8th Collective Consultation of NGOs (CCNGO) on Education 2030

Implementing SDG 4- Education 2030
8 – 9 May 2017, Siem Reap, Cambodia

Meeting Report
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“If your plan is for 1 year, plant rice, if your plan is for 10 years, plant a tree, if your plan is for 100 years, educate the children.” Confucius

Quoted by Dr. Hang Chuon Naron, Minister
Ministry of Education, Youth and Sport, Kingdom of Cambodia
Opening address to 8th CCNGO Global Meeting

1 - Introduction

The 8th meeting of the Collective Consultation of Non-Governmental Organizations for SDG4-Education 2030 (CCNGO/Education 2030) (Siem Reap, Cambodia, 8-9 May 2017) was the first global meeting since the adoption of both the 2030 Agenda for Sustainable Development in September 2015 and the Education 2030 Framework for Action (FFA) in November 2015. The main objective of the meeting was to take stock of approaches and actions thus far in implementing the agenda and to make recommendations for civil society and the CCNGO in taking forward the agenda.

The meeting resulted in the following outcomes:

1. A Declaration that identifies: a) the main opportunities and challenges in the implementation of SDG 4 – Education 2030 Agenda (ED 2030) for civil society; b) assessment of civil society’s engagement with new agenda; and c) proposed actions for CCNGO members for 2017-2019.
3. Development of a shared understanding of SDG 4 - Education 2030 targets and implications, of global review, monitoring and review processes, including the identification of possible spaces for the participation of Civil Society Organizations (CSO) in the High Level Political Forum (HLPF) process.
4. Agreement on the strategic role of the civil society in taking forward the new agenda and actions to be taken.

This report provides a summary of proceedings, debates and conclusions of the 8th global meeting.

1.1 Participation

The meeting was organized by UNESCO, with support from the CCNGO/EFA Coordination Group, and co-hosted by the Cambodian NGO Education Partnership Cambodia (NEP). Altogether, 121 representatives from 87 organizations participated in the global meeting. 77 CCNGO member NGOs from all regions of the world were represented by 103 participants, and 18 participants from 10 non-CCNGO member organizations were present. With the generous financial support from the Open Society Foundation, UNESCO supported the participation of 48 representatives of CCNGO members.

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1 Previous meetings were held in Bangkok (July 2001), Porto Alegre (January 2003), Beirut (December 2004), Dakar (September 2007), Dhaka (March 2010), Paris (October 2012) and Santiago (May 2014).
2 See Annex I for the list of Coordination Group members 2014-2016
1.2 Opening

The meeting was opened by Mr. Jordan Naidoo, Director, UNESCO Division for Education 2030 Support and Coordination; Ms. Anne Lemaistre, Director and Representative to Cambodia of UNESCO; and Ms. Maria Khan, Secretary General of the Asia South Pacific Association for Basic and Adult Education (ASPBAE).

Mr. Jordan Naidoo welcomed participants on behalf of UNESCO and transmitted the greetings of UNESCO’s Director-General, Ms. Irina Bokova, and the Assistant Director-General to Education, Dr. Qian Tang. UNESCO considers civil society among key education stakeholders in education and has been fully supportive of its engagement in the SDG processes. Mr. Naidoo emphasized that the CCNGO was one the five key components of the SDG4 - Education 2030 coordination architecture, which UNESCO is mandated to lead as per the 2030 Framework for Action for the Implementation of SDG4. The other components include the global SDG - Education 2030 Steering Committee, the regional SDG4-Education 2030 consultations, the Global Education Meeting (GEM), as well as the monitoring processes led through the UNESCO Institute for Statistics (UIS) and the Global Education Monitoring Report (GEMR). Mr. Naidoo concluded with an alert of shrinking space for civil society engagement in many countries and the need to protect that space. The CCNGO has an important role in defending this space and in ensuring that the global education community achieves the ambitious SDG 4 – Education 2030 agenda.

Ms. Lemaistre welcomed the CCNGO representatives from around the globe to Cambodia. Reaffirming the shared vision and value of education as a basic human right, a public good, and an enabler of all other rights, she highlighted that it is an immense challenge for governments to realize alone. There is a consequent need for governments, the international community and civil society to work hand in hand. She recalled Cambodia’s tragic recent history and the heavy toll of the war on the education system – 10% of teachers survived. As a post-conflict country, Cambodia receives important support from the international community, including from international, regional, and national NGOs. The Ministry of Education values the support of and expertise of CSOs and actively involves civil society in policy dialogue, planning, capacity development, implementation and monitoring of education.

In her address on behalf of the CCNGO/EFA Coordination Group, ASPBAE, and the 18 NGO delegations from the Asia-Pacific, Ms. Maria Khan welcomed participants to the Asia-Pacific region, their home region. Ms. Khan recalled the historic moments of the Global Education Meeting (Oman, 12-14 May 2014) at which the global multi-stakeholder education constituencies forged an agreement on its vision of a new education agenda for the future outlined in the 2014 Muscat Agreement. Over the months that followed, the international community continued debating the new global agenda for development ultimately enshrined in September 2015 with the adoption of the 2030 Agenda for Sustainable Development. Ms. Khan underlined the fact that civil society – including through the CCNGO mechanism - played a critical role in this process. This is highlighted in the 2030 Framework for Action where civil society is recognized as a core partner and the CCNGO a mechanism for institutionalized civil society participation in the global SDG 4 follow-up processes and architecture.3

The 8th Global Meeting of the CCNGO took place after the first 18 months into implementation of SDG 4 - Education 2030 agenda. It is important to highlight that the significant decline in Overseas Development Aid (ODA) and low allocations to education in government budgets are contributing to a growing push towards the private sector to fill in the financing gaps. This poses a serious risk to the SDG 4 commitment towards equity and inclusion and for the quality of education. There are also signs of a narrowing of the agreed agenda and neglecting key areas of lifelong learning such as youth and adult literacy, and non-formal education for youth and adults. The Global Meeting strengthened civil society’s resolve to continue its efforts to implement Education 2030 targets as a rights-based, humanistic, and universal agenda, which promotes a lifelong learning framework and places a central focus on equity, inclusion and quality. The

3 Para 80 of the 2030 Framework for Action: “Civil society organizations (CSOs), including representative, broad-based coalitions and networks, play essential roles. They need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed.”
meeting identified strategies for civil society and the CCNGO mechanism to set in place, concretize and implement Education 2030.

1.3 Special address by H.E. Dr. Hang Chuon Naron, Minister of Education, Youth and Sport

Dr. Hang Chuon Naron, the Minister of Education, Youth and Sport, Kingdom of Cambodia, welcomed participants to Cambodia. The Minister acknowledged the CCNGO as a key platform for dialogue, reflection, and partnership among NGOs and one of the global coordination mechanisms driving the new 2030 agenda. The CCNGO meeting is proof of the “strategic role of civil society organizations in supporting the implementation of the new education agenda”. He encouraged the meeting to agree upon the role of CSOs in advancing the SDG4 – Education 2030 agenda and urged the meeting to define key strategies and actions for the way forward.

The Minister informed participants that the Royal Government of Cambodia has made education a priority through important reforms since 2013. Significant results have been observed: The net enrollment rate in primary education increased from 87% in 1999/2000 to 98% in 2014/15. Education expenditure rose from 0.9% of GDP in 1997, to 1.5 % in 2006, and to 2.3% in 2015. The education budget increased from 15% in 2000 to 17% in 2015. Cambodia is also fully committed to implementing SDG 4 – Education 2030 with active engagement of all partners, including civil society.4

The Minister reflected upon the impact of globalization, the unfolding of technological transformation and the growing prevalence of information and communication technology in education. According to the Minister, the new industrial revolution will have a profound impact on how new generations will be trained for job markets of the future and that “a child today can expect to change jobs at least seven times over the course of their lives – and five of those jobs don’t exist yet”. It is impossible to predict which “hard skills” children will need for future job markets. This underscores the importance of soft skills such as teamwork, knowledge of digital literacy, sense of responsibility, which are taken into account in Cambodia’s education reform engaged since 2013 with focus on quality.5

1.4 Keynote address by Special Rapporteur to Education, Dr. Boly Barry

In her Keynote Speech, Ms. Koumbou Boly Barry, the United Nations Special Rapporteur on the Right to Education, highlighted unfinished efforts in securing the right to education for all. She identified three main obstacles to its realization: 1) The challenges of access: an estimated 263 million children, adolescents and youth between the ages of 6 and 17 were still out of school in 2016; 2) The challenge of quality: the expansion of access has progressively ensured citizens more and more schooling, but not necessarily better quality education; and 3) The challenge of good governance: many countries are plagued with issues of mismanagement in the use and allocation of resources.

Ms. Koumbou Boly Barry explained that the lack of funding continues to hamper the contribution of civil society to the implementation of SDG 4 - Education 2030. The Special Rapporteur encouraged UNESCO’s efforts to make funding available for civil society and underlined that innovative funding mechanisms should be explored. Ms. Boly Barry advocated for the creation of a fund for non-formal education and literacy with earmarked funds for civil society. In closing, Ms. Boly Barry conveyed a strong message of support for civil society and encouraged CSOs to collaborate with her.

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4 Active engagement with civil society is highlighted in Cambodia’s Education Strategic Plan 2014-2018
http://www.globalpartnership.org/content/education-sector-plan-cambodia
5 Quality is addressed through 1) Teacher policy action plan, 2) School inspection, 3) Learning assessment, 4) Curriculum review and infrastructure improvement, including WASH and facility access to children with disability and 5) Higher education reform.
1.5 Report of the CCNGO/EFA Coordination Group (May 2014-May 2017)

Ms. Camilla Croso, President of the Global Campaign for Education, and a representative of the CCNGO on the SDG-Education 2030 Steering Committee, presented the work of the CCNGO Coordination Group for the period of May 2014 - May 2017. This period had been historic in many regards, including three international landmark conferences, negotiations for the definition of SDG4 indicators (global and thematic), the final negotiations and adoption of the SDG agenda and Framework for Action, and the initial phase of implementation of SDG 4 - Education 2030.

Guided by the recommendations of the 7th CCNGO Global Meeting (Santiago, 21-23 May 2014) and the 2015 Incheon NGO Forum, the work of the Coordination Group aimed at:

1) Ensuring that CSOs’ perspectives and recommendations on the right to education for all, privatization and commercialization in education, and a human rights-based vision of education were included in SDG 4 – Education 2030 commitments and targets.

2) Contributing to the process of developing indicators for monitoring the SDG4-Education 2030 targets.

3) Supporting the initial phase of the implementation of SDG 4 - Education 2030 through participation in global mechanisms such as the Education 2030 Steering Committee and its working groups: Policies and Strategies, Financing and Communication and Advocacy; as well as through supporting a coherent implementation of SDG 4 – Education 2030 and the FFA at regional and national levels.

The CCNGO Coordination Group will continue its active engagement in the implementation, review and monitoring of the SDG 4 – Education 2030.

1.6 Outcomes of the survey on civil society engagement in the implementation of SDG 4 - Education 2030

The Coordination Group, with support from UNESCO, conducted a background survey on civil society engagement in the implementation of SDG 4 - Education 2030. A total of 60 NGOs participated in the survey by completing a set of questionnaires, with seven additional interviews conducted with seven of them to strengthen the analysis.

The survey findings are summarized as follows: (i) The CCNGO provided a platform for civil society to advocate with UNESCO for a stand-alone goal for education within the SDG agenda. (ii) Civil society’s instrumental role in developing the SDG agenda - CSOs have been particularly active in four areas at the early stages of the implementation: awareness raising, shaping national planning (provision of inputs into national plans or into new legislation), advocating for sustainable development by promoting linkages between education and the other 16 SDGs, and developing new types of networks and partnerships. (iii) Civil society’s role in building increased citizen participation and engagement in implementing and monitoring SDG 4 – Education 2030.

The following challenges were identified: (i) Civil society’s role to raise the voices of the poor and marginalised groups of population is becoming more challenging across all regions; (ii) While civil society had made considerable efforts to adopt the new perspectives of the SDG agenda, governments may not be ready or willing to integrate such new perspectives into processes, and that NGOs may not be ready to work cross-sectorally linking education with other sectors; (iii) Funding is a persistent challenge for CSOs; (iv) Policy

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7 The Coordination Group was elected by the 7th CCNGO/EFA Global Meeting (May 2014, Santiago). The group consisted of two international focal points (OMEP, GCE), four regional focal points (CLADE, ASBPAE, ANCEFA, ACEA) and two representatives of the CCNGO/EFA membership at large (CAMPE, ANLAE). In addition, UNESCO NGO Liaison Committee was represented in the Group ex officio. There was no eligible member organization nominated for the regional focal point for Europe and North America.
biases, insufficient budget, privatization, lack of quality data put NGOs at risk in delivering on some of the key outcomes of the SDG 4 – Education 2030 agenda, in particular equity, quality and lifelong learning.

Respondents listed a wide range of possible action areas for civil society: at national level, continue to give voice to excluded and vulnerable groups and broadening public debate to allow greater citizen participation. Civil society should engage with policy planning and making assuring its alignment with the right to education. Monitoring and strengthening government accountability are other interesting areas for civil society engagement. At regional and global levels, civil society has an instrumental role in presenting perspectives of the local education actors as well as marginalized and/or excluded groups.

The survey identified several roles for the CCNGO: CCNGO was identified as a fairly unique structure that helps raise issues, messages and demands from civil society that might otherwise remain invisible and unheard within the United Nations. CCNGO should provide a platform for monitoring the progress of SDG 4 - Education 2030 in line with right to education and play an even stronger role in knowledge and experience sharing.

2 - Status of SDG 4 - Education 2030: global and regional developments

2.1 Update on global developments

Mr. Jordan Naidoo gave an update of recent global developments. He reminded the group that the SDGs agenda requires addressing complex challenges across a broad range of sectors. Given its ambition, governments cannot achieve the goals alone and that the principle of effective partnerships is at its heart.

The SDG4-Education 2030 Framework for Action mandates UNESCO to lead the coordination of the new education agenda. This includes setting up the global coordination structure, the SDG - Education 2030 Steering Committee,10 which provides strategic guidance to Member States for the implementation of SDG 4 – Education 2030 and ensures linkages with the broader SDG architecture including with the HLPF and the United Nations Economic and Social Council. The Steering Committee is an inclusive, high-level multi-stakeholder mechanism with 38 members. Civil society representatives are elected from the CCNGO Coordination Group.

The presentation identified the following roles for civil society: (i) keep advocating for holding governments accountable for their commitments to the SDGs; (ii) connect local perspectives with national, regional and global agendas; and (iii) share experiences across countries facing similar challenges. However, as the space for civil society is shrinking and threatening its key role in implementing SDG – Education 2030, decisive and targeted support to civil society is needed.

2.3 Global and thematic indicators

Ms. Rasheda Choudhury, Executive Director, Campaign for Popular Education (CAMPE), Bangladesh, presented the recent evolutions in the development of indicators to monitor the SDG4-Education 2030 targets. CAMPE participates in the Technical Cooperation Group on SDG4-Education 2030 Indicators (TCG), which brings together representatives of Member States, multilateral organizations and civil society to build consensus on the SDG4 measurement agenda and to make recommendations to UNESCO Institute for Statistics (UIS). The TCG civil society member is nominated through the CCNGO.

During its October 2016 meeting, the TCG reviewed the complete list of 43 thematic indicators, which include the 11 global monitoring indicators (“locked” by a process steered by the UN Statistical Division and the Interagency Expert Group on Indicators [IAEG]). Among the thematic indicators, the TCG identified 29 indicators that can be reported on in 2017 and 14 thematic indicators will require further development;

methodological work, data collection and possible revision before being effective for monitoring purposes. To continue, three working groups were set up: 1) indicator development; 2) capacity development; and 3) data reporting, validation and dissemination.

Ms. Choudhury drew attention to the highly political nature of SDGs and that of indicators in particular, noting areas of tension, such as with the indicator for reading and numeracy achievement in the lower grades of primary education. While there is an agreement that some kind of measurement is needed at early grades, there is no consensus on its nature, used methodologies or impact on small children. Ms. Choudhury urged CSOs to continue their advocacy efforts at country level and encouraged them to get involved in the work on indicator development.

2.4 Education and academia stakeholder group at the UN

Ms. Camilla Croso made a presentation on the Education and Academia Stakeholder Group (EASG), which brings together education CSOs, networks and academia organizations. The EASG aims at creating a space for education civil society within the UN architecture to advocate for SDG 4 and common cross-cutting issues pertaining to the full SDG agenda.

The EASG, which was formally set up in 2016, is the fruit of the collaboration of four CSOs (EI, ESU, ICAE and GCE) during the Open Working Group sessions in 2014 and the intergovernmental negotiations in 2015.

The EASG works to facilitate participation of education and academia CSOs in the UN policy spaces, in particular in the follow-up and review of SDG 4, including related events, HLPF sessions (reports have been prepared for both 2016 and 2017 meetings), UNGA activities and coordination with other Major Groups. The EASG will play an active role in the 2017 HLFP sessions - an opportunity to engage with Member States and other major stakeholder groups. The EASG is open to all interested organizations working within a human rights based perspective of education and encourages interested NGOs to register at www.educationacademia.org.

3 - Civil society experiences in the implementation of SDG 4 - ED 2030

Mr. Sébastien Hine, Education Research Officer, Save the Children International, moderated this session, where CSOs shared their experiences on the implementation of SDG 4 –Education 2030 at global, regional and national levels. The following captures the highlights of each presentation.

3.1 Global level

Global Campaign for Education

Mr. Vernor Munoz informed the CCNGO members that GCE was formed in 1999 and has since evolved into a network of about 5,000 organizations. GCE is an international coalition of 85 NGOs across Africa, Asia-Pacific, Latin America and the Arab region.


2) Accountability and CSO participation are other key areas of GCE’s work. In this regard, strengthening the EASG and supporting the development of the report to the HLPF are critical. GCE also works with student organizations to facilitate their engagement with the UN and SDG processes.

3) Mobilization against privatization and commercialization remain a priority for GCE. The report “Private Profit Public Loss – why the push for low-fee private schools is throwing quality education off

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track” was published in 2016. Further, in the area of increased and improved financing of public education systems, GCE has engaged with the “Education Cannot Wait” fund.

World Organization for Early Childhood Education
Ms. Maggie Koong explained that the World Organization for Early Childhood Education (OMEP) was established in 1948 with the objective to promote the rights of the child (0-8 years) to early childhood care and education (ECCE). Her presentation highlighted the following elements:

1) OMEP has a special consultative status with the Economic and Social Council (ECOSOC) and is entitled to send representatives to participate in the ECOSOC and Department of Public Information and in their subcommittees (NGO Committee on Migration, NGO Committee on Education, NGO Committee on Family, NGO Committee on Children’s Rights). This status allows OMEP to raise awareness on Early Childhood Education, and influence policy making at highest levels.

2) ECCE teachers’ conditions and status remain a major concern for OMEP: ECCE teachers have lower qualifications, status, and pay (compared to primary school teachers), fewer training and opportunities (initial and in-service training). There is a severe shortage of early childhood educators in rural areas and a lack of regulations and monitoring of staff in early childhood education programmes.

Action Aid International
Mr. Mohammad Muntasim Tanvir presented the work of Action Aid International (AAI), which focuses on rights based education, financing, girls and women’s education and literacy. AAI has encountered the following challenges and identified major opportunities as follows:

1) Main challenges: Long-term returns from education are compromised due to the short-term vision and political cycles. Inadequate financing and a lack of infrastructure are hindering the efforts to address low enrolment rates. Strong focus on assessment is resulting in narrowing curricula. Shrinking political space for civil society to express opinions and perspectives on the regressive public policies and the tendency to limit NGOs as service providers.

2) Opportunities: Framing education within the broad framework of addressing inequality and positioning education as the “equalizer”. Challenging commercialization of education through broad based alliances and highlighting domestic resource mobilization through multi-country research and advocacy initiatives as a way for increased funding for public education. Interest of unconventional allies to work together for education (e.g. human rights organizations, public service unions, tax justice networks). Increased realization about the need for increased funding for education and various mechanisms in place (e.g. GPE, Education Can’t Wait, Education Commission), though there is the challenge of proper coordination. Capacity to engage with human rights mechanisms (human rights council, universal periodic reviews) to address the violation of the right to education.

3.2 Regional level

Africa - African Network Campaign on Education For All
Mr. Samuel Dembele presented the African Network Campaign on Education For All (ANCEFA), a network of 37 countries, created in 2000 to promote Education for All and support the regional EFA coordination.

1) ANCEFA is connected to regional and sub-regional structures such as the African Union (AU), with whom ANCEFA has a memorandum of understanding to promote SDG 4 - Education 2030 in Sub-Saharan Africa.

2) The 2016 ANCEFA political forum (Dakar, December 2016) brought together 80 participants including international experts to discuss effective strategies for civil society contribution in the implementation


\[^{13}http://www.educationcannotwait.org/\]
of SDG 4, SDG 5 and the Continental Education Strategy for Africa\textsuperscript{14}. This forum was an important occasion to build a shared vision and understanding of SDG 4 - ED 2030 among civil society actors.

3) Advocacy for education as a public good and concerns about increased privatization and commercialization in Africa are central to ANCEFA’s work. In this regard, a regional workshop to share good practices and plan joint interventions was organized in December 2016 with participants from 15 countries. ANCEFA foresees organizing such workshops in the future.

**Asia-Pacific** – Asia South Pacific Association for Basic and Adult Education (ASPBAE)

Mr. Bernard Lovegrove presented the engagement of the Asia South Pacific Association for Basic and Adult Education (ASPBAE) in implementing SDG 4 – Education 2030. ASPBAE is a large regional network with over 200 members.

1) **Efficient bridging of global, regional and national levels**: As an example, the ASPBAE 7th General Assembly in 2016 was preceded by 13 national-level consultations that allowed more effective regional planning. ASPBAE also engages with sub-regional intergovernmental bodies, for instance with the South East Asia Ministers of Education Organization (SEAMEO) and the Association of South East Asian Nations (ASEAN). ASPBAE has been engaged with SEAMEO and ASEAN processes aligning their education priorities with SDG4 through the Thematic Working Group on Education 2030\textsuperscript{15}.

2) Governments may be daunted by the complexity of the 17 SDGs with its large set of indicators. This has led to some resistance for a full alignment with SDG-Education 2030.

3) **Engagement with wider SDG mechanisms and processes**, such as the Asia Pacific Regional CSO Engagement Mechanism (APRCEM) and Asia Pacific Forum on Sustainable Development (APFSD)\textsuperscript{16}, offers new venues for action. ASPBAE calls for more education CSOs to get involved with these mechanisms.

**Latin America** - Campaña Latinoamericana por el Derecho a la Educación

Mr. Maximiliano Estigarribia presented the Campaña Latinoamericana por el Derecho a la Educación (CLADE), a network present in 16 countries and working on two levels: as a collective regional network and to support its members’ advocacy strategies and actions at national level. The network has also prioritized its participation in strategic areas of monitoring and follow-up of the implementation of the Education 2030 agenda that have been set up at the regional level. Highlights of the presentation:

1) At regional level, CLADE has been part of several platforms and meetings, recently the Regional Meeting of Ministers of Education of the Latin America and Caribbean region (Jan 2017, Brazil). CLADE has also created a **Joint Network of Parliamentarians and Civil Society**, which includes 30 parliamentarians from the region. Privatization was chosen as a working theme for 2017.

2) The greatest challenge for CLADE is the difficult process of democratization of media and media models in members’ countries. This points to the need for greater plurality of voices and content in the public sphere.

\textsuperscript{14} https://www.au.int/en/documents/29958/continental-education-strategy-africa-2016-2025
\textsuperscript{15} http://www.unaprcm.org/thematic-working-group/education-2030
\textsuperscript{16} The APFSD is the regional preparatory meeting for the HLPF
Arab region - Arab Campaign of Education for All

Mr. Refat Sabbah presented the work of the Arab Campaign of Education for All (ACEA), which currently involves over 10 coalitions in the Middle East and in Eastern Europe.

1) This region is highly affected by conflict and difficult conditions for civil society activities, and in some countries, civil society is subject to direct threats. Therefore, GCE’s Global Action Week for Education remains a key moment for civil society in the region to take a position and be visible. Furthermore, to counter some of the negative effects of the limited working space, CSOs are particularly willing and interested in regional networking.

2) ACEA has actively engaged with the Regional Partners Meetings on SDG4- Education 2030, and has participated in the 2nd (19-20 July 2016) and 3rd meetings (December 2016).

3.3 National level

Bangladesh (Campaign For Popular Education, CAMPE)

Mr. K.M.Enamul Hoque presented the CAMPE, which was created in 1990 with 15 members and has rapidly grown into a powerful coalition of over 1000 members.

1) CAMPE’s is proactive in its engagement in policy and practice. It uses a set of strategies to make the grass root voices heard and is at the same time involved in activities with global reach.17.

2) Increased financing for education is among CAMPE’s advocacy priorities and it has expressed satisfaction with increased expenditure for education from 11.3% (2011) to 14.7% (fiscal year 2016-17).

3) CAMPE facilitated the development of the Civil Society framework on SDG 4, a document exploring the alignment of Bangladesh’s Seventh Five Year Plan (7FYP) and SDG 4, related resource management process and governance.

4) CAMPE was among the key advocates for creating a “Citizens Platform on SDGs”, a national initiative bringing together 40 key CSO development actors from different sectors to strategize the implementation of the SDGs. CAMPE is the focal point and coordinator for SDG 4.

5) CAMPE pursues efforts to institutionalize civil society engagement. This remains challenging and civil society is sometimes reluctantly or lately (if at all) invited to take part in the processes.

Egypt (Arab Network for literacy and adult Education, ANLAE)

Dr. Elsamalouty presented the Hawaa, a project that empowers women in Egypt. Hawaa works with illiterate women in the informal sector. These women have low or no health care, receive very low wages, work long hours without pay, are not represented by a union, and subject to several forms of violence.

1) Hawaa proposes activities to the women to improve their literacy and life skills and also provides information on decent work, importance of educating children, early marriages, etc.)

2) Since its launch, Hawaa has supported 200 women to establish cooperatives, trained 5000 women on small projects, held 2000 dissemination lessons on the culture of women’s rights and reached 2500 young men and women within the educational system and beyond to spread the culture of self-employment.

17 For instance CCNGO, TCG, ASPBAE, GCE and ICAE
18 http://bdplatform4sdgs.net/2017/05/04/education-2030-bangladesh-civil-society-perspective/
Dominican Republic (Foro Socioeducativo)

Ms. Magda Pepén Pegueron presented the “Foro Socioeducativo de la Republica Dominicana”, a network of institutions and citizens established in 2000 to encourage debate on socio-educational issues, generate information, elaborate proposals to influence the improvement of the Dominican Republic’s education system. Highlights of the presentation:

1) Foro Socioeducativo participated in the alignment of national and international commitments through harmonization of none major goals of the national education plans with Education 2030. Foro Socioeducativo also developed several advocacy tools dedicated to SDG 4 - Education 2030.

2) ECCE and teachers remain priorities for Foro Socioeducativo: Formulation of structured, informed, updated and consensual proposals on ECCE and teacher policies is challenging. Foro is hoping to reach more people through development of communication plans and strategies including greater use of the Internet.

Tanzania (Tanzania Education Network, TEN/MET)

Mr. Nicodemus Shauri Eatlawe presented TEN/MET, which was established in 1999 with 35 members and has since grown into a coalition of 181 members.

1) Inclusion and quality: While inclusion is well integrated in policies, the implementation is failing, in particular for children with special needs. For the 2016 Gawe, TEN/MET produced research on inclusion and based its advocacy on this research. As a result, 16 billion Tanzanian shillings were mobilized for inclusive education for children with special needs.

2) The 2017 Gawe focused on learning environments with targeted advocacy with the MoE and the cabinet in charge of local government and rural administration (responsible for school infrastructure and hiring teachers) within the President’s Office. Advocacy included awareness-raising campaigns and study visits (high level ministry officials were for instance taken to a rural school with 800 students and 2 classrooms). As a result, certain immediate school environment expansions and rehabilitations were launched.

3) The overall policy landscape is favorable for education: Education in strongly anchored in the Five Year National Development Plan (2016/17-2020/21). TEN/MET participated in the preparation of the plan and is determined to stay connected throughout the cycle.

The debate underscored the similarities and differences in country contexts as well as possible actions to enhance collaborations between NGOs and ministries of education, which seemed to be a common challenge.

19 The Sustainable Development Objective 4 in Dominican Republic: Articulation with the national educational agenda http://www.un.org/esa/coordination/Alliance/INFORME_NACIONAL_EN.pdf and a guide to socialization and raising awareness of the Sustainable Development Goals in a participatory way in the schools.
20 Right to education is in the Constitution since 1977 and the Education and training policy from 2014 includes free basic education for 11 years with priority for children with special needs. Additionally, there is a specific sub-sector strategy on inclusion exists (National Strategy on Inclusive Education, 2009-2017), but has failed in realizing its objectives.
21 Approximately 6 million USD
22 http://www.mof.go.tz/mofdocs/msemaji/Five%202016_17_2020_21.pdf Education is part of the pillar “Educated and Learning Societies », one of the five pillars of the plan.
4 - Role of the civil society in the implementation of Education 2030: Challenges and opportunities

Participants broke into four working groups to discuss the role of civil society in the implementation of SDG 4 - Education 2030 by targets/themes. Groups identified challenges and gaps and possible actions.

**Common challenges**

- **Excessive privatization**, especially one without any quality assurance, is a major threat for education as a public good.
- **Lack of viable and disaggregated data** constitutes a major barrier for effective civil society participation in planning, review and monitoring.
- Some **key concepts lack shared understanding or clear definition** (quality, skills, measurement, indicators about learning outcomes).
- **Shrinking space** and limited access to policy and decision-making fora limit civil society’s effective participation.
- Large proportion of school-aged children, youth and adults without education opportunities live in **conflict and/or emergency situations** and in countries facing **considerable financial constraints**. Continued and increased attention is needed for education in these countries.

**Common opportunities**

- **Partnerships and cross-sectoral interventions** are an opportunity and a necessity. Civil society can initiate and innovate such partnerships and actions, within the sector and beyond.
- Civil society needs to find a way to **integrate national implementation and coordination mechanisms**.
- Civil society can **gain credibility and expertise through data and evidence generation**. Participation in the **technical work** is also an opportunity to influence outcomes and **gain/demonstrate expertise**. Indicators development and adaptation to local contexts is a strong added value area for engagement.
- Civil society’s **actions need to remain rooted in equity** and CSOs need to **find ways to voice the concerns and needs of the marginalized**. CSO need to put gender at the heart of its actions. CSOs will have a significant role in connecting local agendas with national, regional and global activities.
- The education sector needs to actively engage in the development or improvement of **cross-sector policies and plans** in alignment with the provisions of the SDG 4 - Education 2030. Solid policies will also be needed to address the social, cultural and economic barriers to inclusion.
- Civil society can contribute to **strengthening community level spaces and mechanisms that revitalize local democratic life, boost transparency and good governance**. Civil society can find ways that allow parents’ and students’ direct involvement in decision-making.
- Civil society can develop **innovative and complementary approaches**. It can also play a key role in systematizing information sharing on successful practices.
4.1 Quality education for all children and youth in formal settings

Corresponds to SDG 4 targets: **4.1 and 4.2**

Presentation main elements:

- **Civil society needs to find a meaningful way to integrate national implementation and coordination mechanisms.** Governments are mainly responsible for providing at least one-year of pre-primary education and 12 years of public and free primary and secondary education (9 years of compulsory education), but are to be supported by large multi-stakeholder partnerships.

- **Cross-sector policies, strategies and coordination mechanisms** should be established to accompany the implementation. For instance early childhood education policies and strategies should include nutrition, health, social and child protection, water/sanitation, justice and education. Civil society can be an active promoter and innovator for building cross-sectoral collaborations.

- Preparation and review of **learning material** is a possible venue for civil society involvement. CSOs can assure that materials are non-discriminatory, centered on learners’ needs and conducive to learning, adapted to cultural context and respectful of universal principles of human rights.

- **Parents’ and students’ role** was underscored: civil society can increase parents’ awareness on their children’s’ right to quality education and empower them to request this. Social media are efficient in reaching young people and students to make them “agents of change.”

4.2 Foundational, work-related and skills for responsible citizenship in a life-long learning perspective

Corresponding SDG 4 targets: **4.3, 4.4, 4.6 and 4.7**

Presentation highlights:

- **SDG 4 embraces an expanded vision of skills**, including knowledge and attitudes based on universal values and principles. This broad understanding of skills should guide the implementation of SDG 4 - Education 2030. All actors, including civil society, should expand their visions and align activities accordingly.

- Skills need to be considered in a **life-long learning** perspective and the breadth of the agenda needs to be respected. Emphasis must also be on realizing the **rights of marginalized people and on gender equality.**

- Diversity and multiplicity of skills bring a new complexity into skills development. In addition to foundational skills of literacy and numeracy, analytical, problem solving and other high-level cognitive “21st century” skills, interpersonal and social skills including skills for responsible citizenship and sustainable development are essential.

- **Establishment of recognition, validation and accreditation (RVA) systems** is essential and to appropriately value competencies acquired outside formal education and training institutions. RVAs are key for creating pathways between formal and non-formal learning.

4.3 Inclusion, equity and gender equality

Corresponding SDG 4 targets: **4.5 and cross-cutting targets**

Discussion highlights:
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- CSOs can pressure and strongly advocate for effective and systematic participation of marginalized populations (women, excluded, indigenous people, ethnic minorities, etc.) in policy-making and the participation of people with first-hand experience (of poverty, exclusion, disability) in general.

- Civil society is particularly well positioned to liaise between decision makers and community level. This may be further promoted by creating partnerships with both central and local government and administration.

- CSOs’ capacities need to be strengthened for effective engagement with issues related to inclusion, equity and gender. Lack of data and disaggregated data in particular remains an important challenge for effective engagement. Countries can be incentivized to engage in comparisons with countries facing similar challenges.

- Solid cross-sector policies and plans in alignment with the provisions of the SDG 4 - Education 2030 will address the social, cultural and economic barriers that maintain exclusion. CSOs can also build cross-sectoral actions for instance on social stereotypes, housing, environmental protection and engage with media in raising awareness, including through community and social media.

4.4 Quality and learning outcomes (teacher, learning environments, curriculum, assessment)

Corresponding SDG 4 targets: cross-cutting targets, 4.a, 4.c

Discussion highlights:

- Support parental and community involvement in decision-making and implementation. The school community as a whole can be engaged in protecting children’ rights and can be involved in the way children are treated at school.

- Education budgets must incorporate allocations for the long-term capacity development of education sector human resources. Costing of quality education provision (books, education materials, salary, supplies, etc.) should be made and resources allocated accordingly.

- “Community education” is a possibility for civil society to engage concretely in delivering education. Retired teachers and educated members of the community (neighborhood, village, etc.) volunteer in conducting classes, dispensing adult literacy or functional literacy classes. Content and focus can be adjusted to meet the needs and aspirations of beneficiaries.

- Civil society can advocate for a diversification of indicators and to ensure that quality education is approached in a holistic manner (avoid excess focus on supply and output indicators, add more focus on learners’ attributes and learning processes). Indicators on quality of teaching and learning could be expanded to include qualitative aspects such as student participation and activities outside classrooms.

- Professionalization of teachers from entry throughout their career is essential to quality education. Training of education administrators is also critical. Civil society can take the lead in developing “frameworks for professionalization” that take into count interactions within school communities, codes of conduct, innovation, etc. The need to attract the best and most motivated candidates to teaching was highlighted. Pre-service and in-service training opportunities should be provided for teachers and should include topics such as disability, inclusion and gender.
5. Role of the civil society in the implementation of SDG 4 - Education 2030: Enabling modalities

During this session, participants identified challenges, enabling modalities and opportunities for civil society participation in the implementation of SDG4 - Education 2030 around four thematic areas: 1) Governance and accountability 2) Partnerships and collaboration, 3) Financing and 4) Review, monitoring and reporting.

5.1 Governance and accountability

Discussion highlights, including recommendations for civil society:

- There may be a lack of political will, resources or capacities to effectively monitor equity by tracking whether financial resources reach the most vulnerable populations. Moreover, transparency on education governance and budgeting may be a politically sensible area with sometimes little available data. Furthermore, civil society finds itself often excluded from related fora and when invited, lacks capacities to effectively engage in.

- Civil society actions must remain rooted to equity and voice concerns of the marginalized and excluded. Marginalized groups often lack knowledge and capacities to request their right to education.

- Civil society should find ways to support social mobilization, direct accountability and public awareness, enabling the voices of citizens to be heard. Social accountability frameworks will help monitoring the progress. Engagement of children, students and young people will also encourage their active citizenship.

- Civil society could push for a nation-wide citizen movement on transparency and accountability. Inter-sectoral collaboration is necessary as well as the involvement of media.
• **International organizations are important allies** to make governments respect their commitment to accountability and transparency. They can provide support for SDG coordination, share information and data on accountability and governance. Together with civil society, international actors should **build capacities**, namely at community level, to track education budget and performance.

### Common enablers and opportunities

- Civil society is well positioned to reach out to **unconventional partners** (labor unions, private sector, media, etc.) and build **innovative (inter-)sectoral collaborations**.
- Civil society can advocate with donors for increased attention to equity and inclusion in budgeting.
- **Spotlight reports** offer a means for civil society to contribute to national reporting, highlighting shadow areas or alert on specific matters. It also offers a way to demonstrate capacities.
- Civil society can bridge between policy and practice, as well as practitioners and implementers. Presence at community level gives CSOs rich knowledge of local realities that CSOs should communicate to policy and decision makers - civil society can make sure that classroom realities and local contexts are understood and considered by policy-makers. Civil society is also well positioned to support **increased citizen engagement and social accountability**.
- Civil society is well positioned to **generate, collect and share data, information and practices**.

### 5.2 Partnerships and collaboration

Discussion highlights, including recommendations for civil society:

- Concerns were expressed on short-term, ad-hoc partnerships - civil society may be invited only when its specific expertise is needed and collaboration is limited. Civil society should become more strategic about partnering. It was noticed that partnering “is also an attitude” and requires openness and flexibility (institutional preparedness is important, but not sufficient).
- There is no simple answer on how to **simultaneously collaborate with governments and hold them accountable**. Some NGOs receive government funding and find it challenging to keep sufficient distance that allows them legitimately hold the government accountable.
- (International) partners sometimes have different, even competing, priorities and agendas. **International organizations and partners also need be held accountable** and align their interventions with country priorities.
- Civil society should interact with other government branches, especially with the Ministry of Finance. Civil society should also identify champions of their cause among legislators, parliamentarians, and other influencing people.
- SDGs require moving beyond silo-approaches and civil society can be a pioneer and start working in an inter-connected way. Positive experiences will encourage other partners to follow.
- When lacking expertise, NGOs can come together, “**borrow**” expertise from partners and other sectors, find ways to gain skills, etc. Innovation should be encouraged and innovative practices shared.

### 5.3 Financing
Discussion highlights, including recommendations for civil society:

- Proposed international indicators in the Framework for Action (4-6% of GDP, 15-20% of public expenditure) may not be appropriate for all countries and many countries need to find **appropriate levels of spending and put together “enough expenditure”** to guarantee good-quality education. More attention is needed on spending per capita and monitoring equity and additional funding made available for reaching the marginalized. Ministries of Education should also be capacitated to effectively monitor spending, accountability and program implementation.

- **Competing priorities in national budgets** (increased military spending, repaying debt, short term investments prioritized over long-term ones, such as education...) and **harmful practices** (tax avoidance and evasion for instance) make less funding available for education. National resource mobilization sometimes remains rhetorical.

- There is a need to increase public education budgets through greater fiscal capacity, innovative partnerships with non-state actors, and advocacy for increased official development assistance. Civil society needs to be more strategic in advocating for education financing and go beyond conventional areas of reflection. **Tax evasion and avoidance and taxation of foreign corporations** offer possible avenues (civil society can for instance advocate for governments to change the taxation rules concerning the arrival of large multinational corporations).

- Strong civil society response is needed to set up and defend public education. **Increased funding for private schools** (i.e. private schools receiving state funding to the detriment of the public education) and **commercialization** of education were pointed among major threats for SDG 4.

- Some reservations were expressed on the priority for **scholarships**, which have in some cases encouraged students in low-income to attend private schools. Resources need to go to public education as a priority. Additionally, conditions may favor men in certain subjects for instance in engineering and there is little monitoring over scholarships.

- Civil society can **review spending against commitments and challenge the governments’ funding priorities**. To do this, there is a need for more research and data on financing of education (this will also allow understanding of the possible under-spending - why, how it was used, etc.).

- Education **budgets should be a tool for inclusion** and prioritize those most in need: disadvantaged children, youth and adults, women and girls, and people in conflict-affected areas, ethnic minorities, etc. **Civil society can work with donors** to ensure inclusion in education policy and budget.

- Civil society can advocate for reversing the **declining ODA flows** and for targeting of **external financing for neglected subsectors and countries most in need**. Civil society should push donor countries to increase aid towards the international benchmarks (0.7% of GNI serving as a reference target for ODA commitments).

5.4 **Review, monitoring and reporting**

Discussion highlights, including recommendations for civil society:

- **Lack of reliable, timely and disaggregated data** as well as **capacities to generate, manage and use it** prevents effective engagement in monitoring progress. Monitoring of equity was identified as a specific area where capacity development is needed. Further limits to effective monitoring (of equity) are for instance non-availability of data of children and youth attending private education institutions (especially low cost private institutions) or other non-state managed schools and data on marginalized groups (refuges, pastoralists, street children, etc.).

- Civil society participation in the review and reporting processes is not automatic and there is **no specific mechanism for civil society reporting**. Civil society should find ways to contribute to national reporting, but also propose complementary reports (spotlight/ shadow reports). CSOs need to find ways to voice concerns of the marginalized also in review and reporting.
• Civil society can **highlight inadequacies in formal data collection systems** and play a key role in **developing alternative methodologies** to capture data (on equity, inclusion, etc. - see also the new methodology proposed by Save the Children). CSOs should **demonstrate credibility** to make the collected data valuable to government. Collaboration with academia, research institutes and well-established think tanks is a possible way to increase credibility. Civil society can also advocate for inclusion of privately run education organizations in monitoring.

• Civil society should look for ways to increase their involvement in the review and monitoring processes, especially where mechanisms are still being established.

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"**Equity-Based Stepping Stone Targets**"

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Despite the important progress in the Millennium Development Goals era, few countries managed to considerably reduce inequalities in education, and in many countries inequalities even widened as the already advantaged groups made the most progress while the hardest to reach groups were left behind. Equity and inclusion are therefore at the heart of SDG 4 - Education 2030.

Save the Children promotes the use of "Equity-Based Stepping Stone Targets" as a concrete way to bring focus on equity and inclusion. Stepping Stone Targets are national level, intermediate targets set between now and 2030, for example in 2020 and 2025, and demonstrate a country’s required SDG trajectory. Equity-Based Stepping Stone Targets are set for particular marginalized groups within a country and show the progress particular groups should be making, ensuring they are on track, and helping close the gaps with more advantaged groups. From a data perspective, this requires two things: firstly, existing data is more appropriately disaggregated, and secondly, data systems are improved so that they include those currently excluded at the data collection stage itself, such as street children and nomadic populations who are excluded from school-based or household-based surveys.

Save the Children is developing advocacy plans and tools for the use of equity-based stone targets at the national level.

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**6 - Internal Governance**

**6.1 Establishment of the CCNGO Coordination Group 2017-2019**

In line with the CCNGO/EFA Working Procedures23, CCNGO/EFA member organizations were invited on 23 March 2017 to submit candidates for the new Coordination Group. By the deadline of 25 April 2017, 20 nominations were received from 18 CCNGO/EFA members. Each regional seat received one eligible nomination. These eligible nominees were confirmed during the Global Meeting without vote. The international focal points received three eligible nominations (for two seats) and representatives for membership at large five eligible nominations (for two seats). Elections for these four seats took place by secret ballot online.

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Results of the elections were presented on Tuesday afternoon with the following composition for the Coordination Group (2017-2019):

- **Africa**: African Network Campaign on Education for All, ANCEFA (Samuel Dembele, President of the Board)
- **Arab Region**: Teacher Creativity Center, TCC (Refat Sabbah, General Director)
- **Asia and the Pacific**: Asia South Pacific Association for Basic and Adult Education, ASPBAE (Maria Lourdes Almazan Khan, Secretary General)
- **Europe and North America**: European Association for the Education of Adults EAEA, (Christoph Jost, Director of DVV International)
- **Latin America and the Caribbean**: Latin American Campaign for the Right to Education, CLADE (Silvia Alonso Felix, Member representative)
- **International NGOs**: Global Campaign for Education, GCE (Camilla Croso, President) and the World Organization for Early Childhood Education, OMEP (Maggie Koong, May Kay)
- **The CCNGO/EFA membership at large**: Campaign for Popular Education, CAMPE (Rasheda Choudhury, Executive Director) and the Arab Network for Literacy and Adult Education, ANLAE, Ekbal Elsamalouty, Secretary General
- **One seat** was allocated for UNESCO-NGO Liaison Committee *ex officio* (Marie-Claude Machon-Honoré)

6.2 Adoption of the revised working procedures for CCNGO/EFA

Ms. Monique Fouilhoux, GCE, Chairperson of the GCE Board, presented the revised working documents. She explained that the document has been adapted and aligned with the SDG 4 – Education 2030 including the change of the name of CCNGO/EFA to *Collective Consultation of NGOs on Education 2030 (CCNGO/ED 2030)*. The revised working procedures also indicate the reinforced role of the civil society in the implementation of the SDG 4 – Education 2030 with clear reference to Framework for Action 24, in which civil society organizations’ role is clearly outlined.

Participants welcomed the revised working procedures and expressed specific satisfaction with the proposition to nominate regional CCNGO focal points within UNESCO Regional Offices as a means to increase substantive cooperation. A mention of stakeholders beyond education sector was also added to reinforce the inter-sectoral character of the SDG 4 – Education 2030 agenda. The revised working procedures were unanimously adopted.

7 - Meeting Declaration and closure of the 8th CCNGO Global Meeting

7.1 CCNGO Global Meeting Declaration

The Meeting Declaration’s drafting group is comprised of the CCNGO Coordination Group and interested members. Three participants joined the group: Mr. Ian Cheffy (SIL International), Ms. Kaneez Zehra (Pakistan Coalition for Education, an initiative of Society for Access to Quality Education – PCE-SASE), and Ms. Cornelieke Lammers (Save the Children International). The Meeting Declaration working group worked throughout the meeting to summarize the main outcomes of the plenary discussions and meeting outcomes. The draft Declaration was discussed by participants in a plenary session and their recommendations and suggestions integrated in the document. The Global Meeting Declaration of the 8th Collective Consultation of NGOs (CCNGO) on Education 2030 was adopted in the final session.

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7.2 Closing remarks

On behalf of UNESCO, Mr. Naidoo congratulated the elected representatives of the new Coordination Group and thanked the outgoing Coordination Group for their work during the last three years and all participants for their enriching, valuable contributions to the 2-day meeting. He emphasized that UNESCO will take note of the meeting proposals and recommendations, as stated in the Meeting Declaration and discussed in this report.

In particular, UNESCO notes the call to continue to promote the broadness and depth of the SDG 4 – Education 2030 and to defend its holistic and transformative ambition. Note was also taken on the call made upon UNESCO to secure funding and provide dedicated support for the effective functioning of the CCNGO within the SDG 4 – Education 2030 architecture.

Mr. Naidoo urged participants to continue their efforts in the process of implementation and monitoring SDG 4 - Education 2030. Efforts of all stakeholders are needed to successfully deliver the SDG agenda.