

**SDG-Education 2030 Steering Committee**

**Special publication on SDG4 on the occasion of the 2019 HLPF**

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# 2019 High Level Political Forum special publication

## Beyond commitments How are countries implementing SDG 4

Steering Committee Meeting  
12 March 2019

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Global Education Monitoring Report



Global  
Education  
Monitoring  
Report

# Rationale

- ▶ Unique moment: HLPF to **take stock** of SDG 4 in 2019
- ▶ **Complement** other SDG 4 publications in 2019 HLPF
  - Quantitative = role played by SDG Report
    - **Qualitative**: time to reflect on SDG 4 implementation
  - Not report upwards = role played by SC Report
    - **Feedback to countries**: share positive examples
  - Country-specific = role played by VNRs
    - **Synthetic**: bring together national perspectives



# Objectives

Understand how countries relate to SDG 4

- ▶ Collect **country perceptions** about SDG 4  
= risk that SDG 4 means everything to everybody...
- ▶ Distil **shared understanding** about SDG 4 :  
what actions have different countries prioritized?
- ▶ Present **good practice** policies or programmes



# Data and methodology

- ▶ Voluntary national reviews
- ▶ Questionnaires to countries (63 submissions)



+ Questionnaires to cities



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# Outline

## ▶ Framing SDG 4

- National perceptions: what is unique in SDG 4
- Shared understanding: what may constitute progress

## ▶ Implementing SDG 4

- Beyond averages: leave no one behind
- Beyond access: relevant learning outcomes
- Beyond basics: content of education
- Beyond schooling: lifelong learning
- Beyond education: multi-sectoral planning
- Beyond countries: peer learning mechanisms

## ▶ Coordinating SDG 4

- National mechanisms: coordination



# What is unique in SDG 4?

## Lessons learned from the MDGs

- ▶ Enrolment not at the expense of quality and equity
- ▶ Need for universality

## Expanded scope

- ▶ Lifelong learning
- ▶ Education interlinked with other SDGs for sustainable development

## Addition of means of implementation

- ▶ Teachers
  - ▶ School environment
- ...but lack of finance target a challenge



# SDG 4: alignment with / influence on education policy and planning

Countries more likely to focus on:

- ▶ (4.5) Improving **inclusion** broadly, targeting vulnerable groups such as those with disability or special education needs, improving inclusion of ethnic and linguistic minorities
- ▶ (4.2) Expanding **early childhood**, including for equity
- ▶ (4.7) Broadening **learning** with future-oriented curriculum reforms

...but less likely to focus on:

- ▶ Lifelong learning
- ▶ Cross-sectoral collaboration





# Beyond averages

Country 1	Country 2	Country 3
<ul style="list-style-type: none"> <li>● early childhood education</li> <li>● support to poor, ethnic minorities, students with disabilities, in remote areas</li> <li>● teacher housing</li> </ul>	<p><b>Policy mix</b></p> <ul style="list-style-type: none"> <li>● second-chance education/training</li> <li>● special education needs</li> <li>● support parents</li> <li>● equitable access to higher education</li> </ul> <p><b>...or group-specific</b></p> <p>Refugees</p>	<ul style="list-style-type: none"> <li>● policies for indigenous people, remote populations and learners with disabilities</li> <li>● alternative education</li> <li>● school feeding</li> </ul>
<p>Gender equality / empowerment</p>	<p>Refugees</p>	<p>Cash transfer for poor students</p>



# Beyond access

Country 1	Country 2	Country 3
<p><b>National assessment</b></p> <p>National report to monitor education quality with reference to curriculum standards</p>	<p><b>Teachers</b></p> <p>Professional development programme</p>	<p><b>Focus on quality</b></p> <p>Improvement programme involving school community to self-evaluate schools and support system</p>



# Beyond basics

Country 1	Country 2	Country 3
<p><b>Sustainable development</b></p> <p>Action plan on ESD across levels of education with substantive expert inputs and high-level political support</p>	<p><b>Digital literacy</b></p> <p>Digital education and programming for all levels of compulsory and teacher education</p>	<p><b>Wide-ranging curriculum reform</b></p> <p>Rewriting core curricula to combine competence-based and subject-based teaching / learning</p>



# Beyond schooling

Country 1	Country 2	Country 3
<p><b>Adult</b> Network of community learning centres as places for interactions</p>	<p><b>Technical-vocational</b> National register of training opportunities</p>	<p><b>Non-formal</b> City government initiative for developing sustainable mindset among citizens</p>



# Beyond education

Country 1	Country 2	Country 3
<p><b>With agriculture</b> School feeding programme</p>	<p><b>With health and social protection</b> Early childhood development programme</p>	<p><b>With family welfare</b> WASH services and menstrual hygiene management for adolescent girls</p>



# Beyond countries

Region 1	Region 2	Global
<p><b>Peer learning mechanism</b></p> <p>Policy dialogue to exchange lessons</p>	<p><b>Regional monitoring mechanism</b></p> <p>Joint initiative to share costs and benchmark progress</p>	<p><b>Aid to education</b></p> <p>Programme that meets principles of aid effectiveness</p>



# SDG 4 coordination

What are the different – and what the most common – modalities of SDG 4 coordination across countries

Synthesis of information provided by countries in questionnaires for regional SDG 4 meetings

