

Ensuring appropriate coordination mechanisms

BRIEFING NOTE 3

July 2016

Achieving the aspirations of the education goal and targets in the 2030 Agenda for Sustainable Development requires coordinated efforts among all partners involved at all levels. In all cases, strong multi-stakeholder partnerships and unity of action are essential for successful integration of SDG4-Education 2030 commitments and focus areas into national education development efforts. It is in this framework that this note briefly outlines the *functions* of coordination mechanisms at national, regional and global levels and the types of *working arrangements* that may be required.

National coordination

Principles for national coordination

The nature and dynamics of existing education sector coordination mechanisms vary across very diverse country settings. While respecting this diversity, the following general principles may help guide coordination of education sectors within the context of the 2030 Agenda:

- **Government-led and inclusive processes:** National education sector coordination mechanisms must be government-led. While the dynamics of education sector coordination mechanisms vary between contexts, these mechanisms need to ensure the participation of all relevant stakeholders involved in education development efforts at national or local level.
- **Avoid duplication by building on existing structures:** To the extent possible, SDG 4-Education 2030 coordination should build on existing national/local structures and mechanisms. Duplication of efforts through the establishment of separate or parallel coordination structures and processes should be avoided, whether within the education sector or across the SDG agenda.
- **System-wide approach:** Existing education sector coordination mechanisms and processes will have to be strengthened or adjusted as needed to capture the greater ambition of SDG 4. This entails a truly system-wide approach that includes both formal and non-formal education and training, as well as all sub-sectors including early childhood care and education, primary education, general and technical secondary education, vocational skills development at basic and post-basic levels, as well as adult education. Full consideration must be accorded to relevant structures and processes in decentralised systems as appropriate.
- **Beyond the silo of the education sector:** National and sub-national coordination mechanisms need to *avoid a silo approach* to implementing SDG4-Education 2030 by going beyond education departments to include, where possible, other Ministerial departments, such as Health, Youth, Social Affairs, Labour,

Planning and Finance. This is necessary to secure high-level political support, inter-governmental cooperation, and adequate funding.

- **Ensure linkage with broader SDG coordination:** Linkages must also be ensured between the national coordination of SDG 4 on education with the broader national coordination mechanisms for the overall SDG agenda.

Functions of national coordination

1. Ensure that there is a coherent, coordinated, and all-inclusive participatory approach for the effective contextualization of SDG4-Education 2030 targets and focus areas.
2. Support the integration of SDG4–Education 2030 into national and subnational education policy and planning.
3. Ensure regular and consistent national review and monitoring of progress toward SDG4 as part of regular monitoring of education sector and national development goals and targets.
4. Ensure appropriate education sector links to cross sectoral national architecture for SDG support, monitoring and implementation, and to relevant sector and cross sectoral regional and global SDG architecture.
5. Support government and partners to prioritize “education development enablers” based on overall national development needs.
6. Facilitate domestic resource mobilization including increased and more equitable public funding allocations to education, more efficient use of public resources, increased non-state contributions, as well as improved predictability and sustainability of external financing.

Regional coordination

Regional coordination is essential to support national efforts and to ensure harmonization between efforts at the global and country levels. The regional level is key both to informing the SDG4-Education 2030 Steering Committee about regional realities and national priorities, as well as to translating global support provided by the global Steering Committee into country-level action [see figure in Appendix 1].

Core functions of regional coordination

A regional coordination mechanism can develop effective and accountable multi-stakeholder partnerships and a shared, institutionalized strategy to support implementation at country level. It may develop a mutual support strategy for regional actors to collaboratively plan, monitor, review and report on progress towards the SDGs and SDG4. Regional coordination mechanisms can also play a critical role in facilitating sub-regional cooperation as appropriate and advancing common efforts on monitoring progress.

- Work with regional commissions and ensure linkages with work on broader SDG agenda
- Develop a shared institutionalized strategy to support implementation of SDG4 at country level
- Support regional and sub-regional efforts in technical cooperation
- Coordinate implementation of capacity development plans
- Facilitate knowledge management platform and sustain communications and advocacy
- Guide and oversee regional review and monitoring of SDG 4

Composition of regional education coordination mechanisms

Regional coordination mechanisms may build on existing mechanisms and structures to the extent possible. Composition of regional SDG4-Education 2030 coordination mechanisms should include co-convening agencies, regional organizations, representation of regional CSO networks, as well as other regional or international partners that may be involved in supporting educational development in countries within the region. In order to ensure effective articulation between the global Steering Committee and country realities, coordination of partner support at (sub)regional level may wish to include the regional representatives of the Steering Committee (3 Member States and regional organization) as well as regional organizations represented in the global Steering Committee. [See list of regional representatives in Appendix 2].

Regional Education 2030 consultations and partner groups

Regional consultations have been initiated or are planned by UNESCO, jointly with Member States and their partners (co-convening agencies, regional organizations, civil society and the private sector). Regional consultations organized thus far in West and Central Africa (Dakar, 23-25 November 2015), Asia and the Pacific (Bangkok, 25-27 November 2015) and the Arab States (Cairo, 14-15 December 2015) have resulted in regional roadmaps/action plans to support integration of SDG4–Education 2030 in national policies and plans, and to make recommendations for regional mechanisms for coordination, partnerships, review and follow-up.

In **West and Central Africa**, for instance, a Regional Coordination Group on SDG4-Education 2030 ([WCA-SDG4](#)) was established in May 2016 bringing together the regional representations of a wide range of co-convening agencies, as well as other multilateral and civil society organizations to strengthen synergy of actions and coordinate joint inter-agency activities to support the integration and implementation of SDG4-Education 2030. The WCA regional coordination group on SDG4 reconvened in June 2016 to adopt the terms of reference and define joint regional activities in support of national education development, building on an SDG-4 Education 2030 country readiness survey conducted in Sub-Saharan Africa. In other sub-regions such as East Africa, southern Africa, regional consultations will be preceded by national consultations.

Likewise, the **Arab States** region, has seen the establishment of an Education 2030 Partners Group to jointly carry forward action points identified in the 2015 Cairo Roadmap. Two meetings of the Arab Education 2030 Partners Group were organized in Beirut (30-31 March 2016) and in Amman (19-20 July 2016). In addition to adopting the Terms of Reference of the Group, the Amman meeting will define modalities for joint action in communication/advocacy, financing and monitoring. Within this regional dynamic, UNESCO is also coordinating partners within the Gulf sub-region with the six Gulf Cooperation Council (GCC) countries and Yemen and a sub-regional coordination meeting is planned in Doha for 28-30 September 2016.

In the **Asia and the Pacific** region, the regional thematic working group on Education for All has been renewed to adjust its focus and mandate in support of the regional implementation of SDG4-Education 2030. The Asia-Pacific Regional TWG on Education 2030+ ([TWG for Education 2030+](#)), as it now called, is co-chaired jointly by UNESCO and UNICEF. Following meetings in March and May, the next meeting is planned for 15 November 2016, just before the second Asia-Pacific Meeting on Education 2030 (Bangkok, 16-18 November 2016). The TWG for Education 2030+ also serves as the Thematic Working Group on Education of the Regional Coordination Mechanism (RCM) in Asia and the Pacific convened by the Executive Secretary of the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP). The TWG-Education 2030+ works

closely with sub-regional, intergovernmental organizations such as SEAMEO, ASEAN, SAARC, and PIF, INGO/CSOs, academia, as well as UN agencies, development banks and national SDG4 coordination mechanisms.

In **Latin America and the Caribbean**, several multi-stakeholder high-level technical meetings have been organized together with partners, co-convening agencies, high level education experts and country stakeholders. The themes of these regional technical meetings have included: Global Citizenship Education (September 2015); Lifelong Learning and Technical and Vocational Education and Training (November 2015); Gender (April 2016); Quality of Education and Decision Making (May 2016). Further meetings are planned as follows: Teachers and Learning within SDG4-Education 2030 (August 2016); Quality of Education (November 2016). This series of regional technical meetings aims to inform national education policies and reforms by contextualizing SDG4-Education 2030 goal and targets to the needs of the region. The regional technical meetings will culminate in a regional consultation on SDG4-Education 2030.

Global Coordination

The global coordination mechanism of Education 2030, working within the wider 2030 Agenda for Sustainable Development architecture, is the totality of the relevant structures and processes, including the SDG-Education 2030 Steering Committee, the Global Education Meetings (GEMs), high-level meetings, regional meetings and the Collective Consultation of NGOs on Education for All (CCNGO). The coordination mechanism will be reviewed through the GEMs and adapted as necessary. The UNESCO Institute for Statistics (UIS) and Global Education Monitoring (GEM) Report also have important global roles in coordinating technical work on indicator development and monitoring. This section focuses on the global Steering Committee which constitutes the main multi-stakeholder coordination mechanism for SDG4-Education 2030. [See Briefing Note 4 on ‘SDG Follow-up and Review, Global Reporting and Monitoring’ for more detail on other global coordination mechanisms].

SDG-Education 2030 Steering Committee

Mandate: The SDG–Education 2030 Steering Committee, convened by UNESCO, constitutes the main global multi-stakeholder coordination mechanism of the new global education agenda. The primary objective of the Steering Committee is to support Member States and partners to achieve SDG 4 and the education-related targets in other goals of the overall 2030 Agenda for Sustainable Development.

Functions: The main functions of the Steering Committee are to:

- Ensure linkage between global education development efforts and the broader SDG architecture and processes, including with the High-Level Political Forum (HLPF) and the United Nations Economic and Social Council (ECOSOC);
- Provide strategic guidance to Member States and partners to support the implementation of SDG4-Education 2030 and formulate recommendations on key priorities, as well as catalytic actions including on potential flagship initiatives;

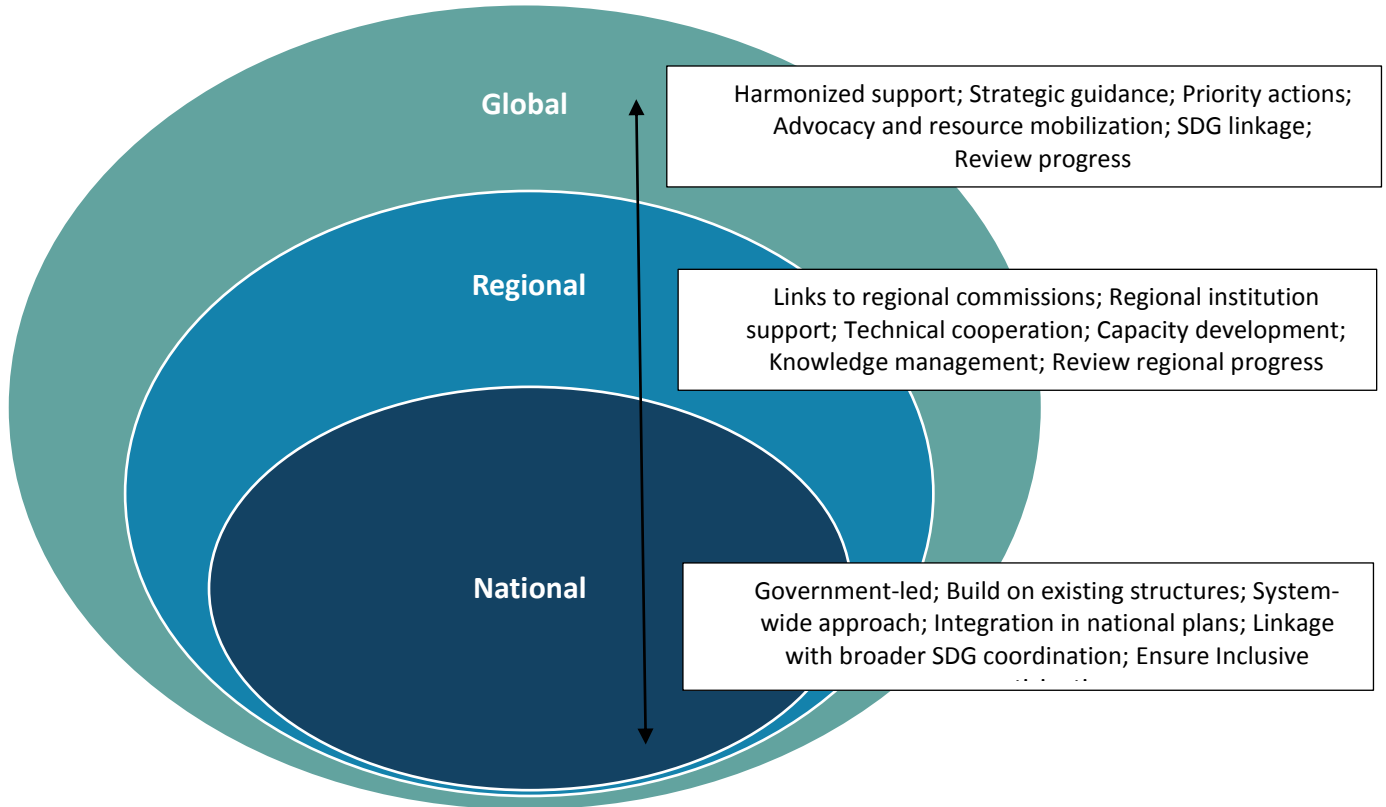
- Build strong partnerships and enhance harmonization of activities among diverse stakeholders to support Member States to achieve SDG4 and other education-related targets, including through joint advocacy activities;
- Monitor, advocate for and mobilize resources including adequate financing, both domestic and external. Noting the principle of leaving no one behind, such efforts shall focus on vulnerable populations and countries most at risk, including countries affected by conflict and crises, those who may be most challenged in meeting the SDGs, as well as those that are furthest from ensuring basic education for all;
- Review progress towards the education goal and targets, drawing on the Global Education Monitoring (GEM) Report, UN-wide SDG Review Reporting, Regional Inter-Governmental Reports and other appropriate complementary studies and sources and make recommendations on remedial actions as appropriate, while feeding into the global follow-up and review mechanisms for the SDGs.

Composition: As outlined in the SDG4-Education 2030 Framework for Action, the Steering Committee is composed of 34 members representing a majority from Member States, as well as co-convening agencies, OECD and GPE, regional organizations, teacher organizations and civil society networks [see Appendix 2 for the full list of members]. In principle, individuals participate in the SDG4-Education 2030 SC on behalf of their regional groups, and not simply as representatives of their own countries alone. All members are designated by their respective constituencies, represent them and are accountable to them.

First meeting (Paris, 25-26 May 2016): In addition to confirming the broad multi-stakeholder representation, electing the Co-Chairs and Vice-Chairs and establishing the Bureau, the effective and democratic processes of the first meeting of the SDG-Education 2030 Steering Committee ensured agreement on the mandate and adoption of the Terms of Reference. Following initial discussions on priority actions of support effective implementation of Sustainable Development Goal 4 devoted to “ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all”, the Secretariat is currently developing a draft roadmap to be further refined and adopted at the next meeting of the Steering Committee during the second semester of 2016.

ANNEX 1

Ensuring articulation between coordination mechanisms at global, regional and national levels



The following general principles are useful to guide coordination of SDG4-Education 2030 at global, regional and national levels:

- Multi-stakeholder partnerships and cooperation are necessary at all levels;
- Coordination mechanisms at all levels need to be strengthened by being more comprehensive and contextually appropriate and responsive;
- SDG4-Education 2030 coordination mechanisms should be linked to broader SDG processes.

ANNEX 2

SDG4-EDUCATION 2030 STEERING COMMITTEE MEMBERS 2016

CHAIR:

Mr Dankert Vedeler, Assistant Director General, Ministry of Education, Norway
Dr Qian Tang, Assistant Director-General for Education, UNESCO

VICE-CHAIRS:

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

MEMBER STATES

Regional Group I: Western European and North American States:

Belgium: Ms Marie-Anne Persoons, Policy Adviser, Strategic Policy Unit, Flemish Department of Education and Training,
France: Ms Florence Robine, Director, Direction Générale de l'Enseignement Scolaire (DGESCO), Ministry of Education
Norway: Mr Dankert Vedeler, Assistant Director General, Department of Policy Analysis, Lifelong Learning and International Affairs, Ministry of Education and Research

Regional Group II: Eastern European States:

Latvia: Ms Ina Druviete, Vice-Rector for Humanities and Educational Sciences, University of Latvia
Russian Federation: Mr Vladimir Filippov, Rector of Peoples' Friendship University of Russia
Ukraine: Mr Michael Zgurovsky, Rector of National Technical University of Ukraine, Kiev Polytechnic Institute

Regional organisations for Group I and Group II:

Ms Marja Karjalainen, Head of Education, Health, Research and Culture, **European Commission**
Mr Matthew Johnson, Director of Democratic Citizenship and Participation, **Council of Europe**

Regional Group III, Latin American and the Caribbean States:

Argentina: Ms Mercedes Miguel, Secretary of Innovation and Quality in Education
Bolivia: Mr Roberto Iván Aguilar Gómez, Minister of Education
Brazil: Ms Maria Helena Guimaraes Castro, Executive Secretary, Ministry of Education

Regional organisation for Group III:

Mr Paulo Speller, Secretary General, **Organization of Ibero-American States for Education, Science and Culture** (OEI)

Regional Group IV: Asian and Pacific States:

China: Mr Tao Zhan, Director-General, Education Management Information Center, Ministry of Education
Japan: Mr Kazuhiro Yoshida, Director/Professor, Center for the Study of International Cooperation in Education, Hiroshima University
Republic of Korea: Mr Eun-Pyo Hong, Professor, Sangmyung University; Special Advisor, Ministry of Education

Regional Group V (a): African States:

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

Kenya: *Mr Elijah Karinki Mungai*, Assistant Director of Education, Ministry of Education, Science and Technology

Zambia: *Mr Lancelot Mutale*, Chief Planning Office, Ministry of General Education

Regional organisation for Group V (a):

Mr Shem Okore Bodo, Senior Program Officer, **Association for the Development of Education in Africa (ADEA)**

Regional Group V (b): Arab States:

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

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

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

Regional organisation for Group V(b):

Ali A. Alkarni, Ph.D., Director General, **Arab Bureau of Education for the Gulf States (ABEGS)**

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Pakistan: *Mr. Muhammad Humayun*, Secretary, Ministry of Federal Education and Professional Training

CIVIL SOCIETY

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

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

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

SDG4-Education 2030 CONVENING AGENCIES and PARTNERS

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

UNICEF: *Ms Josephine Bourne*, Associate Director Education

World Bank: *Ms Claudia Costin*, Senior Director for Education

UNDP: *Ms Renata Rubian*, Focal Point EFA (tbc)

UNHCR: *Ms Ita Sheehy*, Senior Education Advisor

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

UN Women: *Ms Purna Sen*, Director, Policy Division

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

Mr Paul Comyn, Skills and Employability Specialist, Employment Policy Department

Global Partnership for Education: *Ms Karen Mundy*, Chief Technical Officer

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