SDG 4-Education 2030

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Integrated SDG Agenda

Health and well-being
Target 3.7: By 2030, ensure universal access to sexual and reproductive health -care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

Gender equality:
Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education

Decent work and economic growth
Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training

Responsible consumption & production
Target 12.8: By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

Climate change
Target 13;3 : Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

Sustainable Development Goal 4 & Targets

▶ **Goal 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

Outcome Targets [7]

4.1 Quality primary & secondary education

4.2 Early childhood & pre-primary education

4.3 Equal access to TVET & higher education

4.4 Relevant skills for work

4.5 Gender equality & equal access for all

4.6 Youth and adult literacy

4.7 Global Citizenship Education

Means of implementation [3]

4.a Learning environments

4.b Scholarships for higher education

4.c Teachers

Vision/Rationale and Key Principles

▶ A single universal agenda: Education 2030 = SDG 4

▶ Human right and public good

▶ Comprehensive, holistic, ambitious, aspirational and universal

▶ Transformative, leaving no one behind

▶ **Lifelong learning** approach focus on skills for work and life

▶ **Focus on quality and learning outcomes**

▶ Addressing unfinished business of EFA and MDGs and current and future challenges

Looking back-going forward: ECCE in the global development agenda

EFA: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

MDGs: Reduce child mortality
Eradicate extreme poverty and hunger
Achieve universal primary education

SDG 4.2: By 2030, ensure that *all girls and boys have access to quality early childhood development, care and pre-primary education* so that they are ready for primary education

Progress since EFA – MDGs in Sub-Saharan Africa

▶ **Drop in child mortality rates**

 o On average child mortality fell from 188 to 158 deaths per 1,000 live births - by 2013 reached 93

▶ **Improved Nutrition improved since 1990**

 o Percentage of stunted children fell from 48% to 38% between 1990 and 2013

▶ **Expansion in Pre-primary education (with caveats)**

 o Pre-primary enrolment rose by two and half times - GER still very low - 20% in 2012

 o Uneven progress, access dependent on location, wealth etc.

 o Rising private sector provision

 o Increase in %age of trained pre-primary teachers but limited data
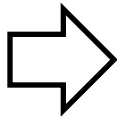
 o High pupil/teacher ratios are

Key indicators for EFA goal 1
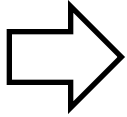
Care ⇒
- Under 5 mortality rate
- Moderate or severe stunting (children under age 5)

Education ⇒
- Total enrolment
- Gross enrolment ratio
- Gender parity index of GER

Limitations of EFA goal 1

▶ No clear established target or indicator on ECCE

▶ Narrow agenda to universalization of primary education and losing sight of ECCE

▶ Huge diversity and disparities in the multisector provision of ECCE services

Enhancing access to quality ECCE: Opportunities and Challenges

- One year free compulsory quality pre-primary education
- Access to quality holistic early childhood development, care and education
- Integrated and inclusive policies and legislation
- Monitoring of children's development and learning from an early stage at individual and system level
- School readiness

- How to establish a common understanding and holistic interpretation of "developmentally on track"?

- Is it possible to adopt a globally-comparable approach to measuring early childhood development and learning?

Coordination of SDG4-Education 2030
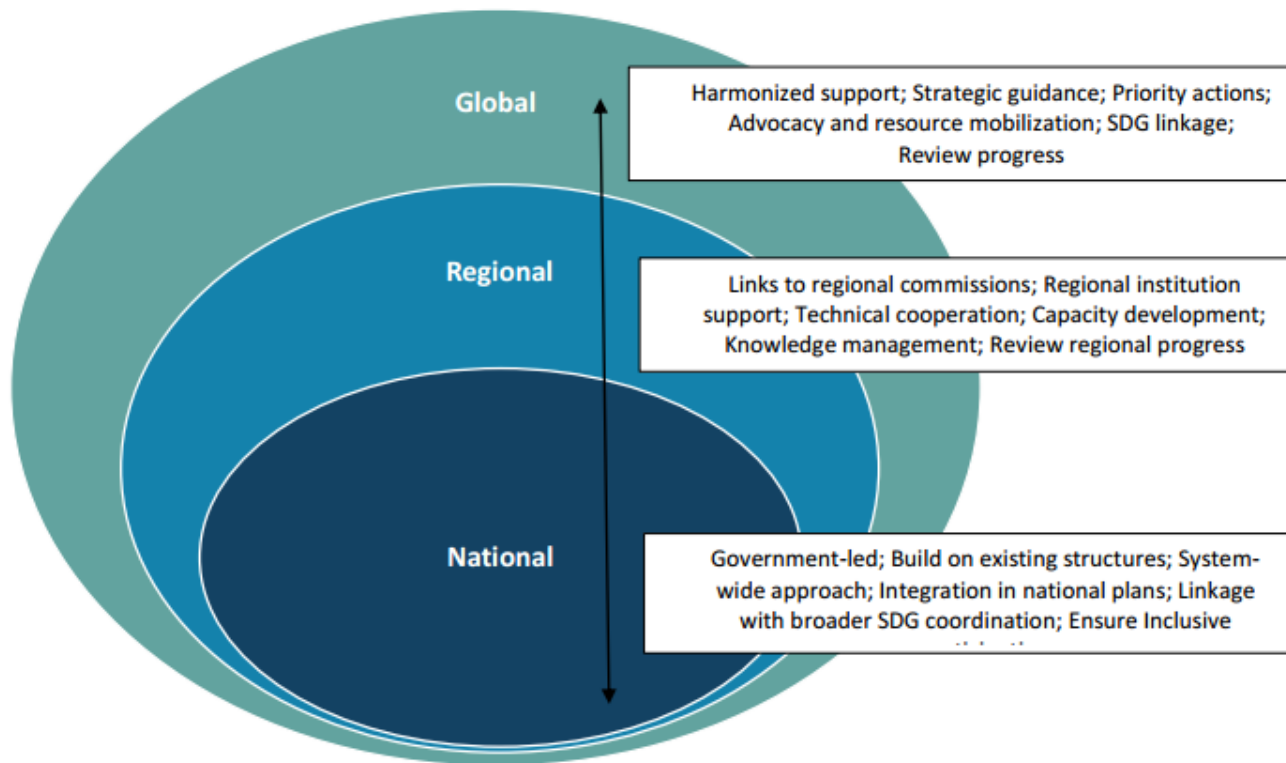
SDG4-Education 2030 Steering Committee

Composition:

3 Member State representatives for each of the six regional groups
1 representative of the E-9 countries
UNESCO, UNICEF and the World Bank and one representative of the other convening agencies (ILO, UNDP, UNHCR, UNFPA, UN Women) 1 representative of the GPE 1 representative of the OECD
1 representative of teachers organization
2 representatives of NGOs
1 representative from regional organizations for each of the six regions

Mandate:

Support Member States and partners in achieving Education 2030

Coordination of SDG4-Education 2030

▶ **National coordination mechanisms:**

  o Participation of all stakeholders in national level coordination mechanisms

  o Building on existing national structures and with full consideration of a system-wide approach to policy and planning

  o Ensuring appropriate education sector links to cross-sectoral national efforts and processes, including strengthening intergovernmental cooperation, which is particularly important for ECCE

➢ **Regional level coordination:**

  o Including co-convening agencies, regional organisations, regional CSO networks and other regional partners

  o Regional consultations initiated by UNESCO resulting into roadmaps to support the integration of SDG4-Education 2030 in national policies and plans

  o In West and Central Africa a regional coordination group on SDG4-Education 2030 was established in May 2016(WCA-SDG4)

Foundation for Country-led Action for Implementing SDG-Education 2030

- Regional, sub-regional and national consultations and awareness raising

- Mapping policies, plans, planning cycles, data

- Identifying needs and priorities re SDG4-Education 2030

- Planning mainstreaming/integration of SDG4-Education 2030 in ESPs

- Strengthening/setting of up regional/sub-regional and national coordination and monitoring mechanisms

Review of Policies, Plans and Data

Map and/or review existing laws, plans, policies and planning cycles	**Identify national priorities in light of SDG4-Education 2030**	**Plan mainstreaming/integration of SDG4-Education 2030 into SWPPs as appropriate based on context and identified priorities**
Inform MS on global and thematic indicators and initiate reflections on national indicator development as required	**Review the relevance of the existing national and sub-national statistics vis-à-vis the Education 2030 targets**	**Map available data and data sources for Education 2030 indicators (led by UIS)**

Review and Reporting process

▶ Based on regular, voluntary and inclusive country-led reviews of progress at national level feeding into regional and global reviews

▶ Regional reviews to be supported by Regional Commissions, regional organizations, UN

▶ Global SDG Reporting: Two annual reports: 1) A SG report to UNGA and 2) A report for the general public

UNESCO Support for SDG4-Education 2030 implementation

UNESCO mandated role to lead and coordinate SDG4-Education 2030 including through:

▶ Advocacy for political commitment and resource mobilization

▶ Capacity development

▶ Policy dialogue and advice, knowledge-sharing, standard-setting

▶ Facilitating South-South and triangular cooperation

▶ Convening global, regional and national stakeholders

▶ Monitoring progress through UIS and Global Education Monitoring (GEM) Report

Thank you

Regional Technical Workshop within the Framework of the Measuring Early Learning Quality and Outcomes initiative (MELQO): Dakar Senegal, 27-28 July 2016