

SDG-Education 2030 Steering Committee

6th Meeting : Working Documents

Paris, 11-12 March 2019



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Ref 1 : Concept Note and Agenda

Background and Context

September 2019 will mark four 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 international development community is gearing up for its first overall review of all 17 goals based on the experience of these first four years.

As part of this review process, a Global Education Meeting (GEM) was organized by UNESCO in consultation with the SDG-Education 2030 Steering Committee and hosted by the Government of Belgium from 3 to 5 December 2018 in Brussels. As such, GEM 2018, which included a technical/expert and a high-level ministerial segment, represents a milestone in identifying key challenges in the implementation of SDG4, as well as a review of policies and strategies to advance the SDG agenda as a whole. Drawing largely on data from the UNESCO Institute for Statistics, analyses in the Global Education Monitoring reports, as well as country inputs, GEM 2018 explored key questions around policy implementation and outcomes. The result of the deliberations in Brussels was an outcome statement endorsed by Ministers and representatives of governments and others stakeholders, providing key messages and priorities for collective focused attention and action. As such, the Brussels Declaration¹ informs the SDG-Education 2030 Steering Committee Progress Report on SDG 4 to the 2019 High-Level Political Forum (HLPF)² and the United Nations General Assembly (UNGA).

As the main UN platform on Sustainable Development, the HLPF plays a central role in the follow-up and review of the 2030 Sustainable Development Goals (SDGs) at the global level. It examines a set of goals annually, as well as their two-way interlinkages, as appropriate. The HLPF process also aims to facilitate a more in-depth review on progress of all goals over the course of the first four-year cycle at the UN General Assembly in September 2019.

As the main global multi-stakeholder mechanism for consultation and coordination for SDG4, the 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.³ 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.

[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]

¹ Global Education Meeting 2018: Brussels Declaration

(<https://unesdoc.unesco.org/ark:/48223/pf0000366394?posInSet=1&queryId=f00bbeb5-caf0-495d-9782-e4caad1e9e0f>)

² 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

³ Education 2030 Framework for Action, Para 94.

The **2019 HLPF Review** will be devoted to the theme “*Empowering people and ensuring inclusiveness and equality*” and involves a review of **SDG 4 together with SDG 8 (Decent work and economic growth), SDG 10 (Reduced inequalities), SDG 13 (Climate action), SDG 16 (Peace and justice), as well as SDG 17⁴ (Partnerships)** which is reviewed annually. A number of analyses have been contributing to the global review of education within the 2030 Agenda for Sustainable Development, including:

- The outcomes of regional Education 2030 consultations undertaken throughout 2018⁵
- The recommendations of the [March](#) and [September](#) 2018 Steering Committee meetings
- The [Brussels Declaration](#) adopted at the 2018 Global Education Meeting
- The [2019 Global Education Monitoring Report](#)
- [Voluntary National Reports](#)
- CSO spotlight reports
- The [SDG-Education 2030 Steering Committee submission to HLPF 2018](#)

Aims and Objectives

In order to prepare for the 2019 High-Level Political Forum (HLPF) of SDG4 under the theme “Empowering People and Ensuring Inclusiveness and Equity”, as well as the UN General Assembly four-year review of all SDGs, the SC meeting aims to:

1. Reflect on and agree on the Steering Committee’s strategy to take forward the outcome of the **2018 Global Education Meeting and the Review of Progress** in light of its HLPF submission.
2. Endorse the **draft Steering Committee SDG4 2019 Report to the HLPF**, following the agreed review and consultations on the draft prior to the March meeting.
3. Review and provide feedback on the **draft UNESCO SDG4 Report** to be published and presented at the HLPF in July 2019.
4. Review and agree on Steering Committee **members’ engagement strategies with UN-level events/processes** leading up to HLPF review in July and the UN General Assembly in September.
5. Adopt the revised SDG-Education 2030 Steering Committee **Terms of Reference and working modalities**.
6. Taking account of the outcomes of the **2018 Global Education Meeting and the Review of Progress** in light of the HLPF submission, provide **key areas for engagement, joint work and advocacy** as a basis for developing the Steering Committee’s strategic plan for the next biennium, with a view to reinforcing national, regional and global SDG4 coordination.

⁴ SDG 17 is reviewed annually.

⁵ Pan-Africa High-Level Conference on Education [Outcome Statement](#) (Nairobi, Kenya, 25-27 April 2018); Asia-Pacific Education 2030 Consultation [Outcome Statement](#) (Bangkok, Thailand, 12-14 July 2018); Latin American and Caribbean Ministerial Conference [Outcome Statement](#) (Cochabamba, Bolivia, 25-26 July 2018); Europe and North American Education 2030 consultation [Outcome Statement](#) (Strasbourg, France, 24 October 2018) and Arab Education 2030 consultation [Outcome Statement](#) (Aman, Jordan, 4-7 November 2018).

Provisional Agenda

Monday, 11 March 2019	
09:00 - 09:30	Welcome coffee/tea
09:30 - 10:00	Opening Session
	<p>Welcome and Introductory Statement</p> <ul style="list-style-type: none"> • Introductory statement (From GEM 2018 to HLPF 2019: Stock taking) by Ms Stefania Giannini, UNESCO Assistant Director-General for Education and co-chair of SDG-Education 2030 Steering Committee • Video messages by Ms Amina Mohamed, Deputy Secretary-General and/or Mr Liu Zhenmin, Under Secretary-General for Economic and Social Affairs, United Nations <p>Ref 1: Concept note/agenda</p> <p>Introduction of new members and adoption of agenda Mr Kaz Yoshida, co-chair of SDG-Education 2030 Steering Committee</p> <p>Ref 2: Steering Committee members list 2019-20</p>
10:00 - 10:30	Steering Committee Terms of Reference and Membership Moderator: Ms Stefania Giannini and Mr Kaz Yoshida, co-chairs of SDG-Education 2030 Steering Committee
	<p>Presentation of proposed changes to TOR (10 min) Mr Kaz Yoshida, co-chair of SDG-Education 2030 Steering Committee</p> <p>Ref 3: Revised SDG-Education 2030 Terms of Reference</p> <p>Discussion (20 min)</p> <ol style="list-style-type: none"> 1. Composition of the Bureau – inclusion of one co-convening agency; 2. Affiliated members – determination/modification/selection of the status of members; 3. Clarification of role and responsibilities of constituencies <p>Decision (5 min)</p> <p>Proposed decision: Adoption of revised Steering Committee Terms of Reference.</p>
10:30 - 10:45	Coffee/tea break
10:45 - 11:45	Follow up to the Global Education Meeting: Taking Stock, Capitalizing on Outcomes Moderator: Mr Sobhi Tawil Panelists: UNESCO Assistant Director-General for Education, reps. of Belgium, one additional Member State, civil society/teachers organization (TBC)
	<p>The Global Education Meeting, held in Brussels from 3 to 5 December, set the course for education for the next four years by agreeing on 8 priority areas requiring systematic policy focus and strengthened collective action to unlock progress towards SDG4.</p> <p>Ref 4: Brussels Declaration and summary report of the Global Education Meeting</p> <p>Moderated discussion:</p> <ul style="list-style-type: none"> • What is your assessment of the GEM meeting and how will it help to advance the implementation of SDG4 within the 2030 Agenda? • How can SC members take forward the commitments expressed in the Brussels declaration, within their constituencies, at national, regional and global level? • Are there priority areas of specific policy interest to the SC members and their constituencies, and how is this expressed in terms of current and upcoming research, action and advocacy? <p>Synthesis of discussion and identification of key follow-up opportunities</p>

11:45 – 12:30	Implementation of SDG4 at regional level Moderator: Mr Dennis Sinyolo, Senior Coordinator, Education International (TBC)
	Regional organizations will highlight progress on SDG4 coordination and implementation
12:30 - 14:00	Lunch break
14:30 – 16:00	2019 Voluntary National Reviews and Reporting on National Implementation of SDG4 Moderator: Civil Society representative (TBC)
	<p>1. Presentations of countries conducting Voluntary National Reviews (VNRs) in 2019 VNRs are key inputs into the HLPF, aiming to facilitate the sharing of experiences, including successes, challenges and lessons learned, with a view to accelerating the implementation of the 2030 Agenda. The country presentations will highlight the education component in the VNRs of Member States on the Steering Committee.</p> <p>Presentations (TBC) by Burkina Faso, South Africa, Tunisia, Turkey, Philippines (5 minutes each)</p> <p>2. Reporting on National Implementation of SDG4 Member States have the opportunity to highlight reforms, experiences, best practices and challenges in taking forward SDG4.</p> <p>Synthesis of main findings</p>
16:00– 16:15	Coffee/Tea break
16:15 – 17:30	Steering Committee Submission to HLPF 2019 Moderator: Mr Jordan Naidoo, Director, Education 2030 Support and Coordination, UNESCO
	<p>Presentation of Draft SC Submission to HLPF 2019 (20 min) UNESCO Institute of Statistics and Global Education Monitoring Report Ref 5: 2019 HLPF information note Ref 6: Next-to-final draft of SDG-education 2030 submission to HLPF 2019</p> <p>Discussion (55 min)</p>
18:00 – 19:00	Cocktail 7 th floor

Tuesday, 12 March 2019	
9:30-10:30	Special publication on SDG4 on the occasion of the 2019 HLPF Presenter: Mr Manos Antoninis, Director, Global Education Monitoring Report
	<p>This publication, under the auspices of the Steering Committee, builds on the Voluntary National Reviews and a questionnaire distributed to all Member States with the objective to:</p> <ul style="list-style-type: none"> • synthesize national perceptions about SDG4 and its influence on education policy planning and implementation • collect information on education policies and programmes that best demonstrate countries' commitment to SDG4 <p>Presentation of draft special publication on SDG4 (15 min) Global Education Monitoring Report Ref 7: Abstract of special publication on SDG4</p> <p>Reactions by panel of discussants/country representatives of the Steering Committee/VNR countries/countries participated in the SDG4 publication's survey (15 min)</p> <p>Discussion on key messages on SDG4 national perceptions (20 min)</p> <p>Conclusion/synthesis of feedback on draft report (10 min)</p>
10:30-11:00	Update on Status of Global Indicators UNESCO Institute for Statistics presentation
11:00-11:15	Coffee/tea break
11:15-12:30	Steering Committee Submission to HLPF 2019 Moderator: Mr Jordan Naidoo, Director, Education 2030 Support and Coordination, UNESCO
	Discussion and endorsement of revisions based on inputs from day 1 and discussions of day 2
12:30-14:00	Lunch break
14:00-14:20	Presentation of SDG4 App "Global Challenge" Presenter: Argentina Representative (TBC)
	Further to its presentation at the Latin America Steering Committee meeting in Santiago de Chile, Argentina will give a short showing of "Global Challenge" (Desafío Global). This multiplatform videogame aims to promote knowledge of the SDGs and to foster global citizenship values, a cooperation tool of potential interest to SC members.

14:20-15:40	Strategic planning for the SC Moderator: Mr Kaz Yoshida, Co-chair of the SDG-Education 2030 Steering Committee
	<p>This session is in two sections that will both provide the basis for developing a strategic mid-term plan for the Steering Committee.</p> <p><i>Overarching question: How do we strengthen global, regional and national coordination and implementation mechanisms, as recommended by the Brussels Declaration?</i></p> <p>1) 14:20-15:10</p> <ul style="list-style-type: none"> • <i>Roles of SC Members in Engagement with HLPF, UNGA and Beyond:</i> Mobilizing Member States to secure references to education in the Presidential Declaration, the General Policy Debate of the UN General Assembly’s High-Level Segment and the SDG Summit • <i>Opportunities for stronger engagement at regional level</i> • <i>Relations with co-convening agencies, external partners and the UN,</i> including collaboration with the Group of Friends for Education and Lifelong Learning <p>2) 15:10-15:40: <i>Working Modalities of the Steering Committee</i></p> <ul style="list-style-type: none"> • Defining focus themes for continued Steering Committee work drawing on the priority areas of the Brussels Declaration; • Agreement on the permanent functions of the Secretariat, namely (i) Review, monitoring and reporting; (ii) Advocacy, communications and outreach <p>Ref 8: Discussion paper</p> <div style="background-color: #e6f2ff; padding: 5px;"> <p>Proposed decision:</p> <ol style="list-style-type: none"> 1. Identification of outreach strategies to advance key messages at HLPF, UNGA and beyond 2. Agreement on thematic priorities for joint SC work </div>
15:40 -16:00	Coffee/Tea break
16:00-17:00	Synthesis of Key Decisions and Way Forward Chair: Co-chairs of the SDG-Education 2030 Steering Committee
	<ul style="list-style-type: none"> • Synthesis of key decisions • Identification of key actions for the way forward • Conclusion and closing

Ref 2: Steering Committee members list 2019-20

CO-CHAIRS: UNESCO and Japan

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

Members States

Group I – Europe and North America

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

Ms Nathalie Jauniaux, Director of Studies and Statistics, Academy of Research and Higher Education (ARES)

Germany: *Mr Walter Hirche*, Chair of Education Committee, German Commission for UNESCO
Ms Barbara Malina, Head of the Division of Education, German Commission for UNESCO

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

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

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

Regional organization: European Commission

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

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

Group II – Eastern Europe

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

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

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

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

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

Regional organization: Council of Europe

Mr Villano Qiriaz, Special Adviser to the Director General

Mr Sjur Bergan, Head of the Education Department

Group III – GRULAC

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

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

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

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

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

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

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

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

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

Mr Andres Delich, Deputy Secretary General

Group IV – ASPAC:

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

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

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

Mr Koji Kitayama, Minister, Permanent Delegation of Japan to UNESCO

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

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

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

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

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

(until end of March 2019)

Dr Gatot Hari Priowirjanto, Director, Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat

(From 1 April 2019 until 31 March 2023)

Dr Ethel Agnes P Valenzuela

Regional Group V(a), African States:

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

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

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

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

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

Regional organization: African Union

Ms Beatrice Njenga, Chef de Division Education, Département des Ressources Humaines, Sciences et Technologie, African Union

Mr Lukman Jaji, Policy Officer, AU Education Observatory

GROUP V(b), Arab States:

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

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

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

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

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

Mr Abdusalam Aljoufi, Advisor

E9 Initiative

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

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

Civil Society

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

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

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

Co-Convening Agencies and other partners

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

UNICEF: xxx

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, Education and Women's Economic Empowerment

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

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

Global Partnership for Education:

Ms Sarah Beardmore, Senior Strategy and Policy Specialist

Ms Raphaëlle Martinez, Senior Education Specialist

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

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

Affiliated Members

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

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

Ms Mary Joy Pigozzi, Executive Director

Private Sector: United Nations Global Compact
Ms. Florencia Librizzi, Senior Manager, PRME

Mr Nikolay Ivanov, Coordinator, PRME

Ref 3: Revised SDG-Education 2030 Terms of Reference

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 for the implementation of SDG 4, adopted by 184 Member States in November 2015, is the vehicle for the implementation of the SDG-Education 2030 agenda. The Framework for Action 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 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 Steering Committee is part of the global coordination mechanism, which may be periodically reviewed and adapted as necessary through the Global Education Meetings (GEM).

Mandate

The primary mandate of the SDG-Education 2030 Steering Committee is to support Member States and partners to achieve SDG 4 and the education-related targets in other goals of the overall 2030 Agenda for Sustainable Development.⁶ To achieve this objective, the SDG-Education 2030 Steering Committee 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 linkages between the SDG-Education 2030 Steering Committee, education stakeholders⁷ 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 Council (ECOSOC);
- ✓ Work with other relevant global bodies and supporting mechanisms within SDG processes. ;

⁶ 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.

⁷ These include Member States, UN agencies as well as multilateral, and bilateral organizations, civil society, the teaching profession, academia, youth, and the private sector and foundations.

- ✓ 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, as well as 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 or High Level Meetings;
- ✓ Build strong partnerships⁸ among diverse stakeholders and leverage support for the achievement of SDG-Education 2030;
- ✓ Promote and undertake joint advocacy activities;
- ✓ Monitor and advocate for adequate and sustainable 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 and coordination of partner activities.

Membership and composition

As specified in the 2030 Framework for Action, the SDG-Education 2030 Steering Committee consists of representatives of diverse constituencies including governments, civil-society, multilateral agencies, teachers, private sector, youth. All members will be designated by their respective constituencies, represent them and are accountable to them. It is the responsibility of the representatives of all 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 Steering Committee and stakeholders across the different constituencies at each level.

Composition

The composition of the SDG-Education 2030 Steering Committee is as follows:

Regional Member State representation: Forming the majority, Member States are represented through four country representatives selected from each of the six UNESCO regional groups on a rotational basis. As countries participate in the SDG-Education 2030 Steering Committee on behalf of their region, it is their responsibility to ensure appropriate designation and effective communication within/across their regions, in particular through their representation on the Bureau of the Steering Committee (see further details below).

⁸ 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.

E-9 countries: The E-9 countries comprised of Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan and represented by the E-9 chair.

UN agencies: UNESCO, UNICEF and the World Bank, each have permanent seats, with one seat reserved for a representative of other convening agencies (UNDP, UNHCR, UNFPA, UN Women and ILO)⁹ on a rotational basis.

Global Partnership for Education (GPE): One representative.

OECD: 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 (ODA);

Regional organizations: One representative from regional organizations for each of the six UNESCO regional groups, to be decided by the region, with an option to rotate representation.

Civil society organizations: Two representatives of NGOs designated by the Collective Consultative Committee on NGOs on Education 2030 on a rotational basis.

Teachers: One representative of teacher organizations;

AFFILIATED MEMBERS

Foundations: One representative on a rotational basis.

Youth: One representative on a rotational basis.

Private sector: One representative on a rotational basis.

Affiliated members fully participate in meetings and activities of the Steering Committee in an advisory role and have no decision-making authority.

Profile of members

As the focus of the implementation of SDG4 and education-related targets in other SDGs is at the country level, Steering Committee representatives across all constituencies must have strong technical expertise and experience in national education policy development at senior level. Each constituency will ensure a balance between policy and political representation and technical expertise in education. Furthermore, nomination of members should ensure gender balance.

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. The term for constituencies represented on a rotational basis is 24 months.

Working structures

Co-chairs: The SDG-Education 2030 Steering Committee is co-chaired by a Member State representative elected for a two-year term and the UNESCO Assistant Director-General for Education. The co-chairs:

- ✓ Lead the SDG-Education 2030 Steering Committee through both the meetings of all members, as well as through the Bureau [see further details below].

⁹ One agency officially represents all five organizations. 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.

- ✓ Guide and oversee the work of the SC and the Secretariat which includes inputs for meeting agendas, key documents
- ✓ Represent the Steering Committee in high-level political events related to the global SDG structures and processes (ECOSOC, HLPF...) or other fora and events.

Bureau: In addition to the two co-chairs, the work of the SDG-Education 2030 Steering Committee is facilitated by a Bureau comprising one representative from each of the six UNESCO regional electoral groups, one representative of the WEF 2015 co-convening agencies, as well as one representative from the civil society/teacher organizations constituency nominated by their constituencies for a two-year term. Nominations of members of the Bureau are endorsed by the Steering Committee as a whole. The tasks of the Bureau are as follows:

- ✓ Liaise between the SDG-Education 2030 Steering Committee at large and the Secretariat as necessary to address time sensitive issues and requests addressed to the Steering Committee.

The Bureau will take decisions only when mandated by the Steering Committee;

- ✓ Support the Secretariat to define the agendas for SDG-Education 2030 Steering Committee and global meetings, and on other strategic or operational issues;
- ✓ The MS regional Bureau members act as communication and consultation focal points for their regions and together with the other three MS members of their region, provide two-way sharing of information and position between the SC and their region.
- ✓ The MS regional Bureau members can represent the Steering Committee in regional SDG structures and processes or other regional education fora and events.

Expert Working Groups: The SDG-Education 2030 Steering Committee may form ad-hoc thematic expert groups to provide technical inputs to its work, and/or draw upon the work of other existing relevant ones. Their membership will change in line with the overall rotation of the SC membership. In order to ensure linkages between the SDG-Education 2030 Steering Committee and other global thematic/technical education groups, the SDG-Education 2030 Steering Committee may designate thematic focal points to represent the Committee in such groups.

Secretariat

In addition to hosting and co-chairing the SDG-Education 2030 Steering Committee, UNESCO will also provide the Secretariat to the Steering Committee. The secretariat will support the Steering Committee and its working groups to deliver on agreed activities and outcomes.

Working modalities

- The SDG-Education 2030 Steering Committee will meet regularly, at least once a year, face-to-face. Further virtual meetings via teleconferencing and email consultations will be organized as necessary.
- SDG-Education 2030-Steering Committee members are expected to cover their meeting travel costs. Travel costs of representatives of civil society from developing countries and representatives of Least Developed Countries may be borne by the Secretariat.
- 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 provide interpretation in other UN languages as may be required.

Alignment between global, regional, and national levels

- **Linkages between the SDG-Education 2030 Steering Committee and UN SDG architecture and processes:** The SDG-Education 2030 Steering Committee 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 the global level, the SDG-Education 2030 Steering Committee will respond to requests for inputs from the UN, including from the HLPF, as well as other entities on education-related efforts within the 2030 Agenda for Sustainable Development;
- **Coordination at regional level** is key to ensuring alignment of approach between global, regional, and national levels. The four Member States representing each of the six regions, and in particular, the regional representative on the Bureau, as well as the organization representing each of the six regions will have a key role to play in ensuring the articulation between the global and national levels. Regional articulation allows for two-way communication and articulation by ensuring: (i) that national priorities and concerns from diverse regions inform the work of the SDG-Education 2030 Steering Committee, and (ii) that the guidance provided by the SDG-Education 2030 Steering Committee to Member States is further supported at the regional level. One way of doing this is to ensure that the four 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 Steering Committee 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-convenors, and other partners who are facilitating regional and national consultations and SDG-related activities will support Member State representatives in the SDG-Education 2030 Steering Committee to share information on global processes and initiatives, as well as on regional and national activities and achievements related to the SDG 4-Education 2030 agenda as needed;
- The SDG-Education 2030 Steering Committee 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
- Steering Committee members will participate in SDG4-Education 2030 consultations and related activities at national regional and global levels as appropriate.

Specific outcomes, linked to SDG-Education 2030 Steering Committee activities may be defined in its operational plans.

Ref 4: Brussels Declaration and summary report of the Global Education Meeting

We, Ministers, and other heads of delegations, as well as representatives of multilateral organizations, civil society, the teaching profession, youth and the private sector, met in Brussels, from 3 to 5 December 2018.

Recalling Transforming World: the 2030 Agenda for Sustainable Development¹⁰, the 2015 Incheon Declaration, the Education 2030 Framework for Action, and drawing on a review of progress since the adoption of Agenda 2030, regional consultations on Sustainable Development Goal 4 (SDG 4) conducted in 2018¹¹, as well as deliberations at this Global Education Meeting, we call for strengthened collective action to achieve SDG 4, “**Ensure inclusive and equitable quality education and promote life-long learning opportunities for all**”.

In noting that, despite some progress, globally, **we are not on track to achieve the SDG4 targets by 2030**, we agree to the following key messages for the 2019 High-Level Political Forum and the United Nations General Assembly:

Key Messages

1. We reaffirm the right to inclusive quality education and the fundamental role of education, training, lifelong learning, higher education and research as key drivers for sustainable development, including for climate change adaptation and mitigation, and call for strengthened collective action on SDG4 within the 2030 Agenda.
2. We commit to eradicate illiteracy through formal and non-formal education and training.
3. We commit to instituting and strengthening legislation, policy measures and strategic approaches to make education and training systems more equitable and inclusive “leaving no one behind”, including in contexts of protracted crises and humanitarian emergencies.
4. We call for a commitment to include migrants, displaced persons and refugees in our education and training systems and to facilitate the recognition of their qualifications, skills, and competencies, in line with national legislation and international agreements.
5. We commit to quality gender-responsive education and training to achieve the empowerment of all women and girls.
6. We commit to strengthening education for global citizenship and for sustainable development to promote values of respect for life, dignity and cultural diversity and contribute to social cohesion, democracy, peace and social justice and to improving the accountability of education as a public good.
7. We commit to open, flexible and responsive education and training systems that support the development of a broader range of knowledge, skills and competencies, from early childhood to adulthood, to contribute to sustainable, peaceful, inclusive and just societies, and to engage in decent work in rapidly changing labor markets.
8. We call for ensuring publicly funded, relevant initial and continuous professional development, and appropriate recruitment processes, decent working conditions, professional autonomy and career pathways for teachers, educators, trainers and school leaders.
9. We call for strengthened domestic resource mobilization and increased international cooperation, solidarity and aid to improve education quality, equity and inclusion, while prioritizing resources to those most in need, including in contexts of protracted crises.

¹⁰ United Nations Transforming our world: the 2030 Agenda for Sustainable Development. <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>; United Nations General Assembly (Distr. 25 January 2018) A/Res/72/222. Resolution adopted by the General Assembly on 20 December 2017 [on the report of the Second Committee (A/72/420/Add.7)]. Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development.

http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/72/222

¹¹ Pan-African 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/Council of Europe, 24 October 2018) and Arab Education 2030 consultation (Amman, 4-7 November 2018).

1. **2030.** There are still 750 million youth and adults who are not literate, two thirds of whom are women, and 262 million children and youth who do not attend school. Equally worrying, 617 million, or 58% of children and adolescents, are not able to read and do basic mathematics, of which a large share is in school. Half of pre-school age children are not enrolled in early childhood education programs, despite their importance for health, equity and future learning. Only half of all adolescents and youth complete secondary school, with only 18% in low-income countries – and 1% of the poorest girls.
2. **We reaffirm the universal relevance of the 2030 Agenda for Sustainable Development and the centrality of education for reaching all SDGs.** Noting the linkages between education and the goals being reviewed at the 2019 **High-Level Political Forum (HLPF)**, Goal 8 (Decent Work and Economic Growth), Goal 10 (Reduced Inequalities), Goal 13 (Climate action) and Goal 16 (Peace, Justice and Strong Institutions), under the theme “Empowering people and ensuring inclusiveness and equality”, **we call on the HLPF, the United Nations General Assembly (UNGA) in September 2019 and governments to take all measures to step up progress on SDG4, by reflecting education, at all levels and contexts, as essential to achieving Agenda 2030.**
3. Noting that inclusion and equity in and through education and training is vital to ensuring a transformative agenda, **we reaffirm the right to safe, quality education and learning throughout life**, based on the principles of non-discrimination, gender equality and equal opportunity for all. **We further commit to strategic context and culturally sensitive legislation and policies to make our education and training systems more equitable and inclusive “leaving no-one behind”.** This requires that all children and youth have access to quality early childhood development, care and education, encouraging at least one year of free and compulsory pre-primary education and complete 12 years of free publicly funded quality primary and secondary education, of which at least nine years are compulsory. It also requires enhanced access to post-secondary education, including technical and vocational education, further education and tertiary education, including university, accessible to all. Particular attention will be given to those in vulnerable situations, persons with disabilities, indigenous peoples, those in remote rural areas, ethnic minorities, the poor, women and girls, migrants, refugees, and displaced persons, whether as a result of conflict or natural disasters.
4. **We reaffirm that teaching is a profession and that teachers, school leaders, educators and trainers all play a vital role in our collective responsibility to prepare future generations.** Accordingly, **we call for greater support and resources for relevant initial and continuous professional development, efficient and effective policies, appropriate recruitment and deployment processes, decent working conditions, and opportunities for sharing promising practices, professional autonomy and career pathways for teachers.** We also call for measures to prevent teacher attrition to ensure a motivated, supported, highly skilled, qualified, adequately resourced and empowered teaching force. We also commit to value our teachers and raise their status and work to involve them and their organizations and institutions in the development, monitoring and evaluation of education policy.
5. Highlighting that literacy, including functional literacy, is still a major challenge, **we reaffirm our commitment to eradicate illiteracy through formal and non-formal education and training** and ensure equitable access to digital literacy, as well as media and information literacy as a continuum of proficiency levels within a lifelong learning perspective.
6. Education affects the aspirations, beliefs and attitudes of migrants, refugees and displaced persons and their sense of belonging in host communities. Investing in the inclusion of migrants and displaced persons in education systems also helps host communities to understand and fight stereotypes and discrimination and promote cohesive societies. Recognition of higher education qualifications of refugees and migrants through the UNESCO Regional Conventions, and other mechanisms such as the European Qualifications Passport for Refugees, are important instruments to meet the aspirations of individuals and are beneficial to both host countries, as well as countries of origin. **We recognize the need to include migrants, displaced persons, returnees, asylum**

seekers, refugees and stateless persons in our education and training systems and to facilitate recognition of their qualifications, skills and competencies, taking account of national context, national legislation and international agreements.

7. Social, political, environmental and economic changes, as well as accelerated technological innovations, have profound implications for education and training systems. Accordingly, **we commit to supporting lifelong learning opportunities for all to ensure necessary competencies for personal development, decent work and sustainable development, with attention to climate change, adaptation and mitigation.** Additionally, education institutions must provide children, youth and adult learners with the competences to be active citizens in democratic and sustainable societies. This includes efforts to promote education for sustainable development and sustainable lifestyles, democracy and human rights, gender equality, age-appropriate comprehensive sexuality education, physical education and sports, education in native language, peace and non-violence, global citizenship and active participation, appreciation for cultural diversity, multilingualism, intercultural dialogue, solidarity and more peaceful, tolerant and inclusive societies. This requires attention to pedagogy, curricula, teaching and learning materials, assessments, initial teacher training and continuous professional development, inter alia.
8. **We highlight the important role of higher education and technical and vocational education and training** based on collaboration with all relevant stakeholders **and the importance of regional and national mechanisms for the recognition of higher education and vocational qualifications.** We also recognize the importance of skills acquired through non-formal and informal education and learning.
9. We reaffirm children's and young people's right to learn free from violence. A **safe learning environment**, free of bullying and violence, including gender-based violence, is critical to improve educational and social outcomes. **We commit to address harassment and violence of all forms in education institutions.**
10. Attacks on education and training have damaging impact – with the potential to increase student dropout and teacher attrition, lead to extended school and university closures, diminish the quality of education and cause physical and psychological harm. In this regard, **we reaffirm that education and all its facilities and institutions should be protected from attacks and military use, and urge parties to armed conflict not to use schools and universities for military efforts.**
11. We urge adherence to the international benchmarks of allocating at least 4-6% of Gross Domestic Product and/or at least 15-20% of total public expenditure to education. We reiterate the need to ensure more efficient and equitable resource allocation and to improving accountability in expenditure including through legislation. Accordingly, **we call for strengthening domestic resource mobilization, including** through tax reform, anti-corruption measures and tracking of illicit financial flows, as agreed in the Addis Ababa Conference on Financing for Development. **We further call for increased volume and predictability of international aid** towards meeting the benchmark of 0.7 per cent of GNP, with active participation of governments, the private sector, philanthropic organizations and foundations to strengthen public education, and with a larger share of aid to countries with the greatest needs. Funding should prioritize resources to improve the quality of education and social outcomes in an equitable and inclusive way according to needs and priorities of countries.
12. Acknowledging that the international community has embraced the new monitoring framework, which calls on diversifying education and training data sources and the current review of progress through agreed national, regional and global processes, **we commit to strengthening monitoring of inclusion, equity and quality. This includes optimizing education governance systems and the use of existing indicators and ensuring more disaggregated data to better track inequalities based on gender, ethnicity, language, income, disability status, migratory status and geographical location.** In recognizing the value and risks associated with Big Data, we emphasize the importance of protecting personal data of learners and teachers.

13. We commit to support meaningful involvement of youth, students, teachers, school and post-secondary institution leaders, and their representative organizations, as well as communities, parents, civil society and academia at all stages, from planning to monitoring progress in ensuring the right to quality education for all. In this regard, **we commit to strengthening the capacities of public authorities and stakeholders, to monitor and evaluate equity and quality in education and training and to ensure more transparent reporting for public accountability.**
14. **We commit to reinforcing national and regional SDG4 coordination and implementation mechanisms and to strengthening international cooperation, solidarity and partnerships** by learning from each other's experiences and developing joint initiatives ensuring complementarity and synergy in our efforts to meet our shared goals and commitments.
15. **We reaffirm that education is a public good and public responsibility, a fundamental human right and an important basis for ensuring personal fulfilment and for the realization of other rights essential for peace and sustainable development.** Governments have the primary responsibility to deliver on the right to education and a central role as custodians of efficient equitable and effective management and financing of public education accessible to all.
16. The messages and commitments presented in this outcome statement should be taken forward with the report to be submitted to the 2019 HLPF under the aegis of the SDG-Education 2030 Steering Committee. In this regard, we reaffirm the lead role of UNESCO in the coordination, implementation and monitoring of SDG4.

[The summary report of the Global Education Meeting will be distributed separately.](#)

Ref 5: 2019 HLPF information note

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 \(HLPF\)](#).

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 in concert with the General Assembly, the Economic and Social Council and other relevant organs and forums.

In 2019, the High-Level Political Forum on sustainable development (HLPF) will meet twice to review progress in the implementation of the 2030 Agenda. It will hold its annual meeting under the auspices of ECOSOC from 9 to 18 July 2019 and will gather heads of state and government during the GA high-level week on 24 September (afternoon) and 25 September 2019 for the "SDG or HLPF summit".

The Summit is mandated to "provide high-level political guidance" on the 2030 Agenda and its implementation, "identify progress and emerging challenges and mobilize further action to accelerate implementation".

This year the annual High-level political forums' Political Declaration will be adopted during its September session to send a strong political message on the urgent need to scale up action in the implementation of the 2030 Agenda. It is expected that the Declaration will be concise and action-oriented and will be negotiated under the co-chairmanship of Ambassadors of Sweden and the Bahamas.

The HLPF under the auspices of ECOSOC will provide substantive inputs for the September Summit, including for a successful Political Declaration.

General Information on the High Level Political Forums in 2019

HIGH-LEVEL POLITICAL FORUM UNDER THE AUSPICES OF ECOSOC (9 – 18 JULY 2019)

The meeting of the High-Level Political Forum on sustainable development in 2019 convened under the auspices of the Economic and Social Council will be held from **Tuesday, 9 July, to Thursday, 18 July 2019**; including the three-day ministerial meeting of the forum from **Tuesday, 16 July, to Thursday, 18 July 2019**.

The theme will be "*Empowering people and ensuring inclusiveness and equality*". The set of goals to be reviewed in depth is the following:

- [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
- [Goal 17](#) - Strengthen the means of implementation and revitalize the global partnership for sustainable development

Voluntary National Reviews will be presented by 51 Member states. 41 of these will be first-time presenters and 10 will be presenting for the second time. Five of the 24 Member States on the SC are presenting in this round, viz. Burkino Faso, South Africa, Philippines, Turkey and Tunisia. This year the second time presenters will be presenting in groups jointly to ensure cross-country discussions on common challenges and approaches towards the reviewed goals.

ECOSOC President's Summary will be the outcome of the July High-level Political Forum that will aim to capture key messages and lessons from the review of the SDGs. The summary will inform the negotiations on the Political Declaration to be adopted at the SDG or HLPF Summit in September.

Program of the High-level Political Forum (tentative)¹²

During the **first week** of the High-level Political Forum, thematic reviews focusing on the 6 SDGs assigned for 2019 within the theme of "*Empowering people and ensuring inclusiveness and equality*" and interlinkages are discussed in the plenary sessions. 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 based on expert group meetings on the SDGs, including with questions for discussion
- presentations by panelists, followed by interactive discussions

Second week of the HLPF will feature 51 voluntary national reviews.

Throughout the two-week period, a series of **side events** may draw attention to aspects of individual goals. The call for applications will be open in mid-March and each member state or UN entity can put forward one proposal for one side event per week. Final decision on the applications will be announced ahead of time to allow for events and participants' planning.

HIGH-LEVEL POLITICAL FORUM UNDER THE AUSPICES OF THE UN GENERAL ASSEMBLY OR "SDGS OR HLPF SUMMIT" (24-25 SEPTEMBER 2019)

The meeting of the high-level political forum on sustainable development in 2019 convened under the auspices of the United Nations General Assembly will gather heads of state and government during the GA high-level week on 24 September (afternoon) and 25 September.

It will provide a strategic guidance for the implementation of the overall 2030 Agenda.

The outcome document of the SDG HLPF Summit will be a Political Declaration. The Permanent Representatives of Sweden and the Bahamas have been entrusted to work on the modalities of the "SDG Summit" as well as to guide the negotiations of the Political Declaration.

A number of other high-level events with relevance to sustainable development will be convened during the same week in September, notably: the Secretary-General's Climate Summit, the High-level Dialogue on Financing For Development, the High-level Meeting on Universal Health Coverage and the High-level Meeting on the Implementation for the SIDS Accelerated Modalities of Action (SAMOA) Pathway. This will provide an opportunity to ensure that these events will bring about maximum benefits for sustainable development.

¹² While the Program of the High-Level Political Forum is yet being finalized and agreed upon by the ECOSOC Bureau, based on previous years we have prepared the information in this document. The Program is expected to be released by mid March and posted on the HLPF website.

Inputs into the SDGs' review at the July High-Level Political Forum

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

1. **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. These national reviews are expected to serve as a basis for the regular reviews by the HLPF. As stipulated in paragraph 84 of the 2030 Agenda, regular reviews by the HLPF are to be voluntary, state-led, undertaken by both developed and developing countries, and shall provide a platform for partnerships, including through the participation of major groups and other relevant stakeholders. 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'.

The list of the member states that will present their VNRs is available [here](#).

It will be an important opportunity for Members of the SDG-Education 2030 Steering Committee to work with their respective governments in the VNRs preparation and presentation to ensure issues related to the implementation of the education targets will feature prominently therein.

2. 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_Steering_Committee_input_to_2018_HLPF.pdf . It 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).

The official Intergovernmental Report for SDG 4 is submitted through the SDG-Education 2030 SC. The report is drafted by UNESCO, and finalized through SC consultations, review and feedback and endorsed at a SC meeting prior to submission. UIS and the Global Education Monitoring Report provide the major support for the development of the draft report, which is reviewed and finalized through consultation with the Steering Committee. This report has a format and guidelines provided by ECOSOC. Deadline for submission of the report is 15 March 2019.

Schedule for Review and Finalization of the 2019 SC Submission to the HLPF

- | |
|--|
| ➤ 25 February 2019 - first draft of the Report for SC review |
| ➤ 5 March - 2 nd draft for further inputs |
| ➤ 11 and 12 March - final endorsement at the SC meeting |

- In addition to the above formal submission to the HLPF, through the SDG-Education 2030 SC, 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. The

report is produced in collaboration with UNESCO and the SDG – Education 2030 Steering Committee (see **Annex 2**).

3. Important regional inputs to the High Level Political Forum are the outcomes of the **Regional Forums for Sustainable Development convened by the Regional Commissions**, which support the implementation of the 2030 Agenda, including its follow-up and review process. Regional commissions' sessions are due in the following regions:

- **ESCAP:** Sixth Asia-Pacific Forum on Sustainable Development: Empowering people and ensuring inclusiveness and equality 27-29 March 2019, Bangkok, Thailand
- **UNECE:** Regional Forum on Sustainable Development for the UNECE Region 21-22 March 2019, Geneva, Switzerland
- **ECLAC:** Third Forum of the Countries of Latin America and the Caribbean on Sustainable Development 22-26 April 2019, Santiago, Chile
- **ESCWA:** The Arab Forum for Sustainable Development 2019 9-11 April 2019, Beirut
- **ECA:** Fifth session of the Africa Regional Forum on Sustainable Development 16-18 April 2019, Tangiers.

It will be important to support discussions therein with respective representation by members of the Steering Committee.

4. Input from the Expert Group Meetings on the reviewed SDGs

UNDESA facilitates the organization of dedicated expert group meetings (EGM) on each of the reviewed goals usually at the margins of global thematic events. As agreed with UNDESA, the Global Education Meeting (GEM 2018) , in particular its panel on interlinkages between the SDG4 and the broader 2030 Agenda, served as the Expert Group meeting for SDG4. Finalization of the document on the SDG4 Expert Group Meeting will be done in close consultation with UNDESA and will be submitted as official input to the HLPF.

Upcoming EGMs on SDG 8, 10, 13, 16 and 17 are planned in the months of March and April to contribute to the thematic review of these goals at the HLPF;

5. **Inputs by the Major groups and stakeholders**, which represent the views of non-governmental organizations, will also share respective inputs. One group is the Education and Academia group whose contribution to the 2018 HLP is here:

https://sustainabledevelopment.un.org/content/documents/18833EducationAndAcademia_SectoralPaper_2018HLPF.pdf;

6. **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.**

At the **level of the United Nations:**

- An **Annual Progress Report on the implementation of 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

Submitted by relevant UN Agencies – for SDG 4, UNESCO with input from other relevant UN agencies and the World Bank

- 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).
Submitted by UNESCO through UIS, the custodian agency for almost all of the SDG 4 indicators

Steering Committee Engagement with 2019 HLPF

Given that Goal 4 is reviewed in-depth in July 2019 while also contributing to the broader vision on the forthcoming challenges for the 2030 Agenda, it will be key to ensure the outreach and advocacy of the SDG-Education 2030 Steering Committee both collectively and through individual member's activities.

As the main global multi-stakeholder coordination mechanism for the education-related targets of the Sustainable Development Agenda, the SDG-Education 2030 Steering Committee is mandated to provide strategic guidance to Member States and the education community, and make recommendations for catalytic action across the education targets¹³. Building on its unique global coordinating role, the Steering Committee needs to consider how to engage proactively and position itself, including as to which products it should contribute to and in which events members should participate. Moreover, the committee is best placed to propose a narrative reflecting key issues stemming from the progress across all SDG4's targets.

Through proactive engagement in i) the inputs, ii) HLPF discussions/VNRs as well as iii) negotiations of the Political Declaration, the Committee and its members can promote key messages to be reflected in the 2019 Political Declaration¹⁴.

The December **2018 Global Education Meeting** in Brussels provided 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.

Key messages

The GEM 2018 messages is a key input to the HLPF submission. It will be complemented with data and other issues to be highlighted from information gathered by UIS and GEMR, as well as regional inputs and feedback and inputs from the members of the SC. The SC will need to agree on 2-3 messages and an overall narrative noting that the report needs to follow a structure set by ECOSOC, as **outlined below**

- An assessment of the situation at the global level;
- The identification of gaps, areas requiring urgent attention, risks and challenges;
- Valuable lessons learned;

¹³ 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"

¹⁴ Unlike previous years in 2019 the High-level Political Forums under the auspices of ECOSOC and UNGA will result in one Political declaration to be adopted at the SDG Summit in September.

- Emerging issues likely to affect the realization of transformation towards sustainable and resilient societies;
- Areas where political guidance by the high-level political forum is required;
- Policy recommendations on ways to accelerate progress in transformation towards sustainable and resilient societies.

Refer to link below for 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

Representation and participation at the High-level Political Forum in July

Members of the Steering Committee may participate in the thematic reviews plenary sessions and side-events of the High-level political forum as part of their official country or institutional delegations. This may include active participation in the following sessions:

- **Presentation of the 51 Country Voluntary National Reviews (VNRs)** on the reviewed goals
- Session focused on **the Global Sustainable Development Report (GSDR)**;
- **UNDESA VNR Lab** 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 **panelists** or **discussants** *either* in the **SDG 4** implementation review session *or* in one of the **thematic** review sessions upon invitation by the President of ECOSOC.

Annex 1: 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:

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

Expected timeline

2019 HLPF Input Timeline	
Guidelines on deadlines, procedures and content during SC Chairs/Bureau meeting	January 2018
First draft completed and shared with SC members for feedback	25 February 2019
Draft further finalized based on feedback from SC Members	26 February-5 March 2019
Circulation of revised submission and integration of comments	5 March 2019
Final review of submission during the SC Meeting for final endorsement	11-12 March 2019
Integration of final comments and sharing with SC members	13 March 2019
Submission to ECOSOC	15 March 2019

Annex 2: 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 in 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

Annex 3: 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/Division of Education 2030 Support and Coordination, 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)

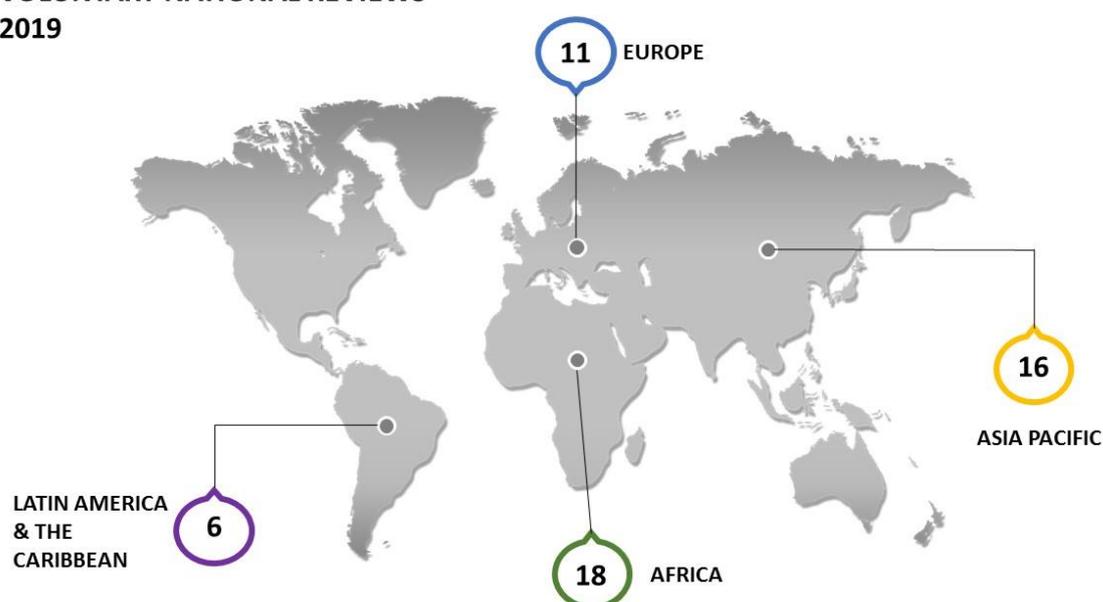
Annex 4: For more information on Thematic SDG Reviews [click here](#)

In accordance with paragraph 84. of the [2030 Agenda](#), Member States have decided that the HLPF shall carry out regular voluntary reviews of the 2030 Agenda which will include developed and developing countries as well as relevant UN entities and other stakeholders. The reviews are state-led, involving ministerial and other relevant high-level participants, and provide a platform for partnerships, including through the participation of [major groups and other relevant stakeholders](#).

In 2019, 51 countries (10 for the second time) have volunteered to present their national voluntary reviews to the HLPF. For more details, please [click here](#).

HLPF IN NUMBERS

VOLUNTARY NATIONAL REVIEWS 2019



Thematic SDG Reviews

Thematic reviews of progress on the Sustainable Development Goals, including cross-cutting issues and interlinkages, are an essential part of the annual session of the High-level Political Forum under the auspices of the ECOSOC.

As well as providing an update on where we stand in terms of progress on individual SDGs, thematic reviews offer critical insights into the implementation of the SDGs, while facilitating peer learning, exchange of experiences, identifying lessons learned as well as gaps.

These thematic reviews will benefit from reviews by the ECOSOC functional commissions and other intergovernmental bodies and forums.

In addition, DESA in collaboration with relevant UN-system entities and other partners will organize preparatory events such as Expert Group Meetings on the SDGs under review. The outcomes of these preparatory events will serve to inform the HLPF's deliberations.

Calendar of preparatory thematic events for 2019 HLPF under ECOSOC

Expert Group Meeting on SDG 4: 3-5 December 2018, Brussels

Expert Group Meeting on SDG 8: 3-5 April 2019, Geneva

Expert Group Meeting on SDG 10: 2-3 April 2019, Geneva

Expert Group Meeting on SDG 13: 1-3 April 2019, Copenhagen

Expert Group Meeting on SDG 16: 3-5 April 2019, Rome (TBC)

Expert Group Meeting on SDG 17: 12 April 2019, New York

Expert Group Meeting on interlinkages: TBC

Regional Preparatory Meetings

United Nations Economic Commission for Europe (ECE): 21 – 22 March 2019, Geneva, Switzerland

United Nations Economic and Social Commission for Asia and the Pacific (ESCAP): 27 – 29 March 2019, Bangkok, Thailand

United Nations Economic and Social Commission for Western Asia (ESCWA): 9 – 11 April 2019, Beirut, Lebanon

United Nations Economic Commission for Africa (ECA): 16-18 April 2019, Tangier, Morocco

United Nations Economic Commission for Latin America and the Caribbean (ECLAC): 22- 26 April 2019, Santiago, Chile

Stakeholders' e-consultation on the SDGs under review at 2019 HLPF

[Please click here for more information on the E-consultation](#)

Activities planned by the United Nations System

- Activities promoted by the UN System in contribution to HLPF Session 2019 (2018)
- Activities promoted by the UN System in contribution to HLPF Session 2019 (2019)

Workshops

- Advancing the 2030 Agenda: Lessons learnt from the first cycle of the High-level Political Forum on Sustainable Development (HLPF) – how far can we go?
- [Report of the 2018 Sustainable Development Forum - Accelerating Progress towards the SDGs: Enhancing the Role of the High-level Political Forum \(HLPF\), 29-31 October 2018, Incheon, Republic of Korea](#)

HLPF Preparatory WebinarsHLPF 101 in English

- Presentation
- Audio recording of webinar
- Transcript of webinar
- Q&As from webinar

FPAN 101 en español

- Presentación
- Grabación de audio del seminario web
- Preguntas y respuestas del seminario web

Ref 6: Next-to-final draft of SDG-education 2030 submission to HLPF
2019

This document will be distributed separately

Ref 7: Abstract of special publication on SDG4

The Education 2030 Framework for Action proposed a roadmap for SDG 4 implementation, especially at national level. It stressed the need to align national education policy and planning to the Agenda 2030 targets and priorities.

However, given the broad range of national and international strategies contained in the Framework for Action, it is not always clear how countries perceive the relevance of SDG 4 for their education policies, how they respond to the challenge and what would constitute progress not just in quantitative but also in qualitative terms.

The Global Education Monitoring Report has the mandate to “*report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments as part of the overall SDG follow-up and review*”. For this reason, the team proposed a **special publication**, under the auspices of the SDG – Education 2030 Steering Committee, to respond to the above questions and to mark the occasion of the first review of SDG 4 at the 2019 HLPF in July.

The purpose of the special publication is to:

- Collect and interpret information on national level **perceptions** about the ways in which SDG 4 is influencing education policy, planning and implementation since 2015 in order to distil the **shared understanding** about what SDG 4 means
- **Showcase good practices** from countries that have oriented their education policies and programmes towards SDG 4 in key areas, documenting barriers that prevent countries from achieving progress.
- Present information on how countries coordinate the **implementation and monitoring** of SDG 4.

The content is informed by:

- An analysis of the education components of 111 **voluntary national reviews** between 2016 and 2018.
- Responses to a **special questionnaire** circulated to all countries through UNESCO’s regional bureaus. So far, 53 countries have responded and work is ongoing to collect responses and ensure a balance across regions and income groups.

The content of the Report will cover the following areas, analysing commitment from six key viewpoints:

- **Framing SDG 4:** This section will summarize findings from responses on what countries see as unique in the SDG 4 agenda. Based on a synthesis of these responses and an analysis of existing documents, this section will develop a framework for a shared appreciation of what SDG 4 means for countries and use it as the starting point for an analysis of whether countries move towards that shared understanding. It will comment on how national understanding of SDG 4 relates to or differs from this vision.
- **Implementing SDG 4:** After a brief overview, the main body of the publication will analyse how countries are making progress in six key areas:
 - Beyond averages: leaving no one behind
 - Beyond access: relevant learning outcomes
 - Beyond basics: global citizenship or digital literacy
 - Beyond schooling: lifelong learning for sustainable development
 - Beyond education: multi-sectoral planning across levels and sectors
 - Beyond countries: peer learning mechanisms regionally and globally
- **Coordinating SDG 4:** A short concluding section will provide a synthesis of national coordination mechanisms both for policy and for monitoring.

Ref 8: Discussion paper

Strategic engagement of the Steering Committee: HLPF and beyond

With SDG4 slated for in-depth review at the UN High-Level Political Forum, 2019 is a decisive year for attracting top political attention to education as the most important investment for achieving the 2030 Agenda for Sustainable Development, and the key driver for empowering people and building more inclusive societies.

As such, this makes it a crucial year for the Steering Committee to demonstrate its authority and enhance its visibility as the voice of the global education community. It calls for proactive engagement, sharp messages and a clear narrative, linked to the centrality of education for achieving all the SDGs.

This was the message that informed events that marked the first International Day for Education on 24 January, following a UN General Assembly resolution put forward by Nigeria and 58 Member States adopted in December 2018.

It was also the impetus for several Permanent Missions to the United Nations to set up a Group of Friends for Education and Lifelong Learning, with broad cross-regional representation, and co-chaired by Argentina, Czech Republic, Japan, Kenya and Norway.

Speaking with one voice

In light of the HLPF theme and the SDG Summit during the UN General Assembly, this is a year to keep the momentum and secure stronger political will and financing for education.

The Steering Committee is a unique multi-stakeholder group entrusted with the coordination and follow-up of SDG4 and other education-related targets of the global agenda: it must be recognized as such by acting as an authoritative pressure group, mandated by the international community, to provide strategic guidance for the advancement of education everywhere, especially where disadvantage is greatest.

Both in their individual capacity and collectively, Steering Committee members have a decisive role to play in outreach and advocacy, taking forward the priorities of the Brussels Declaration (Global Education Meeting), the conclusions of the submission to the High Level Political Forum, informed further by the Global Education Monitoring Report's special review for HLPF. Such pro-active engagement will serve to reaffirm and enhance the legitimacy of the Steering Committee and its role in policy guidance, advocacy and partnership building around education-related matters.

This will call for more interaction between meetings, and in particular, leading up the High Level Political Forum and the UN General Assembly, for visible engagement of Steering Committee members in national and regional forums. As often as possible, reference to the Steering Committee's role and message should be made when members participate in various events. Several dimensions can guide action in the next semester and set the ground for a longer-term strategic plan.

Keeping on Message

As recalled above, the Brussels Declaration, the HLPF submission and the GEM report special publication provide the substance to frame strong political messages on how to accelerate implementation, which will be the thrust of the Political declaration to stem from the SDG summit.

The tone may convey urgency while being constructive and forward-looking, drawing on positive cases to make clear policy recommendations for achieving more inclusion, equity and quality in education at all levels.

Key pointers from the narrative of the HLPF submission may include:

- systematic underscoring of the transformational impact of education on individuals and societies, across the SDGs, and in particular for those under review at HLPF. In the face of the ongoing digital

revolution, rising inequalities within and between countries and the increasing mobility of people, education, a fundamental human right, empowers individuals with the knowledge, skills and understanding they need to adapt to change and make sustainable choices for shaping the future.

- noting that the world is not on track to achieve SDG4: the exclusion of some 263 million children and youth from education – one in five in this age group – feeds into poverty, while the learning crisis is accentuating inequalities in opportunities and undermining the value of education.
- Affirm that SDG4 is achievable with strong political will and requires:
 - increased investment domestically and internationally targeting the most disadvantaged and marginalized populations, and conflict and emergency situations. Draw attention to significant share of household spending on education in many developing countries that is an important source of inequality
 - placing the primary focus of education and training policies on equity and inclusion, with special attention to vulnerable groups such as migrants and refugees, as well as tackling the gender and disability gaps
 - placing increased attention on the relevance of learning, both for decent work and citizenship, with a focus on teachers, teaching practices and contents: education has to transform to help learners navigate change, make responsible choices and shape a more sustainable future
 - strengthening the links between education, training and skills development, taking a lifelong learning approach to expand opportunities

Reaching our target audiences

It is crucial that education be prominently recognized in the Political Declaration stemming from the SDG Summit, as this will provide a key expression of commitment to take forward in the future. As such, SC members should agree upon the strategic narrative including the most essential elements they aim to see reflected in the Political Declaration, notably: the centrality of education to the global agenda and its transformative potential for peace and development; actions required to advance inclusion and equity, improve learning in a lifelong perspective, increase funding and strengthen international coordination, This strategic narrative can be actively promoted by the SC members collectively and/or individually during the negotiations on the HLPF Political Declaration.

Steering Committee members, in particular those representing Member States, can also play an influential role in securing recognition of education in the national statements made by Heads of State and Government during the General Policy Debate of the UN General Assembly, beginning on 24 September 2019. This would serve to showcase the role attributed to education both for inclusive national development and for building more peaceful and resilient societies.

Identifying Opportunities

In addition to the HLPF (July 9 to 18) and the 74th session of the UN General Assembly (from 17 September) during which events will be organized with the Steering Committee and the Group of Friends, other platforms provide opportunities for the Steering Committee to convey its messages and policy recommendations.

It should be noted that the Steering Committee's youth advocate will participate in the 8th Annual ECOSOC Youth Forum, being held under the theme "Empowered, Included and Equal". The aim is to allow youth participants to debate and develop messages for the SDG summit on 24 and 25 September 2019.

Other opportunities for building synergies include:

- Global Conference on Strengthening Synergies between the Paris Agreement and the 2030 Agenda, Copenhagen, April 1-3
- Expert Group Meetings on SDG10 (April 2-3); SDG8 (April 3-5, Geneva); SDG16 (Rome, April/May)

SDG17 (April 12, New York)

- G7 under the chairmanship of France (Biarritz, 24-27 August): an event is foreseen at UNESCO on 5 July 2019 with emphasis on girls and women's education
- G20 under the chairmanship of Japan (28-29 June, Osaka)
- Regional Forums on Sustainable Development
 - UNECE Region: Geneva, March 21-22 for UNECE Region
 - Asia-Pacific Region: Bangkok, March 27-29
 - Arab Region: Beirut, April 9-11
 - Africa region: Tangiers, April 16-18
 - Latin America and Caribbean: Santiago de Chile, 22-26 April
- World Skills Day: United Nations Headquarters, July 15
- International Forum on Inclusion and Equity, 12-13 September, Bogota, Colombia
- SDG Summit, United Nations Headquarters, 24-25 September
- High Level Dialogue on Financing for Development, 26 September, UN Headquarters
- UNESCO General Conference, Paris, 12-27 November

Ways forward

- Producing a short brochure and standard presentation summarizing key messages from the HLPF submission and the GEM Report publication, together with the priorities of the Brussels Declaration, giving SC members a reference to inform their advocacy and outreach
- Fostering closer linkages between UNESCO Regional offices and Steering Committee members, facilitated by the ED2030 Secretariat, to encourage participation in relevant forums and disseminate the Committee's guidance on education policy more widely
- Steering Committee members may consider issuing a public statement in the form of a blog or op-ed ahead of HLPF, and to join in a public advocacy campaign that could be coordinated by UNESCO, linked to the theme of the HLPF on empowerment and inclusion, and the interconnections with the other goals under review (Decent Work and economic growth SDG8; Reduced inequalities SDG10; Climate Action SDG 13; Peace, justice and strong institutions SDG16).
- With a view to developing a strategic plan for the next biennium, Steering Committee members are invited to contribute proposals on ensuring visibility and strengthening coordination, in a dialogue with the Secretariat. It should be noted that the outcomes of the HLPF and the SDG summit will also provide guidance for the development of this strategic plan.

Working Modalities of the Steering Committee

The Steering Group's working modalities must be geared to supporting implementation of SDG4, through strategic guidance, recommendations, partnership-building and joint advocacy. The current Working Groups – Policy and Strategies, Finance, Monitoring and Evaluation, and Advocacy and Communication - have been operational for two years. Given that this is a new rotation cycle with new members, the hosting of the first GEM with identified priorities and the first focused SDG 4 Review by the HLPF, it is necessary to review the objectives and operations of the WGs.

In this context, it should be noted that the Monitoring and Evaluation, and Advocacy and Communication are regrading as standing Working Groups to address continuing functions of the Steering Committee. The other two Working Groups were intended as ad-hoc time bound groups to address issues linked to the Steering Committee work plan for the two-year period of each membership cycle.

Accordingly, the Steering Committee is required to review the performance and operations of the existing Working Groups and make adjustments based on the workplan imperatives for 2019-2020. Furthermore, the responsibilities of working group leads/members need to be well defined and agreed upon.

Review, Monitoring and Reporting

The UIS, the custodian agency for SDG4 data, and the GEM Report have main responsibility for Review, Monitoring and Reporting. It is therefore recommended, as indicated above, that this be considered as a permanent function of the Secretariat. The latter will ensure that the Steering Committee is kept abreast of work underway, including by the Technical Cooperation Group on the Indicators for SDG-4 Education 2030 and the Global Alliance to Monitor Learning.

Policies and strategies

Should this group continue, it is recommended that the Steering Committee agree on value-added contributions that do not duplicate existing work but contribute to putting the spotlight on a specific challenge and making policy recommendations, linked to the priorities identified by the Global Education Meeting in Brussels. As a next step, this group might also gather best practices taken from the experience of SC members on specific policy themes with a view to sharing them.

Financing

This group produced a paper on domestic financing that informed the paper produced by UNESCO for the G20 in Argentina. As above, if this working group is to continue, it is recommended that the Steering Committee identify research and policy areas that are not already being covered by other stakeholders, and which carry the potential to attract policy attention

Advocacy and Communication

This is an area that requires sustained focus around the year. It is therefore recommended, as indicated above, that this function be coordinated by the Secretariat, in close liaison with Steering Committee members, including communication focal points from bilateral and multilateral agencies.



United Nations
Educational, Scientific and
Cultural Organization

Education Sector

The SDG-Education 2030 Steering Committee is the global multi-stakeholder consultation and coordination mechanism for education in the 2030 Sustainable Development Agenda. Its primary objective is to harmonize and strengthen support to countries and their partners for the realization of the global education goal and targets. The Steering Committee is composed of members representing a majority from countries, the World Education Forum 2015 convening agencies (UNESCO, UNDP, UNFPA, UNHCR, UN Women, ILO, the World Bank), the Global Partnership for Education, the OECD, regional organizations, teacher organizations, civil society networks, the private sector, foundations and youth organizations.

SDG-Education 2030 Steering Committee Secretariat
UNESCO
7, place de Fontenoy
75352 Paris France



education2030@unesco.org



sdg4education2030.org



[@Education2030UN@](https://twitter.com/Education2030UN)

