

Collective Consultation of NGOs in Education 2030 (CCNGO) lays out plans to ensure civil society participation in SDG 4 architecture amidst threats to civil society

7-8 March 2019, Paris, France



ASPBAE's Thea Soriano and CAMPE's Rasheda Choudhury represented the Asia Pacific in the Coordination Group meeting.

The Coordination Group (CG) of the [Collective Consultation of NGOs in Education 2030](#) (CCNGO) met at the UNESCO Paris headquarters. ASPBAE's Cecilia (Thea) Soriano, together with Rasheda Choudhury of [CAMPE](#) (Campaign for Popular Education, Bangladesh), represented the Asia Pacific in the Coordination Group meeting.

The meeting focused on follow-up actions after the [Global Education Meeting \(GEM\)](#) held in Brussels in December 2018. It also reviewed the [SDG-Education 2030 Steering Committee's](#) paper submission on [Sustainable Development Goal 4](#) (SDG 4) to the [High-level Political Forum \(HLPF\)](#) 2019. Importantly, the meeting strategised on how to ensure civil society participation in UN processes, and beyond, to advance the [SDG-Education 2030 Agenda](#).

Jordan Naidoo, Director of the UNESCO Division for Education 2030 Support and Coordination, informed the CG on the celebrations related to the first [International Day of Education](#) observed globally on 24 January 2019. Mr. Naidoo added that the [Group of Friends for Education and Lifelong Learning](#) - a gathering of Embassy officials and other groups based in New York - was also launched on the occasion. The aim of the group is to strengthen synergies in advancing SDG 4 with the UN in New York and with other groups, such as [G7](#) and [G20](#).

Mr. Naidoo expressed concerns about the possible fragmentation of the global architecture and coherence issues with the multiplication of disparate initiatives on education. He appealed to civil society to play a role in countering this trend, which can negatively affect outcomes for the most marginalised.

In the reports on the efforts following the GEM in Brussels, ASPBAE reported that it has undertaken country Spotlight Reports with 14 national education coalitions in the Asia Pacific. It also pointed out that coalitions in Cambodia, Indonesia, Philippines, Cambodia, Pakistan, Mongolia, and Vanuatu, as well as its members in New Zealand, are engaging the [Voluntary National Review](#) (VNR) processes in their respective countries, as well as at the regional level.

CAMPE reported that it has created an [SDG Network Platform](#) in Bangladesh in collaboration with 7 organisations. CAMPE is also working with the National Commission for UNESCO and with the government of Bangladesh to develop an SDG 4 Action Plan.



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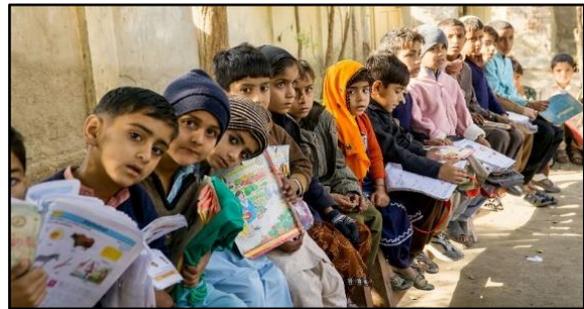
The European Association for the Education of Adults (EAEA), represented by DVVI (Germany), noted the importance of continuing advocacy on adult education, non-formal education, and TVET, and implementing a lifelong learning perspective in achieving the SDGs. campaign around accountability named, 'Ask Your Government; Protect Your Right'.

Other regional representatives in the meeting, notably from Latin America and the Arab region, had strong plans to engage the HLPF 2019 and VNR processes. In Latin America, [CLADE](#) (Latin America Campaign for the Right to Education) plans to mobilise a delegation to the HLPF and, for this, to come out with a publication and a campaign on transformative education. Camilla Croso, CLADE Coordinator, highlighted CLADE's efforts to improve quality of education through integrating gender equality into the curriculum, teacher training in Argentina, Brazil, and Peru, and greater collaboration with youth and student organisations. The [Arab Campaign for Education for All](#) (ACEA) informed the Coordination Group of their engagement in the VNR processes in Iraq and Tunisia. They also shared their plans on the Regional Initiative for Adult Education that takes a rights-based approach and its

The [European Association for the Education of Adults](#) (EAEA), represented by [DVVI](#) (Germany), noted the importance of continuing advocacy on adult education, non-formal education, and TVET (technical vocational education and training), and implementing a lifelong learning perspective in the achievement of the SDGs. The Arab Network on Literacy and Adult Education (ANLAE) also shared their initiatives in advancing adult literacy policy and practice in the Arab region.

The reports of the different members of the Coordination group confirmed that there are many country and regional efforts to advance SDG 4 by education movements and civil society organisations. However, there is a huge concern about continually ensuring the voices of civil society in the SDG 4 processes amidst the trend towards authoritarian governance. To counter the scenario of shrinking spaces, the Coordination Group agreed on the following next steps -

- Map out priority areas of CCNGO members and identify opportunities for joint activities, such as in advocacy and capacity building.
- Encourage CCNGO members to participate in the HLPF and use key messages of the [Brussels Declaration](#) related to SDG 4 and education as enablers of the SDGs. Apart from the HLPF, the plan is to integrate these messages in the Political Declaration of the [SDG Summit](#) in September 2019.
- Produce a policy brief on civil society participation in SDG architecture at international, regional, and national levels; draft Terms of Reference proposed by CLADE and ASPBAE.
- Carry out an analytical review with CCNGO constituencies on what governments are doing around curriculum/SDG 4, in particular [SDG 4.5](#) (eliminating gender disparities; equal access to all levels of education and vocational training), and [SDG 4.7](#) (promoting sustainable development, including Education for Sustainable Development, ESD).



The Coordination Group agreed concrete steps to pursue in 2019 and its continuing work in ensuring meaningful participation of civil society organisations to ensure the transformative agenda of SDG 4 and education within the SDGs.

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- Information sharing and communications highlighting the work of NGOs, new publications on education policy, and other resources. It was also suggested that the Coordination Group organise Skype calls every 2 months to share updates.

The Coordination Group agreed to work towards organising the Global CCNGO meeting in Tunis (Tunisia) in December 2019 (TBC) on the theme of curriculum alignment to SDG 4, particularly SDG 4.5 and 4.7. ACEA offered to host the meeting. The Coordination Group meeting ended on an optimistic note, having agreed concrete steps to pursue in 2019 and its continuing work in ensuring meaningful participation of civil society organisations to ensure the transformative agenda of SDG 4 and education within the SDGs.

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