SDG-Education 2030 Steering Committee
Special publication on SDG4 on the occasion of the 2019 HLPF
Tuesday, 12 March 2019
Beyond commitments
How are countries implementing SDG 4

Steering Committee Meeting
12 March 2019

Manos Antoninis
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
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

<table>
<thead>
<tr>
<th>Country 1</th>
<th>Country 2</th>
<th>Country 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• early childhood education</td>
<td>• second-chance education/training</td>
<td>• policies for indigenous people, remote populations and learners with disabilities</td>
</tr>
<tr>
<td>• support to poor, ethnic minorities, students with disabilities, in remote areas</td>
<td>• special education needs</td>
<td>• alternative education</td>
</tr>
<tr>
<td>• teacher housing</td>
<td>• support parents</td>
<td>• school feeding</td>
</tr>
<tr>
<td>Gender equality / empowerment</td>
<td>• equitable access to higher education</td>
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**Policy mix**

**...or group-specific**

- Refugees
- Cash transfer for poor students
# Beyond access

<table>
<thead>
<tr>
<th>Country 1</th>
<th>Country 2</th>
<th>Country 3</th>
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</thead>
<tbody>
<tr>
<td><strong>National assessment</strong></td>
<td><strong>Teachers</strong></td>
<td><strong>Focus on quality</strong></td>
</tr>
<tr>
<td>National report to monitor education quality with reference to curriculum standards</td>
<td>Professional development programme</td>
<td>Improvement programme involving school community to self-evaluate schools and support system</td>
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## Beyond basics

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

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<thead>
<tr>
<th>Country 1</th>
<th>Country 2</th>
<th>Country 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult</strong></td>
<td><strong>Technical-vocational</strong></td>
<td><strong>Non-formal</strong></td>
</tr>
<tr>
<td>Network of community learning centres as places for interactions</td>
<td>National register of training opportunities</td>
<td>City government initiative for developing sustainable mindset among citizens</td>
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</table>
## Beyond education

<table>
<thead>
<tr>
<th>Country 1</th>
<th>Country 2</th>
<th>Country 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>With agriculture</td>
<td>With health and social protection</td>
<td>With family welfare</td>
</tr>
<tr>
<td>School feeding programme</td>
<td>Early childhood development programme</td>
<td>WASH services and menstrual hygiene management for adolescent girls</td>
</tr>
</tbody>
</table>
### Beyond countries

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