



Sustainable  
Development  
Goals

# 4th Meeting of the SDG-Education 2030 Steering Committee

Paris, 28 February - 02 March 2018

## MEETING REPORT



# **4<sup>th</sup> Meeting of the SDG-Education 2030 Steering Committee**

Paris, 28 February-2 March 2018

**Meeting Report**

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## Introduction

This report summarizes the deliberations, the main recommendations adopted, and the decisions made at the 4<sup>th</sup> meeting of the SDG-Education 2030 Steering Committee (Paris, 28 February - 2 March 2018). The objectives of the meeting were:

1. To define positions and recommendations of the SDG-Education 2030 Steering Committee on key strategic areas.
2. To agree on a strategy for global review, monitoring and reporting process, in view of HLPF 2018 and the 2019 Reviews.
3. To refine the advocacy, communication and outreach strategy of the SDG-Education 2030 Steering Committee
4. To define next steps for the SDG-Education 2030 Steering Committee (next meeting, rotation of members, and the Global Education Meeting 2018).

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

The deliberations, recommendations, and decisions were largely informed by the [Working Documents](#) prepared by the four Steering Committee working groups devoted to: (1) Policies and strategies, (2) Financing of education, (3) Review, monitoring and reporting, and (4) Advocacy and communication. These working documents provided updates, background analyses, proposals, as well as recommendations for consideration and adoption by the Steering Committee. Note that all recommendations recall and are all fully consistent with the principles and recommendations in the [Education 2030 Framework for Action](#) and previous recommendations of the Steering Committee.

## Opening session

The opening session included welcome remarks by: H.E. Mr Byong-hyun Lee, Chairperson of the UNESCO Executive Board; an opening address by Ms Audrey Azoulay, Director-General of UNESCO, video messages by Ms Amina Mohammed, Deputy Secretary-General and Mr Liu Zhenmin, Under-Secretary-General for Economic and Social Affairs, United Nations, as well as an opening statement by Mr Dankert Vedeler, co-chair of the SDG-Education 2030 Steering Committee. Mr Qian Tang, UNESCO Assistant Director-General for Education, and co-chair of the Steering Committee, introduced the agenda of the meeting.

The session highlighted the following aspects:

- ✓ The unique role of the SDG-Education 2030 Steering Committee in leading SDG4 and education in the 2030 agenda.
- ✓ A recognition of the critical importance of education as the single most transformative force for all societies and of SDG4 as the centerpiece of the entire 2030 Agenda for Sustainable Development.
- ✓ A renewed commitment to investment in education, which should be based on the fundamental principles of education as a human right, a public good, and a collective responsibility.
- ✓ The need for the Steering Committee to engage more effectively with multiple global processes and initiatives in education, to communicate better its strategic recommendations and to strengthen the impact of its work on global education policy and practice.

- ✓ The necessity for Member States to take a more active role in the implementation of SDG 4 - Education 2030, including through strengthened national ownership of targets and commitments, as well as through participation in Voluntary National Reviews.
- ✓ The need for stronger linkages and better harmonization between country needs and experiences and global education policies and processes.

## The critical role of regional engagement in implementing SDG4

In all the discussions since the last Steering Committee meeting in New York (June 2017), the important role of regional organizations has been highlighted for exchange of information and experience; policy dialogue; and for encouraging greater synergy and harmonization of efforts in advocacy, implementation, as well as in review, monitoring and reporting of progress towards SDG 4 targets and commitments. Given this important role of the regional level in moving forward the SDG 4 – Education 2030 Agenda, this meeting devoted a substantial session to uncover the opportunities and challenges of regional level organizations, partners, processes and mechanisms in the implementation of SDG 4- Education 2030 agenda.

## Broad strategic policy guidance for the implementation of SDG4

While recognising that a great deal is being done in all regions to take forward the SDG4 agenda to *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*, the SDG-Education 2030 Steering Committee has identified a number of bottlenecks in several policy areas that continue to hamper progress towards global targets and commitments.

Some bottlenecks relate to education in the broader development context and include: insufficient attention to gender equality; the closing of civil society space; and the persistence of violence, conflict and situations of emergencies. Other bottlenecks more specific to education include: an inadequate policy focus on SDG4 targets and commitments; a narrowing of the broad SDG4 agenda with neglect of youth and adult education and skills development, both formal and non-formal; insufficient attention to the conditions and status of teachers; inadequate financing of education; limited capacity for policy design and implementation informed by research and evidence; as well as poor mainstreaming of Education for Sustainable Development and Global Citizenship Education.

In light of these bottlenecks, the SDG-Education 2030 Steering Committee made the following recommendations with respect to SDG4 policy and strategy:

- ✓ **Governments are encouraged to address these bottlenecks**, as relevant to their national contexts and priorities, and in accordance with national legislation.
- ✓ While prioritization of SDG4 targets is necessary to reflect national policy context and needs, **governments should ensure that the commitment to equal opportunity to effective and quality learning** is pursued at all levels and strands of education and training.
- ✓ **Governments, co-convening agencies, regional organizations and civil society networks should strengthen national ownership of the 2030 Framework for Action**, the SDG4 targets and commitments and indicative strategies through national and regional education consultations and mainstreaming of the SDG4 targets in their education systems.

- ✓ **Governments are encouraged to strengthen education sector-wide and inter-sectoral coordination**, mobilizing the range of ministerial departments involved in the achievement of SDG4 targets and commitments.

## Financing of education

Efforts to address the financing challenges and to fill the financing gap and achieve SDG4 requires strengthened domestic and external funding. Increasing the volume of resources and their effectiveness must involve a collective, harmonized combination of domestic financing, official development assistance, and innovative financing, emphasizing that the three must interact and complement each other and be consistent with the principles outlined in the Education 2030 Framework for Action.

The Steering Committee examined the paper on domestic financing prepared by the Working Group on Financing of Education. The paper recalls that, in order to successfully achieve SDG4, governments have committed to progressively allocate at least 4 to 6 percent of their Gross Domestic Product (GDP) and/or at least 15 to 20 percent of their total public expenditure to education as per agreed international and regional benchmarks, as they set nationally appropriate spending targets for education. To reach these targets, it is estimated that low- and middle-income countries will need to increase spending on education from the current US\$1.2 trillion per year to US\$3 trillion, requiring an annual rate of growth in public education spending of 7 percent. The paper makes the following recommendations:

- ✓ **Governments should increase public revenues, allocate more of these additional revenues to education** (to meet or exceed international benchmarks) and **prioritize spending on the most marginalized groups**. A share of increased revenue derived from economic growth or larger fiscal space should be allocated to the education sector, with a focus on ensuring basic education is sufficiently financed through public spending. Governments, particularly in low and middle-income countries, are encouraged to progressively enlarge and broaden the tax base to increase spending on education and meet the financing gap. Possible strategies include reducing exemptions, ending harmful tax incentives and preventing tax evasion of both domestic and international businesses operating in developing countries.
- ✓ **Governments should prioritize sensitive allocation and spending** of education resources in ways that focus on increasing equity and supporting the most marginalized groups and disadvantaged children and youth.
- ✓ **Governments should improve the availability, monitoring, transparency and use of financing data** - disaggregated by education sub-sectors. It should include data to better understand the scale and purpose of household costs of basic education in order to reduce the financial burden on families, particularly the poorest and most vulnerable.

The draft paper on domestic financing is to be released after final revision by both the Financing and Advocacy and Communication Working Groups.

Moreover, serving as a forum for dialogue and consultation on financing of education, the SDG-Education 2030 Steering Committee further recommends that:

- ✓ All **financing initiatives respect the principle of education as fundamental human right and a public good** of which the State is the duty bearer; and the principles of equity, quality and inclusion, as well as 12 years of free, publicly funded education.
- ✓ **Dialogue should be encouraged** between the bearers of innovative financing, donors, and beneficiary states and communities.
- ✓ Niches in which **innovative funding** should have an **added-value** and **should be identified** within a whole-sector approach and not undermine system-wide financing.
- ✓ The resources of the **private sector should be fully mobilized to complement the State in the financing of public education**. Successful partnerships with the private sector will require effective coordination and regulatory mechanisms to ensure transparency and accountability in compliance with established human rights instruments.
- ✓ In order to contribute to the increase of the overall resource base for education sector development, **innovative financing mechanisms should be explored**.
- ✓ Innovative financing projects currently being implemented or designed should be subject to **independent evaluation**.

## Global indicator frameworks, monitoring and reporting

Follow-up and review based on robust monitoring, reporting and evaluation policies, systems and tools are essential for the achievement of SDG4-Education 2030. The measurement, monitoring and reporting agenda for SDG4 is ambitious given its expanded scope in at least three aspects: levels of education covered, focus on learning outcomes, and commitment to reducing inequality in education. These features, together with the relatively large number of indicators required for monitoring and reporting on SDG 4, pose considerable challenges for countries in monitoring progress towards SDG 4.

An assessment of data availability by SDG4 target and indicator conducted by UIS shows that the coverage rate worldwide is low (less than 40%) for nearly half of the 43 thematic indicators, and in some cases, there are no data available at all. The coverage rate is particularly low for six targets — 4.4, 4.5, 4.6, 4.7, 4.a and 4.c. This low coverage points to the critical need for adequate investment in both data collection and statistical capacity development for monitoring and reporting on SDG4 implementation.

As a result, countries and the international community seek guidance in the following aspects:

- ✓ Strategies for increasing the SDG 4 data coverage at the country level
- ✓ Improved methodology for several indicators in the SDG4 monitoring framework
- ✓ Strategies for reporting during the interim period until the methodological developments are finalized and/or the guidelines are available
- ✓ Approaches for support and coordination, both technically and financially, in order to enhance the efficiency and synergy of data collection efforts among stakeholders

## Review, monitoring and reporting at national and cross-national levels

The SDG-Education 2030 Steering Committee recognizes the importance of review, monitoring and reporting at the national and cross-national levels as an integral part of policy, planning and implementation of SDG4. It advocates for addressing the data gaps needed to monitor the holistic agenda, as well as adequate financing and strengthened coordination across various stakeholders. It recommends the following actions at national, regional and global levels:

### At national level

- ✓ **Governments are encouraged to strengthen data collection, analysis and reporting** efforts on the 11 SDG4 global indicators, for monitoring progress at national and cross-national levels. Governments and their partners are encouraged to strengthen and/or **develop holistic national evaluation and learning assessment systems** that include formative and summative components (if not already in place) and make plans to participate in cross-national assessment programmes, as appropriate. They are also encouraged, as appropriate, to **implement combined multipurpose surveys** (household and/or school-based) to address data and information gaps in key areas for monitoring the implementation and outcomes of SDG4.
- ✓ In order to strengthen accountability, **governments are encouraged to report publicly on progress towards national education policy goals** on a regular basis, linking them, to the extent possible, to regional and global commitments. Such reporting can be used as key sources for the education section of their SDG Voluntary National Reviews (VNRs).

### At regional and cross-national levels

- ✓ Regional and other cross-national coordination mechanisms and organizations with their Member States are encouraged to **develop regional and/or sub-regional monitoring and reporting frameworks**, including the setting of regional benchmarks, as feasible and contextually appropriate. These **frameworks should build on the SDG4 Thematic Indicator Framework, taking into account national priorities**, and working closely with the UNESCO Institute for Statistics and the Global Education Monitoring Report.
- ✓ **Regional and other cross-national coordination mechanisms and organizations are encouraged to strengthen their support to countries in their monitoring and reporting** efforts taking into account national priorities, resources, and capacity and implementation needs through peer learning, sharing of experiences, resource mobilization and capacity development. They are also encouraged to harmonize different initiatives at the regional and sub-regional levels.

## At global level

- ✓ As an integral part of policy planning and implementation, the **SDG-Education 2030 Steering Committee advocates for the investment case for SDG4 monitoring and data collection of US\$ 280 million/year**, as estimated by the Technical Cooperation Group. **The Steering Committee also advocates for predictable financing of the institutions that contribute to producing global public goods** and which have a UN mandate to collect data and monitor SDG4, as well as those that provide national capacity development in using the data for policy and planning. The Steering Committee calls for countries, donors, UN agencies and relevant stakeholders to work in a coordinated manner, building on agreed responsibilities and shared cost.

## High-Level Political Forum Review 2018 and 2019

Under the auspices of ECOSOC, and without prejudice to the integrated, indivisible, interlinked nature of the sustainable development goals, the HLPF annually examines a set of goals and their interlinkages, when appropriate, with other goals. This process aims to facilitate an in-depth review of progress on all goals over the course of a four-year cycle, with means of implementation, including Goal 17 on partnerships, reviewed annually. As a unique multi-stakeholder consultation and coordination mechanism for education in the 2030 Agenda for Sustainable Development, the Steering Committee is engaging stakeholders for the preparation of inputs to feed into, and where possible, to be aligned with the cycle of the HLPF.

The SDG-Education 2030 Steering Committee examined (1) proposed input into the 2018 High-Level Political Forum (HLPF) review process, as well as, (2) options to input into the 2019 HLPF 2019 review.

## High-Level Political Forum Review Process (2018)

The Steering Committee endorsed the outline for 2018 HLPF Review submission prepared by the Review, Monitoring and Reporting Working Group [See Reference Document 2, page 19 of the meeting brochure]. It recommended that the submission pay particular attention to the interlinkages between education and the SDG goals which are the focus of the 2018 review [SDG6: Water and Sanitation; SDG7: Energy; SDG11: Cities; SDG12: Sustainable Consumption and Production; SDG15: Life on Land]. It further underlined that it is critical to highlight the importance of Education for Sustainable Development (ESD), the role of non-formal education and adult education, and of multi-stakeholder actions at the local level, which include, inter alia, government, teachers, researchers, and civil society.

## SDG–Education 2030 Steering Committee input to the 2019 HLPF

In providing strategic guidance to Member States and the education community for the realization of Education 2030 targets and commitments, the efforts of the Steering Committee in 2018 are largely focused on the preparation of the 2019 HLPF review. Under the broad theme of “Empowering people and ensuring inclusiveness and equality”, the 2019 HLPF review will provide an in-depth review of SDG 4 in addition to other SDGs devoted to decent work, inequalities, climate change, peace and partnerships.

The Steering Committee endorsed strategies proposed by the Review, Monitoring and Review Working Group for SDG-Education 2030 Steering Committee to input into the 2019 HLPF Review [See Reference Document No 3, page 24 of the meeting brochure]. The 2019 HLPF report should draw on Voluntary

National Reviews, outcomes of regional consultations, outcomes of the Global Education Meeting 2018, the Global Education Monitoring Reports and UIS data, as well as on the work of the SDG-Education 2030 Steering Committee working groups. The Steering Committee further recommended:

- ✓ The identification of a few key messages that are critical to progress towards SDG4, which can be built around such issues as those of quality, life and work skills and TVET, equity, inclusiveness, financing, peace and social justice, and lifelong learning.
- ✓ The organization of an SDG4 Expert Group Meeting back to back with the Global Education Meeting in December 2018.
- ✓ The development of a more detailed work plan and timeline for the preparation of input for 2019 HLPF and the UNGA summit on the SDGs.

### **The Global Education Meeting (Brussels, 3-5 December 2018)**

The 2018 Global Education Meeting (GEM) represents a key milestone in the preparation of the 2019 session of the HLPF. Inputs on progress relative to SDG 4 as part of the follow-up and review of the 2030 Agenda for Sustainable Development will be provided through the SDG-Education 2030 Steering Committee to the HLPF.

It is therefore important that the outcomes of SDG-Education 2030 Steering Committee meetings, as well as those of 2018 regional consultations on SDG4-Education 2030 (Nairobi, Kenya, 25-27 April 2018; Tunis, Tunisia, 10 May 2018; Sucre, Bolivia, July 2018; Bangkok, Thailand, 12-14 July 2018, Strasbourg, 24 October 2018). feed into the GEM 2018 and the preparation of the 2019 HLPF review.

The SDG-Education 2030 Steering Committee endorsed the expected outcomes of the Global Education Meeting 2018, but required further clarification on the nature of the critical review, as well as on how the event and its outcomes will link to the 2019 HLPF:

1. Critical examination of the progress to date towards the achievement of SDG4 and other education-related targets and commitments in the 2030 Agenda for Sustainable Development including inputs from the regional education consultations/meetings, the work of the SDG-Education 2030 Steering Committee working groups and the GEM Report.
2. Agreement reached on key messages and a SDG-Education 2030 Steering Committee strategy to input into the global 2019 HLPF Review.
3. Identification and agreement reached on strategic areas requiring political guidance and/or intervention for the effective achievement of the Education 2030 Agenda and to be conveyed to the HLPF.

### **Global advocacy, communication and outreach strategy**

The SDG-Education 2030 Steering Committee examined a set of proposals to strengthen the visibility of, and outreach strategies for, education within the 2030 Agenda for Sustainable Development, as well as for the Steering Committee as the main global consultation and coordination mechanism at the UN level and beyond. It endorsed a set of decisions related to its engagement with regional and global processes,

as well as its position vis-a-vis the Right to Education Campaign. It further offered recommendations for strengthened communication and outreach of the Steering Committee with Member States.

- ✓ **Engaging with UN processes.** The Steering Committee will engage with the UN processes and specifically considers targeted outreach including through possible side events: President of the General Assembly Youth Dialogue (New York, 30 May); HLPF (New York, July); United Nations General Assembly (New York, September).
- ✓ **G20:** The Steering Committee appreciates the Argentinian G20 Presidency's priority to education focusing on skills for lifelong learning and on financing of education. It welcomes the invitation to work closely with the G20 Presidency and agrees to explore options for a possible side event at the G20 Summit (Buenos Aires, Nov/Dec 2018).
- ✓ **Campaigns:** The Steering Committee endorsed the Right to Education campaign initiated following the launch of the 2017/18 Global Education Monitoring (GEM) Report, [\*Accountability in education: meeting our commitments\*](#), agreeing to release a joint statement proposed by the GEM Report. The Steering Committee also took note of the planned campaign on national education monitoring reports that will be launched during the Global Action Week 2018 (23-29 April 2018).
- ✓ **Strengthening internal and external communication:**
  - In order to tackle global educational challenges in a coherent fashion, as stated in Article 88 of the 2030 Framework for Action, and to strengthen the accountability of the global and regional actions carried out in this regard, UNESCO, as well as other organizations represented in the Steering Committee, are encouraged to communicate on progress and results of their global and regional projects, programmes, and initiatives on education, linking them to the specific targets of SDG4. The use of data, graphics, charts and other visually appealing and easy to understand information are recommended, notably through the new SDG4 website platform.
  - The Secretariat of the SDG-Education 2030 Steering Committee will also improve its efforts to ensure regional electoral groups are kept fully informed of the activities and outcomes of its work through regular information meetings, consultations and other communication efforts.
- ✓ **Internal working modalities:** The Steering Committee agreed that advocacy and communication products and initiatives be reviewed and endorsed by the Steering Committee through email; It encouraged the Advocacy and Communication working group to establish direct contact with the communication officers of Steering Committee members to advance work on agreed communication products; Finally, it agreed to provide content and timely feedback to the Secretariat for the [sdg4education2030.org](http://sdg4education2030.org) website and Steering Committee extranet.

## Rotation and transition

### Modalities of rotation and transition

Proposals on modalities of rotation and transition will be developed by the Steering Committee Secretariat and shared with the current members for feedback. These proposals will include the pros and cons of increased Member State representation (from 3 to 4 Member States per region), as well as ways in which internal communication within regional electoral groups may be strengthened, including by keeping all delegations informed and encouraging submission of inputs to the Steering Committee when required. [It is to be noted that countries which are not members of the SDG-Education 2030 Steering Committee may attend meetings as observers, and are encouraged to contribute to the deliberations through their regional representatives].

The proposals for rotation and transition will be refined as necessary and presented at the next meeting of the SDG-Education 2030 Steering Committee (September 2018) for discussion and potential decision on whether or not to propose any changes for consideration at the Global Education Meeting (Brussels, 3-5 December 2018). A final decision as per the Education 2030 Framework for Action in this regard will be part of the remit of the Global Education Meeting 2018.

### Nomination of Member State representatives

It was clarified that member states would still need to send in their nominations for 3 countries per region and one regional organization, by 15 March 2018 to the Secretariat of the SFG-Education 2030 Steering Committee.

## Next steps

**Next SC meeting:** The next meeting will be organized in the first half of September 2018 at UNESCO headquarters. The current practice, as defined in the TORs of the Steering Committee, of having 3 Member States representing each UNESCO geographical region, will remain until the next meeting. An item for the agenda of the next meeting would be devoted to rotation of Steering Committee membership.

## ANNEX 1 – Meeting Agenda

Wednesday, 28 February 2018

14:00–14:30	<p><b>Opening Session</b></p> <ul style="list-style-type: none"><li>• Welcome remarks by H.E. Mr Byong-hyun Lee, Chairperson of the Executive Board</li><li>• Opening address by Ms Audrey Azoulay, Director-General of UNESCO</li><li>• Video messages by Ms Amina Mohammed, Deputy Secretary-General and Mr Liu Zhenmin, Under-Secretary-General for Economic and Social Affairs, United Nations</li><li>• Opening statement by Mr Dankert Vedeler, co-chair of the SDG-Education 2030 Steering Committee</li><li>• Introduction and adoption of the agenda, Mr Qian Tang, Assistant Director-General for Education, UNESCO</li></ul>
14:30–15:30	<p><b>SDG4 – Education 2030 at the regional level: Opportunities, challenges and the way forward I</b></p> <p>Chair: UNESCO</p> <p><u>Objective:</u> To examine proposed recommendations outlined in <i>Mapping regional education monitoring, reporting and benchmarking mechanisms</i> and identify possible actions to take them forward.</p> <p>REF doc 1 - Mapping regional education monitoring, reporting and benchmarking mechanisms</p> <ul style="list-style-type: none"><li>• <b>Mapping of regional monitoring mechanisms and recommendations</b> Presentation (10 min), UIS/GEM Report</li><li>• <b>Regional perspectives I</b> Each regional organization (5 min each) reacts to the recommendations on regional monitoring and reporting framework. Countries (5 min each) respond to the following questions:<ul style="list-style-type: none"><li>- How does your country benefit from engaging in regional processes/ mechanisms?</li><li>- How could regional benchmarking mechanisms be useful for national educational development?</li></ul>Africa (ADEA, Zambia); Arab States (ABEGS, Morocco); Asia and the Pacific (SEAMEO, Japan).</li></ul>
15:30 – 15:45	Coffee break

15:45 – 17:00	<p><b>SDG4 – Education 2030 at the regional level: Opportunities, challenges and the way forward II</b></p> <p>Chair: ASPBAE</p> <ul style="list-style-type: none"> <li>• <b>Regional perspectives II</b> - 5 min each by organization/country Eastern Europe (Council of Europe, Latvia); Latin America and the Caribbean (OEI, Argentina); Western Europe and North America (European Commission, France).</li> <li>• <b>Update on regional consultations – 5 min each</b> Latin America and the Caribbean (Bolivia) Africa (Kenya) Asia and the Pacific (UNESCO Bangkok) Europe (Council of Europe) Arab States (UNESCO Beirut)</li> <li>• <b>Plenary debate</b> to determine how the Steering Committee can better engage in regional processes and to identify possible actions to follow-up on the proposed recommendations</li> </ul>
17:00-18:00	<p><b>Information Session – Data and Global Public Goods</b> [simultaneous interpretation not available]</p>
<b>Thursday, 1 March 2018</b>	
9:30 – 10:30	<p><b>HLPF Review Process</b></p> <p>Chair: OECD</p> <ul style="list-style-type: none"> <li>• <b>Draft Education 2030 – Steering Committee submission to 2018 HLPF</b> <u>Objective:</u> Validation of outline of submission for 2018 HLPF Review Presentation (10 min) and discussion/validation (20 min) <a href="#">REF doc 2 - High-Level Political Forum Review Process 2018</a></li> <li>• <b>Proposed process and strategies for preparing the 2019 HLPF input</b> <u>Objective:</u> Endorsement of options for SDG-Education 2030 Steering Committee inputs for the 2019 HLPF Review Presentation (10 min) and discussion/endorsement (20 min) <a href="#">REF doc 3 - SDG-Education 2030 Steering Committee input to the 2019 HLPF</a></li> </ul>
10:30-11:00	<p><b>Indicator Frameworks, Global Monitoring and Reporting I</b></p> <p>Chair: Bolivia</p> <ul style="list-style-type: none"> <li>• <b>Update on new data and monitoring initiatives</b> (5 min - UIS)</li> <li>• <b>Review of TCG meeting results and main recommendations</b> <u>Objective:</u> Identification of TCG recommendations to be endorsed by the Steering Committee Presentation (5 min – UIS) and discussion (20 min) <a href="#">REF doc 4 - TCG report to the SDG-Education 2030 Steering Committee</a></li> </ul>
11:00– 11:15	Coffee break

11:15– 12:30	<p><b>Indicator Frameworks, Global Monitoring and Reporting II</b></p> <p>Chair: China (TBC)</p> <p><u>Objective:</u> Identification of the most strategic recommendations for the SDG-Education 2030 Steering Committee to take forward</p> <ul style="list-style-type: none"> <li>• <b>Key messages to support financing and capacity development for the measurement and monitoring of SDG4</b> Presentation (10 min - UIS) and discussion (20 min) <a href="#">REF doc 5 - Key messages on SDG 4 measurement and monitoring needs and priorities to support the development of national capacity</a></li> <li>• <b>Key recommendations of GEM 2017/8 report on accountability</b> Presentation (10 min – GEM Report) and discussion (20 min)</li> <li>• <b>Preliminary synthesis of recommendations</b> (15 min)</li> </ul>
12:30 – 14:00	Lunch break
14:00 – 15:15	<p><b>Strategic Policy Guidance for the Implementation of SDG4</b></p> <p>Chair: UNESCO</p> <ul style="list-style-type: none"> <li>• <b>Update on SDG4 implementation</b> <u>Objective:</u> Refinement of recommendations resulting from the survey of SDG4 implementation and the preparation of a background paper on policy and strategy issues, clarification of the target audiences for each, and identification of possible actions for each Steering Committee constituency to take them forward. Presentation (25 min) and examination of each of the recommendations (20 min) <a href="#">REF doc 6 - Update on SDG4 Implementation (Summary of survey results)</a> <a href="#">REF doc 7 - Policies and Strategies background paper</a></li> <li>• <b>Preliminary synthesis on recommendations</b> (15 min)</li> </ul>
15:15 – 15:45	Coffee break
15:45 – 17:00	<p><b>Financing of Education</b></p> <p>Chair: UNESCO</p> <ul style="list-style-type: none"> <li>• <b>Update on recent global developments</b> GPE, ECW, IFFED, G20 (15 min)</li> <li>• <b>Domestic financing in education</b> <u>Objective:</u> Endorsement of Steering Committee paper on domestic financing Presentation (5 min - GPE) and discussion (20 min) <a href="#">REF doc 8 - Domestic Financing in Education: A smart investment</a></li> <li>• <b>Innovative financing for education</b> <u>Objective:</u> Options identified to take forward the theme of innovative financing Presentation (10 min - France) and discussion (20 min) <a href="#">REF doc 9 - Innovative Financing for Education</a></li> </ul>

## Friday, 2 March 2018

9:00 – 09:45	<p><b>Global Education Meeting 2018</b> (Brussels, 3-5 December 2018)</p> <p>Chair: Belgium</p> <p><u>Objective:</u> Validation of the concept outline, objectives and expected outcomes of the Global Education Meeting 2018</p> <p><b>REF doc 10 – Draft concept outline for 2018 Global Education Meeting</b></p> <ul style="list-style-type: none"> <li>• Presentation of the GEM 2018 concept outline (10 min)</li> <li>• Review and validation of format, objectives and expected outcomes (30 min)</li> <li>• Synthesis (5 min)</li> </ul>
09:45– 10:45	<p><b>Global advocacy, communication and outreach</b></p> <p>Chair: UNICEF</p> <p><u>Objective:</u> Clarification of modalities for communication and outreach, development of the SDG4 website and Right to Education campaign.</p> <ul style="list-style-type: none"> <li>• <b>Working modalities of the WG and the development of the SDG4 website</b> Presentation and discussion (10 min - EAA)</li> <li>• <b>Strengthening visibility and outreach at the United Nations level and beyond</b> Presentation (10 min – UNESCO, New York/EAA) and discussion (20 min)</li> <li>• <b>Right to Education campaign</b> Presentation and discussion (10 min – GEM Report) <b>REF doc 11 – Advocacy, communication and outreach</b></li> </ul>
10:45 – 11:00	Coffee break
11:00 – 12:00	<p><b>Synthesis of SC recommendations/ way forward</b></p> <p>Chair: Qian Tang and Dankert Vedeler, Co-chairs of the SDG-Education 2030 Steering Committee</p> <p><u>Objective:</u> Identification of most strategic recommendations and messages, clarification of target audiences and suggestions for actions to take them forward.</p> <p><b>REF doc: Compiled list of reviewed/updated key messages discussed in Days 1-2 (to be handed out)</b></p> <ul style="list-style-type: none"> <li>• Synthesis of key recommendations of 4<sup>th</sup> meeting</li> <li>• Debate and open discussion</li> <li>• Agree on next steps</li> </ul>
12:00-14:00	Lunch
14:00-15:00	<b>Clarification of modalities of rotation and transition</b>

## ANNEX 2 – List of Participants

### Member States

#### 1. Regional Group I, Western European and North American States:

**Belgium:** *Ms Marie-Anne Persoons*

Policy Adviser

Flemish Department of Education and Training,  
Strategic Policy Unit

*Mr Dominique Denis*

Directeur

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#### **5. Regional Group V(a), African States:**

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**E9 initiative**

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**Education Commission:** *Mr Pedro Alba*, Vice  
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