

## SDG 4 High-Level Steering Committee Meeting

8 and 9 December 2022, Paris, France

### Decisions

*At the Transforming Education Summit (TES) that took place in September 2022 in New York, the UN Secretary-General mandated the SDG4 High-Level Steering Committee (HLSC) to ensure and monitor the effective follow-up of the Summit by strengthening global, regional and national-level cooperation and integrating the Summit outcomes into SDG4 coordination, monitoring and implementation efforts. The HLSC Leaders and Sherpa Groups met at UNESCO Headquarters in Paris, France, and adopted the following decisions with respect to the TES Follow-up Pillars.*

#### **Preamble: HLSC taking forward TES outcomes**

SDG 4 High-Level Steering Committee:

1. endorses the TES Follow-up Strategy and accepts its key role in ensuring the effective follow-up as referred to in the Secretary-General's Vision Statement.

#### **Pillar 1: From commitments to actions at the country level**

SDG 4 High-Level Steering Committee:

2. welcomes the national statements of commitment submitted by Member States and encourages those that have not yet submitted to do so.
3. invites Member States to translate their national commitments into action, ensure the allocation of sufficient public resources and report progress at Global Education Meetings, and requests its Evidence and Policy Technical Committee (FA1) to prepare a guidance note.
4. requests its Inter-Agency Secretariat to develop a dashboard of country commitments and actions.
5. calls on development partners, UN Country Teams and regional bodies to strengthen their support for education and to align this support with the priorities and milestones of Member States.
6. calls on Member States to pursue their commitments made in inter-governmental processes such as the Marrakesh Framework for Action on Adult Education and the Tashkent Declaration on Early Childhood Care and Education, upholding their strategic importance in advancing the aspirations of the TES to transform education at the country level.
7. welcomes the TES Statement by Philanthropic Actors Supporting Education, and encourages further mobilization of private foundations and the private sector in cooperation and coordination with Member States.
8. calls on Member States to fully involve youth in the development and implementation of the national commitments, and requests the SDG4Youth network to provide updates to the HLSC.
9. invites Member States to hold inclusive national dialogues at all levels in order to advance progress in education.

#### **Pillar 2: Ensuring that education transformation is a key component of the Summit of the Future**

SDG 4 High-Level Steering Committee:

10. calls on Member States to position education strategically at the SDG Summit and in the outcome document of the Summit of the Future.
11. requests its Sherpa Group to identify opportunities for the HLSC to be involved in the preparatory processes.

### **Pillar 3: Global movement for transforming education**

SDG 4 High-Level Steering Committee:

12. calls on Member States and all stakeholders to continue to be publicly and politically active around the urgency to transform education, and invites key partners to come together to devise a strategy for the global movement, building on existing initiatives.
13. commits to championing political mobilization and to working with the Global Champions for Education Transformation and the Group of Friends for Education and Lifelong Learning.
14. calls on Member States, regional organizations, donors and all other stakeholders to endorse and find concrete opportunities to support the Global Youth Initiative led by the SDG4Youth Network, to be launched at the January 2023 International Day of Education.
15. calls on Member States to strengthen their youth and student engagement in education by setting up national mechanisms such as youth representation bodies or advisory committees and actively involving them in policy design, implementation and monitoring.
16. calls on Member States to ensure systematic participation of civil society organizations and teachers in education policy processes, recognizing their central role in the global movement for education.

### **Pillar 4: Transformation of education financing**

SDG 4 High-Level Steering Committee:

17. encourages Member States to leverage their TES national commitments and the Call to Action on Financing Education to increase and improve domestic funding for education and requests its Data and Monitoring (FA2) and Education Finance (FA3) Technical Committees to monitor and publish domestic investments (levels, equity and efficiency) in education.
18. requests its Education Finance Technical Committee (FA3) to develop and implement an advocacy strategy to place stronger focus on education finance in major global fora (such as G7, G20, IMF/WB Meetings, WEF), including a periodic ministerial forum of Ministers of Education and Ministers of Finance.
19. asks the World Bank and IMF to secure a session on education finance at the 2023 Spring Meetings.
20. requests its Education Finance Technical Committee (FA3) to convene relevant partners (multilateral & bilateral donors; philanthropies & foundations, the Global Education Forum) to agree on actions to take forward the international commitments in the Call to Action on Financing Education, and its Sherpa Group to guide the process.
21. calls on development partners to significantly increase their contributions to education including through multilateral funds and financing mechanisms, especially for education in emergencies, and requests its Technical Committees to report to the HLSC.

### **Pillar 5: TES Global Initiatives**

SDG 4 High-Level Steering Committee:

22. calls on Member States and other stakeholders to endorse the Calls to Action and to support the TES Global Initiatives.
23. decides to add indicators for (i) greening education, (ii) digital transformation and (iii) youth and student engagement to the existing SDG4 benchmark indicator framework, and requests its Data and Monitoring Technical Committee (FA2) to develop a methodology for these indicators that are realistic, build on the existing SDG4 monitoring framework and support the development of country capacity.

24. requests the Global Initiative convenors to curate good practices on the SDG4-Transforming Education Knowledge Hub, with support of the regional SDG 4 coordination mechanisms and UN Country Teams, to monitor systematically national commitments and actions taken, and provide progress updates to the HLSC and at Global Education Meetings.

### **Conclusions**

SDG 4 High-Level Steering Committee:

25. adopts the proposed decisions with respect to the TES follow-up pillars.

26. calls on all Members States to set national targets for 2025 and 2030 on the SDG 4 benchmark indicators and the new indicators (greening education, digital education, and youth engagement).