



Sustainable
Development
Goals

3rd Meeting of the SDG-Education 2030 Steering Committee

29 – 30 June 2017, United Nations, New York

Meeting Report





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Executive Summary

An inclusive high-level multi-stakeholder partnership, the [SDG-Education 2030 Steering Committee](#) (SC) provides a global forum for consultation and a mechanism to coordinate and harmonize global education efforts. It is mandated to provide strategic guidance to Member States and the education community, make recommendations for catalytic action, advocate for adequate financing, and monitor progress toward [SDG4 targets](#) through the [UNESCO Institute for Statistics](#) and the [Global Educational Monitoring \(GEM\) Report](#).

The 3rd meeting of the SC was organized in New York on 29-30 June 2017 back to back with the [High-Level Action SDG Action Event on Education](#) convened by the President of the UN General Assembly, Peter Thompson, in partnership with key SDG 4 stakeholders, to drive a new push for inclusive and equitable quality education and lifelong learning opportunities. At this meeting the SC examined successes and challenges in the implementation of SDG4 since the adoption of the 2030 Agenda. After highlighting the critical role of regional organizations as policy peer learning mechanisms in enhancing effective implementation of SDG4-Education 2030, the SC endorsed a set of recommendations for improved implementation in 2018 and 2019. These recommendations relate to the following areas:

Policies and strategies: The SC endorsed the following six specific messages and actions: *Strengthening national ownership* of the SDG 4 targets and commitments, *coordination* and *national implementation efforts as well as national and sub-national capacities* on monitoring and evaluation, and the use of data. SC partners committed to develop *technical guidance materials to support implementation*. *Special attention* for countries affected by conflict and crises, with an initial focus on Target 4.1 (free universal primary and secondary education), cross-cutting Targets 4.5 (equity and gender equality) and 4.7 (citizenship) and the means of implementation Target 4.c (teachers).

Financing of education: The SC affirmed calls for increased domestic financing, improving financing data, strengthening ODA (bi-lateral and multilateral aid), and support for the Global Partnership for Education (GPE) replenishment and increased finances for the Education Cannot Wait Fund.

Review, Monitoring and Reporting of SDG4-Education 2030: The SC first provided an update on the development of global frameworks to monitor the SDGs and SDG4 (IAEG; the UN Statistical Commission; the Technical Cooperation Group; the Global Alliance to Monitor Learning), and the UN reporting process through the High-level Political Forum (HLPF), before reviewing follow-up to the 2016 Global Education Monitoring (GEM) Report recommendations. The SC also examined the criteria and issues to be considered for the possible prioritization of indicators and the development of a global lead indicator for education. In doing so, it deliberated on the issue of benchmarking and thresholds for global education indicators. Finally, the session considered the role/status of regional monitoring mechanisms based on ones already underway, and consider possible ways of supporting those efforts, and their applicability for other regions.

The key strategic messages/recommendations for the implementation of education targets and commitments aim to provide strategic guidance for Member States and to maintain the momentum for strengthened engagement towards education in the 2030 Agenda through key global and regional processes.

Introduction

The 3rd SDG - Education 2030 Steering Committee (SC) meeting took place at the UN headquarters (New York, 29-30 June 2017), in conjunction with the President of the General Assembly's High-Level Action Event on Education (28 June 2017), in which the SC members actively participated. Together, they created a visible momentum for education and strengthened the SC's visibility within the UN SDG architecture.

The PGA event provided an opportunity to highlight the growing synergy around the implementation of SDG 4 and to raise awareness about the opportunities and obstacles for achieving universal access to quality education. It focused on the following key issues: 1) more and better financing, 2) innovation in teaching and learning, 3) Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) and 4) Education in post-conflict and disaster-affected countries. Throughout the event, Ministries of Education and education advocates shared experiences and put forward strategies to achieve SDG 4.

This report summarizes the main conclusions of the two-day SC meeting and outlines the next steps to be taken by the SC as a whole, as well as by its Working Groups (WGs). It is organized around the main themes around which the meeting was structured:

1. National and regional perspectives on implementation of SDG 4 – Education 2030
2. Regional support for SDG4-Education 2030 implementation
3. Policy lessons and implementation strategies
4. Financing of education
5. Review, monitoring and reporting
6. Advocacy and communication
7. Next steps for the SC and linking with UN processes.

The discussions were guided by the working papers prepared by each of the SC Working Groups (WG) (and are included in the SC background paper for the meeting which may be accessed at https://en.unesco.org/system/files/eng-backgrounddoc_web26june.pdf). The Meeting Agenda and List of Participants are annexed to this report (Annex I and II respectively).

Opening session

The opening session included: an opening address and welcome by **Dr. Qian Tang**, the Assistant Director-General for Education, UNESCO, and Co-Chair of the SC on behalf of UNESCO's Director-General, Ms. Irina Bokova; keynote speeches, **Mr. Hongbo Wu**, Under-Secretary-General of the UN and **Ms. Dessima Williams**, the Special Adviser to the PGA for the Implementation of the Sustainable Development, as well as special remarks by **Dr. Koumba Boly Barry**, United Nations Special Rapporteur on the Right to Education.

The session highlighted the following aspects:

- (1) The importance of linking the work of the SC with the UN SDG processes;
- (2) A growing international recognition of education as a key enabler for all other SDGs;
- (3) An important role for the SC in taking forward the recommendations arising from the PGA High Level Action Event on Education;
- (4) Maintaining the full ambition and scope of SDG4;

- (5) Continued advocacy for increased investment in education; and
- (6) Providing countries with guidance on implementation of the SDG 4 agenda

National and regional perspectives on implementation of SDG4-Education 2030

This session with presentations from Member State representatives from Bolivia, Kenya, Bangladesh (as current chair of the E-9 partnership), and France representing four regional groups, emphasized that the heart of SDG 4 – Education 2030 is at the country level and governments have the primary responsibility for translating global targets into achievable national benchmarks and implementing appropriate strategies for achieving SDG 4 targets and commitments. ABEGS also made a brief intervention on behalf of the Arab States group.

In critically examining the articulation of SDG 4 - Education 2030 in a selection of national and regional contexts, the speakers identified the following overarching opportunities and challenges:

1. **Coordination, effective partnerships, coherence and harmonization** are essential at national and regional levels for successful implementation of the 2030 Agenda.
2. The **regional and national consultations** organized since the adoption of SDG 4¹ have resulted in regional roadmaps for implementation, and recommendations on regional mechanisms for coordination, partnerships, review and follow-up. They also included the identification of national education policy challenges and priorities creating a shared understanding and coherent focus for the implementation of the SDG 4-Education 2030 agenda.
3. **Financing gaps** were identified to be among the main challenges jeopardizing the implementation of SDG 4 in many countries.
4. The **broad ambition of the SDG 4 – Education 2030 agenda should remain intact** with a focus on inclusion, equity, gender equality, quality and life-long learning recognizing the need for prioritization.
5. The centrality of well-qualified, adequately paid and motivated **teachers and competent school directors** to quality education was underlined. In this regard, France puts teachers, teaching staff and school directors at the heart of its response (“more and better teachers”).
6. **Education in conflict or emergency** puts at risk the attainment of SDG 4 goals, and particular attention is needed on the issue of displacement and **education for migrants and refugees**.

Regional support for implementing SDG4-Education 2030

Based on the agreement reached at the 2nd SC Meeting (Paris, December 2016) “to use the wealth of information on activities and initiatives undertaken at regional level as peer learning to support capacity building for SDG4-Education 2030 implementation”², this session provided an opportunity to examine more closely the role and added value of regional organizations in enhancing effective implementation and regional monitoring of the SDG4-Education 2030 agenda.

¹ By June 2017, 44 regional and 126 national SDG 4 – Education 2030 meetings had been organized.

² Second Steering Committee Meeting report, p. 6

The SC acknowledged the critical role of regional organizations as important platforms for peer learning, strategic discussions, maintaining political commitment and leveraging national data and information. The regional level is considered crucial for successful implementation of SDG 4 - Education 2030 mediating global commitments in national implementation. Moreover, “regions share common educational contexts and can structure views to reflect shared values, objectives and challenges”.³

Presentations by ADEA, the European Commission, SAARC, SEAMEO and OEI⁴ detailed a rich spectrum of current activities, and identified opportunities and some challenges.

Noting the various on-going engagements that Regional Organizations undertake, with reference to their overall coordination and support role as part of the SC, the following key actions were reaffirmed:

1. Sustaining and strengthening political commitment to realization of the SDG 4 targets
2. Keeping track of implementation and developments at country level
3. Offering peer learning opportunities and sharing best practices
4. Ensuring articulation between regional education agendas, strategies and monitoring frameworks with those of SDG 4–Education 2030 nationally and globally 2030 (including coordination and harmonization).

Examples of regional actions included:

(i) The **EU** experience in promoting regional cooperation, including in education. Each EU member country is responsible for its education and training systems, which has created an interesting interplay between the supra-national European Commission and the 28 EU Member States. In close cooperation with the **EU**, the **Council of Europe** advocates for and supports implementation, review and monitoring of citizenship and human rights education in its 47 Member States.

(ii) **SEAMEO’s** promotion of active participation of its Member States in the APMED SDG 4 survey of countries’ readiness to implement SDG 4. Survey results provided SEAMEO with information on countries’ progress, capacity development needs and cross-fertilization opportunities.

(iii) As part of its support for the implementation of Metas Educativas⁵, **OEI** acts as an observatory for sharing best practices.

(iv) **ADEA** as a main strategic education platform in Africa for regional alignment, harmonization of efforts and collaboration among education stakeholders working in partnership with the African Union.

³ “Strengthening Peer Learning of Education Policies for SDG 4: the Role of Regional Organizations”, GEM Report paper, p. 7

⁴ ADEA - Association for the Development of Education in Africa; SAARC – South Asia Association for Regional Cooperation; SEAMEO – Southeast Asian Ministries of Education Organization; OEI – Organization of Ibero-American States.

⁵ “Strengthening Peer Learning of Education Policies for SDG 4: the Role of Regional Organizations”, GEM Report paper, p. 7

Policy lessons and implementation strategies

Session objective

To endorse a set of proposed recommendations for accelerated and efficient implementation of SDG 4 – Education 2030 in 2018 and 2019 based on the work of the Policies and Strategies Working Group (PS WG), including the results of a rapid survey.⁶ The survey invited responses from the Steering Committee members to three questions that addressed **implementation progress to-date, implementation challenges and ways to improve implementation**. A total of 27 responses were received from the SC members (Member State representatives and regional organizations), UNESCO regional offices and CCNGO regional focal points.

Session highlights

The discussion covered the WG country and regional survey findings, and subsequent recommendations and messages from the WG. The survey findings, messages and recommendations confirm the **validity of the proposals in the Education 2030 Framework for Action (FFA)**, which should guide the work of the SC and education community as a whole.

Survey findings

The SDGs are permeating regional and national policy-making:

- Survey responses indicate that SDG 4 is being integrated into regional policy-making spaces and frameworks in particular through regional Ministerial Meetings, preparation of regional roadmaps⁷ and the establishment of regional coordination and support structures similar to the SC.
- At national level, SDGs represent an opportunity to review education legislation, policies and plans and to initiate structural reforms in line with the holistic vision and ambition of the Agenda. It was noted that all constituencies have engaged in capacity development efforts to support the implementation of SDG4-Education 2030.

The survey indicated that while a great deal has been done in all regions to take forward SDG 4, there are multiple challenges in implementation, including:

- Limited translation of SDG 4 targets or indicators into national legislation in many countries, with persistent discrepancies between national legislation and the vision and ambition of the agenda.
- Lack of adequate sectoral and inter-sectoral coordination.
- Lack of capacities for implementation, including data gaps for adequate monitoring.
- Insufficient and/or inadequate financing.
- Little progress observed in teacher recruitment since the adoption of the SDG Agenda.
- While there is consensus on the importance of gender equality, multiple forms of discrimination, in particular gender-related persist, seriously jeopardising girls' and women's education and empowerment in many countries.
- Violence in schools: school must be protected and safe environments ensured, free from discrimination and violence

⁶ Note that results of the rapid survey are by no means comprehensive and fully representative. They do nevertheless provide valuable insights from which broad recommendations can be derived.

⁷ Africa, Arab States, Asia and Pacific, Latin America and the Caribbean, Europe

- The risk of a “narrowing of the agenda” and neglect of certain areas, such as youth/adult literacy and non-formal education putting at risk successful delivery of the full set of SDG 4 targets and commitments.
- In many countries, CSO participation has become more difficult, and in fact there are cases where students and activists are being denied their right to protest and assemble.

Key messages

The **SC endorsed the following six specific messages** related to policies and strategies proposed by the SP WG:

- (1) **Strengthen national ownership** of the SDG 4 targets and commitments and the Education 2030 Framework for Action (FFA) through regional and national consultations through the leadership of UNESCO. These consultations should advance the indicative strategies in the FFA and enhance ownership of the 2030 FFA and SDG 4 by Ministries of Education. They should enable strengthened political leadership and coordinating functions (within the sector and inter-sectorally) and promote broad participation of all stakeholders.
 - a. *Member States* should ensure that *national educational laws, policies and action plans* are up-to-date and aligned with the Education 2030 Agenda.
 - b. *Member States* should work with their sub-national levels to *disseminate information and train* relevant actors to ensure that the Education 2030 Agenda reaches all and is owned in every place of learning.
- (2) **Strengthen education sector-wide coordination:** to ensure truly sector-wide coordination of national/local education development as required for the broad SDG4-Education 2030 Agenda. More specifically:
 - a. *Member States* should ensure that a governmental department or structure, such as a Ministry of Education, that has the capacity and legitimacy to mobilize the range of ministerial departments involved in the delivery of SDG4 targets and educational targets of the other SDGs, leads education sector coordination.
 - b. *Member States* should also strengthen/adapt or establish institutional arrangements to ensure truly sector-wide coordination, planning and monitoring that go beyond the Department/Ministry of Education alone and create a sense of ownership at the level of all educational actors.
 - c. *Member States* should also ensure that SDG 4 focal points are institutionally located in such a way that they have the mandate to convene, mobilise and coordinate the contributions of a wide range of ministerial departments beyond the Ministry of Education.
 - d. *Member States* should also institutionalise civil society participation, defined broadly, in the national SDG 4 architecture and within broader education policy making.
 - e. *Member States* should work together to promote coordinated and coherent action by regional organizations. Existing regional fora should be fully utilized as opportunities for countries, regional organizations and civil society to pull together their efforts to address the Education 2030 Agenda.
 - f. *Regional organizations* should align their own action plans and goals with the SDG4-Education 2030 agenda.
 - g. *UNESCO, the other co-convenors and partners* should identify and share good practices and facilitate peer learning on effective coordination. *Co-convening agencies* should establish

mechanisms for dialogue, coordination and co-operation amongst themselves at regional and national level for taking forward SDG4 implementation.

- (3) **National approach to intensify implementation:** *Member States* should address the SDG4 targets according to their national policy context and needs. It is essential that they are committed to universal quality education and lifelong learning, equal educational opportunities at all levels and relevant education and training as key principles of the SDG4-Education 2030. *Member States* should also ensure that their approach to the SDG4 targets takes account of gaps that may exist in certain areas and the harder to achieve targets, including those who still lack access at any level.
- (4) **Partners to develop technical guidance materials to support implementation:** *UNESCO's International Institute for Educational planning (IIEP), Development Agencies and other relevant partners, including civil society and the teaching profession,* should provide tangible/practical materials including hands-on guidelines to support *Member States* and other stakeholders in technical dialogue and for integrating or mainstreaming SDG4 targets into education policy and plans taking account of national priorities and contexts. As feasible, the SC should review materials and recommend their use by countries. The SC may call on partners to conduct such reviews.
- (5) **Strengthen national and sub-national capacities:** To strengthen SDG4 implementation, monitoring and evaluation, and the use of data to inform policies and strategies:
- a. The SC working with *UNESCO* and its *partners* will promote coordinated support for capacity building for SDG 4 implementation by governments, the education community (education and training institutions, teachers, students, parents) and civil society, as well as other key actors at country level, and advocate for establishing effective mechanisms for planning, implementation, monitoring and evaluation.
 - b. The SC, namely through joint contributions from the PS and RMR WGs, and *UNESCO* will promote a focus on capacity building in the development and the use of statistical indicators, data collection and availability, reporting, as well as to ensure the necessary framework conditions for efficient implementation.
 - c. *Member States* supported by *UNESCO* and other co-conveners should ensure that teachers own the Education 2030 Agenda and are trained to promote Education for Sustainable Development and Education for Global Citizenship.
- (6) **Special attention for countries affected by conflict and crises:** Recognising the particularly difficult circumstances of countries affected by conflict, the SC as a whole and as individual members will promote and advocate for supporting and paying special attention to countries affected by conflict and crises.

Next steps

The PS WG will concentrate its work on the “how to” of the implementation of the general areas identified during the June 2017 meeting and on strengthening coordination with the other WGs.

- The priority of the PS WG is to **follow-up on the messages endorsed by the June 2017 SC meeting** with specific focus on (i) Strengthening SDG 4 implementation at the national level, and (ii) Capacity development for policy formulation and implementation strategies.

- While upholding the entire breadth of the agenda, the WG advances that a **thematic focus for each SC meeting would promote more in-depth debate and more effective recommendations**. The WG proposes striking a balance between a target that focuses on a specific education level, targets that are cross-cutting and a means of implementation target. It is proposed that the February 2018 SC meeting focuses on Target 4.1 (free universal primary and secondary education), crosscutting Targets 4.5 (equity and gender equality) and 4.7 (citizenship) and the means of implementation Target 4.c (teachers). The SC meeting thereafter could focus on Targets 4.3, 4.4 and 4.6 (skills for life and work).
- **In collaboration with the RMR WG**, the PS WG will **follow-up, strategize and provide input to the 2018 High Level Political Forum** to ensure that education is debated and taken on board, and offering inputs that relate education to the set of goals and targets being reviewed each year.
- The WG will draw on the work of the GEMR, other reports and existing research and studies. The WG may commission additional, specific studies on matters relevant to its work.

Financing of education: Global and national perspectives

Session objective

The session provided a general overview of, and update on, key initiatives and developments in global financing of education, including the 3rd Global Partnership for Education (GPE) replenishment for implementing GPE 2020, the Education Cannot Wait (ECW) Fund and the Education Commission's proposal to establish an International Financing Facility for Education (IFFED). It endorsed a set of recommendations on domestic financing, financing data and ODA (bi-lateral and multilateral donors), as well as support for the GPE replenishment and the ECW Fund.

Session highlights

The session emphasized that the recommendations on financing of education proposed by the Finance WG (FWG) were not to replicate those proposed by the PS WG, but to provide the focus for the actions to advance progress in education financing. Overall the FWG calls for the continuation of its work, in particular focusing on the following areas: (i) Policy guidance on domestic financing and tax reform; (ii) Mapping of innovative financing; and (iii) Exploration of potential work and recommendations on: (a) National education finance data with a focus on cost of education to households, and (b) Commercialization of education and implications for equity. It underscored the need to differentiate between advocacy messages that are developed based on WG recommendations and focus areas that may require further development and/or research by the FWG and partners. Key points arising from the discussion included:

- Domestic financing plays an important role in financing education and the national governments should be responsible for it including ensuring tax justice.
- The decline of **external financing** for education is reaching alarming levels. While acknowledging the commitment of developing countries in financing education, the responsibility of developed countries in this effort should be met. In this context there is a need for both an increase in the level of finances and better coordination and harmonization of donor funding. There is also a need for exploring modalities for **innovative financing** including efforts to unlock **non-traditional sources of financing**.
- **GPE** underlined that financing of education should not be seen as distinct from other education policy issues and should remain as the main public responsibility.

- The **challenge for education financing** is that education spending will need to increase from \$1.2 trillion per year today to \$3 trillion by 2030 across all low- and middle-income countries to secure a learning generation. By scaling to this level of funding, it is possible for countries to provide free quality primary and secondary education, as well as 2 years of publicly funded pre-primary education.
- The **ECW Fund** illustrated that financing of **education in humanitarian settings** requires non-conventional approaches requiring sustainable, yet rapid, conflict and crisis sensitive solutions - often in a political and strategic manner. Education budgets should be protected even during financial crisis situations.
- The **IFFED** is still in the design phase. Work remains to be done with multilateral development banks to secure fully financed packages offering funds on concessional terms to lower middle-income countries.

Recommended messages

Noting the financing and funding challenges, the SC endorses the following key messages on financing of education, and commits to advocating for them with the relevant stakeholders using a variety of modalities:

1. Domestic funding

- Governments should increase public revenues, allocating more of additional revenues to education, prioritizing spending on the most marginalized groups. A greater share of increased revenue derived from economic growth or larger fiscal space should be allocated to the education sector, with a focus on ensuring basic education is sufficiently financed through public spending.
- Governments should prioritise equity sensitive allocation and use of education resources in ways that focus on increasing equity, inclusion and support for the most marginalized groups and disadvantaged children.

2. Financing data

- Governments should improve the availability, monitoring, transparency and use of financing data, disaggregated by education sub-sectors, including data on the scale and purpose of household costs of education. They should do so through greater scrutiny of education expenditures, increased capacity development in the collection (including through household surveys) and use of data to inform policy and implementation, and increased investment in more effective tools to track public spending on education.
- Governments should also take steps to understand the scale and purpose of household costs of basic education and take steps to reduce the financial burden on families, particularly the poorest and most vulnerable.

3. Bilateral and multilateral financing of education

- A renewed and concerted effort by aid donors is urgently needed - bilateral donors should meet agreed commitments and should be encouraged to increase funding for education, which has stagnated or decreased in real terms.

- As recommended in the Learning Generation Report, multilateral donors (including multilateral development banks) should increase the share of development assistance dedicated to education up to 15%, while targeting support to countries most in need.
- Donors should also explore innovative financing instruments to catalyse new and additional financing for education that can multiply scarce ODA. Donors should therefore closely examine the opportunity to establish a new financing facility for education in complementarity and articulation with existing funding structures and mechanisms as further details become available about its operational structure and potential impact on financing for the sector as a whole.
- Bilateral and multilateral donors should also increase the share of their humanitarian aid allocated to education while promoting resilience of education systems and strengthening national capacities, including through support to policies and programs aiming at better connecting humanitarian and development aid. This should include efforts to increase ODA progressively to achieve the 4 % target recommended for education in humanitarian aid.

4. GPE Replenishment

- Bilateral, philanthropic and private sector donors should increase their funding for the GPE to reach \$2 billion annually by 2020 in order to fully fund grants for its 89 eligible partner countries.

5. Education Cannot Wait Fund

- Donors should provide \$3.85 billion to support Education Cannot Wait by 2020 in complementarity with GPE and UN coordination mechanisms.

Next steps for the FWG

- During the upcoming 6-12 months, the WG will prepare two strategic guidance documents on: 1) A 2-pager on domestic financing for advocacy purposes, and 2) A working or issue paper on innovative financing and its complementarity/articulation with established funding structures and mechanisms.
- The FWG will explore potential work and recommendations on: National education finance data with a focus on the cost of education to households and the commercialization of education and its implications for equity.

Review, Monitoring and Reporting of SDG4-Education 2030⁸

Session objectives

The session aimed to endorse a set of recommendations on review, monitoring and reporting and provide an update on: 1) the development of global frameworks to monitor the SDGs and SDG 4 in particular; 2) follow-up to the 2016 GEM Report recommendations; and 3) UN reporting through the HLPF.

⁸ RMR WG consists of 11 members + 2 co-chairs (UIS and GEM Report). The WG had 2 conference calls and 1 face-to-face meeting.

The session examined the criteria and issues to be considered for the possible prioritization of indicators and the development of a Global Lead Indicator (GLI). In doing so, it also examined the question of benchmarking and thresholds for indicators that may be prioritized.

The session also considered the role/status of regional monitoring mechanisms based on initiatives already underway, and possible ways of supporting those efforts as well as their applicability for other regions.

Session highlights

The presentations discussed the six priority areas identified by the WG: (1) Production of global data to monitor SDG 4; (2) SC inputs to the HLPF; (3) Follow-up to GEM Report recommendations; (4) Perspectives on regional monitoring mechanisms; (5) Prioritization of indicators and the development of a Global Lead Indicator; and (6) Benchmarking and thresholds. SC actions points were developed on all areas except for benchmarking and thresholds where the SC deemed that further elaboration and reflection was required. The SC decided to add a recommendation on financing and capacity development related to RMR.

Key points raised in the discussion included: upcoming themes of the GEMR - *Accountability* (2017/18), *Migration* (2019) and *Inclusion* (2020) and using GEMR findings for making the case for education and providing policy guidance; the applicability of M&E frameworks and indicators at regional level; weak national capacities to effectively engage in monitoring processes; a need for advocacy for increased funding and capacity development in data generation, management and monitoring; need for further deliberation on the GLI; complexity of the issue of prioritization of indicators and benchmarks; and the need to better alignment and harmonization of reporting and monitoring processes and mechanisms.

Recommendations/Key Messages

The production of global data to monitor SDG 4

Based on the agreement of the Technical Cooperation Group on Indicators (TCG) in October 2016, the 2nd SC endorsed 29 thematic indicators (which include the 11 global indicators) for reporting in 2017. Twenty two (22) indicators require further development, methodological work, data collection and possible revision before being effective for monitoring purposes. Fifteen (15) of these indicators are developed by the TCG Working Group on Indicator Development and the seven that measure learning outcomes will be further developed by task forces of the Global Alliance to Monitor Learning (GAML).

Next steps

- The SC to provide feedback to the TCG on its strategic direction as outlined in the report of the TCG to the SDG-Education 2030 SC.
- The TCG to produce a report by the end of 2017 on the status of development and availability of SDG 4 indicators, including: a) plans for, together with an assessment of resources needed to fund the finalization of the conceptual, methodological and operational work on the global indicators by December 2018; and b) potential revisions to current global and thematic indicators. This report should also include the identification of potential additional indicators to be recommended for the major review of indicators after 2019.
- SC to work with the TCG and WGs to strengthen the invitation to Member States, regional organizations and development partners, in particular representatives from low and middle-income countries, to participate in the RMR WG, TCG Working Groups and GAML Task Forces.

SC inputs to the HLPF

The SC is officially recognized as part of the SDG architecture and is thereby invited by ECOSOC to provide a report every year to the HLPF.

Next steps

Based on the previous reporting experience, it is proposed that the SC Secretariat and Bureau review its 2016 and 2017 HLPF submission process in terms of efficiency and effectiveness ahead of the corresponding submission for the 2018 HLPF:

- The RMR WG to prepare a paper for the next SC meeting that outlines the options for drafting and reviewing the submission of the 2019 HLPF input.
- The SC and Secretariat to agree on deadlines and procedures and data/information sources to utilize for preparation of 2018 and future HLPF reports based on recommendation from RMR WG.
- The RMR WG to develop guidelines for the content of these reports with reference to how “areas for guidance” and “policy recommendations” can have an impact at the level of the HLPF.

The importance of starting the process early was stressed, in particular to enable engagement of a maximum of Member States in the process.

Follow-up to GEM 2016 Report recommendations

The SC terms of reference invite the SC to “Review progress towards the education goals and targets, drawing on the Global Education Monitoring (GEM) Report [...] to make recommendations and on remedial actions as appropriate, while feeding into the global follow-up and review mechanisms for the SDGs.”⁹

Next steps

- Review and prioritize 2016 GEM Report recommendations that the SC should work on with partners to ensure that education features in the plans of non-education Ministries and to keep track on the effectiveness of integrated multi-sectoral interventions.
- The SC with support from RMR WG to examine how potential findings of the three forthcoming GEM Reports could be utilized to support the cause of SDG 4 nationally, regionally and globally including within broader UN initiatives - including how education may be reflected in the forthcoming United Nations global compacts on migrants and refugees.

Possible role for regional organizations in regional monitoring

In conjunction with the session on “strengthening regional support for implementing SDG 4 – Education 2030”, this part of the session focused on examining the role of regional organizations in **regional monitoring**. The regional level offers a relevant venue for monitoring progress, especially in situations where countries lack capacities to comply with multiple (international) reporting and data requirements.

⁹ SC Terms of Reference, <http://unesdoc.unesco.org/images/0024/002496/249634E.pdf>, p.2

Next steps

- The RMR WG, in coordination with the TCG, and in collaboration with UNESCO Regional Offices, and regional organizations, to map existing regional and sub-regional education and training strategies and agendas, their respective monitoring frameworks, and their reporting mechanisms with the objective to:
 - Analyze their alignment with the SDG 4 global and thematic monitoring frameworks.
 - Understand the overlaps and differences between the global and regional frameworks.
 - Improve the efficiency of the process and streamline reporting requirements taking into account the various demands on countries in conjunction with UN bodies and regional initiatives.

Prioritization of indicators and a global lead indicator

Prioritization was examined from two perspectives: (i) **possible sequencing of implementation of the SDG 4 indicators at national level** to best reflect national context and priorities, and (ii) **prioritization of indicators**, namely for more effective advocacy on education, including the development and use of a Global Lead Indicator (GLI).

The discussion on **possible prioritization of indicators by countries** was motivated by the fact that at present it is not possible to report on all indicators, including on the 11 global indicators by 2019. While acknowledging the issue of data gaps and methodological challenges, concerns were expressed that prioritization may encourage “cherry picking” and a focus on particular targets at the expense of delivering on the comprehensive holistic agenda and needs. Hence, suggestions were made for sequencing rather than prioritization of indicators as a possible way forward.

It was emphasized that the **GLI** would use existing indicators or the same underlying data (no additional data collection or generation by countries is envisaged according to UIS). The current technical options proposal suggests that the GLI combine the three key aspects of SDG 4 – participation, learning and equity. While the possible visibility and advocacy advantages were recognized, doubts and concerns were expressed on the utility and real impact on policy orientation at country level (“it is not possible to guide our education policy by adding up several indicators”, Bolivia). Overall, several SC members considered that it was too early to have an informed position on a GLI, and requested that UIS keeps the SC informed on future developments regarding the GLI.

Next steps

- The RMR WG to produce guidelines and criteria for countries to sequence the implementation of the SDG 4 indicators at the national level.
- The RMR WG to keep abreast of developments regarding the Global Lead Indicator and to inform as needed the SC of such developments both from a technical and political perspective.

Benchmarking and thresholds

Paragraph 28 of the SDG 4 – Education 2030 FFA invites countries to translate global targets into appropriate national ones. Such intermediate benchmarks can demonstrate progress in achieving the longer-term goals. SC acknowledged the need for further elaboration and reflection on benchmarking and thresholds and did not adopt a recommendation on benchmarking and thresholds. Instead the RMR WG will discuss benchmarking and the possible setting of thresholds for SDG 4 indicators and define concepts as well as examine the feasibility and utility of setting benchmarks at different levels of monitoring (technical and political aspects).

Next steps

- The RMR WG to prepare a report on benchmarks and thresholds based on a review of various initiatives that have been undertaken or are ongoing on benchmarks for the next SC meeting.

Financing and capacity development for monitoring

To complete the work of the FWG, a ***new recommendation was added on financing and capacity development***. It was recognized that a lack of attention to country ownership and insufficient capacity to effectively engage at each step of the process may undermine efforts to ensure the success of the SDG-Education 2030 agenda. Therefore it was recommended that:

- The SC should engage in advocacy to ensure increased dedicated funding by governments and development partners in support of data collection and its utilization at global, regional and national level, with particular attention to the needs of low and middle-income countries.
- The RMR WG identifies the relevant initiatives available to support the development of statistical national capacities to monitor SDG 4 – Education 2030 Agenda, liaising with the TCG and its Working Group on Capacity Development.

Advocacy and communication

Session objective

The session provided a general overview of the advocacy and communication role of the SDG 4 - Education 2030 SC and detailed the subsequent types of advocacy and communication work to be undertaken by the SC. It aimed to identify appropriate strategies for global advocacy and communication around SDG 4 - Education 2030, and to prioritize a number of key global moments from 2017 to 2019 during which the SC could engage in global advocacy actions.

Session highlights

The presentation and discussion based on the background paper of the Advocacy and Communication Working Group (AC WG), noted that the strength in the SC defining collective positions, making key strategic recommendations, and taking forward advocacy messages lies in the legitimacy of its multi-stakeholder composition, encompassing a wide range of education constituencies and in its recognition within the UN SDG architecture. Moreover, as a multi-stakeholder platform, the SC is in itself a powerful vehicle for communication, offering multiple channels for sharing information on strategic positions, recommendations and advocacy messages. The presentation stressed that beyond key education stakeholders represented within the SC, communication should also target the wider international development community beyond education, in particular around UN SDG processes. At the same time the need to **provide Member States and their partners with broad strategic advice** for effective implementation of 2030 education targets and commitments at country level was also welcomed as an important strand of activity.

A space for **sharing existing and future communication and advocacy resources** was underlined as a major prerequisite for successful widespread action. An emphasis was placed on the need to **better communicate the SC's role** and strengthen its visibility during UN level events. The SC must be much more recognized in and of itself. SDG4 being the only goal benefitting from a steering committee, opportunities for demonstrating its role and impact at the UN level are numerous.

Noting the above, it was agreed that the advocacy and communication actions of the SC may be of three broad types: (i) **global advocacy** around 2030 education targets and commitments, (ii) **global**

communication and information-sharing on SDG4 developments, including on the role of the SC, and (iii) **strategic policy guidance** to countries for implementation of education 2030 targets and commitments. Accordingly key recommendations included:

- Global advocacy actions undertaken by the SC should **galvanize global support for education within the broader SDG architecture, advocate for improved international financing of education and to garner support for important areas** of the SDG4 agenda which may be **receiving inefficient attention**, such as adult literacy and skills development of youth and adults, in a lifelong learning perspective.
- Global communication actions of the SC should **raise general awareness of SDG4-Education 2030** and effectively **promote the role and achievements of the SC** both for specialized and general audiences, to make available timely information on SDG4 implementation and coordination and to increase transparency and accountability of SDG4 governance to all stakeholders, including citizens.
- The **strategic guidance provided by the SC to Member States and their partners** should provide the latter with broad strategic advice for effective implementation of 2030 education targets at country level, as well as to **encourage harmonization** and coordination of approaches among partners for the implementation and monitoring of SDG4 targets and commitments at the global, regional and national levels.

Next steps

- The AC WG to formulate a plan for enhancing the visibility and heightening the profile of SDG4-Education 2030 and the SC itself at the UN level, during key moments such as the HLPF and the UN General Assembly and other key global opportunities.
- The AC WG to design a plan for disseminating the key messages produced by the other WGs and take it forward.

The SC Secretariat to develop a proposal for a website which would be an effective tool for sharing existing and future communication and advocacy resources.

Way Forward for the SC

The session looked specifically into the organization of the work of the SC in the next months and in 2018.

- **Next SC meeting:** mid-February 2018 is currently being explored as possible period for organizing the 4th SC meeting. It is proposed to have 2 ½ days meeting to allow more time for substantial debates.
- UNESCO will hold an **Education High-level Event on “SDG4 – Education 2030, two years on” on 1 November 2017** as part of its 39th General Conference (30 October-14 November 2017). It is proposed that the event consists of two Ministerial level panels, possible themes include governance, accountability and improved financing (effective, efficient and equitable).
- **Global Education 2030 Meeting 2018 (GEM 2018)** - 3 day duration with technical and high-level

ministerial segments. The GEM meeting is aligned with the meeting schedule of the HLPF. The most relevant HLPF in this regard is the 2019 review "Empowering people and ensuring inclusiveness and equality". Holding the GEM meeting in late 2018 would mean that recent data is available to review progress to input to the 2019 HLPF, when SDG4 will be one of the focused goals under review.

- It is proposed that the GEM 2018 participants would include: Member States and other stakeholders that are part of the SC (UN Organisations, civil society, regional organisations, private sector, research institutes, foundations, youth representatives, and donors). The possibility of having 10 Member States per regional electoral group is suggested (the 10 would include the 3 SC members). The Secretariat will develop the 1st draft of the GEM Concept Note as of September 2017 including detailed objectives and an agenda, to be shared with the SC members for finalization during the 4th SC Meeting in February 2018. A host country needs to be identified.
- **Membership matters**
 - Consultations for the **rotation of SC members** will be held in early 2018 and new members nominated after the 4th SC meeting in February 2018. In order to capitalize on gained experience among regional groups, several Member States expressed the importance of maintaining some continuity while renewing SC membership.
 - In order to allow fuller engagement of the WEF co-convening agencies in the SC, the Secretariat recommended that all **co-convening agencies be allowed to assume a full seat in the SC**. The SC recognized the important contribution and value of all co-conveners, and strongly encourages their full engagement in the SC. However, the SC did not accept the recommendation, stressing the importance of maintaining Member States as the majority in the SC as per the FFA and to keep the size of the SC manageable and "lean". The proposal to increase the number of Member State representatives (from 3 to 4 representatives per regional group) in the SC was also declined.
 - While the SC did not agree on granting the **Affiliate Members permanent status**, the current affiliate members (EAA, UN Global Compact and Youth) would remain as part of the SC, including as members of the SC Working Groups, until the next SC member rotation cycle in 2018, as well as attend the next SC meeting in 2018 as affiliate members participating fully in the SC deliberations.
 - To address **overlaps in the mandates** and planned activities of the various SC WGs, the WGs are encouraged to systematically reach out to one another and collaborate on common areas¹⁰.

Linking with the UN processes

The presentation highlighted the need for the SC to prioritize among the different opportunities to see where its contribution is most valuable and visible. The work needs to go beyond messaging and processes must be followed through. The list prepared by the AC WG is a good basis to explore when are the key events and how the SC can contribute.

- **Group of Friends on GCED**

¹⁰ Some propositions were presented during the 3rd SC meeting, for instance, the PS WG, in collaboration with the RMR WG, proposes to follow up and provide input to the yearly High Level Political Forum (HLPF) to ensure that education is debated and taken on board, and offering inputs that relate education to the set of objectives being reviewed each different year.

Ambassador **Choonghee Hahn** of Republic of Korea, Co-Chair of the Group of Friends (with Qatar) presented a brief overview of the initiative that was launched on 1 June 2016 with the participation of 35 Member States and UN agencies (for instance the UN Alliance of civilisations and UNESCO). The group expressed a strong interest in GCED and committed to explore this issue through integration of GCED in national curriculum and sharing of practices from the field.

The SC welcomes this initiative but stressed that efforts should be made to avoid duplication, suggesting that a concrete possible link could be built with UNESCO's group of friends for prevention of violent extremism through education (led by the US Permanent Delegation to UNESCO with UNESCO as the coordinator for the group – *suggestion by Kenya*).

- **HLPF 2018 and 2019**

The SC made a substantial contribution for the 2017 Report and though the end result was not entirely satisfactory, it was a useful learning process. One of the lessons learnt is the need to engage in a sustained dialogue with members in the UN SG's office and follow through the process. Kenya also reminded that SC members should use their UN Permanent Missions to the UN to promote education and SC. The SC agreed that the 2018 HLPF is a good pilot for **2019 HLPF where most of SC's focus and resources should be placed**.

- **Follow-up to the PGA event**

There was overall agreement that organising the SC meeting back-to-back with the PGA High Level Action Event was strategic, increasing the SC's visibility. Such opportunities should be actively sought after – **side events during the UNGA** were put forward as a concrete possibility (The Secretariat to follow-up on this). The SC should continue its engagement with the PGA and establish regular communication.

- **UNSC/IAEG**

It was reminded that a revision of indicators is envisaged for 2019/2020 and that the SC should start preparing itself early. The TCG's role is central, but major contributions can be expected from UIS, GEM Report and the RMR WG.

- **Other UN/Global Processes**

The SC has had no close engagement with the follow-up to the **Addis Agenda**, and it would be important to include this in SC matters and make the SC's voice heard going forward.

The SC needs to link with the **G20 processes**. Argentina is focusing its G20 Presidency on education. Argentina is also a SC member. This is a very promising situation for the SC and this opportunity should be seized - SC should find collaboration modalities.

G77 and BRICS – need for more detailed work by the PS and CA WGs.

Meeting closure

Summary comments by the Co-Chair Dankert Vedeler highlighted the following:

- The **SC modality of using WGs** was acknowledged as a successful change in its operations and outcomes, noting that each of the WGs contributed high quality inputs to the background document and to the SC discussions and decisions. In consequence, this modality deserves to be strengthened and more SC members should be encouraged to participate consistently in WG deliberations and outputs.
- Through **strategic, targeted messaging**, the SC can influence the debate within other sectors and organizations and to be present in the public debate. The AC WG should provide support to the SC for focused communication and engagement in this regard.
- **The SC must make itself relevant by its contribution and find ways to contribute in a unique, collective manner.** There is a need for sustained engagement – the SC’s actions should not be limited to meetings and SC needs to find modalities to “be there when something is happening”. It was agreed that maintaining and strengthening the profile of the SC will require that each member of the SC discharges their responsibility in promoting the SC.
- A suggestion was made to invite different global initiatives and alliances to the SC (e.g. the Global Alliance for Literacy [GAL], Alliance for Learning and other global networks) to provide high-level technical input to the SC’s debate.

Closing remarks by **H.E. Dessima Williams**, Special Adviser for the Implementation of the SDGs in the Office of the PGA, recognized the SC members’ full support for the PGA’s High Level Action Event on SDG 4 and the notable increase in the SC’s visibility within the UN System. She took note of the SC’s wish to expand its engagement with the UN System and HLPF and promised to take this message to the PGA and also include it in the handover report to the next PGA (already elected, Slovakia).

Mr. Qian Tang, Assistant Director-General for Education, UNESCO in his closing remarks recalled the unique contribution of the SC in supporting the SDG agenda, monitoring and reviewing progress towards SDG 4, and UNESCO’s role as the lead coordinator for SDG4 and its unique convening power to bring together all key education stakeholders. Forward-looking, a suggestion was made for the SC to strengthen information exchange through a dedicated website with up-to-date information on SDG 4. Overall, all SC members were reminded of the need to work together to strengthen the SC further so it remains a useful mechanism and attractive to all stakeholders involved in implementing SDG 4, not least Member States.

Annex I: Meeting Agenda

29 June 2017	
08.30 – 09.00	Welcome coffee/tea
09.00 – 09.40	<p>Opening Session</p> <p>Chair: Qian Tang, Assistant Director-General for Education, UNESCO, Co-chair of the SC</p> <ul style="list-style-type: none"> • Welcome and Opening statement by Irina Bokova, Director-General of UNESCO • Special Address by Dessima Williams, Special Adviser to the President of the General Assembly • Introduction and adoption of the Agenda, Dankert Vedeler, Assistant Director-General, Ministry of Education, Norway, Co-Chair of the SC
09.40 – 09.55	<p>Key Note Address</p> <p>Mr. Wu Hongbo, Under Secretary-General of the UN</p>
09.55 – 10.00	<p>Special remarks</p> <p>Ms. Koumba Boly Barry, Special Rapporteur on the Right to Education</p>
10.00 – 10.45	<p>National and regional perspectives on implementation of SDG4-Education 2030:</p> <p>Chair: Qian Tang, Assistant Director-General for Education, UNESCO, Co-chair of the SC</p> <p>Panelists: Bolivia, Kenya, Oman, E-9/Bangladesh, France, Japan</p> <p>The panel will provide critical insights on implementation of SDG4-Education 2030 in a selection of national and regional contexts.</p>
10.45 – 11.00	Coffee/Tea break
11.00 – 12.00	<p>Strengthening regional support for implementing SDG 4-Education 2030</p> <p>Chair: Aaron Benavot, Director, Global Education Monitoring Report (GEM Report)</p> <p>Panelists: ADEA, European Commission, SAARC, SEAMEO, OEI</p> <p>The session will examine the role of regional organizations as policy peer learning mechanisms to enhance effective implementation of SDG4-Education 2030 targets and commitments, and in some cases, regional monitoring.</p> <p>Working document: Background Paper on role of regional organizations to enhance SDG4 implementation</p>
12.00 – 14.00	Lunch Break
14.00– 15.30	<p>Policy lessons and implementation strategies</p> <p>Chair: Michael Ward, Senior Policy Analyst, Organisation for Economic Co-operation and Development (OECD)</p> <p>Introduction: GCE and Belgium</p> <p>The objective of the session is to endorse a set of proposed recommendations for improved implementation in 2018 and 2019. The recommendations are based on a survey undertaken and identify both successes and challenges/barriers in the implementation of SDG4 targets and commitments since the adoption of the 2030 Agenda.</p> <p>Working document: Background Paper on policies and strategies</p>

15.30 – 15.45	Coffee break
15:45 – 17.00	<p>Financing of education: Global and national perspectives Chair: Jordan Naidoo, Director, Education 2030 Support and Coordination Division, UNESCO Panelists: GPE, Education Cannot Wait, Education Commission</p> <p>The Session will provide a general overview of and update on key initiatives and developments in financing education, including GPE replenishment, the Education Cannot Wait (ECW) Fund and the Education Commission’s proposal to establish an International Financing Facility for Education.</p> <p>It aims to endorse a set of recommendations on domestic financing, financing data and ODA (bi-lateral and multilateral donors), GPE replenishment and the ECW Fund, and develop action items for each of the recommendations to be taken forward by the SC.</p> <p>Working document: Background paper on financing of education.</p>
30 June 2017	
9.30 – 11.30	<p>Review, Monitoring and Reporting of SDG4-ED 2030 Chair: Jordan Naidoo, Director, Education 2030 Support and Coordination Division, UNESCO Presenters: GEMR, UIS, OECD</p> <p>The session aims to endorse a set of recommendations on review, monitoring and reporting. The session will provide an update on: (1) the development of global frameworks to monitor the SDGs and SDG4 (4th Meeting of the IAEG; the UN Statistical Commission; the Technical Cooperation Group; the Global Alliance to Monitor Learning); (2) follow-up to the 2016 Global Education Monitoring (GEM) Report recommendations; (3) UN reporting through the High-level Political Forum (HLPF). The session will also examine the criteria and issues to be considered for the possible prioritization of indicators and the development of a global lead indicator. In doing so, it will examine the question of benchmarking and thresholds for indicators that may be prioritized. Finally, the session will also consider the role/status of regional monitoring mechanisms based on ones already underway, and consider possible ways of supporting those efforts, and their applicability for other regions.</p> <p>Working document: Background Paper on Review, Monitoring and Reporting</p>
11.30– 11.45	Coffee/tea break
11.45– 12.30	<p>Gearing up advocacy activities: maintaining the momentum Chair and Presenter: Maria Lourdes Almazan Khan, Secretary-General, Asia South Pacific Association for Basic and Adult Education (ASPBAE)</p> <p>Decisions on SC actions take forward key strategic messages/recommendations for the implementation of SDG4-ED 2030 targets and commitments, including through engagement with key global and regional events.</p> <p>Working document: Background Paper on Advocacy and Communication</p>
12.30 – 14.00	Lunch break
14.00 – 15.00	<p>SC Working Groups: Way forward and key milestones Co-chair: Dankert Vedeler, Assistant Director-General, Ministry of Education, Norway, Co-chair of the SC</p> <p>Presenters: Chairs/Co-Chairs of the four SC Working Groups (OECD/GCE; GPE/France; GEM Report/UIS;</p>

	UNICEF) Endorsement of action plans (for 2 nd semester 2017 and 2018/19) proposed by each of the working groups.
15.00 – 15.15	Coffee/tea
15.15 – 16.15	<p>Planning next steps</p> <p>Chair: Margarete Sachs-Israel, Section of Partnerships, Cooperation and Research, UNESCO</p> <ul style="list-style-type: none"> • Information on High-level event on SDG4-Education during the General Conference of UNESCO (Paris, 1 Nov 2017) • Information on 2018 rotation of SC membership and election of new members • 2018 Steering Committee meeting - date, venue and focus • 2018 Global Education 2030 Meeting (GEM) - date, venue, expected outcomes
16.15– 17.00	<p>Linking with UN processes</p> <p>Chair: Dankert Vedeler, Assistant Director-General, Ministry of Education, Norway, Co-chair of the SC</p> <p>The aim of this session is to share information on UN and other global initiatives and to determine how the SC may link to these:</p> <ul style="list-style-type: none"> • HLPF • Possible follow-up of the PGA event • Information on the group of friends on GCED • Information on Global Education Ecosystem initiative <p>Wrap up of the Meeting</p> <p>Chair: Dankert Vedeler, Assistant Director-General, Ministry of Education, Norway, Co-chair of the SC</p> <p>Summary of main agreements reached and actions items for the SC in the next 6 months and up to 2019</p>
17.00	Closing: Qian Tang, Assistant Director-General for Education, UNESCO, Co-chair of the SC

Annex II: List of Participants

Member States

Regional Group I, Western European & North American States

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

Mr Etienne Gilliard,
Directeur, Direction des Relations internationales,
Ministère de la Fédération Wallonie – Bruxelles

France: *Mme Florence Robine*,
Directrice générale de l'enseignement scolaire,
Ministère de l'Éducation Nationale, de
l'Enseignement Supérieur et de la Recherche
(MENESER)

Mme Anna-Livia Susini-Collomb, Chef,
Département Europe et International, MENESER

Mme Anne-Charlotte Dommartin,
Deputy Head, Human Development Sub
directorate, Ministry of Foreign Affairs of France

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

Regional Organisations for Group I and Group II:

Ms Marja Karjalainen, Head of Education,
Health, Research and Culture, European
Commission (EC)

Mr. Jan PAKULSKI, Head of Unit, Statistics, studies
and surveys, DG Education and Culture, European
Commission (EC)

Regional Group III, Latin American and the Caribbean States

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

Mr. Francisco Miguens Campos,
Director Nacional de Cooperación
Internacional, Ministry of Education and
Sports

Bolivia: *H.E. Mr. Roberto Iván Aguilar Gómez*,
Minister of Education

Ms Susana Postigo,
International Relations Director, Ministry of
Education

Ms Pamela Mamani,
Second Secretary, Chargé d'affaires, Permanent
Delegation of Bolivia to UNESCO

Brazil: *Ms Maria Auriana Diniz*, International
Office of the Ministry of Education of Brazil

Mr. Alessandro Borges Tatagiba,
Adviser for International Relations and the SDG
4-INEP/MEC Representative

Mr. André Dunham Maciel,
Diplomat, Counsellor to the Permanent Mission
of Brazil to the UN

Mr. Rafael Belebóni, Attaché,
Permanent Mission of Brazil to the UN

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. Yue DU*, Secretary-General of
the Chinese National Commission for
UNESCO

Ms Xiaoping YU, Director, Division of
Education, Chinese National Commission
for UNESCO

Ms Kang CHENG, Programme Officer,
Division of Education, Chinese National
Commission for UNESCO

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

Ms Hyunsook Seo, Director, Korean
National Commission for UNESCO

Ms Bogang Hong, Senior Programme
Specialist, Korean National Commission for
UNESCO

Ms Hai-Jeong Ahn, Research Fellow,
Korean Educational Development Institute

Mr. Youngchan Lee, Counsellor,
Permanent delegation of the Republic of
Korea to UNESCO

Regional Organisation for Group IV:
Ms Ethel Agnes P. Valenzuela,
Deputy Director for Programme and
Development, Southeast Asian Ministers of
Education Organization (SEAMEO)

Regional Group V(a), African States

Kenya: *Mr. Victor Soo*, Senior Research
Assistant,
Permanent delegation of Kenya to UNESCO

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

Regional Organisation for Group V (a):
**ADEA (Association for the Development of
Education in Africa), represented by:**
Mr. Ahlin Byll-Catharia, *International
Consultant in Education and Development*

Regional Group V(b), Arab States

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

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

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

Civil society

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

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

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

SDG4-Education 2030 convening agencies and partners

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

Mr Jordan Naidoo, Director of Division for
Education 2030 Support and Coordination

Mr Aaron Benavot, Director,
Global Education Monitoring Report Team
(ED/GEM)

Ms. Silvia Montoya, Director,
UNESCO Institute for Statistics (UIS)

Mr Juan Cruz Perusia, Regional Advisor, Latin
America and The Caribbean, UIS

Ms. Margarete Sachs-Israel, Programme Specialist,
Section of Partnerships, Cooperation and
Research(PCR)

Ms. Huong Le Thu, Programme Specialist,
Section of Partnerships, Cooperation and
Research(PCR)

Ms. Melika Loncarevic, Programme Specialist,
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Ms. Minsun Kim, Associate Expert, Section of
Partnerships, Cooperation and Research(PCR)

Ms. Suvi Mellavuo-Bonnet, Consultant. Section of
Partnerships, Cooperation and Research(PCR)

Ms. Marie Paule Roudil, Director of Office and
UNESCO Representative to the United Nations in
New York

Ms. Lily Gray, Liaison Officer, UNESCO Liaison Office in New York

Ms. Alina Kirillina, Individual Specialist, UNESCO Liaison Office in New York

Ms. Doris Baus, UNESCO Liaison Office in New York

UNICEF: *Ms. Josephine Bourne*, Associate Director Education

Mr. Morgan Strecker, Education Specialist

Mr. Manuel Cardoso, Education Specialist

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

Ms. Tracy Wilichowski, Adviser to Senior Director

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

UNHCR: *Ms. Ann Scowcroft*, Technical Advisor, Education

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

ILO: *Ms. Amber Barth*, Programme Officer, ILO Office for the U.N.

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

Ms. Michaela Reich, Partnerships and External Relations Team

OECD: *Mr. Michael Ward*, Senior Policy Analyst

Affiliated Members

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

Foundations:

Ms. Noof AlThani, Education Above All (EAA)

Ms. Mary Joy Pigozzi, Director of Educate A Child Programme, Education Above All (EAA)

Ms. Leena Al Derham, Senior Education Specialist, Education Above All (EAA)

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

Special Invitees

Education Cannot Wait: *Ms. Yasmine Sherif*, Director, Education Cannot Wait (ECW) UN Special Envoy for Global Education/UNICEF/Global Partnership for Education

Republic of Korea: *H.E. Mr. Choonghee Hahn*, Ambassador, Deputy Permanent Representative of the Republic of Korea to the United Nations

South Asia Association for Regional Cooperation (SAARC), represented by:

H.E. Dr. Aishath Shiham, Minister of Education of Republic of the Maldives

Mr. Ahmed Shafeeu, Minister of State for Education of the Republic of the Maldives

Ms. Aminath Namza, Secretary General of Maldives National Commission for UNESCO and the Head of Foreign relations

UN: *Mr. Hongbo Wu*, Under-Secretary-General for Economic and Social Affairs

Ms. Koumbou Boly Barry, Special Rapporteur on the Right to Education, United Nations Human Rights Office of the High Commissioner (UNHCR)

UN General Assembly: *H.E. Ms. Dessima Williams*, Special Adviser for Implementation of the Sustainable Development Goals Office of the President of the UN General Assembly United Nations

Education Commission:

Mr. Justin W. van Fleet, Director, International Commission on Financing Global Education Opportunity, Education Commission

