

Executive Training for Policymakers on the 2030 Agenda and the SDGs

UNOSD Korea

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www.csend.org; www.diplomacydialogue.org

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Partnerships for the SDGs

**Partnerships for Learning
Outcome, Productive lives &
National Development – A quality
assurance approach**

Key Messages

- 1. The 17 SDGs are interdependent, SDG 4 affects other SDGs who in turn affect SDG 4
- 2. Education is embedded in a larger context- meta, macro, meso, micro levels
- 3. Quality is relevant concept for all levels
- 4. Improving quality of education can benefit from international exchanges and partnerships



THE GLOBAL GOALS

For Sustainable Development

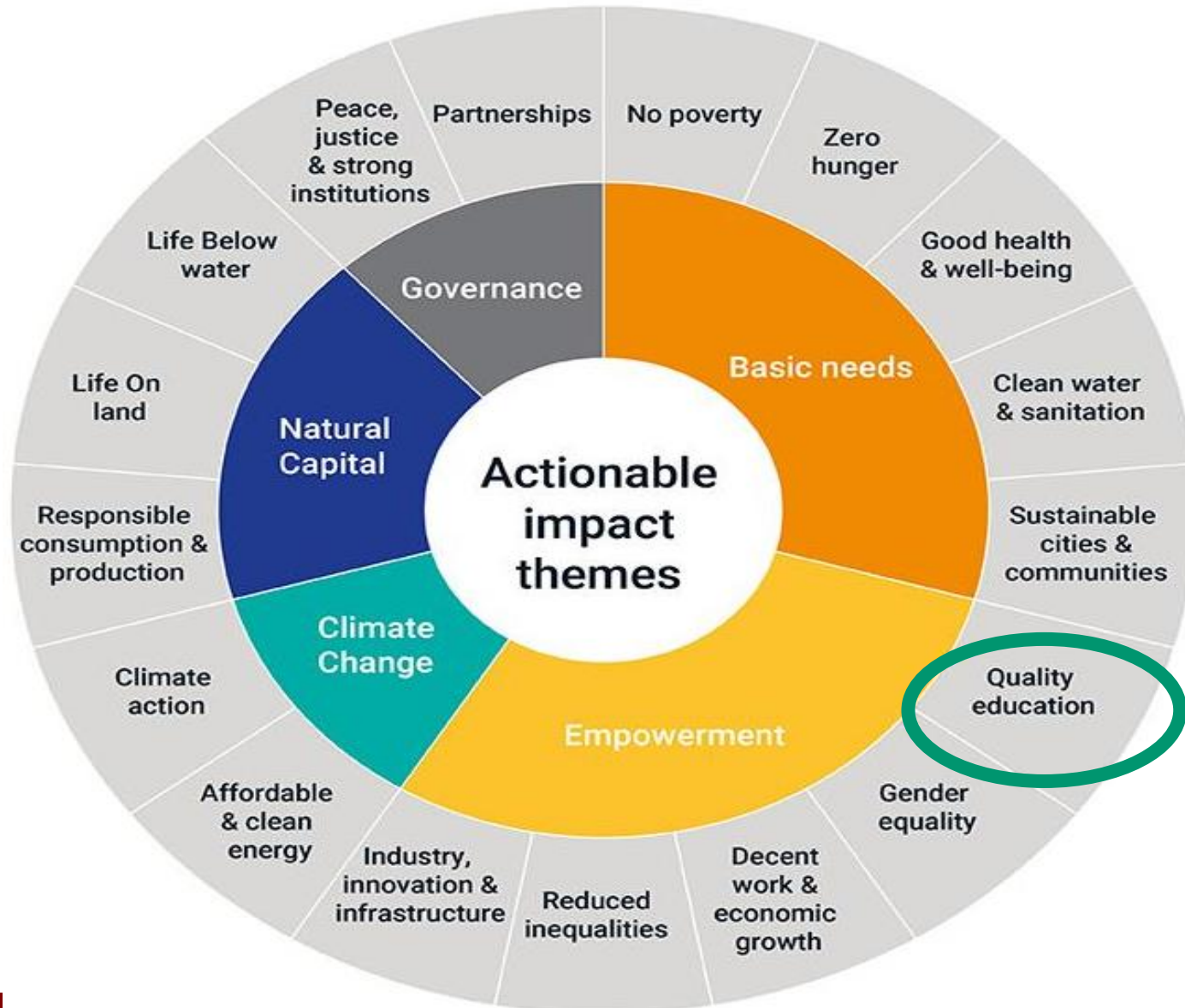


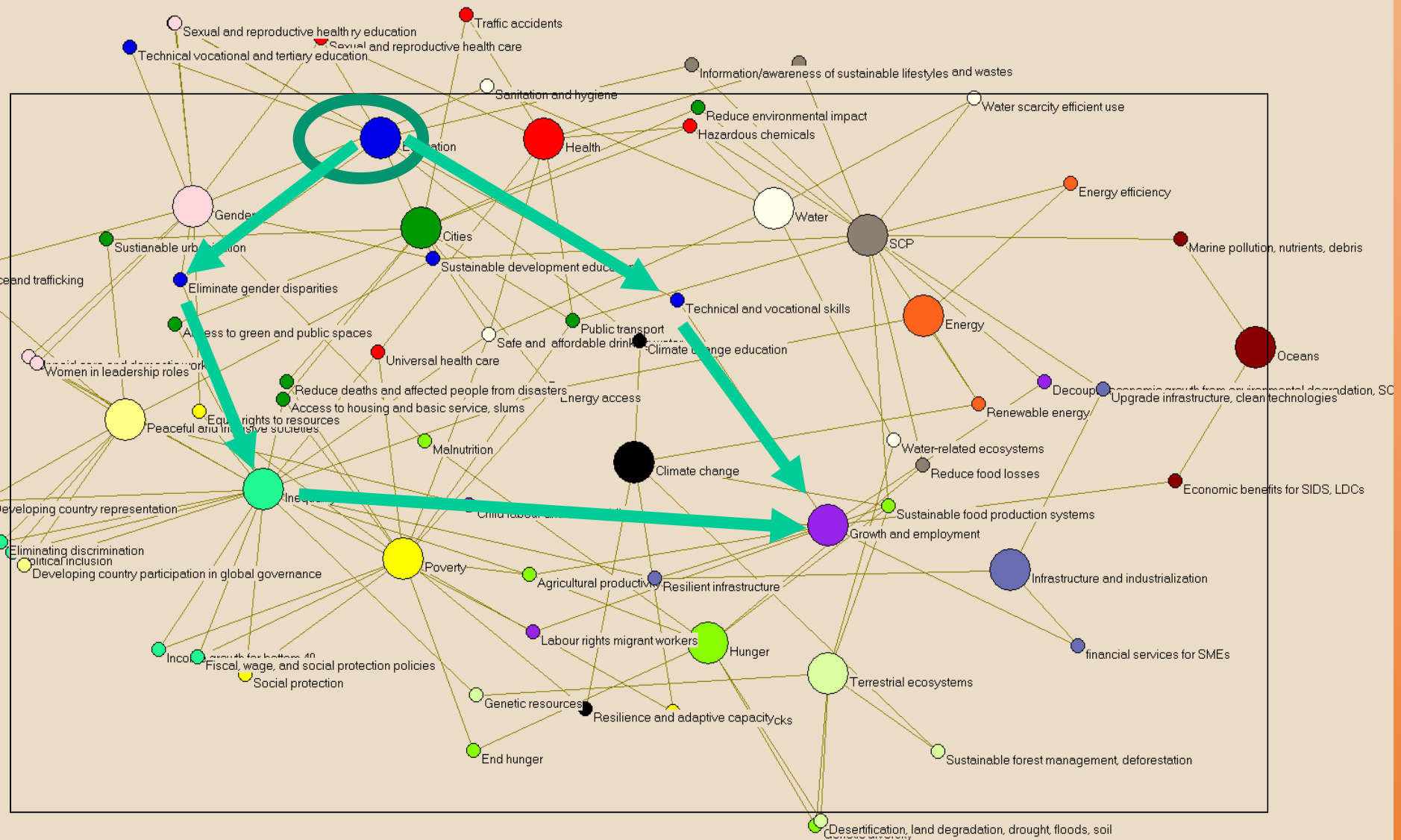
2015
TIME FOR
GLOBAL ACTION
FOR PEOPLE AND PLANET

17 SDGs
applicable to a broad
set of stakeholders



5 Actionable impact themes
applicable to a broad
set of stakeholders





Part I: 4 Levels

- **Education is embedded in larger context of 4 levels.**
- **Each level linked to other levels**

Meta Level
International development of
education & dev. cooperation

Macro Level
National laws & educational strategy

Meso Level
Policies to strengthen educational sector at
national, provincial & municipal level

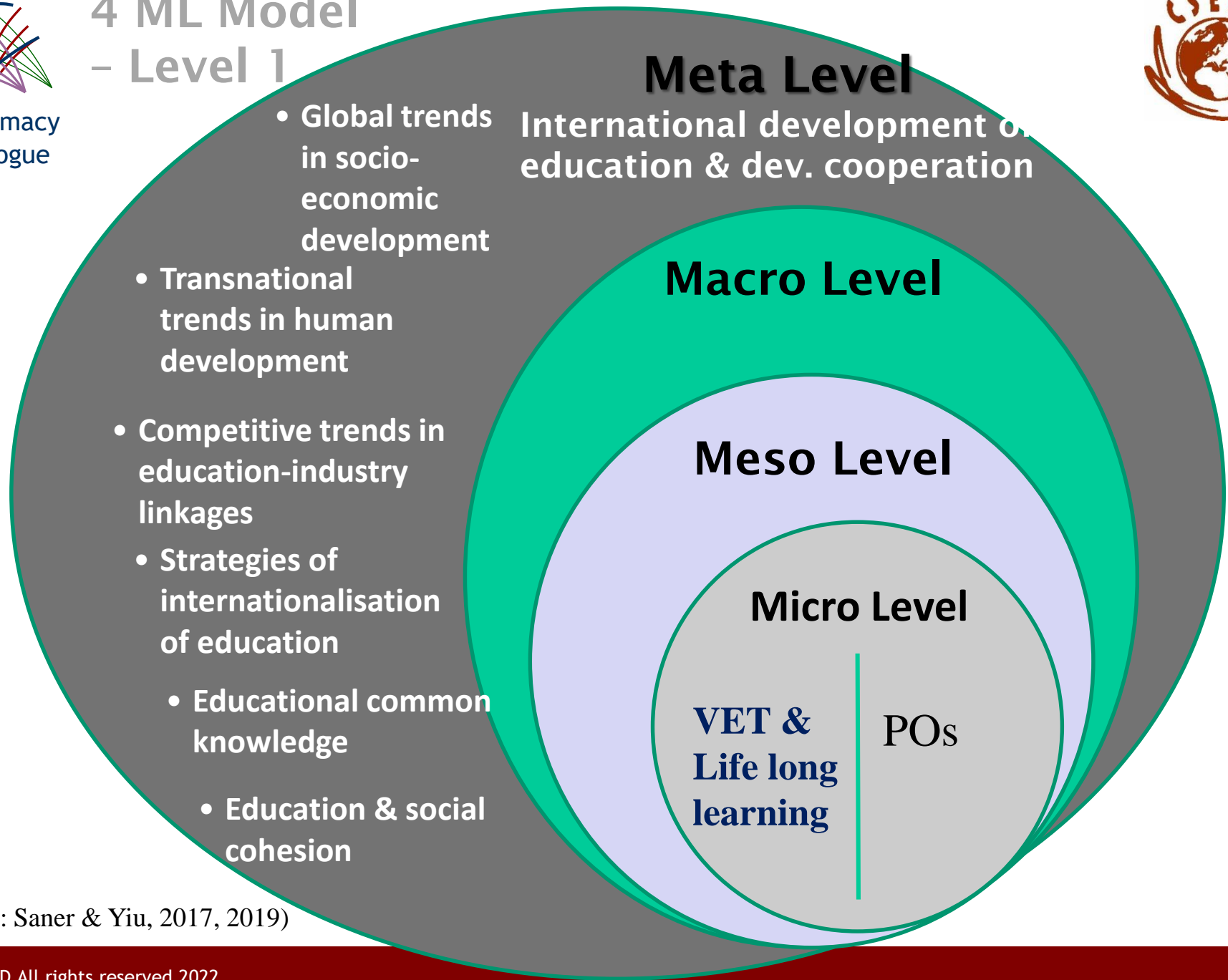
Micro Level

| | |
|-----------------------------|---------------------------|
| VET & Life long learning | Schools & Universities |
|-----------------------------|---------------------------|

4 ML Model

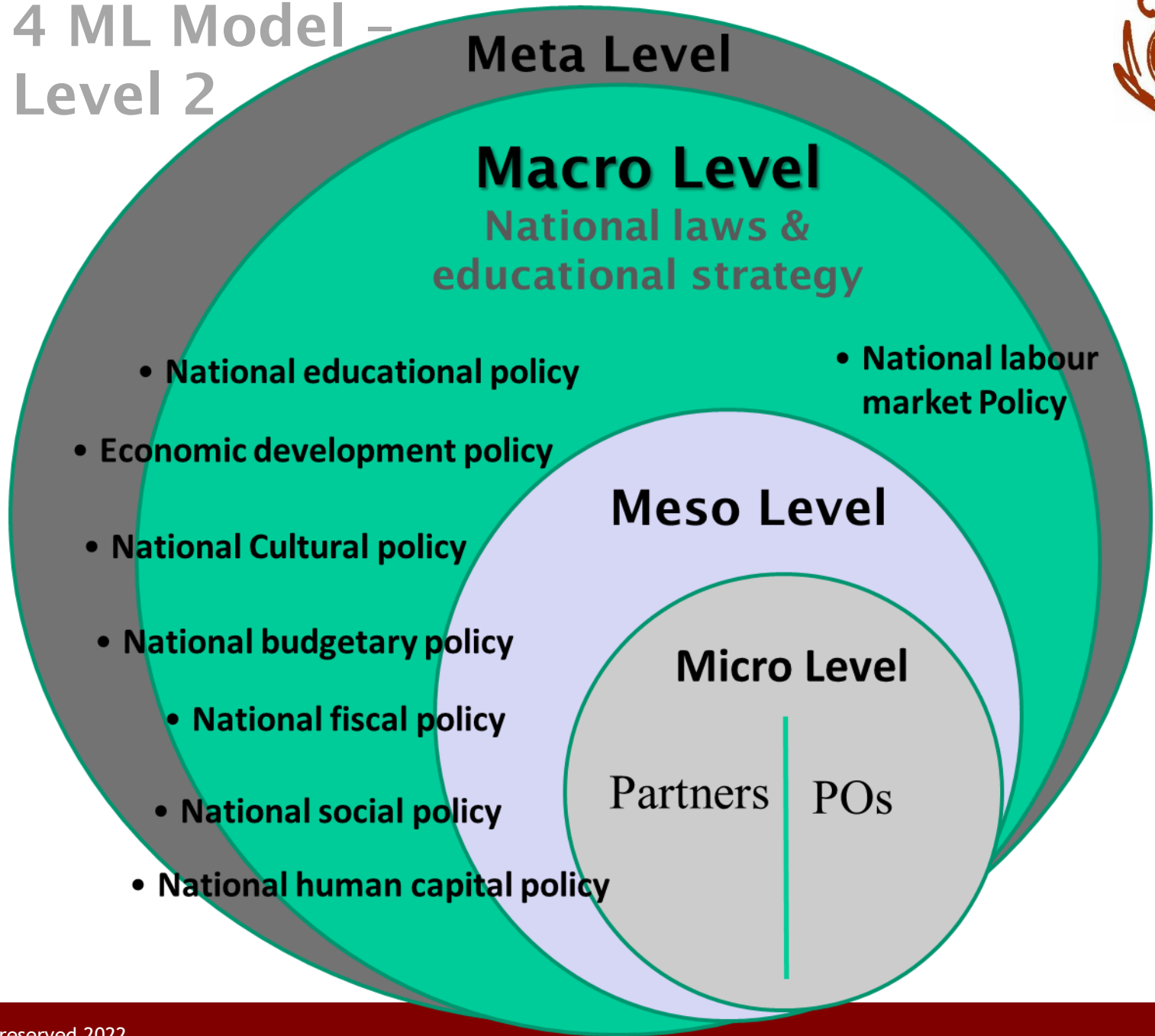
(Source: Saner & Yiu, 2017, 2019)

4 ML Model – Level 1

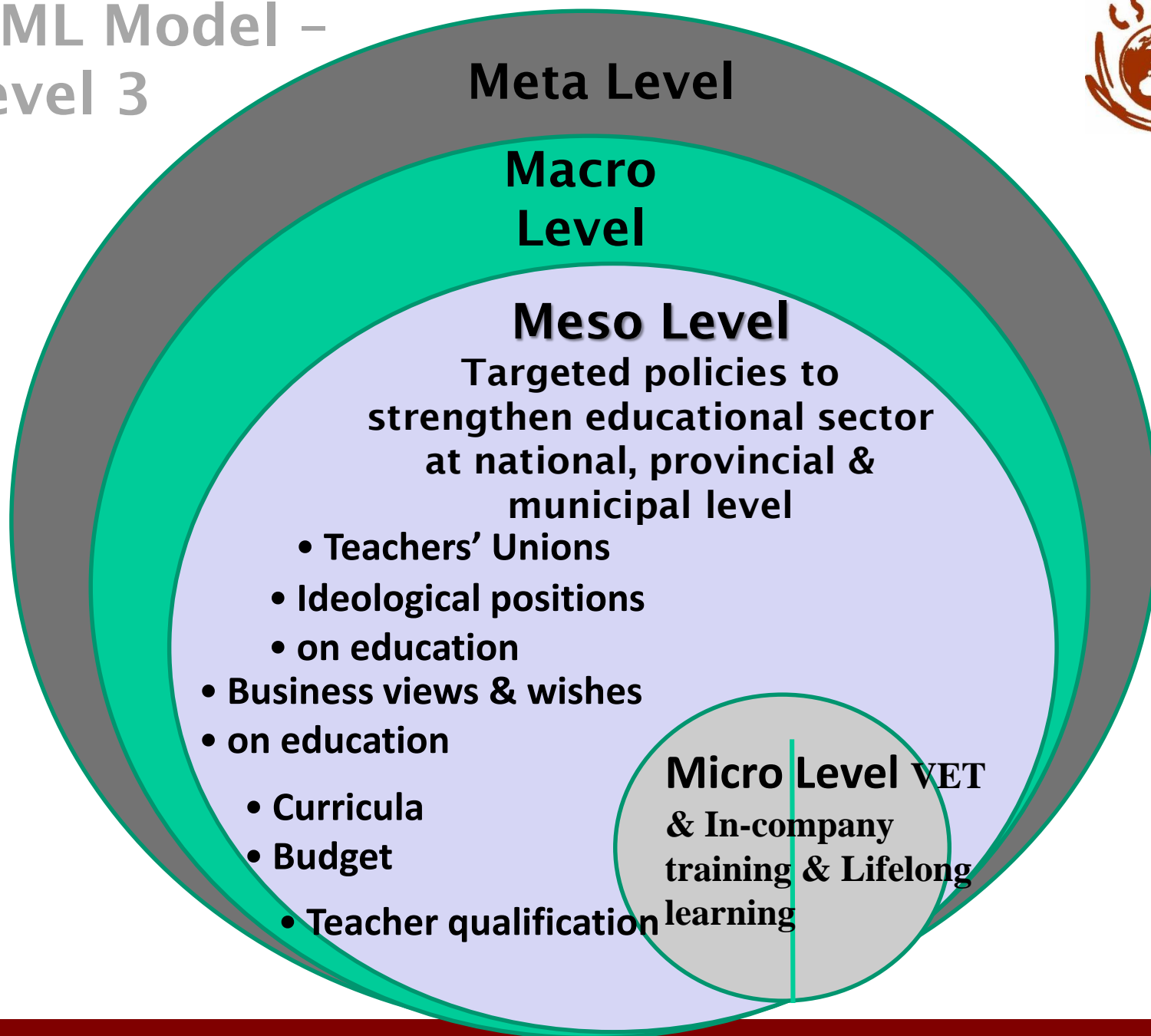


(Source: Saner & Yiu, 2017, 2019)

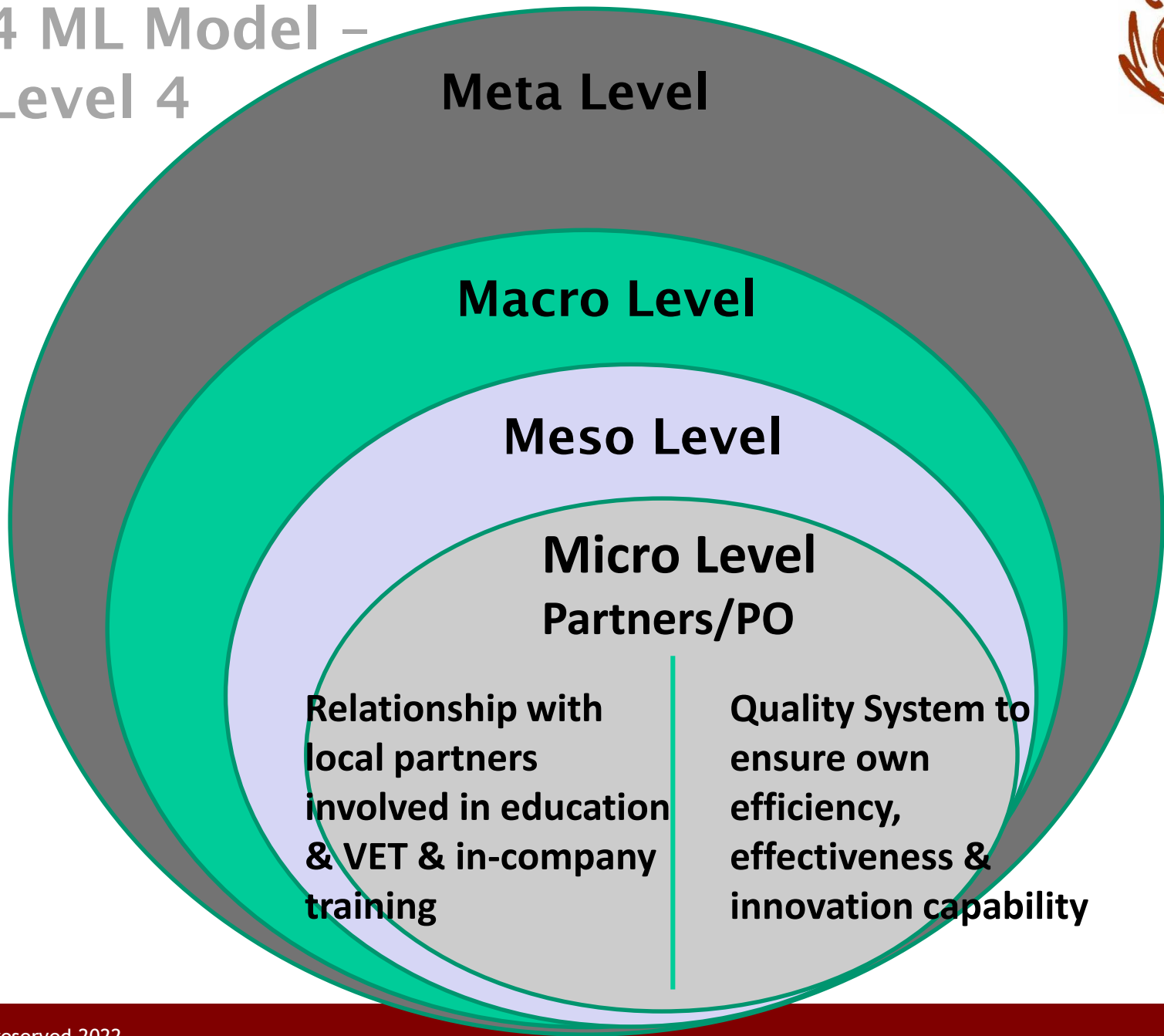
4 ML Model – Level 2



4 ML Model – Level 3



4 ML Model – Level 4



Part II: Financing Education

- **Domestic sources (taxes) or support from developed countries (Partnerships)**
-

IMF Study 2019 (1)

Vitor Gaspar et al.



Countries need to unlock large amounts of resources. Improving outcomes in five key areas (education**, health, roads, electricity, water and sanitation) would require additional spending in 2030 of about US\$0.5 trillion (0.5 percent of 2030 global GDP) for low-income developing countries and US\$2.1 trillion in emerging market economies (IMF 2019)**

IMF Study 2019 (2)

Vitor Gaspar et al.



Investments to achieve the SDGs are needed in **education, health, roads, electricity, water and sanitation**. For emerging market economies the average additional spending required represents about **4 % of GDP**. Raising this amount is a considerable task, but in most cases these countries can rely on their own resources to finance the SDG targets.

However, the challenge is much greater for low-income developing countries, where the average additional spending represents

15 % of their GDP !!!!!!!!!!!

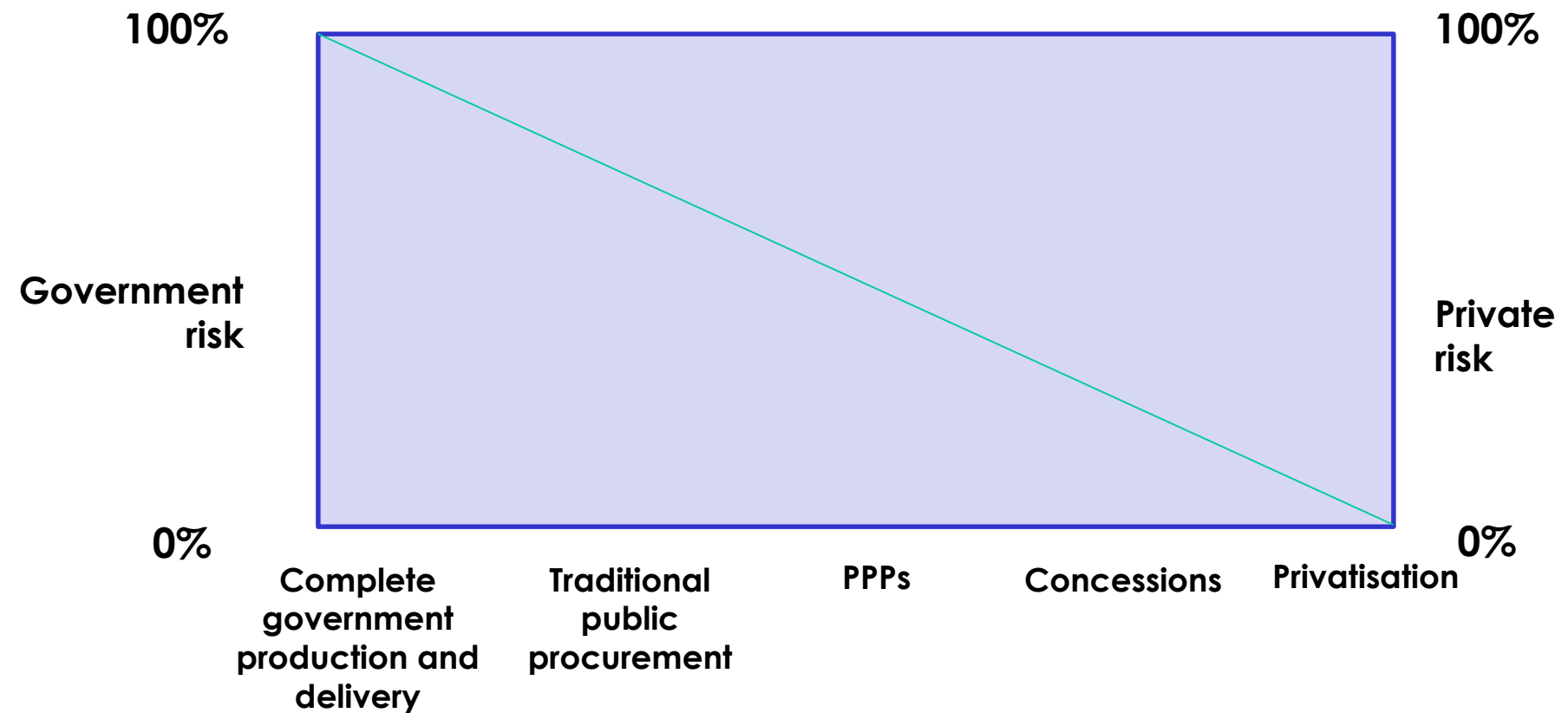
IMF Study 2019 (3)

Vitor Gaspar et al.

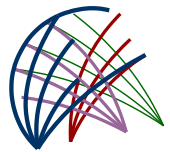


- Raising revenue is one important pillar for development. An ambitious but appropriate target for many countries is to increase their tax ratio by 5 percentage points of GDP
- — This requires *strong administrative and policy reforms*. A recommended starting point for many countries would be to adopt a medium-term revenue strategy to develop multiyear, holistic, and *realistic plans for revenue reform in line with the countries' development*.

Public and private participation classified according to risk and mode of delivery



Source: OECD (2008), Public-Private Partnerships: In Pursuit of Risk Sharing and Value for Money, OECD Publishing, Paris. P.21.



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Financing SDGs



PPPs means getting money today to be paid back in the future by the next generation, so it is not right to backload the due payments **without giving the citizens and the young generation the ability to take part in the decision making process.**

- If financed by government, tax collection and fairness of tax system is crucial to avoid conflicts and to make investment in education sustainable, equitable and inclusive
- **It can be beneficial to allow for foreign investment in educational sector but overall education system should be equitable, accessible and sustainable**

Part III: International

- **Education as an international & competitive knowledge and skills market**

5 Major Exporters of ES, US\$ million and as a % of total exports in Services



| | 1970 | % | 1989 | % | 1997 | % | 2000 | % |
|-----------------------|-----------|-----|--------------|-----|---------------|------|---------------|------|
| Australia | 6 | 0.6 | 584 | 6.6 | 2,190 | 11.8 | 2,155 | 11.8 |
| Canada | 68 | 2.7 | 530 | 3.0 | 595 | 1.9 | 796 | 2.1 |
| New Zealand | ... | ... | ... | ... | 280 | 6.6 | 199 | 4.7 |
| United Kingdom | ... | ... | 2,214 | 4.5 | 4,080 | 4.3 | 3,758 | 3.2 |
| United States | ... | ... | 4,575 | 4.4 | 8,346 | 3.5 | 10,280 | 3.5 |
| Five Countries | 74 | ... | 7,903 | ... | 15,491 | ... | 17,188 | ... |

Source: Based upon Larsen et al. (2002); OECD/CERI (2002)

Note: "..." denotes data not available.



GATS/ES: positional reasoning

Liberalising

- Limited financial resources
- No innovation, need for competition
- Export Strategy, need for critical mass to lower production costs
- Copyright protection through TRIPS

Protecting

- Fear of abrupt closure by foreign provider
- Concern about elite formation (private schools for minority)
- Strong stakeholders (Teachers)



GATS/ES: positional reasoning

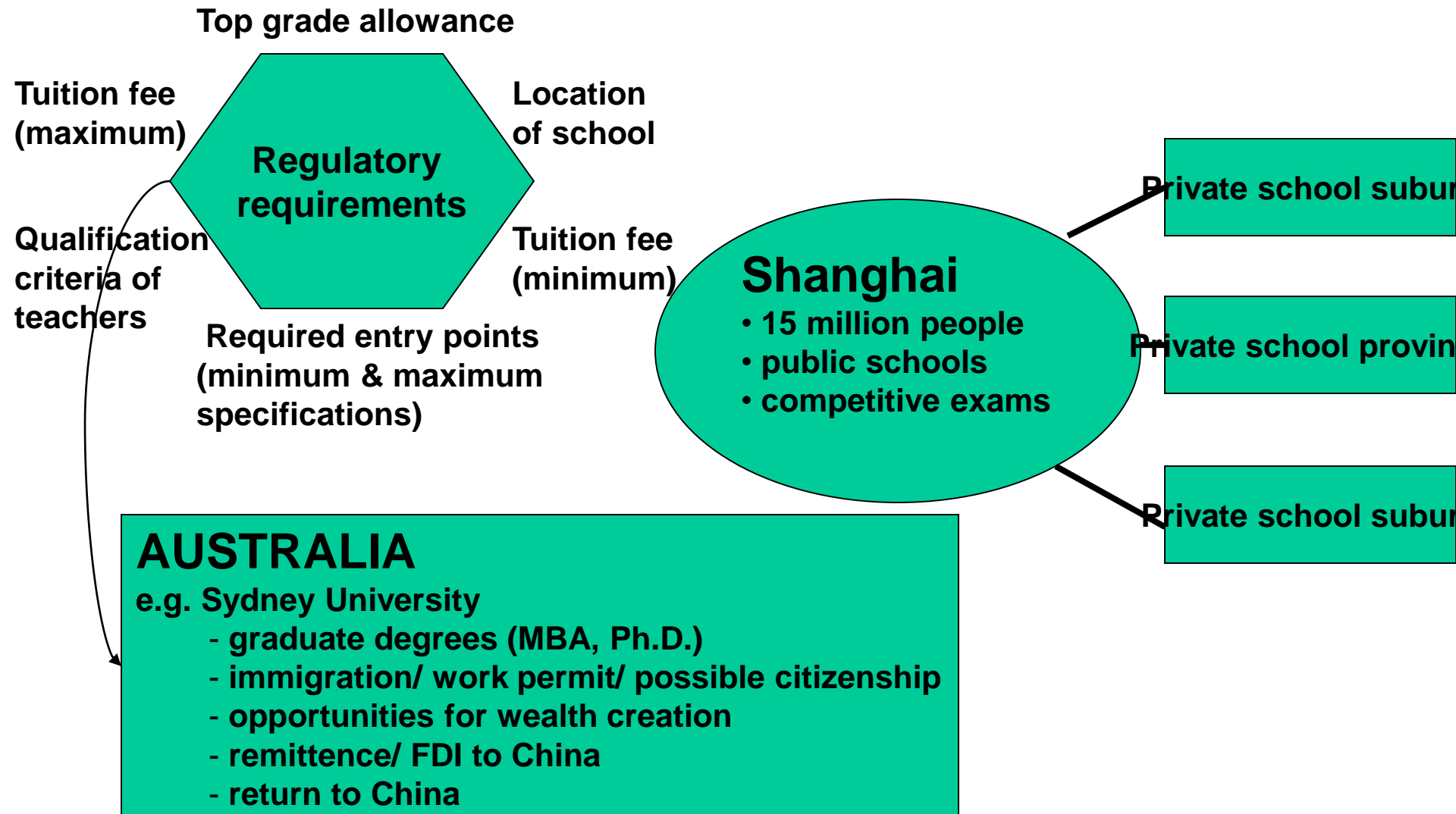
Liberalising

- Technology transfer (joint degree, faculty exchanges, curriculum development)
- Improved exportability“of own human resources

Protecting

- Philosophical divide public service vs market solutions
-
- Limiting „westernisation“

Example of China's Education Strategy and Use of GATS/ES (WTO rules)



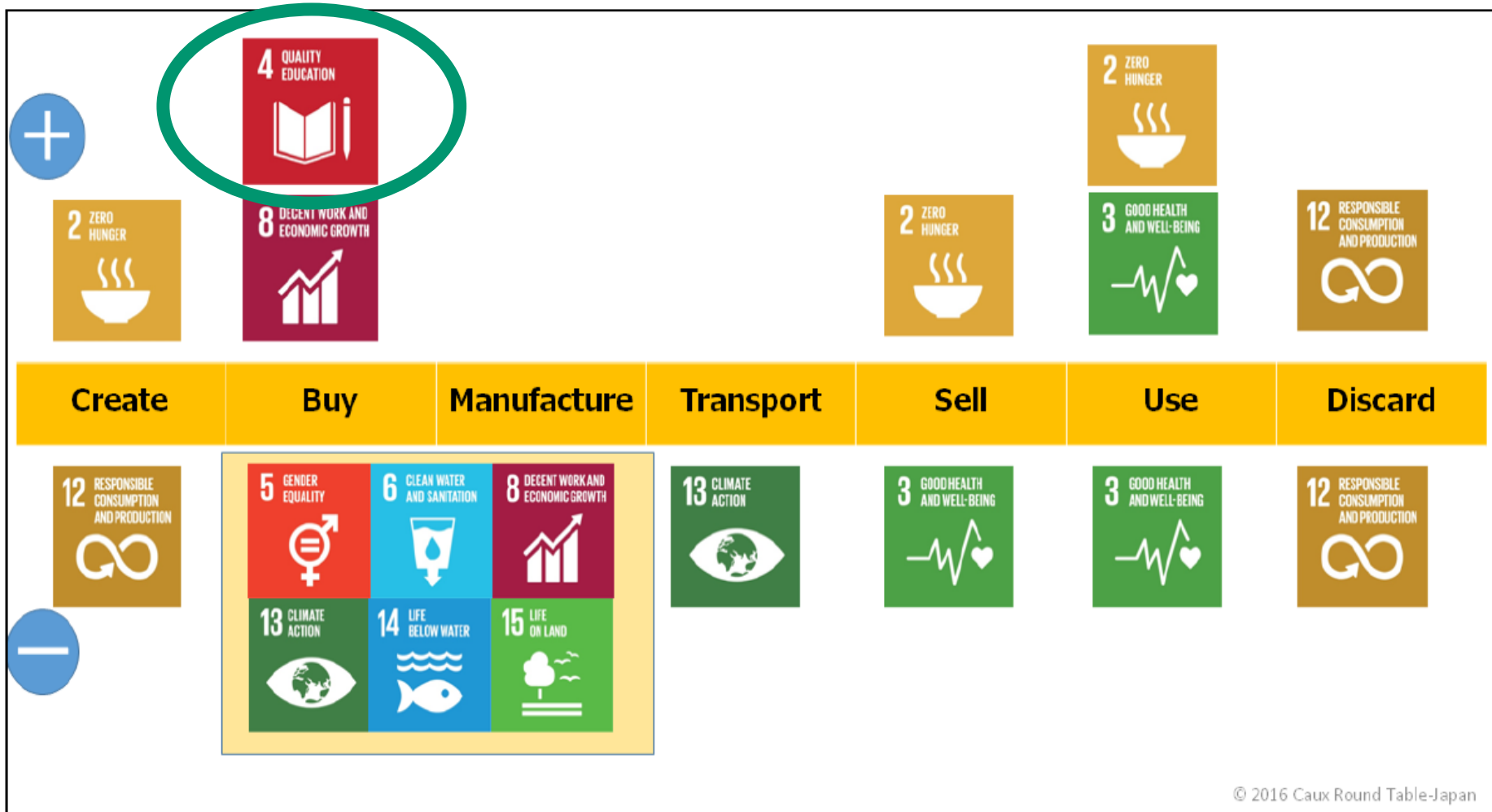
Part IV: SDG 4 & Companies

- Enterprises fit for 2030
Agenda- Human Resources
and education

Sector Specific Analysis by Value Chain

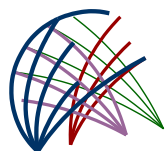
(Source: Caux Round Table, 2016, human rights due diligence workshop)

Example: Food



© 2016 Caux Round Table-Japan

<http://crt-japan.jp/files2016/SHE/2016%20human%20rights%20due%20diligence%20workshop%20in%20Japan%20EN.pdf>






Increasing Positive Impact

(Source: Caux Round Table, 2016, human rights due diligence workshop)



Diplomacy

D

| SDG # | Reason |
|--|---|
|  | Education Education is important for all the segments of value chain Capacity building in areas with operations, human resource development, capacity development for suppliers, education for local residents by employees etc., |
|  | Employment (Promoting decent work) SDGs Target Goals:8.2, 8.5 SDGs Target Goals:8.2, 8.5 employment creation, promotion of employment |
|  | Construction of infrastructure Most of the SDGs 9 targets can be checked. Role in information infrastructure and city development. |

Part V: Quality of In-Service Training

- **Quality Assurance and ROI on Training**

What Needs To Be Measured

(adopted from Phillips' model)



Levels

5. Return on Investment (ROI)

4. Business Impact

3. Application and Implementation

2. Learning

1. Reaction, Satisfaction, and **Planned Action**

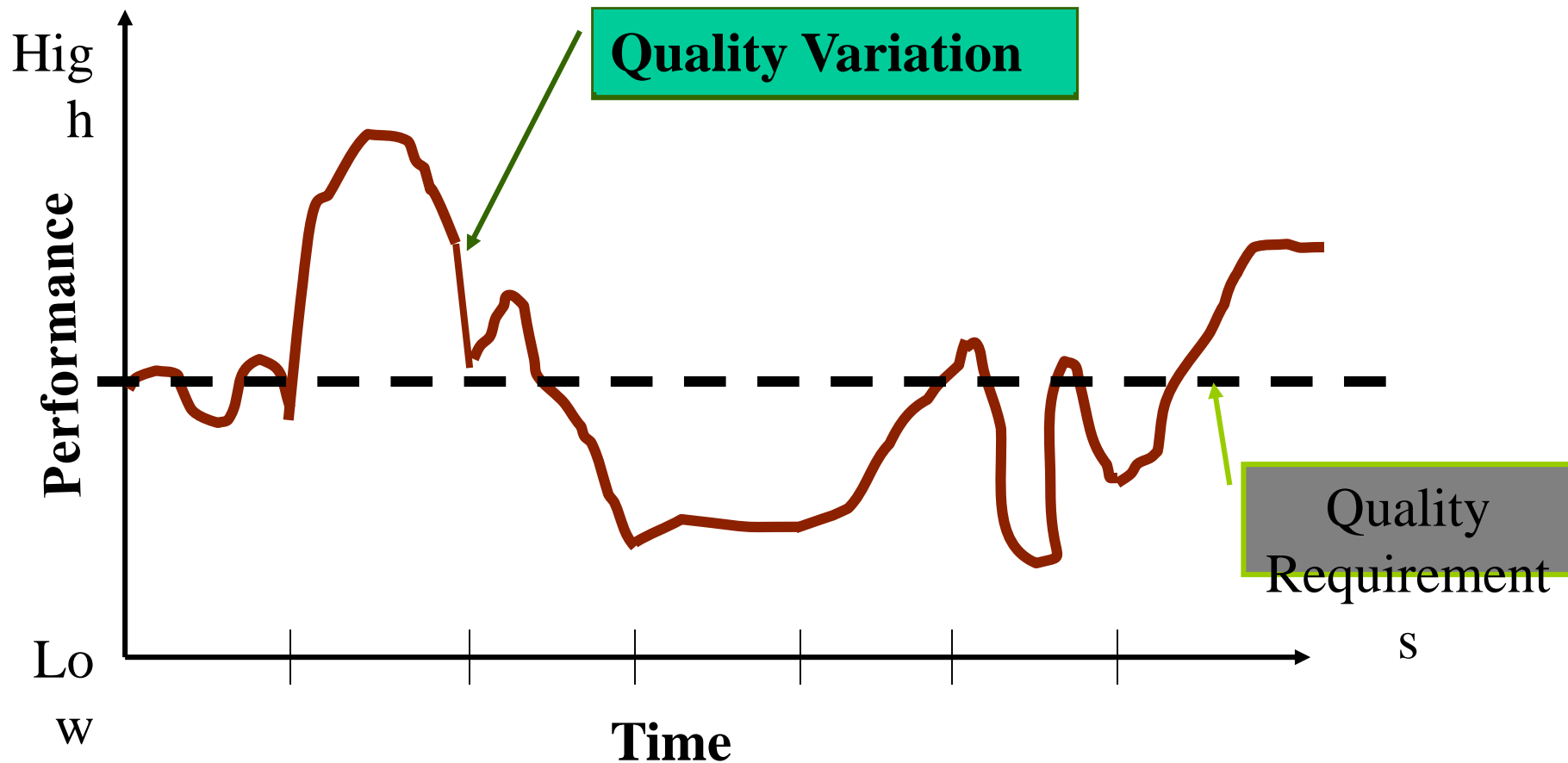
Practices
&
Results

Most often
missing

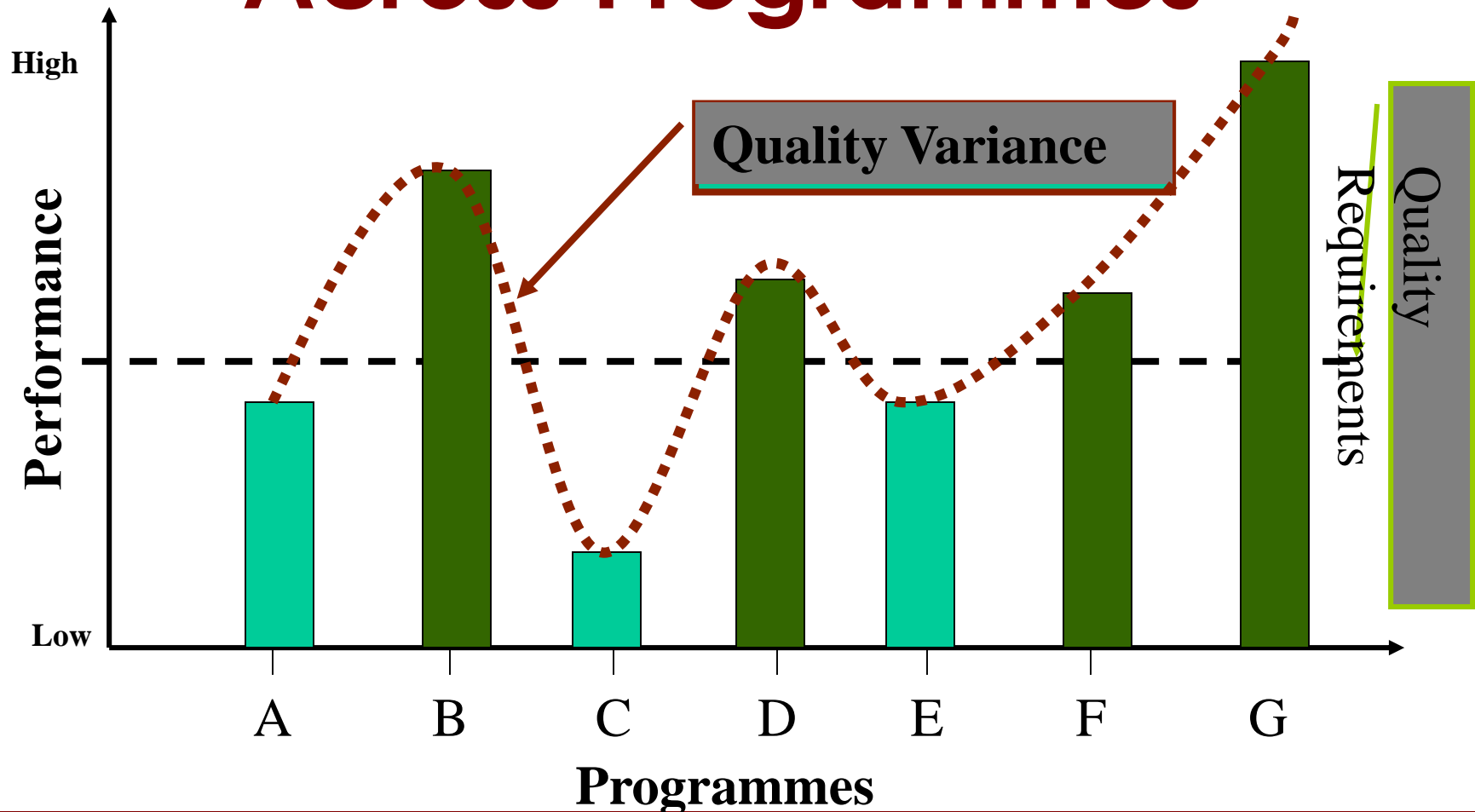
1+2
Motivation
& Learning
Acquisition

Most
commonly
done

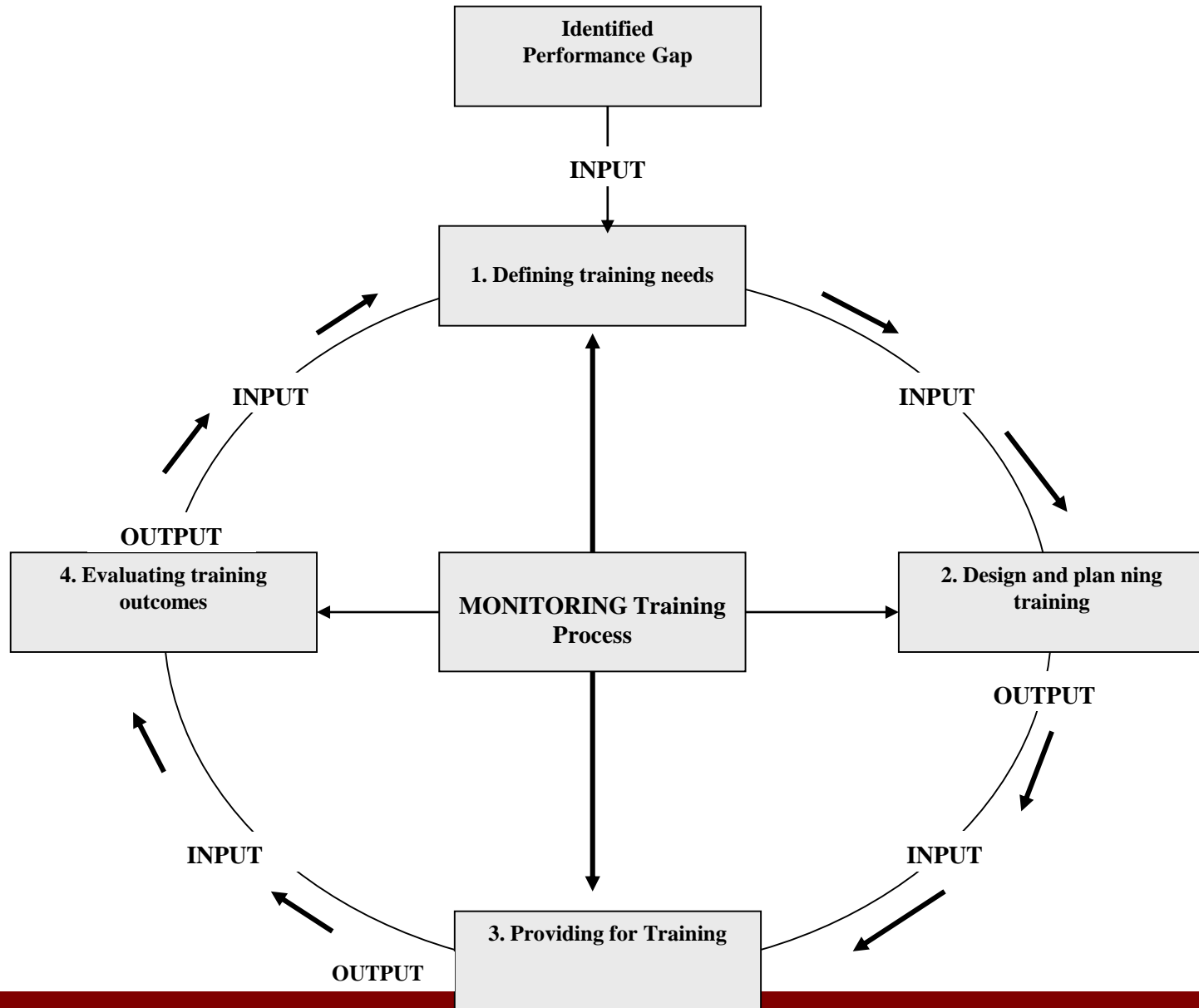
To Prevent Irregularity of Training Performance Overtime



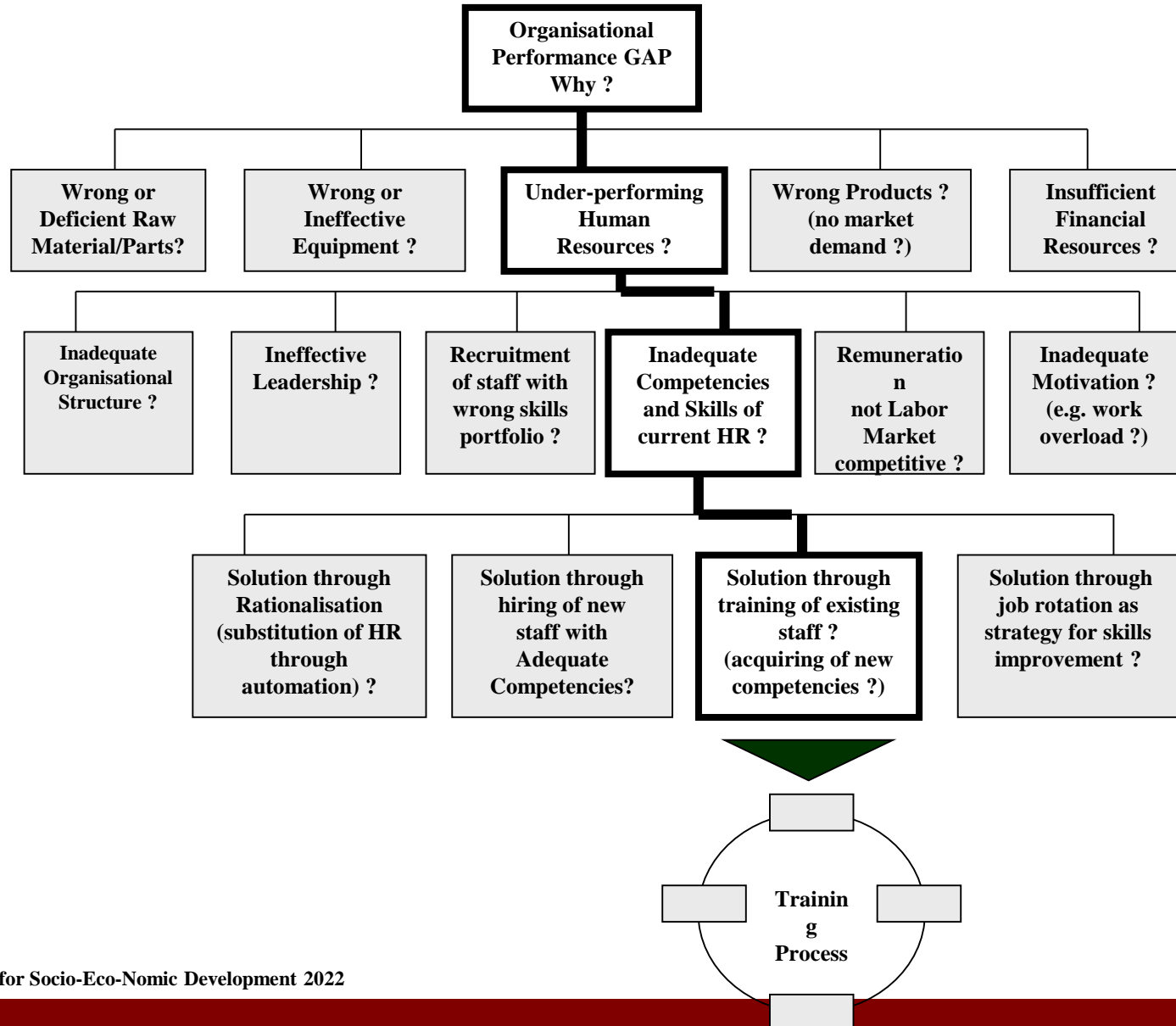
To Prevent Instability in Training Performance Across Programmes



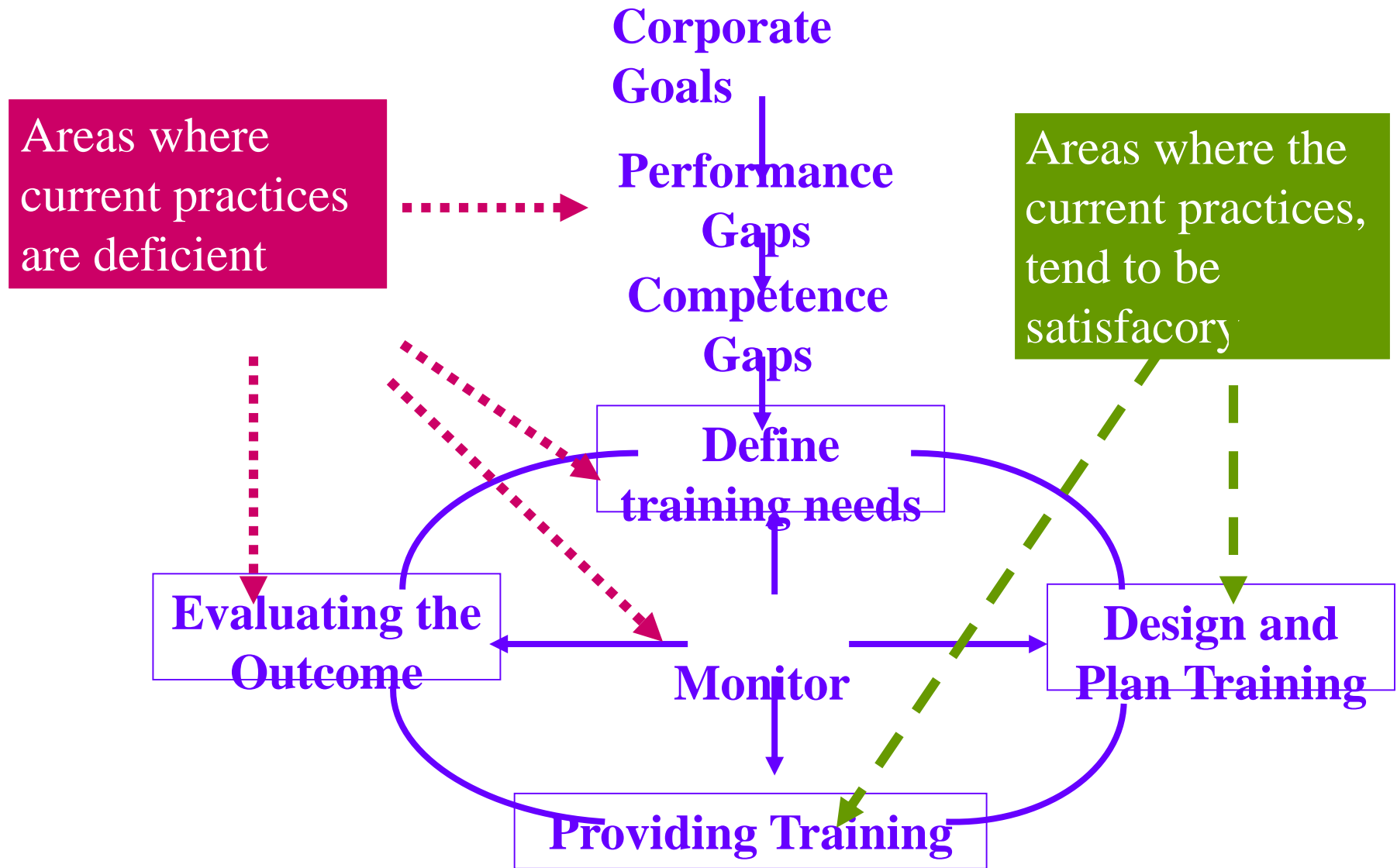
Training Process



Linking Training with Organisational Performance

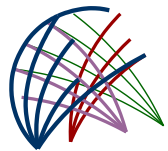


Common Observations



Part VI: SDG 17

- **Multi-stakeholder Partnerships**



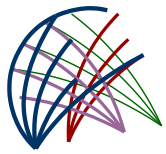
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17. Partnerships for the Goals

<http://www.globalgoals.org/pt/global-goals/partnerships-for-the-goals/>



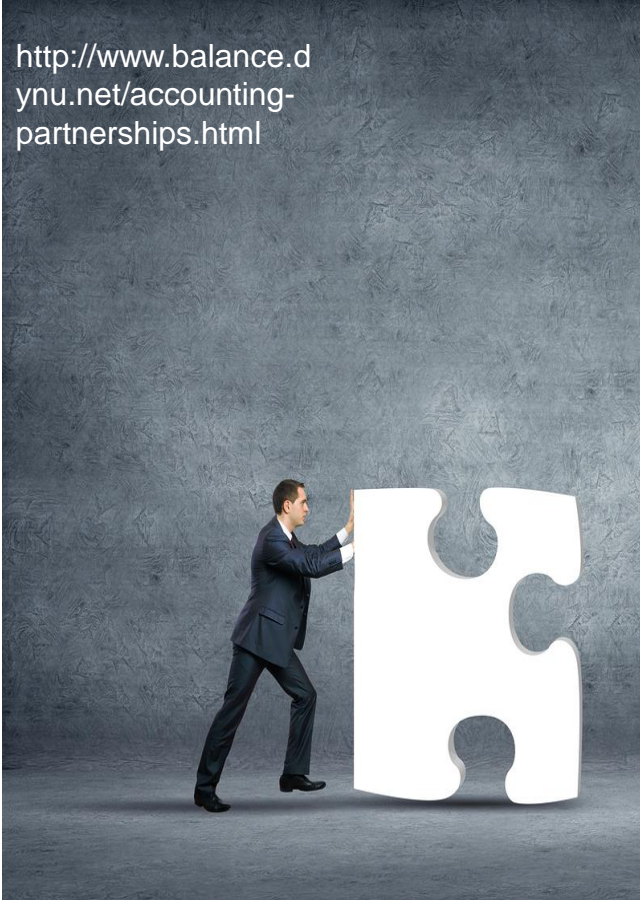


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17. Partnerships for the goals

<http://www.balance.dynu.net/accounting-partnerships.html>



<http://mediation.ppcfl.com/win-win-solutions/>

Systemic issues

Policy and institutional coherence

- 17.13** Enhance global macroeconomic stability, including through policy coordination and policy coherence
- 17.14** Enhance policy coherence for sustainable development
- 17.15** Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi-stakeholder partnerships

- 17.16** Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that **mobilize and share knowledge, expertise, technology** and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries
- 17.17** Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

- 17.18** By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, **to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts**
- 17.19** By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries

References



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Geneva, 26 April 2021
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Thank You!!