

Europe and North America Education 2030 consultation

Strasbourg, 24 October 2018
Room 1, Palais de l'Europe, Council of Europe

Concept Note and Agenda

1. Background

[Transforming our World: The 2030 Agenda for Sustainable Development](#) adopted by governments at the UN General Assembly in September 2015 is the most ambitious, aspirational and universal development agenda to date. Based on a shared global vision, the Agenda is a commitment to eradicate poverty and achieve sustainable development for all by 2030. The central principle of “leaving no-one behind” requires that the right to inclusive and equitable quality education and lifelong learning opportunities be realized for all children, youth and adults as per the collective commitments outlined in 2015 [Incheon Declaration and the Education 2030 Framework for Action](#). As both a stand-alone goal (SDG4), as well as a set of education targets related to health, decent work, gender equality and to sustainable production and consumption, education is at the center of the 2030 agenda and is recognized as a catalyst for the achievement of all its goals. Since 2015, Member States in all regions of the world have made efforts to align their national education policies and strategies with the commitments of the 2030 Agenda for Sustainable Development. This has included efforts to strengthen policy focus on the most vulnerable populations, to ensure more effective and relevant learning both for the world of work as well as for citizenship, to adapt education sector coordination, management and monitoring, and to strengthen linkages with other development sectors.

Education is key to building and maintaining the kind of society in which we would like our children and grandchildren to live. Education should prepare for life as active citizens in democratic societies and for sustainable employment as well as further the personal development of learners and develop a broad, advanced knowledge base¹. Sustainable development requires the commitment of individual citizens and civil society as well as of public authorities and can therefore be fully achieved only in democratic societies. An essential goal of education is to develop the competences for democratic culture² that enable democratic

¹ Recommendation CM/Rec(2007)6 by the [Council of Europe's] Committee of Ministers to member states on the public responsibility for higher education and research. The four major purposes of higher education as outlined in this Recommendation apply also to other levels and strands of education.

² See the Council of Europe's Reference Framework of Competences for Democratic Culture as well as Recommendation CM/Rec(2007)6 by the [Council of Europe's] Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

institutions and laws to function in practice. Our understanding of quality education must encompass the role of education in society as well as social inclusion: no education system can be considered of high quality unless it provides adequate opportunities for all learners³.

The European Commission has been using the [Europe 2020 strategy and the Education and Training 2020 strategic framework](#) to measure progress towards the long-term objectives in the EU. This framework relies on seven quantitative benchmarks and a set of qualitative indicators. The progress of EU Member States on six of the benchmarks (early leavers from education and training; tertiary attainment; early childhood education and care; underachievement in basic skills; employment rate of recent graduates and adult learning) is systematically reported and published annually in the Commission's flagship publication, the [Education and Training Monitor](#). The 7th benchmark on learning mobility is being implemented progressively and has suffered from data constraints. On the European level, the European Commission has been using the same indicators and benchmarks to measure EU's progress towards the SDG 4 on education (see [Eurostat's annual SDGs monitoring report](#)). A process is underway in the EU to adapt the monitoring framework after the current strategy has come to an end, i.e. past 2020. The SDGs will be duly taken into account in the EU post-2020 strategy.

2. The Global SDG Review Process

The global process of review of the Sustainable Development Goals (SDGs) comprises a number of processes and mechanisms, including the following:

Voluntary National Reviews (VNRs): In reporting national progress against regional strategies and monitoring frameworks, many countries have prepared or are preparing [Voluntary National Reviews](#) (VNRs) of progress towards the implementation of the SDGs to be presented at the annual High Level Political Forum (HLPF) under the auspices of the UN Economic and Social Council (ECOSOC) in New York. As the main UN platform on Sustainable Development, the HLPF⁴ has a central role in the follow-up and review of the SDGs at the global level. Under the auspices of ECOSOC, the HLPF examines a set of goals annually, as well as their two-way interlinkages - as appropriate. The 2019 HLPF Review will be devoted to the theme *“Empowering people and ensuring inclusiveness and equality”*. This includes an in-depth review of SDG 4 together with the following goals: SDG 8 (Decent work and economic growth); SDG 10 (Reduced inequalities); SDG 13 (Climate action); SDG 16 (Peace and justice); as well as SDG 17⁵ (Partnerships) which is reviewed annually. This will also be the first four-year cycle against which SDG 4 and its interlinkages with other SDGs are reviewed comprehensively. This process aims to facilitate a more in-depth review on progress of all goals over the course of a four-year cycle.

³ Recommendation CM/Rec(2012)13 by the [Council of Europe's] Committee of Ministers to member states on ensuring quality education.

⁴ The forum was created at the United Nations Conference on Sustainable Development in June 2012 (Rio+20) to provide high-level policy guidance and promote and review implementation of sustainable development

⁵ SDG 17 is reviewed annually.

The SDG-Education 2030 Steering Committee: As the main global multi-stakeholder mechanism for consultation and coordination for SDG4, the SDG-Education 2030 Steering Committee⁶ plays a key role in the HLPF 2019 Review process. As mandated by the Education 2030 Framework for Action, the Steering Committee “provides strategic guidance, reviews progress drawing on the GEM report, and makes recommendations to the education community on key priorities and catalytic actions to achieve the new agenda, monitors and advocates for adequate financing, and encourage coordination and harmonization of partner activities.”⁷ In 2018, the SDG-Education 2030 Steering Committee has engaged in global review, monitoring and reporting through the work of the UIS-led [Technical Cooperation Group](#) (TCG), and the [Global Alliance to Monitor Learning](#) (GAML), has followed up on the recommendations of the 2017/18 Global Education Monitoring Report relative to accountability and public reporting on education, and has provided input to the 2018 HLPF Review process.

The Global Education Meeting (Brussels, 3-5 December 2018): As stipulated in the Education 2030 Framework for Action, a Global Education Meeting will be organized 3-5 December 2018 in Brussels, Belgium aiming at achieving the following outcomes:

- An assessment of current progress towards the implementation of SDG4-Education 2030 targets and commitments, identification of bottlenecks impeding progress.
- An identification of strategic areas requiring political guidance and/or intervention for the effective achievement of the global Education 2030 Agenda.
- An agreement reached on key messages to input into the global 2019 HLPF Review and UN General Assembly 2019.
- Strengthened coordination and support for implementation of SDG Education 2030.

Regional Education 2030 consultations: A series of regional Education 2030 consultations are being organized in 2018 in order to feed into the December 2018 Global Education Meeting and the 2019 HLPF Review. These include the [Pan-African High-Level Conference on Education](#) (Nairobi, 25-27 April 2018), the [Asia-Pacific Education 2030 Consultation](#) (Bangkok, 12-14 July 2018), [the Latin American and Caribbean Ministerial Conference](#) (Bolivia, 25-26 July 2018), and an Arab Education 2030 consultation planned for November 2018. The Strasbourg Education 2030 consultation on 24 October 2018 will be a unique opportunity to bring in insight from the Europe and North American regions as part of this global process of review of progress towards the implementation of key SDG4-Education 2030 commitments.

3. The Europe and North America Education 2030 Consultation

Aim and Objectives

It is within this overall framework of regional and global consultations on Education in the 2030 Agenda for Sustainable Development, that the Europe and North America consultation, hosted by the Council of Europe (Strasbourg, 24 October 2018) and convened by UNESCO in close cooperation with the Council of Europe and the European Commission, provides a platform to review progress and prepare input for the Global Education Meeting (Brussels, 3-5 December 2018) and the 2019 HLPF review. In line with regional education policy

⁶ In addition to the Council of Europe and the European Commission, the Steering Group includes Germany, Norway, Turkey as Member State representatives from Group I and Bulgaria, the Czech Republic, the Russian Federation as Member State representatives from Group II

⁷ Education 2030 Framework for Action, Para 94.

priorities, and building on existing regional coordination and mechanisms, the consultation will review national and regional strategies that aim:

1. To further inclusion and equity in education with a particular focus on ensuring the right to education for refugees, migrants and asylum seekers in a lifelong learning perspective.
2. To enhance the relevance of education and learning at all levels for democratic citizenship and inclusive social development in line with the SDG4 focus on education for global citizenship and sustainable development.
3. To improve the effectiveness and equity of both domestic financing and international aid with a focus on communities and countries most in need.
4. To strengthen the monitoring of equity and quality in education and the interlinkages between national, regional and global monitoring of education goals, targets and commitments.

Panels

Each of these topics will be examined in separate panels, each introduced through a background paper that provides a set of guiding questions for the debate. Each panel will consist of 4-5 short presentations from country and regional perspectives, followed by plenary debate. Each session will conclude with a set of 2 key policy recommendations.

Expected outcome

Endorsement and adoption of a European and North American statement to feed into the Global Education Meeting (Brussels, 3-5 December 2018) as part of the global 2019 review of education in the 2030 Agenda for Sustainable Development. The statement will focus on strengthening the articulation between national, regional and global efforts to implement 2030 commitments to further inclusion and equity in education, in particular for refugees and migrants, enhance citizenship education in a globalized world, improve financing of education, and strengthen the monitoring of equity and quality.

Participants

- Representatives of UNESCO Group I and Group II Member States
- UN co-convening agencies and affiliated organizations
- Bi-lateral development agencies
- Regional organizations
- The teaching profession, civil society organizations, youth and student representatives
- The private sector, foundations
- Academia

Working languages

English and French; simultaneous interpretation between them will be provided.

Working documents

- Concept note/agenda
- Background papers for the 4 panel sessions [with guiding/focus questions and proposed recommendations to be examined]
- Draft outcome document as input into the Global Education Meeting (Brussels, 3-5 December 2018)

Agenda

Wednesday, 24 October 2018

| | |
|---------------|---|
| 08:30 – 09:00 | Registration |
| 09:00 – 09:30 | <p>Opening Remarks</p> <p>Chair: Director of Democratic Participation, Council of Europe</p> <ul style="list-style-type: none"> - Mr Matjaž Gruden, Director of Democratic Participation, Council of Europe - Ms Henriette Geiger, Director for People and Peace, Directorate General for International Cooperation and Development (DG DEVCO), European Commission. - Ms Stefania Giannini, Assistant Director-General for Education, UNESCO |
| 09:30 – 10:15 | <p>Education 2030 in Europe and North America</p> <p>Chair: Director Education 2030 Support and Coordination, UNESCO</p> <ul style="list-style-type: none"> - Presentation of agenda / expected outcomes Mr Jordan Naidoo, Director Education 2030 Support and Coordination, UNESCO (5 min). - Overview of SDG4 global indicators in Europe and North America Mr Friedrich Huebler, Head of Section, Education Standards and Methodology, UNESCO Institute for Statistics (10 min). - Country perspectives on SDG4 commitments Mr Manos Antoninis, Director, Global Education Monitoring Report, UNESCO (10 min). - Plenary discussion (20 min). |
| 10:15 – 11:15 | <p>Panel 1: Inclusion and equity with a focus on the right to education of migrants and refugees</p> <p>Education 2030 posits inclusion and equity as the central policy lens for education policy and planning. In the European region, ensuring the right to education and training of migrants, refugees, and asylum seekers constitutes a strategic policy dimension of ensuring equity and inclusion in education, contributing to more inclusive social development. The panel will examine national challenges and achievements referring to such experiences as language provision for refugees and recognition of qualifications of refugees.</p> <p>Moderation: UNESCO Assistant Director-General for Education</p> <p>Panelists: Canada, Greece, Italy, Turkey, UNHCR, UNICEF</p> |
| 11:15 – 11:30 | Break |
| 11:30 – 12:30 | <p>Panel 2: Education for democratic citizenship and inclusive social development</p> <p>The SDG4 focus on social and civic learning for citizenship in an interconnected, interdependent and plural world (SDG 4.7) is arguably one of the most innovative aspects of the new global agenda. How to strengthen the interlinkages between efforts to promote democratic citizenship education in the European context with global efforts to promote citizenship in a context of increasing globalization?</p> <p>Moderation: Head of Education Department, Directorate of Democratic Participation / DG Democracy, Council of Europe</p> <p>Panelists: Andorra, European Wergeland Center, CDPPE Chair, Education International, UNESCO</p> |

| | |
|---------------|--|
| 12:30 – 14:00 | Lunch break |
| 14:00 – 15:00 | <p>Panel 3: Improving domestic and international financing for education</p> <p>Financing our shared ambitions to ensure equitable and inclusive quality education and lifelong learning opportunities for all not only requires higher levels of funding, but also more efficient and equitable use of these resources. The Education 2030 Framework for Action sets out a number of benchmarks for domestic financing and many countries in the North have also made commitments relative to the volume and share of ODA to be allocated for education as part of both development and humanitarian assistance. The panel will address both international development and humanitarian aid to education and trends in equity in domestic financing of education.</p> <p>Moderation: Director for People and Peace (DG DEVCO), European Commission</p> <p>Panelists: Aga Khan Foundation, European Commission (Directorate-General for Education, Youth, Sport, Culture), European Commission (European Civil Protection and Humanitarian Aid Operations), Norwegian Agency for Development Cooperation (TBC), Open Society Foundation</p> |
| 15:00 – 15:30 | Break |
| 15:30 – 16:30 | <p>Panel 4: Monitoring equity and quality in education - Strengthening interlinkages between national–regional–global monitoring</p> <p>Monitoring progress in the implementation of regional and global education goals, targets and commitments, is key both for effective policy implementation, as well as for public accountability at national, regional, and global levels. Strengthening monitoring at country, regional and global levels is therefore critical to meet our collective commitments. In doing so, it is important to ensure greater coherence between monitoring frameworks at these three levels.</p> <p>Moderation: Director Education 2030 Support and Coordination, UNESCO</p> <p>Panelists: Belgium, Georgia, OECD, European Commission, UNESCO Institute for Statistics (UIS), Council of Europe.</p> |
| 16:30 – 17:15 | <p>Conclusion and adoption of outcome document</p> <p>Chair: UNESCO Assistant Director-General for Education</p> <ul style="list-style-type: none"> - Presentation of key recommendations from the panel discussions (5 min.) - Plenary discussion on recommendations and endorsement of outcome document |
| 17:15 – 17:30 | <p>Closing remarks</p> <p>Chair: Head, Education Department, Council of Europe</p> <ul style="list-style-type: none"> - Mr Sjur Bergan, Head, Education Department, Council of Europe - Mr Jan Pakulski, Head of Unit at the Directorate-General for Education, Youth, Sport and Culture, European Commission - Ms Stefania Giannini, Assistant Director-General for Education, UNESCO |
| 17:30 | <p>Cocktail (at the Foyer du Comité des Ministres) offered by the Delegation of Belgium to the Council of Europe, the Flemish and the French Community of Belgium, host country of the Global Education Meeting 2018</p> |