PROPOSAL

A ROADMAP FOR THE OPERATIONALIZATION OF THE FRAMEWORK FOR ACTION FOR EDUCATION 2030 IN THE ARAB REGION

1. Introduction

The current discursive discourse on development recognizes the criticality of education to human development. Its importance in economic and social development is further ratiocinated by observations such as that it constitutes a fundamental human right and is inextricably linked to other rights and that it is a public good. It is also a foundation for human fulfillment, peace, sustainable development, gender equality and responsible global citizenship, and a key contributor to reducing inequality and reducing poverty. In other words, it is at the heart of sustainable development. In sum, it is seen as impacting directly or indirectly the work of all the sectors of development.

2. Background

The world has made some remarkable progress in education since 2000, when the six Education for All (EFA) goals and the Millennium Development Goals (MDGs) were established. Those goals were not, however, reached by the 2015 deadline and continued action is needed to complete the unfinished agenda. With Goal 4 of Transforming our world: the 2030 Agenda for Sustainable Development, ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ (hereafter referred to as Education 2030) – and its associated targets, the world has set a more ambitious universal education agenda for the period from 2015 to 2030. Every effort must be made to guarantee that this time the goal and targets are achieved.

Education 2030 was developed through a broad consultative process driven and owned by Member States, and facilitated by UNESCO as well as other partners and guided by the EFA Steering Committee. Education 2030 draws on the thematic consultations on education post-2015 of 2012 and 2013 led by UNESCO and UNICEF, the Global Education for All Meeting held in Muscat, Oman, in May 2014, non-government organization (NGO) consultations, the five regional ministerial conferences organized by UNESCO in 2014 and 2015, and the E-9 meeting held in Islamabad in 2014. A key milestone in its development is the Muscat Agreement, which was
adopted at the Global EFA Meeting in May 2014 and which informed the global education goal and its associated targets and means of implementation as proposed by the United Nations (UN) General Assembly’s Open Working Group on Sustainable Development Goals (OWG).

This process culminated in the Incheon Declaration, which was adopted on 21 May 2015 at the World Education Forum (WEF 2015) held in Incheon, Republic of Korea. The Incheon Declaration constitutes the commitment of the education community to Education 2030 and the 2030 Agenda for Sustainable Development, recognizing the important role of education as a main driver of development. The Education 2030 Framework for Action, which provides guidance for implementing Education 2030, was discussed at WEF 2015, and its essential elements were agreed upon in the Incheon Declaration. The Framework for Action outlines how to translate the commitment made in Incheon into practice, at country/national, regional and global level. It aims at mobilizing all countries and partners around the Sustainable Development Goal (SDG) on education and its targets, and proposes ways of implementing, coordinating, financing and monitoring Education 2030 to ensure inclusive and equitable quality education and lifelong learning opportunities for all. It also proposes indicative strategies which countries may wish to draw upon in developing contextualized plans and strategies, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

With the adoption and launching of the Education 2030 Framework for Action at the High Level Meeting during UNESCO’s 38th General Conference on 4 November 2015, it is time for Member States and partners to think of how best to operationalize it. This is therefore a proposal for a roadmap for translating the global vision into action in the Arab Region, to guide discussions and reach consensus at the 1st Arab Regional Meeting on Education 2030 on 15 and 16 December in Cairo, Egypt.

3. The Methodology

The methodology used for this exercise consists of desk research and secondary data collection done through discussions with Ministries of Education in the region, and interviews with senior UNESCO staff of headquarters and the field, and UN co-convenors and partners in the Arab Region. The data so gathered have been analyzed and this proposed roadmap is based on these discussions and review of available documents on this topic.

4. Guiding Principles

The Arab states have, in a welcome move, committed themselves in the Regional Conference on Education Post-2015 held at Sharm El Sheikh in January 2015 to the principle of education being a public good and a building block for democracy, social cohesion and sustainable development. Now, there is a need to build on this commitment in order to tease out an implementation plan for Education 2030 within the framework for action.
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It may be noted in this context that what is new about Education 2030 Agenda is its focus on increased expanded access, inclusion and equity, quality and learning outcomes at all levels, within a lifelong learning approach.

A further lesson to note in the context of focusing on education quality is the danger of concentrating on access to education without paying enough attention to whether students are learning and acquiring relevant skills once they are in school.

Similarly, there is a further lesson to be learnt from the fact that EFA goals have not been reached by many countries; that is, ‘business as usual’ will not bring about quality education to all. This is important and warrants new, innovative and do-able country-specific approaches to achieve success.

5. The Challenges: Conflict and Peace

At the outset, it must be recognized that the Arab region is marked by its diversity. It is marked in terms of its geography, economic status, socio-cultural aspects, ethnicity and political profiles. The most significant challenge to education progress in the region has been recognized as conflict which exacerbates inequality, poverty, exclusion and marginalization. The provision of education services is severely hampered by violation of rights in countries living in conflict and instability and those hosting refugees. Ensuring access to quality education to internally displaced persons and refugee communities exerts enormous pressures on host countries. As these issues cross national borders, regionally or sub-regionally supportive strategies and partnerships are required to address them. The meet needs to examine if implementation of Education 2030 can be made easier if localized conundrums can be identified as such and dealt with at sub-regional level, identified for the purpose, rather than looking at them from a regional level. This issue can best be addressed by country perspectives looking for commonality at the most disaggregated level possible. There are already some recognized sub-regions such as the Maghreb, the Mashreq and GCC/Yemen. The participants of the Cairo Meeting may examine the need for identifying newer clusters of countries with comparable socio-economic, ethnic and political situations, which in their opinion may be more suited for the development and implementation of action plans for Education 2030.

The promotion of peace and sustainable development must be founded on the provision of equitable and inclusive education for all, thereby enabling the people to realize their rights and untapped potential in society. The participants may like to discuss how to make the education systems of the identified sub-regions and clusters more resilient in order to prevent conflict and mitigate its impact and enhance social cohesion, tolerance and peace. This may be quite a formidable task; but suitable education policies and programmes need to be developed and put in place for providing sustainable quality education for all children. Such policies need to include systems to ensure maintenance of education during emergencies, including conflicts. The key questions to be addressed are:
1. Are the already identified sub-regions, that is, Maghreb, Mashreq and GCC adequate in terms of operationalization of the FFA?
2. Is there a need to identify new clusters or reorganize even the above sub-regions and redefine them?
3. If so, on what basis and with what advantages?
4. How do we make the education systems in the identified sub-regions/clusters more resilient in order to prevent conflict, and countervail the impact of conflict, social unrest and natural hazards?

6. Country-led Action to implement the Targets

Actions to implement the targets now set under Goal 4 of SDG may warrant the preparation and implementation of action plans first drawn up at the country level, taking in to consideration the current status of education in each country, in view of the fact that the relevant situation at each country level for each target may vary in terms of education policy, priorities, political commitment, available resources, administrative mechanisms and socio-economic and cultural factors. Then there may be areas to be identified for sub-regional and cluster-level coordination and collaboration between countries with comparable situations. Finally will come the regional perspective and coordination at that level.

Some of the broad strategic approaches will have to be applied to local country/sub-regional/cluster situations and further developed in terms of the following aspects:

- i. Strengthening policies, plans, legislation and systems: need for strong legal and policy frameworks at country level – sharing of best practices and adapting them to suit country and regional contexts
- ii. Emphasizing equity, inclusion and gender equality: Cross-sector policies and plans need to be developed or improved to address the social, cultural and economic barriers that deprive millions of children, youth and adults of education and quality learning – address the situation of excluded children, youth and adults – address issues of cost barriers through cash transfer programmes, provision of school meals, nutrition and health services
- collection, analysis and use of disaggregated data broken down by specific characteristics of given population groups – ensure that indicators measure progress towards reducing inequality – measures to ensure personal security of girls and women in education institutions and in transit – particularly in situations of conflicts and crises – particular attention to ensure access and outcomes of quality education and learning to those with disabilities
- iii. Focusing on quality and learning: education institutions and programmes should be adequately and equitably resourced – facilities – sufficient number of teachers and educators of quality using learner-centred, active and collaborative pedagogical approaches, books, other learning materials – teachers to be adequately remunerated
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- development of those skills, values attitudes and knowledge that enable citizens to lead healthy and fulfilled lives, make informed decisions and respond to local and global challenges –STEM
- iv. Promoting lifelong learning: provision of multiple and flexible learning pathways and entry points and re-entry points at all ages and all educational levels – strengthening non-formal and informal education – equitable and increased access to quality technical and vocational education, training and to higher education and research – cross-sector approaches may be needed – particular attention to girls’ and women’s education
- v. Addressing education in emergency situations: the capacity of governments and civil society for disaster risk reduction, peace education, climate change adaptation and, emergency preparedness and response should be strengthened at all levels to maintain education during all phases from emergency response to recovery – actions must be taken to end impunity of persons and armed groups that attack education institutions

How will mobilization of efforts be done at national, regional and global levels that are aimed at:

- Achieving effective and inclusive partnerships
- Improving education policies and the way they work together
- Ensuring highly equitable, inclusive and quality education systems for all
- Mobilizing resources for adequate financing for education
- Ensuring monitoring, follow-up and review of all targets

7. Implementation of Targets

(Note: Governments are expected to translate global targets into achievable national targets based on their education priorities, national development strategies and plans, the ways their education systems are organized, their institutional capacity and the availability of resources. This requires establishing appropriate intermediate benchmarks, through an inclusive process, with full transparency and accountability, engaging all partners so that there is country ownership and common understanding).

Suggestions from participants may be invited on the rolling out of action plans for implementing the targets included for the achievement of SDG 4.

Target 4.1:

- What are countries’ plans for providing quality primary and secondary education – particularly discuss cross-cutting theme such as teachers, quality and learning, ICTs, or as part of gender equality programmes – is there a legal framework favouring 12 years of schooling with at least 9 years of it being compulsory? – if yes, is it supported by availability of necessary resources for the same? - Discuss role of other regional partners such as UNESCO, UNICEF and GPE – need for policy dialogues with the countries.
Target 4.2:

- ECCE – what are the country plans to streamline – plans for better inter-sectoral coordination, particularly between health; nutrition-women-and-child welfare; and education,
- Need for policy dialogues to ensure coordination at all levels – how to involve families as the first care givers to the children -- identify areas of support of regional partners like UNESCO and UNICEF.

Targets 4.3 and 4.4:

- TVET – not all countries are in the same stage of development – identify clusters of comparable situations - policies and plans to increase access to all to TVET and university education,
- orientation towards providing employable skills and enhancing mobility of job seekers, many of whom may be disenfranchised youth – need to focus on building social and emotional skills,
- Identify roles for private sector, UNESCO and ILO at regional, sub-regional and national levels – also role of bilaterals such as Germany interested in TVET- focus on quality assurance and their international comparability.

Target 4.5:

- Equity and Gender Equality – identify issues and suggest policies and plans for ensuring equity in access to education and ensuring gender equality,
- Look at current data at disaggregated levels, if available by countries – identify support areas from UNESCO and UN Women.

Target 4.6:

- Literacy – suggest country-wise plans based on current indicators – identify stronger entry points - identify support areas from UNESCO, particularly in areas of policy advice and advocacy
- Develop national literacy assessments with technical support from UNESCO and partners.

Target 4.7:

- ESD and GCED – by far the most challenging target to unpack –countries to select the most pertinent areas for implementation- discuss broader political contexts and suggest ways to obtain political agreements to address the issues,
- A dual approach may be needed – one on the technical aspects of addressing the issues through development of suitable indicators, develop innovative methodologies, decide on types of data and the other on obtaining the necessary political commitment
Need to define sub-targets such as sustainable development, sustainable lifestyles, promotion of a culture of peace and non-violence, global citizenship, culture’s contribution to sustainable development – the exercise may be more relevant at country-cluster levels of comparable situations

An inter-disciplinary and multi-stakeholder approach warranted – identify support areas of UNESCO and other key stakeholders at national and sub-regional levels.

Discussion could be held on how member states can report to international community – before developing new tools and materials, there is a need to look at what is already available like, for example, ESD and Culture of Peace. Similarly, agencies such as UNHCR and UNRWA has long experience in refugee issues including education, which can be used to advantage in the task of maintenance of education to refugees and internally displaced persons (IDPs).

8. The Means of Implementation

Targets 4.a, 4.b, and 4.c:

Review the means of implementation – in terms of education facilities and effective learning environments – use of learning materials already developed, particularly for implementing 4.7 - scholarships for developing countries to enroll in higher education in developed countries and other developing countries – increase the supply of qualified teachers - how will the scholarships be obtained in the sub-regional and country contexts?

9. Governance Issues

Participants may keep in view the fact that Governments have the primary responsibility to deliver on the right to education. They have a central role to play as custodians of efficient, equitable and effective management and financing of public education. The role of the state is crucial in regulating standards, improving quality and reducing disparity between regions, communities and schools.

Participants may discuss the following issues:

- What are the key areas including knowledge gaps to be addressed urgently to further develop the governance system in the Arab region in the education sector in order to achieve quality education?
- What are the required actions to deal with the priority constraints and challenges related to education governance?
- What coordination mechanisms should be set up at national level between ministries, NGOs, private sector, universities, etc?
10. Political Support

Ensuring political support for implementing Education 2030 Agenda is very important because governments have a responsibility to sustain political leadership on education and guide the process of contextualization of Education 2030 based on national experiences and priorities.

Some countries of the region have problems such as slow economic growth, high levels of unemployment especially of the youth and problems of conflict and refugees. Others are quite high on the economic scale. Therefore, it may be a better idea to categorize countries according to such yardsticks and then plan for the implementation of the 2030 Agenda in terms of political commitment for resource mobilization. The participants may try to superimpose this on the sub-regions and clusters referred above and see whether they fit in well or not. Whatever may be context of individual countries, seeking the support of local political will and administrative nod are of paramount importance for the successful implementation of this 2030 Agenda. The exercise should also consider how to balance between political interests and technical feasibility of the implementation plans proposed.

The questions to be addressed are:

- What kinds of advocacy skills are needed at the country level within the sub-regional or cluster contexts in order to obtain political commitment for implementing the plan of action?
- Will similar advocacy skills be needed for resourcing of needed funds?
- What capacity development will be needed at what levels?

11. Partnerships and Coordination

So far, 184 countries have endorsed the 2030 agenda – the countries have sought technical support from UNESCO in the areas of: implementation, monitoring, enhancing accountability, and support in mobilizing adequate financial resources for maintaining education during conflicts and crises in the region – similar cooperation and coordination is sought from other organizations working in the area of education in the region, such as ALECSO, ABEGS, LAS, ISESCO – also UNESCO Institutes such as RCEP, RCEQ, RCECCE- possibilities of involving other organizations in the region such as the various Arab Ministerial Councils – discuss modalities and come up with suggestions.

When it comes to bilateral and multilateral partners, such as UNESCO, UNICEF, UNHCR, UN Women, World Bank, UNRWA and ILO working with the countries of the region it might be helpful if they could work through such regional organizations as mentioned above rather than directly working with the countries concerned – Similarly, UNESCO could work through its regional offices and regional institutes– regional offices should include representatives of all co-convenors of WEF 2015 in their meetings, fora and plans – discussion could be held on suggested ways of doing the work.
For implementing plans of capacity development, it might be a better idea to use the services of institutions such as UIS and IIEP for purposes of conceptualization and design of capacity development and leave the actual carrying out of training to the regional/sub-regional institutes/organizations— that is, the former may create the concepts and designs but leave the training part to the latter.

_Civil Society Organizations (CSOs)_

What kind of encouragement can CSOs play, particularly to promote social mobilization – raise public awareness, involve them in policy development – develop innovative and complementary approaches to serve the most excluded groups – document and share evidence from practice – citizens’ assessments – research – to inform structured policy dialogue – holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutiny of spending – ensuring transparency in education governance and budgeting?

_Organizations of Teachers and Educators_

How best to engage teachers and their organizations at all stages of policy making, planning, implementation and monitoring – use their professionalism to ensure that students learn – bring class-room realities to the forefront of policy dialogue, policy making and planning – promote inclusion, quality, equity and improve curricula and pedagogy?

The _private sector, philanthropic organizations and foundations_

How can they be encouraged to play their role using their experience, innovative approaches, business expertise, and financial resources to strengthen public education – mobilize additional resources for public education – including payment of fair taxes – use of such resources on priority areas – better understanding of labor market trends and skills needs – reach most marginalized within the framework of state-regulated standards and norms - ?

_The Research Community_

The research community can contribute a lot to policy dialogue on education quality. The participants may discuss:

How can the research community be involved in development of policy-relevant research – develop local and national sustainable capacity for qualitative and quantitative research – help chart progress, propose options or solutions and identify best practices that are innovative, scalable and transferable-?

Besides universities and research organizations in the region, the three regional institutes, namely, National Centre for Human Resources Development (NCHRD), Amman/Jordan (to cater to Middle-East sub-region); Regional Centre for Education Planning (RCEP), Sharjah/UEA, a UNESCO Category II Center (to cater to the Gulf Countries sub-region and Yemen); and Centre
d’Orientation et de Planification de l’Education (COPE), Rabat/Morocco (to cater to Maghreb countries sub-region) which have already been involved in the implementation of EFA and three more research institutions, namely, the Regional Center of Quality and Excellence in Education (RCQE) of Saudi Arabia, UNESCO Regional Centre for Adult Education in Egypt and Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE), Damascus, Syrian Arab Republic, may also be involved in Education 2030.

Youth

As for the youth, the discussion points could be: How can governments ensure the representation and participation of youth as responsible learners - how can their participation in Education 2030 be ensured – governments to develop education for youth in consultation with them – special attention to vulnerable and marginalized groups – smooth transition from education and training to decent work and adult life – define ‘decent work’ – how to enhance their employability vis-à-vis the constantly changing demand patterns for skills in the employment market? – Participation in intergenerational dialogue-?

12. Collective Effort and Accountability

The success of Education 2030 will to a great extent depend upon collective effort. To ensure this, there is a need to establish or further develop legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, ensuring participation of all stakeholders. In this connection the following points may be considered:

How can accountability be ensured at all levels – success of Education 2030 will depend upon collective effort – legal and policy frameworks need to promote accountability and transparency – all stakeholders to participate – all partners to embrace the common vision of Education 2030 as outlined in this Framework for Action – to be held accountable,

Multilateral organizations should be accountable to their member states, education ministries and other related ministries to citizens, donors to national governments and citizens, and schools and teachers to the education community, and more broadly, to citizens – any suggestions on how to go about doing this at the different levels?

13. Effective Coordination

Operationalization of the FFA warrants a ‘whole government’ approach to education. They need to establish procedures to initiate suitable interventions for education development. They also need to coordinate external assistance provided by the convening agencies and other multilateral and bilateral agencies. Regional benchmarks may be established where found relevant and appropriate. For instance, reference may be made to the Arab League Educational, Cultural and Scientific Organization education strategy.
A cluster approach to coordination by Co-convenors and partners of WEF 2015 is warranted for the region in view of its diversity – this point has already been discussed earlier in this report on how to go about doing this - strategies for partnerships and coordination to be worked out with the regional offices of the multilateral and bilateral partners – they can again work through regional institutions identified – examine the usefulness of setting up sub-regional/cluster level steering committees comprising NGOs, academia, and other partners like private sector, philanthropic organizations and foundations.

**UNESCO’s Regional Bureau for Education in the Arab States** has an important role to play in establishing regional and sub-regional coordination, particularly through sharing of knowledge, effective policies and practices across the regions.

Country level coordination - discuss modalities of working with civil society organizations - with organizations representing teachers, private and philanthropic organizations and foundations – the academic and research community from the Arab region and the community organizations.

Suggestions for discussion by participants:

- What coordination mechanisms should be set up at national level between ministries, NGOs, private sector, universities, etc?

How the **UNESCO Regional Bureau in Beirut** can continue its mandated role to lead and coordinate the Education 2030 agenda, particularly in terms of:

- Undertaking advocacy to sustain political commitment
- Undertaking capacity development
- Facilitating: policy dialogue, knowledge-sharing, standard-setting and providing policy advice
- Mobilizing and ensuring UNESCO-wide lead coordination and engagement: The roles of field offices, institutes and relevant platforms in the work towards implementation of Education 2030

### 14. Capacity Development

Between 2011 and 2015, the Arab region needed to recruit about 85,000 additional teachers per year to reach a ratio of 32 pupils per teacher in lower secondary education. However, progress has been slow by lack of:

a. Comprehensive and integrated policy framework for teacher preparation,
b. Professionalized pre-service teacher training, and
c. Continuous professional development (CPD) framework.

Therefore, considerable attention needs to be paid to capacity development and institutional strengthening where Ministries of Education can gradually become leaders of their own reform processes and agendas.
As part of EFA, capacity development of policy planners from countries was sought to be enhanced. Considerable progress was made in the Arab region. Further refinement and focusing need to be made in this connection. There is an evaluation report available on this.

Suggestions for further discussion:

- What functions and capacities need to be strengthened further to manage education systems?
- How are capacity needs identified? Who is involved? Is there a systematic approach to the identification of the problem and its solution?
- How can capacity development achievements be tracked? What indicators are needed? How can accountability in interventions be guaranteed?

15. Monitoring, Evaluation and Oversight

A system of follow-up and review based on robust monitoring, reporting and evaluation of policies, systems and tools are found essential to achieving Education 2030.

The countries of the region have resolved to develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for policy formulation and management of education systems – quality aspects of data collection such as disaggregation by gender, vulnerability, marginalization, poor accessibility, disabilities, etc will have to be taken in to consideration in doing this,

Measurement of quality aspects at such disaggregated levels may pose problems and expertise may be resourced for addressing such issues – some agencies such as UNRWA, INEE and others have developed some measurement tools in respect of refugee education – their expertise may be utilized for addressing issues related to measurement of quality education in conflict and crisis - given the ambitious targets of the 2030 Agenda, development of suitable indicators may pose some problems – they have to be relevant to individual country or sub-regional contexts and achievable in those contexts – how to ensure that the indicators developed are measurable, because anything that is measured gets done?

Benchmarks can be identified against which such indicators can be measured – special studies may be provided for assessing impact at periodical intervals – capacity building in using statistical measures – if done properly, will help evidence-based advocacy efforts for policy, planning and mobilizing adequate financial resources – the case for a good M&E system.

- **Regional**: additional indicators to take account of specific regional contexts and relevant policy priorities for concepts that are less amenable to global comparison – regional or sub-regional comparisons may be more relevant in the short run than global comparisons - what could be the *modus operandi* for the Arab region?
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- **National**: indicators selected or developed by countries to take account of their national contexts and correspond to their education systems, plans and policy agendas – plans and strategies need to be worked out.

Discuss could be held on Regional and Sub-regional Collective Efforts for strong regional collaboration, cooperation, coordination and monitoring of implementation of the education agenda - Cooperation between the World Education Forum 2015 Co-convenors (UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UNWomen, the World Bank, plus UNRWA and ILO) - ensuring the functioning of an Inclusive and Efficient Regional Coordination Mechanism – can be sub-regional also with a cluster orientation.

16. Financing

**Domestic**: How to ensure that governments commit themselves to providing equitable financing for education commensurate with national educational priorities, needs and capacities to advance the progressive realization of right to education – increase public funding for education – prioritize those most in need – increase efficiency and accountability - countries have also committed to seek allocation of sufficient financial resources from their governments in an equitable manner according to internationally recognized benchmarks of 6% of GDP or 20% of total public expenditure of each country – they may need some capacity enhancement in evidence-based advocacy skills for doing this effectively?

**External**: How to encourage education partners to reverse the decline in aid to education – some donors target on 4.1; others on 4.7; yet others only on TVET – how to improve aid effectiveness through harmonization and better coordination – improve the quality of external financing through better targeting etc – promote south-south and triangular cooperation – increase the amount of aid to education in ‘conflict and crisis’.

Scale-up and strengthen existing multi-stakeholder partnerships, such as GPE, increasing investments in STEM education, etc – the regional offices of the bilateral and multilateral donor agencies can chart out a programme of forming a sort of consortium to provide aid commensurate with cluster-level needs, rather than looking at it from a global or even a regional perspective?

**Innovation**: Participants may come up with suggestions on: How to encourage innovations – focus investments on equity, inclusion and quality – orient private financing resources – challenge and expose misuse of resources – institute transparent monitoring and reporting on financial resources and their actual reach – develop capacity and provide needed resources to do data collection for financial reporting?
17. A Road Ahead in 2016

In summary, planning ahead, Arab Member States and partners may consider following themes and actions to guide undertaking of immediate actions in 2016:

**Sensitization and awareness raising**: Bringing everyone on board for strong national ownership and collective action

**Implementation of the targets and means of implementation**: Mapping policies and programmes needed and identify strategic options

**Financing**: Examining and mobilizing domestic and international resource landscape and mobilizing and utilizing resources

**Coordination and partnership**: Establishing and strengthening a robust national mechanism that is broad-based and inclusive, and ensuring effective partner support mechanism

**Capacity development**: Identifying needs and challenges at all levels and putting in place a plan

**Measuring and monitoring**: Reviewing national monitoring mechanisms including availability of evidence needed for monitoring, integrate the ED thematic indicators, including development of methodologies and technical guidelines, and possible regional monitoring plan

**Advocacy and communication**: Advocacy for the Agenda and communicating it effectively