SDG-Education 2030 Steering Committee

5th meeting: Working documents

12-13 September 2018, UNESCO HQ, Paris

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REF 1 - Concept note and agenda

Background and Context

It has been three years since the adoption of [Transforming our World: The 2030 Agenda for Sustainable Development](#) with its collective commitments to eradicate poverty in all its forms and dimensions, combat inequality within and among countries, preserve the planet, create sustained, inclusive and sustainable economic growth and foster social inclusion. The High-Level Political Forum (HLPF)[1] is the main UN platform on Sustainable Development and has a central role in the follow-up and review of the 2030 Sustainable Development Goals (SDGs) at the global level. Under the auspices of ECOSOC, the HLPF examines a set of goals annually, as well as their two-way interlinkages - as appropriate.

As the main global multi-stakeholder mechanism for consultation and coordination for SDG4, the multi-stakeholder SDG-Education 2030 Steering Committee is mandated to play a key role in the global review of progress on education in the 2030 Agenda for Sustainable Development.[2] Since its establishment in May 2016, the SDG-Education 2030 Steering Committee has contributed to the global review, monitoring and reporting on global education through various processes, including through submissions to the annual HLPF review. The SDG-Education 2030 Steering Committee has submitted inputs into the annual HLPF review of SDGs providing an assessment of progress on SDG4 and examining the interlinkages between education and the goals reviewed each year. This has included the following submissions:

[HLPF 2016 Ensuring no one is left behind](#)   [All goals]
[HLPF 2017 Eradicating poverty and promoting prosperity in a changing world](#) [Goals 1, 2, 3, 5, 9, & 14]
[HLPF 2018 Transformation towards sustainable and resilient societies](#)   [Goals 6, 7, 11, 12, 15]

The 2019 HLPF Review will be devoted to the theme "*Empowering people and ensuring inclusiveness and equality*". This includes an in-depth review of SDG 4 together with the following goals: SDG 8 (Decent work and economic growth); SDG 10 (Reduced inequalities); SDG 13 (Climate action); SDG 16 (Peace and justice); as well as SDG 17[3] (Partnerships) which is reviewed annually. The HLPF process also aims to facilitate a more in-depth review on progress of all goals over the course of a four-year cycle. As such, 2019 will therefore also be the first four-year cycle against which SDG 4 and its interlinkages with other SDGs will be reviewed comprehensively at the UN General Assembly.

A number of analyses and processes will inform the global review of education within the 2030 Agenda for Sustainable Development. These include:

- The outcomes of Regional Education 2030 consultations undertaken throughout 2018[4]
- The Global Education Meeting (Brussels, 3-5 December 2018)
- The 2019 Global Education Monitoring Report
- The SDG-Education 2030 Steering Committee submission to HLPF 2019
- Voluntary National Reports
- CSO spotlight reports

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

[2] Education 2030 Framework for Action, Para 94.

[3] SDG 17 is reviewed annually.

[4] Pan-Africa High-Level Conference on Education (Nairobi, Kenya, 25-27 April 2018); Asia-Pacific Education 2030 Consultation (Bangkok, Thailand, 12-14 July 2018); Latin American and Caribbean Ministerial Conference (Cochabamba, Bolivia, 25-26 July 2018); Europe and North American Education 2030 consultation (Strasbourg, France, 24 October 2018) and Arab Education 2030 consultation (Venue TBD, November 2018).

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Aim and Objectives

The main aim of the meeting is to endorse an **SDG-Education 2030 Steering Committee advocacy strategy** for the 2019 High-Level Political Forum (HLPF) and UN General Assembly reviews of the SDGs, including through the identification of key messages and the definition of the process to ensure input.

The meeting comprises the following objectives:

1. To provide an update on **global monitoring and reporting processes**
2. To take stock of **lessons learned from national-level SDG reviews**
3. To review outcomes of **regional Education 2030 consultations**
4. To endorse/refine the agenda of the 2018 **Global Education Meeting** and define the process for developing the Outcome statement/Declaration.

In addition to the above, the meeting will also need:

5. To review the SDG-Education 2030 Steering Committee **Terms of Reference and working modalities**

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Agenda

Wednesday, 12 September 2018	
09:00 - 09:30	Welcome coffee/tea
09:30 - 10:00	**Opening Session**
	Welcome and adoption of agenda - Ms Stefania Giannini, UNESCO Assistant Director-General for Education and co-chair of SDG-Education 2030 Steering Committee **Ref 1**: Concept note/agenda **Review of recommendations and decisions of March 2018 meeting** - Mr Dankert Vedeler, outgoing co-chair of SDG-Education 2030 Steering Committee **Ref 2**: Synthesis of decisions of March 2018 SDG-ED 2030 Steering Committee
10:00 - 11:30	**Steering Committee Membership and Terms of Reference** **Co-chairs**: Ms Stefania Giannini, Assistant Director-General for Education, UNESCO and Dankert Vedeler, outgoing co-chair of SDG-Education 2030 Steering Committee
	Introduction to the session by the chair and brief introductions of SC members [Chair] **Proposal to expand regional SC representation from three to four Member States** **Decision point on regional representation*:** (1) Maintain regional representation at 3 Member States per region and agree on 30 September 2018 as the ultimate deadline for confirmation; OR (2) Formulate a recommendation to expand regional SC representation from 3 to 4 Member States per region for adoption at the December 2018 Global Education Meeting. *Note that decision of expansion is limited to Member States on the Steering Committee, one vote per each of the six regions. **Review of SC Terms of Reference and clarification of roles and responsibilities of each constituency** (1) Clarification of profile of Member State representatives; (2) Review of membership across all constituencies. (3) Decision on proposal to expand SC Bureau to include one Member State from each region, recognizing that the Bureau will play a key role in the lead up to the Global Education Meeting 2018; **Ref 3**: Proposed revised Terms of Reference of the SDG-ED 2030 Steering Committee **Nomination of new co-chair and constitution of new SC Bureau** **Decision points:** (1) Nomination of new co-chair; (2) Agreement on timeline to establish new SC Bureau.

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11:30 - 12:30	**Panel I: Insights from National SDG Reviews** **Moderator:** Germany
	Panel discussion: The objective is to take stock of lessons learned and insights from national SDG reviews in view of supporting upcoming Voluntary National Reviews (VNRs). The panel will include selected country presentations with a mix of those having already undertaken VNRs, as well as those planning VNRs for 2019. The focus of the panel discussion will be on the way in which education features in Voluntary National Reviews. Further insights from CSOs and other partners will be provided. **Plenary debate** **Decision point**: Member State representatives to commit to engaging with VNRs in order to ensure adequate consideration of education issues as part of overall national review of SDGs.
12:30 - 14:00	Lunch *Lunch will be offered by UNESCO. If weather permits, it will be served in the Japanese garden*
14:00 - 15:30	**Panel II: Regional Perspectives on Education 2030** **Moderator:** TBD
	Panel Discussion: The objective is to present 2-3 key policy messages from each region as a contribution to the draft outcome document of the Global Education Meeting 2018. Where appropriate, these key policy messages will build on the outcomes of regional consultations already organized in 2018. **Panel composition** **Africa:** African Union and ADEA **Asia and the Pacific:** UNESCO Bangkok and SEAMEO **Latin America and Caribbean:** UNESCO Santiago and OEI **Europe and North America:** Council of Europe and European Commission **Arab States:** UNESCO Beirut and ABEGS **Discussion questions**: Panelists will be asked to respond to two questions: 1. What are 2-3 main policy priorities for your region to make progress towards Education 2030 targets and commitments? 2. How can regional organizations and platforms support countries to take these forward? **Decision point**: Representatives of regional organizations to commit to specific ways of supporting Member States to address these regional policy priorities. **Ref 4 - 8**: Nairobi Declaration and Call for Action (April 2018): Bangkok Outcome statement (July 2018); Cochabamba Outcome statement (July 2018); Agenda Europe and North America Education 2030 consultation (October 2018), and Draft agenda Arab Education 2030 consultation (November 2018)
15:30 - 15:45	Coffee/Tea break
15:45 - 17:00	**Global SDG4 Review, Monitoring and Reporting** **Chair:** UNESCO
	The objective is provide an update on global SDG review, monitoring and reporting processes UNESCO Institute for Statistics (UIS) and the Global Education Monitoring Report (GEMR) 2019 HLPF process - Mapping regional monitoring frameworks - Update on global SDG4 monitoring framework **Ref 9 a:** Review, Monitoring and Reporting Working Group – 2019 HLPF review process **Ref 9 b :** UIS SDG 4 Data Initiatives

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Thursday, 13 September 2018	
09:30 - 10:45	**Towards the Global Education Meeting 2018 and HLPF 2019** **Chair**: Co-chair and Belgium
	Synthesis of Day 1: identification of key policy messages SDG-Education 2030 Steering Committee Co-Chair, Member State **Agreeing on select key policy messages** 　**Objective:** Identify a set of key policy messages from national and regional experiences presented on Day 1 based on synthesis to be prepared for the session. **Global Education Meeting 2018** 　**Discussion points:** (1) Endorsement/refinement of the agenda; (2) SC roles on the organization of the parallel sessions, high level panels and possibilities for collaboratio; (3) Agreement on the process and timeline for the development of the Outcome statement/Declaration **Ref 10**: Concept note & provisional agenda of the Global Education Meeting 2018 **Ref 11**: Guidelines for Preparation & Organization of GEM 2018 Forum Workshops **Ref 12**: Proposed process of developing the GEM 2018 Outcome statement
10:45-11:00	Coffee/Tea Break
11:00 – 12:30	**Global SDG-Education 2030 Advocacy Strategy** **Chair:** Global Partnership for Education
	Global advocacy strategy in light of HLPF and UNGA 2019 Presentation and endorsement of proposed SDG-ED 2030 Steering Committee global advocacy strategy. Further insights will be provided by foundations and other partners. 　**Decision:** Endorsement of SC strategy **Ref 9a:** HLPF 2019 process **Ref 13:** HLPF 2018 submission **Ref 14:** Proposed SDG-Ed 2030 Steering Committee global advocacy strategy
12:30 - 14:00	Lunch
14:00 - 15:30	**Reviewing SC modalities of work** **Chair:** UNESCO
	The objective of the session is to review modalities of work of the SC. The discussion will be partly informed by the assessment of the effectiveness of the Working Groups thus far.
15:30 - 15:45	Coffee/Tea Break
15:45 - 17:00	**Synthesis and way forward** **Chair**: Co-chair of the SDG-Education 2030 Steering Committee
	Synthesis of key recommendations Identification of key actions for the way forward Conclusion and closing

For internal purposes, please note that there will be audio and visual recoding, as well as flash photography at this meeting.

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REF 2 - Synthesis of decisions of March 2018 SDG-ED 2030 Steering Committee

This synthesis summarizes the main recommendations and decisions made at the 4th SDG-Education 2030 Steering Committee meeting (Paris, 28 February - 2 March 2018). Note that all recommendations recall and are all fully consistent with the principles and recommendations in the Education 2030 Framework for Action and previous recommendations of the Steering Committee.

1. Recommendations

Strategic Policy Guidance for the Implementation of SDG4:

While recognising that a great deal is being done in all regions to take forward the SDG4 agenda to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*, the SDG-Education 2030 Steering Committee has identified a number of bottlenecks in several policy areas that continue to hamper progress towards global targets and commitments. Some bottlenecks relate to education in the broader development context and include: insufficient attention to gender equality; the closing of civil society space; and the persistence of violence, conflict and situations of emergencies. Other bottlenecks more specific to education include: an inadequate focus on SDG4 targets and commitments; a narrowing of the broad SDG4 agenda with neglect of youth and adult education and skills development, both formal and non-formal; insufficient attention to the conditions and status of teachers; inadequate financing of education; limited capacity for policy design and implementation informed by research and evidence; as well as poor mainstreaming of Education for Sustainable Development and Global Citizenship Education. In light of these bottlenecks, the SDG-Education 2030 Steering Committee makes the following recommendations in respect of SDG4 policy and strategy:

- ✓ **Governments are encouraged to address these bottlenecks**, as relevant to their national contexts and priorities, and in accordance with national legislation.

- ✓ While prioritization of SDG4 targets is necessary to reflect national policy context and needs, **governments should ensure that the commitment to equal opportunity to effective and quality learning** is pursued at all levels and strands of education and training.

- ✓ **Governments, co-convening agencies, regional organizations and civil society networks should strengthen national ownership of the 2030 Framework for Action**, the SDG4 targets and commitments and indicative strategies through national and regional education consultations and mainstreaming of the SDG4 targets in their education systems.

- ✓ **Governments are encouraged to strengthen education sector-wide and inter-sectoral coordination**, mobilizing the range of ministerial departments involved in the achievement of SDG4 targets and commitments.

Financing of Education

Efforts to address the financing challenges and to fill the financing gap and achieve SDG4 requires strengthened domestic and external funding. Increasing the volume of resources and their effectiveness must involve a collective, harmonized combination of domestic financing, official development assistance, and innovative financing, emphasizing that the three must interact and complement each other and be consistent with the principles outlined in the Education 2030 Framework for Action. Serving as a forum for dialogue and consultation on financing of education, the SDG-Education 2030 Steering Committee recommends that:

- ✓ All **financing initiatives respect the principle of education as fundamental human right and a public good** of which the State is the duty bearer; and the principles of equity, quality and inclusion, as well as 12 years of free, publicly funded education.

✓ **Dialogue should be encouraged** between the bearers of innovative financing, donors, and beneficiary states and communities.

✓ Niches in which **innovative funding** should have an **added value should be identified** within a whole-sector approach and not undermine system-wide financing.

✓ The resources of the **private sector should be fully mobilized to complement the State in the financing of public education.** Successful partnerships with the private sector will require effective coordination and regulatory mechanisms to ensure transparency and accountability in compliance with established human rights instruments.

✓ In order to contribute to the increase of the overall resource base for education sector development, **innovative financing mechanisms should be explored**.

✓ Innovative financing projects currently being implemented or designed should be subject to **independent evaluation**.

Review, Monitoring and Reporting at national and cross-national levels

The SDG-Education 2030 Steering Committee recognizes the importance of review, monitoring and reporting at the national and cross-national levels as an integral part of policy, planning and implementation of SDG4. It advocates for addressing the data gaps needed to monitor the holistic agenda, as well as adequate financing and strengthened coordination across various stakeholders.

At the national level

✓ **Governments** are encouraged to strengthen data collection, analysis and reporting efforts on the 11 SDG4 global indicators, for monitoring progress at national and cross-national levels. Governments and their partners are encouraged to strengthen and/or **develop holistic national evaluation and learning assessment systems** that include formative and summative components (if not already in place) and make plans to participate in cross-national assessment programmes, as appropriate. They are also encouraged, as appropriate, to **implement combined multipurpose surveys** (household and/or school-based) to address data and information gaps in key areas for monitoring the implementation and outcomes of SDG4.

✓ In order to strengthen accountability, **governments are encouraged to report publicly on progress towards national education policy goals** on a regular basis, linking them, to the extent possible, to regional and global commitments. Such reporting can be used as key sources for the education section of their SDG Voluntary National Reviews (VNRs).

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At regional and cross-national levels

✓ Regional and other cross-national coordination mechanisms and organizations with their Member States are encouraged to **develop regional and/or sub-regional monitoring and reporting frameworks**, including the setting of regional benchmarks, as feasible and contextually appropriate. These **frameworks should build on the SDG4 Thematic Indicator Framework, taking into account national priorities**, and working closely with the UNESCO Institute for Statistics and the Global Education Monitoring Report.

✓ **Regional and other cross-national coordination mechanisms and organizations are encouraged to strengthen their support to countries in their monitoring and reporting** efforts taking into account national priorities, resources, and capacity and implementation needs through peer learning, sharing of experiences, resource mobilization and capacity development. They are also encouraged to harmonize different initiatives at the regional and sub-regional levels.

At the global level

✓ As an integral part of policy planning and implementation, the **SDG-Education 2030 Steering Committee advocates for the investment case for SDG4 monitoring and data collection of US$ 280 million/year**, as estimated by the Technical Cooperation Group. **The Steering Committee also advocates for predictable financing of the institutions that contribute to producing global public goods** and which have a UN mandate to collect data and monitor SDG4, as well as those that provide national capacity development in using the data for policy and planning. The Steering Committee calls for countries, donors, UN agencies and relevant stakeholders to work in a coordinated manner, building on agreed responsibilities and shared cost.

2. Decisions

Domestic Financing Paper

The Steering Committee proposes that the paper on domestic financing be released after final revision by the Financing and Advocacy & Communication Working Groups.

The paper recalls that in order to successfully achieve SDG4, governments committed to progressively allocate at least 4 to 6 percent of their Gross Domestic Product (GDP) and/or at least 15 to 20 percent of their total public expenditure to education as per agreed international and regional benchmarks, as they set nationally appropriate spending targets for education. To reach these targets, it is estimated that low- and middle-income countries will need to increase spending on education from the current US$1.2 trillion per year to US$3 trillion, requiring an annual rate of growth in public education spending of 7 percent. The paper makes the following recommendations:

✓ **Governments** should **increase public revenues, allocate more of these additional revenues to education** (to meet or exceed international benchmarks) and **prioritize spending on the most marginalized groups**. A share of increased revenue derived from economic growth or larger fiscal space should be allocated to the education sector, with a focus on ensuring basic education is sufficiently financed through public spending. Governments, particularly in low and middle-income countries, are encouraged to progressively enlarge and broaden the tax base to increase spending on education and meet the financing gap. Possible strategies include reducing exemptions, ending harmful tax incentives and preventing tax evasion of both domestic and international businesses operating in developing countries.

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

✓ **Governments** should **improve the availability, monitoring, transparency and use of financing data** - disaggregated by education sub-sectors. It should include data to better understand the

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scale and purpose of household costs of basic education in order to reduce the financial burden on families, particularly the poorest and most vulnerable.

High-Level Political Forum Review Process (2018)

The Steering Committee endorses the outline for 2018 HLPF Review submission, and requests that the education submission pay particular attention to the interlinkages between education and the SDG goals which are the focus of the 2018 review [SDG6: Water and Sanitation; SDG7: Energy; SDG11: Cities; SDG12: Sustainable Consumption and Production; and SDG15: Life on Land], noting the importance of: Education for Sustainable Development (ESD); the role of non-formal education and adult education; multi-stakeholder actions at the local level that include, inter alia, government, teachers, researchers, and civil society.

SDG–Education 2030 Steering Committee input to the 2019 HLPF

The Steering Committee endorses proposed strategies for SDG-Education 2030 Steering Committee to input into 2019 HLPF Review which includes:

- ✓ The identification of a few key messages that are critical to progress towards SDG4, which can be built around such issues as those of quality, life and work skills and TVET, equity, inclusiveness, financing, peace and social justice, and lifelong learning.

- ✓ An SDG4 Expert Group Meeting to be organized back to back with the Global Education Meeting in December 2018.

- ✓ A more detailed work plan and timeline for the preparation of input for 2019 HLPF and the UNGA summit on the SDGs should be developed.

- ✓ The 2019 HLPF report should draw on Voluntary National Reviews, outcomes of regional consultations, outcomes of the Global Education Meeting 2018, the Global Education Monitoring Reports and UIS data, as well as on the work of the SDG-Education 2030 Steering Committee working groups.

2018 Global Education Meeting

The SDG-Education 2030 Steering Committee endorses the expected outcomes of the Global Education Meeting 2018, but requires further clarification on the nature of the critical review as well as on how the event and its outcomes will link to the 2019 HLPF:

1. Critical examination of the progress to date towards the achievement of SDG4 and other education-related targets and commitments in the 2030 Agenda for Sustainable Development including inputs from the regional education consultations/meetings, the work of the SDG-Education 2030 Steering Committee working groups and the GEM Report.

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

3. Identification and agreement reached on strategic areas requiring political guidance and/or intervention for the effective achievement of the Education 2030 Agenda and to be conveyed to the HLPF.

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Advocacy, Communication and Outreach

The SDG-Education 2030 Steering Committee endorsed a set of decisions related to its engagement with regional and global processes, as well as its position vis a vis the Right to Education Campaign. It offers some recommendations for strengthening communication and outreach of the Steering Committee with Member States.

- ✓ **Engaging with UN processes:** The Steering Committee will engage with the UN processes and specifically considers targeted outreach including through possible side events: President of the General Assembly Youth Dialogue (New York, 30 May); HLPF (New York, July); United Nations General Assembly (New York, September).

- ✓ **G20:** The Steering Committee appreciates the Argentinian G20 Presidency's priority to education focusing on skills for lifelong learning and on financing of education. It welcomes the invitation to work closely with the G20 Presidency and agrees to explore options for a possible side event at the G20 Summit (Buenos Aires, Nov/Dec 2018).

- ✓ **Campaigns:** The Steering Committee endorses the right to education campaign, agreeing to release a joint statement proposed by the GEM Report. The Steering Committee also took note of the planned campaign on national education monitoring reports that will be launched during Global Action Week 2018.

- ✓ **Strengthening internal and external communication:**
  - In order to tackle global educational challenges in a coherent fashion, as stated in article 88 of the 2030 Framework for Action, and to strengthen the accountability of the global and regional actions carried out in this regard, UNESCO and the other organizations in the Steering Committee are encouraged to communicate on progress and results of their global and regional projects, programmes and initiatives on education, linking them to the specific targets of SDG4. The use of data, graphics, charts and other visually appealing and easy to understand information are recommended, notably through the new SDG4 website platform.
  - The Secretariat will also improve its efforts to ensure regional groups are kept fully informed of the activities and outcomes of the Steering Committee and its work through regular information meetings, consultations and other communication efforts.

- ✓ **Internal working modalities:** The Steering Committee agrees that advocacy and communication products and initiatives be reviewed and endorsed by the Steering Committee through email; allows the Steering Committee Secretariat to establish direct contact with the Steering Committee members' communication officer for agreed communication products; provides content and timely feedback to the Secretariat for the sdg4education2030.org website and Steering Committee extranet.

Rotation and Transition

Proposals on modalities of rotation and transition will be developed by the Steering Committee Secretariat and shared with the current members for feedback. These proposals will include the pros and cons of increased Member State representation (from 3 to 4 Member States per region), as well as ways in which internal communication within regional electoral groups may be strengthened, including by keeping all delegations informed and encouraging submission of inputs to the Steering Committee when required. [It is to be noted that countries which are not members of the SDG-Education 2030 Steering Committee may attend meetings as observers, and can contribute to the deliberations through their regional representatives].

The proposals for rotation and transition will be refined as necessary and presented at the next meeting of the SDG-Education 2030 Steering Committee (September 2018) for discussion and a decision on whether to propose any changes for consideration at the Global Education Meeting (Brussels, 3-5 December 2018). A final decision as per the Education 2030 Framework for Action in this regard will be part of the remit of the Global Education Meeting 2018.

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REF 3 - Proposed revised Terms of Reference of the SDG-ED 2030 Steering Committee

Note that all changes made to the original terms of reference (May 2016) are highlighted

Background

With the adoption of the 2030 Agenda for Sustainable Development at the UN Summit in September 2015, and its 17 Sustainable Development Goals (SDGs), the international community has committed to a new global agenda, aimed at eradicating poverty by 2030 and achieving sustainable development, leaving no one behind. Education is at the heart of the 2030 Agenda reflected both through a stand-alone goal on education (SDG 4), as well as through important reciprocal linkages with other Sustainable Development Goals. SDG 4 on education aims to "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*"; together with its associated targets it sets an ambitious universal education agenda for 2030.

SDG 4–Education 2030 is the result of three years of intensive consultations, including milestones such as the Muscat Agreement (May 2014) and the Incheon Declaration (May 2015). It is based on a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind, while contributing to all relevant SDGs. The Education 2030 Framework for Action (FFA), adopted by 184 Member States in November 2015, is the vehicle for the implementation of the SDG-Education 2030 agenda. The FFA specifies that UNESCO, as the specialized UN agency for education, will continue its mandated role to lead and coordinate SDG-Education 2030.

In order to ensure strong global coordination, UNESCO is tasked with convening a multi-stakeholder SDG-Education 2030 Steering Committee (SDG-Education 2030 SC) as a key structure for coordinating the support to global education efforts within the wider 2030 Agenda for Sustainable Development architecture. The SDG-Education 2030 SC is part of the global coordination mechanism which may be periodically reviewed and adapted as necessary through the Global Education Meetings (GEMs).

Terms of Reference (TORs) of the SDG-Education 2030 Steering Committee

The primary objective of the SDG-Education 2030 SC is to support Member States and partners to achieve SDG 4 and the education-related targets in other goals of the overall 2030 Agenda for Sustainable Development.[5] In doing so, the unfinished Education for All agenda will continued to be addressed.

To achieve this objective, the SDG-Education 2030 SC will:

➢ Provide strategic guidance to Member States to support the implementation of SDG 4 and the education related targets in the other SDG goals based on the Education 2030 Framework for Action;

➢ Provide strategic guidance to the global education community, including national, regional and international partners to support coordinated implementation of SDG 4 based on the Education 2030 Framework for Action; ensure linkage between the SDG-Education 2030 SC, education stakeholders[6] and the broader SDG architecture and process at global, regional and country level including with the High-Level Political Forum (HLPF) and the United Nations Economic and Social

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[5] Education makes a contribution to achieving progress in all of the SDGs. Goals related to poverty eradication, health, gender equality, economic growth and employment, sustainable consumption and production, and climate change make specific reference to education either in the target language or the global indicator: 1.a, 3.7, 5.6, 8.6, 12.8 and 13.3.

[6] These include Member States, UN agencies and multilateral, and bilateral organizations, civil society, the teaching profession, academia, youth, and the private sector and foundations.

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Council (ECOSOC);

➢ Work with other existing global bodies within SDG processes and support mechanisms or ones yet to be established, as appropriate;

➢ Make recommendations to education stakeholders on key priorities, as well as catalytic actions including on potential flagship initiatives;

➢ Review progress towards the education goal and targets, drawing on the Global Education Monitoring (GEM) Report, UN-wide SDG Review Reporting, Regional Inter-Governmental Reports and other appropriate complementary studies and sources and make recommendations on remedial actions as appropriate, while feeding into the global follow-up and review mechanisms for the SDGs;

➢ Provide recommendations regarding the focus, agenda and outcomes of the periodic Global Education Meetings and other high-level meetings;

➢ Build strong partnerships[7] among diverse stakeholders and leverage support for the achievement of SDG-Education 2030;

➢ Promote and undertake joint advocacy activities at global, regional and national levels through one or several SC constituencies;

➢ Monitor, advocate for and mobilize resources including adequate financing, both domestic and external. Noting the principle of leaving no one behind there should be a focus on vulnerable populations and countries most at risk, including countries affected by conflict and crises, those who may be most challenged in meeting the SDGs, as well as those that are furthest from ensuring basic education for all;

➢ Encourage harmonization of advocacy messages in the actions and activities of SC constituencies through their respective platforms at global, regional and national levels

Composition of the SDG-Education 2030 Steering Committee
[No changes are proposed to this section of the ToRs as the composition is currently under review, and pending discussions during the SC meeting]

As specified in the Framework for Action, the SDG-Education 2030 SC consists of 38 members. The membership of the SDG-Education 2030 SC is as follows:

➢ Member States, forming the majority, with three Member State representatives for each of the six regional groups and one representative of the E-9 countries on a rotational basis;

➢ UNESCO, UNICEF and the World Bank, each having permanent seats, and one representative of the other convening agencies (UNDP, UNHCR, UNFPA, UN Women and ILO)[8] on a rotational basis;

➢ one representative of the GPE;

➢ two representatives of NGOs on a rotational basis;

➢ one representative of teacher organizations;

➢ one representative of the OECD, by virtue of its status as an international cooperation organization and its role in the global aid architecture related to official development assistance

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[7] In general partnerships will involve the various constituencies represented in the SDG-Education 2030 SC. Specific partnership with particular entities will be determined and aligned to specific targets of the agenda or particular thematic issues.

[8] One agency officially represents all five organisations. All agencies will participate in the SDG-ED 2030 SC meetings with regard to their specific areas of expertise and contributions to work of the SDG-Education 2030 SC and achievement of particular targets or thematic areas of the agenda.

(ODA);

> one representative from regional organizations for each of the six regions, to be decided by the region, with an option to rotate representation. For Latin America and the Caribbean, the representative will be from the Organization of Ibero-American States for Education, Science and Culture.

All members will be designated by their respective constituencies, represent them and are accountable to them. Countries participate in the SDG-Education 2030 SC on behalf of their region. It is therefore the responsibility of the Member States to ensure appropriate designation and sufficient communication within their regions. By the same token, it will be the responsibility of the representatives of the other constituencies to communicate and consult with their peers as appropriate. Consultations within and across constituencies should be undertaken at global, regional and national levels as appropriate to ensure relevant two-way feedback between the SDG-Education 2030 SC and stakeholders at each level.

Rotation of members of each constituency will take place every two years, ensuring continuity and institutional memory. In addition, a rotating group of affiliated members will be constituted by the SDG-Education 2030 SC with a view to ensuring regional balance. This rotating group of affiliated members may comprise representatives from the private sector, foundations, and youth and student organizations. Affiliated members will participate in meetings, upon invitation by the SDG-Education 2030 SC.

Criteria for the selection of members

As the focus of the implementation of SDG-Education 2030 is at the country level, it is recommended that all Member State representatives have strong technical expertise and experience in national or sub-national education policy development at a senior level. It is envisaged that each constituency will have a balance between policy and political representation and education technical expertise. Furthermore, nomination of members to the SC should be made with a view to ensuring gender balance.

Working modalities

Working modalities will be as follows:

> The SDG-Education 2030 SC is co-chaired by a Member State representative and UNESCO ADG/ED.

> A Bureau of the SDG-Education 2030 SC composed of the two co-chairs, one Member State representative from each of the six regional groups, as well as one representative from the civil society/teacher organizations constituency. The composition of the Bureau will ensure gender balance, and will be elected for a term of two years. The Bureau:

- will act as liaison between the SDG-Education 2030 SC (at large) and the Secretariat between meetings and as necessary to address time sensitive issues and requests upon the SC. The Bureau will take decisions only when mandated by the SC;

- will work with and support the Secretariat to develop the themes and agendas for SDG-Education 2030 SC and global meetings, and on other strategic or operational issues;

- may represent the Steering Committee in high-level political events related to the global

- SDG structures and processes (ECOSOC, HLPF…) or other fora and events.

- the Member State representatives on the Bureau will have the responsibility both to consult with their regional groups in preparation for SC deliberations, and to share information and disseminate recommendations and decisions.

> The SDG-Education SC will meet regularly, at least once a year, face to face. Further virtual

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meetings via teleconferencing and email consultations will be held as necessary;

➢ The SDG-Education 2030-SC may form time-limited, ad-hoc thematic expert groups to provide technical inputs to its work, and/or draw upon the work of existing ones. These may be further defined in operational work plans of the SC. In order to ensure linkages between the SDG-Education 2030 SC and global thematic/technical education groups, the SDG-Education 2030 SC may designate thematic focal points to represent the committee;

➢ SDG-Education 2030-SC members are expected to cover their meeting travel costs, except for representatives of civil society from developing countries and representatives of Least Developed Countries;

➢ UNESCO will provide funding to cover meeting interpretation costs;

➢ The working languages of the meetings will be English and French in line with UNESCO rules and regulations. When necessary and feasible, the Secretariat will attempt to provide interpretation in other UN languages as required;

➢ UNESCO will provide the Secretariat to the SDG-Education 2030 SC, and will ensure that documents are provided in a timely fashion to enable SDG-Education 2030 SC members adequate time for consultation;

➢ Close collaboration and dialogue between the SDG-Education 2030 SC and the Technical Cooperation Group on Indicators (TCG) will be ensured to support review of progress, including through: participation of members of the SDG-Education 2030 SC in the TCG as observers; regular reporting by TCG's Chairs to the SDG-Education 2030 SC on the implementation of the thematic indicator framework; recommendations by the TCG on development of statistical capacities for monitoring for consideration by the SDG-Education 2030 SC. The SDG-Education 2030 SC will endorse the thematic indicators developed by the TCG, noting that technical discussions already undertaken in the TCG should not be re-opened in the SDG-Education 2030 SC deliberations.[9]

Alignment between global, regional, and national levels

➢ Linkages between the SDG-Education 2030 SC and UN SDG Architecture and processes: The SDG-Education 2030 SC will engage with various processes and structures of the UN SDG architecture at global, regional and national levels. This may include interaction at regional level with regional commissions and other fora. At global level, the SDG-Education 2030 SC will respond to requests for inputs from the UN, including from the HLPF;

➢ Coordination at regional level is key to ensuring alignment of approach between global, regional, and national levels. The three Member State representatives of each of the six regions, as well as the organization representing each of the regions will have a particular role to play in ensuring the articulation between the global and national levels. Regional articulation allows for two-way communication by ensuring: (i) that national priorities and concerns from diverse

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[9] **Global indicators:** The 11 global indicators for SDG 4 were developed by the Inter-Agency Expert Group on SDG Indicators (IAEG-SDG) and approved by the 47th Session of UN Statistical Commission. They will be adopted by ECOSOC in June 2016 and the UN General Assembly in September 2016 within the overall global indicator framework for the SDGs. Global indicators are considered mandatory for all countries to report against. They may be reflected upon, but cannot be changed by the Steering Committee or any other instance, group or stakeholder different than the UN official bodies involved in those definitions.

Thematic indicators: A broader set of internationally-comparable indicators were developed by the Technical Advisory Group on Education Indicators (TAG) and later will be finalized and implemented by the UNESCO Institute for Statistics (UIS) working with countries, partners and stakeholders in the Technical Cooperation Group on the Indicators for SDG 4 – Education 2030 (TCG). The thematic indicator set will serve to chart global progress on education and to monitor the SDG four education targets more comprehensively across countries, allowing the possibility to identify challenges regarding concepts of the targets that are not reflected well by the global indicators. The thematic indicator framework includes the global indicators as a subset and represents a recommended set of additional indicators that countries may use to monitor based on the national context, policy priorities, technical capacity and data availability.

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regions inform the work of the SDG-Education 2030 SC, and (ii) that the guidance provided by the SDG-Education 2030 SC to Member States is further supported at the regional level. One way of doing this is to ensure that the three regional representatives from Member States, as well as the regional organization be part of regional coordination mechanisms;

➢ Given their intergovernmental nature, regional organizations represented in the SDG-Education

➢ 2030 SC provide a legitimate platform for coordination, ensuring engagement of governments with representatives of civil society, co-convenor agencies, as well as other partners, as appropriate;

➢ UNESCO, co-conveners and other partners who are facilitating regional and national consultation and SDG-related activities will support Member States representatives in the SDG- Education 2030 SC to share information and knowledge about SDG-Education 2030 SC activities and to obtain information on regional and national activities and achievements related to the SDG 4-Education 2030 agenda as needed;

➢ The SDG-Education 2030 SC can play a role in ensuring coordination between the different (sub)regional efforts by facilitating links among the diverse consultations led by Member States, regional intergovernmental organizations, partners, civil society, academia and other stakeholders;

➢ SDG-Education 2030 SC members will participate in SDG 4-Education 2030 consultations and related activities at national, regional and global levels as appropriate to represent the SC and to provide a link between global and the regional and national level and vice versa.

Particular outcomes, linked to SDG-Education 2030 SC activities, may be specified in SDG-Education 2030 SC operational plans.

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ANNEX

Nomination procedure *[No changes are proposed to this section of the ToRs, pending discussions on composition of the SC during the meeting.]*

Member States: Three representatives to be nominated by the chair of each regional group after consultation within the regional group. One representative to be nominated by the chair of E-9 after consultation within the group of E-9 countries.

Co-Convenors: Executive Heads of UNESCO, UNICEF, and the World Bank to nominate one representative each. UNDP, UNHCR, UNFPA, UN Women and ILO to nominate one representative each and, after consultation among themselves, one of their organisations to represent them collectively in the SDG-Education 2030 SC meeting. It is to be noted that the representatives of all organizations will be invited as observers to the SDG- Education 2030 SC meeting and should therefore nominate a representative each.

GPE: Chair of GPE to nominate one representative.

NGOs: CCNGO Coordination Group to elect two representatives until next Global CCNGO Meeting.

Teacher organizations: Executive Head of Education International (EI) to nominate one representative.

OECD: Secretary-General to nominate one representative.

Regional organizations: Chair of each regional group to nominate a regional organization after consultation within the regional group. For Latin America and the Caribbean, this will be the Organization of Ibero-American States for Education, Science and Culture. Each Executive Head of the organization to nominate one representative.

Nota bene: All nominations need to be accompanied by a biography in the form of a short abstract (no more than 200 words) and should be communicated to the UNESCO Secretariat. Nominations will be confirmed by the UNESCO Secretariat.

REF 4 - Nairobi Declaration and Call for Action on Education (April 2018)

Bridging continental and global education frameworks for the Africa We Want

Preamble

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

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

Building skilled African citizenry as agents of change

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

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

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

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

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

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

    e. Ensuring adequate recruitment and deployment, motivation and professional support of **teachers**, and to strengthening teacher training and professional development programmes at

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all levels including early childhood education and non-formal education; recognizing teachers as full-fledged professionals and agree on common qualification frameworks; and strengthening dialogue and partnership with teacher organizations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Building a conducive environment for education transformation in Africa

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Towards the Future

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

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

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

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

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

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

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

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

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REF 5 - Bangkok Outcome statement (APMED 2030 - July 2018)

Regional Recommendations for Action on SDG targets 4.3 and 4.

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

Target 4.4: *By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship*

Background

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

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

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

Context and rationale

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

Three days prior to the 4th APMED, the global Technical Consultation Meeting on the future of Education for Sustainable Development (ESD) was held in Bangkok. This meeting provided an opportunity for Member States to discuss ways to advance ESD in the region given its crucial relevance to attaining the

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[10] UN ESCAP, 2018, *Inequality in Asia and the Pacific in the era of the 2030 Agenda for Sustainable Development*

[11] Add footnote on diversity of reference to skills – 21st century skills, transversal skills, soft skills, foundation and transferable skills, etc.

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17 SDGs, especially SDG4. Being a cross cutting concern, ESD was one of the thematic issues of focus in the technical discussions of the 4th APMED.

The 4th APMED meeting focused on five thematic issues with respect to the overarching concern on "skills" for youth and adults through formal, non-formal and informal approaches: (i) ensuring inclusion, gender equality and equity in learning in the second decade; (ii) digital skills; (iii) school-towork transition; (iv) strengthening qualification frameworks to promote mobility and employability; and (v) mainstreaming ESD as a key enabler of SDGs.

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

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

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

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

1) increased financing for education;
2) systems change and coherence; and
3) strengthened public-private partnerships.

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

Recommendations for action

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

Action area 1: Inclusion, equity and gender equality

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

Recommendations	Lead stakeholders[12]
Policies, legal frameworks: 1. Review and establish appropriate legal/normative frameworks to ensure inclusion, equity and gender equality in secondary education, alternative learning pathways and skills development. 2. Improve coordination in the implementation of education and skills frameworks, and policies to ensure community networks and multisectoral solutions, including links to health and social protection while also reflecting the country context and values.	Government (Ministries of Education and other Ministries of related to social and human development e.g. health, finance)
Provisions of services: 3. Improve the access and quality of secondary and post-secondary education pathways, services, provision and governance (formal, non-formal, alternatives, flexible models, etc.) with special attention given to the most marginalized group. 4. All secondary education, including TVET, should aim at developing both foundational and transferrable skills linked to basic livelihoods training to encourage a holistic development of the individual and the communities in which they participate.	Government, private sectors, development partners
Recommendations	**Lead stakeholders[3]**
5. Greater public and private investments in expanding affordable, accessible, user-friendly, learning opportunities most marginalized groups, who have not completed schooling with recognition of prior learning and bridging courses that lead to decent work.	
Ensure financial support (e.g. scholarships or fee waivers, etc.) 6. Targeted financial support should be made available with special attention given to the most marginalized groups and communities, to access accredited skills development programmes, including through secondary education options and TVET courses. 7. Ministries of education financing to schools, should include a strong equity-based formula, and ministries and partners, including PPPs, should support those education programs to serve the adolescents and youth most at risk of exclusion.	Government (Ministry of Education and Ministry of Finance), development partners, private sector

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

Advocacy, political commitment and partnerships:

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

Action area 2: Digital Skills

Recommendations	Lead stakeholders
1. Make continuous effort to provide and maintain infrastructure to support the provision, scope and type of digital skills needed for social and economic participation, employment, decent jobs and entrepreneurship for youth and adults to ensure relevance to a changing and connected world.	Government, private sectors, development partners
2. Provide inclusive quality access to ICT infrastructure and relevant digital skills training for all, with deliberate attention to avoiding digital divides and empowering the marginalized and vulnerable groups, including persons with disabilities (PWDs), girls and women, migrants, elderlies and rural communities.	Government
3. Elevate teachers' capacity in mainstreaming ICT in their teaching practices through continuous professional development and support as well as digital skills curricula and assessment packages. Governments need to monitor and coordinate ICT solutions and determine the most relevant and affordable technologies and ensure cost effectiveness.	Government, CSOs, private sector

Recommendations	Lead stakeholders
4. Strengthen partnerships with the private sector to keep the digital skills training in formal, non-formal and informal learning settings relevant to the needs of industry and labour market.	All stakeholders
5. Enhance research capacity on digital skills for girls and women to clearly understand the reasons behind the lack of their engagement with digital technology or in ICT industries and facilitate the data informed policy intervention to address the issue.	Research institutions

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

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

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

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

Action area 4: TVET

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

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

Action area 5: Higher education

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

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

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| qualifications at various levels. | |

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

Action area 6: Monitoring of SDG4 targets 4.3 and 4.4

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

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

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

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Development).

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

- Revise and update national policies and programmes to ensure a holistic education environment that encompasses secondary education, TVET, tertiary and adult education within a lifelong learning context and to ensure no one is left behind from availing to the diverse learning opportunities and pathways;

- Provide feedback to the national and regional monitoring frameworks of SDG4;

- Report back on the progress made on the actions recommended at APMED2030 in 2020;

- Use as the baseline reference for the Regional SDG4-Education 2030 Mid-Term Review (SDG4MTR) in 2023.

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

- **Keep** the equity agenda as key driver in the achievement of SDG targets 4.3 and 4.4, to reduce the marginalization of girls and woman, children with disabilities, isolated population, among others, and to enhance female participation in the formal labour force;

- Involve communities, youth and other partners to improve targets 4.3 and 4.4 related policies and services;

- Invest in **innovation and quality data** as indispensable means to deliver results;

- Improve the cross-sectoral and inter-institutional actions**, as critical for effective policy responses; and**

- **Increase and improve their financial investments, with effective equity formulas,** to achieving results for all.

These Regional Recommendations for Action on SDG targets 4.3 and 4.4 was formally adopted by the members of the SDG4 National Coordinators' Network by virtual sharing on 3 August 2018.

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The drafting of the document was led by the Drafting Group consisting of the following members:

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

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REF 6 - Cochabamba Agreements (July 2018)

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

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

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

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

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

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

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

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

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

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

   - The Latin American and Caribbean country representatives in the Global SDG-Education 2030 Steering Committee; and additionally, seven Member States, two from South America, two from Central America and Mexico and three from the Caribbean that will be elected by Member States of each region.
   - **Three co-convening agencies:** UNESCO and UNICEF will have permanent seats and a third seat will be occupied on a rotational basis by one other co-convening agency;

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- **Four intergovernmental organizations:** CARICOM, CECC-SICA, OAS, and OEI;

- **Two civil society organizations**, on a rotational basis, in alignment with the Global SDGEducation 2030 Steering Committee, with regional and/or sub-regional coverage.

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

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

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

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

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

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

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

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

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

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

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

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

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

REF 7 - Concept note & Draft agenda of the Europe/North America ED 2030 consultation (Strasbourg, October 2018)

Background

Transforming our World: The 2030 Agenda for Sustainable Development adopted by governments at the UN General Assembly in September 2015 is the most ambitious, aspirational and universal development agenda to date. Based on a shared global vision, the Agenda is a commitment to eradicate poverty and achieve sustainable development for all by 2030. The central principle of "leaving no-one behind" requires that the right to inclusive and equitable quality education and lifelong learning opportunities be realized for all children, youth and adults as per the collective commitments outlined in 2015 Incheon Declaration and the Education 2030 Framework for Action. As both a stand-alone goal (SDG4), as well as a set of education targets related to health, decent work, gender equality and to sustainable production and consumption, education is at the center of the 2030 agenda and is recognized as a catalyst for the achievement of all its goals. Since 2015, Member States in all regions of the world have made efforts to align their national education policies and strategies with the commitments of the 2030 Agenda for Sustainable Development. This has included efforts to strengthen policy focus on the most vulnerable populations, to ensure more effective and relevant learning both for the world of work as well as for citizenship, to adapt education sector coordination, management and monitoring, and to strengthen linkages with other development sectors.

Education is key to building and maintaining the kind of society in which we would like our children and grandchildren to live. Education should prepare for life as active citizens in democratic societies and for sustainable employment as well as further the personal development of learners and develop a broad, advanced knowledge base[14]. Sustainable development requires the commitment of individual citizens and civil society as well as of public authorities and can therefore be fully achieved only in democratic societies. An essential goal of education is to develop the competences for democratic culture[15] that enable democratic institutions and laws to function in practice. Our understanding of quality education must encompass the role of education in society as well as social inclusion: no education system can be considered of high quality unless it provides adequate opportunities for all learners[16].

The European Commission has been using the Europe 2020 strategy and the Education and Training 2020 strategic framework to measure progress towards the long-term objectives in the EU. This framework relies on seven quantitative benchmarks and a set of qualitative indicators. The progress of EU Member States on six of the benchmarks (early leavers from education and training; tertiary attainment; early childhood education and care; underachievement in basic skills; employment rate of recent graduates and adult learning) is systematically reported and published annually in the Commission's flagship publication, the Education and Training Monitor. The 7th benchmark on learning mobility is being implemented progressively and has suffered from data constraints. On the European level, the European Commission has been using the same indicators and benchmarks to measure EU's progress towards the SDG 4 on education (see Eurostat's annual SDGs monitoring report). A process is underway in the EU to adapt the monitoring framework after the current strategy has come to an end, i.e. past 2020. The SDGs will be duly taken into account in the EU post-2020 strategy.

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[14] Recommendation CM/Rec(2007)6 by the [Council of Europe's] Committee of Ministers to member states on the public responsibility for higher education and research. The four major purposes of higher education as outlined in this Recommendation apply also to other levels and strands of education.

[15] See the Council of Europe's Reference Framework of Competences for Democratic Culture as well as Recommendation CM/Rec(2007)6 by the [Council of Europe's] Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

[16] Recommendation CM/Rec(2012)13by the [Council of Europe's] Committee of Ministers to member states on ensuring quality education.

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2. The Global SDG Review Process

The global process of review of the Sustainable Development Goals (SDGs) comprises a number of processes and mechanisms, including the following:

Voluntary National Reviews (VNRs): In reporting national progress against regional strategies and monitoring frameworks, many countries have prepared or are preparing Voluntary National Reviews (VNRs) of progress towards the implementation of the SDGs to be presented at the annual High Level Political Forum (HLPF) under the auspices of the UN Economic and Social Council (ECOSOC) in New York. As the main UN platform on Sustainable Development, the HLPF[17] has a central role in the follow-up and review of the SDGs at the global level. Under the auspices of ECOSOC, the HLPF examines a set of goals annually, as well as their two-way interlinkages - as appropriate. The 2019 HLPF Review will be devoted to the theme "*Empowering people and ensuring inclusiveness and equality*". This includes an in-depth review of SDG 4 together with the following goals: SDG 8 (Decent work and economic growth); SDG 10 (Reduced inequalities); SDG 13 (Climate action); SDG 16 (Peace and justice); as well as SDG 17[18] (Partnerships) which is reviewed annually. This will also be the first four-year cycle against which SDG 4 and its interlinkages with other SDGs are reviewed comprehensively. This process aims to facilitate a more in-depth review on progress of all goals over the course of a four-year cycle.

The SDG-Education 2030 Steering Committee: As the main global multi-stakeholder mechanism for consultation and coordination for SDG4, the SDG-Education 2030 Steering Committee[19] plays a key role in the HLPF 2019 Review process. As mandated by the Education 2030 Framework for Action, the Steering Committee "provides strategic guidance, reviews progress drawing on the GEM report, and makes recommendations to the education community on key priorities and catalytic actions to achieve the new agenda, monitors and advocates for adequate financing, and encourage coordination and harmonization of partner activities."[20] In 2018, the SDG-Education 2030 Steering Committee has engaged in global review, monitoring and reporting through the work of the UIS-led Technical Cooperation Group (TCG), and the Global Alliance to Monitor Learning (GAML), has followed up on the recommendations of the 2017/18 Global Education Monitoring Report relative to accountability and public reporting on education, and has provided input to the 2018 HLPF Review process.

The Global Education Meeting (Brussels, 3-5 December 2018): As stipulated in the Education 2030 Framework for Action, a Global Education Meeting will be organized 3-5 December 2018 in Brussels, Belgium aiming at achieving the following outcomes:

- An assessment of current progress towards the implementation of SDG4-Education 2030 targets and commitments, identification of bottlenecks impeding progress.

- An identification of strategic areas requiring political guidance and/or intervention for the effective achievement of the global Education 2030 Agenda.

- An agreement reached on key messages to input into the global 2019 HLPF Review and UN General Assembly 2019.

- Strengthened coordination and support for implementation of SDG Education 2030.

Regional Education 2030 consultations: A series of regional Education 2030 consultations are being organized in 2018 in order to feed into the December 2018 Global Education Meeting and the 2019 HLPF Review. These include the Pan-African High-Level Conference on Education (Nairobi, 25-27 April 2018), the Asia-Pacific Education 2030 Consultation (Bangkok, 12-14 July 2018), the Latin American and Caribbean Ministerial Conference (Bolivia, 25-26 July 2018), and an Arab Education 2030 consultation

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

[18] SDG 17 is reviewed annually.

[19] In addition to the Council of Europe and the European Commission, the Steering Group includes Germany, Norway, Turkey as Member State representatives from Group I and Bulgaria, the Czech Republic, the Russian Federation as Member State representatives from Group II

[20] Education 2030 Framework for Action, Para 94.

planned for November 2018. The Strasbourg Education 2030 consultation on 24 October 2018 will be a unique opportunity to bring in insight from the Europe and North American regions as part of this global process of review of progress towards the implementation of key SDG4-Education 2030 commitments.

3. The Europe and North America Education 2030 Consultation

Aim and Objectives

It is within this overall framework of regional and global consultations on Education in the 2030 Agenda for Sustainable Development, that the Europe and North America consultation, hosted by the Council of Europe (Strasbourg, 24 October 2018) and convened by UNESCO in close cooperation with the Council of Europe and the European Commission, provides a platform to review progress and prepare input for the Global Education Meeting (Brussels, 3-5 December 2018) and the 2019 HLPF review. In line with regional education policy priorities, and building on existing regional coordination and mechanisms, the consultation will review national and regional strategies that aim:

1. To further inclusion and equity in education with a particular focus on ensuring the right to education for refugees, migrants and asylum seekers in a lifelong learning perspective.

2. To enhance the relevance of learning at all levels for democratic citizenship and inclusive social development in line with the SDG4 focus on education for global citizenship and sustainable development.

3. To improve the effectiveness and equity of both domestic financing and international aid with a focus on communities and countries most in need.

4. To strengthen the monitoring of equity and quality in education and the interlinkages between national, regional and global monitoring of education goals, targets and commitments.

Thematic notes will be provided to introduce the discussion of each topic.

Expected outcomes

1. Endorsement and adoption of a European and North American statement to feed into the Global Education Meeting (Brussels, 3-5 December 2018) as part of the global review of education in the 2030 Agenda for Sustainable Development.

2. Conclusions and recommendations presented by the General Rapporteur on how to strengthen alignment between European/North American efforts and 2030 commitments to further inclusion and equity in education, in particular for refugees and migrants, enhance citizenship education in a globalized world, improve financing of education, and strengthen the monitoring of equity and quality.

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Provisional Agenda **Wednesday, 24 October 2018**	
09:0 - 09:15	**Opening Session** Opening remarks - Council of Europe, DG Democracy (TBC) - European Commission, Director (TBD) - UNESCO, Assistant-Director General for Education
09:15 - 09:45	**Introduction** - Presentation of agenda / expected outcomes - Overview of Education 2030 in Europe and North America
9:45 - 11:00	**Panel 1: Inclusion & Equity in Lifelong Learning perspective** A focus on the right to education for refugees, migrants and asylum seekers Chair: TBD - Introduction by chair (5 min) - Panel presentations (4 presentations/7 mins each) on such themes as: Language provision for refugees (Italy); Recognition of qualifications of refugees (Greece)… followed by plenary debate. - Identification of 2 key recommendations on linkage with global 2030 commitments relative to inclusion and equity in a lifelong learning perspective
11:00 - 11:15	Coffee/Tea break
11:15 - 12:30	**Panel Debate 2: Learning for democratic citizenship and inclusive social development** Moderator: Council of Europe - Introduction by moderator (5 min) - Interactive panel debate with possible inputs on Framework of competencies for democratic culture (Andorra; Nordic experience: European Wergeland Centre); Democracy, integrity and transparency: The experience of South East European countries… - Plenary debate and identification of 2 key recommendations on linkage with global 2030 commitments relative to education for global citizenship and sustainable development.
12:30 - 14:00	Lunch break
14:00 - 15:15	**Panel Debate 3: Improving domestic and international financing for education** Moderator: TBD - Introduction by moderator - Interactive panel debate with possible inputs on international development and humanitarian aid to education; Trends in equity in domestic financing of education (EU DG/DEVCO, Member state representative on aid, Member state representative on domestic financing) - Identification of 2 key recommendations on linkage with global 2030 commitments relative to improved domestic and international financing of education.
15:15 - 15:30	Coffee/Tea break

15:30 - 16:45	**Panel 4: Monitoring equity and quality in education** *Strengthening interlinkages between national–regional–global monitoring* Moderators: TBD - Introduction by moderator - Panel presentations (4 presentations/7 mins each) on regional and global monitoring (EC, CoE, OECD, UIS) - Identification of 2 key recommendations on reinforcing monitoring of equity and quality at global and regional levels.
16:45 - 17:30	**Closing session** - Key recommendations on strengthening interlinkages between regional and global education targets and commitments - Presentation and endorsement of statement to the Global Education Meeting - Closing remarks

Participants

Total of 120 participants including:
- Representatives of UNESCO Group I and Group II Member States [2 per national delegation]
- UN co-convening agencies and affiliated organizations
- Bi-lateral development agencies
- Regional organizations
- The teaching profession, civil society organizations, youth and student representatives
- The private sector, foundations
- Academia

Working languages

English and French; simultaneous interpretation between them will be provided.

Working documents

- Concept note
- Agenda
- List of participants
- Draft statement as input into the Global Education Meeting (Brussels, 3-5 December 2018)
- Brief background notes for panel sessions [with guiding/focus questions and proposed recommendations to be examined]
- Practical information note

Reference documents [to be included in background documents for each of the four thematic panels]

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REF 8 - Draft Concept Note and Agenda of the third Arab Regional Meeting on Education 2030 (ARMED III), November 2018

Aligning Curriculum, Teachers and Learning Assessment to Reach SDG4 Targets in Arab Countries

Context and Rationale

The international community entrusted UNESCO to coordinate the monitoring and implementation of Sustainable Development Goal 4 (henceforth referred to as SDG4), i.e. the Education component of the international 2030 Agenda for Sustainable Development.

SDG4 addresses seven main targets related to educational quality and equity, including quality education for all learners across the education ladder in both formal and non-formal education; skills development for life and work; and Global citizenship for sustainability. It emphasizes three major means of implementation, namely:

a. Safe and inclusive environments;
b. Scholarships for higher education; and
c. Teachers' training and working conditions.

In coordination with Regional partners, UNESCO Office in Beirut (henceforth referred to as UBO) led the articulation of regional educational issues and challenges, as well as priorities for post-EFA agenda, which led to development and adoption of the Education 2030 Framework for Action (FFA) in 2015. In order to provide a coherent, coordinated support to countries in the Arab Region, UBO established also the Arab Regional Support Group in 2016, comprising 21 organizations (see list attached). Chaired by RCEP for the 2018-2019 period, the Group aims at coordinating and sustaining multi-stakeholder partnership engagement by mobilizing commitment for the new education Agenda in the context of implementing the Arab Regional Roadmap adopted every two years during the Arab Regional Meetings on Education 2030[21].

At country level, Arab States have created national focal points for SDG4 who meet regularly to exchange on achievements and promising practices, as well as on needs for policy dialogue and capacity development, information sharing and enhanced coordination and monitoring at both national and Regional levels.

As "Teachers" have been identified as a priority for both the international and Regional Education 2030 Agenda, UBO in cooperation with partners (Lebanese Ministry of Education and Higher Education/MEHE and Teacher Education Research Group/TERG) conducted a two-day Regional SDG4 – Teacher Professional Development (TPD) conference. The high-level event focused on "Quality and Innovation in Teacher Professional Development: Issues and Challenges" (14-15 December 2017, Beirut). Arab country representatives and teacher specialists attending the conference emphasized the need of enhancing coordination among different educational components, such as curriculum, teaching practices and assessment as an important policy lever leading towards improving the overall quality of educational processes and outcomes22.

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[21] The first regional meeting was held in Cairo in December 2015, while the second, together with RCEP, in March 2018, both of which adopted Cairo and Dubai Roadmaps, respectively, to define and work on how best to integrate national and partners commitments into operationalization of Education 2030 agenda at the national level and regional level.

[22] For an overview of the main conference outcomes and recommendations please see
http://www.unesco.org/new/en/beirut/single-
view/news/reflecting_on_recommendations_of_the_arab_regional_sdg4_teac
as well as UBO's recently released Biennial Report 2016/2017
http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/video/JJ.pdf

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Participants in Regional and national SDG4 meetings have equally expressed requests for enhanced policy dialogue on key issues related to SDG4 targets in conjunction with providing technical support to Arab States to implement and monitor SDG4 indicators in a coherent and effective manner.

Under the auspice of the aforementioned Arab Regional Support Group, UBO and partners consequently envisaged organizing a first Regional SDG4 meeting on the issue of alignment among curriculum, teachers and assessment as key dimensions in reaching quality SDG4 outcomes. The meeting will allow addressing SDG4 issues in a tangible manner by considering the specific context of Arab States, including the effects of different protracted crises in the Region necessitating adequate response strategies and corresponding actions with regard to curriculum/learning, teachers and assessment.

The meeting constitutes the third Arab Regional Meeting on Education 2030 (ARMED III) encompassing two different, yet related, activities:

1. Technical workshop on aligning curriculum, teachers and assessment (4-6 November 2018); and
2. One-day meeting of SDG4 national coordinators (7 November 2018).

ARMED III meeting scope and objectives

Why focusing on the issue of aligning curriculum, teachers and assessment?

The lack of alignment among curriculum, teachers and assessment has been raised in many international and regional meetings, as well as in studies on learning outcomes, such as the TIMSS and PISA reports. While countries, including Arab States, dedicate increased efforts to better aligning the learning content, objectives and approaches (curricula) with teaching practices and assessment procedures, lack of alignment still persists as a major hindrance towards enhancing the quality of learning outcomes for all. Lack of alignment may consist in the existence of separate agencies at national levels who do not work together effectively in setting a forward-thinking shared education vision and then translating it into appropriate actions based on meaningful implementation processes. It may be also found at school and classroom levels in the context of national tests/exams that are not aligned with the curriculum; or in the way teachers work in silos without coordinating among different subjects and without considering cross- cutting issues in learning.

Alignment among curriculum, teachers and assessment may bring about more coherence at both national and school levels, which is a prerequisite of setting the education vision and preparing its sound translation into practice through consistent action plans. Only based on such alignment educational goals and learning objectives can be formulated and monitored in a consistent way, without expected learning outcomes being contradicted by inappropriate assessment strategies. The formulation and development of key learner competencies needs to be based on such alignment in the absence of which education systems risk being faced with imbalance in acquiring and developing relevant and updated knowledge; useful skills; and appropriate attitudes, all underpinned by shared educational values.

Needless to say, the ultimate goal of well-aligned system of curriculum, teachers and assessment at all levels of education is that children and young people receive quality and relevant education and acquire the knowledge, attitudes, values and skills needed for life and work, which is central to SDG4-Education 2030. For this to happen in a systematic manner, collecting, analyzing and interpreting evidence in the teaching and learning process is crucial to informing policy development/revision and planning, monitoring and evaluation of national education system through its the transformational process.

As shown in previous Regional meetings (such as ARMED I, and ARMED II), SDG4 indicators related to assessment (4.1.1), teachers (4.C.1) and Global Citizenship/Sustainable Development Education (4.7) are particularly challenging for Arab countries. ARMED III meeting will tackle consequently the connections between education quality and such SDG4 indicators by addressing short- and longer-term country needs

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with regard to capacity development for monitoring and evaluation of, and reporting on SDG4 processes, achievements and challenges.

ARMED III meeting overall goal

In the light of the above, and with a view of mainstreaming SDG4 Agenda through sound policy shaping/making and capacity development, the present ARMED III meeting aims at advocating the issue of aligning curriculum, teachers and assessment as a means of supporting the implementation and monitoring of SDG4 targets in the Arab countries.

Specific objectives

1. **Objectives of the technical meeting**

Based on building on the achievements and outcomes of previous meetings, including the aforementioned SDG4-TPD conference of last December, the workshop aims to:

- Contribute to clarifying the issue, and advocating the importance of alignment among curriculum, teachers and assessment as an important policy lever in reaching SDG4 targets;
- Sharing promising practices in aligning curriculum, teachers and assessment in the Arab countries and internationally;
- Identifying issues that hinder alignment among curriculum, teachers and assessment, as well as way of addressing and overcoming problems;
- Developing action plans at national and Regional levels to enhancing alignment among curriculum, teachers and assessment with a view of reaching SDG4 targets.

2. **Objectives of the SDG4 coordinators meeting**

Based on building on the achievements and outcomes of previous SDG4 partners meetings, the present meeting aims to:

- Review SDG4 Dubai Road Map of March 2017 implementation at national level;

- Share promising practices with regard to advocacy for, policy dialogue on, capacity development with regard to, and monitoring of SDG4 targets;

- Identify joint priority actions in support of better implementing and monitoring SDG4 targets in the Arab states;

- Develop follow up plans at different levels based on the contributions of the Arab Regional

- Support Group, and the work of national SDG4 focal points;

- Discuss the Regional preparation of the Global Education Meeting (Dec. 2018), as well as of the 2019 High-Level Political Forum on Agenda 2030 (July 2019).

Expected outcomes

1. **Expected outcomes of the technical workshop**

By the end of the three-day technical workshop, the following expected outcomes are envisaged:

- ✓ Shared understanding of what alignment of curriculum, teachers and learning assessment implies; and why it is important for reaching SDG4 targets;

- ✓ Arab country reports on the alignment issue shared focusing on achievements; challenges/gaps; and lessons learned;

- ✓ Inventory of promising practices in aligning curriculum, teachers and learning assessment through

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both policy interventions and school/classroom-based practices based on meaningful dialogue between top down and bottom up initiatives;

✓ (Draft) Action plans for follow up at different levels focusing on priority issues/solutions with regard to aligning curriculum, teachers and learning assessment; as well as support needed from Arab Regional support Group and other partners;

✓ Joint Statement with regard to Arab countries commitment to enhancing alignment of curriculum, teachers and learning assessment as an important lever in reaching SDG4 targets.

2. Expected outcomes of the SDG4 coordinators' meeting

By the end of the one-day meeting of SDG4 coordinators, the following outcomes are expected:

✓ Updated overview of SDG4 implementation and monitoring issues in the Arab States (i.e. achievements, challenges/gaps; and needs for support);

✓ Collection of promising practices from the Arab states to be disseminated via the UBO SDG4 platform;

✓ Joint actions identified with regard to enhancing implementation and monitoring of SDG4 in the Arab States in the light of the Dubai Road Map; and

✓ Follow up plans developed to update/review the Arab Regional SDG4 Roadmap, including by disseminating the outcomes of the present workshop at national and Regional levels;

✓ Overview of Regional preparedness for the Global events on Agenda 2030 in 2018 and 2019.

Topics to be addressed

➢ Relevance of SDG4 targets for the Arab States;

➢ International and Regional trends with regard to aligning curriculum, teachers and assessment: what can we learn from such trends with regard to addressing/reaching SDG4 targets?

➢ Importance of aligning curriculum, teachers and assessment for developing and monitoring competencies for life and work;

➢ Importance of aligning curriculum, teachers and assessment for enhancing overall educational quality, equity and accountability;

➢ Enhancing alignment through institutional development;

➢ Enhancing alignment at school/classroom level through developing reflective practitioner capacities and implementing whole-school approaches;

➢ Alignment issues in the context of Education in Crisis;

➢ Arab States achievements, challenges/gaps and needs for support with regard to aligning curriculum, teachers and assessment;

➢ Arab States needs with regard to capacity development for monitoring and evaluation of, and reporting on SDG4 targets and indicators.

Who will participate?

Arab country teams (maximum four participants from each country fully supported by UNESCO and partners: three technical specialists + one national SDG coordinator)

• Technical specialists and decision makers. The three-day technical workshop will benefit from the contributions of MoE representatives who will attend the three-day technical meeting. Country teams will comprise responsible specialists for curriculum; teachers; and assessment (maximum

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three members in each country team will be supported by UNESCO; additional members should be supported by their respective MoEs).

- 19 National SDG4 coordinators. National SDG4 coordinators will participate in both meetings, i.e. the three-day technical meeting and the one-day SDG4 coordinators' meeting. UNESCO will support one coordinator for each country. Additional representatives should be supported by their respective MoEs.

SDG4 Arab Regional Support Group

- International and Regional consultants and support persons. They will contribute to the three- day technical workshop as per Agenda – see list attached.

- Arab Regional Support Group. See list attached – they will contribute to both the three-day technical workshop and the one-day SDG4 coordinators' meeting, as appropriate.

- UNESCO staff. UNESCO Beirut and UNESCO offices in the Arab Region (see list attached – they will contribute to both meetings).

ARMED III meeting methodology

- Interactive approaches. Both the three-day technical workshop and the one-day SDG4 coordinators' meetings will be based on interactive approaches. Plenary presentations (including panels) will alternate with group work; booth presentations; and hands-on development of action plans/recommendations. QR code facilities to interact with the panelists will be provided for participants to enhance participation opportunities in the context of plenary sessions.

- Working languages. Simultaneous interpretation will be arranged in plenary settings for Arabic/English. Interpretation will be also possible in working groups, as needed. Participants will dispose of appropriate sound equipment to facilitate their full engagement and interaction.

- Sound information and knowledge sharing. Country teams will be requested to prepare their presentations/reports based on a template to be shared in advance with them. All inputs (i.e. power points presentations; international and national documents on SDG4 and other issues; background papers) will be put at participants' disposal on-line and on memory sticks.

- Workshop Report and follow up. For all meetings comprehensive reports will be issued, which will include follow up (action) plans.

Agenda(s)[23]

Agenda (1) of 4-6 November 2018: Technical workshop
Day 1: SUN 4 Nov. 2018 – ISSUES and CHALLENGES

Timing	Activities	Facilitators/Contributors
08:00 - 09:00	**Participant Registration**	Registration Desk
09:00 - 10:00	**Official Opening** Opening Speeches of: Minister of Education (Host country) SDG4 Arab Regional Support Group Director of UNESCO Office in Beirut	Facilitator: Mrs. Costanza Farina, UNESCO Amman (t.b.d.)
10:00 - 11:00	**Introductory Session** Agenda overview Presentation of consultants/resource persons Participant introduction and expectations Organizational issues	Facilitator: Dr. Dakmara Georgescu, UNESCO Beirut
11:00 - 11:30	Tea and Coffee Break	
11:30 - 12:30	**Panel (1): Relevance of SDG4 for the Arab States** UNESCO, SDG4 Arab Regional Support Group, Arab countries represented in the SDG4 Global Steering Committee, i.e. Egypt, Tunisia and U.A.E. Discussions	Facilitator: Dr. Hamel Al Hammami, UNESCO Beirut
12:30 - 13:30	**Panel (2): Aligning Curriculum, Teachers and Assessment to reach SDG4 Targets: Regional and International Perspectives** Mr. David Peck, UK; RCEP – t.b.d. (SDG4 indicators); Mr. Yusuf Sayed, SA/UK, t.b.d.) Discussions	Facilitator: Dr. Jeannette Vogelaar, UNICEF
13:30 - 14:30	Lunch	
14:30 - 16:00	**Group work (1)** Issues and Challenges for the Arab countries in Aligning Curriculum, Teachers and Assessment	Facilitators: t.b.d. (Countries will use their country reports prepared based on a shared template; they will address a number of questions prepared for them and shared by the facilitator(s))
16:00 - 17:00	Groups may continue working to prepare the report to be shared next day Consultation of materials displayed (written and audio-video) Informal meetings	

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[23] For each of the Agendas, as well as for each particular session, detailed methodological guidelines will be prepared focusing on topics to be addressed, approaches and expected outcomes of the respective sessions. Presenters will be asked to prepare handouts to be shared at the end of each session.

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Day 2: MON 5 Nov. 2018 – SOLUTIONS

Timing	Activities	Facilitators/Contributors
08:30 - 11:00	**Groups report back (1)** **Issues and Challenges for the Arab countries in Aligning Curriculum, Teachers and Learning Assessment with a View of Reaching SDG4 Targets** Summary by the Rapporteur	t.b.d. (Each of the five groups will present for 10-15 minutes, followed by 5-10 minutes discussions)
11:00 - 11:30	Tea and coffee break	
11:30 - 12:30	**Panel (3)** **Aligning Curriculum, Teachers and Learning Assessment: Institutional and Practical Solutions** (Ministries of Education: Appropriate Institutional Arrangements, t.b.d.; Dr. Mona Taji, Jordan: Empowering Schools; Dr. Malak Zaalouf, Egypt: Developing Reflective Practitioners; Mr. Dave Peck, UK: Whole-school approaches/WSA) Discussions	t.b.d. (Panelists will relate to the discussions of Day 1 on issues and challenges in the Arab countries)
12:30 - 13:30	**Panel (4)** **Promising Practices in Educational Quality Improvement** 3-4 panelists from countries in crisis; Dr. Idris Higazi, UNESCO Beirut; SDG4 Support Group Discussions	t.b.d.
13:30 - 14:30	Lunch	
14:30 - 16:00	**Group work (2)** **Aligning Curriculum, Teachers and Assessment within National Context: What do we need to do; and How?** (Development of national and Regional action plans based on shared template; Review of joint Statement on alignment issues)	t.b.d. (Country teams will also focus on integrating crisis preparedness in SDG4 plans)
16:00 - 17:00	Groups may continue working to prepare the report to be shared next day. Consultation of materials displayed (written and audio-video)	

Day 3: TUE 6 Nov. 2018 - ACTIONS

Timing	Activities	Facilitators/Contributors
08:30 - 11:00	**Groups report back (2)** **Aligning Curriculum, Teachers and Learning Assessment: What do we need to do; and How?** Summary by the Rapporteur: main recommendations coming out from groups (with a focus on draft action plans; and joint Statement on alignment issues)	t.b.d.
11:00 - 11:30	Tea and Coffee Break	

11:30 - 12:30	**Panel (5): 3-4 Volunteers from the Arab countries to share their impressions/gains/lessons learned from the workshop** Discussions	t.b.d.
12:30 - 14:00	**Summary of the workshop by the Rapporteur: Finalization of joint Statement and dissemination** **Closing remarks: Linking up with the one-day meeting of SDG4 coordinators** **Workshop evaluation**	t.b.d.
14:00 - 15:00	Lunch	
15:00	**End of technical workshop**	

Agenda (2) of Day 4: WED 7 Nov 2018 – SDG4 National Coordinators' Meeting

Timing	Activities	Facilitators/Contributors
08:00 - 09:00	Participant registration	Registration Desk
09:00 - 10:00	**Opening Session** Welcoming Speeches **Introductory Session** Overview of Agenda Participant Introductions and Expectations Summary of developments since ARMED II	t.b.d.
10:00 - 11:30	**Relevance of Technical Workshop for the Regional Education 2030 Agenda: SDG4Coordinators' panel** Discussions	t.b.d. (Alignment with other Regional initiatives will be also tackled)
11:30 - 12:00	Tea and coffee break	
12:00 - 13:30	**Arab 2030 Agenda: Regional preparedness for 2018 and 2019 Global events and reports** Plenary presentations and discussions on preparing future national, Regional and Global activities; and on the support Arab countries need	t.b.d.
13:30 - 15:00	**Plenary - Arab SDG4 Road Map: How to enhance monitoring and coordination** a. Sharing main achievements, issues and challenges from the SDG4 national coordinators' perspective with a view of preparing the review of the Dubai Road Map in 2019 b. 2019 HLPF National Questionnaire c. Review of Arab Regional Statement on SDG4 d. How to build on ARMED III outcomes: follow up issues for 2019 and beyond **Closing Session** • Closing remarks of SDG4 National Coordinators and of SDG4 Support Group	t.b.d. eSurvery on implementation of Arab Regional Road Map will be shared with countries ahead of the meeting. Commissioning a Regional Report in 2019
15:00 - 16:00	Lunch	
16:00 - 18:00	**Regional Support Group Meeting**	

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Annex I: List of Arab Regional Support Group Members (as at March 2018)

Category I: Arab Regional representation at Global Steering Committee

1. Egypt
2. United Arab Emirates
3. Tunisia
4. ABEGS

Category II: Regional Organizations

5. League of Arab States
6. ALECSO
7. ISESCO

Category III: UN/Multilateral Agencies

8. UNESCO (Group Secretariat)
9. UNICEF
10. UNHCR
11. UNRWA
12. ESCWA
13. WFP
14. ECW
15. GPE

Category IV: Non-governmental organizations

16. CCNGO (2)
17. Education International
18. Education Above All
19. Open Society Foundation

Category V: UNESCO Category II Centers

20. RCEP (Chair of the Group for the 2018-2019 period)
21. RCQE
22. ECDRC

Category VI: Regional Technical Resource Country

23. Morocco (former Member of Arab Regional Representation at Global Steering Committee)

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Annex II: The Dubai Roadmap for SDG4-Education 2030 (2017-2018)

The Dubai Roadmap for Education 2030 in the Arab Region (2017-2018)

1. We, the officials of Governments in the Arab Region, United Nations co-convenors, civil society organizations, professional unions as well as technical and development partners, gathered at the Second Arab Regional Meeting on SDG 4 – Education 2030 (ARMED II) on 6 and 7 March 2017 in Dubai, United Arab Emirates. The ARMED II has been co-organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and Regional Center for Educational Planning (RCEP) with the support of regional partners under the auspices of His Excellency Dr Hussain Ibrahim Al Hammadi, Minister of Education, United Arab Emirates.

2. Recalling the First Arab Regional Meeting on SDG 4 – Education 2030 (ARMED I) held in Cairo in December 2016, and reaffirming the centrality of education in sustainable development, we recognize that the SDG 4 agenda inspires us to pursue a humanistic vision of education and development based on human rights and dignity, social justice, protection, cultural diversity, and shared responsibility and accountability. Also, it is underpinned by the principle that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. Furthermore, it is essential for peace, human fulfillment and sustainable development.

3. Given that some of the countries in our region are afflicted with protracted crises to the detriment of the lives, rights and livelihoods of millions of displaced persons and communities as well as those in host countries affected by crises, we reaffirm the transformative power of quality education in preventing and mitigating the impact of conflict, providing protection in time of crisis, equipping the affected with the necessary knowledge and skills to recover and reconstruct, and giving hope for the future. We also remain dedicated to the inclusion of refugee children and youth systematically in national educational planning processes in order to monitor their participation and educational attainment. In order to maximize this opportunity of the Agenda for 2030, we recognize the need to address challenges confronting our countries and the region as a while by diversifying learning pathways from a lifelong perspective, improving learning as central to enhancing quality, and reexamining youth and skills for the world of work, among others.

4. In this sense, the SDG 4 agenda has given us all an opportunity to rethink education in a collective, cooperative manner and to guide its transformational process towards achieving equitable, inclusive and quality education and lifelong opportunities for all, which in turn makes '*Transforming our world: the 2030 Agenda for Sustainable Development*' a reality for all.

5. Recognizing the interconnected nature of the realities on the ground, the SDG4 agenda is inextricably linked and contributes to other SDGs; namely SDG1 No Poverty, SDG2 Zero Hunger, SDG3 Health and Well-being, SDG 5 Gender Equality, SDG 8 Decent Work, and SDG 16 Peace, Justice and Strong Institutions. Most education interventions, to be successful, rely on integrated approaches to ensure well-fed, healthy, protected children and youth who have equitable access, appropriate facilities, skills for life and work and supportive institutions giving hope for a peaceful and just future.

6. Having adopted the Arab Regional Roadmap for SDG 4 and Education 2030 (Cairo Roadmap) at ARMED I, we, Arab Member States and partners, have since commenced implementation of the Agenda as appropriate and relevant to national contexts. More than one year down the road from the adoption of the Cairo Roadmap, we have come together in Dubai to review and reflect on our performance on the implementation of the Cairo Roadmap and at the same time, learn from our experiences gained and challenged encountered, and more importantly to agree on a roadmap for 2017-2018.

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7. Having met three times in 2016, a group of partners that had committed to the Cairo Roadmap established a regional group called 'Arab Regional Support Group for SDG 4' in July 2016, defined its terms of reference, undertook several joint activities such as development of a dedicated portal, technical training on indicators, and agreed to scale up collective support actions in 2017 and 2018 with focus on regional technical guidance, country-based support, advocacy and communication, reporting and monitoring, and financing.

8. Cognizant of the fact that the Cairo Roadmap was not fully implemented and of the need to continue to put in place/reinforce/further support nationally-led mechanisms and initiatives in order to fully unpack and mainstream the vision, principles and targets of SDG 4 into national education development processes, we, Member States and Partners, hereby adopt the *Dubai Roadmap for 2017-2018* and reiterate our commitment to transforming our education system in pursuit of achieving the ambitious goal by 2030. Concretely, we seek to adopt a set of following actions to be carried out in 2017 and 2018. In so doing, we commit to sharing our experiences and expertise on a regular basis, developing brief annual progress reports on the Roadmap implementation, and meeting in 2018 (ARMED III) to once again review and reflect on our progress collectively.

Dubai, United Arab Emirates
March 2017

REVIEW AND MONITORING

MEMBER STATES		PARTNERS		
Actions	**Timeline**	**Actions**	**Partners**	**Timeline**
Contextualize the SDG4 indicators at national level in alignment with national strategies and track linkages/contributions to other SDGs	By March 2018	Undertake technical consultations on further discussion and development of approaches and type of data for monitoring Target 4.7, in consultation with Member States	All	By 31 July 2017
Prepare annual periodic and interim progress reports on SDG4 based on UNESCO- provided templates and report structure	Ongoing to the end of 2018	Publish (annual) status of education in the Arab region (National, Sub region, Region)	RCEP/ABEGS/UNESCO /ALECSO/GCE&ACEA	Annual or biennial
		Disseminate and use 'Technical Guidelines for measuring and monitoring SDG4' as part of capacity development initiatives	RCEP/ UNESCO/ UNICEF	Finalization by 1 September and dissemination and use thereafter
		Put in place a regional monitoring framework and plan in consultation with Member States	UNESCO /RCEP/ ABEGS/ ALECSO/ UNRWA	By 1 September 2017

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FINANCING				
MEMBER STATES		**PARTNERS**		
Actions	**Timeline**	**Actions**	**Partners**	**Timeline**
Develop initiatives to mobilize domestic and external resources	Ongoing to the end of 2017	Identify external financing gaps at national level and map donors	UNESCO	Throughout the year
		Develop cost and financing framework, including making use of NEA initiative	UNESCO/ ALECSO/ UNICEF	Throughout the year with concrete support initiatives at national level
		Work towards developing financing strategies to provide the needed support to countries in crisis as well as those affected by it, in consultation with Member States	UNESCO/UNHCR/WFP/GPE/UNICEF	Throughout the year

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| COORDINATION AND PARTERNSHIPS | | COUNTRY SUPPORT (capacity development; technical assistance, etc.) | | |
| MEMBER STATES | | PARTNERS | | |
Actions	Timeline	Actions	Partners	Timeline
Put in place national education coordination and partnership mechanism, including establishing core team(s) in charge of overseeing SDG4 activities and made up of technical officers and policy makers	Ongoing for Member States that did not manage as part of the Cairo Roadmap implementation	Mainstream/integrate SDG4 into national plans	UNESCO/GPE/ UNICEF	Throughout the year with concrete support initiatives to be implemented at national level
Expand partnerships through identifying partners national needs and linking them together, as well as clarifying partner roles	Ongoing to the end of 2018	Build capacity in cost and financing of education	RCEP/GPE/ UNESCO/ UNICEF	Throughout the year with concrete support initiatives to be implemented at national level
Improve cooperation with national and regional partners, as well as UNESCO Category II Centers1[24] to implement programs and capacity development plans	Ongoing to the end of 2018	Build statistical capacity to measure/monitor and report on the indicators, including alignment of monitoring of crisis/ humanitarian education plans to SDG 4	RCEP/GPE/GCE&ACEA /ALECSO/WFP/UNESCO/UNRWA/UNHCR/ABEGS/ UNICEF	Throughout the year with concrete training workshops to be organized

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[24] UNESCO Category II Centers are associated with UNESCO through formal arrangements approved by the General Conference. They are selected upon proposal by Member State(s), based on the strength of their specialization in one of UNESCO's fields of competence. Through capacity-building, knowledge sharing and research, they provide a valuable and unique contribution to the implementation of UNESCO's strategic programme objectives for the benefits of Member States. In the Arab Region, there are four Category II Centers:
Regional Centre for Adult Education (ASFEC), Syrs Al Layan, Egyp

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POLICY AND PLANNING	
MEMBER STATES	
Actions	**Timeline**
Identify policy and programmatic gaps to mainstreaming and promoting SDG4 at national level	Ongoing to the end of 2018
Develop SDG4-related policy briefs to support policy dialogue on specific issues (i.e. compulsory pre-primary education for 5-year olds, expanding TVET and improving its quality, education of girls and women, curriculum reform, mainstreaming GCED, etc.)	Ongoing to the end of 2018
Hold discussion and dialogue at the regional and national levels on "Rethinking Education"	Ongoing to the end of 2018
Develop and implement capacity development plan at the Ministries of Education, based on the conducted capacity development needs assessment, including for strategic planning and implementation in Education in Emergencies and for monitoring and evaluation	Development of plan by end of 2017 Implementation of plan ongoing to the end of 2018
Expand and improve pre-service and in-service teacher training	Ongoing to the end of 2018
Promote and plan for capacity development of learners, especially with respect to creative learning and scientific research	Ongoing to the end of 2018

Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE), Damascus, Syria
Regional Centre for Educational Planning (RCEP), Sharjah, UAE
Regional Centre of Quality and Excellence in Education (RCQE), Riyadh, Saudi Arabia

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REF 9a - 2019 High-Level Political Forum review process

This note aims to present the key issues and options for the preparation, contribution and representation of the SDG-Education 2030 Steering Committee at the 2019 High-Level Political Forum (HLPF). It has been prepared by the Review, Monitoring and Reporting Co-Chairs (UIS and GEM Report).

As stipulated in the 2030 Agenda for Sustainable Development, the HLPF has a central role in the global follow-up and review of the 2030 Agenda and its 17 SDGs, working coherently with the General Assembly, the Economic and Social Council and other relevant organs and forums.

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

a. provide political **leadership**, **guidance** and **recommendations** for sustainable development;
b. enhance **integration of the three dimensions** of sustainable development in a holistic and cross-sectoral manner at all levels;
c. provide a dynamic platform for regular dialogue and for **stocktaking and agenda-setting** to advance sustainable development;
d. have a focused, dynamic and action-oriented agenda, ensuring the appropriate consideration of new and emerging sustainable development challenges;
e. **follow up and review progress** in the implementation of sustainable development commitments … as well as their respective means of implementation;
f. encourage **high-level system-wide participation** of United Nations agencies, funds and programmes and invite to participate, as appropriate, other relevant multilateral financial and trade institutions and treaty bodies, within their respective mandates and in accordance with United Nations rules and provisions;
g. improve **cooperation and coordination within the United Nations system** on sustainable development programmes and policies;
h. promote transparency and implementation by further enhancing the consultative role and participation of **major groups and other relevant stakeholders** at the international level in order to better make use of their expertise, while retaining the intergovernmental nature of discussions;
i. promote the **sharing of best practices and experiences** relating to the implementation of sustainable development and, on a voluntary basis, facilitate sharing of experiences, including successes, challenges and lessons learned;
j. strengthen the science-policy interface through review of documentation, bringing together dispersed information and assessments, including in the form of a **global sustainable development report**, building on existing assessments;
k. enhance evidence-based decision-making at all levels and contribute to **strengthening ongoing capacity-building for data collection and analysis** in developing countries; and
l. promote **system-wide coherence** and coordination of sustainable development policies.

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

The Forum meets annually under the auspices of the Economic and Social Council (ECOSOC) (for eight days, including a three-day ministerial segment), and every four years at the level of Heads of State and Government under the auspices of the General Assembly (UNGA) (for two days). The annual meetings of the HLPF under the auspices of ECOSOC pave the way for its quadrennial meeting under the auspices of the UNGA. This means that all 17 SDGs are reviewed within a four-year period. In 2019, for the first time, the HLPF will be convened twice, under the auspices of both ECOSOC (July) and the UNGA (September).

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Theme of 2019 HLPF

The HLPF undertakes annual thematic reviews of the SDGs. The 2019 HLPF Review will be devoted to the theme of 'Empowering people and ensuring inclusiveness and equality', and will include in-depth review of:
- Quality education (SDG 4)
- Decent work and economic growth(SDG 8)
- Reduced inequalities (SDG 10)
- Climate action (SDG 13) and
- Peace, justice and strong institutions (SDG 16)

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

Inputs into the HLPF

The follow-up and review at the HLPF is informed by the following inputs:

At the level of the United Nations:
- an **Annual Progress Report on the SDGs** prepared by the Secretary-General of the United Nations to ECOSOC (undocs.org/E/2018/64) published at the end of May; and
- a more glossy version prepared by the UN Statistics Division at the Department of Economic and Social Affairs (UNDESA, which serves as the HLPF secretariat) based on inputs from different UN agencies (e.g. UNESCO is providing the bulk of information for SDG 4) (unstats.un.org/sdgs/files/report/2018/TheSustainableDevelopmentGoalsReport2018-EN.pdf) containing key messages, a storyline and graphs/charts, published in mid-June (see **Annex 1**). The goals under review receive additional coverage (up to 4 pages).

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

- **Voluntary national reviews** (VNRs) are an important component of the HLPF and provide a platform for further highlighting crosscutting issues as part of the Agenda 2030 and issues pertaining to the reviewed global goals. Each year UN DESA organizes meetings in support of the preparations of the VNR countries. A new set of revised voluntary guidelines on the VNRs focus on strengthening the analytical assessment of the VNRs including special attention to the principle of 'leaving no one behind". It will be important opportunity for Member States of the SDG-Education 2030 Steering Committee to work with their respective governments in the preparation and presentation of their VNRs.

- ECOSOC functional commissions and other **intergovernmental bodies and forums**, including the SDG-Education 2030 Steering Committee, are invited by the President of ECOSOC to submit their input with reference to the thematic focus of the HLPF in response to a prescribed set of questions (see **Annex 2**).
  This is the link to the 2018 submission, which was drafted by the UIS and the GEM Report: https://sustainabledevelopment.un.org/content/documents/18961UNESCO_SDGEducation_2030_Steerting_Committee_input_to_2018_HLPF.pdf which showcased the contribution of education towards the 2030 Agenda in general, and progress towards the SDG 4 with particular relevance to the theme of the 2018 HLPF: *Transformation towards sustainable and resilient societies*. All submissions are summarized by UNDESA per theme in a synthesis report prepared before the HLPF (see for example the 2018 summary).

- **Regional economic commissions** inputs are part of the documentation for the negotiations over the draft Ministerial Declarations of the HLPF. Synergies need to be established between regional organizations members of the SC, as well as between regional Education 2030 consultations and dedicated events/workshop planned by the Regional Commissions as input to the HLPF.

- **Major groups and stakeholders**, which represent the views of non-governmental organizations. One group is the Education and Academia group whose contribution to the 2018 HLP is here:

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https://sustainabledevelopment.un.org/content/documents/18833EducationAndAcademia_Sectoral
Paper_2018HLPF.pdf

- **Background notes on each of the SDGs under review**: This 10-page report represents a coordinated contribution from UN organizations and is prepared by an expanded version of the Executive Committee on Economic and Social Affairs (ECESA Plus) convened by UNDESA working with lead organizations for each of the respective SDGs (see for example the 2017 note for SDG 5). It is likely that UNESCO and UNICEF will be the joint leads for SDG4 in 2019.

In addition to the above formal inputs, the Global Education Monitoring Report, as part of its mandate to "report on the implementation of national and international strategies", will produce a special complementary publication for the 2019 HLPF focusing on qualitative aspects of SDG 4 implementation at the country level in collaboration with UNESCO and the SDG – Education 2030 Steering Committee (see **Annex 3**).

The **UN General Assembly will hold a meeting of the UN High-level Political Forum on Sustainable Development (HLPF)** at the level of Heads and State and Government, from 24-25 September 2019.
HLPF meetings under UNGA auspices take place every four years, and take place at the beginning of the UNGA session. The 74th session of the UNGA (UNGA 74) will open on 17 September 2019. The first day of the high-level General Debate will be Monday, 30 September 2019. According to Decision A/72/L.66, the first HLPF meeting under UNGA auspices will convene from 3:00-6:00 pm on Tuesday, 24 September, and from 10:00 am-1:00 pm and 3:00-6:00 pm on Wednesday, 25 September 2019.

Schedule of HLPF

During the first week of the HLPF, as the programme shows below, thematic reviews are discussed in the afternoon of days 1-3, while individual SDGs are reviewed in the morning of days 2-4. Both sets of reviews consist of inputs from:
- ECOSOC functional commissions and other intergovernmental bodies
- a paper by major groups and other stakeholders
- briefing notes prepared by the UN system
- short background notes with questions for discussion
- presentations by panellists, followed by interactive discussions

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

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

HIGH-LEVEL POLITICAL FORUM ON SUSTAINABLE DEVELOPMENT

	Monday, 10 July (CR4)	Tuesday, 11 July (CR 4)	Wednesday, 12 July (CR 4)	Thursday, 13 July (CR 4)	Friday, 14 July (CR 4)
9 AM – 1 PM	**9:00 - 10:30 AM** Opening Scene setting *Where are we in year two of implementation of the 2030 Agenda?* Introduction of SG's SDGs progress report **10:30 AM - 1:00 PM** Implementation at the regional and sub-regional levels	Review of SDGs implementation* **9:00 - 11:00 AM** SDG 1 **11:00 AM - 1:00 PM** SDG 2	Review of SDGs implementation* **9:00 - 11:00 AM** SDG 3 **11:00 AM - 1:00 PM** SDG 5	Review of SDGs implementation* **9:00 - 11:00 AM** SDG 9 **11:00 AM - 1:00 PM** SDG 14	Leveraging interlinkages for effective implementation of SDGs
3 – 6 PM	Thematic review* Eradicating poverty and promoting prosperity in a changing world: Addressing multi-dimensions of poverty and inequalities	Thematic review* Eradicating poverty and promoting prosperity in a changing world: Multi-stakeholder perspectives	Thematic review* **3:00 - 4:30 PM** Eradicating poverty and promoting prosperity in a changing world: Taking forward the SAMOA Pathway **4:30 - 6:00 PM** Eradicating poverty and promoting prosperity in a changing world: how it affects countries in special situations: LDCs and LLDC. It also discuss special challenges of MICs.	Review of Goal / Thematic review* **3:00 - 4:30 PM** SDG 17 Investing in and financing for SDGs **4:30 - 6 :00 PM** SDG 17 Advancing science, technology and innovation for SDGs	**3:00 - 5:30 PM** Science-policy interface and emerging issues **5:30 - 6:00 PM** Wrap-up session of the first week

Objectives for 2019 HLPF

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

The **2018 Global Education Meeting** will provide a high-level forum for review of progress towards the universal global education commitments since the adoption of the 2030 Agenda for Sustainable Development in 2015. As such, it represents a key milestone in the assessment of effective policies and strategies and of key challenges with regard to the implementation of SDG4 targets and commitments, as well as of education-related targets within other development goals. By drawing largely on data from the UNESCO Institute for Statistics and analyses in the Global Education Monitoring reports, the review will explore key questions such as what structures and concrete measures, in term of education sector policy, management, monitoring and financing, have been put in place to ensure implementation of education 2030 targets and commitments. In assessing current progress towards the implementation of SDG4-Education 2030 targets and commitments at global, regional and national levels, and identification of bottlenecks impeding progress, it will agree on key policy messages to input into the global 2019 HLPF Review and UN General Assembly 2019.

Key messages

The main challenge for the Steering Committee and the Global Education Meeting in December is to agree on 2-3 messages that are critical for progress towards the achievement of SDG 4. The earlier this discussion begins, the more likely it will be to reach consensus over these messages and ensure consistency across different inputs. Here is an example of a two-page summary from the 2018 HLPF on SDG 6: sustainabledevelopment.un.org/content/documents/19838SDG6_Highlights_UN_Water.updated_format.pdf

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

Preparation

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

UNDESA supports the organization of dedicated expert group meetings on each of the reviewed goals. In principle, DESA organizes these meetings at the margins of global thematic events. UNDESA has proposed that for SDG4 such a meeting is organized in collaboration with UNESCO and the Steering Committee in early 2019.

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

Presence in New York at the HLPF

There may be different opportunities for members of the SC to participate in the HLPF main events and side-events as part of their official country or institutional delegations. This may include participation in the sessions:

- **Presentation of the 42 Country Voluntary National Reviews** (VNRs,)
- Session focused on **the Global Sustainable Development Report (GSDR)**, which is issued every four years
- **UNDESA events including** event on best practices
- **Events organized by Major Groups and stakeholders**, which represent the views of non-governmental organizations.
- **Side events organized by agencies and individual member states**
- Some members of the Steering Committee (or senior representatives of their organizations) could participate as **panellists** or **discussants** *either* in the **SDG 4** implementation review session *or* in one of the **thematic** review sessions.
- There should also be possibilities to organize either an **exhibition** or a **side event** during the HLPF with several co-convenors including at least one Member State.

Annex 1: Input for the 2019 Annual progress report on the SDGs prepared by the UNSG

In the context of the HLPF follow-up and review, UNESCO (led by UIS) is expected to contribute to the Annual Progress Report on the SDGs prepared by the Statistical Division of DESA for the Secretary-General of the United Nations. A request is put forward by DESA to responsible organizations and agencies to contribute a draft storyline per goal plus a number of charts or tables for each of the goals in focus (4, 8, 10, 13, 16 and 17). Where possible, organizations are asked to collaborate on submitting consolidated storylines for each goal. As DESA has not assigned lead-author roles, each agency decides which goals they wish to contribute to.

In 2016–2018, UIS in coordination with ED/ESC, developed a storyline for Goal 4 and contributed to storylines for other goals for which data was available. Consultations were held with relevant sectors in UNESCO and with other UN partners involved in drafting the storylines. Other sections in UNESCO were invited to contribute to the storylines for other goals working directly with other agencies as appropriate. UIS is asked to limit the storyline to 500 words and submit a maximum of 5-6 charts per goal.

Expected timeline

Consultation/validation of data with countries (if agencies have not already done so)	December 2018 - February 2019	
Storyline for Reports (including data & Excel file used for the charts)	Mid-February 2019	
National data, regional and global aggregates	Mid-February 2019	
	SG official Report Deadline	**Glossy Report Deadline**
Editing	March/April	April/May
Submission deadline	1 May	1 June
Layout/Design	--	June
Translation in all languages	May (UN Docs Control)	June
Printing	Parliamentary Doc (UN Docs Control)	June
Launch	Available on UN website before HLPF (end of May)	18 June (ahead of the HLPF)

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Annex 2: SDG-Education 2030 Steering Committee 2019 HLPF submission

In view of the 2019 High-Level Political Forum meeting (New York, July 2019), the 2019 HLPF submission of the SDG-Education 2030 Steering Committee will contribute to the annual thematic review centred around the issue of "Empowering people and ensuring inclusiveness and equality". The 2019 HLPF meeting will look closely at the following set of goals (in addition to SDG 17 on Partnerships):

- **Goal 4**. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- **Goal 8**. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **Goal 10**. Reduce inequality within and among countries
- **Goal 13**. Take urgent action to combat climate change and its impacts
- **Goal 16**. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Similarly, to the previous submissions, **the template for the 2019 submission**, inspired by the Report of the Secretary-General on global follow-up and review of the 2030 Agenda for Sustainable Development (A/70/684), is expected to include the following sections:

a. An assessment of the situation at the global level;
b. The identification of gaps, areas requiring urgent attention, risks and challenges;
c. Valuable lessons learned;
d. Emerging issues likely to affect the realization of transformation towards sustainable and resilient societies;
e. Areas where political guidance by the high-level political forum is required;
f. Policy recommendations on ways to accelerate progress in transformation towards sustainable and resilient societies.

Expected timeline

2018 HLPF Input Timeline	
Guidelines on deadlines, procedures and content during SC Chairs/Bureau meeting	December 2018
First draft completed and shared with SC members for feedback	15 January 2019
Draft further finalized based on feedback of SC Members	March-April 2019
Submission to ECOSOC	28 April 2019

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Annex 3: GEM Report publication on SDG 4 for the 2019 HLPF

Noting that other statutory inputs expected to address SDG 4 (e.g. SDG Report, voluntary national reviews, input of the SDG-Education 2030 Steering Committee etc.) each serve slightly different purposes, the GEM Report proposed to mark the occasion of the 2019 HLPF with a special publication in collaboration with UNESCO and the Steering Committee.

The publication aims to achieve the following objectives:
1. Collect **country perceptions** about what they view as unique in the SDG 4 agenda, other than them going about their usual day-to-day educational policy making practice.
2. Develop a **shared understanding** among the international community about what SDG 4 means and help define what is unique about SDG 4.
3. Based on this shared understanding, showcase **good practices** of country education policies and programmes towards this definition.
4. Collect and disseminate **updated information** on how countries coordinate the implementation and monitoring of SDG 4.

The focus of the publication will not be on monitoring progress towards the quantitative aspects of SDG 4 targets, which is served existing and scheduled publications but rather on a qualitative analysis of what SDG 4 and its implementation means for countries.

The content will be partly based on a **questionnaire** which is being administered to countries as part of the preparations for the regional SDG 4 consultations with the support of the UNESCO regional offices. The questionnaire focuses on:
- national perceptions of SDG 4; and
- examples of good practice – on SDG 4 in general and in five specific areas: monitoring learning, targeting vulnerable groups, broadening the content of education, offering lifelong learning opportunities, and collaborating with other sectors

In addition, a mapping of SDG 4 and SDG 4 monitoring coordination mechanisms will be provided.

The report is expected to be 20,000 words long. A target launch date and dissemination activities will be discussed in coming weeks.

Indicative timeline

September	Collect data from regional consultations in Latin America and the Caribbean
October	Collect data from regional consultation in Europe and Central Asia
November	Collect data from regional consultation in Arab States and from contact with sub-Saharan African countries
December	Follow up with selected countries for in-depth case studies
January	Present preliminary ideas at GEM and prepare zero draft
February	Continue research and prepare first draft
March	Incorporate comments and prepare final draft
April	Production of English version; translation in other languages
May	Production of other language versions

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REF 9b - UIS SDG 4 Data Initiatives

As the custodian agency for SDG 4 data, the UNESCO Institute for Statistics (UIS) has launched several initiatives to meet the unprecedented demand for new types of data on education and learning. These initiatives bring together countries, donors, technical partners and civil society groups.

Technical Cooperation Group on the Indicators for SDG 4-Education 2030 (TCG) (tcg.uis.unesco.org)

What is the TCG? The Group serves as a platform to discuss and develop SDG indicators in an open, inclusive and transparent manner. It makes recommendations on actions needed to improve data quality and availability as well as the methodologies to produce the thematic monitoring indicators.

Who is involved? The Group is composed of about 40 representatives of Member States, international and regional organizations, civil society groups and the Co-Chair of the Education 2030 Steering Committee. The UIS co-chairs the Group and hosts the secretariat. The Group meets physically once or twice each year.

What are the objectives? The ultimate aim is to help Member States implement the SDG 4 global and thematic indicators. Key objectives include:

- Finalise and maintain the thematic indicator framework while helping to design regional monitoring frameworks.

- Provide guidance and recommendations to countries on how to implement and use the indicators with special attention to their specific contexts.

- Provide the SDG 4 - Education 2030 Steering Committee with the inputs needed to assess the coverage of the thematic indicators as well as the use of new methodologies and data sources.

- Make recommendations to the SDG 4 - Education 2030 Steering Committee on how to help countries strengthen their statistical capacities.

- Make recommendations to the UIS about SDG data reporting.

How does it work? The Group has established three working groups which focus on: indicator development; capacity development; as well as data reporting, validation and dissemination. These groups include representatives of countries, technical experts and education advocates. They tend to meet virtually and regularly produce reports, recommendations and guidance for the TCG.

In addition to the three working groups, the TCG works closely with the Global Alliance to Monitor Learning on indicators related to learning outcomes.

Global Alliance to Monitor Learning (GAML)
(gaml.uis.unesco.org)

What is GAML? The Alliance is designed to improve learning outcomes by supporting national strategies for learning assessments and developing internationally-comparable indicators and methodological tools to measure progress towards key SDG 4 targets.

Who is involved? Through a highly collaborative approach, GAML brings together a broad range of stakeholders, including decisionmakers and experts involved in national and cross-national learning assessment initiatives, as well as donors and civil society organizations advocating for education. The UIS established the Alliance and hosts the secretariat.

What are the objectives? While a growing number of countries are assessing learning outcomes, the resulting data cannot be compared internationally. In response, GAML is building global consensus on the international reporting and measurement of learning based on the best fit-to-purpose methodological approaches and practices. Key objectives include:

- Develop all of the SDG 4 global and thematic indicators related to learning and skills, as well as the methodological tools and standards needed to ensure global comparability.

- Produce standards, guidelines and tools to help countries strengthen the implementation of their assessments and evaluate their quality.

- Provide capacity development tools to support countries in collecting, analysing and using learning assessment data to meet their specific needs and contexts.

How does it work? Five of the 10 targets of SDG 4 focus on learning. GAML has set up a series of task forces to focus on each of these learning targets. The task forces bring together leading technical experts representing countries, assessment agencies, donors and NGOs to resolve the methodological challenges and build consensus on the most pragmatic approaches to produce internationally-comparable data on learning outcomes. In addition, the Alliance has established a task force on cross-cutting issues related to assessment implementation. Discussions are also underway to create another task force on capacity development.

Based on the methodological work of GAML, the Technical Cooperation Group makes recommendations to the SDG-Education 2030 Steering Committee and the Inter-Agency Expert Group on SDG Indicators (IAEG-SDGs).

REF 10 - Concept note & provisional agenda of the Global Education Meeting 2018

Education in an Interconnected World: Ensuring inclusive and equitable development

1. Background

The Education 2030 Framework for Action stipulates that periodic Global Education Meetings, aligned with the meeting schedule of the High-level Political Forum (HLPF) on sustainable development, will be organized by UNESCO in consultation with the SDG-Education 2030 Steering Committee to review the SDG4-Education 2030 agenda against progress made and to share outcomes with the appropriate overall global follow-up and review mechanisms for the SDGs. As per this stipulation a Global Education Meeting (GEM) will be organized in December 2018 in Brussels, Belgium. The meeting will focus on the HLPF 2019 Theme "Empowering people and ensuring inclusiveness and equality", and review progress towards the realization of SDG4 and examine the inter-linkages between SDG 4 and Goals 8 (Decent Work and Economic Growth), 10 (Reduced Inequalities), 13 (Climate action) and 16 (Peace, Justice and Strong Institutions), paying particular attention to the issue of migration and forced displacement.[25]

Education and development in an interconnected world

We live in an increasingly interconnected and interdependent world bringing with it new levels of complexity, tensions and paradoxes. Global economic growth has come at the expense of ecological stress and unsustainable patterns of economic production and consumption. Greater wealth and reduction in global poverty has also seen rising levels of vulnerability, growing inequalities and exclusion. Moreover, growing interconnectedness and mobility is also associated with rising intolerance, division and violence.[26] Yet, greater interdependency and interconnection also offer new knowledge horizons and opportunities for strengthened solidarity in our collective endeavor for inclusive and sustainable human and social development.

Reciprocal linkages between education and development

Education plays a key role in building sustainable, inclusive and resilient societies and has reciprocal linkages with almost all other goals in the 2030 Agenda for Sustainable Development. On one hand, education contributes to improved physical and mental health; promotes gender equality and can reduce inequality. It increases the productivity of individuals and strengthens the potential for economic growth by developing competencies and skills needed for decent work and professional skills needed for sustainable development, including water and sanitation, green energy or the conservation of our natural resources. Education helps eradicate poverty and hunger and promotes peace, the rule of law and respect for human rights. Conversely, progress in other areas affects education in many ways. Healthier children are more likely to learn better. Shifts in sustainable production patterns, for example, translate into changed demands on the education system in terms of educational content, as well as competencies and skills development. On the other hand, lack of progress on other SDGs, including economic shocks, environmental degradation and poverty, creates barriers to access to education or to educational outcomes.[27]

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

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Migration, forced displacement and education

In an era of intensified globalization characterized by profound demographic, socio-economic, environmental and technological change, migration and displacement are emerging as essential development policy issues. While the phenomenon of migration is not new, patterns of migration and mobility in today's world are characterized by their unprecedented scale, intensity and heterogeneity. With over 257 million international migrants crossing international borders in 2017[28], and internal migration within countries growing to 865 million people, one in seven persons now live outside their region of birth. "Factors underpinning migration are numerous, relating to economic prosperity, inequality, demography, violence and conflict, and environmental change. While the overwhelming majority of people migrate internationally for reasons related to work, family and study, many people leave their homes and countries for other compelling reasons, such as conflict, persecution and disaster."[29] The number of people forcibly displaced due to conflict, persecution and natural disasters has also increased substantially, reaching 65.6 million people in 2016, including both internally displaced persons (IDPs) and refugees.[30] This creates additional barriers to access quality education and places additional pressure on host country education systems, including the challenge of lack of documentation and recognition of educational achievement among refugees. There is insufficient attention to how migration, forced displacement and education interact to influence social and economic mobility. It is therefore crucial to better understand the influence of education on migration and forced displacement, as well as the complex challenges and unique opportunities that movements of people present for education systems and skills acquisition, decent work and the chance for a dignified life.[31]

2. Reviewing progress in education towards the 2030 Sustainable Development Goals

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

HLPF 2019: Empowering people and ensuring inclusiveness and equality:

As the main UN platform on Sustainable Development, the High-Level Political Forum (HLPF)[32] has a central role in the follow-up and review of the 2030 Sustainable Development Goals (SDGs) at the global level. Under the auspices of ECOSOC, the HLPF examines a set of goals annually, as well as their two-way interlinkages - as appropriate. The 2019 HLPF Review will be devoted to the theme "*Empowering people and ensuring inclusiveness and equality*". This includes an in-depth review of SDG 4 together with the following goals:

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

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

Reduce inequality in people, within and among countries

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[28] IOM 2018.
[29] World Migration Report 2018.
[30] UNHCR.
[31] Note that the Global Education Meeting will take place a few days before the UN member States adopt a New Global Compact for migration.
[32] The forum was created at the United Nations Conference on Sustainable Development in June 2012 (Rio+20) to provide high-level policy guidance and promote and review implementation of sustainable development.

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Take urgent action to combat climate change and its impact

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

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

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

3. Aim and Expected Outcomes

The 2018 Global Education Meeting will provide a high-level forum for review of progress towards the universal global education commitments since the adoption of the 2030 Agenda for Sustainable Development in 2015. As such, it represents a key milestone in the assessment of effective policies and strategies and of key challenges with regard to the implementation of SDG4 targets and commitments, as well as of education-related targets within other development goals. By drawing largely on data from the UNESCO Institute for Statistics and analyses in the Global Education Monitoring reports, the review will explore key questions such as what structures and concrete measures, in term of education sector policy, management, monitoring and financing, have been put in place to ensure implementation of education 2030 targets and commitments. In so doing, it seeks to achieve the following outcomes:

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

Format

The three-day event will consist of:

1. A Senior Officials' Meeting (1.5 days) including a Forum of parallel sessions;
2. A Leaders' Meeting for Ministers, Vice-Ministers and/or heads of delegations (1.5 days).

	Day 1 Mon 3 Dec	Day 2 Tue 4 Dec	Day 3 Wed 5 Dec
09:30 - 12:30	**Introduction** Welcome and presentation of expected outcomes and working modalities. **Review of progress on Education 2030 targets and commitments** **1. Global perspectives:** Review of progress based on most recent UIS data, the 2019 Global Education Monitoring report and other sources **2. Regional perspectives:** Review of outcomes of regional SDG fora and Education 2030 consultations	**Synthesis of Open Forum** Review of key conclusions and recommendations from Open Forum workshops of Day 1 **Education and the 2030 Agenda** Plenary panel debate focused on inter-linkage between education and development **Policy Recommendations** Identification of key policy recommendations	**Review of progress on SDG4** Endorsement of main messages from regional consultations **Policy recommendations** Presentation of outcomes of Senior Officials' meeting **Country Experiences** **Round Table 1** Based on Voluntary National Reviews 2 countries per region
			Ministerial lunch
14:00 - 18:00	**Open Forum** **Parallel workshops** Three consecutive series of 4 parallel workshops (75 min each) running from 14:00 to 17:45 (Total of 12 workshops). Organized by partners, the first two series of workshops will address SDG4 targets and policy focus areas and the interlinkages with other SDGs. The third series will address system-wide issues. [See below for more detail].	**Opening Ceremony** [HE.M. Queen Mathilde of Belgium] Opening statements from key high-level representatives of constituencies **Panel Debate 1** **Empowering people and ensuring inclusiveness and gender equality** **Panel Debate 2** **Migration, Forced Displacement and Education**	**Country Experiences** **Round Table 2:** Based on Voluntary National Reviews 2 countries per region **Adoption of Outcome Statement** Presentation, discussion and adoption **Closing**
19:00		**Dinner Gala**	

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Forum [Day 1: 3 Dec 2018]

The Forum (Day 1) will offer three consecutive series of parallel workshops (75 min each). The first two series of workshops will be focused on progress in and lessons learnt from implementing Education 2030 targets and policy commitments, including the interlinkages between education (SDG4) and the other SDGs which will be the focus of the 2019 High-Level Panel Review. The third series of workshops will be devoted to system-wide issues relative to the governance and management of integrated learning systems. An equity lens will cut across all themes in line with SDG 10 focus on reducing inequalities within and across countries.

	Parallel Workshop	Parallel Workshop	Parallel Workshop	Parallel Workshop
Forum Session I **14:00 - 15:15**	**The teaching profession**	**Responding to education in crisis / education of refugees**	**Girls' and women's education**	**Education, citizenship and sustainable development**
Forum Session II **15:30 - 16:45**	**Early childhood education & development**	**Curriculum and learning assessment**	**Technical and Vocational skills development and youth employment**	**Higher education and mobility**
Forum Session III **17:00 - 18:15**	**Partnerships for financing of education**	**Technology, innovation, and the future of learning**	**Civil society, public reporting and accountability**	**Lifelong learning and multiple learning pathways**

References and sources

Deliberations will be informed by a range of sources including:

- The outcomes of Regional Education 2030 consultations undertaken throughout 2018[33]

- Voluntary National Reports completed or underway, with a particular focus on how education is addressed

- The Global Education Monitoring Reports (2016, 2017/18, 2019)

- A range of products (publications, technical guides, data tables) by the UNESCO Institute for Statistics and partners on the various themes of Agenda 2030

- SDG-Education 2030 Steering Committee deliberations and outputs, including the draft submission to HLPF 2019

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[33] Pan-Africa High-Level Conference on Education (Nairobi, 25-27 April 2018); Asia-Pacific Education 2030 Consultation (Bangkok, 12-14 July 2018); Latin American and Caribbean Ministerial Conference (Bolivia, 25-26 July 2018); Europe and North American Education 2030 consultation (Strasbourg, 24 October 2018) and Arab Regional Meeting (Venue TBD, 6-8 November 2018).

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Participants:

Total of 300 participants comprising:

- Representatives of Member States

    10 countries for each of the 6 regions, including the 3 countries representing each region on the SDG-Education 2030 Steering Committee, [3 representatives per delegation led by their respective Ministers of Education], as well as representatives of the E-9 countries.

- World Education Forum co-conveners and affiliated organizations

- Multilateral and bilateral agencies

- Regional organizations

- Civil society organizations, the teaching profession

- The private sector and foundations

- Youth and student representatives

- Academia

Venue :

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

Working Languages:

The working languages for the plenary sessions will be English, French, Spanish and Arabic with simultaneous translation. For parallel sessions during the Open Forum (afternoon of Day 1), interpretation will be arranged in as many of these languages as possible.

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REF 11 - Guidelines for Preparation & Organization of GEM 2018 Forum Workshops

Context and Purpose

In reviewing global education progress, the deliberations of this segment of the Global Education Meeting (GEM) will be framed by the HLPF 2019 theme "*Empowering people and ensuring inclusiveness and equality"*. With emphasis on Goal 10 "*Reduce inequality within and among countries*" as a crosscutting issue, the Forum constitutes an important part of the Global Education 2030 Meeting[34], providing a space where participants can share knowledge and experience in an open and interactive manner.

Following a review of progress in the morning of Day 1 of GEM (Monday, 3 December 2018), the afternoon will comprise a series of parallel *Forum Workshop Sessions* covering new thinking, insights and innovative strategies in the implementation of SDG 4 to inform the preparation for the 2019 HLPF Review. These sessions will, in particular, focus on challenges, gaps, and lessons learnt in the implementation of the education (SDG4) targets and commitments as well as across the 2030 Agenda for Sustainable Development, paying attention to the interlinkages between education and the following SDGs being reviewed during the 2019 HLPF:

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

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

Reduce inequality in people, within and among countries

Take urgent action to combat climate change and its impact

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

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

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[34] Hereinafter Meeting.

Programme and Format

The *Forum Workshop Sessions* will take place between 14.00 and 18.15 according to the following draft programme:

	Parallel Workshop	Parallel Workshop	Parallel Workshop	Parallel Workshop
Forum Session I 14:00 - 15:15	The teaching profession	Responding to education in crisis / education of refugees	Girls' and women's education	Education, citizenship and sustainable development
Forum Session II 15:30 - 16:45	Early childhood education & development	Curriculum and learning assessment	Technical and Vocational skills development and youth employment	Higher education and mobility
Forum Session III 17:00 - 18:15	Partnerships for financing of education	Technology, innovation, and the future of learning	Civil society, public reporting and accountability	Lifelong learning and multiple learning pathways

There will be three back-to-back *Forum Workshop* sessions with four parallel workshops within each (75 mins per workshop). Each interactive workshop should comprise a presentation segment by several experts on the topic (35-40 mins) and allow sufficient time for dynamic discussion and debate among participants.

Interventions should seek to make interlinkages with SDG8 on decent work and inclusive growth, SDG 10 on reducing inequality, SDG13 on climate action and sustainable development, and SDG16 on peace, justice and social cohesion, and to the extent possible **involve national stakeholders who can share country examples and perspectives**.

Innovative workshop formats such as interactive dialogue, fish-bowl discussions, talk-show modalities, etc. are encouraged. Note that PowerPoint presentations are not required.

Expected outcome of each session: The aim is to bring to the fore new thinking, insights and innovative strategies that can address the challenges of SDG 4 implementation, particularly in terms of gaps and lessons learnt. The desired outcome for each session is to define a maximum of three **key recommendations** to inform the Ministerial segment of GEM on day 2 and 3, and as potential input for the 2019 HLPF.

The session organizer(s) is/are responsible for identifying speakers, a moderator and rapporteur(s), as well as ensuring that:

- **Speakers:** are drawn from registered Meeting participants, are gender-balanced, represent a diversity of stakeholders and points of views (including youth, civil society), and to the extent possible various regions [refer to Annex II for more information]

- **Moderator:** has strong communication and synthesizing skills in addition to reputable knowledge of the topic, provides a short introduction and is prepared to draw out comments and questions from the floor, guides the discussion towards clear conclusions and a set of two to three recommendations as potential input for the 2019 HLPF

- **Rapporteur(s):** are assigned to each session, preferably bilingual in English and French, prepare a concise report of maximum two pages on the session discussion, and capture the key policy

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messages and/or viewpoints expressed. These will be synthesized and incorporated into the final Meeting report.

Session organizers are also requested to prepare a short Workshop Forum Session Concept Note (1 or 2 pages) with an equity lens cutting across all themes, and any other relevant background documents they may wish to prepare [see Annex II].

Forum Languages

To facilitate discussion and debate, simultaneous interpretation will be made available for each workshop in two of the official Meeting languages (English and French). The session organizer(s) will be asked to cover the costs of interpretation and inform the Meeting Secretariat of any specific requirements via the Workshop Proposal Form. UNESCO will support the interpretation costs for sessions organized by least developed countries (LDCs) and civil society organizations from the South. In such cases, prior approval with the Secretariat of the Meeting is required.

Logistics

Workshop organizers are expected to manage and cover the cost of the printing and shipment of relevant documents for their respective session. To facilitate the organization of the Forum, organizer(s) should confirm with the Meeting Secretariat the list of documents they wish to distribute. The session meeting rooms have projector equipment. Specific requests or special arrangements can be indicated in the Workshop Proposal Form for consideration.

Forum Workshop Proposal Form

Proposed workshop organizers must fill and submit a Workshop Proposal Form [Annex I] to the Meeting Secretariat no later than 30 September 2018. Forms can be sent to GlobalMeeting@unesco.org with the subject: Forum Workshop Proposal Form.

REF 12 - Preparation of the Global Education Meeting 2018 Outcome Document

The Global Education Meeting, to be held in Brussels from 3-5 December 2018, is organized by UNESCO in consultation with the SDG-Education 2030 Steering Committee (SC). It aims to review the SDG4-Education 2030 agenda against progress made and to share outcomes with the appropriate overall global follow-up and review mechanisms for the SDGs. The Global Education Meeting will focus on the High-Level Panel Forum (HLPF) 2019 Theme "Empowering people and ensuring inclusiveness and equality", review progress towards the realization of SDG4, and examine the inter-linkages between SDG 4 and Goals 8 (Decent Work and Economic Growth), 10 (Reduced Inequalities), 13 (Climate action) and 16 (Peace, Justice and Strong Institutions).

Inputs for the GEM 2018 outcome document

In preparation for the Global Education Meeting (GEM 2018), a series of regional consultations have been / will be held across all regions, each producing an outcome statement that underscores the region's key policy recommendations for SDG4-Education 2030 implementation. Together, these statements will identify remaining key challenges and opportunities to meet global commitments in line with the focus of the HLPF 2019 review.

These statements constitute the main inputs to the GEM 2018 draft outcome document.
The GEM 2018 outcome document will also draw on the Global Education Monitoring Reports 2017/18 and 2019 (to be launched on 20 November 2018), as well as the outputs of the SC working groups over the past two years.

Drafting committees and coordination of the process

- **Preparation of the draft outcome document:** The draft outcome document will be prepared by a sub-committee of the SDG-Education 2030 Steering Committee, and validated by the SC. The designated sub-committee, comprised of the SC Bureau, the Secretariat and other interested SC members, will also ensure coordination of the drafting process.

- **Refining the outcome document during the GEM 2018:** During the GEM 2018, the draft outcome document will be refined / fine-tuned based on the general debates and key recommendations coming out of the thematic sessions, and will be presented for endorsement during the Ministerial segment (5 December 2018). A drafting committee, designated in advance by the Steering Committee and representing Member States, various partners and stakeholders, will be tasked with the finalization and presentation of the outcome document during the Ministerial meeting.

Next steps and timeline:

The SC sub-committee is designated to develop the initial draft outcome document. The sub-committee will include the SC Bureau, the Secretariat and other members who may be interested.	Other SC members interested must express interest to the Secretariat by 1 October 2018, noting that a regional and gender balance will be maintained.
Draft zero prepared by the SC sub-committee and shared with the SC for input	12 November 2018
Submission of inputs from the SC members	22 November
Draft consolidated/finalized by sub-committee and validated by SC	29 November
Global Education Meeting 2018 drafting committee is designated. The GEM 2018 drafting committee will fine-tune the draft outcome document and integrate perspectives from the thematic sessions. Drafting committee members will be expected to meet at the end Day 1 and 2, and perhaps more often during the coffee/lunch breaks.	15 November

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REF 13 - Contribution to the High-level Political Forum Review (April 2018)

ECOSOC invited intergovernmental bodies, including the SDG-Education 2030 Steering Committee, to contribute to the 2018 High-level Political Forum. This contribution is based on the HLPF mandated structure for all submissions, and suggested focus areas from the perspective of SDG4 based on discussions held during the last SDG-Education 2030 Steering Committee meeting (Paris, 28 February – 2 March 2018).

SDG-Education 2030 Steering Committee input to the 2018 High-Level Political Forum
under the theme *Transformation towards sustainable and resilient societies*

Education plays a key role in building sustainable and resilient societies. Education also serves as the foundation for the achievement of all other SDGs: it increases the productivity of individuals and strengthens the potential for economic growth; develops skills needed for decent work; develops professional skills needed for sustainable development, including water and sanitation, green energy or the conservation of our natural resources; helps eradicate poverty and hunger; contributes to improved health; promotes gender equality and can reduce inequality; and promotes peace, the rule of law and respect for human rights.

a. **Assessment of situation regarding the principle of "ensuring that no one is left behind" at the global level**

Universal access to pre-primary is far from being achieved

Pre-primary education establishes the foundations for lifelong learning but the global gross enrolment ratio – the number of enrolled children relative to the population of official pre-primary age – was only 49% in 2016. In Southern Asia, Northern Africa and Western Asia, sub-Saharan Africa, and Central Asia, participation in pre-primary education is below the global average.

*Global out-of-school rates and numbers have fallen since 2000 but remain high*

In 2016, 263 million children, adolescents and youth were out of school, representing nearly one-fifth of the global population of this age group[35].1 63 million (24% of the total out-of-school population) are children of primary school age, 61 million (23% of the total) are adolescents of lower secondary school age, and 139 million (53% of the total), are youth of upper secondary school age[36].

The number of children, adolescents and youth who are excluded from education fell steadily in the decade following 2000, but this progress essentially stopped in recent years. The primary out-of-school rate has barely moved from around 9% since 2008, and the lower secondary out-of-school rate has been at 16% since 2012. The upper secondary out-of-school rate has fallen more steadily since 2000, but this trend is flattening out, with the most recent estimate at 36% (**Figure 1**).

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[35] UNESCO Institute for Statistics (UIS). 2018. "One in Five Children, Adolescents and Youth Is out of School." Fact sheet no. 48, UIS/FS/2018/ED/48. Montreal: UIS. http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf

[36] The official ages for each level of education vary by country. Primary school age is on average about 6 to 11 years, lower secondary school age about 12 to 14 years, and upper secondary school age about 15 to 17 years.

Figure 1. Global out-of-school rate by age group and sex, 2000-2016
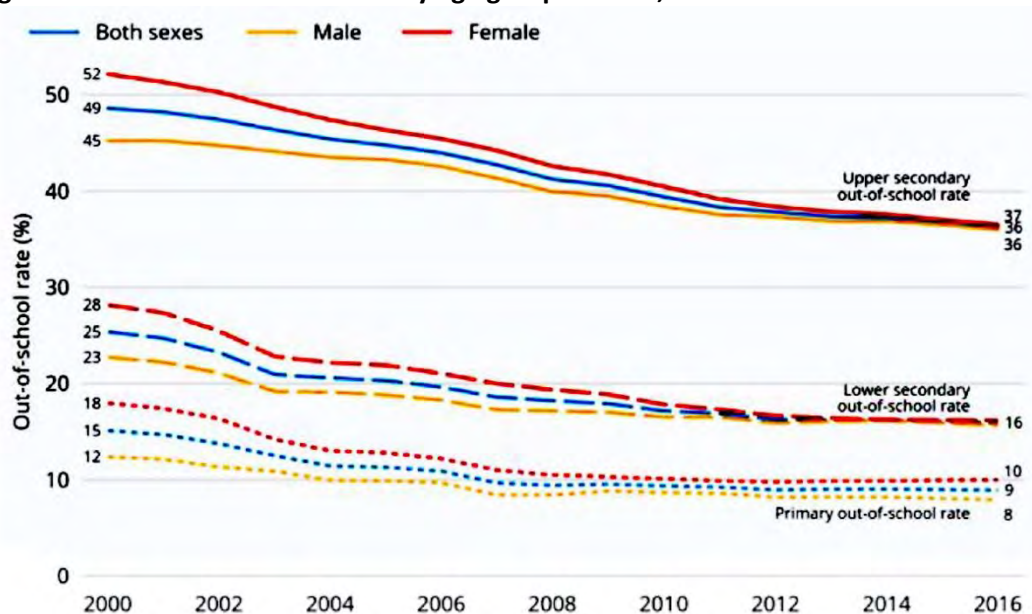
Source: UNESCO Institute for Statistics database.

The gap between male and female out-of-school rates has narrowed over the years but among children of primary age, girls are still more likely to be out of school. Among adolescents and youth of secondary school age, there are no gender disparities at the global level; however, regional data show that girls are disadvantaged in sub-Saharan Africa, Oceania, and Northern Africa and Western Asia, while boys are disadvantaged in Latin America and the Caribbean. At the national level, many countries have significant disparities in enrolment linked not only to sex, but also location, household wealth, disability, ethnic or linguistic minority status, exposure to armed conflict, and other personal and household characteristics[37].

Children from rural areas and the poorest households are least likely to complete primary education

Primary completion rates vary considerably by SDG region, sex, location and household wealth. Data coverage is insufficient for the calculation of regional and global averages but a review of national completion rates in each region yields important insights.

Sub-Saharan Africa has the largest gaps between rural and urban areas and between the poorest and richest household quintiles (**Figure 2**). This region also has the largest gaps between the lowest and highest national values, followed by Southern Asia, Eastern and South-Eastern Asia, Latin America and the Caribbean, and Northern Africa and Western Asia. Across all regions, gender disparities in primary completion are smaller than disparities associated with location and wealth.

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[37] See the UIS.Stat database at http://data.uis.unesco.org/

Figure 2. Completion rate of primary education, by region, sex, location and household wealth, 2016 or most recent year available
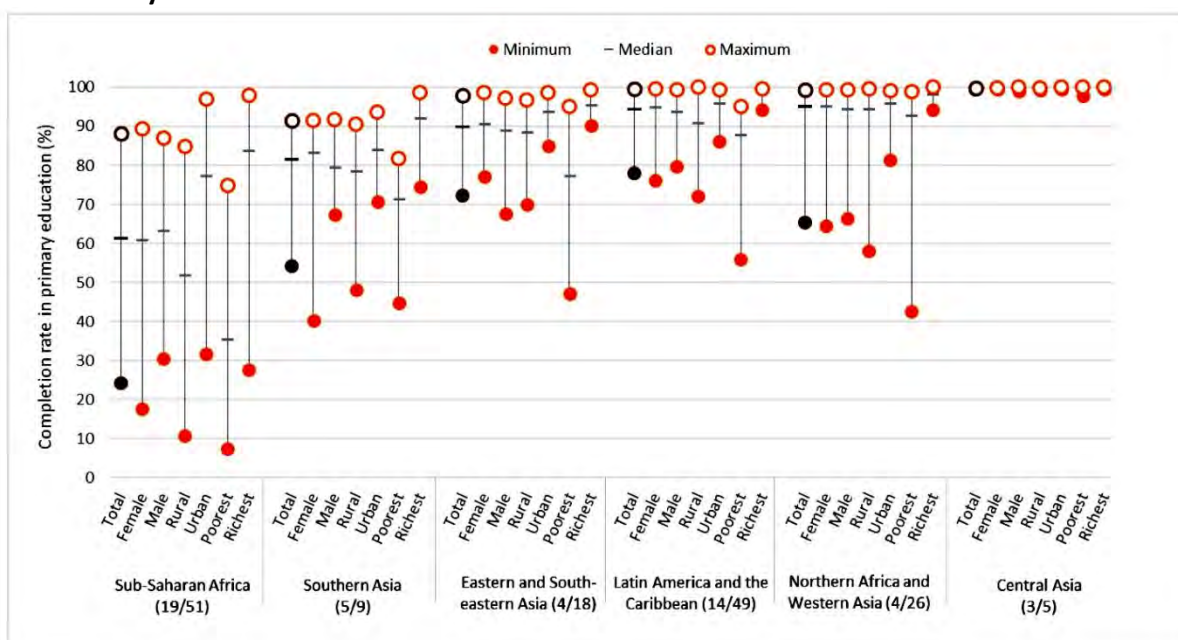
Note: The figures in parentheses indicate the number of countries in a region with data out of the total number of countries in a region.
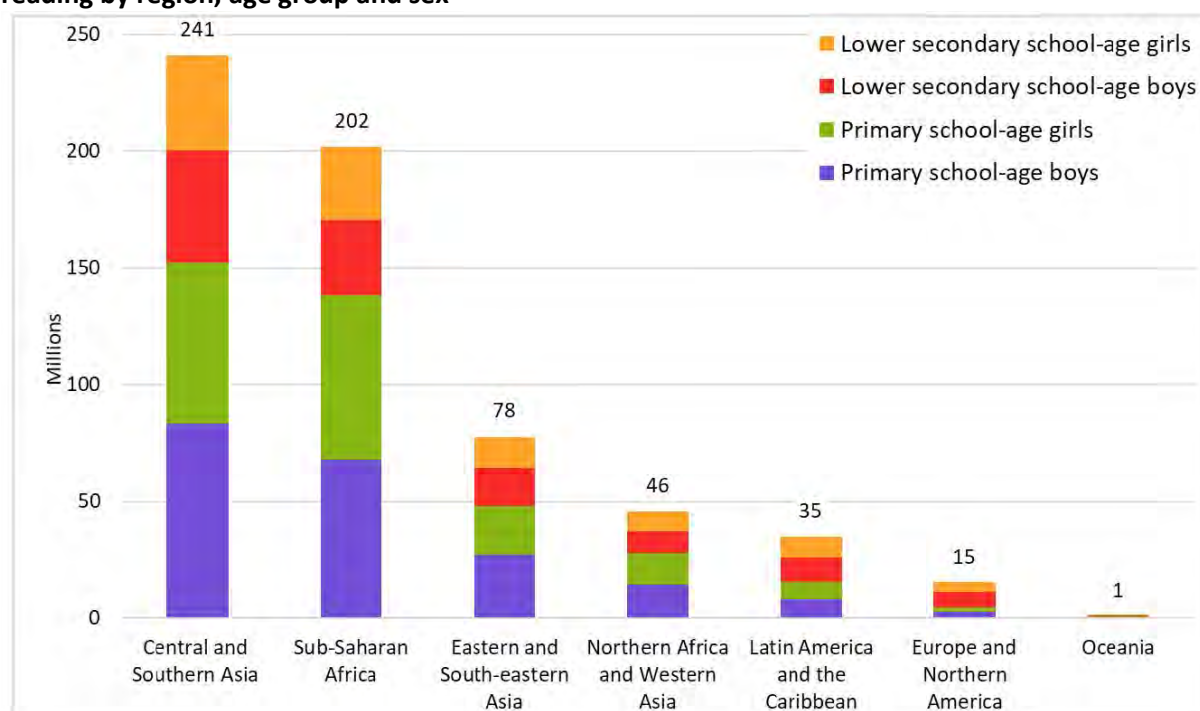*Source: UNESCO Institute for Statistics database.*
Three in every five children and adolescents are not learning the basics in reading and mathematics

Globally, more than 617 million children and adolescents – including 387 million children of primary school age (58% of the population in this age group) and 230 million adolescents of lower secondary school age (56% of the population in this age group) – do not achieve minimum proficiency levels in reading and in mathematics[38]. About two-thirds of these children and adolescents are in school but will not become proficient, either because they drop out or because they do not learn the basics, frequently due to poor quality of education and inadequately trained teachers.

In sub-Saharan Africa, 88% and 84% of all children and adolescents will not be proficient in reading and in mathematics respectively by the time they are of age to complete primary and lower secondary education. Central and Southern Asia has the second highest rates of non-learners, 81% and 76% respectively, despite years of steady growth in enrolment rates. The proportions of children and adolescents not reaching minimum proficiency level in reading and in mathematics respectively are 57% in both learning domains in Northern Africa and Western Asia, 36% and 52% in Latin America and the Caribbean, and 31% and 28% in Eastern and South-Eastern Asia. In Europe and Northern America (14% in both reading and mathematics) and in Oceania (22% in both reading and mathematics) the rates are lower but still too high, especially among the population of lower secondary age. For mathematics, the regional numbers of children and adolescents who do not achieve minimum proficiency are similar.

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[38] UNESCO Institute for Statistics (UIS). 2017. "More than One-Half of Children and Adolescents Are Not Learning Worldwide." UIS fact sheet no. 46. Montreal: UIS. http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf

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Figure 3. Number of children and adolescents who do not achieve the minimum proficiency level in reading by region, age group and sex

Source: UNESCO Institute for Statistics database.
Literacy rates and educational attainment rates are increasing, but remain low in some regions

There have been remarkable improvements in terms of reading and writing skills and a steady reduction in gender gaps over the past decades but 750 million adults – two-thirds of whom are women – remained illiterate in 2016[39]. The global adult literacy rate (for the population 15 years and older) was 86% in 2016, while the youth literacy rate (for the population aged 15 to 24 years) was 91%.
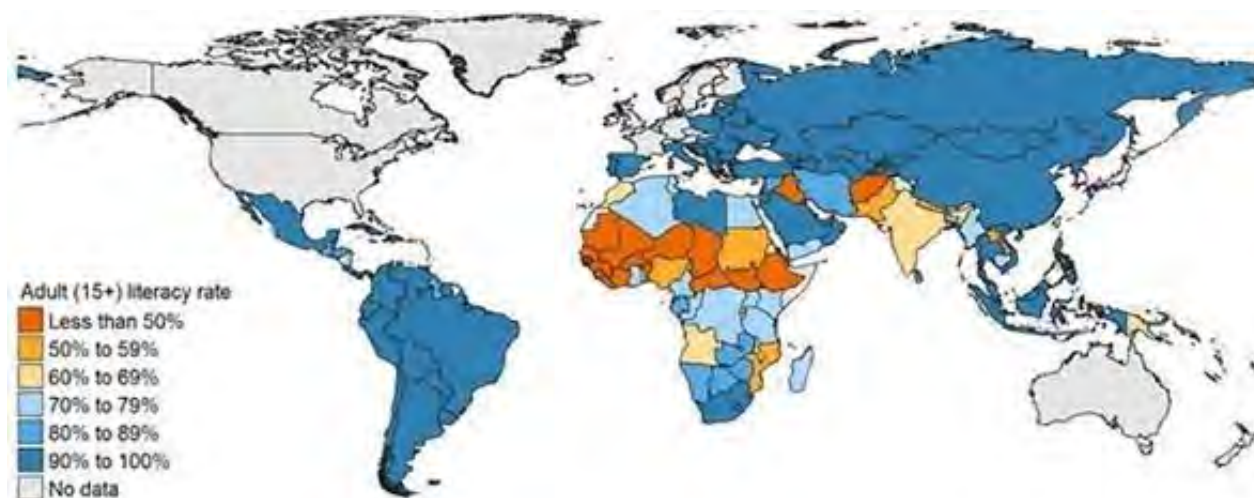
Southern Asia is home to almost one-half of the global illiterate population (49%). 27% of all illiterate adults live in sub-Saharan Africa, 10% in Eastern and South-Eastern Asia, 9% in Northern Africa and Western Asia, and 4% in Latin America and the Caribbean. Less than 2% of the global illiterate population live in the remaining regions combined (Central Asia, Europe and Northern America, and Oceania).

Literacy rates are lowest in sub-Saharan Africa and Southern Asia (**Figure 4**). Youth literacy rates are generally higher than adult literacy rates, reflecting increased access to schooling among younger generations, but remain low in several countries, most of them in sub-Saharan Africa.
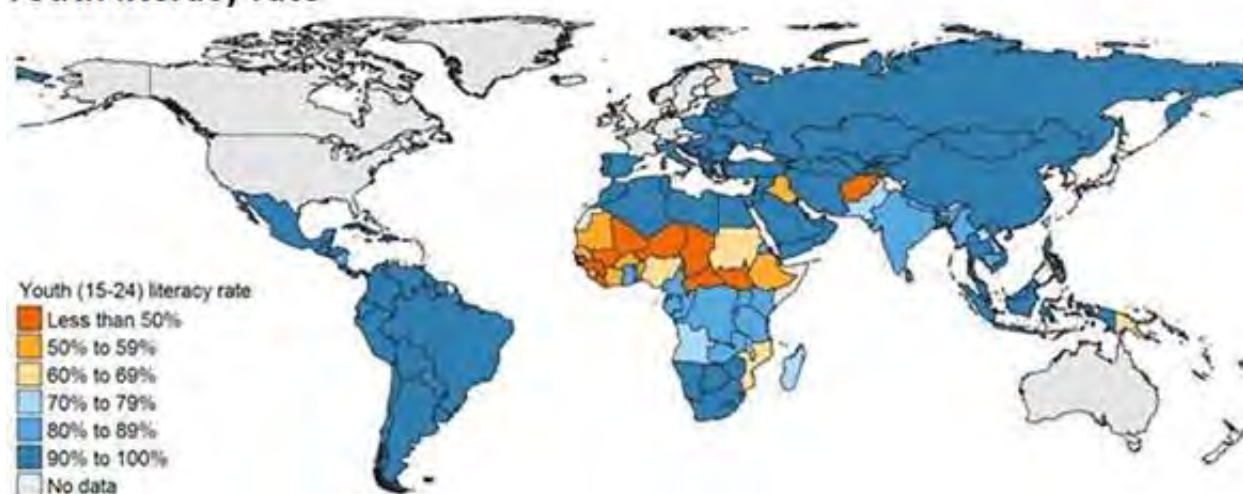
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[39] UNESCO Institute for Statistics (UIS). 2017. "Literacy Rates Continue to Rise from One Generation to the Next." UIS fact sheet no. 45. Montreal: UIS. http://uis.unesco.org/sites/default/files/documents/fs45-literacy-rates-continue-rise-generation-to-next-en-2017.pdf

Figure 4. Adult and youth literacy rate by country, 2016

Adult literacy rate

Youth literacy rate

Source: UNESCO Institute for Statistics database.

Information about the highest level of education completed by adults 25 years and older provides insights about the qualifications of the labour force in each country but data coverage for this indicator in the UIS database is relatively low and regional values are therefore not available. Moreover, data on educational attainment give a general picture of the state of education in individual countries but provide little information about specific skills, including the skills needed for sustainable development.

In most countries with data, the proportion of adults who completed at least primary education is higher than 60%, except for some countries in Latin America and the Caribbean, Southern Asia, and sub-Saharan Africa. For countries in Oceania, Central Asia, and Europe and Northern America, this proportion is 80% or higher. The lowest proportions of individuals with at least secondary education are found in sub-Saharan Africa, where two in every three countries have a proportion lower than 30%. The proportions of individuals who completed tertiary education are highest in parts of Central Asia and Europe and Northern America and lowest in sub-Saharan Africa and Southern Asia[40].

Many teachers lack training, many schools lack basic infrastructure

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[40] See the UIS.Stat database at http://data.uis.unesco.org

SDG target 4.c recognizes teachers as key for progress in education quality and learning. UIS data show that recruitment of teachers has increased and the average pupil-teacher ratio has fallen, yet millions of young people continue to be taught by unqualified personnel or in overcrowded and ill-equipped classrooms.

There are about 10 million pre-primary school teachers, 31 million primary school teachers and 34 million secondary school teachers around the world, but newly recruited teachers do not always receive the minimum pedagogical training according to national standards. Due to lack of comprehensive data, global estimates on trained teachers only exist for primary education. Globally, 86% of teachers are trained but the proportion is lower in Northern Africa and Western Asia (85%), Southern Asia (71%), and sub-Saharan Africa (62%) (**Figure 5**). At pre-primary and secondary levels, the lowest and highest proportions of trained teachers are found in sub-Saharan Africa and Central Asia, respectively.

Figure 5. Percentage of trained teachers, by region and level of education, 2016 or most recent year available
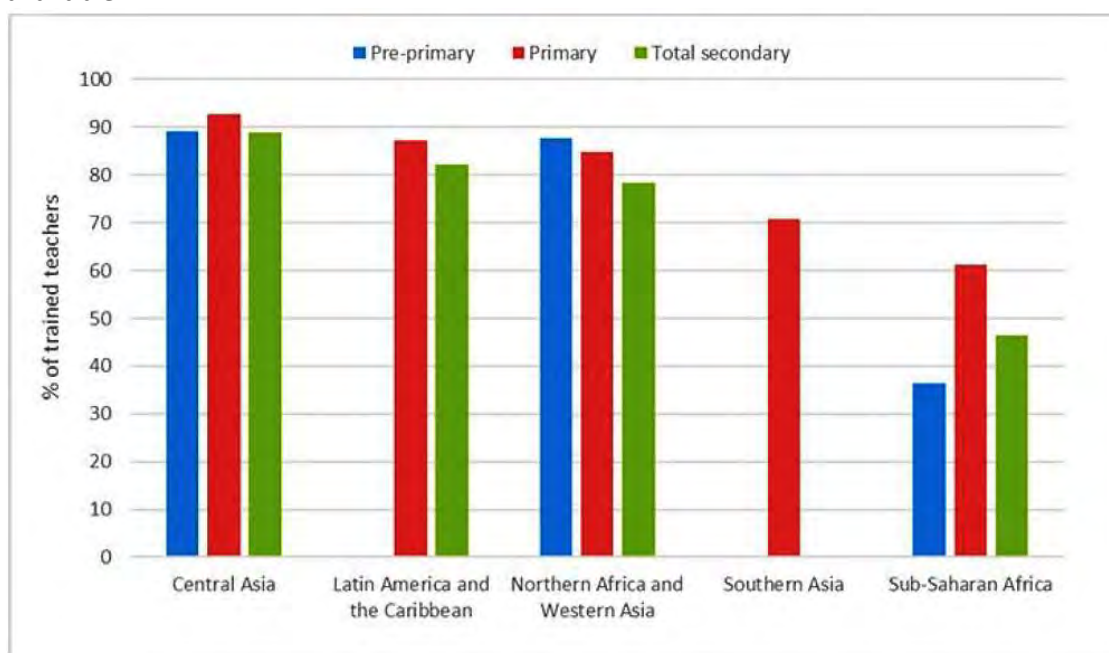
Note: For Latin America and the Caribbean and for Southern Asia, regional averages are not available for certain levels of education because of insufficient national data. Source: UNESCO Institute for Statistics database.

Least developed countries face the biggest challenges in providing basic infrastructure to students, including electricity, basic drinking water, and single-sex basic sanitation and handwashing facilities. Only 34% of primary schools in least developed countries have access to electricity and less than half of primary and secondary schools are equipped with basic handwashing facilities. The situation is especially severe in sub-Saharan Africa, where only 37% of primary schools, 52% of lower secondary schools and 55% of upper secondary schools have access to electricity (**Figure 6**). 8 countries in the region reported data on basic handwashing facilities; in 5 of these countries, less than one third of schools have such facilities.

Figure 6. Percentage of schools with access to basic infrastructure in selected regions, by level of education, 2016
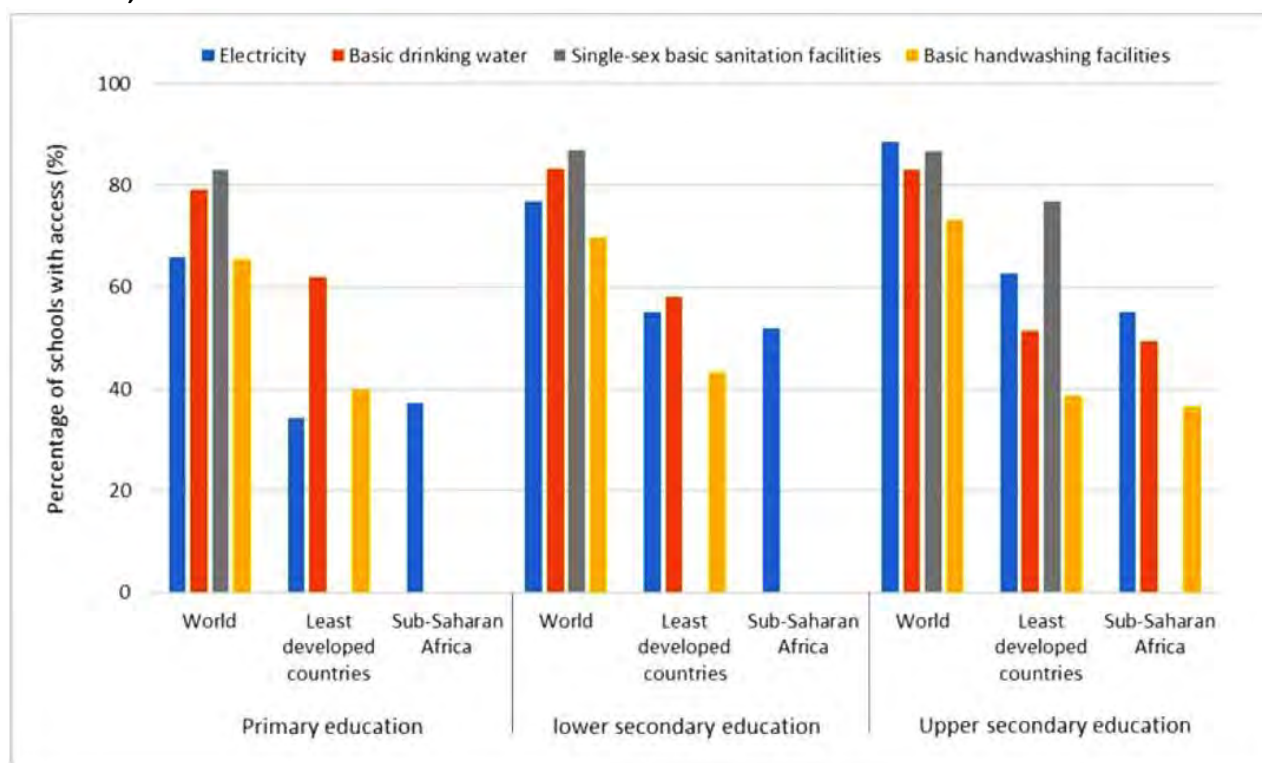
Note: For least developed countries and sub-Saharan Africa, some regional averages are missing because of insufficient national data.
Source: UNESCO Institute for Statistics database.

For poor households the cost of education can be prohibitive

The lack of sufficient funding for the education sector is a persistent problem in many countries and a particular challenge for low-income countries. UIS data confirm that in many developing countries, where government funding of education is low, households spend a far greater proportion of average GDP per capita on education than those in developed countries. This heavy burden raises concerns about the prospects of achieving the global education goal because the poorest and most marginalised children and youth are often denied their right to free primary and secondary education, which reinforces existing patterns of exclusion. For example, household expenses on secondary education amount to 20-25% of average GDP per capita in Benin, Chad, Côte d'Ivoire, Guinea, and Niger, and more than 30% in Togo. By contrast, in almost all rich countries this share does not exceed 5%[41].

Inclusion of sustainable development principles is inconsistent across national education systems

According to the reports submitted by 83 countries as part of the sixth consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms for the period 2012-2015, 56% of countries have education policies and frameworks in place that reflect the principles of SDG target 4.7, which includes key concepts of Education for Sustainable Development and Global Citizenship Education[42]. This global average indicates that there is general openness to recognize the principles as notions that are compatible with the general ethos of national education systems. A closer look at the data from a regional

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[41] Huebler, Friedrich, and Elise Legault. 2017. "The World's Families: Hidden Funders of Education." Global Partnership for Education (blog). 2 June 2017. http://www.globalpartnership.org/blog/worlds-families-hidden-funders-education

[42] UNESCO 202 EX/24 (III), Implementation of the 1974 Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms.

perspective shows, however, that there are differences between regions in the extent to which the Guiding Principles are de-facto reflected in national policy instruments pertaining to education.

Gaps in monitoring of SDG 4 pose challenges for progress towards other SDGs

The preceding analysis is based on currently available data by the UNESCO Institute for Statistics but there are considerable gaps in national and regional coverage among the global and thematic indicators for SDG 4. For some indicators, no data are available, sometimes because there is no established methodology, which impedes the monitoring of progress. An assessment by the UIS shows that in 2017, fewer than one-half (47%) of all countries had sufficient data for the 11 global indicators, and nearly two-thirds (63%) had the data needed for calculation of the 32 thematic indicators. Coverage is especially low for knowledge, skills, learning and school readiness; for these areas, only 43% of countries had data. No national data were available for 10 of the 43 indicators for SDG 4, including 1 global and 9 thematic indicators. For 19 indicators (8 global and 11 thematic), 50% or fewer of all countries reported data. Only 7 indicators (1 global and 6 thematic), had more than 75% national coverage in the UIS database[43].9 Without reliable data, policy makers cannot make informed decisions about interventions in the education sector. As targets for SDG 4 continue to be missed, the world is also at risk of also not reaching the other SDG targets.

b. Identification of gaps, areas requiring urgent attention, risks and challenges

The potential of education to promote the sustainable development agenda depends on the equitable expansion of education opportunities. But it also depends on less easily measurable aspects of quality and inclusion. Education systems still have significant unfulfilled potential to contribute to achieving sustainable and resilient societies although there are examples of excellent education systems from which we can learn what is possible for others that are following behind.

Education systems do not sufficiently address challenges such as sustainable consumption or segregation

While consumerism continues to dominate modern economies and societies, the prevention of unsustainable production and consumption patterns is yet to become a central feature of education systems. An analysis of 78 national curricula by the Global Education Monitoring (GEM) Report showed that topics that associated with sustainable development were found to some degree in most frameworks. For example, 73% of countries mention 'sustainable development', 55% use the term 'ecology' and 47% the term 'environmental education' in their curricula[44]. However, in India, environmental education was mandated by the Supreme Court in 1991, and in 2003 the government directed the National Council of Educational Research and Training to produce extensive content on environmental education. As a result, over 300 million students in the 1.3 million schools were receiving some environmental education training in 2015[45].

Overconsumption of natural resources and waste are part and parcel of economic systems that are decoupled from nature. The global economic system is built on a culture of consumption and the world's wealthiest populations consume the lion's share of its resources. Modern education systems can learn from best practices in indigenous communities and traditional indigenous knowledge systems that teach the importance of reciprocity and balance between humanity and nature. Current discussions to move towards a more sustainable economic model, such as steady-state economies/de-growth or sharing/circular economic strategies, remain relatively fringe ideas and are far from being taught through formal education systems. The Ellen MacArthur Foundation is working to build a global teaching and learning platform based on the circular economy framework, including online higher education programmes, professional

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

[44] 2016 Global Education Monitoring Report *Education for people and planet: creating sustainable futures for all* http://unesdoc.unesco.org/images/0024/002457/245752e.pdf

[45] Gardiner, B. 2015. How India is Teaching 300 Million Kids to Be Environmentalists. www.smithsonianmag.com/arts-culture/india-teaching-300-million-kids-sustainability-180956494

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development, and curricular interventions through the International Baccalaureate and United World Colleges[46].

Cities in many parts of the world remain segregated and education systems often exacerbate segregation. Various spatial and social patterns in most major cities – gentrification, urban sprawl, housing discrimination, immigrant enclaves, slums – separate residents in terms of wealth, access and privilege. Segregation by ethnicity, social class and race are well-documented features of the socio-economic and education landscape in cities in the United States and much of Europe; countries with legacies of troubled race relations, such as South Africa; historically unequal Latin American societies; and emerging middle income countries in Asia.

Education reflects but can also exacerbate inequality in cities. While urban areas provide greater access to education, the urban poor have worse primary completion rates than the average rural household in 26 out of 35 countries with available data. Discriminatory policies and practices exacerbate inequality in education. District-level analysis in Sao Paulo, Brazil, found that public services and utilities, including education, were more intensively allocated to districts with higher levels of human development[47].

Within schools, teachers may routinely exhibit discriminatory attitudes towards children of migrants and minorities, which deepen their social marginalization. In India, a randomized evaluation which assigned children's characteristics to examination cover sheets in India found that teachers gave worse scores to lower caste children, and that 20% of the performance gap between high and low caste students was linked to caste-based discrimination[48]. In the United States, legislation in the early 2000s released hundreds of US school districts from court-enforced integration. As a result, by 2011, in districts released from the desegregation order, 53% of black students attended so-called 'apartheid schools', where less than 1% of the student body was white[49].

Continuing challenges in water, energy and sustainable consumption also hamper education progress

The lack of access to water, sanitation and energy can impede educational progress. Reducing the time it takes to collect water and firewood can improve educational outcomes by freeing time for educational activities, especially for women and girls. An analysis of 24 sub-Saharan African countries estimated that 13.5 million women and 3.4 million children spent more than 30 minutes each day collecting water for household use; in all countries, girls were more likely than boys to have the responsibility of fetching water[50]. The lack of adequate sanitary care in schools for menstrual hygiene management has added consequences for girls' education. In Bangladesh, a nationally representative study from 2013 found that 41% of schoolgirls aged 11 to 17 in Bangladesh reported missing 2.8 days of school per menstrual cycle[51].

Human consumption needs and poor management of natural resources are responsible for causing irreversible damage to species and biodiversity loss, land degradation and pollution of water, air or soil. When people lose their ability to maintain their livelihoods due to these environmental challenges, they are compelled to migrate. Environmental migrants and refugees due to climate change, such as those afflicted by the dramatic droughts and desertification in arid and semi-arid regions in East Africa and Western Asian

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[46] https://www.ellenmacarthurfoundation.org/programmes/education

[47] Haddad, M. and Nedovic-Budic, Z. 2006. Using spatial statistics to analyze intra-urban inequalities and public intervention in São Paulo, Brazil. Journal of Human Development, Vol. 7, No. 1, pp. 85–109

[48] Hanna, R. N. and Linden, L. L. 2012. Discrimination in grading. American Economic Journal: Economic Policy, Vol. 4, No. 4, pp. 146–68.

[49] Hannah-Jones, N. 2014. Segregation Now: Investigating America's Racial Divide. New York, ProPublica. www.propublica.org/article/segregation-now-full-text.

[50] Graham, J. P., Hirai, M. and Kim, S.-S. 2016. An analysis of water collection labor among women and children in 24 sub-Saharan African countries. PloS one, Vol. 11, No. 6, e0155981.

[51] Alam, M.-U., Luby, S. P., Halder, A. K., Islam, K., Opel, A., Shoab, A. K., Ghosh, P. K., Rahman, M., Mahon, T. and Unicomb, L. 2017. Menstrual hygiene management among Bangladeshi adolescent schoolgirls and risk factors affecting school absence: results from a cross-sectional survey. BMJ Open, Vol. 7, No. 7, e015508.

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countries, can land up in burgeoning urban slums. Such population movements will continue to stress urban education systems and their ability to absorb population changes; and also increase rural challenges.

c. Valuable lessons learned on transformation towards sustainable and resilient societies

Imparting knowledge through education is necessary but not sufficient to change behaviours that promote sustainability and resilience. Deeper transformations of education systems are needed to deliver changes that will support sustainability and resilience.

An altogether different pedagogical approach for youth and adults is needed to address sustainable consumption and inequality

Knowledge drawn from textbooks is not sufficient to yield behavioural changes. Learning by doing is a key need in school curricula. In India, the concept of 'handprint' was developed to emphasize practice-based learning and positive actions in support of sustainability, instead of just a focus on environmental footprints. The Paryavaran Mitra nationwide initiative, which incorporates this methodology, aims to create a network of young environmental leaders across the country. It focuses on environmental understanding, critical thinking skills, engagement with communities, and learning by doing, and includes activities on water and energy conservation. The program has reached over 220,000 schools and government and civil society partners[52].

The whole-school approach to environmental education is another related focus going beyond textbook learning to make schools safe, climate-compatible and sustainable. The approach requires reconsidering and redesigning schools' operations and environmental management, pedagogy and learning, and community relationships. In the United Kingdom, whole school approaches have helped improve schools' ethos and student health and learning, and reduced schools' ecological footprints[53].

Attention also needs to be paid to education activities beyond school, recognizing the importance of lifelong learning to fulfil the sustainable development goals of improving management of terrestrial ecosystems, water/energy use and behaviours, and urban inclusion. After all, decisions to address the challenges of sustainable development need to be taken by people who have left school.

In some promising initiatives in poorer countries, education is found to be critical to empowering smallholders to preserve rapidly diminishing agricultural biodiversity and to changing mainstream practices dominated by agribusiness. In India, Navdanya (Nine Seeds) is a network across 18 states that seeks to conserve seeds by preserving knowledge about them and their use. It has trained over 500,000 farmers in seed sovereignty and sustainable agriculture over the past two decades. In Uttarakhand state, it has helped record folk knowledge of medicinal and other herbs and has documented farming patterns to provide advice that routinely goes against government policy, which favours use of chemicals. In Kheti Virasat (Heritage of Farming) in Punjab state, extension workers use documentaries and educational films instead of written material to educate farmers about the environmental and health problems of conventional farming, the geopolitics of agriculture and organic farming practices[54].

More generally, paying close attention to skills and the occupation requirements of green economy strategies is crucial since the shift to greener economies brings about structural changes in national labour markets. While the green transition mostly affects existing occupations, new job profiles also emerge, mostly at higher skill levels. This poses a considerable challenge of retraining those workers who may lose their jobs, upgrading the skills of the current workforce and providing the right skills to those entering the

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[52] Centre for Environmental Education. 2015. Paryavaran Mitrya: Actions that Count. Ahmedabad, India, Centre for Environmental Education.

[53] Hacking, E. B., Scott, W. and Lee, E. 2010. Evidence of Impact of Sustainable Schools. Nottingham, UK, Department for Children, Schools and Families.

[54] Nicolaysen, A. M. 2012. Empowering small farmers in India through organic agriculture and biodiversity conservation. Ph.D. dissertation, University of Connecticut.

changing labour market. Social partners and governments at all levels should collaborate in a broad effort to adapt TVET to changing skill needs, with particular attention to the local level, where different stakeholders representing both supply and demand come into direct contact.

Changing ingrained behaviours, such as sanitation practices in rural communities, require shifting community norms. The community-led total sanitation programme, implemented in over 60 countries, and incorporated into more than 20 national plans, has helped change sanitation practices. It has relied on key community facilitators with minimal specialized training who have become embedded into local governments[55].

Education can influence how cities are planned. Urban planners need multidisciplinary training, enabling them to work effectively across disciplines and sectors. In most countries, there are few urban planning programs - for instance, India has about 1 planner for every 100,000 urban residents compared to 1 for every 5,000 in Canada[56]. Education-led participatory approaches that recognize the needs of the disadvantaged also help improve urban planning and decision-making. The Shack/Slum Dwellers International network has worked in partnership with the Association of African Planning Schools to ensure that university training includes components that are more relevant for urban planning, especially in informal settlements[57].

Infrastructure investment projects improve education outcomes of marginalized populations

Improvements in other sectors bring benefits on education outcomes. In Nepal, a community-based water supply and sanitation project targeted access to latrines to provide a safer environment for women and reduce the time it takes to manage household water supply. The average time for fetching water was reduced from 3.8 to 2 hours per day, which freed up time for education activities[58]. In Ghana, an analysis of four rounds of data from the Demographic and Health Surveys between 1993 and 2008 found that reducing the time to fetch water by half increased girls' school attendance by about 7 percentage points[59]. In rural Peru, electricity expansion from 8% in 1993 to 70% in 2013 meant that children were able to study an extra 93 minutes a day[60] In Brazil, an increase in electrification between 1960 and 2000 meant that counties that went from no electricity to full electrification saw a two-year increase in education attainment[61].

However, in most contexts, water, sanitation, energy or urban development projects do not take education needs into their account. Overall, education is often viewed as a second order priority and one that needs to be incorporated in local interventions. For instance, education as a sector is largely absent in discussions of implementing SDG 11 on cities and human settlements; the focus is primarily on housing security and tenure, water and sanitation infrastructure, and transport. Education provision for the urban poor in slums has not been a government priority, which has led to the proliferation of 'private schools for the poor' and non-state provision. For instance, large-scale data collection in slum areas found that only 35% of low income children in Hyderabad, India and 25% of slum children in Lagos, Nigeria attended government schools[62].

[55] World Bank. 2015 World Development Report 2015: 2015a. Mind, Society and Behavior. Washington, DC, World Bank.

[56] Ramanathan, S. 2013. Where are the Planners? Bangalore, India, Jana Urban Space Foundation.

[57] Watson, V. and Odendaal, N. 2012. Changing planning education in Africa: the role of the Association of African Planning Schools. Journal of Planning Education and Research, Vol. 33, No. 1, pp. 96–107.

[58] Asian Development Bank. 2015. Gender Equality Results Case Study: Nepal – Community-Based Water Supply and Sanitation Sector Project. Manila, Asian Development Bank.

[59] Nauges, C. 2017. Water hauling and girls' school attendance: some new evidence from Ghana. Environmental and Resource Economics, Vol. 66, No. 1, pp. 65–88.

[60] Aguirre, J. 2014. Impact of Rural Electrification on Education: a Case Study from Peru. Lima/Buenos Aires, Research Center, Universidad del Pacifico/Department of Economics, Universidad de San Andrés.

[61] Lipscomb, M., Mobarak, M. A. and Barham, T. 2013. Development effects of electrification: evidence from the topographic placement of hydropower plants in Brazil. American Economic Journal: Applied Economics, Vol. 5, No. 2, pp. 200–31.

[62] 2016 Global Education Monitoring Report *Education for all 2000-2015: achievements and challenges* http://unesdoc.unesco.org/images/0023/002322/232205e.pdf.

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Sustained improvements in inclusion require integrated efforts across sectors, which also recognize the importance of education. In Harlem, New York City, United States, the Harlem Children's Zone is a community-based initiative focused on providing children with comprehensive educational assistance from early childhood to college graduation, with the aim to break intergenerational cycles of poverty[63]. In Medellin, Colombia, successive mayors have focused on reducing inequality and violence by improving public education by allocating a higher share of the municipal budget to education, investing in transport systems that reach the poor, and innovative learning spaces and libraries. The city has transformed from one of the world's most violent cities to one of its most innovative through an explicit education-led social change strategy[64].

From a finance perspective, multisector interventions can also provide arguments for investments in interventions that do not appear cost-effective if evaluated from the perspective of only one sector. Nigeria used conditional grants to prioritize health, education and water and sanitation investments at the local level - project priorities were discussed in joint meetings of the planning unit and other sectors; and local officials had to develop proposals that identified priority local needs using the Nigeria MDG system of indicators and inputs. The use of data-driven decision-making eventually led to the first common database on health and education facilities[65].

d. Emerging issues likely to affect building sustainable and resilient societies

Two issues merit attention in education systems called upon to strengthen social responses to sustainability and resilience risks. First, education systems are ramping up their focus on learning outcomes, with stronger emphasis on individual performance, market-driven aspirations and competition, which hampers recognition of collective risks and challenges.

A related development is the rise of private provision. There is a growing shift away from supporting education as a good that may be largely private but one that has to be publicly provided on the basis of equity and of major, yet underestimated, social returns. In many education systems, a mix of private and public schools, whether loosely or heavily regulated, leads to stratification and segregation. The real danger in a decreased role for the public sector is perhaps an acceptance of education inequality. If populations are increasingly going to be segregated, by the communities they live in, the transport they use and the schools they go to, then the risk of major social unrest increases.

Looking at the reverse direction, unsustainable development pathways also have an impact on education. For instance, burgeoning slum areas around the world lack access to water and sanitation facilities, energy and appropriate housing. Such conditions reduce the time available for schooling, including through increased health-related absences from class.
Population movements across borders also are another cause of concern. Increased intolerance in some societies towards migrants and refugees hold back progress. It calls for re-orienting the content of education curricula and textbooks as well as for strengthening teacher preparedness for diversity.

This is particularly important given that trained and qualified teachers are a precondition for quality education, and, thus, for the ability of education systems to respond to and overcome the challenges identified within the SDGs. Education systems will not be able to foster sustainable development unless teachers and education support personnel are provided with adequate training, continuous professional development and support. Improving the educators' working conditions is of utmost importance if countries are to attract the best candidates into the teaching profession and keep them there.

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[63] Hanson, D. 2013. Assessing the Harlem Children's Zone. Washington, DC, Center for Policy Innovation, The Heritage Foundation. (Discussion Paper 8.)

[64] 2016 Global Education Monitoring Report *Education for people and planet: creating sustainable futures for all* http://unesdoc.unesco.org/images/0024/002457/245752e.pdf.

[65] Iyengar, R., Mahal, A. R., Aklilu, L., Sweetland, A., Karim, A., Shin, H., Aliyu, B., Park, J. E., Modi, V. and Berg, M. 2014. The use of technology for large-scale education planning and decision-making. Information Technology for Development, Vol. 22, No. 3.

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Our world today is characterised by rapidly changing economies and labour markets. This unprecedented change is due to technological developments, demographic trends, new modes of work, and massive migration. At the same time, the digital revolution is also disrupting all aspects of life and work and causing upheaval New technologies are transforming the lives of people across the world. They have immense potential to facilitate dramatic changes in learning and education systems, and they place new demands on the knowledge and skills that people need to acquire throughout their lives. There are, though, significant challenges in ensuring that everyone can benefit from this potential and use these technologies effectively in their lives. It is therefore important to place particular importance on equity and learning, to ensure that the poorest, most marginalised and vulnerable, including the forcibly displaced, are not left behind at a time of rapid technological change, and to make sure that technology investments genuinely contribute to improved learning and skills. When used appropriately technology can help education systems in some of the poorest countries leapfrog some of the current infrastructural challenges. However, this requires accelerating investment in energy so that marginalized communities can benefit.

e. Areas where political guidance by the High-Level Political Forum is required

Agenda 2030 focuses on sustainability and the resilience of systems, processes and people especially those in vulnerable situations. Education is a necessary part of the response for sustainable and resilient societies. It can help reduce exposure to economic, social and environmental shocks and disasters.

It is therefore important for the High-Level Political Forum to reemphasize the indelible two-way reinforcing relationship between education and the cluster of goals (water, energy, cities, sustainable production and consumption and life on land together with partnerships) under review in 2018 on the theme of "Transformation towards sustainable and resilient societies", noting:

- Education is a key factor for initiating change by helping to develop useful life skills on **water, sanitation and hygiene**. Children are often eager to learn and willing to absorb new ideas. New hygiene behaviour learned at school can lead to life-long positive habits for the children and the community, as school children can influence the behaviour of other family members. At the same time, factors related to water, sanitation and hygiene affect children's right to education. For example, 400 million school-aged children a year are infected by intestinal worms, which, research shows, sap their learning abilities.

- **Urbanization** is frequently regarded as accounting for the bulk of the impact of human activities on the environment. Education for sustainable development is necessary to influence urban dwellers' behaviour. Education for citizenship is the basis for people's equal participation in civic and democratic life in cities and is needed to increase the currently low level of involvement of the inhabitants, especially the poorest, the illiterate and women, in community activities. At the same time, urban planning does not yet sufficiently emphasize inclusive development of services, including education.

- Achieving **sustainable consumption and production** patterns, including the generation of clean and renewable **energy**, will secure productive efficiency and ensure that human activities remain within the carrying capacity of the planet, especially **life on land**, respecting the rights of future generations. The importance of education for sustainable development including through the provision of clear information to consumers and producers is critical, but, the development of green skills is not yet sufficiently emphasized in education and training systems.

- **Partnerships** for growth call for infrastructure investments that do not disregard or underestimate the education implications. The High-Level Political Forum should call on political leaders to joint action between sectors on investment for sustainable and resilient societies.

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

At the beginning of the implementation of Agenda 2030 for Sustainable Development, it is a sobering fact that millions of children grow up in deprivation during the period from birth to 36 months of age when the foundations of learning are developed. Neuroscience research shows how strong, early, and multisectoral interventions in early childhood care and education are critical to prevent low rates of learning in school.

One of the consequences of not having a strong start in learning is that, subsequently, currently, 617 million children and adolescents are estimated to not even master basic skills by the age of graduation from primary and lower secondary school graduation. The acquisition of at least minimum basic skills by every child and adolescent is a foundation for accelerating progress in establishing sustainable and resilient societies.

However, the world is off course with respect to the pillars of sustainable development even in countries with high educational achievement. For that reason, Agenda 2030 for Sustainable Development recognizes the need to look beyond basic skills and to improve the quality of education. For example, inserting elements of global citizenship and sustainable development in education, as contemplated in SDG target 4.7, will empower learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.

Sustainability and resilience urgently require action on multiple fronts with respect to education:

- Create space in **national curricula, pedagogic approaches, learning materials and teacher education** to discuss issues related to the **three pillars of sustainable development**. This includes coverage of issues such as energy generation from affordable and non-polluting sources, responsible consumption and production with respect to ecosystem conservation, or tolerance towards others.

- More **peer learning opportunities** need to be provided for countries to exchange lessons with each other on these issues.

Education systems need to invest in learning by doing and scaling up **whole school approaches** that help draw attention to the ties between environment, economy and culture.

REF 14 - Proposed SDG-Ed 2030 Steering Committee global advocacy strategy

Context

In July 2019, the High Level Political Forum (HLPF) under the theme "Empowering people and ensuring inclusiveness and equality" will review the progress on the implementation of Sustainable Development Goal (SDG) 4 as well as, SDGs 8, 10, 13, 16 and 17. This will be a ministerial level review. Due to the integrated, indivisible and interlinked nature of the SDGs, the Forum will also provide a platform for an in-depth discussion of the inter-connection between the various goals. In September 2019, world leaders will conduct the first of four-yearly reviews of all 17 SDGs.

Established in 2016 as the main global multi-stakeholder consultation and coordination mechanism for the education-related targets of the SDGs, *the SDG-Education 2030 Steering Committee (hereinafter the "Steering Committee")* provides strategic guidance to Member States and the education community, makes recommendations for catalytic action, advocates for adequate financing, and monitors progress toward education targets[66]. Building on its unique global coordinating role, the Steering Committee produces policy guidelines and recommendations for the advancement of progress across all SDG 4 targets.

The upcoming *Global Education Meeting* (3 to 5 December 2018 in Brussels, Belgium) will have a heightened focus on the theme of the HLPF 2019, reflecting on progress towards the realization of SDG 4 including through its inter-linkages with SDGs 8, 10, 13, 16 and 17.

In this context and in the run up to the 2019 HLPF, it is crucial to undertake targeted advocacy efforts to raise the visibility of the Steering Committee's (SC) mandate, work and its key policy recommendations at *global, regional and national levels*.

The draft Strategy proposes ways to expand the SC's outreach by **leveraging** its **members' commitments and actions collectively and individually**.

Objectives of the Strategy

➢ To promote the visibility of the *SC's work and mandate* as the main global multi-stakeholder consultation and coordination mechanism for the implementation of the education-related targets of the 2030 Sustainable Development Agenda.

➢ To undertake sustained outreach on *key messages and policy recommendations* by the Steering Committee through the organization of and members' active participation in side events, exhibitions, information meetings, and the production and dissemination of policy papers, communication materials and others.

➢ To build *synergies with other global, regional, and local processes, mechanisms and forums* working on the implementation of the 2030 Sustainable Development Agenda and support outreach to various stakeholders.

Working Modalities

The Steering Committee and its constituencies and the role of the Advocacy and Communication Working Group

Building on the momentum leading up to the SDG4 review at the 2019 HLPF, the Advocacy and Communication Working Group (hereinafter the "A&CWG"), together with the SC Secretariat at UNESCO will support the Steering Committee's advocacy efforts by providing coordination of the individual and collective outreach efforts of its members. This will entail structured support for the production and

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[66] As recognized by the UN General Assembly resolution 72/222 of 25 January 2018, entitled "Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development"

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dissemination of communication materials on the mandate, work and key policy documents of the Steering Committee.

The A&CWG will facilitate the customization and presentation of the key Steering Committee's policy messages, including these generated through the work of each of the SC's working groups (WG) and endorsed by the SC. Most importantly, it will systematically promote the Steering Committee's submission to the HLPF's review of SDG4 through targeted special events, information meetings and other outreach outlets.

The A&CWG and Secretariat through its "information brokering" function will regularly advise members on visibility opportunities at global, regional and national levels. As a global entity, the SC plays a key role between the UN level process and the regional level mechanisms. As such, active participation of SC members in their respective regional partnership and coordination mechanisms on SDG4 (led by UNESCO's Regional Bureaus of Bangkok, Beirut, Santiago, Dakar in collaboration with key regional partners) would help strengthen the visibility of the mandate, work and recommendations of the SC.

The Secretariat will also propose ways to build synergies with other relevant processes, and mechanisms, dedicated to the implementation of other SDGs. Processes and mechanisms such as, at the global level, the Financing for Development Forum and at regional and national levels, with the UN Country Teams (UNCT), and Local Education Groups (LEGs).

The Secretariat will issue, with the support and input of the A&CWG, SC members and regional partnership and coordination mechanisms on SDG4, a quarterly newsletter on *accomplishments* and *potential venues* for upcoming outreach activities.

The newsletter will contain proposals for raising the profile of issues pertinent to SDG4 at relevant fora such as, at global level, the UN General Assembly, the UN Economic and Social Council (ECOSOC) and its subsidiary bodies, Civil Society Organizations (CSOs), foundations, and at regional level, UN Regional Commissions, regional organizations, socio-economic and political organizations including parliamentarians. It will also outline possibilities to strengthen synergies with on-going processes dedicated to the implementation of the global goals.

In support of this function, the Secretariat will highlight accomplishments on the sdg4education2030.org website and twitter account @Education2030UN as well as, in collaboration with regional partnership and coordination mechanisms on SDG4 through their respective websites such as, education2030-africa.org and education2030-arab-states.org.

Youth Advocates Group

A Youth Advocates Group will be established with the aim to engage and empower young people to be active participants in the discussions on relevant quality education and lifelong learning for all. The Group will support the outreach activities around the Steering Committee's education and life-long learning recommendations.
Through a structured network, the young advocates can engage in the advocacy outreach at youth-led platforms and act as 'promoters' of evidence-based advocacy around education. Special focus will be put on engaging young teachers and young activists for the right to education and equal educational opportunity as a foundation of SDG 4 targets and commitments.

Group of Friends for Education and Life-long Learning

At the United Nations Headquarters an informal Group of Friends for education and life-long learning can be established to ensure enhanced advocacy of the Steering Committee and its key policy recommendations at the UN decision-making bodies such as the General Assembly, ECOSOC and its subsidiary organs and others.

The Group's objective will be to provide an informal platform for the Permanent Missions to deliver on agreed messages on education, in particular on the driver effect of education within the 2030 Sustainable Development Agenda. Members will then engage to advocate these policy recommendations in their respective regional groups and in the fora dedicated to the implementation of the global goals, notably the HLPF, as well as the UN General Assembly and ECOSOC.

The Group may be co-chaired by two rotating co-chairs (Member States) that are members of the Steering Committee to ensure cohesion and synergies. The group can convene high-level and expert-level meetings, information sessions, or side events during key fora to advance advocacy goals related to the Steering Committee's recommendations.

Its members can support the organization of a SDG4 focused exhibit at the UN HQs in the period May- June annually in order to raise visibility of the Steering Committee's work on advancing the 10 education targets in the 2030 Sustainable Development Agenda. The group will be supported by the Secretariat (via the UNESCO New York Office) in close consultation with the A&CWG.

Timeline for strategic outreach activities (September 2018 – July 2019)

Global level

Advocacy for the Steering Committee's (SC) mandate, work and recommendations at the global level is the responsibility of each of the constituencies represented within the SC (Member States, regional organizations, co-convening agencies, representatives of CSOs, teacher organizations, foundations, youth).

The Group of Friends for Education and Life-long learning (in New York) and the Youth Advocates Group can further promote the SC's mandate and work by conducting tailored presentations at various UN fora, organizing side events, and disseminating communication materials, exhibition(s) and others.

The outreach efforts will involve sensitizing Member States *through information meetings* of the various regional groups in New York on the SC's mandate, key messages and recommendations. Individual members, in conjunction with the Secretariat, can support the organization of such information meetings for their respective regional groups and engage in the discussions on the proposed policies and their promotion at the UN level.

Events and opportunities for highlighting the mandate, work and recommendations of the SC include:

➢ **Global Education Meeting (Brussels, 3 – 4 December 2018)**

- Thematic sessions, exhibition and outcome document

➢ **United Nations Headquarters**

October – December 2018

During the 73rd session of the UN General Assembly, its committees' work will feature the adoption of resolutions related to the 2030 Sustainable Development Agenda and Human Rights. This will present an opportunity for the organization of side event(s) and/or an exhibition around International Days such as the Human Rights Day, International Day of Tolerance and others.

Individual Member States can engage in the General Assembly negotiations processes of relevant resolutions. They can use the momentum to highlight the importance of education for the implementation of the overall 2030 Sustainable Development Agenda, as well as the mandate of the SC (for example, the upcoming introduction and negotiations of the General Assembly's resolutions on Literacy for all and Education for Democracy).

January – June 2019 with a special focus on the High Level Political Forum's (HLPF) review of SDG 4

- *In this period, ECOSOC, its Forums,* as well as its subsidiary bodies such as the Commission on Social Development and the Commission on the Status of Women, will be in session, presenting opportunities to highlight the interconnectedness and interlinkages of the SDGs. Some of the relevant forums include:

    i. The 57th session of the *Commission on Social Development* (NY, February 2019) on the theme: Addressing inequalities and challenges to social inclusion through fiscal, wage and social protection policies;

    ii. The 63rd session of the *Commission on the Status of Women* (NY, March 2019) on the theme: Social protection systems, access to public services and sustainable infrastructure for gender equality and the empowerment of women and girls;

    iii. *The ECOSOC Youth Forum* (NY, March 2019) which will provide an opportunity to engage the Youth Advocates Group and to potentially convene a breakout session on teachers and young advocates for the right to education;

    iv. *The ECOSOC Partnership Forum* (NY, April 2019) ;

    v. *The ECOSOC Financing for Development Forum* (NY, April 2019) – will provide the opportunity to highlight the case of financing for education, including the work on innovative financing mechanisms;

    vi. *The ECOSOC Integration Segment* (NY, May 2019).

- In the spring of 2019 (tbc) the United Nations Department of Economic and Social Affairs (UN DESA) will organize its **Expert Groups Meetings** (EGM) on the cluster of the HLPF's reviewed goals, including **EGM on SDG 4**. The latter, will be conducted in close coordination with the Secretariat and will involve members of the SC as well. Options to engage in the other EGMs, on the SDGs reviewed in 2019, should be explored. The outcomes of these EGMs will feed into the zero draft of the HLPF's Ministerial Declaration.

July HLPF 2019

Targeted outreach activities at the HLPF (UN Headquarters, July 2019) will include the following components:

    i. The SC members will actively engage during the elaboration of the **Ministerial Declaration** to ensure that its key messages are included therein. The process can include input by the SC to the initial draft of the Ministerial Declaration and follow up engagement by its Member States - members of the SC at the negotiations process to ensure these are reflected;

    ii. Organization of a SC side event on the progress and way forward for the SDG 4 - theme/focus to be discussed and agreed upon;

    iii. Highlight the key inputs and mandate of the SC at **the SDG 4 thematic review** of the HLPF. This will be supported by the Secretariat and active engagement by individual members;

    iv. Members will support and engage in the Voluntary National Reviews (VNR) with a view to ensure that key messages on education interventions needed to advance progress on SDG 4 are strongly featured therein.

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Regional level

Strengthening the SC's advocacy, highlighting the role of the SC and its policy reviews and recommendations at the regional levels will also be key for its successful mandate. As will, the information sharing on key recommendations, issues, trends and needs from the country and regional level to the SC. Consistent messaging across global-regional-national could be achieved through:

- Active involvement in the regional partnership and coordination mechanisms on SDG4 established in the regions (such as, Thematic Working Group on Education 2030+ for Asia and the Pacific, for West and Central Africa, for Latin America and the Caribbean, for the Arab States), as two-way relay, liaison and advocate between the SC and the countries;

- SC and affiliate members working within their respective global and regional organizations represented within the SC (such as, at regional level, the Arab Bureau of Education for the Gulf States (ABEGS), African Union (AU), Council of Europe (CoE), European Commission (EU Commission), Southeast Asian Ministers of Education Organization (SEAMEO), and Organization of Ibero-Amercian States (OEI) can advocate both ways;

- SC members advocating and relaying through regional country representatives of the UN co-convening agencies (ILO, UNFPA, UNHCR, UNICEF, UN Women, UNDP and WB);

- UNESCO led regional consultations on SDG 4;

- The Global Education Monitoring Report's regional launches.

Additionally, the SC should seek to engage and raise its visibility at the consultations on the cluster of the 2019 HLPF reviewed goals led by the UN Regional Commissions (Economic Commission for Africa (ECA); Economic Commission for Europe (ECE); Economic Commission for Latin America and the Caribbean (ECLAC); Economic and Social Commission for Asia and the Pacific (ESCAP); and the Economic and Social Commission for Western Asia (ESCWA)). SC members could, in this context, present the work of the SC and its recommendations at the UN Regional Commissions discussions on the cluster of reviewed goals in 2019. The Secretariat will advise on the opportunities thereon.

Further engagement should be sought with major existing (sub-) regional socio-economic and inter-governmental organizations whether they are members or not of the SC at present. Including, but limited to, engaging with: Africa's Regional Economic Communities (RECs); the Inter-Governmental Authority on Development (IGAD); the Caribbean Community (CARICOM); the Arab League Educational, Cultural and Scientific Organization (ALECSO); the Association of Southeast Asian Nations (ASEAN); the South Asian Association for Regional Cooperation (SAARC); and the Pacific Islands Forum (PIFS).

National level

SC Member States working with the respective countries in their regional groups, and supported by the Secretariat, can share key messages and support national consultations on the preparation of Voluntary National Reviews (VNRs).

For this purpose, it will be useful to identify and engage with countries that are preparing VNRs in order to:

- Share key messages;

- Support the elaboration of VNRs, upon their request, with a focus on highlighting key education challenges and best practices;
- Get a better understanding of the issues at country level in order to "feed" it back to the SC.

In addition, UN entities members of the SC working through the regional partnership and coordination mechanisms on SDG4 can further advocate with the UN Country Teams (UNCTs) and the Least Developed Countries Expert Group (LEGs), to share the SC's messages, approaches and recommendations for the advancement of the education related targets of the 2030 Sustainable Development Agenda.

SDG-Education 2030 Steering Committee list of members 2018 - 2020

CO-CHAIRS One co-chair to be elected from Member States and Ms Stefania Giannini, UNESCO Assistant Director-General for Education

VICE-CHAIRS: Three vice-chairs to be elected (2 from Member States; 1 from civil society)

Member States

Regional Group I, Western European and North American States:

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

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

Turkey: *Mr Adnan Boyaci*, Professor, Anadolu University

Regional Organisation for Group I:
Mr Jan Pakulski, Head of Unit at the Directorate-General for Education, Youth, Sport and Culture of the European Commission

Regional Group II, Eastern European States:

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

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

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

Regional Organisations for Group II:

Ms Katerina Toura, Education Programme administrator, Education Department, Council of Europe
Mr Villano Qiriazi, DGII Special Coordinator

Representing the Council of Europe (CoE) until permanent representative is appointed.

Regional Group III, Latin American and the Caribbean States:

(3 Member States still to be confirmed)

Regional Organisation for Group III:
Mr Andres Delich, Organization of Ibero-American States for Education, Science and Culture (OEI)

Regional Group IV, Asian and Pacific States:

(3 Member States still to be confirmed)

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

Regional Group V(a), African States:

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

Kenya: *Mr Ng'ang'a Wanaina,* Senior Assistant Director Education (SADE), Ministry of Education

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

Regional Organisation for Group V (a):

Ms Beatrice Njenga, Chef de Division Education, Département des Ressources Humaines, Sciences et Technologie, Commission de l'Union africaine

Regional Group V(b), Arab States:

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

Tunisia: *Mr Bouzid Nsiri,* Director General of studies, planning, and information system Ministry of Education of the Republic of Tunisia

United Arab Emirates: *Ms Mahra Hilal Almutaiwei,* Director of the Regional Center for Educational Planning

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

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E9 initiative

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

Civil society

ACEA: *Mr Refat* Sabah, General Secretary,
Arab Campaign for Education for All (ACEA)[67]

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

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

SDG4-Education 2030 convening agencies and partners

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

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

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

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

UNHCR: *Ms Ita Sheehy,* Senior Education Advisor

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

UN Women: *Ms Anna Falth,* Policy Advisor and
Manager on WE EMPOWER Programme, Economic
Empowerment section.

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
*Representing GPE until a permanent
representative is appointed.*

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

Affiliated Members:

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

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

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

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[67] In case Mr Sabah is unable to participate, Ms Maria Khan
(Secretary-General, Asia South Pacific Association for Basic and
Adult Education) will be the alternative.