



**Sustainable
Development
Goals**



SDG-Education 2030 Steering Committee

Meeting Report

Paris, 11-12 March 2019

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SUMMARY OF KEY DECISION POINTS

FOLLOW-UP TO THE GLOBAL EDUCATION MEETING (BRUSSELS, 3-5 DECEMBER 2018)

- The Brussels Declaration has carried political and policy impact, and must continue to be taken forward as a strong political message and a practical reference for advancing the Education 2030 Agenda

HIGH-LEVEL POLITICAL FORUM

- Agreement on close to final version of SC's joint submission to HLPF, which was finalized and [submitted](#) by the deadline
- Agreement on importance of clear messaging to secure strong recognition of education in the Political Declaration to be adopted as an outcome of the SDG summit in September
- The SC will be represented at the thematic review plenary session by the co-Chair, Professor Kaz Yoshida
- Importance of coordination between SC and the Group of Friends on Education and Lifelong Learning in New York

GLOBAL INDICATORS

- Insufficient funding for reporting on SDG4 and for participation of regional representatives in meetings of the Technical Cooperation Group
- Under auspices of SC, call to action to education community to further develop the monitoring framework, fund activities and invest in learning assessments and household surveys

SDG4 AT REGIONAL AND NATIONAL LEVELS

- Necessity to ensure continued articulation between regional education agendas, strategies and monitoring frameworks with those of the Education 2030 agenda nationally and globally
- Importance of peer learning opportunities and sharing of best practices
- Need for strengthened collective action to integrate SDG4 into policy, mobilize resources, build capacity and improve monitoring and evaluation frameworks

TERMS OF REFERENCE

- Agreement to include one co-convening agency in the Bureau
- TORs adjusted to underscore importance of both continuity and renewal with regard to Member State representation, and to clarify status of observers
- Agreement on the need to establish criteria for the selection of foundations, youth representatives and the private sector to guarantee a transparent, inclusive and just nomination process
- Decision on status of affiliate members to be taken at the next SC meeting

WORKING GROUPS AND MODALITIES

- Agreement for working groups on (i) review, monitoring and reporting, and (ii) advocacy and communication to be considered as permanent functions of the Secretariat
- Agreement to close the financing working group as standalone with a view to integrating this dimension into all other future policy work
- Agreement to create thematic working groups to continue the previous work undertaken by the policy and strategies working group, with importance placed on ensuring concrete actions and recommendations; identification of bottlenecks and proposals based on best practices, and linked to the priorities of Brussels Declaration and HLPF outcomes
- Secretariat to provide a workplan and possible scenarios for working groups by 15 April

INTRODUCTION

The 6th SDG - Education 2030 Steering Committee (SC) meeting took place at the UNESCO Headquarters (Paris, 11-12 March 2019). The meeting focused on preparations for the review of SDG4 at the 2019 High-Level Political Forum (HLPF) in July 2019 under the theme “Empowering People and Ensuring Inclusiveness and Equity”, as well as the UN General Assembly four-year review of all SDGs in September 2019.

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

1. Follow-up to the Global Education Meeting 2018
2. Implementation of SDG4 at the global, regional, and national levels
3. Steering Committee Submission to HLPF 2019
4. Special publication on SDG4 on the occasion of the HLPF 2019
5. Strategic planning for the SC

The discussions were guided by the SC brochure and background paper for the meeting which may be accessed in [English](#) and [French](#). For further reading, please refer to the [web story](#) that was released during the SC meeting.

The Meeting Agenda and List of Members are annexed to this report (Annex I and II respectively).

OPENING SESSION

The opening session included: an opening address and welcome by **Ms. Stefania Giannini**, the Assistant Director-General for Education at UNESCO and Co-Chair of the Steering Committee, followed by video messages from by [Ms. Amina Mohammed](#), Deputy Secretary-General and [Mr. Liu Zhenmin](#), Under Secretary-General for Economic and Social Affairs, United Nations. This was followed with introductory remarks by the newly appointed Co-Chair of the SDG-Education 2030 Steering Committee, **Mr. Kaz Yoshida**, representative of Japan, who introduced new members of the SC and the adoption of agenda.

The interventions highlighted the importance of:

- (1) SDG4 as a ‘catalytic force’ across all the SDGs, with connections to all the other global goals that need to be emphasized
- (2) The role of the SC in taking forward the recommendations from the Global Education Meeting 2018 and the Brussels Declaration, and of agreeing on strong policy messages to carry forward to the HLPF and beyond
- (3) Continued advocacy for the prioritization of education in the lead up to the HLPF 2019 and beyond

FOLLOW UP TO THE GLOBAL EDUCATION MEETING:

TAKING STOCK, CAPITALIZING ON OUTCOMES

Based on the outcomes of the Global Education Meeting¹ (GEM 2018) held in Brussels on 3-5 December 2018, this session provided an opportunity to examine the ways in which SC members are taking forward the commitments expressed in the Brussels Declaration, within their constituencies, at national, regional and global levels.

Presentations by Belgium, the Philippines, UNHCR, Education International (EI), the Arab Campaign for Education (ACEA), and the Youth Representative detailed a rich picture of the follow-up actions in the first few months after the GEM 2018, while identifying opportunities and some challenges.

The panelists and SC members acknowledged the impetus provided by the Brussels Declaration for immediate action both within countries and communities, and at a regional level. It was also highlighted as one of the first global commitments on education that explicitly includes minority groups such as asylum seekers, refugees, and marginalized youth.

ADG Giannini summarized the interventions with the following three points:

1. Upholding the Brussels Declaration as a strong **political message** for communication to different constituencies.
2. Using the Brussels Declaration as a **practical tool** that provides evidence on the gaps and priority areas for immediate action
3. Sustaining and strengthening **collective efforts** towards the realization of the SDG 4 and Education2030 targets.

Examples of follow-up actions included:

- i. The **Belgian** experience as both host and EU country to encourage EU Member States to shift from external action and developing countries support to recognizing the relevance of SDG 4 and Agenda 2030 to national policy and action.
- ii. Using the Brussels Declaration together with other global commitments such as the Global Compact on Refugees also adopted in December 2018, **UNHCR** highlighted its efforts to look jointly at how these intertwined pledges can be moved forward at the Global Refugee Forum to be held in December 2019 in Switzerland.
- iii. **ACEA** revisited their ongoing work and strategy following GEM 2018 to build an Arab education movement with a view to substantially influence education development in the region.
- iv. **EI** continued with an assessment on the extent to which countries are carrying out SDG4, surveying teachers themselves to better understand major bottlenecks.
- v. The **Philippines** described the Brussels Declaration as a policy reference and informed about the subsequent adoption of a qualifications framework to validate learning acquired through non-formal and informal modalities, together with a forthcoming integrated plan for teachers' professional development.
- vi. The **Youth** representative referred to plans to intensify work at the grassroots level with teachers and to her participation in the upcoming ECOSOC youth forum as an SC member to continue relaying the priorities of the Brussels Declaration.

¹ GEM 2018 Synthesis Report can be found at: <https://unesdoc.unesco.org/ark:/48223/pf0000367491.locale=en>

IMPLEMENTATION OF SDG4 AT THE GLOBAL, REGIONAL, AND NATIONAL LEVEL

UPDATE ON THE STATUS OF GLOBAL INDICATORS

Session objective

Progress is uneven both between and within countries and fragmentation, duplication and inefficiency undermine progress in the availability of comparable data. There is a need to recalibrate and amplify efforts and prioritize investment for better data.

Session highlights

Annual cost of investment in data to monitor SDG4 is \$280m, \$148m is considered spent, leaving a \$132m gap; of which: \$60m is needed per year in low / middle income countries for learning assessments (75%) and household surveys (25%).

Countries need both technical and financial assistance in order to report on the SDGs while donors tend to prioritize innovation and data for investment. To address this the UN Statistical Commission in March 2019 endorsed the UIS as broker between data demand and funding supply.

The Technical Cooperation Group is the one-stop technical reference for Member States and representatives from all regions (IAEG-SDGs) and international partners. The TCG develops SDG4 indicator methodologies, standards and guidelines as well as tools to implement and report.

Key points of the discussion included:

- Despite interest by Member States to be involved in the TCG there is insufficient funding to bring regional representatives to the meetings; UIS is looking at organising a virtual meeting to have all countries participate; the face-to-face meeting will take place during the last week of August 2019;
- The coordination undertaken by UIS is reducing the double reporting burden on countries;
- The importance of peer learning (for example, the extensive experience of Europe can be shared);
- More indicators are needed for higher education.

Next steps

Call to action the education community under the auspices of the SDG-Education 2030 Steering Committee:

1. Further develop SDG 4 monitoring framework as formative tool
2. Countries and donors (\$60 million extra in aid) should:
 - invest in learning assessments and household surveys
 - use UIS to establish data funding coordination / broker mechanism
3. Support the Technical Cooperation Group on SDG4 indicators with:
 - funding of activities
 - country / regional participation and engagement
4. Countries should:
 - develop national education monitoring frameworks

- set benchmarks for selected global SDG4 indicators in collaboration with UIS and regional organizations
5. International community to improve collaboration, avoid competition and duplication of efforts with fully compliance to mandates
- agree on benchmarks for selected targets

IMPLEMENTATION OF SDG4 AT THE REGIONAL LEVEL

Session objective

The objective of the session was to provide an update on regional progress and the implementation and coordination of SDG4.

Session highlights

Regional organization representatives from the European Commission, the Council of Europe, OEI, SEAMEO, the AU and ABEGS presented a rich spectrum of key developments in their respective regions and a brief overview of the opportunities and challenges they faced.

The presentations, available on the website (<https://www.sdg4education2030.org/call-action-and-passion-raise-political-support-education-2030-11-march-2019>) highlighted the significant breadth and scale of the initiatives and advances that have taken place in all regions to integrate and align regional agendas, strategies and frameworks with the Education 2030 agenda and testify to the tremendous shared commitment across the regions.

Major progress has been achieved in refining indicators; setting up new or adapting existing monitoring and evaluation mechanisms and creating or identifying different bodies mandated to oversee them.

In parallel, significant efforts to integrate the SDG4 vision into regional legislative and policy systems has continued, focusing in particular on the regional priorities identified through the previously established regional consultations and strategies, thus strengthening a shared understanding and coherent focus for the implementation of the SDG 4-Education 2030 Agenda. Regional education priorities cited included issues pertaining to quality, life-long learning, equity, global citizenship, TVET, teacher conditions, innovation and inclusion with a particular focus on migration and crisis situations.

Despite the significant progress achieved, presentations highlighted a set of common challenges across the regions:

- Securing adequate financial and human resources while competing with other regional priorities.
- Maintaining and securing further political commitment for the realization of the SDG4 agenda
- The complexities in aligning and harmonizing multiple existing monitoring, legislation and policy frameworks with the SDG4 agenda whilst maintaining coherence and relevance as well as the ability to generate good comparable data.
- The challenges of developing effective coordination and partnerships with multiples stakeholders, in multiple sectors, linking national and global mechanisms.

Regional organizations constitute important platforms for peer learning, strategic discussions, strengthening political commitment, advocacy, capacity building and leveraging national data and information. Overall, the session highlighted the significant role and added value of regional organizations in enhancing effective implementation and regional monitoring of the SDG4-Education 2030 Agenda and in particular mediating global commitments in national implementation.

Key messages

Regional and other cross-national coordination mechanisms and organizations are encouraged to further strengthen and harmonize regional and/or sub-regional monitoring and reporting frameworks, enhancing data collection, analysis and public reporting as well as support to countries in their monitoring and reporting efforts taking into account national priorities, resources, and capacity and implementation needs. In this regard, peer learning, sharing of experiences, resource mobilization and capacity development are key aspects of such support.

Next steps

Noting the various initiatives and engagements that regional organizations undertake, with reference to their overall coordination and support role as part of the Steering Committee, key ongoing actions include:

1. Sustaining and strengthening political commitment to the realization of the SDG4 targets
2. Keeping track of implementation and developments at country level
3. Offering peer learning opportunities and sharing best practices
4. Ensuring continued articulation between regional education agendas, strategies and monitoring frameworks with those of SDG 4–Education 2030 nationally and globally.

2019 VOLUNTARY NATIONAL REVIEWS AND REPORTING ON NATIONAL IMPLEMENTATION OF SDG4

Session objective

The objective of the session was to provide insight on the implementation of SDG4 at the country level by reviewing progress in advancing education related global targets and the strategies established to overcome existing challenges as they are assessed in the Voluntary National Reviews submitted to the HLPF and other assessments and reporting mechanisms.

The aim was to facilitate the sharing of experiences, including successes, challenges and lessons learned among the members of the SDG-Education 2030 Steering Committee.

Session highlights

Presentations² on national progress on the implementation of SDG4 agenda echoed many of the opportunities and challenges addressed in the previous session on regional alignment with the Education 2030 vision.

Member State representatives from Burkina Faso, China, Columbia, the Czech Republic, Germany, Kenya, Republic of Korea, Philippines and Turkey, provided insightful overviews of the significant progress achieved across countries in translating global targets into achievable national benchmarks and implementing appropriate strategies for achieving SDG4 targets and commitments. The scale of the overall investment by countries to implement the Education 2030 agenda testifies to their strong commitment.

The Minister of National Education of Colombia stated that SDG4 is the reference for building policies and defining sector strategies and goals, and stressed the importance of inclusion at all levels of the system.

Overall, despite progress in many areas, the sheer breadth and scale of this ambitious agenda leaves many challenges ahead for countries, and the international community as a whole, to deliver on it within the given timeframe.

A number of **major challenges** transpired across country testimonies, and fall within several broad categories: resources; coordination and structural issues; political commitment and the complexity of integrating an expanded vision of education both life long and life wide within each country's unique context, often requiring a changing of mind-set.

Structural and resources challenges resemble the regional issues covered in the previous session and include difficulties in integrating SDG4 indicators, and monitoring and evaluation frameworks with existing structures, and the ability to extract reliable relevant comparable data; the difficulties in aligning existing policies, legislation, and curriculum with the SDGs framework requirements; securing adequate financial and human resources to support this ambitious agenda, such as training and attracting sufficient qualified teachers.

Coordination challenges include the national implementation of SDG4, with multiples stakeholders, in multiple sectors.

The challenges of maintaining and strengthening strong **political commitment** for this agenda at the highest levels.

Beyond the structural challenges outlined, **conceptual and thematic challenges** emerge from adapting current education systems (often traditionally focused on basic education) to the broad nature of the 2030 Agenda with an expanded definition and perception of what constitutes quality and relevant learning outcomes for all throughout life. Both perceptions and policies need to be adjusted to include the 2030 Agenda's lifelong learning perspective (from preschool to adult learning); the relevance of education in the context of globalization and rapid technological advances (skills for global citizenship and sustainable development, digital skills etc). The challenges of inclusive policies, in particular for gender equity and vulnerable groups (migrants, refugees, persons with special needs) and quality for all, with attention placed on the professional development of teachers, were highlighted in numerous presentations.

² <https://www.sdg4education2030.org/call-action-and-passion-raise-political-support-education-2030-11-march-2019>

Progress must accelerate in all the major areas outlined in order to realize the 2030 Agenda. Awareness raising, information sharing, accountability and political commitment remain essential components to keep up the momentum.

Next steps/recommendations

All international, national, sub-national, and local levels actors and partners, who share responsibility for the implementation of the SDG 4-Education 2030 Agenda must strengthen their efforts and work together to address the major identified challenges presented in the GEM declaration, whether they are directly involved in policy-making or resource allocation.

PRESENTATION OF THE SDG4 APP

Session objective

Argentina presented its application for SDG4 and the overall SDGs agenda called “Global Challenge.”

Session highlights

The SDG4 app is presented as a trivia game to incentivize people through playing to improve their knowledge on the 17 SDGs. It is a digital multi-platform application, with work ongoing to integrate inputs from gamers themselves to make the app more user-friendly and attractive. This initiative was welcome by the SC as a good example of sharing among members.

Next steps

Argentina expressed interest to present “Global Challenge” at the HLPF 2019 to raise visibility of how education through gaming is promoting the SDGs. Efforts are also being made to translate the app into French (through a partnership with the French Ministry). The need for making the content available into indigenous languages was also highlighted.

STEERING COMMITTEE SUBMISSION TO HLPF 2019

Session objectives

The 6th meeting of the SDG-Education 2030 Steering Committee included two special sessions, dedicated to the finalization of the Steering Committee's submission to HLPF 2019. In this context, the next-to-final draft of the latter was presented by the Secretariat together with the UNESCO Global Education Monitoring Report and the UNESCO Institute for Statistics.

Session highlights

The two sessions provided the opportunity for the Steering Committee members to make additional comments on the draft HLPF 2019 submission, which the Secretariat had shared ahead of the meeting.

Throughout the discussion, representatives notably emphasized the need to highlight the interlinkages between SDG4 and the goals reviewed in 2019, as well as the central role of education for the overall achievement of the 2030 Agenda for Sustainable Development. Furthermore, the Steering Committee agreed that the submission should highlight the universality of SDG4 and that of the 2030 Agenda as a whole.

The Steering Committee estimated that its submission to HLPF 2019 should be considered as an opportunity to take forward the main outcome of the 2018 Global Education Meeting, notably by building on the nine key messages of the Brussels Declaration, which should serve as a basis for the elaboration of concrete policy recommendations. In this regard, the representatives agreed to adopt a coherent approach and not to alter the wording of the Brussels Declaration.

Next steps

- All Steering Committee members were invited to submit their comments in writing to the Secretariat.
- Given the time constraints related to the deadline for submission, the Steering Committee decided to task the Bureau with the final endorsement of the document.
- As such, the Secretariat was requested to incorporate remaining comments and transmit a revised version of the submission to the Bureau to allow the latter to verify that inputs received from all stakeholders were accurately reflected in the final version of the submission, which can be found online at <https://unesdoc.unesco.org/ark:/48223/pf0000367447?posInSet>.

SPECIAL PUBLICATION ON SDG4 ON THE OCCASION OF THE 2019 HLPF

Session objective

The session presented the special publication on SDG4 which builds on the Voluntary National Reviews and a questionnaire distributed to all Member States with the objective to:

- 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

Session highlights

The rationale for this special publication is that the HLPF is taking stock of SDG4 in 2019 and, by being qualitative, it complements the HLPF SDG report.

The objective of the publication is to understand how countries relate to SDG4 through country perspectives, shared understanding and good practices in policies or programmes.

It is framed by SDG4 including national perceptions of what is unique in SDG4 and will aim to provide a shared understanding of what may constitute progress. It will look at national mechanisms to coordinate the implementation of SDG4:

- Beyond averages: leave no one behind
- Beyond access: relevant learning outcomes
- Beyond basics: content of education
- Beyond schooling: lifelong learning
- Beyond education: multi-sectoral planning
- Beyond countries: peer learning mechanisms

Key points of the discussion included: SC welcomed the initiative which emphasises peer learning and sharing of good practices as well as the framing of beyond basics; although care must be taken not to suggest that what comes before “beyond” is not important. Suggestions were made that it be in line with the movement towards inclusive education (including through rewriting core curriculum and adapting curricula to 21st century realities; and should include examples from teachers, civil society, regional organisations alongside countries.

Next steps

- In April, GEMR will contact the countries that are featured in the publication to clarify information.
- GEMR will aim to share the draft document with the SC by late April and with general comments required by 10 May.
- Launch will take place at the HLPF in July.

Endorsement or other similar action by the Steering Committee will be decided when the draft is shared.

STRATEGIC PLANNING FOR THE SC

The session looked specifically into the organization of the work of the SC in the next months leading up to the HLPF and the 2018-19 biennium.

HLPF PREPARATIONS

The presentation by the UNESCO Liaison Office in New York highlighted the need for collective planning of the SC on possible joint activities for the HLPF. The HLPF runs from 9 to 18 July 2019, with the Ministerial Segment being held on 16-18 July, during which, a 3-hrs plenary session dedicated to the review of SDG4 will take place.

The thematic reviews segment (the first week) is closed to UN and international organizations.

SC members also took the floor to briefly share their own plans at the HLPF.

Next Steps

1. The proposal for a side event of the SC in the margins of the HLPF received support from a number of members including EI and Belgium
2. The SC will be represented at the thematic review plenary session by Mr. Kaz Yoshida in his capacity as Co-chair of the SDG-Education 2030 Steering Committee
3. The importance of clear messaging to secure strong recognition of education in the Political Declaration to be adopted in September as an outcome of the SDG summit was highlighted

GROUP OF FRIENDS

UNESCO (NY) presented an overview of the Group of Friends for Education and Lifelong Learning established at the start of the year, co-chaired by the Permanent Missions of Argentina, the Czech Republic, Japan, Norway, and Kenya to the UN in New York. Together with 25 countries, the Group will strive to advocate in UN processes in New York for the centrality of education for reaching the Sustainable Development Goals. The Group is looking forward to receiving inputs from the SC on key messages and recommendations to be taken forward. In the coming months, the Group will be participating in various UN events such as the multi-stakeholder Forum on Science, Technology and Innovation for the Sustainable Development Goals (STI Forum), and the ECOSOC Youth Forum.

There was widespread agreement on the need for enhanced coordination between the SC and the Group of Friends, including in the planning for the HLPF, to ensure coherence in messaging and avoid duplication.

TERMS OF REFERENCE

Session objective

The SC was provided with the revised SDG-Education 2030 Terms of Reference (ToRs) on the morning of day one of the meeting. Following comments and inputs from SC Members, the updated ToRs document was revised by the Secretariat and presented in the afternoon of day two.

In the context of these two sessions, the Co-Chairs of the Steering Committee Ms Stefania Giannini, Assistant Director-General for Education, and Mr Kaz Yoshida, representative of Japan, jointly presented the proposed changes to the Terms of Reference (TORs) of the SDG-Education 2030 Steering Committee. The main points

were to clarify the composition of the Steering Committee's Bureau, to review the status and selection of affiliated members, and finally to clarify the respective roles and responsibilities of the different constituencies.

Session highlights

The proposal to include one co-convening agency in the Bureau was accepted unanimously.

With regard to Member State representation on the Committee and the principle of rotation, the concern was expressed that while the idea of renewal is indeed essential, the principle of continuity should be explicitly mentioned, as it had been the case in earlier versions of the TORs. In this context, it was reiterated that each of the six electoral Groups are responsible for the selection of members and for ensuring a reasonable balance between the principle of renewal and transmission of institutional memory. It was also clarified that the term for constituencies represented on a rotational basis is two calendar years, starting in January and ending in December.

In addition, the question of the selection and status of affiliated members was addressed. It was noted by the Secretariat that the question of granting regular membership status to affiliate members had been raised in past meetings. Given the fact that the inclusion of affiliate members as regular members would at that point in time have resulted in Member States being in the minority, which would have been in contradiction with the Framework for Action, a decision on the status of affiliated members had been postponed on several occasions. With the expansion of Member State representation on the Steering Committee from three to four Member States per electoral Group, the inclusion of affiliated members as regular members would with this new composition of the Steering Committee no longer alter the principle of Member State majority. As such, the members of the Steering Committee were invited to consider this option.

Furthermore, it was also emphasized that a certain number of criteria for the selection of foundations, youth representatives and the private sector would have to be established to guarantee a transparent, inclusive and just nomination process.

Finally, the need for a clarification of the status of observers has been raised by several representatives.

Next Steps

In light of the above, the Steering Committee requested the Secretariat to further revise the Terms of Reference to:

1. Include a reference to the principle of continuity in the selection of members (done at the meeting)
2. Add a section on the way forward for the determination of the status and selection process of affiliated members
3. Include a section on observers, their status and potential participation in meetings (done at the meeting)

Given that the TORs needed to be reworked and amended, the endorsement of the revised version of the latter was postponed to the session Strategic Planning for the Steering Committee on the second day of the meeting. In the context of this session, an additional adjustment was proposed by the Steering Committee, namely to state that the Secretariat with the approval of the Bureau may invite a non-Member State observer to the Committee's meetings.

Following the inclusion of this precision, the Terms of Reference were adopted by consent, with the following next steps are to be taken:

1. The decision on full membership of affiliate members will be decided at the next SC meeting
2. A clear process for the selection of affiliate members will be developed.

WORKING GROUPS

The Secretariat provided a summary of the status of working groups, reminding that the previous biennium included four working groups (WGs): (i) advocacy and communication, (ii) review, monitoring and reporting, (iii) financing, and (iv) policy and strategies. It was agreed that since both advocacy and communication as well as review, monitoring and reporting were functions of the Secretariat, they are regarded as standing WGs to address continuing functions of the Steering Committee. Attention was drawn to the importance of sharing user-friendly information on the website and amplifying the collective voices of young people in advocacy and communication.

On the latter two WGs, SC members agreed to close the financing WG as a standalone group with the view of integrating financing as a key priority in any future policy work. SC Members provided useful inputs on the way forward for the WG on policy and strategy, with several common points emerging from the initial exchange:

- work on identification of bottlenecks and proposals based on best practices
- importance of coming up with concrete action points and recommendations, as per the SC's mandate
- recognition of the role of higher education
- link work to priorities identified in Brussels Declaration
- take into account outcomes of the HLPF

Next Steps

1. Secretariat to provide a workplan and possible scenarios before taking a decision on working groups
2. Proposals for improving working modalities will be developed

MEETING CLOSURE

Wrapping up this sixth session, the co-Chair of the SC, Mr Kaz Yoshida, called upon members to ensure that agreed messages are shared with their constituencies. In her closing remarks Ms. Stefania Giannini, Assistant Director-General for Education of UNESCO, stressed the importance of transmitting a sense of urgency to HLPF and the UN General Assembly through collective action, drawing particular attention to better data collection; putting forward better policies and sharing best practices. She affirmed the need to speak with a “common language that everyone can understand, with passion and expertise,” in order to raise the position of education on political agendas. She also committed to securing more open and inclusive engagement around the Steering Committee's work, asserting its “highest importance” for UNESCO.

ANNEX I: MEETING 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
	<p>Moderator: Ms Stefania Giannini and Mr Kaz Yoshida, co-chairs of SDG-Education 2030 Steering Committee</p>
	<p>Presentation of proposed changes to TOR (10 min)</p> <p>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:</p> <p>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

	<p>Panelists: UNESCO Assistant Director-General for Education, reps. of Belgium, one additional Member State, civil society/teachers organization (TBC)</p>
	<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	<p>Implementation of SDG4 at regional level</p> <p>Moderator: Mr Dennis Sinyolo, Senior Coordinator, Education International (TBC)</p>
	Regional organizations will highlight progress on SDG4 coordination and implementation
12:30 - 14:00	Lunch break
14:30 – 16:00	<p>2019 Voluntary National Reviews and Reporting on National Implementation of SDG4</p> <p>Moderator: Civil Society representative (TBC)</p>
	<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>
14:45 – 16:00	Coffee/Tea break
16:15 – 17:30	Steering Committee Submission to HLPF 2019

	<p>Moderator: Mr Jordan Naidoo, Director, Education 2030 Support and Coordination, UNESCO</p>
	<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	<p>Cocktail 7th floor</p>

Tuesday, 12 March 2019

9:30-10:30	<p>Special publication on SDG4 on the occasion of the 2019 HLPF Presenter: Mr Manos Antoninis, Director, Global Education Monitoring Report</p>
	<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)</p> <p>Global Education Monitoring Report</p> <p>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	<p>Update on Status of Global Indicators UNESCO Institute for Statistics presentation</p>
11:00-11:15	Coffee/tea break
11:15–12:30	<p>Steering Committee Submission to HLPF 2019</p> <p>Moderator: Mr Jordan Naidoo, Director, Education 2030 Support and Coordination, UNESCO</p> <p>Discussion and endorsement of revisions based on inputs from day 1 and discussions of day 2</p>
12:30-14:00	Lunch break
14:00–14:20	<p>Presentation of SDG4 App “Global Challenge” Presenter: Argentina Representative (TBC)</p>
	<p>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.</p>

14:20-15:40	<p>Strategic planning for the SC</p> <p>Moderator: Mr Kaz Yoshida, Co-chair of the SDG-Education 2030 Steering Committee</p>
	<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: #e1f5fe; padding: 10px; margin-top: 10px;"> <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	<p>Synthesis of Key Decisions and Way Forward</p> <p>Chair: Co-chairs of the SDG-Education 2030 Steering Committee</p>
	<ul style="list-style-type: none"> • Synthesis of key decisions • Identification of key actions for the way forward • Conclusion and closing

ANNEX II: LIST OF MEMBERS

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*, Inspecteur de l'enseignement secondaire

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, PRM

