



United Nations  
Educational, Scientific and  
Cultural Organization



Education  
2030

# SDG 4 - Education 2030

## BRIEFING NOTE 1

February 2016

This briefing note serves: (1) To provide an update on current efforts at global and regional levels within the framework of SDG4-Education 2030, and; (2) To draw attention to strategic considerations in the implementation of SDG4. The overall aim is to help ensure a coherent overall UNESCO approach to communication, coordination, and support for the implementation of SDG4 guided by the Education 2030 Framework for Action. This is the first in a series of briefing notes that the Section for Partnerships, Coordination and Research (ED/ESC/PCR) shall be providing on a regular basis.

### Background Information and Key References on SDG4



#### [The Muscat Agreement](#) 2014

Broad-based consultations with Member States and other partners around the development of the post-2015 education agenda (2012-14) culminated in the Global Education for All Meeting and the adoption of the Muscat Agreement. The Muscat Agreement informed the shape and scope of education goal and targets in the process of defining the post-2015 development agenda.



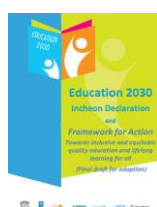
#### [Incheon Declaration](#) 2015

Adopted at the WEF 2015, the Incheon Declaration Education 2030 expresses the collective commitment of the global education community to an ambitious education goal within the SDG framework. It also entrusts UNESCO to continue its mandated role to lead and coordinate the global education agenda.



#### [Transforming our World: The 2030 Agenda for Sustainable Development](#) 2015

In September 2015, the 2030 Agenda for Sustainable Development was adopted at the UN Sustainable Development Summit in New York. The Agenda includes 17 Sustainable Development Goals (SDGs) including SDG 4 '*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*'.



#### [SDG 4 - Education 2030 Framework for Action](#) 2015

The Education 2030 Framework for Action (FFA) was adopted by 184 Member States and the global education community at the high-level meeting (Paris, November 2015) alongside the UNESCO 38<sup>th</sup> General Conference. The main objective of the FFA is to provide guidance for the implementation of Education 2030.

## General Considerations for Communication on SDG4

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The Education Sector is currently identifying key themes and messages for the production of communication and advocacy materials/initiatives around the SDG4 goal and targets. As this process is underway, it is important to ensure a broad shared understanding of, and consistent communication around, SDG4-Education 2030 in our engagement with partners. Given the risk of perceiving 'Education 2030' as a separate agenda from SDG4, "Education 2030" should be used in reference to the Framework for Action, and SDG 4 in reference to the agenda for education. The Education 2030 Framework for Action guides the implementation of SDG 4 and is not a separate initiative or agenda. To dispel any confusion we are in the process of reviewing and redesigning the current logo design to further reinforce this message of a single agenda i.e. SDG4 within the overall SDGs.

## Strategic Approach to Implementation at Country Level

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Implementing SDG4 at country level implies an effort to align national policies and plans to targets and focus areas reflected in the 2030 agenda for sustainable development. The degree of alignment of national policies and plans to SDG4 will depend on countries' policy priorities, commitment, planning cycles and capacities.

**Strengthening existing national education coordination mechanisms.** Implementing SDG4 at country level does not imply a separate national action plan nor distinct coordination mechanisms. Rather, implementation of SDG4 at country level must be based on existing nationally-owned education sector coordination mechanisms. Where necessary and possible, these mechanisms will have to be strengthened and/or adjusted to better deliver on the ambition of the global targets and focus areas.

**Avoiding a silo approach to SDG4:** SDG4 is an integral part of the 2030 Agenda for Sustainable Development. It must therefore not be seen in a silo but as interrelated to other SDGs, in particular to education-related targets in other SDGs focused on improving health, reducing poverty, preventing inequality, promoting social justice, and contributing to sustainable growth.

### Linking with UN processes at country level

Linkages must be ensured between the national coordination of SDG4 on education with the broader coordination, monitoring and reporting mechanisms established for the overall SDG framework. UNESCO must engage with UN (UNDP-led) processes and country teams. Stronger in-country partnership with UNICEF for example would help strengthen UNESCO engagement in UN country Teams.

The Interim Reference Guide to UN Country Teams developed by UNDG [Mainstreaming the 2030 Agenda for Sustainable Development](#) may be helpful for colleagues in the field as they engage with UNCTs on the 2030 Agenda for Sustainable Development. The guide features an array of approaches and tools that UNCTs can discuss with Member States to adapt the SDGs to national, sub-national and local conditions and realities, incorporating regional perspectives where appropriate.

## Regional/National SDG 4–Education 2030 Consultations

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In coordination with the SDG4-Education 2030 convening agencies and partners at regional level, UNESCO has started a series of regional meetings to build a common understanding of SDG 4 and to set the foundation for supporting implementation based on the Education 2030 FFA, by:

- Mapping national policy priorities and planning cycles in order to determine how best to align national education sector plans with the SDG4 goal, targets, and focus areas.
- Updating Member States on the status of indicator development at the global level and examining data needs for monitoring progress;
- Identifying capacity development needs of Member States in education sector planning and management;

- Agreeing on the necessary adjustment/development of regional and national coordination, partnership, monitoring and follow-up mechanisms.

### **Regional SDG4 consultations organized in 2015**

West & Central Africa    Dakar, 23-25 Nov 2015

[Summary report](#) | [Closing statement](#)

Asia-Pacific    Bangkok, 25-27 Nov 2015

[Next Steps – Actions for 2016](#)

Arab States    Cairo, 14-15 Dec 2015

[Arab Regional Roadmap for Ed 2030](#)

### **Regional SDG4 consultations planned for 2016**

Europe and North America    Paris, Date TBC

Eastern (and Southern?)    Africa, TBC

Latin America & Caribbean    Santiago, 24-26 August 2016

### **National consultations**

Upcoming regional consultations will have the opportunity to build on processes of national consultations on SDG4. While the scale of these national consultations may vary, they should allow countries to begin examining how SDG4 targets and focus areas may be integrated in national education policies and planning processes. In particular, the national consultations should allow countries to examine the potential implications of SDG4 for education sector coordination, management and monitoring frameworks and mechanisms.

### **Harmonizing UNESCO support at global, regional and national levels**

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UNESCO is expected to lead and coordinate the implementation of the SDG4 agenda based on the Education 2030 Framework for Action and therefore this role should be exercised consistently at all levels in a coherent, coordinated and effective manner. To this effect, the Section of Partnerships Cooperation and Research (PCR) within the Division of Education 2030 Support and Coordination (ED/ESC) at Headquarters will act as UNESCO's focal point to ensure a degree of coherence and synergy among UNESCO entities in their efforts to support countries. A technical support group, representing the range expertise of sections, institutes and units, is being established to harmonize efforts in providing support to regional bureaus, cluster and national offices as appropriate.

## FURTHER UPDATES

### SDG4-Education 2030 Steering Committee

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The Framework for Action outlines the role and composition of the SDG4-Education 2030 Steering Committee currently being established. The role of the Steering Committee is to support Member States and partners in achieving Education 2030 by providing strategic guidance, reviewing progress and making recommendations on key priorities and catalytic actions, monitoring and advocating for adequate financing and encouraging harmonization and coordination of partner activities. The first meeting of the Steering Committee is planned for 25-26 May 2016 in Paris.

It will include a total of 34 representatives of Member States, co-convening agencies (UNESCO, UNICEF UNDP, UNHCR, UNFPA and UN Women, the World Bank, and ILO), GPE, NGOs, Teacher organizations, OECD, and regional organizations. It is worth noting that, unlike the case of the EFA Steering Committee, Member State representatives will represent the majority within the SDG4–Education 2030 Steering Committee. It will be co-chaired by a Member State representative and UNESCO. The Secretariat is now inviting the various constituencies to nominate their representative.

### Global Monitoring of and Reporting on SDG4

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**Development of global indicators:** Following its second meeting (Bangkok, Nov 2015), the Inter-Agency and Expert Group on Sustainable Development Indicators (IAEG-SDG) made a proposal for a global indicator framework to monitor the Sustainable Development Agenda for 2030. As far as SDG 4 is concerned, there is general agreement on the global indicators proposed, with the exception of the indicators for target 4.7. See the [IEAG Draft Report on SDG indicators](#) and Appendix for an excerpt of indicators proposed for SDG4 targets.

Next steps in the process of finalizing global indicators include:

- Mar 2016: 3<sup>rd</sup> meeting of the IAEG-SDGs in Mexico City
- Jul 2016: Adoption of set of Global Indicators by ECOSOC
- Sep 2016: Adoption of the Global Indicators by the UN General Assembly

**Thematic indicators:** Beyond *global indicators* for the monitoring of SDG4, a broader set of internationally-comparable indicators is also being proposed to monitor education targets more comprehensively across countries. These *thematic indicators* represent a menu of possible additional indicators for countries to choose from based on their national contexts and needs. The Technical Advisory Group on Education Indicators (TAG) developed a [list of thematic indicators](#) (also annexed to the Framework for Action). The thematic indicators will be tracked according to their relevance based on country context, capacity and data availability. The list of thematic indicators will also contain the global indicators which are currently being finalized by the IAEG-SDG (see ‘Global indicators’ above).

### Global Education Monitoring (GEM) Report

Based on the mandate given in the Incheon Declaration and the FFA, the EFA Global Monitoring Report will be continued in the form of the Global Education Monitoring (GEM) Report. The GEM Report will be the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs, with due regard to the global mechanism to be established to monitor and review the implementation of the 2030 Agenda for Sustainable Development. It will also report on the implementation of national, regional and international strategies to help hold all relevant partners to account for their commitments as part of the overall SDG follow-up and review.

The first report in the new GEM Report series will be launched in early September 2016. It will examine different strategies and challenges related the monitoring of the 10 global education

targets under SDG4. The 2016 Report will focus on ‘Education, sustainability and the post-2015 development agenda’, and will consist of separate sections on environmental sustainability; inclusive economic and social development; peaceful and inclusive societies; and cities and human settlements. Each section will consider the complex interrelationships and links between education and key development sectors.

## **PCR contacts**

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## Appendix

### Proposed global Indicators to monitor SDG 4 targets

[Ref: Report of the Interagency and Expert Group on SDG Indicators – Dec 2015]

<b>Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b>	
<b>Targets</b>	<b>Proposed indicators</b>
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.1 Percentage of children/young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics. Disaggregations: sex, location, wealth (and others where data are available)
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	4.2.1 Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being. Disaggregations: sex, location, wealth (and others where data are available)  4.2.2 Participation rate in organized learning (one year before the official primary entry age)
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the last 12 months
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Percentage of youth/adults with information and communications technology (ICT) skills by type of skill
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous people and conflict-affected as data become available) for all indicators on this list that can be disaggregated
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills. Disaggregations: sex, location, wealth (and others where data are available)
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.1* Percentage of 15-year-old students enrolled in secondary school demonstrating at least a fixed level of knowledge across a selection of topics in environmental science and geoscience. The exact choice/range of topics will depend on the survey or assessment in which the indicator is collected. Disaggregations: sex and location (and others where data are available)

<p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p> <p>4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p>	<p>4.a.1 Percentage of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) single-sex basic sanitation facilities; and (f) basic handwashing facilities (as per the Water, Sanitation and Hygiene for All (WASH) indicator definitions)</p> <p>4.b.1 Volume of official development assistance flows for scholarships by sector and type of study</p>
<p>4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</p>	<p>4.c.1 Percentage of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country. Disaggregations: sex (and others where data are available)</p>