REPORT

PARTICIPANTS
Asia South Pacific Association for Basic and Adult Education (ASPBAE): Ms. Maria Lourdes Almazan Khan; Campaña Latinoamericana por el Derecho a la Educación (CLADE): Mr. Maximiliano Estigarribia; African Network Campaign on Education for All (ANCEFA): Mr. Samuel Dembele; Teacher Creativity Centre (TCC): Mr. Refat Sabbah; Global Campaign for Education (GCE): Ms. Camilla Croso and Ms. Monique Fouilhoux; World Organization for Early Childhood Education (OMEP): Ms. Ms Lisbeth Gouin; Campaign for Popular Education (CAMPE): Ms. Rasheda Choudhury; NGO-UNESCO Liaison Committee: Ms. Aicha Bah Diallo and Ms. Victoria Barrès1. UNESCO: Mr. Jordan Naidoo, Mr. Sobhi Tawil, Ms. Margarete Sachs-Israel, Ms. Suvi Mellavuo-Bonnet.

MEETING OBJECTIVES
1. Information/Updates on:
   • Implementation of SDG4-Education 2030 agenda and future plans
   • Activities undertaken by the CCNGO Coordination Group
   • SDG architecture and processes at the UN
   • SDG-Education 2030 Steering Committee
2. Preparation of CCNGO participation in the SC meeting on 25 and 26 May 2016
3. Discussion of new role of the CCNGO in light of SDG4-Education 2030
   • Revisiting current working procedures of the CCNGO
   • Planning/strategizing for new CCNGO activities in the SDG4-Education processes including advocacy, supporting implementation, reviewing and monitoring etc. as an integral part of the new Education 2030 architecture, as well as SDG processes
4. Discussion and planning for the next global CCNGO meeting

1. INTRODUCTION AND ELECTION OF CHAIR (Session 1)
Jordan Naidoo, Director ED/ESC welcomed the participants underlining the critical juncture of the new SDG development agenda. He pointed out the two core objectives of the meeting: 1) discuss how the CCNGO feeds into the work of the Steering Committee and the coordination mechanism in general, and 2) discuss some operational work of CCNGO to strengthen it, including the question of resources. Ms. Monique Fouilhoux was elected as the Chair. The agenda was adopted.

2. UPDATES FROM COORDINATION GROUP MEMBERS (Session 2)
After a presentation by UNESCO (PPT attached) on recent developments in SDG 4-Education 2030 implementation and future plans, highlighting the importance of regional and sub-regional consultations, the participants shared some updates on major current areas of work carried out by their constituencies.

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1 Arab Network for Literacy and Adult Education (ANLAE): Ms. Ekbal Elsamalouty was not able to participate due to a delay in visa procedures.
Discussions focused on the following issues:

1) **Logo and branding:** The logo of SDG 4 was considered reductionist as it does not reflect the holistic vision of education and the lifelong learning concept of the new agenda. UNESCO informed participants of the impossibility to change the UN logo.

2) **The nature and understanding of Education 2030 Agenda:** SDG 4 and Education 2030 are one single agenda and the Framework for Action deepens the understanding of Goal 4 and related targets and means of implementation. The Education 2030 agenda and the Framework for Action should be translated, communicated and disseminated widely, including by CSOs.

3) **Engagement in the policy processes:** The CCNGO CG expressed a concern for a shrinking space for civil society participation at regional and country levels. Participation in Local Education Groups (LEGs) was considered important and it was noted that greater efforts would need to be made to ensure engagement of CSOs with governments, parliamentarians and ministries of finance. The CG also pointed out emphatically the rise in criminalisation in different parts of the world as well as other manifestations of weakening of democracies. These pose concrete challenges for the implementation of the 2030 Agenda.

4) **Holistic approach to education:** For the coming 15 years all aspects of education (e.g. privatization, gender, and financing) should be taken into consideration, but other important and broader aspects around education should also be looked at such as youth, violence, and environment. The agenda needs to be implemented in its totality while developing context-specific strategies. There should be no ‘cherry-picking’ of what to implement, as this is in contradiction with the spirit of a holistic and comprehensive approach of the agenda. OMEP informed participants on a proposal made to ADG for a Decade for Early Childhood Care and Education.

5) **Research and capacity building:** The lack of research in certain areas was expressed and the need for capacity building in research and analysis of some issues related to education.

6) **Key events for 2016:** Arab regional meeting in July; CLADE General Assembly in November; Summit of Francophonie in November; second APA regional consultation UNESCO in November; GPE Board of Directors meeting in December in Cambodia; ASPBAE General Conference; International Conference of NGOs in official partnership on 12 – 14 December 2016.

3. **INDICATOR DEVELOPMENT AND SDG ARCHITECTURE (Session 3)**
CAMPE and UNESCO shared information about the recent Technical Coordination Group (TCG) meeting on indicator development in Washington in May 2016 in which they participated. The global Indicators were proposed by the Inter Agency Experts Group and are composed of 11 global indicators for SDG 4. Although the global indicators are considered mandatory, countries can still choose whether to report or not. The thematic indicators are currently being discussed within the Technical Coordination Group hosted by UIS and are composed of 43 thematic indicators, constituting a ‘menu’ from which countries can choose based on their own priorities. [See annex]

The discussion focused on:

1) **Global and Thematic indicators development:** Global indicators will be presented in July 2016 at ECOSOC for adoption and will be adopted in September 2016 by the UNGA. Although they are not yet finalized, it is unlikely that the global indicators will be re-discussed and changed. Thematic Indicators can still be discussed, and it is likely that there will be changes, as country representatives in the TCG identified 8 indicators which were not considered feasible.

2) **Role and mandate of Technical Coordination Group:** It was proposed by the CCNGO that the TCG should respond to the SC and work under the SC. This proposal should be discussed during the SC. UIS has not yet circulated briefings and reports of the TCG meeting. The CCNGO CG would like to receive the report of the meeting of the TCG.
3) CCNGO CG approach to indicators: The CG proposed three ‘Cs’ to be taken into consideration for indicators: Context, Commitment (political), and Capacity. The context changes and so do needs and data. Global comparability is not viewed as a good approach by the CG

A presentation was made by the UNESCO Secretariat on follow-up and review of progress in achieving the SDGs (PPT attached). This process is based on key foundational principles: governments have primary responsibility to follow-up at all levels; and there must be an inclusive process which is based on a comprehensive understanding of development.

The CG expressed strong concerns with regard to the addition of early grade testing in the global indicator 4.1 in the IAEG meeting in October 2015 after the EFA SC in its meeting in early October 2015 had reached consensus that the global indicator for target 4.1 should read ‘end of primary and end of lower secondary’, while the thematic indicator should read ‘in and during primary’ as reflected in the Annex of the FFA. The CG agreed to express their concern during the Education 2030 SC meeting.

The High Level Political Forum (HLPF) will oversee a network of follow-up and review processes. It will meet every year under ECOSOC and every 4 years under UNGA. Under ECOSOC, the HLPF will review all goals and will focus on specific areas and undertake a thematic review and an in-depth review of a sub-set of SDGs. The next meeting of HLPF is set for 11 – 20 July 2016.

It was reported that major civil society groups and other stakeholders were invited to participate in all parts of the follow-up and review. GCE is now in the newly formed Education and Academia Stakeholders’ Group as well as Education International, ICAE and the European Students' Unions. The possibility of involving the CCNGO as a whole was raised. GCE shared with the CCNGO CG the challenges of heavy simultaneous consultations. In addition, GCE will participate in the next HLPF in July.

4. PLANNING FUTURE CCNGO ROLE, ACTIVITIES AND WORKING PROCEDURES (Session 4)

UNESCO presented some activities that the Partnerships, Cooperation and Research Section is carrying out with Civil Society Organizations. It was stressed the idea that CCNGO should feed into the coordination architecture of the agenda.

The discussion focused on the following themes:

**Coordination:** The regional and sub-regional levels will become more important for consultation and implementation of the agenda in order to facilitate a better articulation between global and national. The involvement of the CCNGO in coordination at regional level should be strengthened. UNESCO can be proactive in supporting NGOs at regional level through the creation of a focal point for the CCNGO in UNESCO Regional and Cluster Offices. In this way, NGOs would know who to contact in the planning of activities and sharing of information. It was also suggested to inform the National Commissions and Field Offices of the CCNGO mechanism. UNESCO can ensure participation of CSO in its regional and or national meetings. GCE proposed that CCNGO should be more visible in the briefing notes as a key partner in supporting the implementation of SDG 4-Education 2030.

**Joint activities:** UNESCO could facilitate the liaison with contacts with other sections and stakeholders such as GCED, ESD and academia. Joint research and consultation were pointed as possible fields of cooperation. Joint activities should be proposed by both sides: CCNGO members should inform UNESCO’s Regional and Field Offices as well as National Commissions on their work and undertake possible joint activities.

**Membership:** The list of members of CCNGO should be reviewed. There is a need to check who is part of CCNGO now and who is no longer active. Since the scope and vision of SDG 4 are broader than EFA, CCNGO could include NGOs of different kind of stakeholders, such as from TVET, health, etc.

**Working procedures:** The current Working Procedures should be revised in light of the new agenda. Monique Fouilhoux with UNESCO will start working on the review of the Working Procedures. The draft of the revised
Working Procedures (which also requires UNESCO internal vetting) will then be circulated via email for consultation to the CCNGO CG and later to CCNGO members at large.

**Communication**: There is a need to revitalize information sharing and re-using the mailing lists. UNESCO can check the technical aspect of mailing lists. Each of the members of the CG should communicate the decisions of this meeting to their respective constituencies. The ERI NGO should always be kept informed and updated on decisions and activities of CCNGO. A shared understanding and messaging on SDG4 should be built.

5. DISCUSSION ON NEXT CCNGO GLOBAL MEETING (Session 5)
The CCNGO CG worked on the proposal for a CCNGO Global Meeting. UNESCO reconfirmed its intention to hold a Global Meeting during the 6-9 upcoming months. Various options were explored: (1) CCNGO global meeting in APA region (suggested Mongolia, Vietnam, and Cambodia) by the end of 2016 (suggested 1st two weeks of December); (2) CCNGO Global Meeting in APA region during the first trimester of 2017; (3) CCNGO Global Meeting in Paris just before or following the International Conference of NGOs in partnership with UNESCO meeting on December 12 – 14, 2016. Availability of funds is the main condition that will influence the decision as to when the next CCNGO Global Meeting will take place. The CCNGO CG proposed to form an organizing committee for the Global Meeting. If the Global Meeting is in 2016, a new face-to-face meeting of the CG is needed in July to prepare for this.

The CCNGO CG expressed its preference for having the meeting in 2017 in the APA region, which would allow sufficient time for preparations. It expressed a wish to have a high level opening ceremony and also suggested to include in the programme the possibility of visiting schools. There is the need to create two small working groups, one on practical and organizational matters, and another one on the agenda and content of the meeting.

6. OTHER MATTERS AND CONCLUSIONS
UNESCO informed the CG participants of the intended breakfast meeting during the HLPF on 19 July 2016, which would include: Member States sharing their progress in implementing SDG 4-Education 2030 and UIS to present the monitoring processes. UNESCO was informed of the event that the Education and Academia Stakeholders’ Group wishes to organise.

During the afternoon the UNESCO Secretariat left the room allowing the CG to prepare for the Steering Committee meeting.

7. FOLLOW UP
UNESCO and CCNGO CG:
- should ensure that ERI NGO is always informed on the work of the CCNGO;
- will work on a draft of the revised Working Procedures to be circulated among the CCNGO CG and then to all members;
- will check the list members of CCNGO through the representatives of the CCNGO Coordination group from the regions;
- is committed to inform one another on possible events and joint activities at global, regional, sub-regional and national levels;
- will follow-up on the organisation of the CCNGO Global Meeting.

UNESCO will:
- share the draft report of the meeting before mid-June with the Coordination Group;
- check the mailing lists with the assistance of the regional representatives;
- ensure that regional and field offices are informed of CCNGO members in their region/country and facilitate participation of CSOs in regional and or national consultations on SDG 4;
- explore the possibility to create regional focal points for the CCNGO.
CCNGO CG will:

- share the report of the meeting with its specific constituency;
- ask for a report of the meeting of the TCG;
- revitalize communication with its respective constituency and members.

Annex

Proposed global indicators to monitor SDG 4 - Education 2030

[Ref: Report of the Interagency and Expert Group on Indicators - February 2016]

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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<tr>
<th>Targets</th>
<th>Global indicators</th>
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<tbody>
<tr>
<td>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</td>
<td>- Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</td>
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<td>4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</td>
<td>- Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex</td>
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<td>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</td>
<td>- Participation rate in organized learning (one year before the official primary entry age), by sex</td>
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<td>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</td>
<td>- Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill</td>
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<td>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</td>
<td>- Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated</td>
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<td>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</td>
<td>- Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</td>
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<td>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and</td>
<td>- Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels</td>
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sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

- Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

- Volume of official development assistance flows for scholarships by sector and type of study

- Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

**Education-related targets and indicators in other SDGs**

*Note: UNESCO will only be the source of indicators for targets 12.8, 13.3 and possibly 1.a.*

**SDG 1: End poverty in all its forms everywhere**

**Targets**

**Target 1.a** Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

**Global indicator**

- Proportion of total government spending on essential services (education, health and social protection)
SDG 3: Health and well-being

Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

- Proportion of women of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods
- Adolescent birth rate (aged 10-14 years; aged 15-19 years) per 1,000 women in that age group

SDG 5: Gender equality

Target 5.6: Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

- Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education

SDG 8: Decent work and economic growth

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training

- Proportion of youth (aged 15-24 years) not in education, employment or training

SDG 12: Responsible consumption and production

Target 12.8: By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

- Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment

SDG 13: Climate change

Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

- Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula