



# SUSTAINABLE DEVELOPMENT GOAL 4

**The Dubai Roadmap for Education 2030  
in the Arab Region (2018 - 2017)**

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## The Dubai Roadmap for Education 2030 in the Arab Region (2017-2018)

1. We, the 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 Second Arab Regional Meeting on SDG 4 – Education 2030 (ARMED II) on 6 and 7 March 2017 in Dubai, United Arab Emirates. The ARMED II has been co-organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and Regional Center for Educational Planning (RCEP) with the support of regional partners under the auspices of His Excellency Dr Hussain Ibrahim Al Hammadi, Minister of Education, United Arab Emirates.
2. Recalling the First Arab Regional Meeting on SDG 4 – Education 2030 (ARMED I) held in Cairo in December 2016, and reaffirming the centrality of education in sustainable development, we recognize that the SDG 4 agenda inspires us to pursue a humanistic vision of education and development based on human rights and dignity, social justice, protection, cultural diversity, and shared responsibility and accountability. Also, 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. Furthermore, it is essential for peace, human fulfillment and sustainable development.
3. Given that some of the countries in our region are afflicted with protracted crises to the detriment of the lives, rights and livelihoods of millions of displaced persons and communities as well as those in host countries affected by crises, we reaffirm the transformative power of quality education in preventing and mitigating the impact of conflict, providing protection in time of crisis, equipping the affected with the necessary knowledge and skills to recover and reconstruct, and giving hope for the future. **We also remain dedicated to the inclusion of refugee children and youth systematically in national educational planning processes in order to monitor their participation and educational attainment.** In order to maximize this opportunity of the Agenda for 2030, we recognize the need to address challenges confronting our countries and the region as a whole by diversifying learning pathways from a lifelong perspective, improving learning as central to enhancing quality, and reexamining youth and skills for the world of work, among others.
4. In this sense, the SDG 4 agenda has given us all an opportunity to rethink education in a collective, cooperative manner and to guide its transformational process towards achieving equitable, inclusive and quality education and lifelong opportunities for all, which in turn makes *'Transforming our world: the 2030 Agenda for Sustainable Development'* a reality for all.
5. Recognizing the interconnected nature of the realities on the ground, the SDG4 agenda is inextricably linked and contributes to other SDGs; namely SDG1 No Poverty, SDG2 Zero Hunger, SDG3 Health and Well-being, SDG 5 Gender Equality, SDG 8 Decent Work, and SDG 16 Peace, Justice and Strong Institutions. Most education interventions, to be successful, rely on integrated approaches to ensure well-fed, healthy, protected children

and youth who have equitable access, appropriate facilities, skills for life and work and supportive institutions giving hope for a peaceful and just future.

6. Having adopted the Arab Regional Roadmap for SDG 4 and Education 2030 (Cairo Roadmap) at ARMED I, we, Arab Member States and partners, have since commenced implementation of the Agenda as appropriate and relevant to national contexts. More than one year down the road from the adoption of the Cairo Roadmap, we have come together in Dubai to review and reflect on our performance on the implementation of the Cairo Roadmap and at the same time, learn from our experiences gained and challenged encountered, and more importantly to agree on a roadmap for 2017-2018.
7. Having met three times in 2016, a group of partners that had committed to the Cairo Roadmap established a regional group called 'Arab Regional Support Group for SDG 4' in July 2016, defined its terms of reference, undertook several joint activities such as development of a dedicated portal, technical training on indicators, and agreed to scale up collective support actions in 2017 and 2018 with focus on regional technical guidance, country-based support, advocacy and communication, reporting and monitoring, and financing.
8. Cognizant of the fact that the Cairo Roadmap was not fully implemented and of the need to continue to put in place/reinforce/further support nationally-led mechanisms and initiatives in order to fully unpack and mainstream the vision, principles and targets of SDG 4 into national education development processes, we, Member States and Partners, hereby adopt the *Dubai Roadmap for 2017-2018* and reiterate our commitment to transforming our education system in pursuit of achieving the ambitious goal by 2030. Concretely, we seek to adopt a set of following actions to be carried out in 2017 and 2018. In so doing, we commit to sharing our experiences and expertise on a regular basis, developing brief annual progress reports on the Roadmap implementation, and meeting in 2018 (ARMED III) to once again review and reflect on our progress collectively.

*Dubai, United Arab Emirates  
March 2017*

## ADVOCACY AND COMMUNICATION

| MEMBER STATES   |                            | PARTNERS   |                          |                     |
|---|----------------------------|--|--------------------------|---------------------|
| Actions   | Timeline                   | Actions  | Partners                 | Timeline            |
| Launch and conduct awareness campaigns on SDG4 and SDG4 targets   | Ongoing to the end of 2018 | Keep updating the SDG4 web portal (best practices, etc.)                       | All                      | Throughout the year |
| Promote sharing of experience and outstanding initiatives at the national, sub-regional and regional levels through the use of different means (including, but not limited to, SDG4 regional web portal) including linkages and contributions to other SDGs | Ongoing to the end of 2018 | Publish e-newsletters  | ABEGS/RCEP/UNESCO/ALECSO | Bi-annually         |
|   |                            | Update policy briefs and country profiles                                      | UNESCO/ALESCO/RCEP       | Annually            |
|   |                            | Advocate for greater involvement of other partners, such as the private sector | UNESCO/ WFP              | Throughout the year |
|   |                            | Launch a week/annual campaign for education                                    | UNESCO/WFP/GCE&ACEA      | Annually            |

## REVIEW AND MONITORING

| MEMBER STATES  |                            | PARTNERS   |                                    |  |
|--|----------------------------|--|------------------------------------|--|
| Actions  | Timeline                   | Actions  | Partners                           | Timeline   |
| Contextualize the SDG4 indicators at national level in alignment with national strategies and track linkages/contributions to other SDGs | By March 2018              | Undertake technical consultations on further discussion and development of approaches and type of data for monitoring Target 4.7, in consultation with Member States | All                                | By 31 July 2017  |
| Prepare annual periodic and interim progress reports on SDG4 based on UNESCO-provided templates and report structure                     | Ongoing to the end of 2018 | Publish (annual) status of education in the Arab region (National, Sub region, Region)   | RCEP/ABEGS/UNESCO /ALECSO/GCE&ACEA | Annual or biennial   |
|  |                            | Disseminate and use 'Technical Guidelines for measuring and monitoring SDG4' as part of capacity development initiatives   | RCEP/ UNESCO/ UNICEF               | Finalization by 1 September and dissemination and use thereafter |
|  |                            | Put in place a regional monitoring framework and plan in consultation with Member States   | UNESCO /RCEP/ ABEGS/ ALECSO/ UNRWA | By 1 September 2017  |

## FINANCING

| MEMBER STATES   |                            | PARTNERS  |                             |   |
|---|----------------------------|---|-----------------------------|---|
| Actions   | Timeline                   | Actions   | Partners                    | Timeline  |
| Develop initiatives to mobilize domestic and external resources | Ongoing to the end of 2017 | Identify external financing gaps at national level and map donors   | UNESCO                      | Throughout the year   |
|   |                            | Develop cost and financing framework, including making use of NEA initiative  | UNESCO/ ALECSO/ UNICEF      | Throughout the year with concrete support initiatives at national level |
|   |                            | 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 | UNESCO/UNHCR/WFP/GPE/UNICEF | Throughout the year   |

| COORDINATION AND PARTERNSHIPS   |   | COUNTRY SUPPORT<br>(capacity development; technical assistance, etc.)  |  |   |
|---|---|--|--|---|
| MEMBER STATES   |   | PARTNERS   |  |   |
| Actions   | Timeline  | Actions  | Partners   | Timeline  |
| Put in place national education coordination and partnership mechanism, including establishing core team(s) in charge of overseeing SDG4 activities and made up of technical officers and policy makers | Ongoing for Member States that did not manage as part of the Cairo Roadmap implementation | Mainstream/integrate SDG4 into national plans  | UNESCO/GPE/ UNICEF   | Throughout the year with concrete support initiatives to be implemented at national level |
| Expand partnerships through identifying partners national needs and linking them together, as well as clarifying partner roles  | Ongoing to the end of 2018  | Build capacity in cost and financing of education  | RCEP/GPE/ UNESCO/ UNICEF                                       | Throughout the year with concrete support initiatives to be implemented at national level |
| Improve cooperation with national and regional partners, as well as UNESCO Category II Centers <sup>1</sup> to implement programs and capacity development plans  | Ongoing to the end of 2018  | Build statistical capacity to measure/monitor and report on the indicators, including alignment of monitoring of crisis/ humanitarian education plans to SDG 4 | RCEP/GPE/GCE&ACEA /ALECSO/WFP/UNESCO/UNRWA/UNHCR/ABEGS/ UNICEF | Throughout the year with concrete training workshops to be organized                      |

<sup>1</sup> UNESCO Category II Centers are associated with UNESCO through formal arrangements approved by the General Conference. They are selected upon proposal by Member State(s), based on the strength of their specialization in one of UNESCO's fields of competence. Through capacity-building, knowledge sharing and research, they provide a valuable and unique contribution to the implementation of UNESCO's strategic programme objectives for the benefits of Member States. In the Arab Region, there are four Category II Centers:

☒ Regional Centre for Adult Education (ASFEC), Syrs Al Layan, Egypt

## POLICY AND PLANNING

### MEMBER STATES

| Actions   | Timeline  |
|---|---|
| Identify policy and programmatic gaps to mainstreaming and promoting SDG4 at national level   | Ongoing to the end of 2018  |
| Develop SDG4-related policy briefs to support policy dialogue on specific issues (i.e. compulsory pre-primary education for 5-year olds, expanding TVET and improving its quality, education of girls and women, curriculum reform, mainstreaming GCED, etc.)   | Ongoing to the end of 2018  |
| Hold discussion and dialogue at the regional and national levels on “Rethinking Education”  | Ongoing to the end of 2018  |
| Develop and implement capacity development plan at the Ministries of Education, based on the conducted capacity development needs assessment, including for strategic planning and implementation in Education in Emergencies and for monitoring and evaluation | Development of plan by end of 2017<br>Implementation of plan ongoing to the end of 2018 |
| Expand and improve pre-service and in-service teacher training  | Ongoing to the end of 2018  |
| Promote and plan for capacity development of learners, especially with respect to creative learning and scientific research   | Ongoing to the end of 2018  |

<sup>1</sup> Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE), Damascus, Syria

<sup>2</sup> Regional Centre for Educational Planning (RCEP), Sharjah, UAE

<sup>3</sup> Regional Centre of Quality and Excellence in Education (RCQE), Riyadh, Saudi Arabia