



Education in an interconnected world: Ensuring inclusive and equitable development Brussels, 3-5 December 2018

Concept Note and Provisional Programme [Version: 14 November 2018]

1. Background

The Education 2030 Framework for Action stipulates that periodic Global Education Meetings, aligned with the meeting schedule of the High-level Political Forum (HLPF) on sustainable development, will be organized by UNESCO in consultation with the SDG-Education 2030 Steering Committee to review the SDG4-Education 2030 agenda against progress made and to share outcomes with the appropriate overall global follow-up and review mechanisms for the SDGs. As per this stipulation a Global Education Meeting (GEM) will be organized in December 2018 in Brussels, Belgium. The meeting will focus on the HLPF 2019 Theme “Empowering people and ensuring inclusiveness and equality”, and review progress towards the realization of SDG4 and examine the inter-linkages between SDG 4 and Goals 8 (Decent Work and Economic Growth), 10 (Reduced Inequalities), 13 (Climate action) and 16 (Peace, Justice and Strong Institutions), paying particular attention to the issue of migration and forced displacement.¹

Education and development in an interconnected world

We live in an increasingly interconnected and interdependent world bringing with it new levels of complexity, tensions and paradoxes. Global economic growth has come at the expense of ecological stress and unsustainable patterns of economic production and consumption. Greater wealth and reduction in global poverty has also seen rising levels of vulnerability, growing inequalities and exclusion. Moreover, growing interconnectedness and mobility is also associated with rising intolerance, division and violence.² Yet, greater interdependency and interconnection also offer new knowledge horizons and opportunities for strengthened solidarity in our collective endeavor for inclusive and sustainable human and social development.

Reciprocal linkages between education and development

Education plays a key role in building sustainable, inclusive and resilient societies and has reciprocal linkages with almost all other goals in the 2030 Agenda for Sustainable Development. On one hand, education contributes to improved physical and mental health; promotes gender equality and can reduce inequality. It

¹ Note that SDG 17 on strengthening global partnerships for sustainable development will also be reviewed, as it is every year.

² UNESCO. 2015. Rethinking Education: Towards a global common good? Paris.

increases the productivity of individuals and strengthens the potential for economic growth by developing competencies and skills needed for decent work and professional skills needed for sustainable development, including water and sanitation, green energy or the conservation of our natural resources. Education helps eradicate poverty and hunger and promotes peace, the rule of law and respect for human rights. Conversely, progress in other areas affects education in many ways. Healthier children are more likely to learn better. Shifts in sustainable production patterns, for example, translate into changed demands on the education system in terms of educational content, as well as competencies and skills development. On the other hand, lack of progress on other SDGs, including economic shocks, environmental degradation and poverty, creates barriers to access to education or to educational outcomes.³

Migration, forced displacement and education

In an era of intensified globalization characterized by profound demographic, socio-economic, environmental and technological change, migration and displacement are emerging as essential development policy issues. While the phenomenon of migration is not new, patterns of migration and mobility in today's world are characterized by their unprecedented scale, intensity and heterogeneity. With over 257 million international migrants crossing international borders in 2017⁴, and internal migration within countries growing to 865 million people, one in seven persons now live outside their region of birth. "Factors underpinning migration are numerous, relating to economic prosperity, inequality, demography, violence and conflict, and environmental change. While the overwhelming majority of people migrate internationally for reasons related to work, family and study, many people leave their homes and countries for other compelling reasons, such as conflict, persecution and disaster."⁵ The number of people forcibly displaced due to conflict, persecution and natural disasters has also increased substantially, reaching 65.6 million people in 2016, including both internally displaced persons (IDPs) and refugees.⁶ This creates additional barriers to access quality education and places additional pressure on host country education systems, including the challenge of lack of documentation and recognition of educational achievement among refugees. There is insufficient attention to how migration, forced displacement and education interact to influence social and economic mobility. It is therefore crucial to better understand the influence of education on migration and forced displacement, as well as the complex challenges and unique opportunities that movements of people present for education systems and skills acquisition, decent work and the chance for a dignified life.⁷

2. Reviewing progress in education towards the 2030 Sustainable Development Goals

Ensuring the 2030 principle of "leaving no-one behind" requires that the right to inclusive and equitable quality education and lifelong learning opportunities be realized for all children, youth and adults as per the collective commitments outlined in the 2015 [Incheon Declaration and the Education 2030 Framework for Action](#).

³ This paragraph is adapted from the SDG-Education 2030 Steering Committee submission to the 2018 HLPF: <http://unesdoc.unesco.org/images/0026/002628/262882E.pdf>

⁴ IOM 2018.

⁵ World Migration Report 2018.

⁶ UNHCR.

⁷ Note that the Global Education Meeting will take place a few days before the UN member States adopt a New Global Compact for migration.

HLPF 2019: Empowering people and ensuring inclusiveness and equality:

As the main UN platform on Sustainable Development, the High-Level Political Forum (HLPF)⁸ has a central role in the follow-up and review of the 2030 Sustainable Development Goals (SDGs) at the global level. Under the auspices of ECOSOC, the HLPF examines a set of goals annually, as well as their two-way interlinkages - as appropriate. The 2019 HLPF Review will be devoted to the theme “*Empowering people and ensuring inclusiveness and equality*”. This includes an in-depth review of SDG 4 together with the following goals:



Ensure equitable and inclusive quality education and promote lifelong opportunities for all



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



Reduce inequality in people, within and among countries



Take urgent action to combat climate change and its impact



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

This will also be the first four-year cycle against which SDG 4 and its interlinkages with other SDGs are reviewed comprehensively during the 2019 United Nations General Assembly Summit. This process aims to facilitate a more in-depth review on progress of all goals over the course of a four-year cycle.

3. Aim and Expected Outcomes

The 2018 Global Education Meeting will provide a high-level forum for review of progress towards the universal global education commitments since the adoption of the 2030 Agenda for Sustainable

Development in 2015. As such, it represents a key milestone in the assessment of effective policies and strategies and of key challenges with regard to the implementation of SDG4 targets and commitments, as well as of education-related targets within other development goals. By drawing largely on data from the UNESCO Institute for Statistics and analyses in the Global Education Monitoring reports, the review will explore key questions such as what structures and concrete measures, in term of education sector policy, management, monitoring and financing, have been put in place to ensure implementation of education 2030 targets and commitments. In so doing, it seeks to achieve the following outcomes:

⁸ The forum was created at the United Nations Conference on Sustainable Development in June 2012 (Rio+20) to provide high-level policy guidance and promote and review implementation of sustainable development.



- An assessment of current progress towards the implementation of SDG4-Education 2030 targets and commitments at global, regional and national levels, and identification of bottlenecks impeding progress
- An identification of recommendations for strategic areas requiring political guidance and/or intervention for the effective achievement of the global Education 2030 Agenda
- Agreement on key policy messages to input into the global 2019 HLPF Review and UN General Assembly 2019
- Strengthening of coordinated support for implementation of SDG4-Education 2030

Format

The three-day event will consist of:

1. A High Level Technical Meeting (1.5 days) including a Forum of parallel sessions;
2. A Leaders' Meeting for Ministers, Vice-Ministers and/or heads of delegations (1.5 days).

	Day 1 Mon 3 Dec	Day 2 Tue 4 Dec	Day 3 Wed 5 Dec
09:30-12:30	<p>Introduction Welcome and presentation of expected outcomes</p> <p>1. Global perspectives: Review of progress based on most recent UIS data, the 2019 Global Education Monitoring report and other sources</p> <p>2. Regional perspectives: Reflection on progress and challenges, as well as key policy messages from regional SDG4-ED2030 consultations</p>	<p>Roundtable on Education and the 2030 Agenda: Plenary panel debate focused on inter-linkage between education and development</p> <p>Key Policy Messages Recalling key policy messages from High-Level Technical Segment</p>	<p>Looking back to look forward Reviewing progress – perspectives across countries.</p> <p>Presentation of draft Outcome Statement</p> <p>Ministerial Round Table 1 Key challenges and policy responses</p> <p>Ministerial Round Table 2 Key challenges and policy responses</p>
Ministerial lunch			
14:00-17:00	<p>Forum Parallel workshops Three consecutive series of 4 parallel workshops are being organized by partners: the first two series will address SDG4 targets and policy focus areas and the interlinkages with other SDGs. The third series will address system-wide issues. [See below for more detail. Forum ends at 18:15 on this day]</p>	<p>Opening Ceremony Opening statements from key high-level representatives of constituencies</p> <p>Panel Debate 1 Empowering people and ensuring inclusiveness and gender equality</p> <p>Panel Debate 2 Migration, Forced Displacement and Education</p>	<p>Panel Debate 3 Teachers and educators in a changing landscape</p> <p>Panel Debate 4 Skilling and reskilling for life and work</p> <p>Adoption of Outcome Statement</p> <p>Closing</p>
19:00	Gala Dinner		

Forum [Day 1: 3 Dec 2018]

The Forum (Day 1) will be organized by a range of education stakeholders and co-led by SDG-Education 2030 Steering Committee Members, and will offer three consecutive series of parallel workshops (75 min each). The first two series of workshops will be focused on progress in and lessons learnt from implementing Education 2030 targets and policy commitments, including the interlinkages between education (SDG4) and the other SDGs which will be the focus of the 2019 High-Level Panel Review. The third series of workshops will be devoted to system-wide issues relative to the governance and management of integrated learning systems. An equity lens will cut across all themes in line with SDG 10 focus on reducing inequalities within and across countries.

	Parallel Workshop I	Parallel Workshop II	Parallel Workshop III	Parallel Workshop IV
Forum Session I 14:00-15:15	The Teaching Profession	Validating education achievements - key to opening doors to refugees and migrants	Girls' and Women's Education	Climate Change and Education for Sustainable Development
Forum Session II 15:30-16:45	Ready to Learn: The promise of meeting the target for universal quality pre-primary education	Teaching and learning respect for diversity: Diverse approaches to diversity	Technical and Vocational skills development and youth employment	Higher Education
Forum Session III 17:00-18:15	Financing quality education for all: strategies to invest in education equity	Technology, Innovation, and the Future of Learning	Civil society, Public Reporting and Accountability	Learning throughout life and through multiple pathways

References and sources

Deliberations will be informed by a range of sources including:

- The outcomes of Regional Education 2030 consultations undertaken throughout 2018⁹
- Voluntary National Reports completed or underway, with a particular focus on how education is addressed
- The Global Education Monitoring Reports (2016, 2017/18, 2019)
- A range of products (publications, technical guides, data tables) by the UNESCO Institute for Statistics and partners on the various themes of Agenda 2030
- SDG-Education 2030 Steering Committee deliberations and outputs, including the draft submission to HLPF 2019

Participants: By invitation only. Total of 325 participants comprising:

- Representatives of Member States
- UN agencies and other development partners
- Regional organizations
- Civil society organizations, the teaching profession
- The private sector and foundations
- Youth representatives
- Academia

Venue Egmont Palace, 8, Place du Petit Sablon, B-1000 Brussels, Belgium.

Working Languages:

High-Level Technical Meeting:

- Plenary sessions [3 Dec am and 4 Dec am] in Arabic, English, French, and Spanish with simultaneous translation.
- Forum: [3 Dec pm] - Parallel sessions in English and French with simultaneous translation.

Ministerial segment [4-5 Dec]: Simultaneous interpretation available in Arabic, Chinese, English, French, Russian and Spanish.

⁹ Pan-Africa High-Level Conference on Education (Kenya, 25-27 April 2018); Asia-Pacific Education 2030 Consultation (Thailand, 12-14 July 2018); Latin American & Caribbean Ministerial Conference (Bolivia, 25-26 July 2018); Europe & North American Education 2030 consultation (France/Council of Europe, 24 October 2018) and Arab Regional Meeting (Jordan, 6-8 November 2018).

Provisional Programme

High-Level Technical Meeting Monday, 3 December 2018	
09:00-09:30	Registration and welcome coffee
09:30-10:00	<p>Opening Welcome remarks and adoption of agenda</p> <ul style="list-style-type: none"> - Ms. Stefania Giannini, UNESCO Assistant Director-General for Education and Co-chair of SDG-Education 2030 Steering Committee - Princess Laurentien of the Netherlands, UNESCO Special Envoy on Literacy for Development - Kingdom of Belgium
10:00-11:00	<p>Global Review of Progress Towards SDG4-Education 2030 Targets and Commitments</p> <p>Chair/Moderator: Jordan Naidoo, Director, Division of Education 2030 Support and Coordination</p> <p>Presenters:</p> <ul style="list-style-type: none"> - Silvia Montoya, Director of the UNESCO Institute of Statistics - Manos Antoninis, Director of the Global Education Monitoring Report
11:00-11:30	Coffee Break
11:30-12:30	<p>Regional Review of Progress Towards SDG4-Education 2030 Targets and Commitments</p> <p>This session will reflect on key progress, innovations and trends from a regional perspective, including priorities and policy messages highlighted in the outcomes of the regional SDG4-Education 2030 consultations</p> <p>Chair: tbc</p> <p>Featuring:</p> <ul style="list-style-type: none"> - African Union and Association for the Development of Education in Africa (ADEA) - Arab League Educational, Cultural and Scientific Organization (ALECSO) and Arab Bureau of Education for the Gulf States (ABEGS) - Council of Europe (CoE) and European Commission (EC) - Organization of Ibero-American States (OEI) and The Caribbean Community (CARICOM) - Southeast Asian Ministers of Education Organization (SEAMEO)
12:30-14:00	Lunch

14:00-18:15	Forum Workshops Three consecutive series of 4 parallel workshops (75 min each) running from 14:00 to 18:15 (Total of 12 workshops). The first two series of workshops address SDG4 targets and policy focus areas and the interlinkages with other SDGs. The third series will address system-wide issues.			
Forum Session	Parallel Workshop I	Parallel Workshop II	Parallel Workshop III	Parallel Workshop IV
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Forum Session II 15:30-16:45	Ready to Learn: The promise of meeting the target for universal quality pre-primary education	Teaching and learning respect for diversity: Diverse approaches to diversity	Technical and Vocational skills development and youth employment	Higher Education
Forum Session III 17:00-18:15	Financing quality education for all: strategies to invest in education equity	Technology, Innovation, and the Future of Learning	Civil society, Public Reporting and Accountability	Learning throughout life and through multiple pathways

18:30-19:30 |Side Event: Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) Organized by the UNESCO Institute for Lifelong Learning (UIL)| (simultaneous translation in EN/FR)

High-Level Technical Meeting

Tuesday, 4 December 2018

09:30-11:00	<p>Roundtable: Education and the 2030 Agenda</p> <p>Education plays a key role in building sustainable, inclusive and resilient societies and has reciprocal linkages with almost all other goals in the 2030 Agenda for Sustainable Development. This session aims to explore the inter-linkages between education and development.</p> <p>Chair & Moderator: Pauline Rose, Professor of International Education, Cambridge University Director, Research for Equitable Access and Learning (REAL) Centre</p> <p>Interveners:</p> <ul style="list-style-type: none"> - Parfait Eloundou-Enyegue, Professor and Department Chair of Development Sociology, Cornell University (Member of the Independent Group of Scientists writing the Global Sustainable Development Report) - Arjen Wals, Professor of Transformative Learning for Socio-Ecological Sustainability, Wageningen University, and UNESCO Chair of Social Learning and Sustainable Development - Vice Ministers of Georgia, Kenya, Thailand, Venezuela
11:00-11:30	Coffee break

11:30-12:30	<p>Key policy messages to take forward</p> <p>Recalling key messages from global and regional perspectives on progress, from Forum workshop recommendations, and interlinkages with the other Sustainable Development Goals.</p> <p>Chair & Presenter: Aaron Benavot, Professor, School of Education, University at Albany-State University of New York</p>
12:30-14:00	Lunch break

Ministerial Segment
Tuesday, 4 December 2018

14:00-15:00	<p>Opening Ceremony</p> <p>Co-Chairs: Mr. Rudi Demotte, Minister-President, Belgium (French Community) Ms. Hilde Crevits Vice Minister-President and Minister of Education, Belgium (Flemish Community)</p> <ul style="list-style-type: none"> - HE.M. Queen Mathilde, Kingdom of Belgium - Ms. Audrey Azoulay, UNESCO Director-General (video message) - H.H. Sheikha Mozah Bint Nasser, Chairperson of Education Above All and UNESCO Envoy for Basic and Higher Education - H.E. Ambassador Inga Rhonda King, President of UN ECOSOC - Mr. Tibor Navracsics, European Commissioner for Education, Culture, Youth and Sports <p>Keynote address:</p> <ul style="list-style-type: none"> - Ms. Amina J. Mohammed, UN Deputy Secretary-General
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15:00-16:00	<p>Panel 1: Empowering People: Ensuring Inclusiveness and Gender Equality</p> <p>By 2030, the world aims at eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and those in vulnerable situations. This session highlights achievements, as well as challenges that lay ahead, with recommendations on moving forward collectively towards leaving no one and no country behind.</p> <p>Chair & Moderator: Julia Gillard, Chair of Board, Global Partnership for Education</p> <p>Interveners:</p> <ul style="list-style-type: none"> - Jo Bourne, UNICEF Global Chief of Education - Peter Hassan Mlimahadala, Head, Disability Department, Tanzania Teachers' Union - Ministers: Canada, Mali, Oman, Philippines, Russia <p>Followed by Plenary debate</p>
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16:00-17:00	<p>Panel 2: Migration, Forced Displacement and Education</p> <p>The focus of the session will be to examine effective policies and programmes to ensure inclusive, equitable and quality of education for all with particular attention to migrants and refugees. The session will demonstrate and provide evidence how inclusive education for migrants and those forcibly displaced is advantageous for individuals and societies.</p> <p>Chair & Moderator: Stefania Giannini, Assistant Director General for Education, UNESCO</p> <p>Interveners:</p> <ul style="list-style-type: none"> - Filippo Grandi, UN High Commissioner for Refugees - Manos Antoninis, Director, Global Education Monitoring Report - Ministers: Ethiopia, Honduras, Norway, Turkey (Vice Minister) <p>Followed by Plenary debate</p>
17:00	Coffee Break
19:00	Gala Dinner
Wednesday, December 5 2018	
09:30-10:30	<p>Looking Back to Look Forward: Chair: Tbc</p> <p>Reviewing progress – perspectives across countries</p> <p>This session aims to provide a synthesis of the lessons learnt and a set of key policy messages from national and regional experiences presented in SDG reviews and Voluntary National Reviews (VNRs).</p> <p>Presenters:</p> <ul style="list-style-type: none"> - Silvia Montoya, Director of the UNESCO Institute of Statistics - Manos Antoninis, Director of the Global Education Monitoring Report <p>Presentation of draft Outcome Statement</p> <p>SDG-Education 2030 Steering Committee Co-Chairs:</p> <ul style="list-style-type: none"> - Stefania Giannini, Assistant Director General for Education, UNESCO - Dankert Vedeler, Assistant Director General for Education, National Ministry of Education, Norway <p>Validation of the recommendation of the 5th meeting of SDG-Education 2030 Steering Committee to increase regional representation from 3 to 4 Member States</p>
10:30-11:00	Coffee Break
11:00-11:45	<p>Ministerial Roundtable 1: (on the basis of VNRs & interlinkages with other SDGs) Key challenges and policy responses</p> <p>Chair & Moderator:</p>

	<p>Parfait Eloundou-Enyegue, Professor and Department Chair of Development Sociology, Cornell University</p> <ul style="list-style-type: none"> - Ministers: Armenia, Bangladesh, Benin, France, Japan, Libya, Mauritania, Mongolia, Portugal, Qatar
11:45-12:30	<p>Ministerial Roundtable 2: (on the basis of VNRs & interlinkages with other SDGs) Key challenges and policy responses</p> <p>Chair & Moderator: Edouard Matoko, Assistant Director General for External Relations and Priority Africa, UNESCO</p> <ul style="list-style-type: none"> - Ministers: Azerbaijan, Brazil, Bulgaria (VM), Iceland, Kuwait, Montenegro, Morocco, Norway (VM), Paraguay, United Arab Emirates
12:30-14:00	Ministerial Lunch
14:00-15:00	<p>Panel 3: Teachers and Educators in a Changing Landscape</p> <p>Societal changes such as technological advancements, changing forms of globalization and migration, and increasing natural disasters can significantly amplify educational inequalities. Teachers are one of the most powerful forces in achieving inclusive and equitable education for all, but there is a global shortage of qualified teachers. This session will discuss emerging challenges for the future of teachers and educators in shaping the societies we want.</p> <p>Chair & Moderator: Jaime Saavedra Chanduvi, Senior Director of Education, World Bank</p> <p>Interveners:</p> <ul style="list-style-type: none"> - David Edwards, General Secretary, Education International - Liesbet Steer, Director, Education Commission - Ministers: Colombia, Cuba, Egypt, Finland, Kazakhstan <p>Followed by Plenary debate</p>
15:00-16:00	<p>Panel 4: Skilling and Reskilling for Life and Work</p> <p>The complexity of the present and future world means that learners must be equipped to navigate unexpected challenges ahead. Globalization, new technologies, migration, changing labour markets, and transnational environmental and political challenges will demand new skills and knowledge needed for work, responsible citizenship and life in the twenty-first century. This session will look at how societal changes are shaping future life and work skills, and the way in which education systems are anticipating these.</p> <p>Chair & Moderator: TBC</p> <p>Interveners:</p> <ul style="list-style-type: none"> - Mr Sangheon Lee, Director, Employment Policy Department, International Labor Organization - Gabriela Bucher, Chief Operating Officer, Plan International - Ministers: Argentina, China, Estonia, Spain, Tunisia, Zambia <p>Followed by Plenary debate</p>

16:00-17:00	<p>Adoption of Outcome Statement</p> <p>Chair: Mr Harald Mollers, Minister of Education and Research, Belgium (German-speaking Community)</p> <p>SDG-Education 2030 Steering Committee Co-Chairs:</p> <ul style="list-style-type: none"> - Ms Stefania Giannini, Assistant Director General for Education, UNESCO - Mr Dankert Vedeler, Assistant Director General for Education, National Ministry of Education, Norway <p>Closing</p> <p>Ms Stefania Giannini, Assistant Director General for Education, UNESCO Mr Harald Mollers, Minister of Education and Research, Belgium (German-speaking Community)</p>
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17:00-18:00 | **Closed Meeting:** Extra-ordinary session of the SDG-Education 2030 Steering Committee |

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