

Reviewing progress

Perspectives across countries

Education in the 2019 High Level Political Forum

with emphasis on Voluntary National Reviews and special publication

Global Education Meeting

Brussels, 5 December 2018

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Global Education Monitoring Report



Global
Education
Monitoring
Report

High-level Political Forum

= apex of global SDG follow-up and review process

- ▶ tracks progress
- ▶ provides political leadership
- ▶ makes recommendations on implementation
- ▶ encourages elaboration of coherent policies

Every year, the HLPF carries out progress reviews:

- ▶ **Thematic**

- in 2019: **Transformation towards sustainable and resilient societies**

- ▶ **Goal (rotating)**

- in 2019: **SDG 4** and five other SDGs



Key inputs into the HLPF process

- ▶ Voluntary **national** reviews
- ▶ **Regional** commissions
- ▶ **Intergovernmental bodies**
e.g. **SDG – Education 2030 Steering Committee**
- ▶ **Major groups and stakeholders** (=civil society)
e.g. **Education and Academia group**
- ▶ **Background notes** by UN system by goal
- ▶ UNSG Annual **Progress Report** on SDGs
(+glossy version)



HLPF schedule

Week 1: thematic reviews
(days 1-3 pm); **goal reviews**
SDGs (days 2-4 am):

- Inter-governmental bodies
- papers by major groups
- UN background notes

Week 2: VNRs (first half)
(= 2-3 minutes each!);
goal-wide discussion +
declaration (second half)

+ side events

+ September UNGA

HIGH-LEVEL POLITICAL FORUM ON SUSTAINABLE DEVELOPMENT					
	Monday, 10 July (CR 4)	Tuesday, 11 July (CR4)	Wednesday, 12 July (CR 4)	Thursday, 13 July (CR 4)	Friday, 14 July (CR 4)
9 AM – 1 PM	<p>9:00 – 10:00 AM <u>Opening Scene setting</u> Where are we in year two of implementation of the 2030 Agenda? Introduction of SG's SDGs progress report</p> <p>10:30 AM – 1:00 PM <u>Implementation at the regional and sub-regional levels</u></p>	<p><u>Review of SDGs implementation*</u></p> <p>9:00 – 11:00 AM SDG1</p> <p>11:00 AM – 1:00 PM SDG2</p>	<p><u>Review of SDGs implementation*</u></p> <p>9:00 – 11:00 AM SDG2</p> <p>11:00 AM – 1:00 PM SDGs</p>	<p><u>Review of SDGs implementation*</u></p> <p>9:00 – 11:00 AM SDG9</p> <p>11:00 AM – 1:00 PM SDG14</p>	<p><u>Leveraging interlinkages for effective implementation of SDGs</u></p>
3 – 6 PM	<p><u>Thematic review*</u></p> <p><u>Eradicating poverty and promoting prosperity in a changing world</u> Addressing multi-dimensions of poverty and inequalities</p>	<p><u>Thematic review*</u></p> <p><u>Eradicating poverty and promoting prosperity in a changing world</u> Multi-stakeholder perspectives</p>	<p><u>Thematic review*</u> 3:00 – 4:30 PM <u>Eradicating poverty and promoting prosperity in a changing world</u> – taking forward the SAMOA Pathway</p> <p><u>Eradicating poverty and promoting prosperity in a changing world</u> – taking forward the SAMOA Pathway</p> <p>4:30 – 6:00 PM <u>Eradicating poverty and promoting prosperity in a changing world</u> – how it affects countries in special situations : LDCs and LLDC. It will also discuss special challenges of MICs.</p>	<p><u>Review of Goals/Thematic review*</u></p> <p>3:00 – 4:30 PM SDG17 Investing in and financing for SDGs</p> <p>4:30 – 6:00 PM SDG17 Advancing science, technology and innovation for SDGs</p>	<p>3:00– 5:00 PM SDG17 <u>Science policy interface and emerging issues</u></p> <p>5:30 – 6:00 PM <u>Wrap-up session of the first week</u></p>

Voluntary National Reviews

About 40 VNRs per year

Common reporting **guidelines**
and **handbook** for preparation:

- ▶ align with national frameworks
- ▶ integrate three pillars
- ▶ set goals and targets
- ▶ leave no one behind
- ▶ outline institutional mechanisms

111 results | in 2016, 2017, 2018

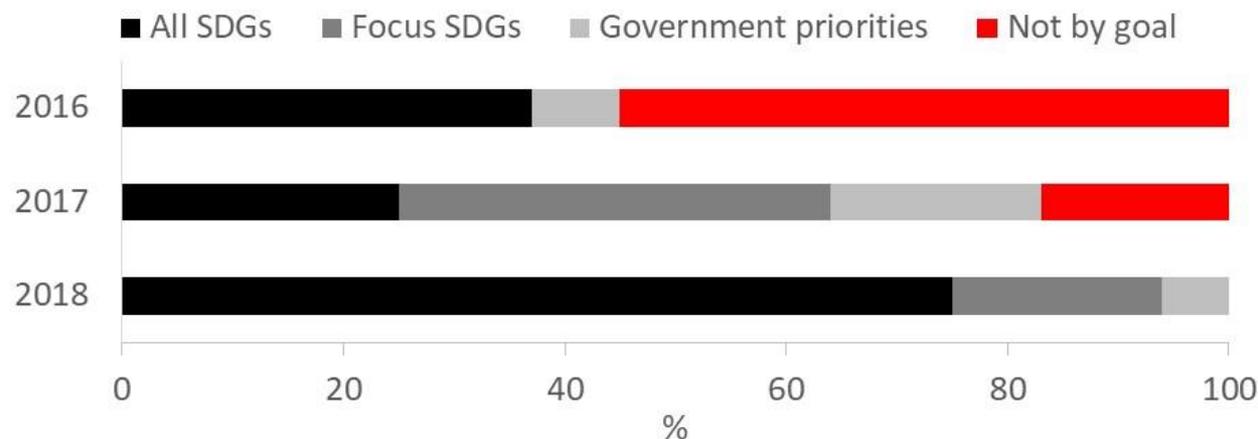
2017	Afghanistan	(EN)	
2018	Albania	(EN)	
2018	Andorra	(FR)	
2017	Argentina	(ES)	
2018	Armenia	(EN)	
2018	Australia	(EN)	
2017	Azerbaijan	(EN)	
2018	Bahamas	(EN)	
2018	Bahrain	(AR)	
2017	Bangladesh	(EN)	
2017	Belarus	(RU)	
2017	Belgium	(EN)	
2017	Belize	(EN)	
2017	Benin	(FR)	
2018	Benin	(FR)	

‘Countries are encouraged to review all 17 SDGs ... to illustrate innovative **policies** ... or **examples** that could be especially interesting for **peer learning** and in an **international context**’

Analysis of VNRs

Evolution of focus

- ▶ **2016:** institutional mechanisms
- ▶ **2017:** thematic review goals
- ▶ **2018:** all goals



Education one of most consistently discussed topics in VNRs: **at least half** cover SDG 4 directly



Analysis of VNRs

Leave no one behind

= most consistently discussed theme in VNRs
but independent analyses question the depth

- ▶ Calls for **stronger participatory processes**
- ▶ Only 1 in 3 countries **referred to explicit strategies** in 2017

Interesting but scattered education examples:

- ▶ **Uruguay**: school retention for adolescent girls
- ▶ **Senegal**: TVET for girls
- ▶ **Australia**: rural scholarships for STEM
- ▶ **Bahrain**: strategy for people with disabilities
- ▶ **Albania**: Roma and Egyptian people
- ▶ **Canada**: Rights Framework for indigenous people



Analysis of VNRs

Inter-sectoral links

Most mentions on curriculum for environmental awareness;
other examples of education with other SDGs:

- ▶ **Cabo Verde:** education centrally positioned
- ▶ **Japan:** gender equality and women's empowerment
- ▶ **Bhutan:** education deprivation contributing to child poverty
- ▶ **Portugal:** education to overcome employment barriers
- ▶ **Armenia:** education for water and energy efficiency
- ▶ **Bahamas:** school dropout reducing measures to fight crime



Analysis of VNRs

Reflections

The VNR is a multi-stakeholder, three-tier process:

1. **Vision:** global commitments and national frameworks
2. **Coordination:** among line ministries and agencies
3. **Technical work:** government and non-state actors

Best VNRs are **analytical** rather than descriptive: they **link** analyses to policies and **reflect** on importance of education

But despite some rich material, treatment can be superficial:

- ▶ insufficient analysis to draw lessons learned
- ▶ limited information on implementation
- ▶ no assessment of programme achievements

Lesson to keep for VNRs from 2019 onwards!

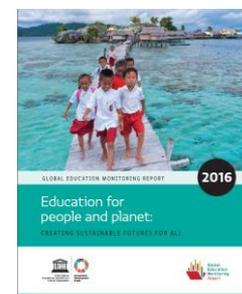


Global Education Monitoring Report

Role in SDG 4 follow-up and review

“mechanism for monitoring and reporting on SDG 4 and ... the implementation of national and international strategies ... as part of the overall SDG follow-up and review”

2016	Education and the SDGs	Sep 2016
2017/8	Accountability	Oct 2017
2019	Migration and displacement	Nov 2018
2020	Inclusion	Mar 2020
2021	Non-state provision	May 2021



Special publication for 2019 HLPF

Rationale

Three reasons

- ▶ **Timing** of 2019 HLPF between 2019 / 2020 GEM Reports
- ▶ HLPF to **take stock** of SDG 4 every four years; requires different approach than annual GEM Report format
- ▶ **Complementary** to other SDG 4 publications in 2019 HLPF
 - Not quantitative = role played by SDG Report
→ **Qualitative**: time to reflect on SDG 4
 - Not report upwards = role played by SC Report
→ **Feedback to countries**: share positive examples

VNRs could have played this role but currently do not



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Objectives

Understand how countries re-orient or align education policies **in light of SDG 4**

- ▶ Collect **country perceptions** about SDG 4
= risk that SDG 4 means everything to everybody...
- ▶ Distil **shared understanding** about SDG 4 :
what actions have different countries prioritized?
 1. **Analysis** of voluntary national reviews
 2. **Questionnaire** on perceptions and priorities
- ▶ Present **good practice** policies / programs
- ▶ Share information on SDG 4 **coordination**



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Questionnaire

▶ Three **ways** in which **SDG 4** agenda is **influencing education policy planning and implementation** in your country?

▶ Describe the **policy or programme**, which **best reflects the commitment of your government** to achieving SDG 4

- Overall
- Five key areas



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Draft outline

► Framing SDG 4

- **National perceptions:** what is unique in SDG 4
- **Shared understanding:** what may constitute progress

► Implementing SDG 4

- **Beyond averages:** leave no one behind
- **Beyond access:** relevant learning outcomes
- **Beyond basics:** global citizenship or digital literacy
- **Beyond schooling:** lifelong learning
- **Beyond education:** multi-sectoral planning
- **Beyond countries:** peer learning mechanisms

► Coordinating SDG 4

- **National mechanisms:** policy and monitoring



Special publication for 2019 HLPF

Next steps

GEM Report publication

- ▶ under auspices of SDG-Education 2030 **Steering Committee**
- ▶ with collaboration of **UNESCO** divisions, offices, institutes
- ▶ critical inputs from **countries**: national SDG 4 focal points
= 2/3 of GEM participating countries submitted questionnaire

Timeline:

- ▶ Final questionnaires: **December 2018**
- ▶ First draft with best practices: **February 2019**
- ▶ Full draft: **April 2019**

