

## Endorsing the SDG-Education 2030 Steering Committee's advocacy strategy for the 2019 High-level Political Forum

SDG-Education 2030 Steering Committee meeting

12-13 September 2018, Paris, France



**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 High-level Political Forum (HLPF) review.**

As the main global multi-stakeholder mechanism for consultation and coordination for SDG 4, the multi-stakeholder SDG-Education 2030 Steering Committee is mandated to play a key role in the global review of progress on education in the 2030 Agenda for Sustainable Development.

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 High-level Political Forum (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.

The 2019 HLPF Review will be devoted to the theme, “Empowering people and ensuring inclusiveness and equality”. This includes an in-depth review of Sustainable Development Goal (SDG) 4 together with the following goals - SDG 8 (Decent work and economic growth); SDG 10 (Reduced inequalities); SDG 13 (Climate action); SDG 16 (Peace and justice); as well as SDG 17 (Partnerships) which is reviewed annually.

The HLPF process also aims to facilitate a more in-depth review on progress of all goals over the course of a four-year cycle. As such, 2019 will therefore also be the first four-year cycle against which SDG 4 and its interlinkages with other SDGs will be reviewed comprehensively at the UN General Assembly.

The main aim of the Steering Committee meeting in Paris was to therefore endorse an SDG-Education 2030 Steering Committee advocacy strategy for the 2019 High-level Political Forum and UN General Assembly reviews of the SDGs, including through the identification of key messages and the definition of the process to ensure input.



**The main aim of the Steering Committee meeting was to therefore endorse an advocacy strategy for the 2019 High-level Political Forum and UN General Assembly reviews of the SDGs.**

The meeting comprised the following objectives –

1. To provide an update on global monitoring and reporting processes.
2. To take stock of lessons learned from national-level SDG reviews.
3. To review outcomes of regional Education 2030 consultations.

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4. To endorse/refine the agenda of the 2018 Global Education Meeting and define the process for developing the Outcome statement/Declaration.

Stefania Giannini, UNESCO Assistant Director-General for Education and co-chair of SDG-education 2030 Steering Committee, welcomed participants to the meeting and Audrey Azoulay, Director-General of UNESCO, gave the opening address.

The following is a synthesis of the recommendations made during the meeting –

1. Governments are encouraged to undertake Voluntary National Reviews (VNRs) and to strengthen the analysis of educational progress within these reviews. VNRs should highlight the accomplishments, but also acknowledge the lessons learnt and challenges countries are facing in achieving the SDG goals and targets.
2. Governments must ensure an inclusive process of national review and reporting, providing space for engagement of key non-state partners such as civil society, women’s organisations, teacher and youth organisations.
3. All countries are urged to use and build on global/thematic SDG 4 indicators and benchmarks, as relevant, as reference frameworks to gauge educational progress within VNRs, taking into consideration agreed regional frameworks.
4. Countries are encouraged to use data more effectively, particularly sex-disaggregated data, and to communicate data more transparently, especially from the national to more local levels (particularly in the context of data on refugees, displaced children and youth).



**Some of the recommendations made at the Steering Committee meeting included encouraging governments to undertake Voluntary National Reviews (VNR), and ensuring an inclusive process of national review and reporting, providing space for engagement of civil society and other key non-state partners.**



***A key platform to prepare for the HLPF 2019 is the Global Education Meeting (GEM) to be held in Brussels in December 2018. Policy recommendations will be proposed to overcome bottlenecks in implementation of SDG4 targets and commitments.***

5. Regional organisations and development partners are encouraged to strengthen their support to national capacity development in monitoring and reporting.
6. Regional organisations and development partners should strengthen alignment between regional and global SDG monitoring frameworks, so as to avoid unnecessary duplication of efforts in country reporting.
7. Governments and their partners are encouraged to use the HLPF process as a space for reporting progress towards SDG commitments and advocating for their interlinkages with human rights, as well as supporting the integration of a youth development lens within SDG review processes.

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A parallel session during the GEM on 'Civil Society, Public Reporting and Accountability' will be steered by the Coordination Group of the Collective Consultation of NGOs on Education 2030 (CC NGO Ed2030).

A key platform to prepare for the HLPF 2019 is the Global Education Meeting (GEM). This is to be convened from 3-5 December 2018 in Brussels. The GEM 2018 will have both technical and ministerial components. The ministerial segment should aim to produce 3-5 short and actionable political messages. This will be framed by the results of the technical segment that aims to take stock of education within the 2030 Agenda: Are we on track in meeting our collective commitments? The technical segment will propose policy recommendations to overcome bottlenecks in implementation of SDG4 targets and commitments – 'looking back while looking forward'.

A set of parallel sessions will be organised during the GEM. One on 'Civil Society, Public Reporting and Accountability' will be steered by the Coordination Group of the Collective Consultation of NGOs on Education 2030 (CC NGO Ed2030). Other CSO networks aim to be closely involved in other sessions too, notably the World Organization for *Early Childhood Education* (OMEP) on the session related to Early Childhood Education and Development; the Global Campaign for Education (GCE) on the session on Education Financing; and the International Council for Adult Education (ICAE) in the session on Lifelong Learning and Multiple Learning Pathways. Education International (EI) co-leads the session on the Teaching Profession.

The Steering Committee endorsed the draft advocacy strategy which included the following features:

- The establishment of a Youth Advocates Group (Particular relevance: 4.3 and 4.4 higher education/ TVET; 4.7 ESD/GCED; 4.a safe/inclusive environments; 4.c qualified teachers; 4.5 vulnerable/marginalised group). The GCE will collaborate in this effort, considering it is also working to increase youth engagement in the Campaign.
- The establishment of a Group of Friends for Education and Lifelong Learning at UN level, led by a Member State.
- Steering Committee members to advocate and relay recommendations, decisions, and positions through their own constituencies.



The Steering Committee endorsed a draft advocacy strategy which included features such as establishment of a Youth Advocates Group and a Group of Friends for Education and Lifelong Learning.

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**The Steering Committee agreed to support the integration of a youth development lens within the SDG review processes from a life-course, education, and stakeholder perspective.**

Target audiences include ministers, development partners, political leaders, civil society, academics, media, student and youth groups, women's organizations and teachers.

The Steering Committee also agreed to support the integration of a youth development lens within the SDG review processes from (a) a life-course perspective, (b) an education perspective, and (c) a stakeholder perspective as proposed by the Interagency Network on Youth Development, as it implies a dual recognition that youth development is a policy area and a policy objective.

The Steering Committee supported the inclusion of education in the UN General Assembly Ministerial Declaration and it committed to ensuring substantive reference to education already in the zero draft.

In terms of its internal governance, the Committee agreed on the expansion of country representation in the Steering Committee, thus expanding regional SDG-Education 2030 Steering Committee country representation from the earlier 3 to 4 Member States per region. It was also agreed that an expanded Steering Committee Bureau, with representation of one Member State from each of the six regions (one co-chair and five vice-chairs), and one vice chair from civil society will be constituted at an Ad-hoc meeting of the Steering Committee during the Global Education Meeting in December 2018.

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