1. Introduction

Transforming our World: The 2030 Agenda for Sustainable Development, adopted at the UN General Assembly in September 2015, is one of the most ambitious development agendas to date, with its collective commitments to eradicate poverty in all its forms and dimensions, combat inequality within and among countries, preserve the planet, create inclusive and sustainable economic growth and foster social inclusion. Civil Society Organisations (CSOs) played a crucial role in shaping and bringing to life the 2030 Agenda, and their involvement remains key in its successful review and implementation.

The Education 2030 Framework for Action (FFA), which provides guidance for the implementation of the Sustainable Development Goal 4, recognizes UNESCO’s Collective Consultation of NGOs on Education 2030 (CCNGO-Education 2030, previously known as CCNGO-EFA) network, as one of the five mechanisms for coordination of the Education 2030 Agenda, effectively mandating the CCNGO to lead CSOs’ involvement in the achievement of the education related targets.

The 9th Global Meeting of the CCNGO-Education 2030, to be held in Hammamet, Tunisia, from 2 to 4 December 2019, will build on CSOs experiences and strong commitments to strengthen collective initiatives towards the realisation of the SDGs and education related targets.

2019 is a decisive year for the development of the 2030 Agenda, as it marks the first full cycle review of SDGs culminating at the UN High Level Political Forum (HLPF) in July and the UN Summit in September. This 4-year review is a crucial time to ensure that identified bottlenecks, priorities and lessons learnt, are informing and shaping the current implementation of the Agenda to appropriately support the international community’s efforts to deliver on its commitments by 2030.
2020 will mark the beginning of the last decade for achieving the SDGs. Alarmingly “despite some progress, on current trends, the world is not on track to achieve the Education 2030 Sustainable Development Goal and targets with the potential to leave hundreds of millions of children, young people and adults behind on every continent in 2030” (SDG-Education 2030 Steering Committee 2019 High-Level Political Forum HLPF submission).

The Steering Committee’s 2019 HLPF submission reveals that considerable progress has been achieved on access and completion since the year 2000, however major challenges remain in achieving inclusive and equitable education. Significant disparities exist in relation to sex, wealth, location, among other parameters. The data from the Wealth parity index, available for 96 countries, enabled the report to show that in 91 of the 96 countries, children and youth from wealthy households were less likely to be out of school than their peers from poor households.

The Education 2030 Framework for Action (FFA) also recalls that equity and inclusion in and through education is the cornerstone of a transformative education agenda, addressing all forms of exclusion marginalisation, disparities and inequalities to ensure that no one is left behind.

CSOs are at the forefront of this challenge, advocating for those most marginalized. The centrality of inclusion and equity in the achievement of SDG4, deserves particular focus and recognition and will form the overarching theme of this Meeting, with attention to all levels of education and lifelong learning in formal, non-formal and informal contexts. This will however not detract from the fundamental principle that all education related targets within the 2030 Agenda are of equal importance.

The reflection on equity and inclusion at the Global Meeting will build on the Brussels Declaration, the SDG-Summit Presidential Declaration, the outcomes of the Inclusion Forum (Colombia, September 2019), the Global Convention on the Recognition of Higher Education Qualifications and the preliminary research of the Global Education Monitoring Report on Inclusion, to be published in March 2020.

2. Purpose and overall objectives of the Meeting

The Meeting will provide a platform for discussion on where civil society stands since the last CCNGO Global Meeting (May 2017), activities undertaken, key challenges encountered, progress achieved and opportunities identified for the way forward.

The focus and major theme of the Meeting will be to discuss and agree on the role and engagement of civil society organizations in supporting equity and inclusion in the implementation of SDG4-Education 2030 at national, regional and global level.

For the purpose of the Meeting the concept of inclusion will be defined broadly as described in the Education 2030 Framework for Action “all people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous, and children and youth, especially in vulnerable situations or other status.”
An important driver for the implementation of SDG4 is the translation and integration of its **vision into international and national legal frameworks**. The FFA is grounded in the principles of the right to education and calls for “the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes.” Albeit not legally binding in itself, elements of SDG4 are found in different international legal conventions and treaties including the Convention against Discrimination in Education.

The 9th Global Meeting of the CCNGO-Education 2030 will also look at the issue of conflict as a **cross cutting theme**. The **provision of education to refugees, migrants and displaced persons**, who are prone to extreme vulnerability and exclusion, is particularly relevant.

In addition, special attention will also be brought to the **Arab Region**, where the meeting is hosted, to highlight the role and efforts of CSOs in addressing issues of equity and inclusion, in particular in contexts of conflict and protracted crisis, but also to enhance learning quality for all through aligning curriculum, teacher policies and practices with SDG4.

Finally on a practical note, it is important to recall that the Meeting will endeavor to have an **inter-sectoral, impactful, and pragmatic approach**. Interventions should aim to support the sharing of information, lessons learnt, practices, methodologies, tools and guides, which can be applied to other contexts, can contribute to peer learning, and can support concrete action in varied national, regional and international environments.

All SDGs are interdependent and can be achieved only if implemented together. In this spirit the Meeting will go **beyond a silo approach** and beyond education, bringing together a wide **range of actors**, and **innovative perspectives**, in order to strengthen CSO role in the realization of SDG4 in collaboration with different partners.

Discussions at the Meeting will inform the following:

**Influencing the agenda**
- **Update on implementation** of SDG4 at global, regional and national level with a particular focus on progress, challenges, gaps, lessons learnt and **what actions should be taken in the future** by the CCNGO and its members to strengthen CSOs participation and actions?
- How is CSOs active and institutionalized participation in national and regional **governance** and in the global educational architecture being strengthened? And how are CSOs minimising **fragmentation and duplication** of actions and initiatives?

**Policy action**
- How are CSOs **supporting cross-sectoral development policies and plans**, consistent with the overall 2030 Agenda for Sustainable Development, to address the social, cultural and economic barriers that deprive the most vulnerable and marginalized of their right to quality education?
- How are CSOs delivering **sustainable education initiatives** in partnership with governments and other stakeholders targeting vulnerable groups?
• How are CSOs supporting/implementing strategies that remove or minimise the *attitudinal and environmental barriers* to everyone’s full participation in education and that promote safe and inclusive learning environments that foster the development of learners’ knowledge, skills, attitudes and behaviours?
• How are CSOs developing quality data and supporting monitoring and reporting mechanisms?

**Advocacy action**
• How are CSOs raising awareness of SDGs and its education goal and targets? And more specifically how can CSOs inform and advocate around inclusive education using the 2020 GEM Report as a platform for change?
• How are CSOs advocating for more equitable allocation of public funding to education, ensuring gender-sensitive approaches and a focus on the most marginalized and vulnerable segments of the population including in contexts of protracted crisis?

**Capacity and research**
• How are CSOs promoting dialogue, peer learning and capacity development (including capacity development of CSOs especially Youth led CSOs) in equity and inclusion?
• How are CSOs fulfilling their observatory function (research, gathering experiences) to contextualise the major challenges in the implementation of SDG4?

**Thematic panels around the issue of equity and inclusion**
• Influencing legislative change for gender equality and non-discrimination (enforcing and extending the right to education; the provision of 12 years of compulsory free education, etc)
• Quality and relevance: Teachers, curriculum and learning materials (focus on targets 4.5 and 4.7 including peace education)
• Lifelong learning with a focus on early childhood, youth and adult learning, literacy and skills
• Provision of education in contexts of conflict and crisis. Recognition and validation of education qualifications with a focus on refugees, migrants and displaced persons (Global Convention on the Recognition of Higher Education Qualifications and other mechanisms)
• Shrinking of civil society space and its implications
• Adult learning and education for active citizenship decent work and sustainable development

3. Structure of the Meeting

The Meeting has three main strands:
• **Civil Society's work** in taking SDG4 forward with a particular focus on equity and inclusion
• **Market place**: a session for participants to present projects which allow for peer learning and propose joint activities (advocacy, capacity building)
• **Internal governance**: election of the CCNGO Coordination Group
4. Specific objectives of the Meeting

- **Exchange of information and networking, substantive positioning and actions**
  - Exchange information and take stock of approaches and action taken so far in the implementation of SDG4-Education 2030 at global, regional and national level and increase networking among CCNGO members, fostering cooperation and collaboration among them, and with UNESCO and partners, at national, regional and international levels;
  - Agree on the priorities of civil society in strengthening equity and inclusion in the implementation of SDG4-Education 2030 and the education-related targets in the other SDGs, including in terms of advocacy and awareness raising, governance and accountability, partnerships and collaboration, research and innovation, supporting delivery, review, monitoring and reporting, and financing;
  - Agree on the way forward and key areas of action 2020 – 2022.

- **Internal governance**
  - Elect the CCNGO Coordination Group for 1 January 2020 – 31 December 2022.

5. Outcome document
The Meeting will result in a 2-page outcome document outlining recommendations and joint commitments.

6. Venue and format of the Meeting
In line with the principle of regional rotation, the Meeting of the CCNGO will take place in Tunisia within the Arab Region. The 2-day Meeting will consist of an opening session, plenary sessions and parallel working group sessions. Furthermore, there will be an Market place session for participants to present initiatives, campaigns, and material to facilitate joint activities and peer learning.

The Meeting languages are English, French, Spanish and Arabic for the plenary and French and English for the parallel sessions.

7. Participants
The Meeting will gather representatives of international, regional and national CCNGO member organisations from all parts of the world, and of UNESCO, as well as selected participants and observers.

8. Meeting documents
- Concept Note and Agenda
- Draft 2-page outcome document
9. Background documents

- Beyond commitments 2019: how countries implement SDG 4
- Meeting Commitments: are counties on track to achieve SDG 4?
- Brussels Declaration
- 2019 SDG-Education 2030 Steering Committee HLPF contribution
- 2019 SDG-Summit Presidential Declaration
- 2019 Economic and Social Council Youth Forum Presidential Statement
- Every learner matter Forum held in Cali in September 2019 and its resulting Cali commitment to equity and inclusion in education
- Global Convention on the Recognition of Higher Education Qualifications
- Global Education Monitoring Report (GEMR) 2020 – Concept Note
- SDG-Education 2030 Steering Committee
- Financing for Sustainable Development Report 2019
- Convention against Discrimination in Education
- A guide for ensuring inclusion and equity in education, UNESCO 2017