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The SDG-Education 2030 SC is going green, please note that the next meeting will be paperless

Ref 1: Concept note and agenda

The context

This Steering Committee (SC) gathers on the eve of the last SDG decade and follows an in-depth review of SDG4 at the High-level Political Forum (HLPF). The message from the Forum and the SDG Summit was unequivocal: we are not on track to achieve the SDGs and must commit to accelerate the implementation of the 2030 Agenda, placing the inclusion imperative at the centre.

The SC's contribution to the HLPF sets out clear recommendations, drawing on the Global Education Meeting in Brussels, UNESCO Institute for Statistics (UIS) monitoring and projections and the Global Education Monitoring (GEM) Report's analysis of national approaches to SDG4.

Over the past months, new initiatives have been established or strengthened their visibility in the international arena, including the Global Education Forum initiated by the UN Special Envoy for Global Education, the "Generation Unlimited" partnership on education and skills; the Global Partnership for Education's launch of the Knowledge and Innovations Exchange initiative and increased support for Education Cannot Wait. G7 Ministers of Education and International Development pledged to tackle inequality in developing countries through gender-responsive education and training while G7 and G20 leaders affirmed continued support for girls' and women's education and recognized the importance of life long learning for employability.

All these developments reflect awareness of the urgency to partner and innovate to accelerate progress towards SDG4 while at the same time increase the challenge of coordination, complementarity and collective action. In this shifting and complex landscape, the role of the SC is all the more essential as a space for strategic dialogue among all education constituencies, guidance and harmonized action, provided it can demonstrate its effectiveness and enhance its visibility. In the aim of strengthening multilateral coordination, UNESCO has established a Multilateral Education Partners' platform, which has met twice since July and will convene twice yearly, and share its outcomes with the full SC.

The SC needs to take "education diplomacy" to a new level by asserting its voice and influence in line with its mandate to provide strategic guidance for the coordinated implementation of SDG4; build partnerships, promote joint advocacy, encourage harmonization of partners' activities, evaluate and monitor progress.

As such, this SC meeting will focus on ways to reinforce its coordination and strategic guidance mandate, building on the outcomes of the High-level Political Forum and other multilateral initiatives, strengthening linkages with regional mechanisms and influencing policy at country level to accelerate progress.

In advance of the meeting and facilitated by the Secretariat, the SC will be encouraged to develop a joint statement to be delivered to the high-level Ministerial meeting on higher education of the 40th General Conference (13 November 2019). It should urge focus and action around a set of policy priorities to foster inclusion, equity and learning for all, especially the most vulnerable. This will also ensure a linkage between the HLPF, the SDG Summit and UNGA related events, and the General Conference, which gathers all 193 Member States.

The SC will also discuss and endorse the proposals of the four Working Groups, which are expected to develop recommendations on policies and strategies around central topics for educational development and to facilitate peer learning. The Committee will also agree on the status of affiliate members and the renewal of specific constituencies.

Following up on a request made to UNESCO's Executive Board, a dedicated session on the Futures of Education initiative will be organized to present the scope of the project and opportunities for SC engagement.

Objectives

- Take stock from key recent UN events and gain a shared understanding of new initiatives with a view to ensuring articulation with the SC and strengthening the latter's political engagement around key priorities
- Share regional coordination developments with a view to improving linkages and communications between national, regional and global dimensions of SDG4 coordination
- Acquire shared vision of opportunities for engagement and advocacy in 2020
- Review and guide the directions proposed by the four Working Groups
- Agree on the Terms of Reference for affiliate members and renewal process for constituencies (youth, private sector, foundations)
- Strategy to engage with the Futures of Education initiative

Expected outcomes

- Agreement on how to enhance the role of the SC as a politically oriented platform to support SDG4 coordination and implementation through common positioning, advocacy and improved regional action
- Agreement on the joint Statement to the General Conference's Ministerial meeting on higher education
- Agreement on priority joint engagement actions and messaging in 2020

Provisional agenda

Monday, 11 November 2019	
09:30 - 10:00	Welcome, refreshments
10:00 - 10:15	Welcome by co-chairs and adoption of the agenda
	<ul style="list-style-type: none"> Opening statements by ADG/ED Ms Stefania Giannini and Mr Kaz Yoshida, co-chairs of the SDG-Education 2030 Steering Committee Adoption of the Agenda <p>Ref 1: Concept note and agenda</p>
10:15 – 11:15	Acting on key 2019 events and strengthening connections with new initiatives
	<p>The High-level Political Forum (HLPF) and Sustainable Development Goals (SDG) Summit concluded on an urgent call for action and delivery in the next decade, with the role of quality education and lifelong learning for shaping more resilient and sustainable societies emphasized. The Steering Committee (SC), the Global Education Monitoring (GEM) Report and the UNESCO Institute for Statistics (UIS) provided ample evidence to take stock of where the world stands and future prospects. New initiatives to accelerate support to countries most in need such as the Global Education Forum have been established. In this context, strengthening coordination around shared priorities, actions and advocacy is more crucial than ever for advancing implementation and building momentum around the investment case for education as the driver of sustainable development.</p> <p><i>Objective:</i> The panel session aims to build on key outcomes from major recent events to evaluate how the SC can increase strategic pressure and support to SDG4 implementation, and strengthen connections with emerging initiatives to work and act together.</p> <p>Ref 2: Synthesis of recent events, initiatives and outcomes</p>
11:15 – 13:00	How are regions adapting and implementing the SDG4 agenda?
	<p>UNESCO has established regional coordination mechanisms to take forward and translate global commitments to the realities and educational priorities of each region, defined through regional commitments and roadmaps. How do these mechanisms facilitate communication with Ministries of Education and other relevant regional actors?</p> <p><i>Objective:</i> This session should highlight the achievements of each coordination mechanism, challenges it faces and facilitate peer learning between regions.</p> <p>Ref 3: How regions are adapting and implementing the SDG4 agenda</p>
13:00 – 14:30	Lunch break
14:30 – 15:30	Report from the Working Groups
	<p>Following the March 2019 SC meeting, Working Groups have been set up on inclusion and equity; teachers; skills and higher education, in order to make strategic policy recommendations and facilitate peer learning.</p> <p><i>Objective:</i> The 4 Working Groups are expected to present the scope of their work and expected output over the next year.</p> <p>Ref 4: Updates on the Working Groups</p>
15:30 – 16:15	Working modalities and Terms of Reference
	<p>Discussion and agreement on Terms of Reference for affiliate members and process for renewal of specific constituencies.</p> <p>Ref 5: Steering Committee Terms of Reference</p>
16:15-16:30	Coffee break
16:30 – 17:30	Review of 4' minute joint statement of the Steering Committee to the General Conference

	Review of Joint Statement to the Ministerial meeting on higher education Ref: to be shared separately
18:00 - 19:00	Cocktail hosted by UNESCO
Tuesday, 12 November 2019	
10:00 – 10:45	i) Global Education Monitoring Report 2020 on inclusion and beyond, and ii) Global and thematic indicators: status of implementation and future perspectives
	<p>i) Orientations of GEM 2020 on inclusion, including launch of country profiles, and possibilities for SC engagement in launches and national/regional outreach.</p> <p>Ref 6: Global Education Monitoring Report: Launch of country profiles for better evidence</p> <p>ii) The Inter-Agency and Expert Group on SDG indicators is leading an intensive review process of the global SDG indicator framework. Moreover, Members States, regional and international stakeholders have continued the implementation of the thematic indicator framework for SDG4 within the Technical Cooperation Group (TCG) and with the coordination of UIS. What are the stakes for SDG4 monitoring? Where do we stand with country specific targets and agreed benchmarks at regional and global levels? How can the SC better support the production of better quality data?</p> <p><i>Objective:</i> This session will report back on key decisions from the Technical Cooperation Group Meeting (TCG) and the Global Alliance to Monitor Learning (GAML) held in Yerevan, Armenia, in August 2019 and the role of the SC in supporting the plans and actions for better quality data.</p> <p>Ref 7: UIS report: Status of implementation of the Thematic Indicator Framework to monitor SDG4</p>
10:45 - 11:00	Coffee/tea break
11:00– 12:30	Ministerial panel
	Ministers from each region share challenges and priority actions to accelerate progress towards SDG4.
12:30 – 14:00	Lunch break
14:00 - 15:00	Opportunities for engagement in 2020 and beyond
	<p>This session will discuss opportunities for positioning and joint advocacy, supported by a calendar of events and key messages to take forward from the HLPF and SDG summit (International Education Day, Expo 2020, G20, UN General Assembly events on education, regional forums). The session will include a presentation of Dubai Cares on the Expo 2020.</p> <p><i>Objective:</i> To have a shared overview of opportunities for building synergies with and influencing key international initiatives and processes</p> <p>Ref 8: Advocacy and communication highlights 2019 and plan 2020</p>
15:00 – 15:15	Special Address by the President of the UN General Assembly
	Special Address to be delivered by the President of the UN General Assembly, H.E. Mr Tijjani Muhammad-Bande (tbc).

15:30 - 16:30	Futures of Education exchange
	<p>Officially launched during UNGA 2019, the Futures of Education initiative will cast the net widely over the next two years to prepare a report on “Learning to Become”.</p> <p><i>Objective:</i> This session provides an opportunity for SC to engage with the Futures of Education team and discuss modalities for continued engagement.</p> <p>Ref 9: Background on the Futures of Education initiative</p>
16:30 – 17:00	Conclusion and way forward
	Agreement on the joint statement to the General Conference, summary of key actions and concluding remarks

Ref 2: Synthesis of recent events, initiatives and outcomes

“We resolve to realize our vision of a world with access to inclusive and equitable quality education” and to “promote and support quality education and lifelong learning to ensure that all children, youth and adults are empowered with the relevant knowledge and skills to shape more resilient inclusive and sustainable societies that are able to adapt to rapid technological change.”

Political Declaration of the High-level political forum on sustainable development, September 2019

“Ensuring inclusive and equitable quality education for all is critical for achieving the 2030 Agenda. Platforms for cooperation, new partnerships, more support for teachers and increased investment in universal quality education and lifelong learning are imperative.”

Summary by ECOSOC President of the HLPF 2019 session

The **2019 High-level Political Forum (HLPF) on Sustainable Development** constituted the conclusion of a first four-year cycle to review the 2030 Agenda for Sustainable Development. Across all the goals, the message is clear: the world is not on track to achieve the SDGs, with a more “ambitious, transformative and integrated response” urgently needed. UN Secretary-General António Guterres stressed the “inclusion imperative”, calling for dramatic scaling up of investments in SDGs as the best tools of prevention...and massive investment in quality education rooted in learning how to learn and doing so across the span of a lifetime.”

Informed by the joint submission of the SDG-Education 2030 Steering Committee (SC), and additional analysis by the Global Education Monitoring (GEM) Report and the UNESCO Institute for Statistics (UIS), the HLPF thematic session on SDG4 took the “learning crisis” as a starting point to emphasize transformation, innovation, political responsibility, and strengthened partnerships to accelerate progress. Inclusion – to leave no one behind – must be the marker of every policy measure. During the thematic debate, some 25 countries took the floor to highlight the centrality of education for achieving the 2030 Agenda and outlined policy reforms they have instituted to tackle inequalities and improve teaching and learning. Furthermore, UNESCO, the SDG-Education 2030 SC, and the Group of Friends for Education and Lifelong Learning organized a dedicated side event, striking the same chord of urgency to step up joint efforts and investment, emphasizing education as a human right and public responsibility.

This in-depth review also shed light on the interlinkages between SDG4 and decent work and economic growth (SDG8), reduced inequalities (SDG10), climate action (SDG13), as well as peace, justice and strong institutions (SDG16), which were the Goals under review in 2019. By recognizing that education is key for achieving the 2030 Agenda, the HLPF clearly reflected a shift away from a narrow focus on access to one on quality, competences, and mindsets for the future.

Building on this, **the SDG Summit** called for accelerated action at all levels to fulfil the vision and goals of the 2030 Agenda. As the commitments expressed in the Political Declaration hold for all the SDGs, they deserve to be cited and can provide signposts for the SC as we move into the decade of delivery and implementation:

- Leaving no one behind
- Mobilizing adequate and well-directed financing
- Enhancing national implementation
- Strengthening institutions for more integrated solutions
- Bolstering local action to accelerate implementation
- Reducing disaster and building resilience
- Solving challenges through International cooperation
- Investing in data and statistics for the SDGs

The four-year stocktaking is, therefore, an injunction to do better, differently and together.

To strengthen alignment and joint action, UNESCO initiated a **Multilateral Education Partners** platform, which met for the first time in July 2019. In their first outcome statement, partners affirmed their ambition to align their work on seven priorities to improve efficiency and accountability, joint advocacy, capacity development and data harmonization. At their second meeting held in September 2019 on the sidelines of UNGA, partners agreed to establish a Global Coalition for Education Data, led by UIS. The aim is to align financial and technical resources available and take a coordinated approach to improve education measurements on access, completion and the coverage of data on learning outcomes, with a focus on sub-Saharan Africa. UNESCO also proposed that follow up on priorities number 5 (increase investment in global public goods, share and scale up innovative solutions and country-level learning) and number 6 (joint advocacy) should be fast tracked next. As one of the SC constituency groups, the Multilateral Education Partners platform will be closely linked to the SC and invite its members to support the initiatives.

The **Global Education Forum**, an initiative of the UN Special Envoy for Global Education Gordon Brown, was established with a view to mobilizing additional resources for education, through bringing together multilateral and bilateral donors, and international institutions¹. At the Forum's first meeting held on the sidelines of UNGA, participants supported the initiative, emphasized the importance of prioritizing and cautioned against setting up a competing architecture.

The Forum has the potential to exercise strategic pressure and act as a catalyst to mobilize the large additional financing required to meet the scale and scope of the SDG4 agenda. While no clear follow-up was agreed upon at the meeting, the success of this Initiative will ride on working together, ensuring that mechanisms complement and respect the principle of country ownership. The SC Secretariat requires the support of development partner countries on the SC to engage with the Global Education Forum, in helping to set its agenda and follow its work to ensure strong linkages with the existing SDG4-Education 2030 coordination architecture. The second meeting is likely to be scheduled during the Spring meetings of the World Bank.

Also of note from UNGA: donors and philanthropists pledged USD 216 million to the **Education Cannot Wait** fund, established in 2016 to reach the 75 million out of school children in conflict and crisis situations, working with humanitarian and development actors. Furthermore the first two contributions amounting to more than USD 600 million were pledged to the **International Finance Facility for Education** (IFFEd) established by the Education Commission to increase funding in lower-middle income countries. These funds will act as guarantees and grants for the Facility to unlock more than USD\$2 billion. As such new financing mechanisms are established, it is crucial to ensure synergy with the GPE and the overall coordination architecture led by UNESCO, including for purposes of clarity towards recipient countries.

Finally, it should also be noted that the hosts of the G7 and G20, respectively France and Japan, placed attention on education.

The **G20 Osaka Leaders' Declaration** commits to continued support for girls' and women's education and training, improved access to STEM and to digital technology especially for those in poverty and rural areas. G20 leaders reaffirm their commitment to invest in human capacity, to promote inclusive and equitable quality learning education, and to enhance employability through lifelong learning. The G20 subsequently organized a meeting in Tokyo focusing on education for sustainable development, with a new strategy presented by UNESCO for the next decade.

Ahead of its meeting in Biarritz (August 2019), the **G7** put the spotlight on education, with UNESCO hosting meetings of Ministers of Education and Development and the G5 Sahel² plus Senegal focusing on "tackling inequality in developing countries through gender-responsive education and quality technical and vocational education and training". G7 education ministers adopted a Declaration to promote education from the youngest age and quality professional development for all teachers, and agreed to take joint

¹ The GEF is co-chaired by Ms Graça Machel (former Minister of Education of Mozambique), Mr Tharman Shanmugaratnam (former Deputy Prime Minister of Singapore), the UNESCO Director-General and the UN Special Envoy for Global Education.

² Burkina Faso, Chad, Niger, Mali, Mauritania

action to combat school bullying. French President Emmanuel Macron outlined France's commitments at a G7-UNESCO conference on innovating for the emancipation of girls and women through education. G7 partners launched the Gender at the Centre Initiative, a multi-partner alliance to support education sector planning for gender equality in 8 countries of sub-Saharan Africa.

Far from encompassing the initiatives of all institutional partners, the above summary provides indications of commitment to education and lifelong learning at the highest political level. The SC has responsibility to capitalize on this momentum and support Member States to accelerate progress towards the education goals and targets.

The SC also has a pivotal role to play in enhancing this political support to education through joint messaging and strategic pressure; influencing regional and national policy dialogues; supporting review and monitoring exercises, building up the evidence base of best practices, and encouraging coherence and complementarity of all stakeholders.

Action must focus on education as the most catalytic investment countries can make for inclusive growth, innovation, sustainability and peace – and the tremendous cost to individuals and societies of not addressing the learning crisis.

Ref 3: How regions are adapting and implementing the SDG4 agenda

Background

The Education 2030 Framework for Action emphasizes the critical importance of regional and sub-regional cooperation and coordination to successfully adapt and implement SDG4. In order to translate the global commitments into policy and practice, regional coordination mechanisms have been playing an important catalytic function by convening governments and other stakeholders, mobilizing support and partnerships, and facilitating peer learning. In several regions, commitments and priorities have been defined through regional implementation roadmaps.

UNESCO, through its regional bureaux and together with the SDG4-Education 2030 co-conveners and other (sub-)regional organizations, promotes regional cooperation, knowledge-sharing and good practice. Moreover, the Steering Committee (SC) members, especially Member State representatives and regional organizations from each of the six regional groups, are mandated to contribute to the linkages between the global and national levels and support countries in meeting the SDG4-Education 2030 targets. This document summarizes the updates of the existing regional coordination mechanisms and highlights the achievements and challenges, with a view to facilitating peer learning among regions.

Regional coordination highlights

Africa

UNESCO convened the Pan-African High-level Conference on Education (PACE) in April 2018 in collaboration with the Government of Kenya and the African Union. One of its objectives was to enhance synergies between the existing coordination and monitoring mechanisms for SDG4-Education 2030 and the AU's Continental Education Strategy for Africa 2016-25 (CESA 16-25) at the country, regional and continental levels. The resulting **Nairobi Declaration and Call for Action on Education: Bridging Continental and Global Education Frameworks for the Africa We Want** calls for the establishment of 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 16-25 coordination structure to existing SDG4 regional coordination mechanisms”.

While SDG4 coordination mechanisms exist at national level and in one sub-region (West and Central Africa), a region-wide mechanism is yet to be established, with the role of the African Union being vital in this regard.

Since its creation in June 2016, the **Regional Coordination Group on SDG4-ED2030 in West and Central Africa (RCG4-WCA)** has been mobilizing and harmonizing partners' support to Member States in the national adaptation, implementation and monitoring of SDG4-Education 2030 and the CESA 16-25. RCG4-WCA consists of all UN and non-UN agencies and organizations working on education development, covering 24 Member States. It includes a Plenary Group (member organizations' regional focal points responsible for education), Steering Team (UNESCO, UNICEF, CAMES, CONFEMEN, FAWE/ANCEFA), and 7 task teams. UNESCO Dakar serves as the Secretariat and the African Union, and its alternate, ADEA, hold a permanent seat on the Steering Team in order to ensure CESA objectives are represented. The task teams participate in CESA clusters that share the same thematic focus.

The RCG4-WCA is currently developing a work plan for 2020-2021 and an SDG4-CESA Acceleration Strategy for West and Central Africa. The RCG4-WCA builds on existing national education coordination mechanisms and collaborates with the Local Education Groups of the 24 countries it covers. Its web portal features the UIS education-related country profiles for all of Sub-Saharan Africa.

In Eastern and Southern Africa, there is no sub-regional SDG4 coordination mechanism to date although UNESCO (through its Nairobi office) and the African Union have been jointly carrying out capacity development activities for the implementation, monitoring and reporting on the SDG4-CESA agendas while trying to find the best way to engage in joint coordination.

In Eastern Africa, inclusion of refugees in education systems is one focus of the Education Development Partners Coordination Group. UNESCO, UNICEF and UNHCR have been collaborating with national ministries of education to develop and adopt policies for the integration of refugees in the countries' education systems. UNESCO is also supporting the development of a regional qualification framework in the Governmental Authority on Development (IGAD) region.

In Southern Africa, the Joint Meeting of the Ministers for Education and Training; and Science, Technology and Innovation of the Southern African Development Community (SADC) was held in Windhoek, Namibia in June 2019. Ministers urged the Member States to “expedite the domestication of the Continental Education Strategy for Africa and Education 2030 Framework for Action”. They also noted the findings of the 2019 Global Education Monitoring Report and urged the Member States to “engage with the report, align the recommendations with national policies and report progress on implementation”.

Arab States

Established in 2016, the **Arab Regional Support Group for Education 2030** (or “Partners Group”) comprises 20 organizations drawn from the Arab region’s representatives at the Global SC, Arab regional organizations, UN/multilateral organizations and civil society and professional organizations. The position of Chair for the 2018-2019 is held by the Regional Center for Educational Planning (RCEP), a UNESCO Category II Center, while that of Vice Chair is assured by the Arab regional representative of CCNGO. The Secretariat is maintained by the UNESCO Regional Bureau in Beirut. This is a solid technical group that ensures coordinated efforts to support Member States in the implementation of Regional Roadmaps.

Since 2015, three successive Roadmaps – namely the **2016 Cairo Roadmap**, the **2017-2018 Dubai Roadmap** and the **2018-2019 Dead Sea Roadmap** – have guided the integration of global commitments into national education systems and the definition of policy priorities. The Dead Sea Roadmap was agreed to by 19 Arab Member States and the Partners Group at the Third Regional Meeting on Education 2030 (AR-MED III) held in Jordan in November 2018. The outcome statement set out three policy priorities for 2019-2020: migration, displacement and education; quality and relevance of education, and financing.

The First Consultative Meeting of Arab Regional Representatives at SDG-Education 2030 Global SC was held in Riyadh, Saudi Arabia, on 2 and 3 October 2019, with the aim of fostering stronger linkages between the region’s representatives on the SC. The meeting agreed to action points to strengthen the Arab region’s participation in the 7th SC meeting and to expand and improve the Partners’ Group’s coordination and communication to accelerate progress towards the Education 2030 targets.

All countries in the Arab region have taken their own initiatives to contextualize, mainstream and integrate SDG4 into national processes. In April 2019, Member States and the Partners Group launched a regional flagship initiative, **Monitoring and reporting on Education 2030 progress: A Journey since 2015**. The aim is to “tell stories” about national journeys undertaken since 2015 in terms of transformations and/or innovations initiated in the areas of legislation, policies, plans, strategies, partnerships etc. The Partners Group will provide support to this effort and a regional synthesis will be prepared for the Fourth Regional Meeting on Education 2030 (AR-MED IV), scheduled for the second half of 2020. In this region confronted with multiple and prolonged crises, the SDG4-Education 2030 agenda serves as the critical nexus to link humanitarian and development interventions in support of rebuilding national education system over the long term.

Asia and the Pacific

The regional SDG4-Education 2030 coordination in Asia and the Pacific has been supported by the **Regional Thematic Working Group (RTWG)-Education 2030+**, co-chaired by UNESCO and UNICEF. It is composed of diverse international and regional development and education partners including UN agencies, CSOs, regional networks and sub-regional inter-governmental organizations³. While the RTWG Education 2030+ serves as the regional coordination mechanism, the annual **Asia-Pacific Meeting on Education 2030 (APMED2030)** that brings together all Member States and partners is the main regional consultation platform for exchange of knowledge, good practices and country support among key stakeholders. APMED2030 produces regional recommendations for action, which informs policy-level discussions of the SDG4 National Coordinators' Network.

To date, 41 out of 46 Member States of the region have appointed a national SDG4-Education 2030 coordinator and 28 countries have established a national SDG4 coordination mechanism. The region adopted the five-phased "**Regional roadmap for the SDG4-Education 2030 Agenda in Asia and the Pacific (2015-2030)**" to guide planning, implementation and monitoring. It is currently at the end of Phase II (2017-2019). During this phase, the SDG4 targets have been clarified, implementation is underway, and the five-year progress review will be launched at the end of 2019. Its findings will be presented to the SDG4 Ministerial Conference planned in 2020. During Phase III (2020-2023), the region plans to undertake the **SDG4-Education 2030 Mid-term Review**.

The regional SDG4-Education 2030 coordination has been financially supported by the Government of Japan and the region's representatives to the global SC are increasingly involved in regional SDG4 activities. The regional SDG4-Education 2030 coordination is building on the strong partnership, coordination and capacity development support mechanisms established for EFA.

Europe and North America

UNESCO, with the Council of Europe and the European Commission as regional partners, co-organized the regional consultation for the Global Education Meeting at the Council of Europe's Headquarters in Strasbourg on October 24, 2018. The regional conference focused on four themes: (i) The right to education for migrants, refugees, displaced persons and asylum seekers; (ii) Education for democratic citizenship and sustainable development; (iii) Improving domestic and international financing for education; (iv) Monitoring equity and quality in education, as reflected in the Outcome Statement adopted by the conference.

The first two topics are developed within the programme of the Council of Europe. The **right to education for migrants and refugees** is furthered through the [European Qualifications Passport for Refugees \(EQPR\)](#), which provides a methodology for assessing refugees' qualifications even when they cannot be fully documented and describes these qualifications in such a way that the assessment may be accepted if the refugees move to other countries. It currently involves the recognition authorities of nine countries⁴ as well as the UNHCR and the Conference of University Rectors of Italy. As of September 30, 2019, 406 refugees had had their qualifications assessed and 337 had been granted the EQPR, and some EQPR holders obtained relevant employment or places to study in Italian universities.

Inclusion of refugees and migrants is also furthered through a [language toolkit](#) designed to assist volunteers in teaching the language of their new host community to refugees and migrants. Developed within the project Linguistic Integration of Adult Migrants, the toolkit is currently available in seven languages. The Council of Europe is also assessing the feasibility of setting-up an *Academy for Democratic*

³ Pacific Island Forum /PIF; the South Asian Association for Regional Cooperation /SAARC; the Association of South Eastern Asian Nations /ASEAN, and its education counterpart, the South East Asian Ministers of Education Organization /SEAMEO.

⁴ Armenia, Canada, France, Germany, Greece, Italy, Netherlands, Norway, United Kingdom.

Leadership for Persons with a Refugee Background, which aims to contribute to the successful integration of newcomers into European societies and provide a training and capacity building programme to young men and women with refugee backgrounds and to other individuals working in areas relating to integration and migration.

Education for democratic citizenship and sustainable development is furthered through the [Council of Europe's Reference Framework of Competences for Democratic Culture](#) (RFCDC). Launched in 2018, the RFCDC sets out 20 competences, centred on values, attitudes, skills, knowledge and critical understanding, which students will need to become and remain active citizens in democratic societies. The European Policy Advisers Network, established in 2018, plays a key role in fostering implementation of the RFCDC in the 50 States parties to the European Cultural Convention. Moreover, the [Democratic Mission of Higher Education](#), which the Council of Europe carries out in cooperation with the US-based International Consortium for Higher Education, Civic Responsibility, and Democracy; the Organization of American States; and the International Association of Universities, holds global fora to explore the roles of higher education in fostering democratic, sustainable societies. The 2019 Forum declaration underlines that the community of faculty, staff and students as well as higher education leaders must combine autonomy and accountability, freedom of research and teaching, and societal responsibility.

Latin America and the Caribbean

Following the adoption of the 2030 Agenda, UNESCO convened the Ministers of Education of the LAC region twice to discuss the regional approach to implementation, first in Buenos Aires, Argentina (January, 2017) and second in Cochabamba, Bolivia (January 2017). The **Cochabamba Agreements** lay out how countries and partners would work together for the SDG-Education 2030 implementation with focus on four priority areas: rethinking quality of education, lifelong learning, equity and inclusion, and teachers and education professionals. Ministers also discussed a **Regional Roadmap for Implementing SDG4-Education 2030, which includes the development of** specific cooperation actions in the above priority areas.

To implement the Roadmap, Ministers adopted a regional coordination mechanism consisting of a **Regional Steering Committee** (RSC), an Executive Secretariat (UNESCO Santiago) and four working groups (policies and strategies, review and monitoring, finance and governance, and advocacy and communication). The RSC is composed of four Member States representing the region at the global SDG-Education 2030 SC, seven additional Member States from different sub-regions, three co-conveners (UNESCO and UNICEF with permanent seats, another on a rotational basis, currently UNFPA), four intergovernmental organizations (CARICOM, CECC-SICA, OAS and OEI) and two civil society organizations.

Achievement and challenges in regional coordination

The existing regional SDG4-Education 2030 coordination mechanisms vary in terms of structure and levels of engagement. Some have become a dynamic multi-stakeholder platform involving education ministries, CSOs, academic institutions, as well as inter-governmental organizations and development partners. Most regions have established a regional coordination group to bring together and harmonize the support for Member States to achieve the SDG4-Education 2030 agenda. Some regions include a select number of Member States (e.g. Arab States; Latin America and the Caribbean) in the coordination structure while others (e.g. Asia and the Pacific) bring together all Member States and partners annually. These coordination mechanisms are linked to the high-level policy dialogue in which Ministers of Education review the progress toward the SDG4 targets, define priorities, share best practices and make commitments to action. To date, there are no specific regional coordination mechanisms in Africa and Europe and North America.

Alignment is the key at all levels – global, regional and national. Some of the successful coordination mechanisms build on the regional EFA experience (e.g. Asia and the Pacific and Arab States). They ensure involvement of each region's representatives to the global SDG-Education 2030 SC. The

alignment of the agendas of regional organizations with the SDG-Education 2030 agenda is cited as another important factor that can facilitate or hinder coordination efforts due to competing priorities.

The alignment with SDG4 funding mechanisms, such as the Global Partnership for Education (GPE) and Education Cannot Wait (ECW), is equally critical at the regional and national levels. GPE's Knowledge & Innovation Exchange (KIX) initiative plans to establish regional hubs to promote sharing of information, innovation and best practices, presenting an opportunity to strengthen the existing regional SDG4-Education 2030 coordination mechanisms.

The regional coordination mechanisms have supported Member States in aligning national priorities to the vision, overall objectives and targets of SDG4-Education 2030 and strengthening their capacities in implementing and monitoring SDG4. In crisis-affected countries, the regional coordination platform has been serving as the critical nexus between humanitarian and development endeavours by linking the rebuilding of the national education systems to long-term development goals. Nearly five years after the adoption of the 2030 Agenda, the focus of the regional coordination is shifting from unpacking and contextualizing the SDG-Education 2030 agenda to implementation and monitoring progress.

Challenges in regional coordination include UNESCO's limited human and financial resources to manage this process and overall lack of funding support. Other challenges include weak or uneven engagement of the Education 2030 co-convening UN agencies (other than UNESCO and UNICEF); the competing (sub-) regional agenda and processes especially in Africa where a region-wide harmonized SDG4-CESA coordination mechanism is yet to be established as mentioned above.

Ref 4: Updates on the Working Groups

The SDG-Education 2030 Steering Committee (SC) at its 6th meeting in March 2019 established four thematic Working Groups:

- Equity and inclusion
- Quality teachers, teaching and learning
- Relevant skills for life and work in a lifelong perspective
- Higher education for sustainable development

The Working Groups are expected to generate policy advice for governments on how to succeed in the delivery of their commitment to the education-related SDG targets. Each Working Group is thus tasked to consolidate this policy advice into evidence-based, solution-oriented policy papers with specific recommendations for education policies, to be presented to the SC. Each Working Group is co-chaired by a Member State (two in case of the equity and inclusion WG), a regional and a global organization drawn on voluntary basis from the SC members and supported by a UNESCO thematic specialist and a SC Secretariat member. All SC members will be called upon to share regional and good country practices on the themes retained by each Working Group.

Each Working Group met twice virtually and discussed sub-themes, which will be developed into two policy papers and finalized respectively for presentation at the first and second meetings of the SC in 2020. The Secretariat provided the Working Groups with generic guidelines for the elaboration of the policy papers based on the concept note to ensure their consistency, and the Working Groups are currently working on the first set of policy papers, which are outlined below.

Equity and inclusion

Co-chairs: Colombia, Slovak Republic, ABEGS and UNICEF

Policy paper title (tentative): Every learner matters and matters equally: Moving from discrimination to inclusion

The 2019 HLPF's review of SDG4, the UN's SDG Summit as well as the International Forum on Inclusion and Equity in Education conveyed the unequivocal message that "shortcomings in equality and inclusiveness are among the biggest barriers to achieving Goal 4 [...]"⁵, in particular for the most vulnerable groups.

Despite considerable challenges, diverse experiences across the world have demonstrated that it is possible to move from discrimination to inclusion. This paper will thus call on the international community to mobilize the expertise of all stakeholders and sectors to build on achievements, upscale promising practices and encourage peer learning.

To provide a benchmark against which strategies can be assessed, the paper will briefly define the concept of inclusion and recall international commitments to eliminate discrimination of all forms in education. It will then shed light on the different dimensions of discrimination through a qualitative and quantitative analysis. It will examine who is particularly at risk and analyze associated factors or characteristics. Such evidence provides a basis for policy design and decisions.

The main part of the paper will focus on concrete solutions for dismantling discriminatory practices. It will argue for an integrated approach, putting emphasis both on challenges related to guaranteeing equal access to quality education, as well ensuring actual completion. Because the roots of discrimination range

⁵ Summary by the President of ECOSOC of HLPF 2019 <https://undocs.org/en/E/HLPF/2019/8>

from prejudices and cultural norms to socio-economic inequalities and unsafe learning environments, the paper will argue for interventions on multiple fronts.

To encourage a broader reflection on innovative, transformative policies, the paper will present country case studies and examples of promising practices, in terms of policies, legal provisions, interventions and outcomes. It will conclude with policy recommendations highlighting that to move from discrimination to inclusion, societies, communities, families, teachers and schools must create an enabling environment in which no one is left behind and all learners, no matter how different, are given the means to flourish and succeed.

Quality teachers, teaching and learning

Co-chairs: Burkina Faso, SEAMEO and Education International

Policy paper title (tentative): Ensuring continuous professional development for all teachers: a key to quality education

SDG4.c calls “to substantially increase the supply of qualified teachers”. The availability of qualified teachers is fundamental to the achievement of SDG4 yet we are off track to deliver on this commitment. The UNESCO Institute for Statistics (UIS) estimates show wide regional variations in the proportion of trained teachers. The situation in sub-Saharan Africa is of particular concern, with only 64% of primary and 50% secondary school teachers having the minimum pedagogical training, a proportion that has been falling since 2000⁶. To guarantee quality teaching in every classroom, initial training and continuous professional development (CPD) are essential. CPD throughout a teacher's career, both for teachers who have received initial teacher training and those who are under or unqualified, is thus of primordial importance and consequently the focus of this paper.

The paper will start by providing clarifications on the definition and current issues related to CPD, including the lack of data and metrics that are internationally comparable. A focus will be placed on under or unqualified teachers globally, and concrete measures taken by governments and other partners to upgrade their skills. It will shed light on accreditation, certification and recognition of upgrading programmes, and discuss current debates on how to formally “credit” non-trained teachers as an incentive for them to continue to participate in CPD and benefit from eventual career promotions.

The paper will further argue that teachers should be lifelong learners, with the possibility to continuously update and upgrade their knowledge and skills, and learn from new research evidence. It will illustrate diverse CPD/lifelong learning models/approaches (e.g. further studies, short courses, workshops, coaching, mentoring, innovative IT training, teacher professional networks/communities) and their impacts on quality education and learning outcomes.

Funding modalities for CPD will be discussed. Based on good practices identified the paper will advocate for closer coordination among initial teacher training programmes, education ministries, departments and bodies responsible for financing ongoing and continuous teacher training.

In its conclusion, the paper will recall the indicative strategies of the Framework for Action relevant to SDG4.c and CPD, which calls to “[r]eview, analyse and improve the quality of teacher training (pre-service and in-service) and provide all teachers with quality pre-service education and continuous professional development and support” and highlight key messages / recommendations to promote access to good quality CPD for all teachers.

⁶ UNESCO Institute for Statistics and Global Education Monitoring Report Team. (2019). *Meeting commitments: are countries on track to achieve SDG 4?*. Paris: UNESCO.

Relevant skills for life and work in a lifelong perspective

Co-chairs: United Arab Emirates, African Union and OECD

Policy paper title (tentative): Making education and training flexible and responsive to new demands for skills in society and the economy

All countries, even developed economies, are facing challenges to equip learners with the emerging skills required for society and the economy. Even at the most fundamental levels, the world is off-track to meet SDG commitments on skills: the UNESCO Institute for Statistics estimates that around 20% of youth and 30% of adults in low-income countries will be unable to read in 2030⁷. Today, one fifth of young people globally are not in education, employment or training⁸, thus deprived of the opportunities to acquire new skills such as greening and digital skills.

Challenges include a lack of public commitment, weak inter-ministerial coordination and/or private sector engagement in skills development; inadequate financing for skills development; and a lack of data and evidence regarding the changing skills demand and supply. This paper will focus on how education and training can become more flexible and responsive to changing demands for new skills. It will analyze drivers of changes in skills and the impact of these on economies and societies. Moreover, this paper will present elements that facilitate school-to-work and work-to-work transition, including up-skilling and re-skilling of individuals and their relevance to changing demands for skills in the labour market.

The paper will highlight several examples of countries that have launched and implemented evidence-based skills development policies to meet emerging demands for skills, including through inter-ministerial coordination and public-private partnership. It will argue that Member States (in coordination with all relevant stakeholders on skills development, including local authorities, education and training institutions, industries, employers' associations, trade unions, enterprises, communities, academia, etc.) should encourage individuals to continue developing and updating/upgrading their skills to keep abreast and anticipate the needs of society and the economy. This implies that individuals can learn throughout life and develop and improve relevant skills, including foundational, transferable and occupation-specific skills.

To shape more sustainable and inclusive societies and cope with rapid technological shifts, this paper will conclude by arguing that all Member States should ensure the development and use of skills by gearing the existing lifelong learning infrastructures for the significant challenges that lie ahead.

Higher education for sustainable development

Co-chairs: Norway, OEI and ILO

Policy paper title (tentative): Strengthening inclusion in higher education

Higher education and research provide advanced skills needed for meeting the challenges of sustainable development. The current global agenda supporting sustainable development aims to “ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university” by 2030 under its target 4.3.

According to the right to education principles, tertiary education should be accessible to all on the basis of individual capacity and progressively free; the Declaration of Human rights states “Higher education shall be equally accessible to all on the basis of merit”.

⁷ UNESCO Institute for Statistics and Global Education Monitoring Report Team. (2019). *Meeting commitments: are countries on track to achieve SDG 4?* Paris: UNESCO.

⁸ ILO. (2017). *Global Employment Trends for Youth 2017*. https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_598669.pdf

The recent HLPF's review of the SDGs in July 2019 recalled that "Education is a central tool for achieving the 2030 Agenda and preparing for the futurenevertheless "the most vulnerable groups, including women, children, refugees, internally displaced people and persons with disabilities, continue to be at risk of being left behind".

Globally, the gross enrolment ratio for tertiary education is at 38%, but participation varies considerably by region, with the highest gross enrolment ratios observed in Oceania (79%) and lowest in sub-Saharan Africa (9%) according to the SC's 2019 HLPF submission.

Indeed, the rapid expansion of higher education in the past two decades (so-called "massification"), as well as the growing diversity of providers and technological models for delivering education have made higher education accessible to more learners. Yet important barriers remain. According to the Global Education Monitoring Report, women, poor students, ethnic minorities, migrants, refugees and other vulnerable groups lag behind. This trend is illustrated by the fact that 20 % of the worlds' richest 25-to 29 year olds are completing 4 year of higher education, and less than 1 % of the poorest.

States and higher education institutions have adopted a number of corrective measures, including diversified admissions requirements, affirmative action, tuition measures, and financial measures such as grants and loans. Yet such measures are not enough to ensure learner success. The notable dropout rates of poor students and minorities, despite academic capacity, indicates that in many setting the higher education culture is not conducive to inclusion.

The policy paper sets out concepts of inclusion in higher education and examines evidence of progress and persisting barriers, in particular in relation to equality and equity. It then analyses remaining obstacles to inclusion in further detail, including challenges related to financing, curriculum, geography, composition of teaching personnel, and wider social and cultural aspects of higher education institutions.

The paper argues that further refinement and expansion of corrective measures together with structural public policies, including building strong links between secondary and tertiary level, are necessary to ensure that no one is left behind in higher education. It concludes with a number of recommendations for members of the SC as well as all higher education stakeholders to strengthen inclusion in higher education.

Ref 5: Steering Committee Terms of Reference

Issues for discussion and decision:

- Changing status of affiliate members to full members
- Rotation and selection of foundation, private sector and youth members

Changing the status of affiliate members to full members

The 2030 Framework for Action specifies that for the SDG-Education 2030 Steering Committee (SC) “a rotating group of affiliated members will be constituted, ensuring regional balance by the SDG-Education 2030 SC, it will include representatives of the private sector, foundations and student organizations.”

The increase in the number of Member States from 3 to 4 per regional group in 2018 gave Member States a firm majority on the SC (currently representing 24 members) plus the E9 Chair.

It reflects the commitment to education as first and foremost a public responsibility.

Achieving SDG4 also requires durable partnerships with all relevant stakeholders, including civil society, the private sector/foundations, academia and youth.

Youth, foundations and the private sector are currently represented as affiliate members. Each constituency has been actively engaged in promoting and/or supporting educational advancement. In her capacity as an SC member, the youth advocate has participated in the ECOSOC youth forum, among other fora, highlighting educational challenges and the role of education in achieving all the SDGs. The foundation affiliate member, which supports education for the most marginalized children and youth, has networked with the broader foundation constituency and supported an exhibition during the 2019 HLPF. The private sector affiliate member represents the world’s largest voluntary corporate sustainability initiative.

In light of the role that these three constituencies play in the overall advancement of the education goals and targets, in building partnerships and conducting advocacy, the SC might consider that they be granted regular membership status.

Rotation and selection of foundation, private sector and youth members

The current terms of reference foresee that foundations, private sector and youth have one representative on a rotational basis. However, no selection process has been determined in this regard.

Current affiliate members have been serving on the SC since June 2017.

In order to ensure their rotation, the following eligibility for the three constituencies are herewith proposed:

- Sound knowledge of SDG4 issues and challenges and the overall UN 2030 Agenda for Sustainable Development
- Expertise, commitment and active engagement in promoting and advancing the SDG education goal and targets
- Active engagement in representing the respective constituency in relevant global and regional forums
- Access to or membership in networks to relay the perspective of the given constituency to the SC
- Capacity to share and disseminate the SC’s recommendations, thereby creating a multiplier effect
- Strong outreach and communications capacity

Specifically, in relation to each constituency:

- Youth: to ensure a representational character, it is recommended that the Major Group for Children and Youth (MGCY) of the United Nations put forward youth candidates (who represent youth organisations). The incumbent will be involved in establishing a youth advocacy group (SC decision at 5th meeting in September 2018) constituted by six exemplary youth from each of the six regions, representing youth organizations recognized by MGCY.
- Private sector: it is recommended that candidates operate internationally across geographic regions, be linked or part of an international coalition or entity involved in promoting the Sustainable Development Goals, and providing support to education in particular
- Foundation: it is recommended that candidates operate internationally across geographic regions, be linked or part of an international coalition or entity involved in promoting the Sustainable Development Goals, and providing support to education in particular

Throughout the selection process of the three constituencies, attention shall also be given to ensuring overall regional balance between the three, in line with the provisions outlined in the 2030 Framework for Action.

Selection Process

A call for nominations will be made on 15 July 2020, with closure on 15 September 2020.

This call will be posted on the UNESCO SDG-Education 2030 website, circulated through social media and to our full list of education partners.

Interested applicants will be requested to fill in an application form addressing the above criteria.

The SDG-Education 2030 Secretariat will prepare the selection criteria for the Bureau's approval, examine the applications and make a pre-selection for the Bureau. The latter shall submit their recommendations to the full SC for approval at its 2020 fall session.

The term of the new members will be 1 January 2021 to December 2022, to be aligned with that of other SC members.

Decisions

- I. In light of their supportive role in advancing the SDG-Education 2030 goals and targets, it is recommended that affiliate members become full members of the SC
- II. Agreement on criteria, selection process and starting date of new affiliate members

Ref 6: Global Education Monitoring Report: Launch of country profiles for better evidence

A tool for more systematic monitoring of key trends in education policies and laws

The Global Education Monitoring (GEM) Report has a twin mandate from the Incheon Declaration and the Education 2030 Framework for Action to:

- ‘be the mechanism for monitoring and reporting on SDG4 and on education in the other SDGs’; and to
- ‘report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments’

The GEM Report team is aiming to improve the evidence base on the implementation of national strategies through a systematic collection of qualitative data on steps countries are taking in selected SDG4 areas.

Starting with the 2020 GEM Report on inclusion and education, two sets of information are being collected for each country except European Union and neighbouring countries that are part of the Eurydice network:

- on inclusive education, covering definitions; school organization; laws, plans, policies, programmes; governance; learning environments; teachers and support personnel; monitoring and reporting.
- on financing policies targeted on vulnerable groups, covering overall education financing mechanisms; education and social policies and programmes providing resources to schools students and families.

The inclusive education profiles are being prepared through desk-based research with the exception of about 20, mostly federal countries where consultants have supported the work. A process is underway to validate the information collected, taking advantage, where possible, of the team’s participation in related events organized by UNESCO or regional organizations. Countries have the opportunity to edit a Word version of the profile offline or online. The full set of profiles (between 1500 and 2500 words) will be uploaded at the time of the launch in March 2020 at the new website www.education-profiles.org.

The targeted financing profiles are work in progress. One of the aims is to inform one of the SDG4 thematic indicators under target 4.5 on equity.

The work will continue with a systematic mapping of:

- regulation frameworks related to non-state actors in education, the theme of the 2021 GEM Report
- gender equality in education laws and policies, to inform the GEM Report’s gender equality in education monitoring framework and the annual Gender Report

This tool responds to the interest that countries have expressed in sharing and exchanging up-to-date and comparable information on national education systems, in order to enrich their perspectives on solutions to their education challenges. As such, these profiles will serve as a basis for policy dialogue and peer learning at the regional and sub-regional level.

A resource that has played a similar role over the past two decades has been the descriptions of national education systems of the European Commission’s Eurydice network, which provides information on 38 countries. In this case, it is the countries, through their national units, that are responsible for drafting and updating their descriptions. This resource has helped European countries exchange valuable information on their respective education structures.

The GEM Report team would like to seek the advice and support of SC members on the development of this resource.

Ref 7: UIS report on status of implementation of the Thematic Indicator Framework to monitor SDG4

Introduction

1. The UNESCO Institute for Statistics (UIS) is the custodian agency of 9 global indicators and is responsible for the implementation of the 32 thematic indicators included in the Education 2030 Framework for Action. This report summarises the main activities of the Institute in relation to the implementation of the Thematic Indicator Framework and dissemination of those data since the last meeting of the Education 2030 Steering Committee (SC) held in March 2019.

Technical Cooperation Group on the indicators for SDG4 – Education 2030 and the Global Alliance to Monitor Learning: Main results of recent meetings

2. To develop the methodologies and standards needed to produce the global and thematic indicators, the UIS works closely with a wide range of partners through initiatives such as the Global Alliance to Monitor Learning (GAML) and the Technical Cooperation Group (TCG) on the Indicators for SDG4 – Education 2030, which includes representatives of Member States, multilateral agencies and civil society groups.
3. The GAML and the TCG held their sixth meetings in Yerevan, from 27-28 August and 28-30 August 2019, respectively. The main points of discussion focussed on indicator definitions, refinements and methodological developments; benchmarks and reference points for selected indicators, and institutional organization of the TCG. Based on these discussions, several conclusions were proposed through a questionnaire sent to all GAML and TCG members as part of post-meeting consultations organized in September and early October.

TCG and GAML: Main recommendations concerning methodological developments and indicators

4. The UIS continues to make significant progress in resolving the technical issues and building consensus around indicator **4.1.1** on learning outcomes, which are central to the SDG4 measurement framework. Through GAML, the UIS is developing a portfolio of methodological tools to link the results of national, regional and cross-national assessments and make them comparable.
5. One of the main challenges is how to express on the same scale assessment programmes with different objectives. The UIS vision is to use different forms of linking techniques through a portfolio approach that adjusts over time, taking advantage of all available data. This will make it feasible, for example, for countries to use their existing assessments to report data on a comparable basis for indicator 4.1.1 instead of having to participate in a multi-country assessment.
6. There are two main types of linking: statistical and non-statistical. Statistical linking is more accurate but has greater technical requirements. Non-psychometric linking, such as the “policy linking”, is based on policy descriptors which are less accurate but acceptable when statistical linking is not possible due to issues such as design, logistics, or cost.
7. Currently, statistical linking is being piloted to align two regional assessments, PASEC and LLECE, with IEA tests at the end of primary (the Rosetta Stone project). Additionally, the UIS is also working with partners to pilot the “policy linking” methodology in India and Bangladesh, which will make it possible to use national learning assessment from those countries to report on indicator 4.1.1 in an internationally comparable scale.
8. In light of the considerable methodological challenges, it has been proposed to drop two indicators from the thematic indicator framework: **4.5.2** (percentage of students in primary education who have

their first or home language as language of instruction) and **4.b.2** (Number of higher education scholarships awarded by beneficiary country). The results of the consultation supported dropping indicator 4.b.2 but recommended keeping indicator 4.5.2 while requesting the UIS to develop a methodology based on proxy measures.

9. In December 2018, the IAEG-SDGs rejected a request to reclassify indicator **4.7.1** from tier 3 to tier 2. UNESCO, with input from other agencies, has revised the proposed questionnaire and presented it to the TCG. The results of the post-meeting consultation supported the UNESCO questionnaire to monitor implementation of the 1974 Recommendation as the preferred instrument for data collection on indicator 4.7.1, although other sources were supported. Following the finalization of the pilot phase of the questionnaire, the proposal will be submitted for consideration to the IAEG-SDGs once again by the end of 2019.
10. Discussions also focused on the development of a conceptual framework for a measurement strategy for indicators **4.7.4** (students showing adequate understanding of issues relating to global citizenship and sustainability) and **4.7.5** (students showing proficiency in knowledge of environmental science and geoscience). As part of the post-meeting consultation, the TCG members confirmed their agreement with this Global Content Framework and approved the recommendation to use existing international learning assessments to report on indicators 4.7.4 and 4.7.5.
11. The UIS advanced research related to indicators **4.c.1** and **4.c.3** (trained and qualified teachers). One of the main limitations of these indicators is that they are defined in relation to national training and qualification standards. Therefore, the difference in standards across countries not only limit the comparability of the indicators but also makes it difficult to offer a clear picture of the national training and qualification levels that teachers are expected to achieve.
12. The main recommendation to address these measurement challenges was the development of a classification framework of teacher training programmes (ISCED-T) that would serve as the base to improve the quality of the current teacher training indicators by better characterizing existing teaching training programmes at the national level using comparable categories across countries.
13. The proposed **ISCED-T**, which should be further developed, draws on an extensive review of 170 teacher training programmes reported in the ISCED database and initially proposes classifying teacher training programmes according to entry requirements, duration and target level for which teachers are trained to teach. By implementing this type of classification, it will be feasible to map the types of teacher training programmes existing at the country level. It will also provide a framework to collect more meaningful and comparable data on teacher training.
14. The ISCED-T proposal was presented at the TCG meeting. Based on the analysis and recommendation of the TCG working group on indicator development, the TCG supported the development of ISCED-T in the post-meeting consultation.

TCG: Benchmarks and reference points

15. During 2018, the UIS and the Global Education Monitoring (GEM) Report led a national and regional consultation to look into the absence of a clear global or regional approach to benchmarking indicators. The consultation's objective was to inform a mapping of existing national and regional benchmarks to better guide the TCG for future steps while informing the deliberations of the SDG – Education 2030 SC.
16. The consultation involved two levels: regional organizations and countries. These stakeholders were consulted on the coverage in the monitoring frameworks of the global indicators, the feasibility to set benchmarks or reference points for each level of monitoring and the priorities in certain areas. The

[results from the consultation](#), highlighted the indicators for which benchmarking is possible.

17. Based on these results, the UIS has developed proposals for the seven indicators, which include a snapshot of current data status, [regional averages and different options](#) for reference points. The proposals were reviewed by TCG members in Yerevan, with discussions focusing on how to:
- Assess the feasibility of setting benchmarks (“benchmarkability”) for all 43 global and thematic indicators, including a proposal about the periodicity for monitoring in order to narrow down the list.
 - Evaluate the feasibility, periodicity and options for the seven selected SDG indicators proposed by the UIS and compare that list with the one resulting from the point above.
18. There was consensus on the “benchmarkability” and type of benchmark to implement for the following five indicators: 4.1.1 (minimum proficiency levels in mathematics and reading), 4.1.4 (completion rate), 4.1.5 (out of school rate), 4.2.2 (participation rate in organized learning one year before the official primary entry age), 4.5.4 (Education expenditure per student) and 4.c.1 (trained teachers). The TCG recommended to not only adopt benchmarks for these indicators but also to define them consistently at the global and regional levels. The UIS will finalize the technical document with the reference levels for each of the six indicators in the list below.

Indicators	Reference point at	Reference points recommendation set at
Access		
4.2.2 (participation in pre-primary)	Yes	Global and regional
4.1.5 (out-of-school rate)	Yes	Global and regional
Completion rate		
4.1.4 in basic education by level	Yes	Global and regional
Learning		
4.1.1 reading and mathematics in basic education	Yes	Global and regional
Quality of teaching		
4.c.1- Percentage of trained teachers in basic education	Yes	Global and regional
Expenditure		
4.5.4 Expenditure per student	Yes	Global and regional
Expenditure as a percentage of budget and GPD	Benchmarked in the framework for action	

19. TCG members also suggested have benchmarks at the regional for a second set of indicators. The UIS will invite the regional Education Steering Committees to work on these definitions at the regional level.

Indicators	Consultation outcome on benchmarking	Scale of reporting
Participation in tech-vocational programmes	4.3.3 Yes	Regional
Achieving fixed level of proficiency in literacy and numeracy	4.6.1 Yes	Regional
Citizenship and sustainability	4.7.4 Yes	Regional
Students experiencing bullying	4.a.2 Yes	Regional
Attacks on students, personnel and institutions	4.a.3 Yes	Regional
In-service teacher training	4.c.7 Yes	Regional

Development of Global Coalition for Education Data

20. The UIS has led the proposal to develop a Global Coalition for Education Data, which was strongly supported by the Multilateral Education Platform (UNGA, September). In this coalition, the Institute would serve as a broker between countries and development partners to improve the production and

use of high quality data at all levels. This proposal is in line with the UIS 'brokerage' role that was recognized by the 50th Session of the UN Statistical Commission (March 2019).

21. The implementation of the Coalition's mandate requires working on a set of different streams of work to maximize the use of data from all sources. Overall, the working groups will strive to improve and develop, if needed, the definition of indicators from each of the sources while helping to harmonize and prepare guidelines for data producers and users. The results of the TCG post-meeting consultation supported a set of specific work that will focus on: administrative data collection systems, personnel data on teachers, education expenditure, and refugee education data.

Based on the results and technical agreements achieved in the last GAML and TCG meetings held in August 2019, which were ratified in post-meeting consultations with Member States, the UIS makes the following recommendations to the Education 2030 SC:

- a. Review progress and express support on the indicator development work carried out within GAML and the TCG.
- b. Endorse the ISCED-T initiative as a methodology to make concrete advances on the development of trained and qualified teacher indicators.
- c. Endorse the benchmarks proposed by the TCG to better assess progresses towards the SDG4 targets and recommend the adoption and implementation of those benchmarks at the regional level by the Education 2030 Regional Steering Committees.

Express support for the Global Coalition for Education Data and promote this new initiative among Member States in order to help secure the commitment of resources needed to implement it.

Quality of SDG4 database, data dissemination and use

22. While improving the timeliness of data, the UIS has continued to expand its global education database to include data by country and by region for SDG indicators. In its most recent data release of September 2019, the UIS published 33 of the 43 indicators used to monitor progress towards SDG4. Examples of new indicators include: the percentage of schools that provide life skills-based HIV and sexuality education; percentage of students experiencing bullying; the number of attacks on students, personnel and schools; percentage of children under 5 years experiencing positive and stimulating home environments.
23. The UIS continues to improve the quality of its statistics to track equity in education as part of SDG4. By making greater use of different data sources, the UIS has expanded its global database to include disaggregated data by sex, location and wealth for about 150 countries for a range of indicators. In October 2019, it published a new database on education and disability.
24. The 2019 data release (September) included several improvements in the UIS website to access the SDG4 indicators. In addition to the creation of the new UIS Developer Portal, which provides several tools to facilitate access to big datasets for expert data users, it also provided the SDG4 data sets in formats easily accessible to less sophisticated users by providing tables in spreadsheet and printable formats.
25. To further encourage data-based action, the UIS released the first set of global projections on SDG4 in a publication jointly produced with the Global Education Monitoring Report ("[Meeting commitments: Are countries on track to achieve the SDG4 targets?](#)"). The projections were released at the High-Level Political Forum, which reviewed progress towards SDG4 in July and the UN General Assembly in September, and has become a reference publication in different regional and international forums related to SDG4, such as the recent Asia and Pacific Meeting Education 2030 (APMED), held in Bangkok (October).

Support to countries in the production of the SDG4 indicators

26. The UIS is developing a series of tools and online products to help countries expand their assessment options while making the greatest possible use of their existing tools and data. For example, the UIS has developed the mini-LAMP, a global public good that provides different cost-efficient options to assess adult literacy skills specifically designed for developing countries.
27. The UIS continues producing publications specifically designed to support countries: the 2019 SDG4 Data Digest (to be released in November) presents the latest methodological developments in the global and thematic indicators while helping countries produce the national data needed for monitoring and policymaking purposes. While shedding light on ways to improve the availability of data, the Digest also highlights regional initiatives to monitor progress towards SDG4.
28. In the area of learning outcomes, the UIS also developed a [Country Hub](#), which includes a wide range of publications and tools to guide and support countries in the production of indicators on learning.
29. To better support national learning assessments in developing countries and improve the production of other education statistics, the UIS established a new Memorandum of Understanding (MoU) with the World Bank in July 2019. It focuses on three key areas to: support countries in the use of the new methodological tools and resources developed by the UIS for the internationally comparable measurement of learning; leverage the UIS-led Item Bank Platform to measure early foundational learning through the World Bank's Global Education Policy Dashboard; and better coordinate education data generation and exchange at the national, regional, and international levels. A first product is the joint learning outcomes database that is being used to estimate the Learning Poverty indicator.
30. The UIS continues supporting the development of national capacities to improve monitoring SDG4 at the regional level. Recent examples include the following. The UIS in coordination with UNESCO Bangkok, led the technical sessions on monitoring SDG targets 4.1 and 4.6 within the Asia-Pacific Meeting on Education 2030 in October. In November, in collaboration with UNESCO Nairobi, a regional workshop on data analysis and reporting for the CESA (Continental Education Strategy for Africa) and SDG4 will be conducted for six East African countries (Djibouti, Kenya, Madagascar, Mauritius, Rwanda and Uganda). This is part of the UIS regional statistical capacity development strategy and involves the UNESCO National Commissions and technical teams of the participating countries.

Ref 8: Advocacy and communication highlights 2019 and plan for 2020

Outreach and communication highlights in 2019

From the inaugural International Education Day in January to the SDG4 review at the High-level Political Forum (HLPF) in July followed by the SDG Summit in September, in addition to regional Steering Committee meetings and related events, keeping education high on agendas has been a joint effort of the Steering Committee (SC) and Secretariat as well as external partners.

While 2019 provided various high-level opportunities for joint communications and advocacy on the education goals and the critical importance of SDG4 for the entire 2030 Agenda, they also underscored the need to raise broader social and political awareness on the education crisis and its implications for the entire 2030 Agenda.

Education advocacy and communication highlights in the context of the 2019 HLPF included such initiatives as:

1. **Global advocacy** on key messages based on the SC contribution to the HLPF, GEM and UNESCO Institute for Statistics (UIS) special publications, around urgency, political and financial commitment, transformation and the centrality of education for the entire 2030 Agenda. This was ensured by the SC's representation at the HLPF plenary review session and a number of strategic events. Furthermore, the high-level event on "Relevant equitable and inclusive quality education for the 21st century" on 15 July 2019, organized jointly by the SC and the Group of Friends for Education and Lifelong Learning provided a platform for global advocacy at the UN.
2. **Communication product** – the HLPF brochure "Education Transforms Lives", repackaging and branding the main elements of the SC's contribution to the HLPF. Available in 3 languages (English, French, Spanish), the brochures were distributed widely throughout the HLPF.
 - Key result: all 500 copies of the brochure were disseminated to target audiences.
3. **A special exhibition** on "Education Transforms Lives" was organized during the HLPF at the United Nations Headquarters, in partnership with the Group of Friends for Education and Lifelong Learning, and the Education Above All Foundation.
 - Key result: prominent visibility of education at UN through the "Education Transforms Lives" exhibition. Messages widely shared on social media networks and sdg4education2030.org website supported by UNESCO channels (global and regional) and partners.
4. **Digital campaign** – social media packs in English, French and Spanish #ActingTogether4Education and #CommitToEducation were conceived and disseminated by the Secretariat in close coordination with the GEM Report and UIS around the key messages
 - Key result: widely shared on social media networks and sdg4education2030.org website supported by UNESCO channels (global and regional) and partners
5. Concerted efforts to connect SC members with **targeted global education and related events** to amplify the SC's voice. As such, SC members, including the co-Chairs and the youth representative, participated in various UN Headquarters spanning from the first celebration of the International Day of Education, ECOSOC Youth Forum, and the Science and Technology and Innovation Commission.

Digital presence for the SC have included:

- Twitter account @Education2030UN counts approximately 20K following The SC website now includes harmonized regional SC pages for Asia-Pacific, Latin American (forthcoming), West and Central Africa (planned for 2020) and Arab region (ongoing).
- Development and launch of the SC news digest to keep SC members updated
- Creation and management of SDG-Education 2030 workspace on Microsoft Teams

The Secretariat will continue to build upon current efforts to coordinate better and more impactful campaigns in 2020, around compelling data and messages.

Advocacy and communication objectives and plan for 2020

The Secretariat will spearhead communication and outreach, through partnership-based advocacy initiatives, online and offline campaigns to keep education high on agendas and promote the SC as the multi-partner mechanism for SDG4 at global, regional level and national level. The following main lines of action are proposed:

- I. Dissemination and promotion of the work produced by the SC through information meetings, events and engagement with global and regional stakeholders
- II. Community building and dialogue among members as well as, with strategic partners
- III. Enhance the Committee's online presence
- IV. Participation in strategic events in 2020

Furthermore, the Multilateral Education Partners Platform was set up in July 2019 on the initiative of UNESCO, bringing together multilateral organizations and agencies working on the education goals. Seven priorities were identified including joint advocacy for more national and global impact and investment in better data.

Dissemination and promotion of the work produced by the SC

The following products have been identified in the SC work plan for 2020 and specific communication strategies will be developed to promote them throughout the year:

- I. SC's HLPF contribution with its key recommendations
- II. 8 working group policy papers: 2 inclusion, 2 higher education, 2 skills, 2 teachers
- III. Effective practices and policies case studies based on a common template (to be made available on the collaborative space)
- IV. Joint statements at key events

Community building and dialogue

Partnerships are the cornerstone of the SC. As such, the Secretariat will continue to promote meaningful dialogue among members and strategic partners, including an increased focus on two-way communication with the regional Steering Committees. This will be largely supported by the establishment of an SC workspace on Microsoft Teams, which will serve as a common platform for collaboration. The workspace, currently used for the four working groups, will be scaled up for use at the global and regional levels.

The SC's youth advocacy group for education #SDG4Youth (decision of the September 2018 SC) will be a key constituency to support the wider community building initiative. With the support of the incumbent SC youth representative, the youth advocacy group will be set up to provide the SC (mandate of 1 January 2021 to December 2022) with a strengthened youth perspective. This group will be made up of exemplary youth from youth organizations representing the six regions – a call for interest and a work-plan will be developed in 2020.

Enhance the Committee's online presence

A targeted communications group of specialists working within SC constituencies has been identified through a survey sent by the Secretariat. This group will enhance the role of the SC as a politically oriented platform and champion coordinated SC common messaging and campaigns.

Participation in strategic events in 2020

In 2020, the Secretariat will continue to actively reach out to SC members and connect them beyond SC Meetings. A calendar of upcoming events in 2020 of relevance to the SC has been developed and will continue to be updated (see page 30). It includes:

- I. SC global and regional meetings
- II. Key events at the UNHQ: In addition to regular UN relevant bodies such as the ECOSOC, General Assembly and others, the President of the General Assembly will hold a high-level thematic debate on the role of education for the achievement of the 2030 Agenda
- III. Events organized by UNESCO at both headquarters and regional/field offices as well as other strategic events, in particular International Education Day, which should be shaped around a positive narrative on education for a shared global future linked to the 75th anniversary of the United Nations celebrating multilateralism.

The calendar will be used as a tool to “target” events as well as to identify opportunities to feature SC products and reach across the education community and beyond.

For action

- *Share information* – SC members are invited to share information with the Secretariat to complement the events calendar and nominate their communications focal point if they have not already done so
- *Share ideas* – SC members are invited to share ideas for campaigns carrying global and national resonance for broad audiences,
- *Share initiatives* – SC members are invited to share initiatives related to SDG4 Education that are being planned in their constituencies in 2020 and are not yet reflected in this document
- *Share good practices* – a template for effective practices and policies (to be made available on the collaborative space) can be filled to provide concrete examples that can be shared more widely, thereby encouraging peer learning. This will be linked to the outputs of the Working Groups, SC members’ contributions and regional consultations and efforts.

2020 Calendar of events of interest to the SC

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Steering Committee meetings	Int day of ED											
Key UNHQ events		Spring SC meeting (tbc)		LAC Regional SC meeting (tbc)	Pres of UN GA thematic debate on ed (tbc)	Int Conf - Future of higher ed in Africa, Abuja	High-level Political Forum		West and Central Africa Regional SC meeting (tbc)	Fall SC meeting (tbc)	G20, Saudi Arabia	
UNESCO HQ/FO-led events	ED World Forum	Rethinking Ed in Arab States, Riyadh		ECOSOC Youth Forum		Conf of state parties to CRPD	World Youth Skills Day		Int'l Literacy Day	2nd Asia-Pacific Regional Ed 2030 Ministerial Conf APREMC-2 (tbc)	WISE, Qatar	
Other events	World Eco-nomic Forum	Mobile Learning week		WB & IMF Spring Meetings		Commonwealth Heads of Govt Mtg, Rwanda	G7, USA (Tbc)		UN General Assembly	UN 75th Anniversary	6th East Asia Summit & 5th EAS Ed Ministers Meeting, Philippines	
		Global Ed & Skills Forum (tbc)		Global Action Week for Edu, GCE		EU Dev Days (tbc)	Beijing+25, Paris			World Teachers' Day	SAARC Summit, Sri Lanka (tbc)	
		Comparative & int ed society				Inclusion Int 19th World Congress (tbc)				World Expo, Dubai	18ème Sommet de Francophonie Tunis	
		Beijing+25 Commission Status of Women				Women Deliver					APEC Leaders Summit, Malaysia	
											Int Asso Uni (IAU) Annual Conf, Mexico	

Ref 9: Background on the Futures of Education initiative

Context and aim: In a world of increasing complexity, uncertainty, and precarity, we must urgently reexamine and reimagine how knowledge and learning can contribute to the global common good. In this context, the Futures of Education initiative aims to generate global engagement and debate on how knowledge and learning can shape the futures of humanity and the planet.

International Commission: An International Commission of eminent personalities and thought leaders - chaired by the President of Ethiopia - has been established to examine these issues over the next two years. The International Commission was recently announced and the initiative launched at a side event organized at the UN General Assembly (25 Sep 2019). The International Commission will present its analysis and recommendations at the UNESCO General Conference in late 2021 in the form of a report to serve as an agenda for policy debate and action at multiple levels.

Visioning and Research: The work of the Commission will build on the results of Phase 1 of Visioning and Research (Oct 2019-Sep 2020) through multiple processes of engagement and input, including:

1. **Trends analyses and foresight** relative to various facets of demography, urbanization, economy, technology, environment and social development.
2. **Review of research on learning:** overview of research evidence on the transformation in what, how and where we learn in the 21st century, as well as how we create and validate knowledge.
3. **Broad process of engagement with multiple partner networks and platforms** involving youth, educators, civil society, policy-makers, and technology firms to explore their visions of the nature and role of knowledge and learning for our possible futures.

Discussion on Challenges and Opportunities in 2050

In view of the first meeting of the International Commission in January 2020, the Secretariat would like to encourage a debate around the following broad questions:

When you think about 2050 (1) What are you most hopeful about? (2) What are you most concerned about?

The session will also identify modalities for continued engagement of the SC throughout this initiative.

Please consult the [Futures of Education](https://en.unesco.org/futuresofeducation) (<https://en.unesco.org/futuresofeducation>) initiative website for further background information.

Ref 10: SDG-Education 2030 Steering Committee members 2019-2020

CO-CHAIRS: UNESCO and Japan

BUREAU MEMBERS: Group I (Norway), Group II (Slovak Republic), Group III (Colombia), Group IV (China), Group V (a) (Kenya), Group V (b) (Saudi Arabia), Civil Society (Education International)

Members States

Group I – Europe and North America

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

Mr François Tricarico, Director, International Relations Directorate, Ministry of the Wallonia-Brussels Federation

Germany: *Mr Walter Hirche*, Chair of Education Committee, German Commission for UNESCO

Ms Barbara Malina, Head of the Division of Education, German Commission for UNESCO

Norway: *Mr Joakim Bakke*, Director, Ministry of Education and Research

Ms Grethe Sofie Bratlie, Deputy Permanent Delegate, Permanent Delegation of Norway to UNESCO

Turkey: *Mr Adnan Boyaci*, Director General for Teacher Training and Improvement, Ministry of National Education, Member of the Executive Board of the Turkish National Commission for UNESCO, Chair of the Education Committee of the Turkish National Commission for UNESCO

Mr Mustafa Sever, Assistant Professor, Ankara University, Faculty of Education

Regional organization: European Commission

Mr Jan Pakulski, Head of Unit at the DG Education, Youth, Sport and Culture

Ms Annica Floren, Deputy Head of Unit, DEVCO B 4 - Culture, Education, Health

Group II – Eastern Europe

Bulgaria: *Ms Densita Sacheva*, Deputy Minister of Education and Science, Ministry of Education and Science

Czech Republic: *Mr Stanislav Štech*, Professor, Charles University

Slovak Republic: *Ms Katarina Deakova*, Head of Department of Cross-Cutting Issues in Education, Ministry of Education, Science, Research and Sport

Russian Federation: *Prof. Vladimir Filippov*, Rector, Head of the Chair of Policy in Higher Education, RUDN University,

Mr Sergey Kovalenko, Director, Centre for Comparative and International Education RUDN University

Regional organization: Council of Europe

Mr Villano Qirazi, Special Adviser to the Director General

Mr Sjur Bergan, Head of the Education Department

Group III – GRULAC

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

Mr Francisco Miguens Campos, Secretary, Argentina National Commission to UNESCO

Colombia: *Ms Maria Victoria Angulo Gonzalez*, Minister of National Education

Mr Camilo Gutierrez, Head of Financing and Planning, Ministry of National Education

Peru: *Ms Odette Herbozo*, Head of Cooperation and International Affairs, Ministry of Education of Peru

Ms Katherine Bravo, Specialist at the General Office of Cooperation and International Affairs, Ministry of Education of Peru

Venezuela: *Ms Rosángela Orozco*, Vice Minister of Education

Mr Carlos Luis Uztáriz Pérez, Secretary-General, Venezuelan National Commission for UNESCO

Regional organization: Organization of Ibero-American States for Education, Science and Culture (OEI)

Mr Andres Delich, Deputy Secretary General

Group IV – ASPAC:

China: *Mr Changwei Qin*, Secretary-General, Chinese National Commission for UNESCO

Ms Xiaoping Yu, Division of Education, Chinese National Commission for UNESCO

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

Mr Kenji Inoue, Deputy Permanent Delegate, Permanent Delegation of Japan to UNESCO

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

Ms Hyunsook Seo, Director, Division of Education, Korean National Commission for UNESCO

Philippines: *Mr Nepomuceno Malaluan*, Undersecretary, Department of Education

Mr Jesus Enrique Garcia II, Deputy Permanent Delegate, Permanent Delegation of the Philippines to UNESCO

Regional organization: Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat

Ms Ethel Agnes P Valenzuela, Director, Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat

Regional Group V(a), African States:

Angola: *Mr Isaac Pedro Vieira Paxe*, Director General, National Institute for Training of Teachers (INFQE), Ministry of Education

Burkina Faso : *Mr Yerbkoun Bienvenu Bonaventure Méda*, Inspector for Secondary Education

Kenya: *Ms Emis Njeru*, Deputy Director of Education, Directorate of Policy Partnerships and Eastern Africa Community Affairs, Ministry of Education

Mr Victor Soo, Senior Research Assistant, Permanent Delegation of Kenya to UNESCO

South Africa: *Mr Yousuf Gabru*, Minister Counsellor, Permanent Delegate to UNESCO, South African Embassy in Paris

Regional organization: African Union

Mr Lukman Jaji, Policy Officer, AU Education Observatory

GROUP V(b), Arab States:

Egypt: *Ms Deena Boraie*, Senior Advisor to the Minister of Education and Technical Education

Saudi Arabia: *Dr Ali Almalki*, Counsellor for General Education, Permanent Delegation of the Kingdom of Saudi Arabia to UNESCO

Tunisia: *Mr Bouzid Nsiri*, Director General of Studies, Planning, and Information Systems, Ministry of Education

United Arab Emirates: *Ms Mahra Hilal Al Mutaiwei*, Director, Regional Center for Educational Planning

Regional organization: Arab Bureau of Education for the Gulf States (ABEGS)

Mr Abdusalam Aljoufi, Advisor

E9 Initiative

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

Mr Md Monjur Hossain, Deputy Secretary General (Additional Secretary to the Government), Bangladesh National Commission for UNESCO

Civil Society

ACEA: *Mr Refat Sabbah, General Secretary, President, Arab Campaign for Education for All*

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

GCE: *Ms Camilla Croso, immediate past president of the Global Campaign for Education*

Co-Convening Agencies and other partners

UNESCO: *Ms Stefania Giannini, Assistant Director-General for Education*

UNICEF: *Mr Robert Jenkins, Associate Director of Education*

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

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

UNHCR: *Ms Rebecca Telford, Senior Education Adviser*

Mr Matthew Byrne, Senior Education Officer

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

UN Women: *Ms Anna Falth, Policy Advisor, Education and Women's Economic Empowerment*

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

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

Global Partnership for Education: *Ms Sarah Beardmore, Senior Strategy and Policy Specialist*

Ms Raphaelle Martinez, Senior Education Specialist

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

Mr Michael Ward, Senior Policy Analyst, Directorate for Education and Skills

Affiliated Members

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

EAA: *Ms Leena Al Derham, Senior Education Specialist, Education Above All Foundation*

Ms Mary Joy Pigozzi, Executive Director

Private Sector: *United Nations Global Compact*

Ms. Florencia Librizzi, Senior Manager, PRME

Mr Nikolay Ivanov, Coordinator, PRME