Arab Regional Roadmap for Education 2030

1. We, the high level officials of Governments in the Arab Region, United Nations co-convenors, civil society organizations, professional unions as well as technical and development partners, gathered at the First Arab Regional Meeting on Education 2030 on 15 and 16 December 2015 in Cairo, Egypt, organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) with the support of partners under the auspices of His Excellency Dr El-Helaly El-Sherbiny, Minister of Education and Technical Education, Arab Egypt Republic.

2. Having actively taken part in Education 2030 (Sustainable Development Goal 4) agenda setting and consensus building processes at national, regional and international levels, we reaffirm the centrality of education in sustainable development and the critical need for innovative domestic and international resource mobilization, allocation and utilization. The Education 2030 Agenda is inspired by a humanistic vision of education and development based on human rights and dignity, social justice, protection, cultural diversity, and shared responsibility and accountability. It is underpinned by the principle that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, human fulfillment and sustainable development.

As such, we have adopted the Education 2030 Framework for Action and declare our commitment to it as our binding framework to collectively work towards achieving the Goal: **Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**

3. Cognizant of the exceptional circumstances that some Arab states are facing and the negative impact on what has been achieved in the framework for Education for All, we particularly reaffirm the importance of the role of education in preventing and mitigating the impact of conflict in order to ensure access to quality education for internally displaced persons and refugee communities. We resolutely emphasize the need to address education in emergencies and post-conflict settings. Therefore, we will work towards tackling these urgent issues at all levels as a matter of utmost urgency, in a collective, cooperative manner.

4. Having had two days of fruitful, forward looking interactions and discussions from the perspectives of Member States as well as those of participating organizations, we declare the launch of a new era in the Arab region by adopting a collective, participatory Roadmap that aims at achieving quality education and lifelong learning for all by 2030. Concretely, we, Member States and Partners, seek to adopt a set of following immediate actions to be undertaken in 2016 in order to operationalize the Education 2030 Agenda in our region, with particular attention to the needs of crisis-affected countries:

**Arab Member States:**

1. Initiate sensitization and awareness raising activities about Education 2030 (SDG 4) and its interconnectedness with the SDG agenda for national and sub-national education officials, stakeholders, partners and communities (timeline: January 2016 and throughout the year 2016);

2. Put in place national education coordination and partnership mechanism through forming a broad-based national team, inclusive of all relevant sectors, civil society and private sector (timeline: by 31 March 2016);
3) Map policies and programmes needed and identify strategic options, including on governance and financing, that contribute to SDG 4 implementation (timeline: by 30 September 2016);
4) Review education sector monitoring mechanisms including availability of evidence needed for monitoring and to develop mechanisms needed to measure and monitor the Targets (timeline: by 30 September 2016);
5) Identify capacity development needs among all relevant line Ministries and education personnel at all levels to implement the Agenda and to develop a plan to achieve the target (timeline: 30 September 2016)
6) Continue to actively participate in intra- and inter-regional forum on Education 2030 (timeline: throughout the year 2016).
7) Promote knowledge production, information sharing in the Arabic language common to the Arab Member States to enhance regional cooperation (timeline: throughout the year 2016)
8) Develop regional initiatives in coordination and cooperation with education institutions and organizations to promote innovation and excellence in education (timeline: throughout the year 2016)

Partners (coordinated by UNESCO):

1) Establish Education 2030 Regional Technical Support Group (timeline: 31 March 2016)
2) Undertake technical consultations on further discussion and development of approaches and type of data for monitoring Target 4.7\(^1\), in consultation with Member States (timeline: 30 June 2016)
3) Develop advocacy and communication tools and strategy (timeline: 30 June 2016)
4) Map available data and data sources for SDG 4 indicators, including administrative data, household surveys, learning assessments and data collected by civil society, as well as capacity needs in data management, reporting and use (timeline: 30 September 2016)
5) Develop and disseminate technical guidelines for monitoring SDG 4, including definitions of the indicators, data sources, and methods of data collection and analysis, in consultation with Member States and regional partners (timeline: 30 September 2016)
6) Develop capacity development programme on the basis of above action points 2, 4, 5 and 8 (timeline: 30 September 2016)
7) Put in place a regional monitoring plan in consultation with Member States and regional partners (timeline: 31 December 2016)
8) Work towards developing financing strategies to provide the needed support to countries in crisis as well as those affected by it, in consultation with Member States (timeline: throughout the year 2016)
9) Support Member States to implement the Roadmap (timeline: throughout the year 2016)

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\(^1\) Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and 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.