



Lusophone  
Network  
for the Right  
to Education

# GUIDE 6

# Monitoring SDG 4

# 2024

## Realization



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## ABOUT THE RELUS

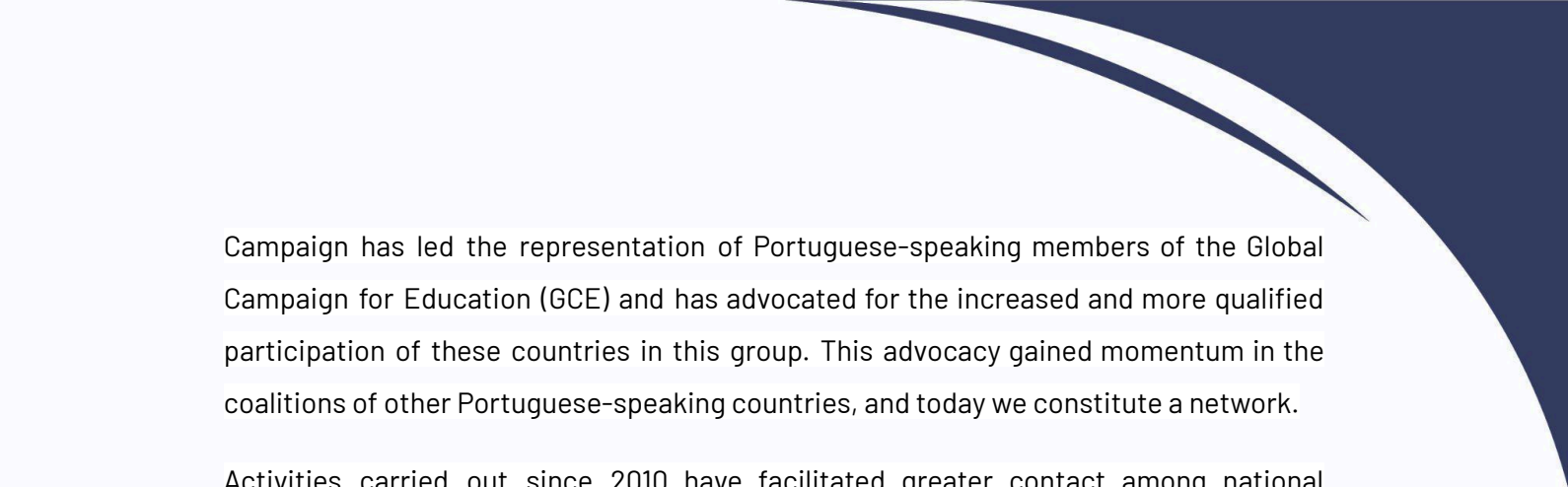
The Lusophone Network for the Right to Education (ReLus) is an international coalition of civil society, bringing together coalitions and organizations from Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe, and East Timor. We are, therefore, present on 4 continents: Africa, Americas, Asia, and Europe.

Since November 2010, the Brazilian Campaign for the Right to Education has worked to implement a South-South Cooperation Program for Lusophone Countries (SSCP-Lusófonos). This program led to the creation, in 2016, of the Lusophone Network for the Right to Education (ReLus).

The main objective of the cooperation program was to support the development of strategies by national civil society organizations to engage governments in the development, reform, and expansion of policies and educational provisions that ensure the right to quality education.



The proposal for a cooperation project between the national education systems of Lusophone countries emerged in 2007. Upon its formalization in 2010, the Brazilian Campaign engaged in discussions with each of the national networks of civil society on Education for All (EFA) in all countries involved in the program. Since 2008, the Brazilian



Campaign has led the representation of Portuguese-speaking members of the Global Campaign for Education (GCE) and has advocated for the increased and more qualified participation of these countries in this group. This advocacy gained momentum in the coalitions of other Portuguese-speaking countries, and today we constitute a network.

Activities carried out since 2010 have facilitated greater contact among national coalitions, deepening the understanding of each network and its members, as well as the political context of each country and the level of civil society involvement in education-related political processes.

The growing strength of the Lusophone network was also recognized by ANCEFA (Campaign of the Africa Network Education for All), a regional network of GCE that, in 2012, appointed a team member to focus on strengthening its relationship with Lusophone countries.

The linguistic and geographical isolation of Lusophone countries is no longer seen as the main challenges of the Lusophone Network for the Right to Education, although it remains one of the factors determining its isolation in regional and international education policy circles.

One of the two main challenges for the network now is to ensure that this emerging network is strengthened, developing actions to streamline the exchange of experiences among Lusophone coalitions and finding synergies between national interests and the international sphere, ensuring that the voice of Portuguese-speaking communities is represented in debates and decision-making processes on educational policies.

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# Presentation

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Welcome to the Guide on Monitoring SDG 4, developed within the framework of the training cycle of the Lusophone Network for the Right to Education, with the support of Education Out Loud | Global Partnership for Education.

This resource aims to provide a comprehensive understanding of Monitoring SDG 4, highlighting its importance and applicability in the initiatives of organizations working in civil society for education. By exploring the fundamental principles of this approach, we seek to empower participants to conceive, implement, and evaluate effective strategies to promote significant changes in the educational landscape.

This guide addresses three major issues: 1) National Monitoring of SDG 4; 2) Comparative Monitoring of SDG 4; and 3) International Advocacy on SDG 4 (RVN and FPAN).

We have gathered consolidated knowledge and practices, adapting them to the context of Portuguese-speaking countries in the Global South, to strengthen the work of the Network and its partners in promoting the Right to Education. We appreciate the support of Education Out Loud | Global Partnership for Education, which enabled the creation of this educational material.

By exploring the intersections between theory and practice, we hope this guide becomes a valuable tool to inspire and empower all those involved in building a more just and inclusive educational future for everyone.

# Introduction

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The 2030 Agenda, represented by the Sustainable Development Goals (SDGs), is a global normative framework that establishes goals and objectives for the international community.

Every year since 2015, following the approval of the 2030 Agenda, various international actors, including UN member states, civil society, and the private sector, gather in New York for the High-Level Political Forum (HLPF) coordinated by UNDESA. This forum monitors the progress of the 2030 Agenda and discusses adjustments for its implementation.

Sustainable Development Goal 4 (SDG 4) aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." SDG 4 resulted from extensive consultations between 2012 and 2015 and represents a victory for those advocating a vision of free, inclusive, and egalitarian education. In broader terms, it signifies a triumph for the right to education.

A point that requires our attention is that there is also a reduction in the concept in the goals where the perspective of the right to education prevails. This is due to the creation of limiting monitoring indicators and metrics regarding the objectives. Thus, to monitor SDG 4 thoroughly and comprehensively, it is necessary to go beyond the proposed metrics and think about the targets as a whole, including qualitative analyses and translating what those targets mean for national legislation and programs.

It is essential to always remember that national-level policies often go beyond SDG 4, as it is a global consensus and, therefore, cannot be precise enough to account for all global diversities. An example of this idea is presented in the wheel that the Brazilian Campaign drew during the Global Action Week for Education in 2017, showing that if we comply with the Federal Constitution and the National Education Plan (PNE), in the case of Brazil, we will be fulfilling the commitment of the SDGs.



In other cases, the targets of the SDGs are not yet referenced in national legislation and policies, making them a legitimate reference for advocacy actions to regulate them, respecting local specificities. In one way or another, SDG 4 cannot be seen as inert and as an agenda to be reflected in the country without careful consideration and "translation" into the domestic scenario.



# National Monitoring of SDG 4

*Recommendations and experiences from Brazil.*

How to monitor SDG 4 nationally? Below, we present a data collection methodology - based on national surveys and data from international banks (Unesco and World Bank, for example), in case countries do not have data available on national platforms - as done by the [Civil Society Working Group for Agenda 2030](#) in Brazil, which has been producing Spotlight Reports [as Shadow Report is called in Brazil] since 2017.

## Data Collection Instrument - Spotlight Report

### METHODOLOGY FOR TAG CLASSIFICATION

TYPES OF CLASSIFICATION FOR TARGETS	CLASSIFICAÇÃO
<b>Backtracking:</b> policies or actions related to this goal have been interrupted, changed, or had their budgets reduced.	<b>Backtracking</b>
<b>Threatened:</b> it does not yet show regression but is at risk due to actions or inactions whose repercussions will compromise the achievement of the goal.	<b>Threatened</b>
<b>Stagnant:</b> there has been no indication of progress or regression in the progress of this goal.	<b>Stagnant</b>
<b>Insufficient progress:</b> the goal is progressing slowly, below what is necessary for effective implementation.	<b>Insufficient progress</b>
<b>Satisfactory progress:</b> the goal is being implemented so far and may be achieved by the end of the Agenda 2030.	<b>Satisfactory progress</b>

## Guidelines for filling out the data collection instrument

The data collection instrument has been developed to measure and assess the status of the targets for each SDG. This is a monitoring exercise that is part of Phase I of the Luz Report development and should be carried out by each focal group responsible for its respective SDG.

As described in the [methodology](#), the focus should be on the indicator at the time of data collection, and official data should be prioritized. It is strongly recommended to seek the same sources to answer goals already addressed in previous reports. It is of utmost importance that the data and information used in the text have references to verification sources and links. In the absence of available data to respond to the indicator, the focal group should signal this.

The analysis of each goal consists of its **(1)** classification according to the parameters represented above, by **(2)** data that respond to each of the indicators that make up the goal, by **(3)** reflections and analysis of the researcher on the indicators that justify the classification of the goal, by **(4)** sources of the collected data, and by **(5)** recommendations, which should be checked against the previous year and suggested based on the progress or setbacks presented. In the end, there is a space for additional observations, which are at the discretion of the researcher whether to use it or not.

To classify the goal, one must take into account the joint analysis of all the indicators that compose it. Thus, **a classification must be determined per goal, not per indicator.**

Regarding **recommendations**, it should be indicated what was or was not accepted from recommendations made in previous reports.

Finally, it is the responsibility of the **focal point** to coordinate the group's work and adhere to the agreed-upon schedule.

**SDG 4 - QUALITY EDUCATION: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

**Context** - Briefly describe the political, economic, and social scenario for this SDG in the last year (maximum of 800 characters).

**TARGET 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

**INDICATOR 4.1.1:** 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

**INDICATOR 4.1.2:** Completion rate (primary education, lower secondary education, upper secondary education)

**TARGET CLASSIFICATION:**

**Data responding to the indicators (provide sources and links as footnotes for each data provided)**

**4.1.1:**

**4.1.2:**

**Analysis justifying the goal classification (600 characters with spaces)**

**Sources and links - In the footnotes**

**Data for graph construction (with sources)**

**Recommendations**

**Observations**

(And this process is repeated for all targets)

Once this information is filled out, a report is constructed with all the details. The civil society of the country can come together to build a report for all SDGs – as Brazil does – or the education rights network can create its own SDG 4 report.

## **National Advocacy**

Where is it important to take the monitoring information of SDG 4?

- Legislative Houses, Ministry of Education, and Control Bodies, such as councils or prosecutor's offices, for reporting and pressure for improvements;
- Educational institutions, unions, communities, for debate, training, and awareness;
- Press and public opinion.

It is important to compare SDG 4 with the monitoring of the country's Education Plan!

## Example from Brazil

Below, it is possible to see a target monitoring sheet filled, referring to 2023:

**TARGET 4.a:** Build and improve physical facilities for education, suitable for children and sensitive to disabilities and gender, providing safe, non-violent, inclusive, and effective learning environments for all

**INDICATOR 4.a.1:** Proportion of schools with access to: (a) electricity; (b) internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) infrastructure and materials adapted for students with disabilities; (e) drinking water; (f) separate sanitation facilities for each sex; and (g) basic facilities for handwashing (according to WASH indicator definitions)

**TARGET CLASSIFICATION:** **THREATENED**

**Data responding to the indicator (include sources and links as footnotes for each provided data)**

**4.a.1:** Since the enactment of the PNE, the situation of school infrastructure has been relatively stagnant, with a small positive variation of only 2.5 percentage points. This underscores and reinforces the urgency of establishing and materializing a minimum quality standard for school provision. For monitoring accessibility conditions, see the section dealing with strategy 4.6<sup>1</sup>.

**TARGET 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

<sup>1</sup> CAMPANHA NACIONAL PELO DIREITO À EDUCAÇÃO. **Plano Nacional de Educação: 8 anos de descumprimento**. São Paulo, 2022. Disponível em: [https://media.campanha.org.br/acervo/documentos/Balanco\\_PNE\\_2022\\_dados\\_desagregados\\_ok.pdf](https://media.campanha.org.br/acervo/documentos/Balanco_PNE_2022_dados_desagregados_ok.pdf). Acesso em: 21, abr. 2023.

**INDICATOR 4.c.1:** Proportion of teachers with the minimum required qualifications, by education level

**TARGET CLASSIFICATION:** **THREATENED**

**Data responding to the indicator (include sources and links as footnotes for each provided data)**

**4c)** Regarding the teaching workload, considering (1) the number of schools in which one works; (2) the number of work shifts; (3) the number of students served; and (4) the number of stages in which one teaches, it is possible to affirm that the municipal network has the fewest technological resources, such as a digital board (11.3%), multimedia projector (55.9%), desktop computer (39.4%), or laptop (30.2%) for students, or even internet available for their use (32.6%). In some aspects, state schools are better equipped with technological resources than private schools. The percentage of state schools with a digital board, multimedia projector, desktop computer for students, and internet available for student use is higher than that of private schools. However, items of technological resources that students can use outside of school showed a higher percentage in the private network.<sup>2</sup>

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In our assessment of the National Education Plan (PNE), Law 13,005/2014, we always mention SDG 4, as we do in the Spotlight Report, always making recommendations related to the National Education Plan. In 2023, the PNE Balance was launched in the Federal Senate during a public hearing.



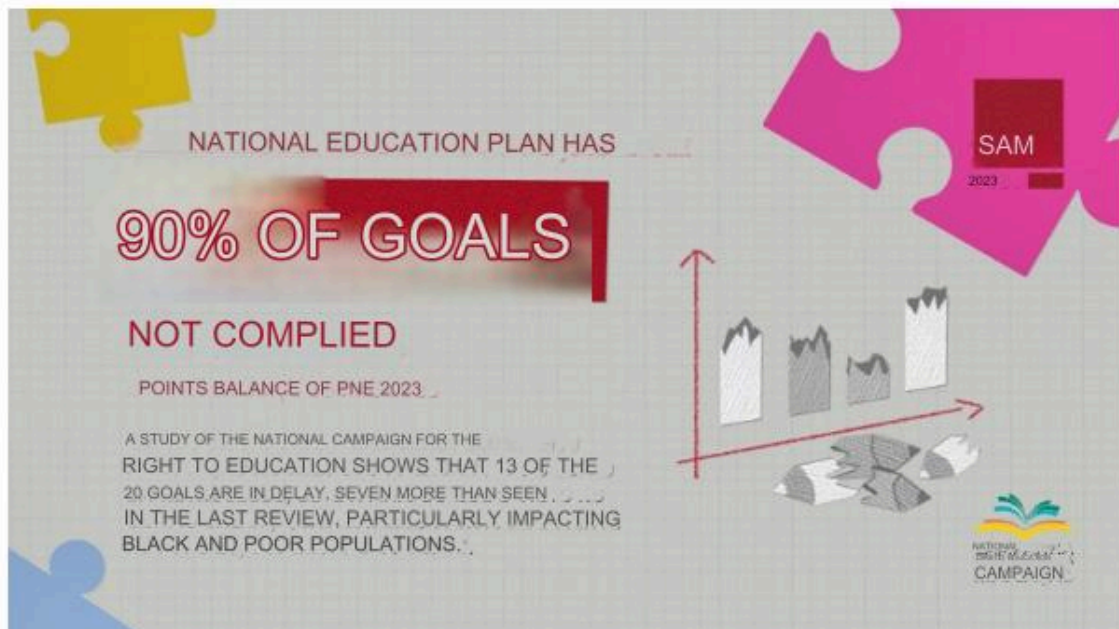
<sup>2</sup> BRASIL. Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Inep). **Censo Escolar da Educação Básica 2022: resumo técnico**. Brasília, DF: Inep, 2023. [https://download.inep.gov.br/publicacoes/institucionais/estatisticas\\_e\\_indicadores/resumo\\_tecnico\\_censo\\_escolar\\_2022.pdf](https://download.inep.gov.br/publicacoes/institucionais/estatisticas_e_indicadores/resumo_tecnico_censo_escolar_2022.pdf). Acesso em: 15, abr. 2023.

OF QUALITY

## ABOUT 90% OF THE TARGETS OF THE NATIONAL EDUCATION PLAN SHOULD NOT BE MET ON TIME, SHOWS BALANCE OF PNE 2023

Study by the National Campaign for the Right to Education shows that 13 of the 20 goals are in retreat, seven more than seen in the last Balance Sheet, particularly impacting black and poor populations; due to data gaps not made available

June 20, 2023 at 1:46 pm



The National Campaign for the Right to Education launches this Tuesday (20) its Balance of the PNE (National Education Plan) 2023. The document annually presents data on the current situation of each of the 20 goals of the Plan and evaluates their fulfillment throughout the time.

On the eve of the end of the Plan's validity in 2024, the scenario remains one of abandonment. With the low rate of progress in practically all goals, only 4 of the 38 devices are progressing at a pace sufficient to achieve them on time - that is, almost 90% of the goal devices should not be fulfilled by the end of the Plan's validity.

# Comparative Monitoring of SDG 4

*Recommendations and Experiences from the ReLus.*

Just as we did in a comparative report during the Covid-19 pandemic regarding the situation of countries during the pandemic, using a standardized data collection form, it is possible to do the same with SDG 4, using the data collection methodology described in the previous chapter. From then on, we can advocate nationally and internationally, either at the High-Level Political Forum or within the Community of Portuguese Language Countries!

Let 's go?

## *Example from ReLus*



THE COVID-19 PANDEMIC AND THE RIGHT  
TO EDUCATION IN PORTUGUESE-SPEAKING  
COUNTRIES:

CHALLENGES AND CONFRONTS IN  
ANGOLA, BRAZIL, CAPE VERDE  
AND MOZAMBIQUE

Report from the Lusófona Network for the Right to Education

The [2021 report](#) presents information gathered within the Lusophone Network for the Right to Education regarding the state of ensuring the right to education during the emergency caused by the Covid-19 pandemic. It was launched during the Global Action Week for Education in 2021 and aims to provide a comparative exploratory study on the challenges faced in the context of different Portuguese-speaking countries and the emergency policies adopted.



The gathered information pertains to the countries of Angola, Brazil, Cape Verde, and Mozambique. As Covid-19 progressed, during a time when the world was under severe restrictions as a containment measure, Lusophone community countries sought to implement emergency plans in the education sector.

The global escalation of cases triggered protective mechanisms aligned with guidelines issued by the World Health Organization and specialized science, aiming to preserve biosafety and contain the spread of the disease. The report indicates that countries had limited capacity to respond to the pandemic, with the majority suspending in-person activities as the primary measure to combat the coronavirus. There was also insufficient financial support to handle the critical situation, encourage new forms of education, and invest in school infrastructure for reopening.

The information is organized into 8 spheres:

1. International cooperation,
2. School activities and calendar,
3. Use of technologies,
4. Protection and guarantees of student rights,
5. Protection and guarantees of the rights of education professionals,
6. Financing,
7. Privatization,
8. School reopening.

# International Advocacy on SDG 4

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*Recommendations and experiences from Brazil.*

## National Voluntary Review - High-Level Political Forum<sup>3</sup>

### National Voluntary Review - High-Level Political Forum

The process of the Voluntary National Review (VNR) is a critical part of the accountability architecture for the SDGs. Specifically, it invites member states to "conduct regular and inclusive reviews of progress at the national and sub-national levels, which are country-led and country-driven." These reviews constitute the basis for the annual reviews of the entire SDG agenda, carried out by the High-Level Political Forum (HLPF), and the central UN platform for monitoring and reviewing the 2030 agenda.

These Voluntary National Reviews (VNRs) are supposed to:

- Be voluntary, country-led, and undertaken by developed and developing countries.
- Be open, inclusive, participatory, and transparent.
- Track progress in achieving the SDGs' targets and objectives.
- Provide a platform for partnerships, including the participation of major groups and other stakeholders (point 84 of Agenda 2030).
- Build on existing platforms and processes.

Every year, interested countries inform the President of the United Nations Economic and Social Council (ECOSOC) of their willingness to present their voluntary national review during the HLPF. There is no mandatory frequency for reviews, but countries are

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<sup>3</sup> Extraído de: [https://docs.campaignforeducation.org/reports/VNRBriefing\\_PT.pdf](https://docs.campaignforeducation.org/reports/VNRBriefing_PT.pdf), onde é possível saber ainda mais!

encouraged to undergo regular review processes. There is no mechanism to force countries to conduct a review; the UN can only encourage a member state to volunteer.

The VNR is both a process and a product—the current report. The process has six building blocks that roughly correspond to how SDG reviews strengthen SDG implementation:

- Promoting the review of existing institutional frameworks, promoting their restructuring in light of the 2030 agenda, integrating SDG implementation into national plans and strategies, and supporting their implementation.
- Strengthening cooperation and collaboration between government agencies and ministries and among donors.
- Facilitating comparability between countries and within countries as part of an official review process.
- Facilitating the exchange of experiences and best practices between countries.
- Providing opportunities for training and learning.
- Providing for the strengthening of the national statistical system and supporting data collection for the SDG agenda.
- Providing space for inclusive political dialogue at the national level and strengthening the participation of stakeholders in institutions.

However, countries are free to organize the process as they see fit, which means that civil society must closely follow the process to ensure its place at the table. While each HLPF focuses on a set of goals, the VNR must also address the entire agenda—meaning all goals and objectives.

### *Why should the education community care about them?*

Historically, the educational agenda has been led by the Ministry of Education at the national level and advocated by UNESCO regionally and globally. Over the 25 years of the Education for All agenda, strong relationships were forged in the education community,

helping to build a strong thematic focus for the implementation of SDG 4, as demonstrated by the UNESCO Framework for Action.

However, the SDGs require a new architecture of global development built on an integrated approach to achieving all 17 Goals. SDG 4 will not be realized unless the education community understands and engages with this new architecture, recognizes the interrelations between the goals, and can reach and work with other sectors, such as ministries responsible for youth, labor, health, women's rights, social affairs, and the environment.

More specifically, there are **five** reasons for the education community to be involved in the VNR process:

1. **Ensure that civil society, including the most marginalized and vulnerable, has a voice in SDG implementation.** The education civil society must have a seat at the table when SDG implementation is planned, developed, assessed, and monitored to drive the implementation of the entire Education 2030 agenda and fulfill the promise of leaving no one behind.
2. **Act as a mechanism to hold states accountable.** This is the mandated space for member states to be accountable for the implementation of the entire agenda, including SDG 4. Civil society has a mandated role to act as a watchdog, and VNRs provide an additional tool in our arsenal.
3. **Because our participation is necessary.** Education and Academic Entities (EASG) are recognized as key actors who must be involved in all efforts to achieve the SDGs (Resolution 67/290). This gives the education community an official seat at the table - and an obligation to deliver results!
4. **Build broad-based alliances.** Following the interconnected nature of the SDGs, broad inter-thematic coalitions are coming together to track progress and demand that governments take action. A universal and indivisible agenda requires united and strong civil society alliances between goals and interest groups.
5. **Promote learning.** The VNR process provides an opportunity to engage with a diverse set of stakeholders, bring in some non-traditional allies to the network,

and acquire new information and skills that would be useful in our daily work. It also allows raising awareness of the benefits of education and its interconnections with our goals and policy domains.

### *National Preparation*

Countries have adopted different modalities to conduct VNRs. However, each country has a focal point (the list can be accessed on the HLPF page) who coordinates the process. This person is expected to work with official structures for SDG implementation to ensure a comprehensive report - one that combines technical analysis with inputs from multi-stakeholder consultative processes. As such, this involves engagement with specific SDG structures, line ministries responsible for individual goals (including education and international cooperation), subnational governments (especially in federal systems), the national statistical office, and national political leadership.

The Ministry of Education is expected to be directly responsible for the implementation of SDG 4, but the level of involvement depends on the priority the government places on education and the seriousness with which ministries are engaged. It is, therefore, important for civil society in education to advocate for strong engagement of Ministries of Education in VNRs.

### *International VNR Preparation*

The guidelines encourage Member States to convene meetings to prepare for the HLPF. So far, retreats have been organized for Member States volunteering for national reviews, where they discuss modalities and planning. These meetings tend to be closed, although civil society representatives may be invited to participate in some of them, but major highlights are made available online.

The United Nations system also supports VNR countries. The Department of Economic and Social Affairs (DESA) offers National Workshops and online training courses. The UN Regional Commissions organize regional meetings and hold annual Regional Forums on

Sustainable Development to prepare for HLPF monitoring and serve as a forum for knowledge exchange; Regional VNR Preparation Workshops are held on their sidelines. Although the exact schedule varies from year to year, final national VNR reports are expected to be ready later in mid-June before the HLPF in July.

### *What happens at the High-Level Political Forum (HLPF)?*

Each VNR country is expected to submit a report (and an advanced executive summary) and deliver a brief presentation during the HLPF. All submitted documents can be accessed on the HLPF website. National presentations take place during the high-level ministerial segment of the HLPF (usually the last three days of the HLPF). Paragraph 83 of A/70/864 provides a comprehensive listing of what the presentation should include, but time is limited, and accountability systems are weak, meaning presentations tend to be brief and general. Presentations are followed by questions and comments from Member States as well as civil society; even though few responses are given, this is a significant opportunity for civil society to raise concerns. Countries are also encouraged to share their experiences and findings in dedicated workshops and side events during HLPF week. A final synthesis report of all VNRs presented in a given year is generated and shared on the HLPF website.

There is no space for official parallel reports from civil society (although highlighted during HLPF side events), but countries can choose to have a civil society representative as part of their national presentations. Major groups and other stakeholders are also presenting their own annual reports.

### *Civil Society Processes*

The VNRs presented at the 2016 HLPF—the first HLPF held after the adoption of the 2030 Agenda—indicated that almost all countries reported involving civil society in some way. Although much of the engagement has been ad hoc, some countries appear to have involved civil society in a more significant way, such as including civil society in the structures for implementing the SDGs or delegations to the HLPF. With this in mind, civil society should:

- Contact the VNR focal point in your country to learn more about the process being adopted and signal your interest in being involved. It is important to establish this contact before the VNR consultation begins. Try to find the person responsible for drafting the official report.
- Educational networks and unions should introduce themselves to the national focal point of the HLPF and demand a seat at the table in all processes related to planning, implementation, evaluation, and monitoring of the SDGs. Please note that governments may prefer to work with groups representing a set of goals or may choose only those driven by active and vocal civil society.
- Establish links with official SDG structures being implemented at the national level (e.g., a high-level SDG body anchored by the office of the Head of State or Government, parliamentary oversight group, or an independent SDG commission).
- Contact the person in charge of the SDGs and/or the Education 2030 Focal Point in the Ministry of Education to inquire about internal processes for ministry contribution. Similarly, the ministries of development cooperation, foreign affairs, and national statistical offices are likely to be involved. Check for the existence of a parliamentary group for the SDGs.
- Create a buzz around the VNR process in civil society education by organizing events and participating in activities organized by others.
- Reach out to potential new allies within civil society education to expand coalition membership and national reach. For example, you can work with groups working on Goal 4.7 (i.e., education for human rights, education for sustainable development, and education for global citizenship), whose work may not have historically revolved around the ministry of education.
- Work with civil society coalitions across different goals. These are coming together to monitor implementation and engage with national processes. It is important to be part of these, as future civil society engagement in global and regional SDG processes may occur through these structures.
- In many countries, civil society reports on the VNR are being prepared. Many are connected to a global network of CSOs covering all goals; in this case, offer to draft or contribute to the section on Goal 4 in the process. Alternatively, consider

an independent report to focus national attention on Goal 4 progress. Note, however, that, unlike reports submitted to the Universal Periodic Review (UPR) on human rights, there is no official space for submitting shadow VNR reports to the UN. These are presented only at separate civil society side events during the HLPF. When drafting the report, seek to reach as many members and other stakeholders working in education nationally by addressing goals that the coalition may not have expertise in. Ensure that your report (or at least its executive summary) is translated into local languages and that the report is widely disseminated, including with the media, parliamentarians, and other official stakeholders. Given the convergence between SDG Goal 4 and existing human rights provisions, some of the evidence generated for the report could be used as part of human rights reporting to human rights bodies.

- Participation as part of an official delegation at the HLPF is challenging, but there is precedent: in the first year, four governments included representatives from civil society, unions, or the private sector in their delegations. Formal selection processes are carried out by UNDESA in relation to official HLPF side events in New York.
- Conduct a follow-up meeting at the national level after the HLPF to compare your analyses and conclusions with the official review. Make use of any questions raised by other Member States based on your report in your national defense.
- Continue ongoing engagement for the implementation of the SDGs in subsequent years. While the VNR may not happen again soon, there is a continuous need for civil society monitoring to ensure strong state accountability for SDG implementation.



# Example from Brazil

## Some links of our involvement at the UN in High-Level Political Forums:

### 2023

#### [Brazil's Return to the 2030 Agenda Indicates Commitment of the Current Brazilian Government, but Lack of Mention Regarding Education Prioritization at UN Event Signals Warning](#)

*During a parallel event at the UN High-Level Political Forum 2023 in New York, the renewed commitment of the current government to discuss the implementation of Sustainable Development Goals was highlighted.*

*July 18th, 2023*

#### [Crisis in Middle-Income Countries is Widespread but not Insoluble, Say Speakers at the UN](#)

*Only with a substantial increase in public resources can quality education be guaranteed to all; the campaign is actively participating in-person at the UN High-Level Political Forum in New York.*

*July 13th, 2023*

#### [Without Priority for Financing the SDGs, 80% of World Countries Have Regressed in the Right to Education](#)

*Results of monitoring the Sustainable Development Goals (SDGs) are released this week at the UN High-Level Political Forum in New York; the campaign participates on-site as a representative of civil society.*

*July 10th, 2023*

### 2022



[It is Necessary to Turn on the Microphone of Civil Society, Endorses the Brazilian Campaign at the UN](#)

*The entity supports recommendations for states to increase the participation of civil society organizations in UN debates; the meeting took place at a parallel event to the High-Level Political Forum in New York.*

*July 8th, 2022*

["The crisis is not caused by the pandemic—it is due to political decisions that do not prioritize social justice and human rights," says Brazilian Campaign Coordinator at the UN in NY](#)

*Andressa Pellanda represents the National Campaign for the Right to Education in New York alongside the Brazilian civil society delegation of the 2030 Agenda Working Group.*

*July 5th, 2022*

[Campaign Joins Gender Group Monitoring Agenda 2030](#)

*Andressa Pellanda, the entity's general coordinator, now contributes to the Women's Major Group monitoring SDG 5; the Campaign was already part of the Education Major Group (SDG 4).*

*July 10th, 2022*

**2019**

[Despite 152 Million Children in Child Labor Worldwide, UN Member States Do Not Mention the Issue at the High-Level Political Forum](#)

*The review of SDG 8 took place at the UN headquarters in New York, and the issue of child labor was on the agenda.*

*July 19th, 2019*

[Brazil Does Not Speak on Education in Review of Global Goals at the United Nations](#)

*The review of Sustainable Development Goal 4 took place on July 9 at the UN headquarters in New York.*

*July 10th, 2019*

