points to promote respect for diversity through education.

Key References and Sources

Council of Europe Reference Framework of Competences for Democratic Culture –

https://www.coe.int/en/web/education/competences-for-democratic-culture

Council of Europe and SDG4 - https://www.coe.int/SDG4

Education for Justice (E4J) initiative - https://www.unodc.org/e4j/

UNESCO's work on Global Citizenship Education: https://en.unesco.org/themes/gced

Progress on Education for Sustainable Development and Global Citizenship Education. Findings of the 6th Consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (2012 – 2016). UNESCO, 2018.

Recommendation Rec/CM(2012)13 by the Council of Europe's of the Committee of Ministers to member States on ensuring quality education

https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805c94fb

Education 2030

Technical and Vocational skills development and youth employment

Context and rationale

SDG4 gives unprecedented global recognition to the role of TVET and skills development as key mechanisms to support lifelong learning and youth employment. Targets 4.3, 4.4 and 4.7 in particular highlight these links and provide the rationale for emphasising the importance of offering youth opportunities to access learning that can better support transition to labour market.

Emerging challenges in light of the SDGs

The workshop will address challenges, gaps and opportunities in TVET and skills development in the period leading to 2030. It will focus specifically on the targets and commitments made under SDGs 4 & 8 relating to skills for lifelong learning, decent work and entrepreneurship. It will discuss as how how TVET and skills development can contribute to reduce income inequality and offer better revenues through decent jobs. The workshop will also give particular emphasis to the current labour market landscape for young people and highlight current international partnerships that address the skill barriers and inequalities young people face when seeking employment.

Session Format

Session 1: Introduction by the Moderator

Session 2: 'TVET & Skills Systems – Challenges and Opportunities to 2030', presentation by Paul Comyn, Senior Skills & Employability Specialist, ILO, followed by a moderated discussion.

Session 3: 'Global Employment Trends for Youth and the Global Initiative on Decent Jobs for Youth', presentation by Susana Puerto Gonzales, Research & Technical Specialist, ILO, followed by a moderated discussion.

Session 4: Plenary discussion that includes contributions from nominated respondents representing national and key constituent stakeholders.

Organized by SDG-Education 2030 Steering Committee Members:: ILO and UNESCO
Moderator: Mr Borhene Chakroun, Chief, Section of Youth, Literacy and Skills Development, UNESCO
Speakers:
- Mr. Paul Comyn, Senior Skills & Employability Specialist, ILO
- Ms Susana Puerto Gonzales, Research & Technical Specialist, ILO

Guiding questions

- Are TVET and skill systems well placed to support the achievement of related targets under SDG4?

- What are the key skills gaps and employability constraints that affect youth employment and achievement of targets under SDG4 and SDG8?

- What types of partnerships and improved coordination areas necessary to support the achievement of skills and employability targets under SDG4 and SDG8?

Key policy messages

- Governments and social partners must increase political and financial commitment to TVET and skills development systems if the targets related to skills and employability under the SDG's are to be met.
- Improved coordination and engagement with social partners across education and training sectors is the primary lever for strengthening links between education, training and labour market.

Key references/sources where relevant

UNESCO Strategy for TVET: http://unesdoc.unesco.org/images/0024/002452/245239e.pdf
UNESCO Recommendation for TVET: http://unesdoc.unesco.org/images/0024/002451/245178e.pdf
Decent Jobs for Youth Global Initiative: https://www.decentjobsforyouth.org/
ILO Skills and Employability: https://www.ilo.org/skills/lang--en/index.htm

Higher Education, lifelong learning and the world of work

Context and rationale

The session will feature a discussion of the connection between a rapidly changing world of work impacted by the digital revolution, evolving demand for generic competencies and technical skills and a changing role of providers, with an emphasis on lifelong learning.

Objectives

The goal of the session is to explore how higher education will be affected by and contribute to a fast-changing learning and work environment while increasing inclusive access and enhancing equal opportunities of success. The session will explore the changing nature of the world of work, how this is reflected in a changing skills demand – affecting both technical skills and generic competencies, and what are the consequences for higher education systems and institutions. It will discuss the growing role of higher education institutions (HEIs) as actors within evolving lifelong learning systems and tools necessary to enable this development. It will frame this discussion within the Agenda 2030 for Sustainable Development aims to "leaving no one behind". Access, insertion, permanence, and completion of quality higher education is of great interest for society. There has been a growing recognition of the need to rethink education and better understand its capacity to achieve transformation, not only at the individual level, but also at the societal level and promote another more just and sustainable model of development. Greater attention to inclusion will contribute to strengthening the relationship between social integration and education, which is fundamental to the goals of development, democracy and peace. Countries must rethink social and human development and design from there the future that we want for all, including the relationship between higher education and the world of work.

Session format

The workshop will kick off with a short introduction to the topic followed by targeted questions and short interventions by the panellists. The interventions will be followed by a moderated discussion of the panel, which will subsequently open up to the plenary to jointly identify key learnings and policy measures.

Organized by SDG-Education 2030 Steering Committee Members:: The World Bank and UNESCO
Moderator: Dr. Nina Arnhold, Global Lead for Tertiary Education, the World Bank
Speakers:
- Dr. Harri Ketamo, Founder and Chairman, HEADAI, Finland
- Dr. Jamil Salmi, Global Tertiary Education Expert
- Mr Francisco Miguens, Cooperation Director, Ministry of Education, Argentina
- Dr. Hilligje van't Land, Secretary General, International Association of Universities (IAU)

Guiding questions

- In what way is the world of work changing? What are driving forces and key elements of this change? Are these changes happening everywhere at the same pace?
- How does automatization and the changing nature of work impact on the demand for technical skills and generic competencies?
- What does this mean for higher education institutions, inclusion and widening access? How is their role and delivery modus changing, and which further changes can we expect in the years to come?

Key policy messages

Likely policy messages to emerge from this session are:

- Policy makers and higher education institutions (HEIs) need to be aware of the rapidly changing nature of work and associated changes in the demand for knowledge, skills and competencies. They need to ensure that higher education systems and institutions are responsive to these changes.

- For higher education systems to become 'future-proof' while ensuring equity of access and outcomes, not only learning outcomes and curricula need to reflect changes in society and the labor market, there also needs to be an appropriate 'tool-set' (like bridging courses, students' guidance and counselling, appropriate financing mechanisms, agile governance, etc.), to ensure flexible pathways and permeability.

- HEIs need to do more to rethink their role, as lifelong learning providers and governments will need to reflect this new role, including in funding mechanisms.

Key references/sources where relevant

There is a significant body of literature on the topics of the automatization and the changing world of work as well as the universities role within lifelong learning. Recommended literature includes:

The World Bank, 2019: *World Development Report 2019 - The Changing Nature of Work*.
(http://www.worldbank.org/en/publication/wdr2019)

UNESCO/UIL, 2015: *The Role of Higher Education in Promoting Lifelong Learning*.
(http://unesdoc.unesco.org/images/0023/002335/233592e.pdf)

EUA, 2008: *European Universities' Charter on Lifelong Learning*.
(https://eua.eu/resources/publications/646:european-universities%E2%80%99-charter-on-lifelong-learning.html)

Education
2030

Financing quality education for all: strategies to invest in education equity

Context and rationale

Globally, education is critically underfunded at a time when there is a learning crisis. It is therefore urgent to explore current trends in education sector financing and identify the challenges and opportunities to invest in achieving educational equity.

Emerging challenges in light of the SDGs

Achieving SDG4 is key to reducing inequality within and among countries. In order to realize SDG4 and the whole Sustainable Development Goals (SDG) agenda, higher levels of funding and more equitable financing for education is required.

Domestic resources are on an upward trend thanks to increases in tax revenue but education is not being prioritized and education budgets are not reaching those with the greatest need. The household costs of education continue to place a disproportionate burden on the poorest who can't afford to send their children to school. The workshop will examine how to mobilize increased domestic resources, and also distribute, utilise and manage those resources effectively so that they contribute to achieving countries' educational objectives to the fullest. High-income countries still need to make greater strides towards their commitments in national spending on education, with a focus on the quality of the resources and the effectiveness of their use, and reaching the most marginalized, including migrant populations.

Aid to the education sector, in terms of volume and share of total aid, is increasing to reach its highest levels since 2002. However, current amounts are not sufficient to reach the $39 billion annual financing gap estimated for low and lower middle-income countries that depend on official development assistance (ODA) to be able to deliver SDG4 targets. Humanitarian aid to education still falls short of the 4 percent target. Workshop participants will examine what needs to be done to reverse these trends, including innovative mechanisms that are being explored.

As highlighted in the Addis Ababa Action Agenda, the effective mobilization of both domestic and external resources is central to the achievement of the SDG Agenda. Investments in education and the other SDGs featured in the United Nations High-level Political Forum on Sustainable Development (HLPF) in 2019 can have a reinforcing effect in economic growth, reduced inequalities, climate change and peace building and translate in benefits for the whole SDG Agenda. In addition, strategies to improve and increase development financing more broadly – such as tax reform and innovative mechanisms – may benefit multiple sectoral efforts.

In order to successfully resource SDG4, the international community will need to draw from domestic and international resources and non-traditional sources. To have the most sustainable impact at the system level, it is critical for all major funders of education – governments, aid agencies, philanthropy and the private sector – to work together to align their financing behind strong national education sector plans to provide free, quality public education for all. In addition, peer learning between countries in respect of resource mobilisation and effective resource allocation and use can contribute greatly to improved outcomes.

Session format

This workshop will provide an overview of trends in education financing with a view towards how to make greater strides to reduce inequality. It will feature current trends in education financing, including the latest data on aid to education and domestic resource mobilization and spending. In examining the trends, the workshop will then recommend the policy solutions needed to ensure that funding for SDG4 not only dramatically increases, but also is allocated and spent effectively and targeted to reach those countries and populations with the greatest needs.

Organized by SDG-Education 2030 Steering Committee Members:: GPE and OECD
Moderator: Ms. Fanny Benedetti, Chief of gender, education, youth, Ministry of Foreign Affairs, France
Speakers:

- Ms Raphaelle Martinez, Team Lead, GPE
- Mr. Michael Ward, GPE
- Ms. Suzanne Grant Lewis, Director, UNESCO International Institute for Educational Planning (IIEP)

Discussants:
- Dr Colleta A. Suda, Chief Administrative Secretary (CAS) and Principal Secretary, State Department of University Education and Research, Kenya
- Ms. Camilla Fossberg, Assistant Director/Head of Education, Norwegian Agency for Development Cooperation (NORAD)
- Mr. Hugh McLean, Program Director, Open Society Foundation
- Mr David Archer, Head of Participation and Public Services, ActionAid

Guiding questions to frame the discussion

1. How can domestic resources for education be increased without adding to the burden of poor households?
2. How can international resources for education be increased and aid delivery mechanisms improved?
3. **How can the allocation and use of resources for education be made more effective in terms of equity?**

Key policy messages

- Mobilise resources and increase domestic spending for education – country heads of state and ministers of finance must take the lead.

- Mobilise increased amounts of foreign assistance for education – donors must honour their commitment to 0.7 aid targets and allocate at least 10% of their development co-operation to education.

- Allocate and use resources (domestic and foreign) for education effectively, targeting those that are most disadvantaged.

Key references/sources

OECD Development finance data
http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/

OECD School Resources Review www.oecd.org/education/school/schoolresourcesreview.htm

IIEP Data revolution to measure equity in education for the SDGs

Getting the full picture on education finance - National Education Accounts

Domestic Financing in Education: A Smart Investment

http://unesdoc.unesco.org/images/0026/002619/261963E.pdf

Policy brief: GPE's engagement on domestic financing for education

https://www.globalpartnership.org/content/policy-brief-gpes-engagement-domestic-financing-education

Technology, Innovation, and the Future of Learning: harnessing technology to expand access and reduce inequity

Context and rationale

Achieving SDG4 is key to reducing inequality within and among countries. Harnessing the opportunities of technology and innovation can contribute to realizing SDG4 and the whole Sustainable Development Goals (SDG) agenda.

While innovation is not limited to technology, technology innovation has the potential to address several of the challenges of education. Some of this potential has been highlighted in UNESCO's Qingdao declaration (2015).

New forms of background technology such as longitudinal data systems allow governments to create a data infrastructure for better understanding the drivers of access and inclusion in education in their countries. Without good data, some policy efforts may not target the real causes of the issues. Building a good data infrastructure at the system level is the very minimum use of technology to stimulate innovation and improvement.

Technology may also contribute to access to education in different ways. Where students cannot physically attend educational institutions, educational programmes can still reach them – even through devices that have become as widespread as mobile phones. Some recent examples show how the use of Massive Online Open Courses (MOOCs) can help refugees to access higher education: similar models could be implemented within countries for more vulnerable populations that could not access the traditional channels. Access to the best resources in the country or the world may also contribute to improving the quality of school education as Open Educational Resources (OER) become increasingly available.

These resources also contribute to lifelong learning, as open resources are typically available to anyone, including students who are no longer in the formal education system.

The quality of education in schools is sometimes not appropriate to the most vulnerable students. Some ICT-enhanced devices that could be operated on different types of digital devices working even in contexts where there is no electricity or WiFi can be used to teach students with learning difficulties and serve as teacher aides. Technology can also work for schools to involve students' parents, sometimes with mere mobile technology, and enhance the parental engagement that is crucial to learning.

Finally, in line with initiatives such as UNESCO's "ICT in education" prize or Results for Development's bank of educational innovation (Centre for Education Innovations), governments and other authorities should adopt innovation policies that will celebrate and incentivise innovators to address the SDG 4 challenges through educational innovation.

Session format

This workshop will provide trends and inspirational examples of how innovation and technology innovation in education can expand access and reduce inequity. Different types of areas of action will be considered: at the system level, within school and outside of school. In examining these trends, the workshop will then recommend a few policy solutions needed to ensure that the potential of technology and innovation is paid due attention in addressing the access and equity challenges of SDG 4.

Organized by SDG-Education 2030 Steering Committee Members:: OECD and UNESCO
Moderator: Mr Stéphan Vincent-Lancrin (OECD), Deputy Head, OECD Centre for Educational Research and Innovation (CERI)
Speakers:
- Professor Mi Lee Ahn, ICT Expert, Hanyang University, Republic of Korea
- Professor Tim Unwin, UNESCO Chair in ICT4D and Emeritus Professor of Geography at Royal Holloway, University of London
- Ms. Ita Sheehy, Director of Education, UNHCR

Guiding questions

1. What are promising models of digital technology in education to improve the access to education of the most vulnerable populations?

2. What are promising models of digital technology in education to improve the quality of education and the learning of the excluded or most vulnerable populations?

3. What new uses of technology could improve the efficiency and management of current education provision and support innovative practices?

4. How to tackle the disparities of access to technology within countries and stimulate other forms of innovation than technology innovation?

Key policy messages

- Technology and innovation in schools: governments and other relevant stakeholders should prioritise technology policies and programmes that have the potential to increase access to quality education at scale for the most vulnerable groups[1]. Technology could be harnassed to prevent those populations from dropping out, while providing them with adequate learning resources and innovative education provision approaches. This also includes revisiting educational curricula so that they are better aligned with the digital transformation that affects societies and economies globally.

- Technology and innovation beyond schools: governments should support innovative ways of using technology for recognition, certification, and giving access to quality learning resources, making lifelong learning, reskilling and informal learning a reality. This includes competency-based programmes, MOOCs, open educational resources, and other forms of open education.

- Technology and innovation for system improvement: governments should put in place clear policies for innovation in education and use technology to build a modern data infrastructure that will allow different stakeholders to make informed decisions to address the challenges of access, quality and equity in their systems. This includes a critical look on their regulatory environment so that it balances quality, efficiency and equity gains against privacy and ethical concerns.

Key references/sources

IIEP Data revolution to measure equity in education for the SDGs

UNESCO – OER Declaration consultation:
https://www.oercongress.org/wp-content/uploads/2018/04/Draft-OER-Recommendation-Version-Draft-18-April-2018-text-for-online-consultation-ENG.pdf

OECD – Open Educational Resources: A Catalyst for Innovation
http://www.oecd.org/fr/innovation/open-educational-resources-9789264247543-en.htm

UNESCO Qingdao Declaration: http://unesdoc.unesco.org/images/0023/002333/233352m.pdf

OECD - Students, Computers and Learning
http://www.oecd.org/publications/students-computers-and-learning-9789264239555-en.htm

OECD Innovation Strategy for Education and Training:
http://www.oecd.org/education/ceri/innovationstrategyforeducationandtraining.htm

Civil society perspectives, bottlenecks and ways forward in SDG4 implementation

Emerging challenges in light of the SDGs

The Education 2030 Framework for Action recognizes the important role civil society organisations (CSOs) play in advancing SDG4 and thus called for CSO engagement "at all stages from planning to monitoring and evaluation". It further underscored that "…with their participation institutionalised and guaranteed, they can:

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

Objectives

To showcase the efforts of civil society in advancing SDG4 and education within the wider SDG agenda and architecture; offer concrete examples of how civil society is undertaking important work – for instance on spotlight reports undertaken in Asia, Latin America and elsewhere against the Voluntary National Reviews (VNR). It will also provide an analysis of the opportunities and challenges in ensuring the meaningful participation of civil society in the SDG4 implementation and follow up; and surface recommendations towards guaranteeing meaningful CSO participation in SDG4 planning, implementation and monitoring.

This session will demonstrate and characterise the experience regarding civil society participation in the promotion of SDG4 and education within the wider SDG agenda since 2016, at the different levels. It will refer to the current architecture that has been put in place so far, as well as the processes that are key for monitoring and advancing SDG4, including the Voluntary National Reviews, within the context of the High-Level Political Forum, the Education and Academia Stakeholder Group and the Education 2030 Steering Committee and CCNGO.

It will offer an analysis of the challenges and opportunities to the meaningful participation of civil society in the SDG4 implementation and follow up processes, as well as an analysis of the main political, social and economic bottlenecks and opportunities encountered so far. Much has changed since the E2030 Framework for Action was crafted and agreed: authoritarianism, fundamentalisms and militarism has been on the rise, multilateralism in decline, and democratic spaces have been shrinking. Education has also been under attack in many ways, in particular through the weakening of public education systems, rising privatization and profit making in and through education, reductionism of school curriculum. This session will analyse the impact of these developments in CSO engagement in education policy and the SDG follow up.

The session furthermore intends to describe and analyse the experience in civil society participation in the existing SDG architecture (largely through the HLPF, VNR and related processes), how the issues and concerns of CSOs advancing SDG4 are attended to in these processes and what are recommendations to overcome the barriers to institutionalised and meaningful CSO participation in the SDG-SDG4 processes. It will highlight civil society's work in holding governments accountable through the VNR process.

The experience of civil society participation in the SDG4 -specific follow up architecture (SDG-Education 2030 Steering Committee, regional and national mechanisms etc.) will also be described and analysed, based on the experience of CSOs engaging at global, regional and national levels. The CSO efforts within these processes to guarantee attention to issues of equity and non-discrimination will be highlighted, including the efforts to ensure the strong voices of youth, and other education stakeholders especially from marginalised sectors.

These experiences will strongly inform the thinking around SDG 16 especially on building effective, accountable and inclusive institutions at all levels including participatory decision making and global governance.

Session format

The workshop will be organized as a panel including the following themes:
- Advancing the SDG4 agenda: CSO experience in the architectures and perspectives from the global level
- Advancing the SDG4 agenda: CSO experience in the architectures and perspectives from the Arab region
- CSO – Government collaboration in advancing SDG4 Education in Emergencies: CSO responses and perspectives
- Youth vision for Education 2030

Organized by SDG-Education 2030 Steering Committee Members:: Collective Consultation of NGOs Education 2030 Coordination Group (CCNGO)
Moderator: Ms Maria Khan, ASPBAE
Speakers:
- Ms. Marie Claude Machon-Honoré - *NGO Liaison Committee*
- Ms. Camilla Croso, GCE
- Mr Refaat Sabah, ACEA
- Mr Md. Sohorab Hossain, Secretary, Ministry of Education, Government of Bangladesh
- Mr Peter Hyll-Larsen, INEE Advocacy Coordinator
- Ms. Victoria Ibiwoye, Youth representative in E2030 SC and YCMG

Key guiding questions

1. What have been the main political, social and economic bottlenecks and opportunities encountered so far in the implementation of SDG4 and the impacts of these in CSO engagement in education policy and the SDG follow up?

2. To what extent has civil society participation been guaranteed and institutionalised in the SDG-SDG4 processes?

3. What are some of the key learning points from the spotlight reports by CSOs of national VNRs?

4. What are recommendations towards guaranteeing institutionalised and meaningful CSO participation in SDG4 planning, implementation and monitoring that can also inform work on SDG 16, building effective, accountable and inclusive institutions at all levels including participatory decision making and global governance, thus fostering member states' accountability?

Key Policy Messages

- More needs to be done to institutionalise and enable meaningful civil society participation in the SDG-SDG4 processes, including holding regular broad-based consultations of education stakeholders, including CSOs, and enabling CSOs' meaningful participation in the development of VNRs.

- CSO generated data, or reports developed to feed into the VNR and HLPF processes should be accorded with official recognition and status, including through the review session of the HLPF and the VNR reporting system planned for the UNGA in September 2019.

Learning throughout life and through multiple pathways

Context and rationale

The 2030 Agenda for Sustainable Development represents an opportunity to advance to a more holistic understanding of lifelong learning, demonstrating that its value lies not only in economic outcomes, but also in social, environmental, cultural and democratic ones. Building people's capacities in this regard is crucial to the development of prosperous, safe and sustainable societies. Providing learning opportunities throughout life requires an integrated approach, including flexible learning pathways, to enable learners to move seamlessly between formal and non-formal learning opportunities and to have their skills and competences recognized, regardless of where they were acquired. Recognizing and valuing learning outcomes can significantly improve people's self-esteem and strengthen their labour market opportunities, while helping to integrate broader sections of the population into an open and flexible education and training system, and to build inclusive societies.

Emerging challenges in light of the SDGs

Articulated in Sustainable Development Goal (SDG) 4, lifelong learning is at the heart of sustainable development and is a key driver of the United Nations' 2030 Agenda. Lifelong learning represents an effective and potentially transformational means of addressing some of the emerging challenges faced by countries in the twenty-first century. If countries can realize the potential of lifelong learning as a guiding principle for promoting and achieving sustainable development, they will be better able to make progress not only toward SDG 4, but across all 17 SDGs. Increasingly, the global policy community acknowledges that investing in learning throughout life promotes the flexibility, creativity and productivity of workers, improves people's health and well-being, makes families and communities more resilient, and fosters democratic citizenship.

Focus of the session

The profound nature of the changes facing Member States and people calls for new types of policies and institutional settings for developing knowledge and skills in a holistic, cross-sectoral, decentralized and lifelong learning framework. Today's societies will not be able to meet the ecological, economic, social and cultural challenges that they are now facing without creating learning pathways throughout life and in varied settings and contexts. Hence, establishing learning societies goes hand in hand with promoting sustainable development.

This session examines lifelong learning from a holistic perspective: as a guiding principle to transform education systems, as a foundation for people's empowerment, as an imperative for developing twenty-first century skills, and as a crucial driver of sustainable development.

Lifelong learning as an organizing principle for education policy

Countries around the globe have taken different approaches to applying lifelong learning and using it as a principle for education policy-making. There is no universal way to develop and implement lifelong learning in countries and the specific priorities will depend on each country's political, socio-economic and educational context. Transforming education systems based on the holistic principles of lifelong learning demands a cross-sectoral approach involving a range of stakeholders at different levels. National governments play a critical role in ensuring greater coordination within and between government departments and in creating the conditions for improved synergy between government and partners from different sectors. It is important that cooperation crosses the boundaries between formal, non-formal and informal learning, and involves the private sector and civil society. This will ensure that the diverse places and spaces in which learning takes place are properly utilized and the resources necessary to allow women and men to develop the capacities and competences they need to survive and thrive in a world characterized by rapid technological, environmental, social and economic change are fully mobilized.

Literacy and basic skills as a foundation for lifelong learning

Through the 2030 Agenda, literacy and basic skills have been recognized as the foundation for lifelong learning and development. They are indispensable for not only the achievement of SDG 4 and its 10 related targets, but also to meet the other 16 SDGs. However, the potential of literacy and numeracy to transform our world is only possible if a lifelong learning perspective is employed and integrated, multi-sectoral approaches that draw the

Education 2030

focus from supply to demand adopted. In today's fast-changing society, everyone needs to have a wide set of knowledge, skills and competences. This importantly includes literacy and numeracy, which – from a lifelong learning perspective – need to be understood as part of a complex set of core competencies that require learning and updating on a continuous basis.

Lifelong learning for skills development

Technological change, in particular the digital revolution, has made lifelong learning an economic imperative in the twenty-first century, which demands new skills of workers and citizens. Emerging developments in artificial intelligence and robotics are changing whole industries and making many jobs, which until recently only humans could do, obsolete. This trend is already transforming some industries, such as phone manufacture, whereby intelligent robots do jobs previously carried out by people, and will soon reconfigure others. Automation will drastically change many occupations, with millions of workers having to adapt their skills. The impact of this change is hard to predict, yet its nature means that it will not be enough simply to retrain or upskill workers, but rather to foster people's capacity to be creative and to learn continuously throughout their lives.

Learning cities as an approach to implement the SDGs at local level

Although the primary responsibility for achieving the SDGs lies at country level, implementation does not fall exclusively within the remit of national governments. If the ambitious vision of the 2030 Agenda is to be achieved, it will be crucial to work together across all sectors and at multiple levels. Based on their proximity to the needs of citizens, local governments are best placed to link the global goals to local communities and are particularly encouraged to create green, healthy, equitable and inclusive living environments, which offer sufficient opportunities for decent work and entrepreneurship. Building learning cities has proven an effective way of enhancing access to and participation in lifelong learning, contributing to the creation of more sustainable living environments. The learning cities concept is a people-centred and learning-focused approach, which provides a collaborative, action-orientated framework for working on the diverse challenges that cities increasingly face.

Organized by SDG-Education 2030 Steering Committee Members: UNESCO Institute for Lifelong Learning (UIL)
Moderator: Mr David Atchoarena, Director, UNESCO Institute for Lifelong Learning
Speakers:
- Mr Serigne Mbaye Thiam, Minister of National Education, Senegal (tbc)
- Mr Kwango Kim, Secretary-General, Korean National Commission for UNESCO
- Mr Camilo Gutierrez, Head of Finance and Planning, Ministry of Education, Colombia (tbc)
- Ms Katarina Popovic, Secretary-General, International Council for Adult Education (ICAE)
- Mr Paul Comyn, Senior Skills and Employability Specialist, International Labour Organization (ILO)

Guiding questions to frame the discussion

1. How can governments adopt and implement a holistic approach to lifelong learning policies, promoting flexible learning pathways, sustaining employability and ensuring access to learning throughout life?

2. How is the concept of literacy changing? What does it mean to adopt a lifelong learning perspective on literacy?

   What is the role of local governments in realizing lifelong learning for all, and how can the concept of learning cities help to achieve more sustainable living environments?

Key policy messages

- Education systems based on the holistic principles of lifelong learning need to adopt flexible learning pathways, a strong articulation between formal and non-formal education, and frameworks and operational mechanisms for the recognition, validation and accreditation of non-formal and informal learning outcomes.

- New forms of governance are needed to elicit fully the benefits of lifelong learning. This requires cross-sectoral, collaborative and decentralized governance, going beyond ministries of education and vocational training and involving other ministries and government agencies, at all levels of public governance, as well as cities, the private sector and civil society, in pursuit of integrated, intersectoral policy-making and management.

- Literacy and basic skills need to be understood as a learning continuum of proficiency levels and a foundation for lifelong learning. This should be reflected in adequate policies, programming and funding at national and local levels, and requires higher level of funding from the international community, with particular attention given to countries with low levels of youth and adult literacy.

Key references

UIL. 2017. *Literacy and Numeracy from a Lifelong Learning Perspective*. UIL Policy Brief 7. Hamburg, UIL. Available at: http://unesdoc.unesco.org/images/0024/002470/247094E.pdf

UNESCO. 2016. *Education 2030. Incheon Declaration and Framework for Action for the* Implementation *of Sustainable Development Goal 4. Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All.* Paris, UNESCO. Available at: http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

Side Event - Global Alliance for Literacy within the Framework of Lifelong Learning (GAL)

Organized by the UNESCO Institute for Lifelong Learning (UIL), Monday 3rd December, 18h30

Within the framework of SDG4 and the broader sustainable development agenda, literacy remains one of the most important building blocks of the well-being of our societies. Last month (6 November 2018), the UN General Assembly adopted a resolution entitled "Literacy for Life: shaping future agendas" which underlines the importance of literacy as the foundation for lifelong learning, a building block for achieving human rights and fundamental freedoms and a driver of sustainable development. The text asked Governments to scale up literacy programmes for all.

The General Assembly specifically requested UNESCO to continue its coordinating role of the Global Alliance for Literacy and to provide support to Member States in their efforts towards implementing target 4.6 on youth and adult literacy, in connection with the other literacy related targets. This reinforces the importance of target 4.6 to ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy by 2030, while recognizing that literacy is a continuum of different proficiency levels that are developed throughout life and across different life contexts.

In view of achieving better results, GAL member states adopted last month, at a meeting hosted by Mexico, a refocused and targeted approach giving particular attention to the 20 countries with a literacy rate below 50%, plus the E9 countries, which concentrate the largest number of illiterate people. Following this decision, a GAL Policy Forum examined in Mexico city how to further strengthen and innovate literacy policies, plans and programmes and agreed to a set of follow-up initiatives aiming at:

- → better understanding the current state of the art in literacy policies and programmes in GAL countries;
- → assessing the cost of achieving target 4.6 in GAL countries;
- → better articulating the literacy agenda within the overall SDG4 process;
- → strengthening advocacy efforts towards countries and development partners to ensure that youth and adult literacy does not become the aid orphan of the SDG 4 agenda.

The GAL side event at GEM will provide an opportunity to provide evidence of countries' commitment to the literacy agenda, share stakeholders' perspectives on how best integrate literacy strategies within broader public policies, discuss ideas to better promote the literacy agenda within the framework of SDG4 and through GAL, discuss the way forward in terms of advocacy, partnership and funding.

The GAL side event at GEM will provide an opportunity to provide evidence of countries' commitment to the literacy agenda, share stakeholders' perspectives on how best integrate literacy strategies within broader public policies, discuss ideas to better promote the literacy agenda within the framework of SDG4 and through GAL, discuss the way forward in terms of advocacy, partnership and funding.

Provisional programme: 3 December 2018 - 18h30-19h30
- **The Global Alliance for Literacy within the Framework of Lifelong Learning (GAL): a new impetus**
  - Mr David Atchoarena, Director of the UNESCO Institute for Lifelong Learning (UIL)
- **National policies for promoting literacy**
  - Mr Salimane Karimou, Minister of Maternal and Primary Education, Benin
  - Mr Serigne Mbaye Thiam, Minister of National Education, Senegal
- **Literacy in the workplace:**
  - Mr Paul Comyn, Senior Skills and Employability Specialist, International Labour Organization
- **Literacy and the construction of citizenship**
  - Mrs Rasheda K. Choudhury, Executive Director, Campaign for Popular Education (CAMPE)

Cocktail : 19h30

Concept Note for Roundtable on Education and the 2030 Agenda

Background

The 2030 Agenda for Sustainable Development is universal, holistic and indivisible, with a special imperative to leave no one behind. The SDGs are inter-dependent and can only be achieved if implemented together, reinforcing each other. The globally shared concern for sustainability implies a universal agenda relevant to all societies regardless of development status. As such, understanding the interlinkages between the various goals and targets, as well as the ways in which they interact and influence each other, is central to the overall success of the implementation of the Agenda.

While education in the 2030 Agenda for Sustainable Development is most explicitly formulated as a stand-alone goal (SDG4), there are also a number of education-related targets and/or indicators in other sustainable development goals. These include health and well-being [Target 3.7], gender equality [Target 5.6], decent work [Target 8.6], responsible consumption and growth [Target 12.8], and climate change mitigation [Target 13.3]

It is this combination of SDG4 and of the education-related targets and indicators in other development goals, which may be referred to as 'Education 2030'.

Within the Sustainable Development Agenda, meeting the education goal is regarded as key for the progress of all other SDGs. We also know that investments in education that are not accompanied by concurrent progress in other aspects of human wellbeing will fall short of enabling all people to realize their full potential in life.

As the main UN platform on Sustainable Development, the High-Level Political Forum (HLPF) has a central role in the follow-up and review of the 2030 Sustainable Development Goals (SDGs) at the global level. The HLPF examines a set of goals annually, as well as their two-way interlinkages. The 2019 HLPF Review will be devoted to the theme "*Empowering people and ensuring inclusiveness and equality*" and includes an in-depth review of SDG 4 together with the following goals:
- SDG 8 on Decent Work and Economic Growth
- SDG 10 on Reduced Inequalities
- SDG 13 on Climate action, and
- SDG16 on Peace, Justice and Strong Institutions

Focus of the roundtable

Panel interveners and Global Meeting participants will be challenged to reach beyond their respective areas of work to explore the critical interactions between SDG 4 and the rest of Agenda 2030, including the goals and targets in focus at HLPF 2019, to explore pathways that leverage progress in multiple areas, develop a common understanding of challenges and shared approaches towards achieving overarching SDGs outcomes, and produce recommendations on new and innovative ways in which multiple, diverse actors can work together towards these ends.

Guiding questions

- What are the most significant interlinkages – based on the most recent thinking and evidence – between SDG4 and the rest of the 2030 Agenda? In particular, how does ensuring quality education and equal learning opportunities for serve as an enabler for decent work and economic growth, reduced inequalities, climate action, and peace, justice and strong institutions?
- How do the nature of these interlinkages vary across countries in different circumstances, or impact specific population groups differently?
- Given the interconnectedness and interdependence of the Sustainable Development Goals, what are some concrete ways to go beyond a silo approach and ensure that the education sector is better articulated with other development sectors? How can policy coherence be ensured across sectors? What are some

Education 2030

practical ways in which policy makers and multi-stakeholder partnerships can leverage these interlinkages for effective action at sub-national, national, regional and global levels?

- What would be some key areas, e.g. data availability; science, technology and innovation; financing; and capacity development, that can be invested in to ensure acceleration towards the SDGs?

Key Policy Messages

- All SDGs are interdependent and can only be achieved if implemented together. Since education is not only an integral part of, but also a key enabler for sustainable development, it needs to be included in national development plans and strategies to achieving all SDGs.

- While education is essential for sustainable development, advancements in education require accompanied improvements in other aspects of wellbeing to fully realize their impacts. Progress towards other SDGs may be a necessary pre-condition for attaining some of the education targets, and vice versa.

- Given the important of collective knowledge/intelligence needed to address complex intersectoral issues, education and research are key for knowledge production and dissemination and should be prioritized in development policies and strategies.

Modality

Brief presentations on interlinkages will serve to initiate an interactive panel discussion

Panel 1 - Empowering People: Ensuring Inclusiveness and Gender Equality

Context and rationale

Inclusion and gender equality in and through education are the cornerstone of a transformative education agenda. This means that each individual has an equal opportunity for educational progress. This also means that we build on diversity to give every girl and boy, every woman and man, a chance to shape the destiny of his or her societies.

Yet, the world is still a long way from ensuring that everyone has the right to a quality education. We have seen progress across the world – but not enough. 264 million primary and secondary age children and youth are out of school today. Wide and often mutually reinforcing disparities are also evident within countries, including disparity in terms of rural/urban settings, household wealth, gender, migrant status, ability and ethnicity.

There are also sharp inequalities in poverty in and between countries. Children from the poorest homes are five times less likely to complete school than those from the richest. Girls and women carry the heaviest burden and just 1% of poor rural young women in low-income countries complete secondary school. 758 million adults are illiterate – two thirds are women, a figure unchanged since 2000.

Inequality in education manifests itself in all aspects of the education process (access, retention, completion, treatment, learning outcomes, as well as education and career choices), disproportionately affecting girls and women, particularly those in settings of conflict and instability.

Lasting peace and sustainable development are impossible while these levels of inequality persist. There is also a huge economic cost in our failure to ensure that children, youth and adults have the advantage of quality education that enables them to develop the competencies necessary for dignified life and decent work.

It is important to accelerate efforts by focusing on those learners who are most at risk of exclusion or underachievement. Poor quality of education primarily affects the most disadvantaged learners, and is particularly pervasive in developing countries. For learners, it leads to high repetition and dropout rates, failure to acquire effective competencies, and limited opportunities for further learning and for improved quality of life. Poor quality education has tremendous implications for countries' development including inefficient use of limited financial resources, wasted human potential and lost socio-economic benefits from education.

The central message of inclusion and gender equality is therefore simple: *every learner matters and matters equally.* The complexity arises, however, when we put this message into practice. This requires a change in thinking and practice at every level of an education system: from classroom teachers and others who provide educational experiences directly, through to those responsible for national policy.

Focus of panel debate

The panel will focus on the challenges and strategies to overcome persistent barriers for vulnerable and marginalized groups excluded from equal education opportunities on the grounds of gender, ethnicity, ability, socio-economic status or other parameters. It will explore the root causes of the inequalities, disparities and diverse forms of exclusion and discrimination affecting children and youth as well as the policies and strategies to increase access, reduce dropout, repetition and failure rates and to eliminate the gender gap in education. The panel aims to highlight innovative and promising educational policies and strategies to reach all learners, respecting their diverse needs, abilities and characteristics and to eliminate all forms of discrimination in the learning environment.

Guiding questions

What are the main challenges and opportunities in implementing inclusive and gender-responsive education policies?

What effective strategies and partnerships exist (e.g. cross-sectoral, public-private, parents-schools, South-South and North-South) to ensure equality of educational opportunity to promote inclusiveness and gender equality?

Key policy messages

- Governments should strengthen, and partners should support, cross-sectoral development policies and plans, consistent with the overall 2030 Agenda for Sustainable Development, to address the social, cultural and economic barriers that deprive the most vulnerable and marginalized of their right to quality education.

- Governments should ensure more equitable allocation of public funding to social sectors, including education, ensuring gender-sensitive approaches and a focus on the most marginalized and vulnerable segments of the population.

- Governments should ensure strategies that remove or minimise the attitudinal and environmental barriers to everyone's full participation in education and that promote safe and inclusive learning environments that foster the development of learners' knowledge, skills, attitudes and behaviours.

Education
2030

Panel 2 - Migration, Forced Displacement and Education

Context and rationale

Leaving no one behind is among the most aspirational and often cited global commitments of the United Nations 2030 Agenda for Sustainable Development. Migration and displacement are two global challenges the agenda needs to address in achieving the 17 Sustainable Development Goals (SDGs), including SDG 4: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Migration and displacement interact with education in many ways, as UNESCO's 2019 Global Education Monitoring (GEM) Report is showing.

Those affected include those who move, those who stay and those who host immigrants, refugees or other displaced populations. Internal migration is an issue in many rapidly urbanizing middle-income countries where many rural children are left-behind by migrating parents; or, seriously underserved in terms of education and other social services if they accompany their parents. International migration is most visible in high-income countries, where immigrants make up substantial numbers in classrooms. But it also affects sending countries, which see many of their skilled nationals emigrate. Displacement is particularly acute in low-income countries, which host 10% of the global population but 20% of the global refugee population, often in their most educationally deprived areas. More than half of those forcibly displaced are under age 18. There are 60% more internally displaced people than refugees as a result of conflict.

Migration and displacement affect education. Education systems are impacted, from policy and planning to infrastructure and financing to curriculum content and teaching and learning practices. They require systems to accommodate those who move and those left behind. Countries are challenged to fulfil the international commitment to respect the right to education for all. They must often act quickly, under severe constraints or even opposition from some constituencies. They have to address the needs of those cramming into slums, living nomadically or awaiting refugee status. Teachers have to deal with diverse, multilingual classrooms and traumas affecting displaced students, often with little or no prior preparation or support. Qualifications and prior learning need to be recognized to make the most of migrants' and refugees' skills.

Education also affects migration and displacement. It is a major driver in the decision to migrate. Education affects not only migrants' attitudes, aspirations and beliefs but also those of their hosts. Increased classroom diversity brings both challenges and opportunities to learn from other cultures and experiences. Appropriate education content can help citizens critically process information and promote cohesive societies; inappropriate content can spread negative, partial, exclusive or dismissive notions of immigrants and refugees.

Focus of panel debate

Countries are including immigrants and refugees in national education systems. Governments have taken increasingly bold steps to assume education responsibilities previously provided for only in international agreements. Exclusionary practices are being abandoned as a result of forward-looking decisions, political pragmatism and international solidarity. Countries party to the 2018 Global Compact for Safe, Orderly and Regular Migration and the Global Compact on Refugees, which extensively refer to education, recognize education as an opportunity. The panel debate will discuss key recommendations and reflect on the opportunities and challenges in inclusion of migrant and displaced children and youth in national education systems.

Guiding questions

- What steps has your government/organization taken to include migrants, refugees and other displaced populations in national education systems?

- What are the main challenges for your government/organization to ensure the inclusion of migrants, refugees and other displaced populations in national education systems? What role can the two global compacts play?

Key policy messages

- Ensure the right to education for migrants, refugees and other displaced populations
- Include migrants, refugees and other displaced populations in national education systems

Modality

Starting with a short animated video and presentation of the key findings from UNESCO's 2019 Global Education Monitoring Report on migration and displacement to frame the discussion, a high-level panel will share perspectives on the theme, followed by interaction with respondents from the floor.

Looking Back to Look Forward: Reviewing progress – perspectives across countries

According to the Education 2030 Framework for Action, the **purpose** of Global Education Meetings aligned with the HLPF meeting schedule is "to review the SDG 4-Education 2030 agenda against progress made and share outcomes with the appropriate overall global follow-up and review mechanisms for the SDGs" (§95). This session addresses both objectives and is presented by three entities entrusted with serving the international education community in that respect:

- the UNESCO Institute for Statistics, which is "the official source of cross-nationally comparable data on education" and custodian agency for 9 global indicators leads the methodological development of indicators (§100) and provides "support to Member States to strengthen relevant measurement and monitoring capacities" (§98);

- the Global Education Monitoring (GEM) Report, which is "the mechanism for monitoring and reporting on SDG 4" and on "the implementation of national and international strategies"; and

- the SDG-Education 2030 Steering Committee (SDG-Education 2030 SC) whose aim is to "provide strategic guidance, review progress drawing on the GEM Report, and make recommendations to the education community on key priorities and catalytic actions to achieve the new agenda; monitor and advocate for adequate financing; and encourage harmonization and coordination of partner activities".

All three entities fulfil their responsibilities as part of the overall SDG follow-up and review.

The session will briefly introduce the SDG 4 monitoring framework and the institutions that have been set up to further develop and refine it. It will review the latest evidence from the September 2018 UIS **data** release focusing on the 11 SDG 4 global indicators, target by target. Selected outstanding issues will be presented in the form of recommendations: further development of selected indicators, better financing of data collection, stronger support to international coordination mechanisms, and national benchmark setting.

Selected areas where progress towards the SDG 4 targets is lagging will be identified, which will bring the discussion to how key **policy** messages can be developed in view of the first SDG 4 review at the 2019 HLPF. The international community, starting from this meeting, needs to define in the coming months what will constitute progress between now and 2030: what are the policies and programmes that could help accelerate progress towards SDG 4. A special publication under the auspices of the Steering Committee is being developed by the GEM Report to assist efforts in that direction. The two inputs to this publication, an analysis of the education dimensions of the Voluntary National Reviews and the responses to a questionnaire administered to all countries, will be presented.

More than 70% of countries participating in the Global Education Meeting have carried out at least one Voluntary National Review (VNR) between 2016 and 2018. Some countries included an explicit focus on SDG 4 as a national priority, while many countries have included goal by goal analyses. Education is also mentioned in terms of interlinkages for meeting other goals, although to they could be highlighted more explicitly. The aspect of the 2030 Agenda most covered is the principle of leaving no one behind although again more could be done to present a situation analysis of inclusion and other national strategies from an education perspective.

The presentation will prompt the discussion in the two ministerial roundtables that will follow, providing an opportunity for countries to share experiences on education systems' strengthening in meeting the 2030 Agenda for Sustainable Development, guided by:

- What new policies or strategies best reflect the countries' commitments to SDG4-Education 2030?

- What opportunities to further strengthen alignment of education policies and plans with SDG4 and the wider 2030 Sustainable Development Agenda?

Following the two presentations, the draft **Outcome Statement** will be presented by the SDG-Education 2030 Steering Committee co-chairs, which will contain draft recommendations on key priorities for the international education community to present at the 2019 HLPF review of SDG 4.

The floor will then open to questions from participants.
The three parts of the session will prepare the ground for the ministerial roundtables.

A Youth Development Lens on Education 2030 (SDG4)

Inter-Agency Network on Youth Development

"Youth" has the advantage of being one of the few concepts with dual meaning in policy, research and practice. It is recognized as both a life stage and a group of individuals with specific characteristics and considerable demographic evolution and strength. As such, applying a youth development lens on SDG4 implies a dual recognition that:

- Youth development is a policy area and a policy objective with which targets under SDG4 interact and are closely interlinked;
- Young people are, by right, a legitimate stakeholder group in any development effort (including the effort for the realization of SDG4) that aspires to be relevant, efficient and inclusive.

There are significant benefits to applying a youth development lens on SDG4:

- **From a life-course perspective,** it allows understanding and capitalizing on the formative and transformative influence education can have during this crucial stage of an individual's life. Youth is globally recognized as the life stage when social norms, self-concept and self-efficacy are formed and where individuals make a series of transitions[21] based on decisions that will affect their lives and their communities. These choices are directly influenced by the quality and relevance of the knowledge, skills and competencies one possesses in that specific moment, as well as by the information, counselling, support and opportunities provided. As such, youth development prospects are linked with SDG4 targets and are affected by the way these are pursued, as well as by the level of their attainment. And, in turn, this correlation between youth development prospects and education may influence further lifelong learning decisions.

- **From an education perspective**, it allows for a more in-depth exploration of the specific needs and characteristics of different age categories within the youth cohort (10-14; 15-19; 20-24 years old) that are concerned differentially by education targets. The same applies for the various intersections within the youth cohort, particularly those based on gender, background, political and socio-economic conditions.

- **From a stakeholder perspective**, applying a youth development lens to SDG4 allows to mobilize and engage the expertise, innovative thinking and first-hand experience of a group that is directly concerned by SDG4 and poised to significantly contribute to its achievement. Such an approach would look at how young people engage in the realization of SDG4 at different levels both as stakeholders involved in governance of education systems, as well as providers of education (young teachers, non-formal and peer-educators) through the ways in which they organize, create spaces and take action.

Having a clearer understanding of the different levels of influence, interaction and correlation between education and youth development would help render more relevant actions for the achievement of SDG4, as well as contribute to the attainment of other SDGs with which SDG4 interlinks. In other words, when SDG 4 is viewed from a youth lens, it becomes a powerful enabler for other SDGs.

In view of the above, a number of indicators under SDG4 are particularly relevant to youth development and young people themselves, namely:

- **Target 4.3 and target 4.4**, on affordable and quality Technical and Vocational Education and Training (TVET) and relevant skills for employment, decent jobs and entrepreneurship. Young people are the primary users and stakeholders of sectoral reforms as well as efforts to achieve gender parity and increased access. For TVET education to translate into increased decent youth employment, close communication between education decision-makers and young people is essential.

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[21] Such as learning and continuing to learn; going to work; growing up healthy; exercising citizenship; forming relationships and families, among others (World Development Report, 2007)

- **Target 4.7**, on the acquisition of knowledge and skills to promote sustainable development – such as gender equality, sustainable lifestyles, and global citizenship. Young people are not only beneficiaries of this type of education, but also have the capacity to concretely contribute to efforts toward achieving SDG4. Youth-led organizations play a central role in supplying non-formal education and concrete experience on these particular skills, as well as shaping formal education policy and practice.

- **Target 4a**, on safe, non-violent, inclusive and effective learning environments. Young people are key actors and advocates in the promoting of inclusion and diversity in learning spaces. In addition, young people are key in defining the ways in which learning environments are effective, including through services and facilities that may be infrastructural as well as technological.

- **Target 4c**, which calls for the substantial increase in the supply of qualified teachers, is directly connected to young people as they are the ones potentially/eventually becoming teachers to the next generation. In that sense, young people need to play an active role in ensuring they acquire all appropriate knowledge and life skills (e.g. critical thinking, problem solving, team work, health, gender equality, responsible production and consumption, financial literacy, etc.), to have a positive impact in the empowerment of the next generation.

- A crucial **cross-cutting perspective in all SDGs, and especially SDG4 and its target 4.5**, it is essential to remember that marginalized groups such as refugees, migrants and minorities, and especially girls and young women in fragile situations, face particular challenges related to access to quality education and skills training. Considering this, the specific needs of marginalized youth need to be examined in greater details and more attention needs to be given to those groups when it comes to evidence building, policy change and monitoring.

Strategic recommendations in view of the SDG4 Review process:

- Invest in gathering and analyzing disaggregated qualitative and quantitative data, as well as in building knowledge on the co-relation between youth development and education;
- Translate available cutting-edge research and knowledge into tangible policy recommendations that address, from a youth development lens, each of the above SDG4 targets;
- Enable knowledge generation and co-production by young women and men in this area.

Way forward:

In light of this, and as a contribution to the progress review of the implementation of SDG4, the Inter-Agency Network on Youth Development (IANYD) proposes to explore in greater details the linkages between SDG4 and youth development to provide substantive and evidence-informed recommendations on the above areas and targets, for consideration by all concerned stakeholders. In preparing these, the Network will discuss and consult with relevant experts such as members of the academic sector, policy specialists, practitioners, CSOs including youth organizations, etc. The findings and recommendations will be developed over the first quarter of 2019 and then further refined and channeled to SDG4 review process , including the 2019 HLPF and subsequent General Assembly.

Context & rationale

Achieving the 2030 Agenda for Sustainable Development calls for increasing the supply of well-trained, qualified, motivated, and supported teachers as called for in the SDG Target 4.C. This is because teachers are one of the most powerful forces for achieving inclusive and equitable quality education and promoting lifelong learning opportunities for all. But progress has been slow, and projections indicate that it will be necessary to recruit almost 69 million new teachers by 2030 to achieve universal primary and secondary education.[22]

Despite widespread recognition of the importance of teachers in shaping the success of future generations, governments in developed and developing countries alike face challenges in recruiting and retaining teachers. Wages for teachers in many countries are not comparable to professionals with similar education and training levels, workloads have increased, working conditions are deteriorating, and teachers are increasingly employed under precarious contracts with no access to professional development opportunities.[23] The situation is more dire in the case of TVET teachers, where public spending is even lower, wages are poorer, and professional development opportunities almost non-existent.[24] In some countries, many classrooms are staffed by teachers who are not qualified or trained to teach, particularly in the pre-primary sector.[25] These issues are at the core of the 'learning crisis' which disproportionately affects the most vulnerable groups, with high disparities within and across countries. The average student in low-income countries performs worse than 95% of the students in high-income countries, further amplifying inequalities.[26]

Meeting Education 2030 commitments are further complicated by emerging societal changes such as technological advancements, globalization, demographic shifts, and migration that are altering the educational landscape and bringing new challenges to the work of teachers. Whether through forced or voluntary migration, classrooms are becoming more ethnically and linguistically diverse, necessitating the use of new pedagogies. Reaching the 262 million children and youth out of school and increasing adult literacy and numeracy rates has opened up new informal and non-formal educational pathways that require specialized pedagogical approaches.[27] The rapid expansion of technology in the workplace and the looming 'Fourth Industrial Revolution' are changing the nature of work and creating a demand for new competencies and an upskilling of the current workforce.[28] TVET teachers and educators working in the informal and non-formal sectors will have a special role in preparing learners for the new future, with a focus on bridging learning with labour market needs, teaching in both classroom and workplace settings, face-to-face and online, upgrading skills or teaching the basics, and working with diverse groups of learners of varying ages and abilities.[29]

Meeting these challenges requires rethinking the role of teachers and educators in the new educational landscape and how they are trained, recruited, and deployed. Globally, teacher education has not kept pace with preparing teachers for a rapidly evolving labour market, and in general, there is a mismatch between education policy and teacher education curricula.[30] The lack of innovation in teacher education has meant that the burden of teacher training, including its funding, has fallen on fragmented, often privatized, in-service provision, negatively impacting teacher quality and further increasing inequalities. Teaching continues to be a profession of low prestige, but the importance of lifelong and life-wide learning means that teachers from

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[22] http://uis.unesco.org/sites/default/files/documents/fs39-the-world-needs-almost-69-million-new-teachers-to-reach-the-2030-education-goals-2016-en.pdf.

[23] Dembélé, M. Shugar, A. & Niang, F. (in preparation). A review of the use of contract teachers in sub-Saharan Africa. A comparative synthesis.

[24] Rawkins, C. (2018). A Global Overview of TVET Teaching and Learning: Current Issues, Trends, and Recommendations. A report submitted to the 13th Session of the CEART.

[25] UNESCO. (2017). Global Education Monitoring Report 2017/8. Accountability in education: Meeting our commitments. http://unesdoc.unesco.org/images/0025/002593/259338e.pdf.

[26] World Bank (2018) World Development Report 2018: Learning to Realize Education's Promise.

[27] http://uis.unesco.org/en/topic/out-school-children-and-youth.

[28] World Bank (2019). World Development Report 2019: The Changing Nature of Work.

[29] International Task Force on Teachers for Education 2030. "Preparing Teachers for the Future We Want." Final Declaration of the 11th Policy Dialogue Forum, Montego Bay, Jamaica, 9 November 2018

[30] UNESCO. (2017). Global Education Monitoring Report 2017/8. Accountability in education: Meeting our commitments. http://unesdoc.unesco.org/images/0025/002593/259338e.pdf.

different sectors will need to continue playing a critical role in order to achieve inclusive and equitable quality education for all.

Focus of panel debate

This panel will discuss and reflect on the changing role of teachers in meeting new and emerging labour market and societal challenges, how teacher education can be reformed to better prepare learners to meet future challenges, and what countries can do to increase the global supply of qualified teachers in all sectors of the teacher workforce. The panel will identify forward-looking and promising policy measures that can support a sustainable reform and financing of teacher education, with a specific focus on low-income countries where the shortage of quality teachers is the greatest.

Guiding questions

In reflecting on and responding to these questions, the changing nature of delivery of education within a lifelong and life-wide perspective must be taken into consideration, noting the changing role of teachers and educators across formal, non-formal, and informal provision, from early childhood development through to higher education.

1. Teacher education has clearly not kept pace with current and emerging national and global challenges. What are the main challenges and opportunities to reforming teacher education considering the new demands on teachers, teaching, and learning? What are some promising examples, including funding arrangements, where governments, development partners, or private providers have implemented sustainable teacher education reforms?

2. Despite the widespread recognition of the importance of teachers in shaping the success of future generations and in lifelong learning, governments in developed and developing countries alike face challenges in recruiting and retaining teachers. Drawing on your experience, can you discuss how we may be able to attract and retain teachers in the profession? Can the same strategies be applied to improving the status of TVET teachers?

3. What are the key priorities for the future of teaching and learning in your national context? What actions has your country (or organization) taken (or will take) to ensure an adequate supply of well-trained and qualified teachers to meet future educational, labour market, and societal needs?

Key Policy Messages

- The future labour market and emerging trends such as technological advancements, globalization, and migration call for a reform of teacher education in order to better prepare teachers to meet new educational challenges in a context of increasing diversification of provision of education and training opportunities and outcomes. Teacher education curricula should be better aligned with national education and social policies so that teachers at all levels of education, including TVET teachers and educators working in the informal and non-formal sectors, can better prepare learners for current and future labour market needs and societal challenges.

- Governments should ensure adequate financing for recruiting, training, and supporting an adequate supply of teachers and educators for all sectors of the teacher workforce from early childhood to higher education across formal and non-formal education provision. This should be achieved primarily through domestic resource mobilization, efficient and effective teacher policies, recruitment, and deployment practices, developed with the full involvement of teachers and their organisations, and continued focus on external resource mobilization to complement domestic resources.

- Governments, teachers and their organizations, and international partners should enhance efforts to raise the social status of the teaching profession by ensuring that teacher education is appropriately regulated and provided by accredited institutions of higher education, staffed with qualified teacher educators. The teaching profession should be governed by professional standards of practice and code of conduct and be

Modality

The panel focus will be introduced by the moderator. The moderator will then briefly introduce the panellists and will ask each to intervene for about 3-5 minutes, focusing on the main challenges with teacher education in the context of SDG4 – Education 2030. The moderator will use the key questions to drive the debate, both from the panellists and from the floor.

Education
2030

Panel 4 - Skilling and Reskilling for Life and Work

Context & rationale

Our world today is characterised by accelerated and unprecedented pace of change. Globalization, new technologies, migration, changing labour markets, and transnational environmental and political challenges will demand new skills and knowledge needed for work, citizenship and life in the twenty-first century.

Technological development, particularly digitization, deserves attention in its own right because it has arguably emerged as the most important driving force in the economy today. Automation and labour market polarisation are leading to rapid changes in both the demand for and supply of skills, raising concerns about structural imbalance in labour markets. Due to automation, new occupations are emerging while others are no longer in demand. At the same time, 2 billion people are working in the informal sector with little access to technology. The digital economy itself is also bringing-in new types of informality and vulnerability.

To thrive in the digital economy, a large set of skills will be needed, ranging from foundation skills through to digital skills, the right socio-emotional skills to work collaboratively and flexibly, to green skills. Twenty-first century skills, including creativity, learning to learn, as well as entrepreneurial and transferable skills, are at the top of employers' expectations for the workforce. People not yet in the workplace and those currently working need the full skill sets so that they can not only harness the benefits of digital economies, but also learn to be flexible and adaptive to new situations and fast changing labour markets.

At a time when millions of individuals will need the set of skills that is required for work and life, the challenge for all countries is to develop and implement effective education, lifelong learning and training policies that include a focus on re-skilling and upskilling. This may include efforts to end may include expand and improve the quality of education systems, support employers-sponsored in-service training, reinforce work-based learning through internships, apprenticeships and alternance models, and support on-line learning. It is also critical that all forms of learning be recognised and valued, particularly through validation of prior learning schemes, as well as the provision of multiple entry points and pathways to lifelong learning, knowledge, skills and competences.

Education and training systems – whether in teaching the next generation or continuously upskilling the existing workforce – will need to be more agile if they are going to meet the challenges of life and changing labour markets and speed up the transition of workers between jobs. This requires countries to be able to anticipate and assess the changing demand for skills and to reorient their education and training systems accordingly.

Focus of panel debate

This Panel focuses on the specific impact of changes in the labour market on jobs and the demand for skills. The Panel will thus discuss policy measures and solutions that can simultaneously equip the current and next generation of the workforce with the skills they will need for a not-yet-imagined future. The Panel will specifically explore how Member States can respond to the challenges of the changing labour markets and other global trends from a skills perspective and how developing countries can leapfrog the digital technology to achieve sustainable development goals including inclusive growth, decent work and entrepreneurship. In particular, it will provide an opportunity to collectively reflect about how global forces interact with local realities, how this affects the need for skills and how governments, businesses, social partners, civil society, research institutions, communities and education and training providers should work together to manage change and mobilise the required resources.

There is widespread agreement that education in the future needs to ensure that people gain four main skills: communication, collaboration, creativity, and critical thinking. This requires that alongside skills such as literacy and numeracy, they should all have the basic digital skills that underlie these. They also need to have a comprehensive understanding of the rapidly changing world in which they live, and their roles and responsibilities as citizens within it. Education is about much more than merely providing people with the skills and knowledge to work, and must create a framework through which they can live diverse, enriched and fulfilled lives. People of all ages should have opportunities to learn about their own cultures, in their own languages, and within their own circumstances.

Education 2030

The Panel will identify forward-looking and promising policy measures to skill and reskill the current and next generation and ensure that no one is left behind, and the governance and sustainable funding arrangements that would allow these.

Guiding question

1. What is the evidence regarding impact of automatisation on jobs and in which context? What are the opportunities and risks for decent work and entrepreneurship? How can developing countries leapfrog the digital economy? In developed countries too, marginalized and vulnerable children, young people and adults risk being left behind. How can the challenge be addressed in high and middle-income contexts?
2. What are some promising education and training policy measures to ensure skilling and reskilling of youth and adults to meet changing labour market demands? Which governance arrangements should underpin these policy measures, including ensuring adequate financing and attention to equity and quality?
3. Informality has remained remarkably stable notwithstanding digitalisation, economic growth or the changing nature of work. What are the right policy measures that can address the skills needs of informal sector workers?

Key Policy Messages

- To equip youth and adults to reap the benefits of new technologies, there is need to promote coordination between different policy domains including education, employment, industrialisation and others, to develop comprehensive and inclusive skills strategies for skilling and reskilling in a lifelong learning perspective.

- Noting the accelerated social technological and economic changes and accompanying skills shortages and mismatches, it is imperative that we make far-reaching changes in planning and provision of education, lifelong learning and on-the-job training or education systems risk being more and more out of date. In this regard, there is a need to support skills strategies with appropriate governance and funding arrangements in accordance with national conditions. The contribution of employers' and workers' unions is critical.

- There is evidence of a skills divide in many societies. All too often, access to skills is unequal, thus perpetuating and exacerbating the disadvantage that often comes with being in informal sector or regular livelihood, being poor, female or a member of a marginalised social group. More bold policies are needed to maximise the benefits and mitigate risks for disadvantaged groups.

Modality

The Panel focus will be introduced by a moderator. The moderator will then briefly introduce the panelists and will ask for a five-minute statement from each panelist with a focus on how the future of skills is impacted by changes in the world of work and what are the promising policy measures in addressing the challenge of skilling and reskilling youth and adults. The moderator will use the key questions to drive the debate among the panelists and from the floor.

Education 2030