SDG 4-Education 2030

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Integrated SDG Agenda

Health and well-being
**Target 3.7:** By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

Gender equality:
**Global Indicator:** Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education

Decent work and economic growth
**Target 8.6:** By 2020 substantially reduce the proportion of youth not in employment, education or training

Responsible consumption & production
**Target 12.8:** By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

Climate change
**Target 13.3:** Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
Sustainable Development Goal 4 & Targets

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Outcome Targets [7]

4.1 Quality primary & secondary education

4.2 Early childhood & pre-primary education

4.3 Equal access to TVET & higher education

4.4 Relevant skills for work

4.5 Gender equality & equal access for all

4.6 Youth and adult literacy

4.7 Global Citizenship Education

Means of implementation [3]

4.a Learning environments

4.b Scholarships for higher education

4.c Teachers
Vision/Rationale and Key Principles

- A single universal agenda: Education 2030 = SDG 4
- Human right and public good
- Comprehensive, holistic, ambitious, aspirational and universal
- Transformative, leaving no one behind
- Lifelong learning approach focus on skills for work and life
- Focus on quality and learning outcomes
- Addressing unfinished business of EFA and MDGs and current and future challenges

Regional Technical Workshop within the Framework of the Measuring Early Learning Quality and Outcomes initiative (MELQO) Dakar Senegal, 27-28 July 2016
Looking back-going forward: ECCE in the global development agenda

**EFA:** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

**MDGs:** Reduce child mortality
Eradicate extreme poverty and hunger
Achieve universal primary education

**SDG 4.2:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
Progress since EFA - MDGs in Sub-Saharan Africa

► **Drop in child mortality rates**
  - On average child mortality fell from 188 to 158 deaths per 1,000 live births - by 2013 reached 93

► **Improved Nutrition improved since 1990**
  - Percentage of stunted children fell from 48% to 38% between 1990 and 2013

► **Expansion in Pre-primary education (with caveats)**
  - Pre-primary enrolment rose by two and half times - GER still very low - 20% in 2012
  - Uneven progress, access dependent on location, wealth etc.
  - Rising private sector provision
  - Increase in %age of trained pre-primary teachers but limited data
  - High pupil/teacher ratios are
Key indicators for EFA goal 1

- Care
  - Under 5 mortality rate
  - Moderate or severe stunting (children under age 5)
- Education
  - Total enrolment
  - Gross enrolment ratio
  - Gender parity index of GER

Limitations of EFA goal 1

- No clear established target or indicator on ECCE
- Narrow agenda to universalization of primary education and losing sight of ECCE
- Huge diversity and disparities in the multisector provision of ECCE services
Enhancing access to quality ECCE: Opportunities and Challenges

- One year free compulsory quality pre-primary education
- Access to quality holistic early childhood development, care and education
- Integrated and inclusive policies and legislation
- Monitoring of children’s development and learning from an early stage at individual and system level
- School readiness

- How to establish a common understanding and holistic interpretation of “developmentally on track”?
- Is it possible to adopt a globally-comparable approach to measuring early childhood development and learning?
Coordination of SDG4-Education 2030

- **Global**
  - Harmonized support; Strategic guidance; Priority actions; Advocacy and resource mobilization; SDG linkage; Review progress

- **Regional**
  - Links to regional commissions; Regional institution support; Technical cooperation; Capacity development; Knowledge management; Review regional progress

- **National**
  - Government-led; Build on existing structures; System-wide approach; Integration in national plans; Linkage with broader SDG coordination; Ensure Inclusive
**SDG4-Education 2030 Steering Committee**

**Composition:**

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<th>Role</th>
<th>Description</th>
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<td>3 Member State representatives for each of the six regional groups</td>
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<td>1 representative of the E-9 countries</td>
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<tr>
<td>UNESCO, UNICEF and the World Bank and one representative of the</td>
<td>other convening agencies (ILO, UNDP, UNHCR, UNFPA, UN Women)</td>
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<td>1 representative of the GPE</td>
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<td>1 representative of the OECD</td>
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<td>1 representative of teachers organization</td>
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<tr>
<td>2 representatives of NGOs</td>
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<tr>
<td>1 representative from regional organizations for each of the six</td>
<td>regions</td>
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**Mandate:**

Support Member States and partners in achieving Education 2030
Coordination of SDG4-Education 2030

- National coordination mechanisms:
  - Participation of all stakeholders in national level coordination mechanisms
  - Building on existing national structures and with full consideration of a system-wide approach to policy and planning
  - Ensuring appropriate education sector links to cross-sectoral national efforts and processes, including strengthening intergovernmental cooperation, which is particularly important for ECCE

- Regional level coordination:
  - Including co-convening agencies, regional organisations, regional CSO networks and other regional partners
  - Regional consultations initiated by UNESCO resulting into roadmaps to support the integration of SDG4-Education 2030 in national policies and plans
  - In West and Central Africa a regional coordination group on SDG4-Education 2030 was established in May 2016 (WCA-SDG4)
Foundation for Country-led Action for Implementing SDG-Education 2030

- Regional, sub-regional and national consultations and awareness raising
- Mapping policies, plans, planning cycles, data
- Identifying needs and priorities re SDG4-Education 2030
- Planning mainstreaming/integration of SDG4-Education 2030 in ESPs
- Strengthening/setting up regional/sub-regional and national coordination and monitoring mechanisms
## Review of Policies, Plans and Data

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<th>Task</th>
<th>Details</th>
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<td>Map and/or review existing laws, plans, policies and planning cycles</td>
<td>Identify national priorities in light of SDG4-Education 2030</td>
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<td>Plan mainstreaming/integration of SDG4-Education 2030 into SWPPs as appropriate based on context and identified priorities</td>
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<td>Inform MS on global and thematic indicators and initiate reflections on national indicator development as required</td>
<td>Review the relevance of the existing national and sub-national statistics vis-à-vis the Education 2030 targets</td>
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<td>Map available data and data sources for Education 2030 indicators (led by UIS)</td>
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Review and Reporting process

- Based on regular, voluntary and inclusive country-led reviews of progress at national level feeding into regional and global reviews

- Regional reviews to be supported by Regional Commissions, regional organizations, UN

- Global SDG Reporting: Two annual reports: 1) A SG report to UNGA and 2) A report for the general public
UNESCO Support for SDG4-Education 2030 implementation

UNESCO mandated role to lead and coordinate SDG4-Education 2030 including through:

- Advocacy for political commitment and resource mobilization
- Capacity development
- Policy dialogue and advice, knowledge-sharing, standard-setting
- Facilitating South-South and triangular cooperation
- Convening global, regional and national stakeholders
- Monitoring progress through UIS and Global Education Monitoring (GEM) Report
THE GLOBAL GOALS
For Sustainable Development

Thank you

#GLOBALGOALS