



**Global Education
Cooperation Mechanism**
High-Level Steering Committee

SDG4 High-Level Steering Committee
Sherpa Group Meeting
Background document

31 May – 1 June 2023

Room X, UNESCO Headquarters
Paris, France

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Provisional Agenda

Day 1 (31 May 2023)		Action	Document
9:00-9:30	Coffee and meet & greet		
9:30-9:45	Welcome and framing		
9:45-11:15	<p>Session 1: State of play Report of the SDG4 Inter-Agency Secretariat</p> <p>This session will include a report of the SDG4 Inter-Agency Secretariat on its work and overall developments since the last Leaders Group meeting in December 2022.</p>	For information and exchange	Background Document 1: Report of the Inter-Agency Secretariat
11:15-11:30	Coffee Break		
11:30-12:30	<p>Session 2: Sustaining the momentum for education Milestones for the SDG Summit and Summit of the Future</p> <p>This session will focus on key milestones and messages for the SDG Summit and Summit of the Future. Drawing on the HLSC's key messages, the aim is to ensure the strategic positioning of education in the preparatory process for and SDG Summit and Summit of the Future themselves.</p>	For discussion and agreement on the way forward	BD2: HLSC's Key Messages for the SDG Summit and Summit of the Future Annex 3: Timeline of key events and milestones Policy brief on Education for the SDG Summit (<i>draft under elaboration – will be shared as in-session document</i>)
12:30-14:30	Lunch Break		
14:30-15:15	<p>Session 3: HLSC Functional Area 1 Promote evidence-based policy formulation and implementation</p> <p>The session will be dedicated to FA1's workplan, funding and way forward.</p>	For information and discussion	BD3: Updates of the HLSC's FA work plan implementation

15:15-16:00	<p>Session 4: HLSC Functional Area 2 Monitor progress and improve the availability/use of data</p> <p>The session will be dedicated to FA2's workplan, funding and way forward.</p>	For information and discussion	BD3: Updates of the HLSC's FA work plan implementation
16:00-16:15	Coffee Break		
16:15-17:30	<p>Session 5: HLSC Functional Area 3 Drive financing mobilization and improved alignment</p> <p>The session will be dedicated to FA3's workplan, funding and way forward.</p> <p>The session will also provide a debrief on the dedicated education financing session at the WB/IMF Spring Meetings And to identify strategic next steps.</p>	For information and discussion	BD3: Updates of the HLSC's FA work plan implementation
18:00-19:30	Reception		

Day 2 (1 June 2023)		Action	Document
09:00-09:15	Welcome and recap of day one		
09:15-10:30	<p>Session 6: Global education finance Strengthening the Multilateral Education Financing System</p> <p>The session will discuss the proposed revamp of the multilateral education finance system and discuss the way forward.</p>	For discussion and agreement on the way forward	In-session document
10:30-10:45	Coffee Break		
10:45-12:30	<p>Session 7: Regional coordination Strengthening Regional Coordination Mechanisms and interlinkages between the global/regional levels</p> <p>The session will focus on supporting and strengthening the regional coordination mechanisms, linkages with HLSC's Functional Areas, Global Initiatives, and implementation of HLSC decisions.</p>	For discussion and agreement on the way forward	BD4: Strengthening Regional Coordination Mechanisms
12:30-14:30	Lunch break		
14:30-15:30	<p>Session 7 continued: Regional coordination Strengthening Regional Coordination Mechanisms (RCMs) and interlinkages between the global/regional levels</p>	For discussion and agreement on the way forward	BD4: Strengthening Regional Coordination Mechanisms Annex 2: Updates on the Global Initiatives
15:30-15:45	Coffee Break		

<p>15:45-16:45</p>	<p>Session 8: November Leaders Group Meeting Objectives for Leaders Meeting and 2024/2025 HLSC membership renewal</p> <p>This session aims to agree on the objectives and expected outcomes of the November Leaders meeting. It will also brief the HLSC on the membership renewal process.</p>	<p>For discussion and agreement on the way forward</p>	<p>BD1: Report of the IAS, section on HLSC membership renewal</p> <p>Annex 4: HLSC Membership 2022-2023</p>
<p>16:45-17:30</p>	<p>Session 9: Next steps and way forward</p>		

Session 1

State of play

Background document 1: Report of the Inter-Agency Secretariat

Summary

The following report provides a summary of the Inter-Agency Secretariat's (IAS) work since the previous in-person HLSC Meeting in December 2022. It covers updates on projects, joint efforts and the ongoing work aimed at improving cooperation among stakeholders in the Global Education Cooperation Mechanism and beyond.

Transforming Education Summit follow-up

Follow-up Pillar 1: From commitments to actions at the country level

Guidance note for Member States

The IAS led the elaboration of the guidance note for Member States to translate national commitments into action, in consultation with the FA1 Technical Committee and the UN Secretary-General's Office. The final document, *From Commitment to action: A guidance note for translating national commitments into action in follow-up to the Transforming Education Summit*, was sent to all Member States via their permanent missions/delegations in New York and Paris in January 2023. The guidance note was also transmitted to UN Resident Coordinators with a dedicated TES follow-up guidance for Resident Coordinators and UN Country Teams, transmitted by the UN Deputy Secretary-General in February 2023. The [guidance note](#) is available on the SDG4 Knowledge Hub in Arabic, English, French and Spanish.

Dashboard of country commitments and actions

At its December 2022 meeting, the HLSC requested the IAS to develop a dashboard of country commitments made at the TES and the actions undertaken. The proposed Dashboard, to be hosted on the SDG4 Knowledge Hub, will serve as a monitoring tool for how countries translated the national commitments into actions, and provide a platform for cross-country learning and exchange. As part of the first phase of the Dashboard development, the IAS prepared a concept note for its development including a list of themes and sub-themes for the coding of national statements of commitment, which were reviewed by the working group (Council, Education International, Portugal and UNICEF). The IAS is currently coding the 138 national statements of commitments received to date and has begun discussions with UNESCO's digital content team on its data visualization and incorporation into the SDG4 Knowledge Hub.

Follow-up Pillar 2: Ensuring that education transformation is a key component of the Pact for the Future

HLSC key messages

Per HLSC Decision 10 to position education strategically at the upcoming Summits, the HLSC Sherpa Group decided to prepare key messages to feed into the critical Summits and upcoming high-level meetings, with a view to maintaining education high on the global and national political agenda. The

IAS convened a drafting group led three iterations of consultations, incorporating inputs and comments of the Sherpa Group before finalizing the HLSC's key messages. The final document has been shared with the Group of Friends for Education and Lifelong Learning for its consideration and incorporation into the Group's statement for the inter-governmental discussion of the Political Declaration of the SDG Summit – as well as other high-level events. The HLSC's key messages are also incorporated in the [HLSC's input paper for the 2023 HLPF](#), available on the HLPF website as well as the SDG4/GCM website (See Annex 2).

Follow-up Pillar 3. Global movement for transforming education

SDG4 Knowledge Hub

In line with the HLSC's TES follow-up action plan, the IAS led the conceptualization and overall development of the [SDG4 Knowledge Hub](#) to support information sharing on global and regional SDG4 coordination and acceleration efforts. The [SDG4-Education 2030 website](#) and Knowledge Hub target both expert audiences and the broader public. Both platforms play an important role at a time when the HLSC is called on to build on and amplify the impetus of the TES to drive transformation at the country level and keep education at the top of the political agenda as we approach the Summit of the Future and beyond.

The SDG 4 Knowledge Hub will become a global education hub for countries and partners to access and contribute SDG4 data, policy documents, research reports, good practices, stories, tools and country-level progress on a unified online platform. The Hub is thus expected to serve as a one-stop shop for SDG4 and will include event news, advocacy opportunities and country developments. It will also provide a platform for the dissemination of innovations, monitoring data, tools, references and communication materials. The regional SDG4 coordination web portals will be accessible from the global Knowledge Hub and the IAS is exploring the best way to integrate regional resources into the Knowledge Hub for greater synergies and enrichment.

Global Youth Initiative

Grounded in the Youth Declaration on Transforming Education, the Global Youth Initiative (GYI) is the first multi-stakeholder, Global Initiative aiming to ensure meaningful youth engagement and leadership in education policymaking at the country level. The IAS developed a comprehensive strategy detailing the components of the Global Youth Initiative in cooperation with the SDG4Youth Network and partner organizations.

The IAS supported the amplification of youth voices at the centre of the global movement on transforming education, an essential component of the GYI, by ensuring their participation in key meetings and fora, including the ECW's High-Level Financing Conference, the 5th United Nations Conference on the Least Developed Countries (LDC5), UN Women's 67th Session of the Commission on the Status of Women, the Asia-Pacific Forum on Sustainable Development (APFSD), World Bank and IMF Spring Meetings, and the Economic and Social Council Youth Forum.

At the March 2023 Sherpa meeting, the HLSC youth representative underscored the significant funding gap needed to implement the Global Youth Initiative. To support resource mobilizing efforts, the Inter-Agency Secretariat has dedicated staff supporting the advancement of the youth work, having thus far identified key Member States and private donors interested in youth engagement, gathered incentives to engage donors, and developed advocacy material to be widely disseminated.

See also Annex 2 on updates of the Global Initiatives, including the Global Youth Initiative.

Follow-up Pillar 4: Transformation of education financing

Domestic education finance session at the World Bank/IMF Spring Meetings

With collaboration with its FA3 committee and the IAS, the World Bank organized a dedicated session on domestic education finance, entitled *The False Dichotomy between More & More Effective Public Spending on Education Event: Lessons from Country Experiences*, as part of the World Bank/IMF Spring Meetings on April 13 in Washington D.C., at the request of the HLSC as part of the implementation of its decisions 18 & 19. See also FA3 updates in Background document 3.

Roundtable on strengthening global education financing

In addition to the dialogue session on domestic education finance, the IAS organized a closed-door roundtable lunch at the initiative of the HLSC Sherpa Group co-chairs at the margin of the World Bank/IMF Spring Meetings, aiming to start a focused discussion on how to strengthen the multilateral education financing system. The roundtable was attended by invited high-level representatives from partner countries, key education funders, and multilateral organizations. Participants agreed to establish a task group under the auspices of the HLSC to take forward a six-month initiative to tackle the question of how to make the multilateral education financing system more coherent, impactful, and accountable. The task group will present its preliminary proposal at the upcoming Sherpa meeting.

Follow-up Pillar 5: TES Global Initiatives

While the Global Initiative conveners are responsible for planning, resource mobilization, implementation and monitoring of the initiatives, the IAS supports and coordinates activities related to knowledge management, advocacy and communication, monitoring and reporting to the HLSC. For example, good practices, stories and other resource materials are being collected and disseminated via the SDG4 Knowledge Hub, which also hosts a dedicated webpage for each Global Initiative. The IAS presents the Global Initiatives to different audiences and serves as a bridge between the conveners and interested governments, partners, potential donors and the public at large. Moreover, the IAS facilitates dialogues between the conveners and the UNESCO Institute for Statistics and the Global Education Monitoring Report, the technical co-leads of the HLSC's Data and Monitoring Technical Committee (Functional Area 2), for the Global Initiative conveners to benefit from the latter's technical expertise in monitoring, and are consulted on the selection of benchmark indicators or other monitoring issues related to Global Initiatives' thematic areas.

See Annex 2 for updates on the Global Initiatives. See also Background document 3 on Functional Area 2 for an update on the Global Initiative indicators.

Overall coordination support

The IAS's overall coordination support aims to assist the HLSC as the global education apex body in delivering on its mandate to guide the global coordination and monitoring of the SDG4 - Education 2030 Agenda.

Preparation of HLSC meetings and implementation of its decisions

The Inter-Agency Secretariat has led the overall organization of all HLSC meetings, preparing meeting agendas and background documents, in coordination with the Functional Area technical committee co-leads, HLSC representatives, SDG4 Regional Coordination entities, and other partners and stakeholders including the Executive Office of the UN Secretary-General (EOSG) and the Group of Friends for Education and Lifelong Learning.

In preparing HLSC meetings, the IAS holds preparatory regional and constituency calls to exchange on expected meeting objectives and to support HLSC representatives in consulting their broader regions and constituencies.

The IAS also ensures and coordinates the implementation of HLSC decisions. It has rallied and supported the GCM platforms and stakeholders behind the advancement of the HLSC's decisions under their respective responsibility to help push for a timely advancement of the HLSC decisions' action plan, agreed upon at the March 2023 Sherpa meeting, and to support resource mobilization efforts.

Support to the HLSC Functional Area Committees

The HLSC promotes global and regional cooperation and harmonized actions through three Functional Areas (FAs): evidence-based policy (FA1), data and monitoring (FA2) and financing (FA3). The Inter-Agency Secretariat has supported the FA Co-Chairs and Technical Co-Leads by ensuring participatory preparation of workplans, knowledge products and communication materials, and convening and facilitating the Technical Committee meetings, as relevant. The IAS also ensures the appropriate follow up to the HLSC's decisions related to the respective FAs' mandates by incorporating them into workplans, ensuring the latter's timely implementation and consolidating the reporting of FAs to the HLSC, and supporting the communication and dissemination of the FA work. See also background paper 3 on updates of the HLSC's Functional Area work plan implementation.

Support to the GCM Platforms

SDG4Youth Network (SDG4Y)

The IAS has dedicated staff members working on youth engagement, focusing specifically on supporting and strengthening the SDG4Youth Network. The IAS has convened monthly meetings with youth constituents to share opportunities for engagement at global, regional and national levels. The IAS also convenes monthly meetings with the UN Office of the Secretary-General's Envoy on Youth, civil society and private organizations working on youth engagement for information sharing and to identify opportunities for collaboration. In addition, the IAS closely supports the HLSC youth representatives in raising the voice of youth and students in the HLSC's deliberations and fostering engagement and regular dialogue with the broader constituency.

Collective Consultation of NGOs on Education 2030 (CCNGO)

The IAS actively supports the Collective Consultation of NGOs on Education 2030 and has provided conceptual, technical and organizational support, helping the CCNGO secure and strengthen its participation in critical activities, high-level meetings and committees to provide CSO perspectives (including FA Technical Committees and TES Advisory Committee), facilitating their engagement in important processes and decisions. The IAS has also facilitated the CCNGO Coordination Group meetings to discuss and consolidate its contributions to strategic documents related to global cooperation and progress towards SDG4, which in turn have supported their advocacy efforts in maintaining the broader perspective of the Education 2030 Agenda. In its most recent efforts, the IAS has been assisting the CCNGO in integrating the TES follow-up into its workplans and reporting on the progress made.

Multilateral Education Platform (MEP)

The IAS serves as the secretariat for the MEP, which is convened by UNESCO and meets typically twice a year with the aim of addressing collectively an array of topics impacting education, to exchange insights and create synergies for better alignment of global multilateral support to education. It last convened following the TES to discuss how best to leverage collective efforts to help advance the

Global Initiatives. It has not met since the last HLSC meeting. The IAS will consult MEP and HLSC members on what strategic role for the MEP in helping to advance regional and country efforts.

Global Education Forum (GEF)

The Global Education Forum's role in advocating for increased education financing is viewed as a crucial component of the Global Education Coordination Mechanism (GCM). GEF members have committed to persistently align donor efforts with the GCM's key policy areas. At present, the IAS is engaged in ongoing dialogues concerning GEF membership and the reorganization of its secretariat, recalling the potential for the GEF to serve as the overarching coordinating entity for the donor constituency and the need for continued alignment with HLSC-led global coordination efforts around financing of education.

Support to regional SDG4 coordination mechanisms

The IAS provided targeted support to regional SDG4 coordination mechanisms (RCM), convening regular coordination meetings to exchange on and further leverage the RCMs for the advancement of the HLSC's decisions at the regional level, and ultimately the implementation of national commitments. In doing so, the IAS supported the fostering of stronger global-regional linkages, as well as inter-regional coordination by connecting RCMs, regional organizations and HLSC representatives for better alignment, strategic dialogue, and information sharing. Moving forward, efforts will also focus on the further advancement of the HLSC's three FAs at the regional level through the RCMs.

Consolidation of the HLSC's contributions to the HLPF

The High-level Political Forum on Sustainable Development (HLPF) is the central platform for follow-up and review of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) at the global level. The Forum meets annually under the auspices of the Economic and Social Council (ECOSOC). The HLPF will meet this year from 10 to 19 July under the theme *Accelerating the recovery from the coronavirus disease (COVID-19) and the full implementation of the 2030 Agenda for Sustainable Development at all levels*. The 2023 HLPF will review in depth Goals 6 on clean water and sanitation, 7 on affordable and clean energy, 9 on industry, innovation and infrastructure, 11 on sustainable cities and communities and 17 on partnerships for the Goals.

Every year, the SDG4 High-Level Steering Committee is requested by the President of ECOSOC to provide substantive inputs to the HLPF on the year's theme and SDGs to be reviewed, as well as key messages for the Ministerial Declaration. As in the previous years, the IAS drafted the HLSC's input paper for inputs and comments by the Sherpa Group. The input paper for the 2023 HLPF included key messages for inclusion into the Political Declaration of the 2023 SDG Summit. All input papers from the Steering Committee can be found on the [website](#).

HLSC membership renewal process

As per the Steering Committee's Terms of Reference, its current membership will conclude its term at the end of 2023. As customary, the IAS is leading the overall coordination of the membership renewal process, to be launched in June 2023, with the aim of announcing the incoming HLSC membership for the 2024-2025 term at the November 2023 HLSC Leaders Group meeting.

With the exception of the multilateral and teacher constituency representatives, all constituencies will be invited to consult with their broader membership to nominate their respective representatives to the HLSC for 2024-2025. A letter to the respective UNESCO regional Chairperson or constituency

coordinating entity will be sent by the UNESCO Assistant Director-General and HLSC co-Chair at the beginning of June to formally launch the process.

While the principle of self-governance applies, the IAS strongly encourages constituencies to seek a balance between diversity and representativity. Regions are encouraged to take the principle of sub-regional balance into account for maximal representativity and ownership.

A prerequisite for nomination is representation at the Ministerial or Head of Agency level in the HLSC Leaders Group, which meets annually and for which a non-delegation policy is strictly applied. For the HLSC Member State Co-Chair, representation at the Head of State/Government is required.

Considering their experience and engagement over the past year and a half, current HLSC members are strongly encouraged to share information on the critical mandate and work of the HLSC and encourage expressions of interest and engagement.

Communications

Advocacy and Communications Strategy

An Advocacy and Communications Strategy was developed by the IAS to support the HLSC in its endeavours to support the advancement of SDG4 and the implementation of national TES commitments in the lead up to the 2024 Summit of the Future. The Strategy includes advocacy and digital outreach approaches, key messages, and proposals to enable coherent communication and to serve diverse audiences with clear narratives and messages. The IAS has organized and is supporting campaigning efforts around key global moments such as the World Bank/IMF Meetings, G7, G20, and the SDG Summit, and has engaged influencers, youth and celebrities among others to advocate for education to remain at the top of the political agenda. The IAS is also developing tailored communication strategies in the lead-up to the SDG Summit, the Summit of the Future and the 2024 Global Education Meeting.

Advocacy and Communications Network

Created and chaired by the IAS, an Advocacy and Communications Network composed of HLSC members' Communication advisors, has served as the forum through which communication experts supporting communication and visibility around the HLSC have constructively engaged with each other to profile the lead role of the HLSC in the follow-up to the Transforming Education Summit and the broader SDG4 coordination efforts, and to elevate HLSC members as SDG 4 champions.

International Day of Education

An [open letter](#), signed by 13 high-profile SDG 4 champions and youth leaders calling on world leaders and donors to deliver on financing educational transformation, was delivered by SDG4Youth Network leader Kenisha Arora to the UN General Assembly President during the high-level event organised in New York on International Day of Education, 24 January. In addition, a social media activation prepared by the IAS and launched in the lead-up to the International Day of Education had a potential reach of close to 87 million people.

Inter-Agency Secretariat resources and staffing

For the Secretariat to effectively support the HLSC in implementing its decisions, its adequate staffing and resources are essential.

The IAS is currently comprised of 14 members, of which 4 are fixed term (from UNESCO core resources) and the rest are temporary, thanks to voluntary contributions and secondments from Member States and Foundations. A more sustainable scenario would need to be sought, with a) more predictable and sustained financing for core staff, and b) more secondees from multilateral and international organizations.

With regards to operational activities, the IAS was requested to develop concept notes and accompanying budget estimations to deliver on selected HLSC priority activities in support to countries. These are estimated at USD 6.5 million:

- SDG4 Knowledge Hub: \$ 840,000
- Dashboard of Country Commitments and Actions: \$ 730,000
- Global Youth Initiative: \$ 2.5 million
- New SDG4 Global Indicators: \$ 670,000
- Transforming of Education Financing: \$ 1,005,000
- Regional Platforms for Capacity Strengthening and Peer Learning: \$ 930,000

While the IAS is developing a resource mobilization strategy and making fundraising efforts, it is expected that the HLSC members and their constituencies will actively engage and support these efforts.

Session 2

Sustaining the momentum for education

Background document 2: HLSC's Key Messages for the SDG Summit and Summit of the Future

Introduction

This document provides updates on the 2023 SDG Summit and the 2024 Summit of the Future. The SDG4 High-Level Steering Committees at its December 2022 meeting called on Member States to position education strategically at these two Summits (Decision 10) and prepared HLSC's key messages for integration into the Summit outcome documents.

Summit updates

SDG Summit

The SDG Summit will take place 18-19 September 2023 at UN Headquarters in New York. Chaired by the President of the General Assembly at its 78th session, the Summit will be at the level of Heads of State and Heads of Government. The Summit and its preparations are an intergovernmental process.

The SDG Summit will result in a Political Declaration of Heads of State and Government, which will provide political guidance on how to move forward and step up the pace of implementation of the 2030 Agenda and the SDGs. The President of the General Assembly appointed Ireland and Qatar as co-facilitators to lead consultations on the political declaration for the SDG Summit. The zero draft will be shared at the beginning of May.

A range of events that complement the Summit aim to enhance global attention and action towards the implementation of the SDGs. These include high level and special events in the margins of the Summit including around climate, health and financing, as well as meetings of civil society organizations. To raise awareness, the media, including social media tools, will be mobilized, and an SDG media zone will be established. Exhibitions will be used for sharing information and advocacy for the implementation of the 2030 Agenda and the SDGs during the Summit.

Summit of the Future

The [Summit of the Future](#) will take place on 22-23 September 2024 in New York, with the objective to forge a new global consensus on preparing ourselves for future. An action-oriented Pact for the Future will be agreed upon by Member States through intergovernmental negotiations. The Summit will be preceded by a preparatory ministerial meeting in September 2023 at the margin of the UN General Assembly. Leading up to this ministerial meeting, the UN Secretary-General will issue a series

of Policy Briefs¹, including one on Transforming Education. Member States consultations on the Summit preparation began in February 2023, co-facilitated by the Permanent Representatives of Germany and Namibia to the UN.

The Policy Brief on Transforming Education, to be prepared under the guidance of the Secretary-General's Special Advisor on Transforming Education, will build on the process and outcome of the 2022 Transforming Education Summit and seek to translate the Secretary-General's Vision Statement into an evidence-based call for a fundamental shift in how education is seen and treated including in relation to the purpose of education; the learning environment; the teaching profession; harnessing digital transformation; investing in education; and multilateral support for quality education for all.

HLSC Key Messages

As per the HLSC Decision 10 to position education strategically at the critical Summits and upcoming high-level meetings, the Steering Committee has issued key messages with a view to spotlighting and maintaining education high on the global and national political agendas.

To effectively promote the HLSC's key messages, the UN Group of Friends for Education and Lifelong Learning based in New York are engaging in advocacy outreach efforts, including a letter to the co-facilitators of the SDG Summit Political Declaration (Ireland and Qatar) and in the inter-governmental negotiations. The outreach will highlight the importance of education and the critical role of the HLSC in coordinating efforts towards achieving the SDGs. By leveraging their collective voice and influence, the Group of Friends aims to amplify the importance of education and lifelong learning as fundamental enablers of sustainable development and societal progress.

The Key Messages

Education transforms lives and drives sustainable development

Education is a fundamental human right that enables and advances other human rights. Quality education drives and accelerates progress across all the Sustainable Development Goals: it is vital for every aspect of a country's progress, enhancing productivity and employment, driving economic prosperity and competitiveness, raising women and men out of poverty, reducing inequalities, and helping people adapt to the rapidly changing world. Education holds the key to gender equality and can empower people to become active and responsible citizens who contribute to social equity and justice, peace, climate resilience and environmental sustainability in their communities and societies.

We need stronger global cooperation and increased investment in people, linking humanitarian response, development assistance and peacebuilding efforts—and education is an indispensable ingredient.

Transforming education requires a collective commitment and action

We commend that 163 Member States convened national consultations and prepared national statements of commitment leading up to the 2022 Transforming Education Summit. Education

¹¹ 1) Account for the future, 2) Better respond to global shocks; 3) Meaningfully include young people; 4) Measure human progress more effectively, 5) Agree on a vision of digital technology, 6) Commit to integrity in public information, 7) Reform the international financial architecture, 8) Advance the peaceful and sustainable use of outer space, 9) Agree a new agenda for peace, 10) Transform education, and 11) UN 2.0.

transformation requires actions in the following areas, in which we urge you to commit tangible actions and engage youth and students for decision-making:

- Ensure inclusive, safe, healthy and stimulating learning environments that enable all learners to achieve their full potential and physical, mental and emotional well-being, prioritizing the most vulnerable, marginalized and furthest behind, including those affected by crises and emergencies;
- Ensure quality education that equips individuals, from early childhood to adulthood, with the knowledge, skills and values necessary to become active agents of change; this requires foundational learning skills, as well as continuous reskilling and upskilling of young people and adults for rapidly changing labour markets with increased digitization and greening economies;
- Address the global teacher shortage, and support, empower and retain qualified, well-trained and motivated teachers and education workforce;
- Harness the digital revolution to provide quality education as a public good and transform teaching and learning by ensuring open, high-quality digital content; teachers' and learners' capacity to leverage digital tools; and universal educational connectivity for schools and learners of all levels.

Invest more, invest more equitably and invest more efficiently in education

The SDG4 High-Level Steering Committee reiterates its conviction that transforming education is the best investment a country can make for its future and that it requires bold, whole-of-government, whole-of-society and international action. We urge all Member States to increase resources for education including via tax reforms, innovative financing, debt relief and public-private cooperation. We also urge Member States to make equitable allocation and efficient use of education investments to ensure that education transforms the future of societies, leaving no one behind.

Background document 3: Updates of the HLSC's Functional Area work plan implementation

Summary

This document presents the progress of the work plan implementation of the HLSC's Functional Areas, with focus on the activities implemented in response to the HLSC's decisions at the December 2022 meeting. It also presents the updated work plans for 2023-2024 and the composition of the FA Technical Committees. Lastly, the document explores ways in which the regional SDG4 coordination mechanisms could be engaged in the advancement of the FA work plans, bridging the global and country levels.

The HLSC Sherpa Group is invited to provide inputs and suggestions for the work plan implementation, resource mobilization, the Technical Committee composition, and engagement of the regional SDG4 coordination mechanisms in implementing the FA work plans.

FA 1. Promote evidence-based policy formulation and implementation

1.1 Technical Committee

The FA1 Technical Committee is composed of:

- Co-chairs (HLSC Sherpas): Jordan and Jacobs Foundation;
- Technical Co-Leads: OECD and UNESCO (Section of Education Policy and the International Institute for Educational Planning –IIEP), with the support of the IAS;
- Technical Committee members:
 - African Union Commission (AUC)
 - Arab League Educational, Cultural and Scientific Organization (ALECSO)
 - Asia South Pacific Association for Basic and Education (ASPBAE)
 - Council of Europe
 - European Commission
 - Global Campaign for Education (GCE)
 - Global Partnership for Education (GPE)
 - Organization of Ibero-American States (OEI)
 - Open Society Foundations (OSF)
 - Southeast Asian Ministers of Education Organization (SEAMEO)
 - United Nations Children's Fund (UNICEF)
 - World Bank
 - (proposed) International Development Research Centre (IDRC)
 - (proposed) Building Evidence in Education (BE2)

1.2 Progress and activities implemented since May 2022 Sherpa meeting

- Coordinated background work (strategic review) for the workplan preparation (2021 and 2022): UNESCO commissioned and coordinated a strategic review for FA1 to address how using research evidence for policy, planning, and implementation could be promoted to more effectively work toward achieving SDG4. The review draws on a survey, individual and group interviews, and a comparator case study with the public health sector. It concludes with strategic recommendations and roadmap on how decision-making based on evidence can best be supported. The review guided the development of the FA1 workplan. The strategic review will be published in the second quarter of 2023.
- Guidance note for Member States to translate TES commitments into action: See Section 1.3 below.
- Elaborated a workplan (2022 and 2023): The FA1 Technical Co-Leads (**OECD and UNESCO**) **developed a workplan laying out the overall approach to strengthen country** capacities to use data and evidence for policy, planning and implementation while building global-country bridges. The advanced workplan consists of **three strategic objectives, seven components and 19 activities with specific deliverables from 2023 to 2025. In addition, it includes a timeline and budget (resources requirements), which are organized to advance in three progressive stages: inception (2023), development (2024) and consolidation (2025).** Initial and advanced versions of the **2023-2025 workplan were discussed, revised, enriched and agreed on with the Technical Committee in two meetings (24 November 2022 and 22 March 2023).** In addition, the **FA1 Technical Committee members' roles and contributions were discussed to identify key partners for implementing the work plan.**

1.3 Preparation of a guidance note for Member States to translate their national commitments into action (HLSC Decision 3)

The IAS, in consultation with the FA1 Technical Co-leads, led the preparation of the guidance note and the FA1 Technical Committee discussed its overall concept at its 24 November meeting and provided written comments on the draft. Following its finalization, the guidance note was shared with Member States via their Permanent Missions/Delegations in New York and Paris, as well as with the UN Resident Coordinators as part of the TES follow-up guidance for Resident Coordinators and UN Country Teams. It is available on the [SDG4 Knowledge Hub](#) in Arabic, English, French and Spanish. Leading up to the next Global Education Meeting, Member States will be requested to report on the actions undertaken towards the implementation of their commitments through an online survey, to be carried out by the IAS. The FA1 Technical Committee will provide inputs to the survey questionnaire.

1.4 Work plan and resource requirements (2023-2025)

Activity	Timeline	Deliverables	Resource needs (Euros)
Strategic Objective 1. Increase accessibility of locally relevant research & evidence synthesis and support gov'ts in using data/evidence for policy making, planning and implementation			
1.1. Map/review global and regional partners' capacity development activities			
1.1.1. Map existing capacity development activities on the use of data/evidence for policy, planning and implementation	Sep. - Oct. 2023	<ul style="list-style-type: none"> • Analytical report summarizing the results of surveys to MoEs, highlighting obstacles, capacity development needs and promising initiatives. 	201,000
1.1.2 Conduct targeted consultations with MoEs	Sep. - Nov. 2023		

Activity	Timeline	Deliverables	Resource needs (Euros)
1.1.3 Review existing capacity development activities	Nov. 2023 - Jan. 2024	<ul style="list-style-type: none"> • Identification and documentation of promising country initiatives. 	
1.2. Develop joint capacity development activities/projects at country and regional levels			
1.2.1 Develop a framework and methodological tools for conducting institutional/organisational capacity assessments of MoEs	Sep. 2023 - Jan. 2024	<ul style="list-style-type: none"> • A developed and piloted conceptual framework and methodological guidance and tools for undertaking institutional/ organisational capacity assessments of public authorities 	198,000
1.2.2. Conduct in-country institutional/organisational capacity development assessments and development plans for MoEs in four pilot countries	Dec. 2023 - Mar. 2025	<ul style="list-style-type: none"> • Tailored multi-year capacity development plans for each pilot country on institutional/ organisational capacity, based on identified strengths and weaknesses in using data and research evidence for policy making, planning and implementation 	1, 537,000
1.2.3 Support the implementation of institutional/organisational capacity development plans. Includes: A) International peer-learning events	Feb. 2024 - Mar. 2025	<ul style="list-style-type: none"> • Brochures highlighting main findings of the four country pilots • Strengthened capacity of MoE officials in the use of data and research evidence, through the participatory institutional/ organisational capacity assessment approach and peer-learning events, fellowship programme, and training programme. 	574,939
B) Fellowship programme at the OECD and UNESCO-IIEP			399,000
C) Hybrid training programme for managers and planners			900,000
1.3 Review and synthesise evidence and develop knowledge products to disseminate at regional and international levels			
1.3.1 In-depth case studies on countries' capacity development journeys and synthesis of findings and lessons learned	Jan. - June 2025	<ul style="list-style-type: none"> • A set of in-depth case studies on MoEs' capacity development journeys • A synthesis of all case studies, including a comparative analysis and recommendations for a broader range of countries 	163,000
1.3.2 Development of a freely available online "Institutional Capacity Toolkit for Using Data and Evidence for Policy making, Planning and Implementation"	Jan. - June 2025	<ul style="list-style-type: none"> • A set of self-paced online training materials on the use of data and evidence for policy making, planning and implementation for education authorities around the world • A freely available, interactive online "Institutional/ organisational 	329,000

Activity	Timeline	Deliverables	Resource needs (Euros)
1.3.3 Production of self-paced online training materials to help decision makers and planners make better use of data and evidence for policy making planning and implementation	Jan. - June 2025	capacity development Toolkit” that consolidates various resources developed and aimed to support education authorities around the globe that wish to strengthen their capacities for using data and evidence for policy, planning and implementation (FA1 Overall Objective)	53,000
Strategic Objective 2. Build knowledge and policy bridges between global and country levels through support to regional hubs, cooperation, peer learning and knowledge sharing			
2.1. Examine the capacities, constraints and support needs of SDG 4 RCMs			
2.1.1. Develop a framework and methodology	Sep. - Dec. 2023	<ul style="list-style-type: none"> Final synthesis report on the institutional/organizational capacity, constraints and needs of the regional SDG4 coordination mechanisms 	47,000
2.1.2. Conduct institutional/organization analysis of RCM (5 regions)	Dec. 2023 - July 2024		105,000
2.2. Provide support & guidance to RCMs, foster partnerships and facilitate peer learning/knowledge sharing			
2.2.1. Coordinate & support mapping of regional knowledge intermediaries	Mar. 2024 - May 2025	<ul style="list-style-type: none"> Five reports mapping regional knowledge intermediaries. Cross-regional synthesis and comparative report of knowledge intermediaries. Five regional events for collaboration, peer learning and knowledge sharing. 	330,000
2.2.2. Facilitate the organization of regional events	Feb. - June 2025		185,000
Strategic Objective 3. Advocate and support country-level uptake and use of evidence for education policy making, planning and implementation			
3.1. Showcase good practices			
3.1.1. Develop a guidance note	Sep. - Dec. 2023	<ul style="list-style-type: none"> A guidance note for collecting and curating good practices on the use of evidence for policy making Good practice cases to be curated on the Knowledge Hub A compendium of good practices in the use of evidence for policy-making. 	50,000
3.1.2. Collect good practices	Jan. 2024 - July 2025		245,000
3.1.3. Curate good practices	Mar. 2024 - Aug. 2025		300,000
3.1.4. Disseminate and share (compendium)	Sep. - Dec. 2025		76,000

1.5 Regional aspects of the work plan

The HLSC called for the RCMs to organize peer learning and capacity support with the help of the regional offices of the UN agencies. The FA1 strategic review showed that despite some regional intergovernmental organizations being strongly visible, little research and evidence is produced or utilized at the regional level. For the RCMs to build evidence-to-policy bridges between the global and country level, they must hone their functionality, processes and ability to work with education authorities to strengthen the evidence base of the policy cycle. In addition, they must reinforce their capacity to liaise with other regional intergovernmental organizations, initiatives and bodies dedicated to transferring knowledge for policy use.

The FA1 workplan involves the SDG4 RCMs across all strategic objectives and activities. Specifically,

the workplan will engage the RMCs to: (a) strengthen their evidence-to-policy bridging function and mobilize them to play the role of regional hubs for FA1 (Strategic Objective 2, Component 2.1), (b) reinforce their capacities to draw, liaise with and coordinate the capabilities and resources of other regional intergovernmental organizations, initiatives and bodies dedicated to transferring knowledge for policy use (Component 2.2) and (c) support the curation of good practices, as also requested by the HLSC, and facilitate their partnerships with knowledge intermediaries for the curation (Strategic Objective 3, Component 3.1). Finally, as part of the collaboration, peer learning and knowledge sharing (Component 2.2), FA1 will facilitate the organization of one event per region on building knowledge and policy bridges between the global and country level.

FA 2. Monitor progress and improve the availability/use of data

2.1 Technical Committee

The FA2 Technical Committee is composed of:

- Sherpa co-chairs: SEAMEO and UNESCO
- Technical co-leads: UNESCO Institute for Statistics and Global Education Monitoring Report
- Members: chairs of the TCG working groups
 - Gambia (administrative data)
 - Brazil (household survey data)
 - OECD (teacher data)
 - SEAMEO (finance data)
 - RTI (learning assessment data)

2.2 Progress and activities implemented since the May 2022 Sherpa meeting

There are five activity areas in the rolling action plan, which are listed in section 2.4 below. With respect to those, the following are the key points of progress that can be documented since May 2022:

- Data accessibility: Two SDG 4 data releases have been made (September 2022/February 2023);
- Data gaps: The new out-of-school rate model results were published with a [policy paper](#) and a dedicated page of the [VIEW](#) website (September 2022);
- Technical Cooperation Group (TCG) on SDG 4 indicators: The TCG convened for its regular annual [meeting](#) (November 2022) and took [decisions](#) on a set of questions presented;
- National SDG 4 benchmarks: Following the publication in all UN languages of the [Setting Commitments](#) report, which was presented at the High-level Political Forum (July 2022) and the Transforming Education Summit (September 2022), the first monitoring report, the [SDG 4 Scorecard](#), was launched in January 2023, with a focus on the pre-primary education participation rate;
- Thematic focus areas/TES follow up monitoring: Progress is discussed in Section 2.2 below.

2.3 Progress on the new benchmark indicators (Decision 23 and 26)

At its December 2022 meeting, the HLSC decided to:

- [Decision 23] add indicators for (i) greening education, (ii) digital transformation and (iii) youth and student engagement to the existing SDG4 benchmark indicator framework;
- [Decision 26] call on all Members States to set national targets for 2025 and 2030 on the SDG 4 benchmark indicators and the new indicators.

An action plan for the implementation of the two decisions has been prepared. The following is the latest update with respect to the three indicators:

- *Greening education*: Following the TCG’s approval to explore two indicators, the policy intent indicator has been prioritized given its more advanced methodological status. Policy intent is mapped from 150 countries’ national curriculum framework documents and work is underway to map 75 countries’ Grade 9 syllabi (science/social science). A proposal is being prepared to include Grade 3 / 6 syllabi. The indicator will be an index of the frequency of keywords related to climate change, biodiversity and sustainability in these documents. First results are expected by the end of 2023 and the setting of national targets to be initiated in 2024;
- *Digital transformation*: Countries will be asked to set national targets on the school connectivity indicator in 2023 Q2 for 2025 and 2030;
- *Youth and student engagement*: The methodological development and data collection can begin as soon as funding is secured.

2.4 Work plan and resource requirements (2023-2024)

Activity	Timeline	Deliverables	Resource needs
Data accessibility <ul style="list-style-type: none"> • Development of Global Education Observatory 	July 2023	Launch of GEO website 2.0 with improved pages on SDG 4 indicators	Covered by UIS budget
Data gaps <ul style="list-style-type: none"> • Joint plan to fill gaps on learning outcomes • Estimation models for out-of-school/ completion rates 	December 2023 April 2024	Data collection plan under the TES Foundational Learning Coalition Pillar 2 in line with Learning Data Compact 2x2x2 objective Development of joint model; contracting of consultant being completed	Considerable, but not defined Covered by UIS budget
Technical Cooperation Group (TCG) <ul style="list-style-type: none"> • Strengthen country participation in TCG process 	December 2023	Organization of first conference of education statisticians	Covered by UIS and GEM Report budget
National SDG 4 benchmarks <ul style="list-style-type: none"> • Continue developing national process and report on progress 	January 2024	Second SDG 4 Scorecard report, focusing on teachers, including with updated benchmark list	Covered by UIS and GEM Report budget
Thematic focus areas / TES follow up monitoring <ul style="list-style-type: none"> • Inclusion of benchmark indicators related to TES 	December 2023	Digital: benchmark setting Greening: data collection/reporting Youth: methodology developed	Greening: USD50,000 (set up) and USD30,000 (annual) Youth: \$140,000 (set up)

2.5 Regional aspects of the work plan

Regional SDG 4 coordination mechanisms are scheduled to be engaged in the preparation of the education statistics conference.

FA 3. Drive financing mobilization and improved alignment

3.1 Progress and activities implemented since May 2022 Sherpa meeting (TES Follow-up Pillar 4 Decisions)

- FA3 co-leads (World Bank and GPE) led the TES Thematic Action Track 5 on education finance as anchor agencies with the Co-leads Belgium, Fiji and GCE, supported by the TES Secretariat;
- Several online consultations were held with FA3 reference group members, as well as various stakeholders on issues of education finance;
- An education finance initiatives mapping exercise was conducted to inform future deliverables, such as the TES AT5 Discussion Paper as well as the Catalogue of Best Practices for Education Financing;
- Education finance sessions were conducted at the TES pre-summit in Paris (June 2022) and at the TES in New York (September 2022);
- Following consultations with stakeholders, the AT5 Discussion Paper on Education Financing was finalized and published on the TES platform;
- Examples of promising education financing initiatives were through online submissions and subsequently collated into a Catalogue of Best Practices for Education Financing, which will be shared on the SDG4 Knowledge Hub;
- Based on the proposed compact on global finance included in the AT5 Discussion Paper, a spotlight session was conducted at the TES in New York City, which resulted in a Call to Action on Financing Education;
- ToRs were finalized for the smooth functioning of FA3. It was suggested that additional technical members be invited to the FA3 Technical Committee and invitation is being prepared;
- A global advocacy strategy was developed and discussed with Technical Committee members;
- An event establishing a bi-annual ministerial platform between Ministers of Finance and Education was held at the 2023 World Bank-IMF Spring Meetings in April and organized by FA3 Co-Leads. Additional activities are planned and will be discussed with the FA3 Technical Committee.

3.2 Highlights and follow-up of the Spring Meetings session on education finance (Decision 19)

The World Bank-IMF Spring Meetings 2023 featured a dedicated a session on education financing with two objectives: (1) to bring attention to the critical need of improving both the level and efficiency of spending on education to recover learning losses, accelerate learning, and build human capital; and (2) to foster an open dialogue between Ministries of Education and Ministries of Finance to facilitate efficient and equitable education financing in the context of competing crises, which will further advance the efforts of FA3 and the HLSC.

The session began with a presentation on the status of global spending on education, highlighting (1) the vast inequities that exist between low- and high-income countries in education spending per child, (2) the negative relationship between learning poverty and the volume of education spending and (3) the great potential to improve the efficiency of education spending. Common challenges across countries included competing priorities with other social sectors and inefficient spending practices. Some countries have experienced relatively more significant education spending resultant from constitutional mandates, political commitment to human capital development, and a view of education as a long-term investment, not an expense. Promising practices and strategies included unique partnerships between Ministries of Finance and Education on developing frameworks for more efficient education spending, focusing spending on teachers and instructional time, investing in technology to improve governance, social spending floors, and beneficence incidence analyses for education. Interventions from panellists and other invited guests showed appetite for revisiting the

SDG4 indicators that countries are held accountable to, direct budgetary support tailored to countries, debt relief and debt swap schemes.

Moving forward, the World Bank may host another ministerial session on education financing at the Annual Meetings in October 2023.

3.3 Technical Committee

The FA3 Technical Committee is composed of:

- Sherpa Co-chairs: France, World Bank and GPE
- Technical Co-leads: World Bank and GPE
- Education Cannot Wait
- Education Commission
- European Commission
- Global Campaign for Education
- IMF
- OECD
- Open Society Foundation
- Spain
- UNESCO
- UNICEF
- (proposed) African Union
- (proposed) Ghana
- (proposed) Mexico
- (proposed) Nepal

3.4 Work plan and resource requirements (2023-2024)

Reflects Activities for April 2023 onwards

Activity	Timeline	Deliverables	Resource needs	Notes
Collecting and synthesizing a catalogue of education finance best practices	April 2023	Catalogue of Education Finance Best Practices	No additional costs	Completed
Education Finance Session during WB Spring Meetings as a starting point for a sustained dialogue with the IMF on the TES finance agenda	April 2023	Update on Education Finance Session	No additional costs	Completed. Costs of event and participation carried by various entities
Discussions on measuring and monitoring domestic financing equity and efficiency	May 2023	Proxies and benchmarks agreed for measuring and monitoring domestic financing equity and efficiency	Consultant services	Pending clarity on finance and sharing of costs.
Liaise with FA3 on monitoring of progress on relevant education finance indicators	May 2023	Report back to HLSC	No additional costs	The Education Finance Watch (2023) will be published in June

				covering relevant finance indicators
Liaise with FA1 on supporting national planning for better education financing	May 2023	Technical support in area of finance for FA1 capacity development pilots in four countries Follow-up of FA1's guidance note for translating national commitments into action Resources for efficient use of data and evidence for education financing compiled for FA1 peer learning activity	Consultant services	Pending clarity on finance and sharing of costs.
Global advocacy strategy on education financing developed	April 2023	Global advocacy strategy on education financing	No additional costs	Draft developed and shared with FA3
Preparing a suite of materials for implementation of global advocacy strategy	June 2023	Suite of materials for implementation of global advocacy strategy	Consultant services	Pending clarity on finance and sharing of costs.
EFW 2023 published	June 2023	EFW 2023	No additional costs	Progressing as planned
Meeting with key partners (multilateral & bilateral donors; philanthropies & foundations) to agree on modalities for taking forward the international commitments in the Call to Action on Financing Education	September 2023	Action plan elaborated	No additional costs	Progressing as planned
Ministerial forum between Ministers of Education and Ministers of Finance	October 2023	Preparatory materials and forum outputs include:	Consultancy and event costs	Pending clarity on finance and sharing of costs.
Implementation of strategy at G7, Global Action Week, G20, IMF/WB Meetings, WEF, SDG Regional Forum	December 2023	Report back and reflections of global advocacy strategy on education financing	No additional costs	Progressing as planned

3.5 Regional aspects of the work plan

The FA3 co-leads and the FA3 Technical Committee will initiate the discussion on how regional SDG4 coordination mechanisms can be engaged in implementing the FA workplan, at the next FA3 meeting. Engagement and activities expected to roll out in the second half of 2023. FA3 leadership will propose to the Technical Committee initial proposals on how to leverage the regional SDG4 coordination

mechanisms to accelerate the FA3 workplan. Such will include utilizing the regional SDG4 coordination mechanisms in the roll-out of the global advocacy strategy for education financing. As the strategy is still under development (having received the first round of feedback from the FA3 Technical Committee), the regional SDG4 coordination mechanisms can be explicitly included into the global advocacy strategy to bolster its reach and coverage.

Another option will be to leverage the regional SDG4 coordination mechanisms to elevate the key messages and outcomes of the ministerial forum for ministers of education and ministers of finance, and potentially create momentum for replicating the event at regional levels in following years. Therefore, the regional SDG4 coordination mechanisms will prove valuable assets to gauging and increasing appetite for dialogue between ministers of education and ministers of finance at the regional level. The regional SDG4 coordination mechanisms can also be used to support a peer-learning activity on national planning for better education financing, with support from FA1.

Session 7

Regional SDG4 coordination

Background document 4: Strengthening Regional Coordination Mechanisms

Summary

This document provides an overview of the regional education/SDG4 coordination mechanisms (RCMs) and their actions and activities, including those related to the Transforming Education Summit follow-up and the HLSC's Functional Areas. The Sherpa Group members are invited to discuss the strategies and concrete steps aimed to reinforce the RCMs with a view to supporting countries' acceleration towards SDG 4 and strengthen the interlinkages between the global and regional levels within the Global Education Cooperation Mechanism.

Background

The regional SDG4 coordination mechanisms (RCMs) play a central role as platforms for cross-country cooperation and peer learning, as well as for the coordination of monitoring, capacity development and advocacy activities. In this sense, the RCMs contextualize actions to advance on the HLSC's Functional Areas (FAs). At its May 2022 meeting, the HLSC Sherpa Group was informed about the existing and emerging RCMs and held a preliminary discussion on how to strengthen these regional structures and processes, while fostering linkages between the global and the regional levels and cross-regional learning.

The action plan for the HLSC's December 2022 meeting decisions include the following actions under Pillar 1 (From commitments to actions at the country level), for which the RCMs have key roles and responsibilities to play:

- Liaise with Member States to collect remaining national statements of commitment (Decision 2);
- Support Member States in translating their national commitments to into action through regional peer-learning and capacity development activities with support of the FA1 Technical Committee (Decisions 3 and 5);
- Provide inputs to the Inter-Agency Secretariat in developing and administering a global survey that will take stock of actions, allocations of public resources and progress made, including on the TES commitments and collecting country reports, to be analyzed and synthesized for the 2024 GEM (Decision 4);
- Support inclusive national dialogues to feed into the reporting of the actions undertaken by countries (Decision 9).

1. Africa

1.1 Overview of the regional SDG4 coordination mechanism

The **SDG 4-Education 2030 regional coordination group (RCG4)** was established in May 2016. Since then, it has been actively serving as a platform to share and exchange resources and experiences, and

support the integration, implementation and monitoring of the SDG 4 -Education 2030 Agenda in West and Central Africa. UNESCO leads the work on SDG 4 in the region and coordinates the regional multi-partner group as well as an SDG 4 National Coordinators network.

The RCG4 aims to enable all major regional actors involved in the development of education in the sub-region to come together to define and coordinate collective strategies and joint actions in advocacy, technical assistance and capacity building. It also facilitates the exchange of best practices, tools and information to promote more inclusive, responsive and resilient education systems.



The RCG4 is currently composed of a plenary group and eight task teams. The Education in Emergencies team has been added in 2022². The RCG4’s work is supported by the Secretariat (UNESCO) and is guided by the permanent Steering Team chaired by UNESCO, together with a Plenary Group.

There are still challenges that require the support of the African Union Commission:

- It is more crucial than ever for Africa, with the strategic support of the African Union Commission, to expand the current setup of SDG 4 Regional Coordination in West and Central Africa (RCG-WCA) to East and Southern Africa and have an SDG4 Education – 2030 coordination and monitoring mechanism covering Africa as a whole;
- It is imperative to institutionalize the monitoring and reporting against CESA and SDG4 targets at the continental level from the successful first continental report on the two agendas “Education in Africa: Placing equity at the heart of policy” jointly conducted by UNESCO and the African Union at the Heads of State Summit at Addis Ababa in 18 February 2023: [Education in Africa: placing equity at the heart of policy; continental report - UNESCO Digital Library](#);

² An updated version of the visual summary (with the Education in Emergencies team) will be available soon.

- The deadline of 2030 is fast approaching for countries to meet their SDG commitments and attain the relevant goals and targets reconfirmed at the TES. A mechanism through the regional coordination needs to be set with a defined cycle tracking progress to 2030 equidistant to 2063 and, to identify emerging priorities, as well as recommendations for future development on education, and contribute as a tool for governments and for the African Union Commission to advocate, build alliances and renew commitments at all levels (country, continental and sub-region) to push for accelerated progress;
- The collaboration with the Specialized Technical Committee on Education, Science and Technology (STC-EST) of the Africa Union Commission must be fostered through the 12 thematic clusters serving as a means of operationalizing the CESA Strategic Objectives for further performance and impact.

1.2 Main TES follow-up activities implemented and planned

Pre- and post-TES meetings and various consultations were organised with stakeholders, UN Resident Coordinators in Africa and UN agencies with the participation of the Special Adviser of the Secretary-General on the TES to underline the outcomes of the Summit and highlight how we can enhance support from the SDG4 regional coordination group and other sub-regional commissions in transforming education.

The AU adopted education as theme of the year for 2024: a significant step towards maintaining education as a centre piece of Africa’s development agenda. This will further drive the momentum generated at TES and spur the implementation the declarations emanating from the key continental and global Education, Science, Technology & Innovation moments including the fourth ordinary session of the Specialized Technical Committee on Education, Science and Technology (STC-EST4), the declarations from both the UN Transforming Education Summit and the AU Heads of States and Governments Side Event on Transforming Education in Africa.

1.3 Existing/planned regional programmes and activities related to the HLSC’s Functional Areas

FA1 (evidence-based policy):

- Review of CESA 16-25 to assess achievements to date against strategic objectives, and implementation mechanisms, collate and analyse lessons learned, challenges faced, and best practices obtained and provide recommendations for improving or adjusting the strategy to enhance its impact;
- Implement the Dakar Declaration on learning losses and recovering strategies due to COVID related school related school closure adopted during the Education Experts meeting held in Dakar in June 2024;
- Implementation and domestication of the #AfricaEducatesHer campaign to ensure access to continued learning for Out of School girls, girls on the move, and vulnerable girls within the #AfricaEducatesHer campaign;
- Roadmap being developed by AUC to be used to guide the implementation of the 2024- Year of Education in Africa and define the theme of the next Joint Continental Report to be launched in 2025 to continue learning from experiences and integrating lessons into their future education plans;
- Advocacy to Heads of State, on the AU Declaration and 2024 as year of education for Africa at country and regional levels;
- Maintaining the spirit of the Continental Narrative: Multi-sectoral, multi-stakeholder and youth-led partnership to translate ambitions into actions.

FA2 (Data and monitoring):

- Webinars/workshops on monitoring and reporting mechanisms on SDG4 to support the improvement of data and the systematic monitoring and evaluation of national education policies and programs;
- Call on countries to build on the national SDG4 benchmarking process with small number of indicators, linked to the Global Initiatives, which will be added to the list of SDG4 benchmark indicators with national targets for these indicators for 2025 and 2030;

FA3 (Education finance):

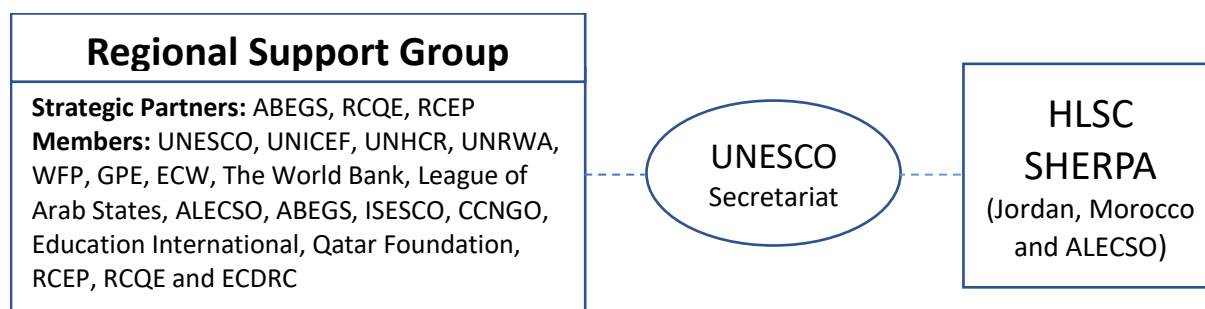
- Advocate in the context of the 2024 Year of Education in Africa, Ministries of Education, Finance and Health together with the education community in Africa to further dialogue on strategic financing issues that affect education.

1.4 Regional events and milestones 2023-2024

Date	Event/Milestone	Expected outcome
Nov 2023	Launch of African Youth Manifesto by AU Youth Envoy	Wide dissemination and launch an action plan coordinated by the SDG4 Youth Network to take the Youth demands at the Summit and mobilize stakeholders to advocate for quality education in Africa.
Dec 2023	Mid-term review of CESA 16-25	Recommendations for enhanced impact
June 2024	Pan African conference on girls' education in Africa	Evaluate state of girls' education in Africa
July 2023	Finalization of Roadmap on implementation of AU theme 2024 on Education	Roadmap on implementation of AU theme 2024 on Education
Jan-Dec 2024	Implementation of the #AfricaEducatesHer campaign in Africa	Domestication of the campaign at national level
2023-2024	2 nd Joint Continental Report SDG4/CESA	To be launched in 2025 (end of the CESA) and continue evaluating achievements made so far to ensure that countries and the continent learn from their experiences and integrate lessons into their future plans.

2. Arab States

2.1 Overview of the regional SDG4 coordination mechanism



The **Arab SDG 4 Regional Support Group**, established in 2016, promotes collaboration and coherence at country and regional levels in advancing the Education 2030 Agenda. The Group is composed of regional organizations, donors, as well as UN and other multilateral organizations active in education development and constitutes a decision-making body. UNESCO serves as the Secretariat of the Arab SDG 4 Regional Support Group, ensuring collective discussions, planning and reporting. The Group members contributed to setting regional and national SDG 4 benchmarks and are supporting and serving as peer reviewers of an analytical report on TES Action Track 1 in the Arab region, as well as an SDG Policy Mapping report.

“Influencers” and/or strategic partners among the Arab SDG 4 Regional Support Group members (i.e. ABEGS, ECQE, RCEP) help strengthen the coordination mechanism and support certain activities related to capacity development of Arab Member States. Furthermore, initiatives related to education data are conducted through multiple UN entities, especially UNESCO Regional Office in Beirut, *UNESCO Institute for Statistics (UIS)*, and the United Nations Economic and Social Commission for Western Asia (UNESCWA).

Arab Member States and other stakeholders are facing multiple challenges, such as the lack of education financing resources and/or unequal distribution of resources, the continuous political instability, and limited data and monitoring mechanisms. Addressing those challenges requires a collaborative approach and more effective cooperation efforts among all education stakeholders in the region through a decentralized approach based on sub-regional grouping and countries’ economic levels.

2.2 Main TES follow-up activities implemented and planned

- UNESCO Beirut conducted an [analysis of the national commitments made by the 16 Arab Member States](#).
- the HLSC members of the Arab States, with support of UNESCO Beirut, is finalizing a regional TES follow-up strategy in line with the five pillars for the global TES follow-up strategy.
- UNESCO Beirut, together with the HLSC members of the region, will convene a regional high-level meeting for education policymakers in the Arab States to discuss the post-TES follow-up strategy and SDG 4 progress for the region.

2.3 Existing/planned regional programmes and activities related to the HLSC’s Functional Areas

FA1 (evidence-based policy):

- UNESCO Beirut is developing research which will produce technical notes and policy recommendations on how to build resilient education systems in the Arab region, focusing on five specific themes linked to TES: inclusion and equity, gender-transformative education, safe schools, school health and nutrition, and education in emergencies and crisis areas. The results

of this report will be presented to the above-mentioned high-level regional event to stimulate a policy dialogue on translating the TES national commitments into actions.

- As the mid-point towards achieving Education 2030 Agenda approaches, a policy mapping exercise will be conducted in each country of the region to assess the enabling environment from a policy perspective. The mapping will also identify policy gaps against selected SDG 4 indicators and TES global initiatives. The goal of this exercise is to advocate for additional investment to address the identified policy gaps and accelerate progress towards fully realizing SDG 4 in the region.

FA2 (Data and monitoring):

- The SDG 4 portal for the Arab region aims at enhancing knowledge sharing and collaboration between UNESCO, Arab Member States and other stakeholders in the region for education.
- UNESCO Beirut will convene an in-person two-day seminar with the regional SDG 4 Support Group with Sherpa Group members to discuss the Member States’ progress towards SDG 4.
- UNESCO will develop, in both Arabic and English, a toolkit of thorough instructions and guidance for the Arab States to monitor and report on their SDG 4 progress.
- Organized in March 2023, the regional technical workshop on SDG 4 indicators in the Arab States aimed at build the capacity of statisticians from the 19 Member States in the Arab region working on calculating and producing data and statistics related to education.
- A workshop, planned for 2023 Q3, will target National SDG 4 Focal Points and statisticians in the 19 Arab Member States, in order to improve their understanding and interpretation of SDG 4 targets and indicators, strengthen data collection methods, management and analysis.

FA3 (Education finance):

- UNESCO Beirut conducted a regional analysis on education financing in the Arab States in 2022, resulting in three subregional reports with technical notes on data gaps in education financing in the Arab States. The results were shared during three subregional and one regional webinars. There is increased interest in this topic especially in the GCC subregion and thus additional studies and activities are being explored in the Arab region.

2.4 Regional events and milestones 2023-2024

Date	Event/Milestone	Expected outcome
March 2023	TES analysis report on the TES national commitments made by the Arab Member States	TES Analysis for the Arab States
March 2023	Technical notes on data gaps in financing education in the Arab region	
March 2023	Regional technical workshop on SDG 4 indicators in the Arab States	Regional technical workshop on SDG 4 indicators Arab Member States submitted national SDG4 benchmarks for the years 2025 and 2030 against the selected seven indicators
April 2023 June 2023	Policy notes and report on building resilient education systems in the Arab region	Development and finalization of the regional report High-level regional webinar
April 2023	Full activation of the SDG 4 portal for the Arab region	Sustainability plan for the portal shared with stakeholders

May-June 2023 and beyond		
May 2023	Technical toolkit on SDG 4 reporting, monitoring and evaluation for the Arab region	Arabic toolkit on SDG 4 reporting, monitoring and evaluation
May 2023	Support to the High-Level Steering Committee (HLSC) in drafting a regional TES follow-up strategy	TES follow-up strategy for the Arab States
June 2023 August 2023	SDG 4 policy mapping in the Arab region	<ul style="list-style-type: none"> • Finalize SDG 4 Policy Mapping Exercise • Regional webinar/Policy dialogue on SDG 4 Policy mapping to present the results of the mapping
June 2023 September 2023	Technical support to the Arab Member States to support the monitoring and reporting of SDG4 indicators	<ul style="list-style-type: none"> • Digitized and interactive SDG 4 Progress report for the Arab States • Bilateral meetings for technical assistance on SDG 4 indicators.
October 2023	Regional seminar on the progress of SDG 4	Regional seminar on the progress of SDG 4
Monthly	Follow-up meetings with the SDG 4 Sherpa group members for the Arab region	Coordinated efforts regionally and aligned activities with the global priorities
July 2023	Regional technical workshop on SDG 4 reporting, monitoring and evaluation in the Arab States	<ul style="list-style-type: none"> • Regional technical workshop on SDG 4 reporting, monitoring and evaluation • Developed and produced SDG 4 national progress reports for the 19 Arab Member States
December 2023	Host a high-level meeting for education policymakers in the Arab States	<ul style="list-style-type: none"> • High-level meeting for education policymakers the Arab States • Comprehensive and concrete action plan for SDG 4 and TES follow-up for the Arab region

3. Asia and the Pacific

3.1 Overview of the regional SDG4 coordination mechanism

The **Learning and Education 2030+ (LE2030+) Networking Group**, a dedicated networking group of the Asia-Pacific UN Regional Collaborative Platform (RCP), co-chaired by UNESCO and UNICEF, is the regional coordination mechanism for SDG4 and other education-related SDGs. UNESCO Bangkok Office serves as the secretariat of the group, ensuring planning and implementation support for the group's activities, reporting, and coordination efforts with the global and national SDG 4 coordination mechanisms.

The LE2030+ builds on the work of the Regional Thematic Working Group on Education 2030+, established in 2016, which was instrumental in providing technical support to Member States since the adoption of the 2030 Agenda for Sustainable Development.

The **multi-stakeholder networking group** consist of more than 35 organizations and 100+ members, including UN and multilateral organizations (UNESCO, UNICEF, ILO, ITU, IOM, UNFPA, UNHCR, WFP, WHO), sub-regional forums, global funds for education and multilateral banks, sub-regional bodies (ASEAN, SAARC, SEAMEO, SPC), regional networks, NGOs/CSOs, intergovernmental bodies, regional/international financial institutions, and research and education institutions. The Networking Group primarily serves Member States and engages SDG4 National Coordinators from most Member States in the region.

The LE2030+ is the apex thematic working group for education consisting of **5 sub-technical working groups established based on regional needs** on the following key thematic areas: 1) Multilingual Education; 2) Disability and Inclusive Education; 3) Digital Transformation and Learning; 4) School Health Nutrition and Well-being; and 5) Adolescent and Youth Education, Learning and Skills Development. The LE2030+ also coordinate closely with **related regional networks**: 1) Asia-Pacific Regional Network for Early Childhood (ARNEC); 2) Network on Education Quality Monitoring in Asia-Pacific; and 3) United Nations Girls' Education Initiative (UNGEI).

Challenges

- Limited funding to carry out activities to support Member States on transforming their education systems and to accelerate progress towards SDG4 remains a challenge.
- Inadequate capacity building for Member States is a barrier to promoting educational transformation.

Opportunities

- **Capitalize on partnerships and strategic collaboration** amongst members of the LE2030+ proves to be an effective remedial action to overcome funding limitation. Efforts are needed to raise financial support to sustain coordination and collaboration;
- **Efficient and frequent communication and coordination** between the regional and global coordination mechanism to foster better functionality of the coordination mechanism. Going forward, it would be useful for the regional mechanisms to have the opportunity to meet to share experience, exchange on successes, good practices and challenges faced.

3.2 Main TES follow-up activities implemented and planned

Implemented TES follow-up activities

- Briefing with the Asia-Pacific UN Resident Coordinators (RCs) and Resident Coordinators Office (RCO) at the **'You Lead Series on Transforming Education Summit'** held on 28 November 2022 to discuss on how UN RCs can leverage their convening role to facilitate Member States and stakeholders' efforts at national level to translate TES national commitments into action;
- An **information session with Member States** was organized on 30 November 2022 to go through the key elements of the TES follow-up pillars and address questions countries may have;
- Support was provided to the HLSC members representing the Asia-Pacific region in organizing **a regional consultation on TES follow-up** through an online survey ahead of the HLSC meeting on 8-9 December 2022 to ensure engagement and that inputs from the region are fed into the deliberations of the HLSC on TES follow-up actions;
- The **Asia-Pacific Regional Youth Consultations**, organized by the Asia-Pacific lead of the SDG 4 Youth Network, took place on 7 December 2022. The objective was to discuss the priorities, opportunities, challenges/support needed to transform the recommendations put forward in the 'Youth Declaration on Transforming Education' into concrete actions. The output from the consultation will feed into the development of the Global Youth Initiative;

- A Clinic on **TES follow-up for RCs**, held during the RC Retreat was organized on 23 March 2023 which provided opportunities for the RCs to present on the actions taken following TES and reflect on the challenges, opportunities and support needed to facilitate TES implementation at national level;
- Organized a Special Event on ***“Transforming Education Now and for the Future We Want: TES National Follow-up Actions to move towards the achievement of SDG 4”***, as an associated event of the 10th Asia-Pacific Forum on Sustainable Development (APFSD) on 30 March 2023. The Event was co-organised by UNESCO Bangkok, UNICEF EAPRO and UNICEF ROSA under the overall umbrella of the LE2030+ Networking Group. It provided opportunities for countries from the region to share good practices and lessons learned on how their country have operationalized their national commitments to transform their education systems and address the learning crisis.

Planned TES follow-up activities

- Organization of a technical ***“Capacity Development Workshop for Education System Transformation through Policy and Sector Plan Revision and Reform”*** is organized from 8 to 12 May 2023 to support Member States in the South-East Asia sub-region in translating their national commitments into actions through reviewing their current education plans and strategies, identifying gaps, areas of priorities for further in-depth review and to support the development of a draft national roadmap going forward.

3.3 Existing/planned regional programmes and activities related to the HLSC’s Functional Areas

FA 1 (evidence-based policy):

- Development of regional guidelines on selected priority areas (ie. Flexible learning and Teachers) as tools for capacity building for transforming education systems. The guidelines are intended to provide guidance for Member States to review their current systems and formulate relevant policies and strategies on transforming education, thus strengthening capacity at the national level;
- Development of ***‘Transforming education’*** page on the regional SDG 4 Knowledge portal is currently ongoing. Resources, good practices, news and updates on events will be populated onto this page aimed for advocacy, peer learning, knowledge sharing, information exchange. The regional page will be linked to the global SDG 4 Knowledge Hub;
- Organization of a technical capacity development workshop to support Member States in the South-East Asia sub-region in translating their TES national commitments into actions;
- In supporting Member States in the region on their on-going strategies and efforts to identify and mitigate learning losses and build capacity for formative assessment, a rapid needs assessment was undertaken in Bangladesh and Bhutan. Based on the needs assessment, a training workshop on formative and diagnostic assessment was undertaken in Bhutan and in Bangladesh planned in May 2023. Based on the outcome of the workshop, a practical guidelines and tools for teachers to identify students’ learning needs and mitigate the learning losses will be developed by end of 2023;
- Undertake a needs assessment for education system transformation, with focus on five selected countries (tentatively: Cambodia, Lao PDR, Thailand, Timor-Leste, Vietnam) to identify gaps, issues, priorities and appropriate interventions for transforming national education systems and design a country-specific needs assessment instruments. Based on the result of the assessment, technical and capacity-building support will be provided to the selected countries to undertake in-depth review, revision/improvement of policies, plans, strategies and budget to implement the national commitment;
- The 6th Asia and the Pacific Meeting on Education (APMED VI) is planned to be organized in Q3 of 2024. As countries are now on Phase IV (2024-2027) of the implementation of the [Regional](#)

[roadmap for SDG4-Education 2030 Agenda in Asia and the Pacific](#), the overall objective of the meeting will be to examine actions taken by Member States in the region since APREMC-II and TES in addressing the learning crisis and transforming their education systems.

Functional Area 2 (data and monitoring): Strengthening Member States' capacity in monitoring and reporting on progress on SDG4: SDG 4 Midterm Review (MTR) and SDG 4 Benchmarking

- In October 2022, UNESCO Bangkok together with UIS organized four sub-regional training workshops on 'Strengthening National Capacities in Education Data and Statistics for Evidence based Policy Making, Planning and Monitoring of SDG 4' to assist Member States in utilizing UIS tools and methodologies to produce quality data, statistics and indicators for SDG 4 monitoring particularly focusing on benchmark indicators.
- Together with UIS, the National SDG4 Midterm Review was initiated in December 2022 where countries are requested to undertake a national review on their current strategies, progress and remaining challenges of SDG 4 including benchmark and data monitoring on SDG 4 indicators. A Guideline which provided the methodological and operational references in carrying out the national midterm review was shared with Member States. The National reports which are to be finalized in December 2023 will feed into the Regional SDG 4 Benchmarking Report that will synthesize the findings from the national reports and document progress towards regional benchmarking and presented at APMED VI planned to be held in Q3 of 2024.

FA3 (education financing): Strengthening capacities of Member States in compiling education finances and identifying existing funding mechanisms to increase and improve funding for education

- As part of the '[Costing and Financing SDG4 -Education 2030 in the Asia-Pacific Region](#)' project, a regional report and nine country case studies on **Education Financing in Asia-Pacific**, jointly developed with UIS, was published in November 2022. The report includes recommendations to assist Member States in their adoption and improvement of financing measures to support the achievement of SDG 4 and captures an overview of where the region stand in relation to the internationally recommended benchmarks on education expenditures.

3.4 Regional events and milestones 2023-2024

Date	Event/Milestone	Expected outcome
30 March 2023	The Special Event on Transforming Education Now and for the Future We Want: TES National Follow-up Actions to move towards the achievement of SDG 4	<ul style="list-style-type: none"> • Information exchanged on good practices and experiences in translating national commitments on transforming education into practice
8 to 12 May 2023	Capacity Development Workshop for Education System Transformation through Policy and Sector Plan Revision and Reform	<ul style="list-style-type: none"> • Enhanced knowledge and capacity to review and revise education policies, plans in light of TES commitments and 2022 Bangkok Statement
Dec 2023	Completion of the National Midterm Review	<ul style="list-style-type: none"> • Capacities in conducting national SDG 4 monitoring and analysis strengthened
March 2024	Regional SDG 4 Benchmark Report	<ul style="list-style-type: none"> • Generate dialogues amongst Member States on what they can and aim to achieve by 2025 and 2030
Q3 2024 (Dates tbc)	6 th Asia and the Pacific Meeting on Education	<ul style="list-style-type: none"> • Information/evidence exchanged, and policy dialogue held on the status of progress on SDG4, gaps and opportunities identified

	(APMED VI) and the 5 th Meeting of the Regional Network of SDG4 National Coordinators	<ul style="list-style-type: none"> • Build knowledge and capacity of Member States.
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4. Europe and North America

4.1 Overview of the regional SDG4 coordination mechanism

The Europe and North America region is currently lacking a formal regional SDG 4 coordination mechanism. In the absence of an established structure, the European Commission and the Council of Europe as regional inter-governmental organization representatives of Western Europe and North America (UNESCO group I) and Eastern Europe (UNESCO Group II), respectively, play a critical coordination role, facilitating the fostering of strengthened global-regional linkages for the more effective implementation of SDG 4.

The Council of Europe, whose membership also includes the Western European States represented on the HLSC by the European Commission, advocates for quality education to prepare young people not only for employment, but also for their lives as active citizens in democratic societies, and to ensure their personal development as well as the development and maintenance of a broad, advanced knowledge base.

The Council of Europe pursues this aim through a four-year intergovernmental co-operation programme, its Steering Committee for Education (CDEDU) and its Standing Conference of Ministers of Education (MED), and by developing policies and facilitating information exchange, peer learning and capacity building at pan-European level. The main deliverables of the four-year programme are Policy Recommendations addressed by the Committee of Ministers to Member States and legally binding Conventions, including the European Cultural Convention (1954) and the Lisbon Recognition Convention (1997). The CDEDU is composed of officials from Ministries of Education of the 46 Member States and other States party to the European Cultural Convention representing the general education and higher education sectors. The CDEDU holds two plenary sessions per year and the Standing Conference of Ministers holds its session every two or three years. For the 2022-2023 period the CDEDU was chaired by Finland.

4.2 Main TES follow-up activities implemented and planned

- Ensuring a learning environment that supports the development of all learners: In alignment with the spirit of the Global Initiative on Education in Crisis Situations, a new Council of Europe project “Democracy Starts in Schools – Engaging School Children in Decision Making Processes in their Schools and Communities in Georgia”, funded jointly by the Swiss Agency for Development and Cooperation and the Council of Europe started in 2022, as part of the programs on capacity building and implementation of the Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC) in several Members States (Albania, Bosnia and Herzegovina, Moldova, Montenegro, Serbia and Turkey).
- Enabling teachers to transform themselves and become agents of change: In promoting plurilingual and intercultural education, the European Centre for Modern Languages (ECML), a Council of Europe Partial Agreement, delivered training and capacity-

development activities for language professionals, language teacher educators and teachers in foreign language teaching and assessment.

- Harnessing the digital revolution for the benefit of public education: The Council of Europe promotes digital citizenship education by bringing in the perspective of human rights, democracy and the rule of law in relation to the development of digital citizenship skills and the introduction of artificial intelligence in learning and teaching. The Council of Europe co-organised an event on the TES Solutions Day, “Digital citizenship skill and artificial intelligence in learning and teaching processes: A human rights perspective”, with UNESCO, the Ministry of Education and Religious Affairs of Greece and the Ministry of Education, Science and Sport of Slovenia. Moreover, the Artificial Intelligence and Education Expert Group has completed its report titled "Artificial Intelligence and Education: A critical perspective through the lens of human rights, democracy, and the rule of law," analyzing the connections between AI and education and their effect on human values.
- The Council of Europe’s Steering Committee for Education in its last meeting 3-5 April 2023 approved the new priorities for the Council of Europe's Education Program 2024-2027 and its new Education Strategy 2030. The Committee discussed in particular the new initiatives proposed, including the organization of the European Year of Education for Digital Citizenship in 2025, the development of a legal instrument on education for democracy, the drafting of the Council of Europe Students' Charter, the preparation of a resilience toolbox to ensure the right to education in times of emergency, as well as the development of a standard-setting instrument on the teaching of artificial intelligence and a legal instrument on the application of artificial intelligence in education systems.

4.3 Existing/planned regional programmes and activities related to the HLSC’s Functional Areas

FA1 (evidence-based policy):

- An assessment of the implementation status of the Reference Framework of Competence for Democratic Culture (RFCDC) in all Member States was launched by the Council of Europe, through its Education Policy Advisers Network (EPAN), to inform the 26th Session of the Standing Conference of Ministers of Education in September 2023. The RFCDC is the basis for assisting countries to develop the values, attitudes, skills, knowledge, and critical understanding required for a democratic society and responsible and democratic citizenship.
- “The future of language education in the light of Covid: Lessons learned and ways forward” is an initiative of the European Centre for Modern Languages, in cooperation with civil society via the ECML's Professional Network Forum and with support from the European Commission. It produced guidelines and best practices in 2022 in close cooperation with policy makers, teachers, teacher educators and students.

FA2 (Data and monitoring):

- The “[Education and Training Monitor](#)”, the European Commission’s flagship annual publication summarizing the latest developments in the EU’s education systems introduced a new equity indicator defined as a difference between the shares of

students from the bottom and top quarters of the OECD index of economic, social and cultural status who underperform in all three PISA test domains.

- The Council of Europe [Observatory on History Teaching in Europe](#) (OHT) published its first Thematic Report on "Pandemics and Natural Disasters as Reflected in History Teaching". One of the main findings of the report is that despite the relatively little attention given to pandemics and natural disasters in national curricula, teachers do teach about these topics as they believe they highlight common challenges that students may face in the future. Pandemics and natural disasters could be better integrated in national curricula through improved teaching strategies to foster responsible global citizens. The report is the first milestone towards the production of the general report on the state of history teaching in Europe, the cornerstone of the OHT's work, which will be presented in 2023.

FA3 (Education finance):

- The Erasmus+ programme is the European Union's flagship programme to support education, training youth and sport within Europe and beyond. It offers mobility and cooperation in higher education, vocational education and training, school education (including early childhood education and care) and adult education. Out of EUR 28.4 billion, at least 2.2 billion will directly benefit partner country individuals, higher education and training institutions.
- The EU continues investing 10% of its humanitarian aid budget to support education in emergencies and protracted crisis. For 2023, the funding target is EUR 158 million to benefit over 2 million girls and boys affected by man-made and natural crises around the world and help them access safe and quality learning.
- The Global Gateway is Europe's offer for connecting the world with investments and partnerships, concentrating on sustainable investments in areas such as education and training. Ambitions are to invest an estimated 13% of the international cooperation portfolio on education, including:
 - Support to education and training in around 80 partner countries, aiming to transform national education systems in line with country priorities. The preferred approach is budget support, working together with EU Member States.
 - The Regional Teacher Programme for Africa (EUR 100 million) aims to identify common challenges that affect teachers in the participating countries. It will foster innovative solutions to enhance their management and skills, including digital literacy and skills. It will be implemented with a consortium of EU Member States, UNESCO and the African Union Commission. Activities will start at the end of 2023
 - The regional programme for social cohesion in Latin America and the Caribbean will support education and skills development to foster social inclusion and tackling inequalities, also envisaging the creation of regional and bi-regional networks on care and on just transition.
 - The Intra-Africa Academic Mobility Scheme encourages international learning mobility across the African continent. The programme provides support for consortia of African Higher Education Institutions and scholarship opportunities for African trainees, students and staff. The programme is part of the Youth Mobility for Africa flagship initiative which aims to support learning opportunities and exchanges and ultimately to promote Africa as an attractive study destination

- The EU is a strong supporter of multilateralism and is a major donor to global education initiatives, such as the Global Partnership for Education, Education Cannot Wait and the Global Education Monitoring Report.

4.4 Regional events and milestones 2023-2024

Date	Event/Milestone	Expected outcome
22 March 2023	High-level conference on Education in Emergencies	Joint call of EC and UNCIEF for strengthened collective engagement and for an increase in public funding for children in fragile humanitarian settings to stay in or return to learning
January-December 2023	Online campaign on Education No Matter What, highlighting the challenges faced by children in fragile contexts around the world as they try to go back, or remain in, education	Raising awareness about the importance of education in crisis contexts
27 September 2023	4 th session of the Steering Committee for Education (CDEDU, Strasbourg)	Discussion of the outcome documents of the Ministerial Conference
28 September 2023	Pre-Ministerial event	Discussion on the topics of the Ministerial conference with specific focus on the role of Higher Education
28-29 September 2023	26 th session of the Council of Europe Standing Conference of Ministers of Education	<ul style="list-style-type: none"> • Adoption of a new Strategy for Education 2030 “Learners First- Education for today’s and tomorrow’s democratic societies” • Adoption of four Resolutions on the Renewal of Civic Mission of Education, Education in Times of Emergency, Digital Transformation and Artificial Intelligence in Education, 2025 European Year of Digital Citizenship

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5. Latin America and the Caribbean

5.1 Overview of the regional SDG4 coordination mechanism

Within the Education 2030 Framework for Action (2015), the First Ministerial Meeting was held in 2017, in which education ministers of LAC agreed on the regional vision for education towards 2030 ([2017 Buenos Aires Declaration](#)). In July 2018, the Second Ministerial Meeting approved the 2018–2021 Regional Roadmap for implementing SDG 4 and created the Regional Coordination Mechanism to support countries in their efforts to meet SDG4 and to monitor progress ([2018 Cochabamba Agreements](#)).

At the mid-term for achieving SDG4 and observing the HLSC reform in 2021, the RSC proposed to update and strengthen the Regional Coordination Mechanism. After a regional consultation and focus group deliberations, the Regional Roadmap Proposal was prepared in a participatory manner and was endorsed in May 2022 by the Third Ministerial Meeting ([2022 Buenos Aires Declaration](#)). The Roadmap 2022 -2025 defines the purpose and the new structure and functions.

Purpose: strengthen, deepen and make more effective the regional cooperation agenda to advance the implementation of SDG 4.

Composition and structure: The Regional Coordination Mechanism comprised the SDG 4 Regional Steering Committee (20 members—11 countries and 9 regional organizations) and UNESCO Santiago Office as the Executive Secretariat.

Main challenges and areas requiring improvement:

- Developing an agile consultation process to ensure the views of all countries in the region are heard and taken into account. In this sense, it is important to streamline communication channels between Ministries of Education, Permanent Delegations and National Commissions;
- Strengthening regional cohesion, collaboration, organization and accountability among countries and with regional organizations and civil society;
- Managing systematically the exchange of experiences, consolidating the information systems and jointly constructing knowledge to support relevant and timely inputs to national education policy;
- Reinforcing the reporting and monitoring system at the regional level for sound evidence and analysis, supporting policymaking and facilitating the sharing of good practices;
- Advancing financing mechanisms at the regional level.

To ensure effective feedback loops between the global, regional and subregional/national levels, the region's representatives to the global HLSC have been Regional Committee members automatically and all subregions had seats at the Regional Committee.

5.2 Main TES follow-up activities implemented and planned

To ensure the follow-up to the Transforming Education Summit, the RSC's Executive Secretariat is developing a Work Plan Proposal aligned with the Road Map 2022-2025 through a participatory approach. The 2022 – 2025 Work Plan Proposal is articulated around four strategic milestones:

- 1) Follow-up to the national consultations and commitment declarations uploaded by LAC region.
- 2) Policy Dialogue Meetings:
 - First in-person meeting of the RSC to discuss and approve the 2022 – 2025 Work Plan Proposal to be held on 15 and 16 May in Patzcuaro, Mexico;
 - The Ministry of Education of Chile has proposed a regional meeting of Ministers of Education to be held in the second half of 2023 to evaluate developing TES commitments and to establish a Regional Strategy for Educational Reactivation and Transformation.
- 3) Permanent Forum for Educational Recovery and Transformation: A permanent forum on educational recovery and the activation of a Regional Innovation Network are planned.
- 4) Consultation Mechanisms: around follow-up to the regional framework for frameworks of the Third World Conference on Higher Education, Seventh International Conference on Adult Education (CONFINTEA VII) and World Conference on Early Childhood Care and Education.

National statements of commitment were submitted by 28 countries in the Latin American and Caribbean region. UNESCO analyzed them and identified the nine thematic areas found. A further analysis will identify the mechanisms implemented (or to be implemented) to achieve these commitments.

5.3 Existing/planned regional programmes and activities related to the HLSC’s Functional Areas

FA1 (evidence-based policy):

- **Regional Consultations:** To respond to Member States’ needs, UNESCO carries out frequent consultations with Ministries of Education and relevant stakeholders. The RSC and UNESCO Santiago convene and facilitate Member States and regional partners’ participation in these consultations to find a common ground and to position LAC’s perspectives in global discussions around critical topics. Examples include sub-regional consultations on adult learning and education prior to the CONFINTEA VII and regional consultation on Early Childhood Care and Education and others;
- **UNESCO Regional Strategy on Human Mobility for LAC 2022-2025:** To support Ministries of Education in guaranteeing the right of people on the move to an equitable and quality education, the Regional Strategy is organized into 4 pillars: Strengthening the multilateral, regional educational response to human mobility; Planning for inclusive and equitable access to education systems; Ensuring the provision of inclusive and enabling educational and social environments; and promoting lifelong learning opportunities and educational recognition.

FA2 (Data and monitoring):

- **SDG 4 Regional Monitoring:** UNESCO Santiago in collaboration with UNICEF LACRO and ECLAC elaborated a regional report with a selection of data and indicators obtained from the global and thematic monitoring frameworks of SDG4, an overview of the region’s educational and social situation and an analysis of the trends in education policy in the key thematic areas related to the achievement of the established goals;
- **Latin American Laboratory for the Assessment of the Quality of Education (LLECE):** To measure learning outcomes and other key indicators. For more than 25 years, the LLECE has contributed to monitoring the learnings of primary school students through its Comparative and Explanatory Regional Study (ERCE).

FA3 (Education finance): Introduce noteworthy relevant regional programmes or activities implemented by the RCM or the HLSC regional organizations.

- The SDG4 Regional Report dedicates a special chapter to education financing. Argentina stands out in the region for its advocacy around this challenge. The Minister of Education of Argentina, Jaime Perczyk, participated in the 2023 Spring Meetings of the World Bank and the IMF.

5.4 Regional events and milestones 2023

Date	Event/Milestone	Expected outcome
19 January	Announcement of the new composition of the SDG 4 Regional Steering Committee (online)	Regional public projects, political and technical dialogue, alignment of agendas
22-23 March	High-Level Meeting - Commitment to Action on Fundamental Learning and Recovery: Latin America and the Caribbean Commit! (Bogota)	Political and technical dialogue, monitoring, alignment of agendas

13-14 April	Meeting "States participating in the New Regional Agreement for the Recognition of Studies, Degrees and Diplomas in Higher Education in Latin America and the Caribbean" - New Regional Agreement (Colonia de Sacramento, Uruguay)	Regional public projects, political and technical dialogue, alignment of agendas
15-16 May	First in-person meeting of the SDG 4 Regional Steering Committee to approve the 2022-2025 Work Plan Proposal (Pátzcuaro, Mexico)	Political and technical dialogue, monitoring, alignment of agendas
30-31 May and 1-2 June	Regional Forum "Education Beyond Frontiers" + UNESCO Global Meeting on Education in emergencies (Barranquilla, Colombia)	Regional public projects, political and technical dialogue
27, 28 and 29 June	LAC Regional Meeting for the Education for Sustainable Development 2030 Network (Buenos Aires, Argentina)	Regional public projects, alignment of agendas
4, 5 and 6 July	ERCE National Coordinators Meeting (Buenos Aires, Argentina)	Knowledge management, monitoring
6 July	International seminar on regional evaluation systems as a contribution to the 2030 Agenda (Buenos Aires, Argentina)	Knowledge management
26 July	Global Launch of the GEM 2023 Report on Technology and Education (Montevideo)	Regional public projects, knowledge management, monitoring
October (TBC)	Ministerial meeting on TES commitments progress (Chile)	Political and technical dialogue, advocacy, monitoring, alignment of agendas
3, 4 and 5 October	Regional Education Policy Forum "Education and Technology" (online)	Regional public projects, political and technical dialogue
23-24 October	Ministerial Summit for the Regional Council on Ethics in Artificial Intelligence (Chile)	Regional public projects, advocacy
25, 26 and 27 October	Higher Education +5 Regional Conference (TBC)	Regional public projects, knowledge management

Annex 1: HLSC decisions

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-ups 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).

Annex 2: Updates on the Global Initiatives

Initiative	Overview and updates
<p>Greening Education Partnership: Getting Every Learner Climate-ready</p>	<p>Convenors Japan, UK and UNESCO</p> <p>Members (as of 20 April 2023)</p> <ul style="list-style-type: none"> • Member States members: 45 countries • Stakeholder members: 580+ organizations including UNEP, UNFCCC, UNICEF, ILO, WFP, IRENA, UNITAR, UNU, European Commission, GPE, Dubai Cares, Aga Khan Foundation, Office of Climate Education, Microsoft, Huawei, Plan International, Education International and FEE <p>Objective Foster synergistic and scaled-up strategic implementation; knowledge management and research in support of a vibrant community of practice; advocacy and communication; and monitoring of progress to inform global efforts on climate change education as part of the overall work on Education for Sustainable Development (ESD).</p> <p>Expected results</p> <ol style="list-style-type: none"> 1. Greening schools: All countries will have adopted a green school accreditation scheme with at least 50% schools, colleges, and universities with green accreditation and operating sustainably. 2. Greening learning: The number of countries which include climate education in school curricula at the pre-primary, primary, and secondary levels will have at least doubled from the current ~ 45%. 3. Greening teacher training and education systems' capacities: All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school. 4. Greening communities: All countries will be able to report at least 3 different ways learning opportunities are made available for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change. <p>Indicator: (currently under methodological development) Countries' policy intent to cover climate change, biodiversity and sustainability mapped from relevant policy documents (e.g. national curriculum frameworks, education sector plans, laws and policies).</p> <p>Target countries Global (all countries)</p> <p>Main activities, milestones and timeline The Partnership convenes organizations and Member States who are already engaged in supporting actions related to the vision and the 4 pillars and will benefit from existing networks and already planned meetings to bring together these partners to encourage accelerated, scaled-up and coordinated action.</p>

Timeline	Activity	Comments
19 Sep. 2022	Launch of GEP at TES	
10 Nov. 2022	Inaugural meeting of GEP at COP27	
9 Dec. 2022	First technical level meeting on GEP – agreement on key activities for 2023 (e.g. a baseline study, matching, com & advocacy, first meeting, MPTF)	Discussion on draft governance & ToR
Spring-Summer 2023	<ul style="list-style-type: none"> Member States Information meeting (Feb.) UNESCO internal agile meetings (bimonthly) 1st working group meetings (Apr.) Education World Forum 2023 (May) Member States meeting (June) Multi-Partner Trust Fund (MPTF) kick-off (June) 2nd working group meetings (July) 	
Sep. 2023	UN SG SDGs Summit	Advocacy on GEP
Nov. 2023	UNESCO 42nd General Conference	Advocacy on GEP
Nov. - Dec. 2023	COP28, UAE (30 Nov. - 12 Dec. 2023)	High-level event on education by the GEP
Dec. 2023	Global ESD-Net 2030 meeting, Tokyo, Japan	Advocacy on GEP

Progress to date

- Member States have been briefed and invited to join the Partnership through an information meeting on 7 February 2023 and an official invitation letter from UNESCO ADG with supporting statements of the co-conveners Japan and UK. To date 45 countries have joined the Partnership, with more expected to join.
- Draft Terms of Reference of the Partnership has been developed based on inputs from stakeholder members and is to be finalized after consultation with Member State members.
- Governance of the Partnership is being set up with 11 organizations volunteering to assume the co-coordinator role of the four working groups and an Advisory Group is under finalization.
- First meetings of the four working groups have been organized in April 2023, convening on average 170 representatives of organizations per meeting, to discuss the terms of reference and joint areas of work.
- UNESCO agile team on greening education regularly meets—every 2 months since February—convening on average 100 colleagues across all sectors, offices and institutes.
- Discussions on the engagement of the Partnership at COP28 have been advancing in close collaboration with the UAE’s Ministry of Education, including on first-ever Head of State meeting on climate education, education pavilion, first annual meeting of the Partnership.
- Multi-Partner Trust Fund on greening education partnership is being developed with UNESCO, UNEP and UNFCCC confirmed as official co-hosts.

	<p>First co-creation meeting of the early champions is expected to take place in Dubai in June 2023, hosted by the Minister of Education, UAE.</p>
<p>Gateways to Public Digital Learning</p>	<p>Convenors UNESCO and UNICEF</p> <p>Objectives Support countries to advance progress toward the two TES commitments on ‘digital learning content’:</p> <ul style="list-style-type: none"> ● Establish and iteratively improve public digital learning platforms with high quality, curriculum-aligned education resources, ensuring they are free, open and accessible for all, in line with UNESCO’s Recommendation on Open Educational Resources, while also protecting the privacy, safety and data security of users and ● Ensure these platforms empower teachers, learners, and families, support accessibility and sharing of content, and meet the diverse needs of users including learners with disabilities, speakers of minority languages, girls and women, and people on the move. <p>Expected results</p> <ul style="list-style-type: none"> ● All countries have public digital education platforms with quality-ensured and curriculum-aligned content and are accessible to all learners and educators <u>Indicator:</u> Percentage of countries with high-quality and accessible public digital learning portals ● Easy-to-find and easy-to-use digital learning portals and content aligned with relevant curricula <u>Indicator:</u> Existence of well-known, high-quality and government-endorsed digital learning portals with entry points for learners, teachers and families <p>Target countries Global (with a particular focus on low- and middle-income countries that lack public digital learning portals or have poor quality portals)</p> <p>Main activities, milestones and timeline</p> <p>Component 1: Global Gateway to Public Digital Learning Platforms. UNESCO and UNICEF will create a web-based Global Gateway to existing public digital learning platforms created and/or endorsed by ministries of education or other public authorities. The Gateway will be hosted digitally and incorporate various dynamic features to share information about public learning platforms within countries as well as across them. The webspace holding the Gateway aspires to be the most comprehensive and valuable source of information about government-sanctioned public digital learning platforms. It will further help countries benchmark their offerings and provide ideas and inspiration to continually improve them.</p> <p>Component #2. Evidence Generation and Good Practices. Led by UNICEF, this component will aim to create and promote effective practices, research, and evidence about digital education resources and platforms, across different contexts, focusing on equity, scalability, safety, and impact. The component will support informed decision making in countries by disseminating evidence and good practices, as well as promoting and supporting opportunities for institutional cooperation between countries and organizations. Through this</p>

	<p>component, Gateways will highlight examples of high-quality platforms built and improved in different contexts across the globe. It will pay special attention to platforms and resources that are reaching and meeting the needs of marginalized learners. Building on this emerging evidence base of effective practices, this component will include guidance and learning resources for national monitoring and evidence generation.</p> <p>Component #3. Norms and Standards. Led by UNESCO, this workstream will aim to establish international norms and standards to help countries ensure the quality of public digital learning platforms and inform national targets and benchmarks. Based on analysis of existing public platforms and experiences of countries, this component will identify parameters that should be hallmarks of high-quality public platforms for learning. UNESCO stands ready to work closely with and assist countries that might wish to propose a formal UNESCO Recommendation concerning digital learning platforms. Such a Recommendation would establish international consensus about the aims and core characteristics public digital learning platforms.</p> <p>Progress to date</p> <p>For the last months, UNESCO and UNICEF made a significant progress towards the objectives of the initiative:</p> <ol style="list-style-type: none"> 1. UNESCO and UNICEF have been developing a beta version of the web-based Global Gateway portal featuring existing public digital learning platforms sanctioned by ministries of education or other public authorities. The Gateways aims to be the most comprehensive depository of digital public learning platforms worldwide. The Gateway will provide detailed information about public platforms and will include various indicators of quality. 2. UNESCO and UNICEF have formed an international Reference Group that guides the development of the web-based Gateway to public digital learning platforms by providing recommendations and strategic advice. The 19-person Reference Group includes policymakers (Singapore and Greece, co-leads of the TES Action track 4), representatives from the United Nations system and other international organizations, as well as experts from civil society and academia with expertise in the digital teaching and learning. The Group has already had two meetings that focused on Gateways map and identification of tags and categories to describe public digital learning platforms. Members of the Group will support raising awareness about the initiative. 3. On advocacy and communications, UNESCO and UNICEF actively promoted the event at major UN fora and other relevant events, such as an information meeting for UNESCO Permanent Delegations (20 April 2023), an Ambassadorial-level meeting of the Group of Friends for Education and Lifelong Learning, the WSIS Forum 2023, mEducation Alliance, eLearning Africa Conference and others.
<p>Education in Crisis Situations: Partnership for Transformative Actions</p>	<p>Convenors UNESCO, UNHCR, UNICEF, ECW, GPE</p> <p>Objectives</p> <ul style="list-style-type: none"> • Improve equitable inclusive education access and learning outcomes for children and youth affected by crises;

	<ul style="list-style-type: none"> • Protect and improve external financing, ensure it reaches learners equitably and aligns with national planning priorities and commitments to international conventions; • Build inclusive, crisis-resilient education systems that ensure protection of the right to education for children and youth, address the needs of all learners in a holistic way, and include information and tools related to safeguarding health, wellbeing, nutrition, water, sanitation and protection from violence, sexual exploitation and abuse and; • Scale and mainstream high-impact and evidence-based interventions into policy and programming efforts with a focus on eight inter-linked priorities. <p>Expected Results</p> <ul style="list-style-type: none"> • All categories of crisis-affected populations are included and learning in systems supported by multi-year national policy, planning, budgets and implementation. • Evidence-based policy and programming interventions include crisis-affected populations <p><u>Indicators:</u></p> <ul style="list-style-type: none"> • Proportion of crisis-affected learners that are included in national education systems • Proportion of countries that include crisis-affected learners in national learning assessments • Number of CtA countries that implement 3 or more high-impact Transformative Actions related to teachers, community participation, gender equity, early childhood education, mental health and psychosocial support, digital access, meaningful child and youth engagement <p>Target countries</p> <p>The Global Initiative employs a two-pronged approach: (1) Advocacy and promotion of coherent and aligned approaches to, and financing for, education in crisis situations at <u>global level</u> and (2) targeted support at <u>national level</u>, particularly for the eight indicative transformative actions</p> <p>For the second approach, the following countries have been identified based on multiple criteria, such as TES EIE Champion States, geographical representation, characteristics and diversity of displaced populations, priority countries for programmatic support, strength of policy commitments, and the number of hosted refugees: Colombia, Ecuador, Yemen, Jordan, South Sudan, Ethiopia, Uganda, Niger, Zambia, Afghanistan/Iran/Pakistan, Ukraine, Haiti, Iraq and Bangladesh.</p> <p>Main activities, milestones and timeline:</p> <p><u>Global level:</u></p> <ul style="list-style-type: none"> • Joint high-level and technical advocacy for endorsement and promotion of coherent and aligned approaches to and financing for education in crisis situations based on/using the Call to Action in and through key global opportunities and milestones, such as the below in 2023: <ul style="list-style-type: none"> - Education Cannot Wait High Level Financing Conference (February 2023); - European Humanitarian Forum (March 2023); - Fifth United Nations Conference on Least Developing Countries Conference (March 2023); - INEE Data Summit (April 2023); - Global Education Cluster Partners Forum (June 2023);
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	<ul style="list-style-type: none"> - UN Peacebuilding Commission and International Day to Protect Education from Attack (September 2023); - WISE (November 2023); - COP28 (December 2023); and - Global Refugee Forum (December 2023) <ul style="list-style-type: none"> • Positioning of existing global initiatives as operational activities of the Global Initiative, for instance, Initiative for Strengthening Education in Emergencies Coordination (ISEEC) co-led by two co-convenors, UNICEF and UNHCR, together with INEE and Global Education Cluster (UNESCO joined in February 2023 upon invitation) • Monitoring of the commitments to operationalizing the Call to Action of the Global Initiative by Member States and partners <p><u>National level:</u></p> <ul style="list-style-type: none"> • Provision of context-specific support to accelerate access to education and attainment of learning outcomes through programmes funded by donors and multilateral funding mechanisms, primarily ECW and GPE, in line with National Statements of Commitment • Promotion of joined-up and coherent approaches to coordination (Education Cluster, Refugee Working Group and Local Education Group) and financing • Targeted support to inclusion and implementation of the eight transformative actions in national plans, strategies, and programmes <p>Progress to date</p> <p><u>Global level</u></p> <ul style="list-style-type: none"> • Endorsement of the Global Initiative’s Call to Action by 35 affected and donor countries and more than 100 organizations drawn from UN/Multilateral, international and national civil society organizations, and the private sector • Joint organization of, and participation in, high-level fora led by one or more Co-convenors <ul style="list-style-type: none"> - February 2023: ECW High Level Financing Conference: A plenary session titled ‘Beyond the Transforming Education Summit’ and multiple parallel sessions related to the Global Initiative - March 2023: Education in Emergencies Conference on the margins of the European Humanitarian Forum, led by a co-convenor UNICEF, together with the European Commission - March 2023: Side event on the recognition of prior learning through the UNESCO Qualifications Passport, led by UNESCO, together with Education Above All Foundation • Initiation of the substantive preparatory work to fully anchor the Education Pledge of the UNHCR Global Refugee Forum along the four objectives of the Global Initiative (Lead: UNHCR) • Initiation of the planning for a special session on education in the UN Peacebuilding Commission, together with the fourth commemoration of the International Day to Protect Education from Attack at the UN HQ in September 2023 (Lead: UNESCO) • Setting up of a secretariat of the Global Initiative (Lead: UNESCO)
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	<p>National level</p> <ul style="list-style-type: none"> • Organization of briefing meetings with UNESCO Field Offices covering the 14 Target Countries to identify entry points, find synergies with the outcomes of national consultation processes and National Statements of Commitment, and reinforce existing plans, strategies and programmes based on the Global Initiative • Organization of orientation and advocacy sessions with major donors and organizations • Promotion of joined-up coordination and financing (e.g. Ukraine through GPE and ECW financing) • Support to implementation of the eight transformative actions, for instance: <ul style="list-style-type: none"> - Recognition of prior learning: Iraq, Zambia, Uganda - Mental health and psychosocial support: Ukraine - Digital access and teachers: Ukraine - Teachers: Iran - Community participation: Afghanistan
<p>The Coalition for Foundational Learning</p>	<p>Convenors USAID, FCDO, World Bank, UNICEF, Bill & Melinda Gates Foundation and UNESCO</p> <p>Objective Rapidly accelerate progress towards reducing the alarmingly high rate of learning poverty globally; by helping countries to access and use data, set ambitious targets and implement plans to achieve them. The Coalition for Foundational Learning was founded in 2022 to bring together partners with a shared commitment to improving foundational learning for all and a desire to work together to drive change more quickly.</p> <p>Expected results Reduce the global share of children unable to read and understand a simple text by age ten, by half, by 2030.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • SDG 4.1.1: Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics. • A range of process indicators such as (non-exhaustive): (i) countries set and pursue targets to reduce learning poverty; (ii) implementation of evidence-based teacher and assessment approaches. <p>Target countries The Coalition intends to have a stronger offer of support for up to 30 committed low- and lower-middle-income countries starting with 5 pilot countries, in addition to global public goods available to all interested countries.</p> <p>Main activities, milestones and timeline For each country endorser, activities will draw on the RAPID framework for learning recovery and acceleration aligned with the Commitment to Action (CtA). The Coalition Secretariat members are progressing activities against the following three pillars: support country-led action and implementation;</p>

	<p>improve learning data and monitoring and; enhance advocacy and communications. These three key pillars underpin the momentum and alignment among Coalition partners at the global and country level:</p> <ol style="list-style-type: none"> 1) Coordinate support to low- and middle-income countries to implement aligned evidenced-based solutions to improve Foundational Learning outcomes at scale. <ul style="list-style-type: none"> • Map relevant offers/existing programmes of global support from Coalition partners and share with country staff. • Plan joint learning and development opportunities to improve foundational learning program implementation. • Support local education working groups to overcome shared challenges and deliver more effective solutions. 2) Support countries to monitor learning progress and improve availability of learning data. <ul style="list-style-type: none"> • Collate common tools as a menu of options available to countries to measure and report on learning, to disseminate and share within and between coalition partners, national governments, and education partners. • Coordinate between agencies to support countries without learning data in rolling out best available resources and tools to measure progress on learning, including through shared training with ‘field staff’. • Support countries to utilize data, share and amplify existing information on learning using available resources and tools. 3) Support strategic advocacy and communications to call for endorsement and implementation of the Commitment to Action, create an enabling environment for policy change, and help drive accountability for implementation. <ul style="list-style-type: none"> • Support for leveraging existing and new data to strengthen the case for investment in foundational learning. • Assist in identifying and building new strategic advocacy partnerships, including with business leaders. • Dissemination of global communications assets with support for adaptation to local contexts, to help build public awareness and drive political will on foundational learning. • Support with developing and implementing national and regional level advocacy and communications strategies. <p>Progress to date</p> <ul style="list-style-type: none"> • Helped to create awareness of and elevate the foundational learning crisis at the highest political levels during the TES, building on the country-level advocacy and consultations and promoted the issue through joint advocacy and communications. As of 20 April 2023, 23 countries and 30+ organizations endorsed the CtA. • Co-Generated and disseminated new global evidence and guidance including the Global Education Evidence Advisory Panel Report: Prioritizing Learning During COVID-19, the State of Learning Poverty: 2022 Update and the Accelerating Learning Recovery: A Guidance Note for Addressing Learning Losses during COVID-19.
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	<ul style="list-style-type: none"> • Hosted high-level events and secured high-level public support for foundational learning (FL). The events include the spotlight session on foundational learning at the TES, a joint panel at the Foundational Learning Exchange in Sierra Leone (see video), and a high-level meeting on foundational learning and recovery in the LAC region (in Colombia). There is another upcoming FL Conference in the MENA region from 22 to 23 May and Pakistan are also considering a similar event. • Integrated new ways of working: Coalition partner staff are meeting regularly, including monthly meetings of the Convener Principals, to maximize opportunities to encourage governments to address the learning crisis and improve implementation quality and efficiency of FL programs. A headline narrative and check-in one pager has been shared with field staff in the priority countries and a further joint field call will be held in mid-May. • Helped elevate the CtA with public audiences, including a Goodwill Ambassador tweet which achieved over 920,000 views.
<p>Global Platform to drive Leadership and Accountability for Gender Equality and Girls’ and Women’s Empowerment in and through Education</p>	<p>Convenors UNESCO and UNICEF</p> <p>Objectives</p> <ul style="list-style-type: none"> • Transformative Leadership to empower girls and women in and through education, transform education systems to advance gender equality, and end harmful gender norms • Transformative Accountability to collectively monitor progress and catalyze action against global commitments to transformative action for gender equality and girls’ and women’s empowerment in and through education • Transformative Innovation to scale up multi-sectoral, cost-effective, gender-transformative solutions that accelerate impact, including through digital innovations • Transformative Data to improve the quality and use of intersectional, gender-responsive data for more effective, targeted planning and efficient tracking of gender equality outcomes • Transformative Financing to close gender disparities in all aspects and at all levels of education, and promote gender-transformative education <p>Expected results</p> <ul style="list-style-type: none"> • Education stakeholders are equipped with robust data and evidence to hold governments, UN and other partners to account on progress against commitments <u>Indicator:</u> Global dashboard tracking achievement of commitments and targets for advancing gender equality in and through education developed • Government leaders, policy-and decision-makers take proactive and transformative measures to address the key barriers and bottlenecks to gender equality in and through education <u>Indicator:</u> Number of national reports presenting country progress in realizing transformative actions and addressing gaps in service provision

	<p>and financing for the promotion of gender equality in and through education produced</p> <ul style="list-style-type: none"> • High-impact transformative solutions and learning to advance gender equality and girls’ and women’s empowerment in and through education are documented, evaluated and shared <p><u>Indicator</u>: Evidence hub that shares high-impact solutions for promoting gender-transformative education developed</p> <p>Main activities, milestones and timeline</p> <ul style="list-style-type: none"> • 2023: Dashboard launched (Nov.); First progress report (Nov.); First Global Platform meeting (Nov.); • 2024: Heads of State mid-term review meeting (UNGA/Sep.); Second Global Platform meeting (Dec., back-to-back with HLSC); • 2025: Third annual report published (Sep.); Third Global Platform meeting; • 2026: Heads of State final review meeting (UNGA/Sept.); Fourth Global Platform meeting (Dec., back-to-back with HLSC) <p>Progress to date</p> <ol style="list-style-type: none"> 1. 68 countries – including 51 lower- and middle-income countries – and more than 160 organizations have now joined the Platform. 2. The operational model for the Platform has been defined and terms of reference articulated: it includes a Leadership Council (including a representative of the SDG4Youth Network), a Core Technical Team, and Workstreams for each of the products (dashboard, reports and evidence hub), led by member organizations. 3. A first meeting of the partnership was held in New York and online on 9 March 2023, on the sidelines of the Commission on the Status of Women. 4. A gender analysis of the TES national commitments has been developed and published, under the title <i>Leave no one behind: Gender equality in Transforming Education Summit national commitments</i> 5. A mapping of existing sources of data and evidence on education and gender equality has been developed to inform development of the global dashboard. Consultations with partners with experience of accountability platforms have been initiated to identify lessons learnt.
<p>Global Youth Initiative</p>	<p>Convenor UNESCO/SDG4 Inter-Agency Secretariat</p> <p>Partners (as of 20 April 2023) Global Education Monitoring Report (GEMR), Global Student Forum, Office of the SG Envoy on Youth (OSGEY), SDG4Youth Network, Save the Children, Teach for All, UNESCO (including IIEP and IESALC) UNHCR and UNICEF</p> <p>Objective Ensure meaningful youth engagement and leadership in education policymaking at global, regional and country levels.</p> <p>Expected results</p> <ul style="list-style-type: none"> - Youth have the knowledge and skills to participate meaningfully in decision making for education - Education ministerial staff have the capacity to involve young people in education policymaking and decision-making

- Youth voices are incorporated in national, regional and global education meetings, debates and discussions
- Youth are supported in developing grassroots initiatives aimed at addressing challenges to quality education

Indicator

- A dedicated global indicator to monitor youth participation in decision-making for education is developed under the leadership of the HLSC’s Functional Area 2

Target countries

Global (all countries)

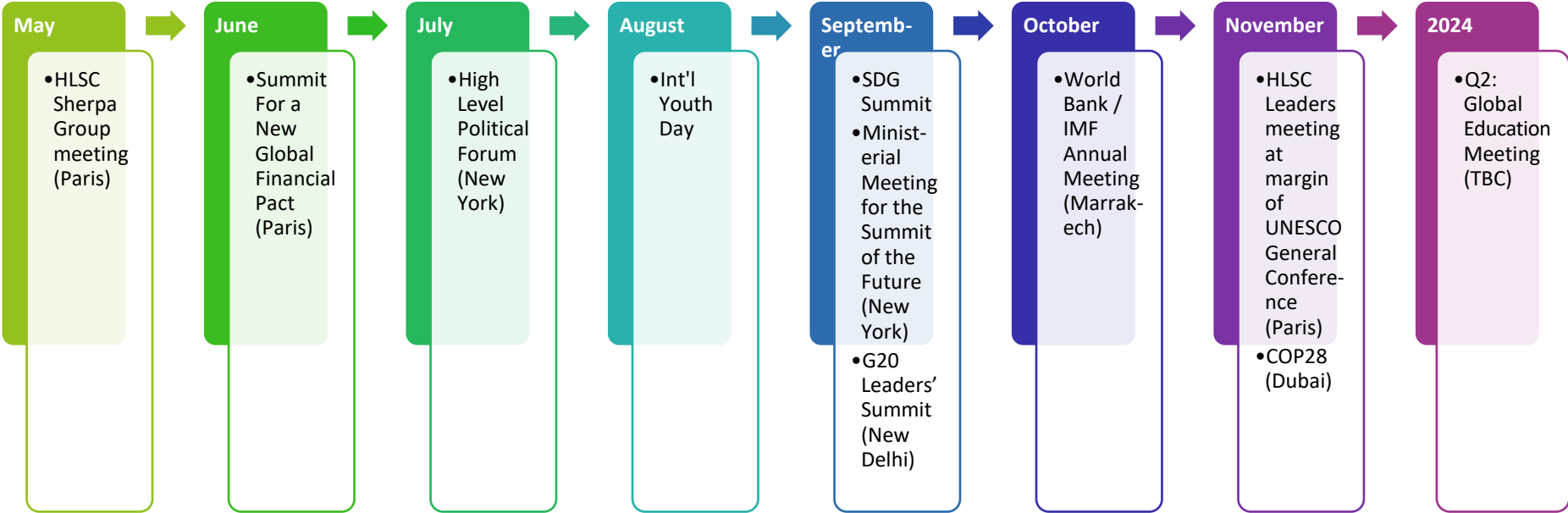
Main activities, milestones and timeline

Timeline	Activity
16 Sept 2022	The Youth Declaration was presented to the Secretary-General as young people's input to the Chair's Summary of the Transforming Education Summit.
Oct-Dec 2022	Bi-weekly partners meetings shapes the Global Youth Initiative
Nov-Dec 2022	7 Regional consultations are held by the SDG4Youth Network to inform the development of the GYI
8-9 December	Leaders adopt decisions to ensure that youth engagement remains central to the Summit Follow up Strategy
24 January 2023	Global Youth Initiative has a ‘soft’ launch on the International Day of Education
6 March 2023	At March Sherpa meeting, the HLSC Youth Representative underscores the significant funding gap needed to implement the Global Youth Initiative

Progress to date

- A comprehensive plan of the initiative with resource requirements has been drafted and finalized
- On 22 February 2023, the GYI partners held their inaugural meeting, followed by a subsequent meeting on April 12th.
- During the HLSC Sherpa meeting on March 6th, a proposal was put forward to encourage Member States and other stakeholders to provide financial support for the GYI.
- UNICEF youth advocates in Thailand have undergone training on youth-led advocacy as part of the capacity building component of the GYI. Similar initiatives are being launched in Sierra Leone, Uzbekistan, and Namibia.
- The SDG4Network, GSF, and OSGEY have provided input to GEMR on the development of the Global Youth Engagement Indicator.
- Advocacy material has been prepared and will be disseminated widely.

Annex 3: Timeline of key events and milestones



Annex 4: SDG 4-Education 2030 High-Level Steering Committee Membership 2022-2023

Member State and Regional Organisation Representatives

Group I (Western Europe and North American)

France

H.E. Mr Pap Ndiaye, Minister of National Education, Youth and Sports of the French Republic

Ms Nathalie Nikitenko, Delegate for European and International Relations and Cooperation

Portugal

H.E. Mr João Miguel Marques da Costa, Minister of Education of the Portuguese Republic

Ms Luísa Ucha, Advisor to the Ministry of Education of the Portuguese Republic

European Commission

Ms Jutta Urpilainen, Commissioner for International Partnerships, European Commission

Mr Martin Seychell, Deputy Director-General DG INTPA, European Commission

Group II (Eastern Europe)

Latvia

H.E. Ms Anita Muižniece, Minister Education and Science of the Republic of Latvia

Ms Laura Treimane, Counsellor for Education and Science, Permanent Representation of the Republic of Latvia to OECD and UNESCO

Slovenia

H.E. H.E. Dr. Darjo Felda, Minister of Education, Science and Sport of the Republic of Slovenia

Mr Aleš Ojsteršek, Education Development and Quality Office Ministry of Education, Science and Sport

Council of Europe

Mr Matjaz Gruden, Director of Democratic Participation

Mr Villano Qiriazzi, Head of the Education Department

Group III (Latin-American and Caribbean)

Argentina

H.E. Mr Jaime Perczyk, Minister of Education of the Argentine Republic

Ms Marina Larrea, National Director of International Cooperation

Colombia

H.E. Mr Alejandro Gaviria Uribe, Minister of National Education of the Republic of Colombia

Mr Juan Felipe Penagos Serna, Chief, Office of Cooperation and International Affairs, Ministry of National Education of the Republic of Colombia

Organization of Ibero-American States for Education, Science and Culture (OEI)

Mr Mariano Jabonero Blanco, Secretary-General

Ms Tamara Díaz, Director of the Education Sector

Group IV (Asia and the Pacific)

Bangladesh

H.E. Dr. Dipu Moni M.P. Hon'ble Minister of Education of the People's Republic of Bangladesh

H.E. Mr Khondker Mohammad Talha, Ambassador, Permanent Delegate of the People's Republic of Bangladesh to UNESCO

China

H.E. Mr Huai Jinpeng, Minister of Education of the People's Republic of China

Mr Qin Changwei, Secretary-General, Chinese National Commission for UNESCO

Southeast Asian Ministers of Education Organization (SEAMEO)

H.E. Ms Sara Zimmerman Duterte, SEAMEO Council President, Vice President and Secretary of Education of the Republic of the Philippines

Dr. Habibah binti Abdul Rahim, Director, SEAMEO Secretariat

Group V (a) (Africa Region)

Côte d'Ivoire

H.E. Ms Mariatou Kone, Minister of National Education and Literacy of Côte d'Ivoire

Mr Kouassi Kouakou Eloi Noël, Inspector and Head of Education, Technical Advisor to the Minister of National Education and Literacy of Côte d'Ivoire

Sierra Leone – HLSC co-Chair

H.E. Mr Julius Maada Bio, President of the Republic of Sierra Leone (Leaders Group Co-Chair)

H.E. Mr David Moinina Sengh, Minister of Basic and Senior Secondary Education (Sherpa Group Co-Chair)

African Union

H.E. Prof. Mohamed Belhocine, Commissioner for Education, Science, Technology and Innovation (ESTI)

Mr Hambani Masheleni, Ag. Head of Education Division

Group V (b) (Arab Region)

Jordan

H.E Prof. Azmi Mahafzah, Minister of Education and Higher Education of the Kingdom of Jordan

Ms Ibtisam Ayoub, Secretary General, Jordan National Commission for Education, Culture and Science

Morocco

H.E. Mr Chakib Benmoussa, Minister of National Education, Preschool and Sports, President of the National Commission for Education, Science and Culture of the Kingdom of Morocco

Mr Adil Bajja, Director of Strategy, Statistics and Planning

ALECSO

Mr Mohamed Ould Amar, Director General

Mr Hechmi Ardhaoui, Education Expert

Multilateral Organisations/Banks/Funds Representatives

GPE

Ms Laura Frigenti, Chief Executive Officer

Mr Charles North, Deputy Chief Executive Officer

OECD

Mr Mathias Cormann, Secretary-General

Mr Andreas Schleicher, Director for Education and Skills, Special Advisor on Education Policy to the Secretary-General of the OECD

UNICEF

Ms Catherine M. Russell, Executive Director

Mr Rob Jenkins, Global Director, Education and Adolescent Development

World Bank

Ms Mari Pangestu, Managing Director, Development Policy & Partnerships

Mr Jaime Saavedra, Global Director Education

Development Cooperation (Donor) Representative

Spain

H.E. Mr José Manuel Albares Bueno, Minister of Foreign Affairs, European Union and Cooperation

Ms María Pilar Moreno Fernández, Head of Unit, Decentralized Cooperation and Education, DG for Sustainable Development Policies, State Secretariat for International Cooperation

Civil Society Representative: CCNGO on Education 2030

Mr Refat Sabbah, President, Global Campaign for Education

Ms Helen Dabu, Secretary General, Asia South Pacific Association for Basic and Adult Education

Teacher Organization Representative

Education International

Mr David Edwards, General Secretary

Ms Antonia Wulff, Director of the Research, Policy and Advocacy Unit

Foundations and Private Sector Representative (shared seat)

Mr Simon Sommer, Co-Chief Executive Officer, Jacobs Foundation

Ms Camilla Croso, Director of Education, Open Society Foundations

Youth and Student Representative

Ms Kenisha Arora, SDG4Youth Representative, Europe and North America

Ms Doris Mwikali, SDG4Youth Representative, Africa

UNESCO (ex officio member) – HLSC co-Chair

Ms Audrey Azoulay, Director-General (Leaders Group Co-Chair)

Ms Stefania Giannini, Assistant Director-General for Education (Sherpa Group Co-Chair)

Standing invitation to attend HLSC Leadership Group meetings

The Rt. Hon. Gordon Brown, UN Special Envoy for Global Education

Ms Jayathma Wickramanayake, UN Secretary-General's Envoy on Youth



Global Education
Cooperation Mechanism
HLSC Sherpa Group

HLSC Sherpa Group Meeting

31 May-1 June 2023

This background document has been prepared for a High-Level Steering Committee Sherpa Group meeting.

Read more about the [Global Education Cooperation Mechanism](#)

Stay in touch



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