



United Nations
Educational, Scientific and
Cultural Organization



Malaysia
Funds-in-Trust



Southeast Asian
Ministers of Education
Organization

4 QUALITY
EDUCATION



Asia–Pacific Regional Seminar on Sub-Regional Cooperation for Achieving SDG4-Education 2030

29 - 31 May 2017, S31 Sukhumvit Hotel, Bangkok, Thailand

SDG4-Education 2030 in Asia and the Pacific

Maki Hayashikawa
Section for Inclusive Quality Education
UNESCO Bangkok

1. Context: the sustainable development agenda and sdg4

4 QUALITY
EDUCATION



Paradoxes and Tensions

associated with societal development

Economic growth



Ecological stress and unsustainable
patterns of production/consumption

Poverty reduction



Vulnerability, inequality,
and exclusion

Interconnected world

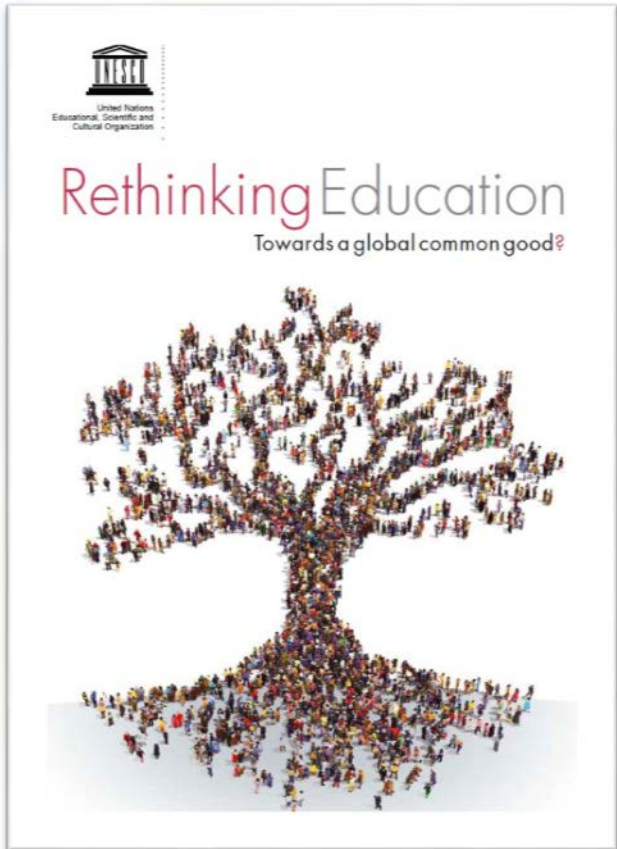


Division, intolerance
and conflict

4 QUALITY
EDUCATION



Reaffirming a Humanistic Approach to Education and Development



Fundamental Principles

- Concern for sustainable human and social development
- Recognizing the diversity of lived realities while reaffirming a core of universal ethical values

Fundamental purpose of education

To enhance and sustain the dignity and capacity of the human person in relation to others and to nature

Sustainable Development Agenda and Goals

- merge development (MDG 2000-2015) and environment (Rio 1992-) agendas
- 17 goals with 169 targets
- adopted by UN Member States in 2015
- to be achieved by 2030



2. Transforming our mindsets: from MDGs, EFA to SDG4

4 QUALITY
EDUCATION





Southeast Asian
Ministers of Education
Organization

The Goal

SDG 4

‘Ensure **inclusive** and **equitable, quality** education and promote **lifelong** learning opportunities for all’

4 QUALITY EDUCATION





Sustainable Development Goal (SDG) 4 - Education 2030

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

- **Universal relevance** - both global North and global South
- **Rights-based** and a **public good**
- **Inclusion, equity and gender equality** as fundamental principles
- Addresses all forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education.

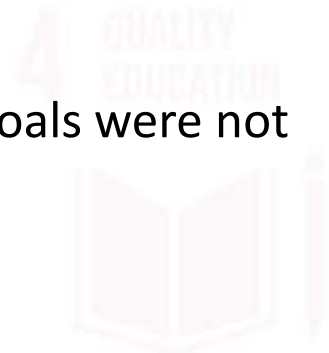
“No one left behind”

EFA and SDG4-Education 2030 – the difference

SDG4/Education 2030 is...

- More comprehensive: Expanded **access** to all levels of education
 - *at least 12 years of free, publicly funded, quality primary and secondary education, higher education, TVET.*
- More outcome/skills oriented
 - *Renewed focus on **effective acquisition of foundational skills***
 - *New focus on **relevance of learning for decent work***
 - *New focus on **relevance of learning for social and civic life***
- More integrated with other goals (e.g. SDG 8.7)
- Needs more resources

... and yet while much was achieved under the ‘simpler’ EFA the goals were not fully met



Global Education Agendas compared

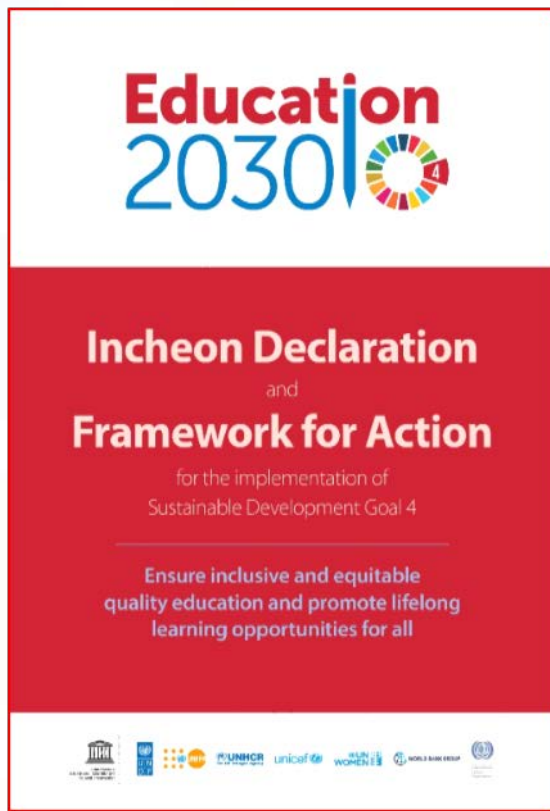
	MDG2	EFA	SDG4
Scope	Primary Education (children)	Basic Education (children, youth & adults)	Basic education + Post-basic education with Lifelong perspective
Coverage	Low-income countries; Conflict-affected	Universal in intention; Focus on lower-income countries	Universal agenda Global North and South
Process led by	UN	UN	Member States
Policy focus	Access to and completion of primary education for all	Access to quality basic education for all	Access to quality basic learning for all + Equitable access to post-basic education + Relevance of learning for work & citizenship
No of targets	2	6 goals	10

(Source: adaption from the PPT by S.Tawil, UNESCO)

The “blurring boundaries” challenging SDG4

- Blurring of boundaries between formal/informal learning
 - Re-contextualizing the right to education
 - Changing role of teachers
- Blurring of boundaries between the public and the private
 - Growing private engagement in education & changing role of state
 - Re-contextualizing education as a public good
- Blurring of boundaries between global and local
 - Citizenship education in a plural and interconnected world
 - Local knowledge/languages and globalization
 - Growing focus on 21st century / transversal skills
 - Global versus national/local monitoring

SDG 4-Education 2030 Framework for Action



1. Vision and principles
2. Goal, targets, and strategic approaches
3. Implementation modalities:
 - Governance, accountability and partnerships
 - Effective coordination
 - Monitoring, follow-up and review
 - Financing

Indicator framework to monitor progress

SDG 4

‘Ensure *inclusive and equitable, quality* education and promote *lifelong learning opportunities for all*’

Principles

- **Universally-relevant** to all societies both global North and global South
- **Rights-based** and a **public good**
 - *the state is the “duty bearer”, education as a shared societal endeavour*

Scope

- Expanded **access** to all levels of education
 - *Especially, at least 12 years of free, publicly funded, quality primary and secondary education*
- Holistic and **lifelong learning** approach
 - *learning begins at birth and continues throughout life*

The key focusses on inclusion, equity and quality

Equity and inclusion

- Renewed focus on **inclusion, equity and gender equality**
 - *in access, participation, retention, completion and in learning outcomes*

Quality - An integral part of the right to education:

- Renewed focus on **effective acquisition of foundational skills**
- New focus on **relevance of learning for decent work**
- New focus on **relevance of learning for social and civic life**

The Targets

Outcome Targets [7]

- 4.1 Quality primary/secondary education for all
- 4.2 Early childhood & pre-primary education
- 4.3 Equal access to TVET & higher education
- 4.4 Relevant skills for work
- 4.5 Gender equality & equal access for all
- 4.6 Youth and adult literacy
- 4.7 Global citizenship education for sustainability

Means of implementation [3]

- 4.a Safe & inclusive learning environments
- 4.b Scholarships for higher education
- 4.c Teachers' training and working conditions

4 QUALITY
EDUCATION



The “unfinished” EFA Agenda in SDG4



TARGET 4.1 Ensuring that all children and youth have access to a full cycle of 12 years of quality primary/secondary education, of which a minimum of 9 years are to be compulsory, public, and free.



TARGET 4.2 Ensuring that all children have access to at least one year of pre-primary education for all children.



TARGET 4.5 Ensuring gender parity at all levels of education.



TARGET 4.6 Ensuring that all youth [15-24 years of age] have adequate literacy and numeracy skills.

Bringing universal relevance of SDG4



TARGET 4.3 Ensuring expanded and equitable access to all forms of **post-basic education and training**



TARGET 4.4 Ensuring relevant **skills for the world of work**



TARGET 4.7 Ensuring relevant **learning for citizenship** in a global world



TARGET 4.a Ensuring **safe and inclusive learning environments**



TARGET 4.b Ensuring **scholarships** for higher education/TVET



TARGET 4.c Ensuring adequate **teacher** recruitment, training and professional development, and working conditions

Effective implementation of SDG4 calls for a system-wide change

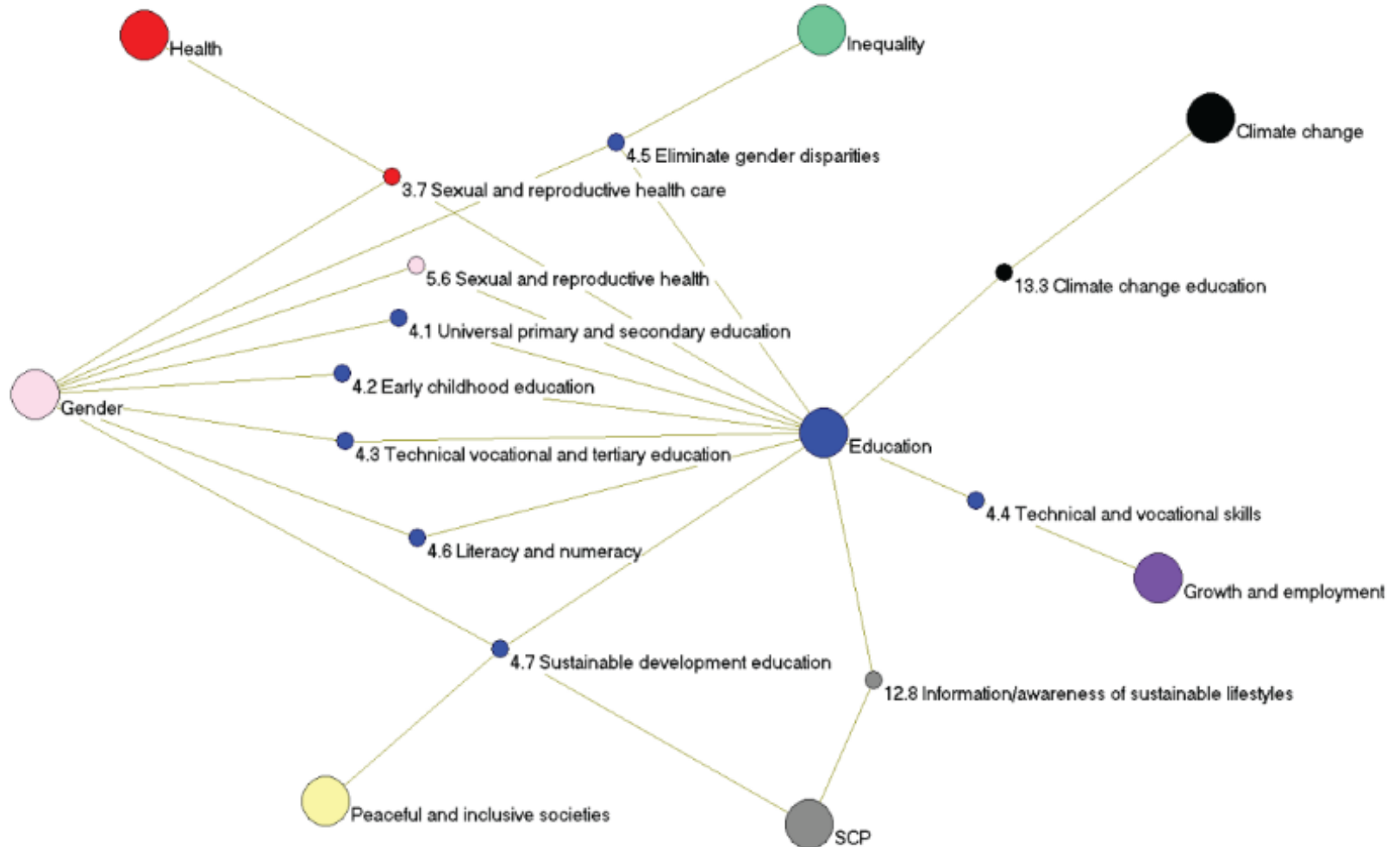
- **Broaden** the conceptual understanding of inclusion and equity
- Develop relevant **measurements** for inclusion/inclusiveness
- **Embed inclusion, equity** and **gender equality** in existing and core education policy and plans – not as separate policies
- Address **policies at all levels** of a national education system, including the classroom level
- Ensure **multiple level and cross-sectoral interventions**, ranging from education, health, social, economic, legal, political, cultural or attitudinal are required.
- Collect and build **evidence** from various sources to inform policy making and planning processes.
- Make effective **use of ICT and assistive technology** to facilitate access and participation in learning

3. Creating linkages Between sectors for the implementation of SDG4-Education 2030

4 QUALITY
EDUCATION



Centrality of Education: Links between other SDGs



4. Localization of SDG4-Education 2030: status, process & challenges

4 QUALITY
EDUCATION



Status of SDG4-Education 2030 localization

(as 10 April 2017)

Information received from countries in Asia-Pacific:

Status	Number of countries done	Number of countries planned
Nomination of National Coordinators for SDG4	25	7
Establishment of national mechanism for SDG4	13	17
Organization of national consultations on SDG4	24	10
Organization of sub-national consultations on SDG4	9	12
Review and/or alignment of national education sector plans/policies in light of SDG4	14	14

Pre-meeting survey for APMED2030-II

- Pre-meeting survey responses: 23 countries
- Purpose of the pre-meeting survey:
 - To show the status of localizing SDG4-Education 2030
 - To analyze the feasibility of the Indicative Strategies proposed in the Education 2030 Framework for Action based on the perceptions of the policy makers in the region
 - To identify challenges in accelerating the localization of SDG4-Education 2030

Countries submitted the completed questionnaire (as of 19 November 2016)

Sub-regions	Countries
South and West Asia	Bangladesh, Bhutan, Iran , Maldives, Nepal, Sri Lanka
South-East Asia (Insular)	Malaysia, Timor-Leste
South-East Asia (Mekong)	Cambodia, Myanmar, Lao PDR, Vietnam, (Thailand)
East Asia	China, Japan, Mongolia
Pacific	Cook Islands, Fiji, Nauru, Papua New Guinea, Samoa, Tonga, Tuvalu
Central Asia	None
Total number of countries	22 (23)

Summary of main findings

- About 78% of the countries have appointed a coordinator/focal point for both overall 17 SDGs and SDG4-Education 2030
- Nearly half of the countries have established a national coordination mechanism for SDG4-Education 2030
- Half of the countries have organized the **overall SDGs** localization meetings and consultation meetings for localizing **Education 2030** targets at the **national level**.
- Various stakeholders participated or planned to participate in **national consultation meeting** for localizing Education 2030 targets.

Summary of main findings (cont'd)

- Half of the countries responded that the **lack of technical capacity, and of financial and time constrains** as main obstacles for not starting the review of national education sector plan in light of SDG4.
- Most of the countries, which have started mapping/review or planned to do it, have finished or are expecting to finish this exercise by this year (2016) or within a few years.
- Most countries perceive that the Education 2030 targets are feasible. However, the following indicators are found to be challenging:
 - **Target 4.3 (TVET & tertiary education)**
 - **Target 4.4 (job skills)**
 - **Target 4.6 (literacy & numeracy)**
 - **Target 4.7 (ESD & GCED)**



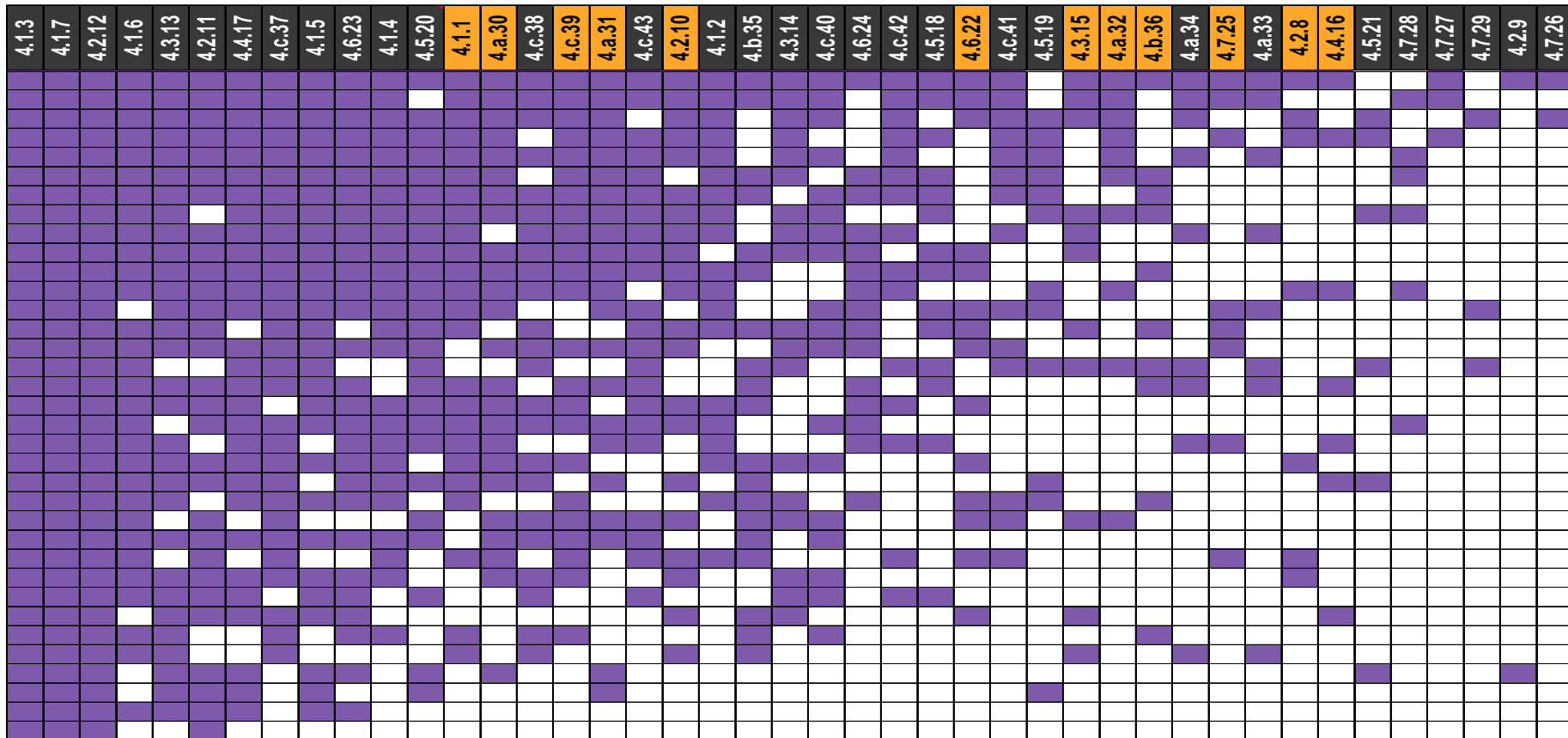
Key findings: Challenges in localizing SDG4-Education 2030

- Developing robust assessment systems
 - Capacity gap (institutional, financial and technical)
 - Collecting data and information from multiple sources
- Lack of collaboration and coordination for tackling sector-wide and multi-sectoral issues
 - Among relevant ministries and other related organizations
 - Between public and private sectors
- Catering for the diversity within a country
 - Wide diversity in needs and capacities
 - Several dimensions in diversity

Integrating SDG4 into national education planning

- Most of the countries have 5-year planning cycle
- Countries are at different planning stages and many have done the first gap analysis
- Each country has different entry points to integrate SDG4 into national plans (e.g., sector analysis, mid-term review etc)
- SDG4 does not call for a separate and parallel planning process
- At the same time, a longer term planning for achieving SDG4 may be needed, covering:
 - A clear vision how to achieve SDG4 by 2030
 - Prioritization among the targets
 - Sequence of the policy interventions (e.g., phased approach to achieving SDG4) together with benchmarks and milestones
 - Analysis of resource requirements
 - Monitoring framework

Regional mapping on indicator availability to monitor SDG4



Source: UIS

- On average, only **50%** of the total indicators are available in Asia-Pacific countries.
- Mostly countries are missing indicators for monitoring **Target 4.3, 4.4 and 4.7.**

Key implementation strategies

- Decentralisation
 - More resources by involving sub-national authorities
- Wider participative process
 - Especially the engagement of civic society and private sector
- Evaluation
 - Set convincing and realistic delivery targets
- Monitoring
 - Demonstrate steady progress
- Success breeds success
 - Build on good practices
 - Forge strong partnerships and networks
 - Encourage South-South-North cooperation



Challenges in localizing and implementing SDG4- Education 2030

- Lack of coherent plan for addressing SDG4
 - requires ‘seamless coverage’ of ECCE, formal education, NFE, TVET, and Higher Education
- Difficulty in creating the vision, conceptualizing and ‘concretizing’ some targets e.g. global citizenship
- Lack of ownership outside education sector
 - Getting lost in a universal agenda
- Need to prioritize while covering all targets
- Lack of data to demonstrate progress towards the targets
- Problems in assessing skills outcomes of education
 - Technical complexity and relevance of skills assessments (addressed by UIS)
 - Difficulty of establishing causal links between skills outcomes and labour market success (addressed by ILO work on skills mismatch)

5. Regional coordination for SDG4- Education 2030 in the Asia-pacific & UNESCO's role

4 QUALITY
EDUCATION



UNESCO's mandate in SDG 4 – Education 2030

- **At global and regional levels:**

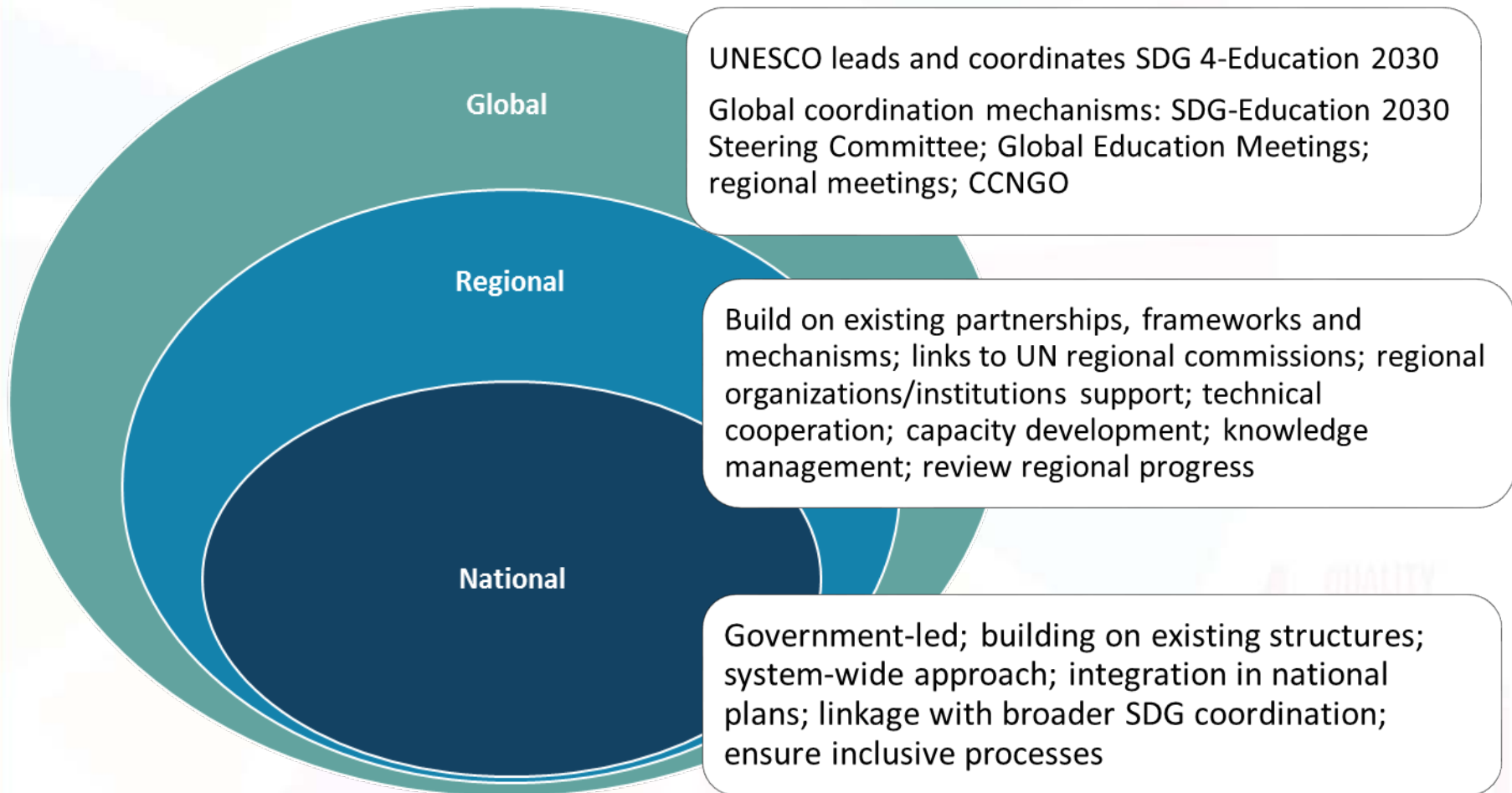
- Lead/facilitate coordination, partnerships and policy dialogue, knowledge-sharing and standard-setting
- Undertake advocacy and communication to promote political and financial commitment to Education 2030
- Indicator development [UIS]
- Monitoring and review of progress in education across SDGs [GEM]

- **Capacity development and technical support at country level:**

- Sub-sectoral policy and strategy reviews
- Sector-wide planning, management and monitoring



Articulating national, regional and global coordination



Global level coordination

Composition

- 3 Member States representatives for each of the 6 regional groups
- 1 representative of the E-9
- UNESCO, UNICEF, WB, and 1 representative of the other convening agencies (ILO, UNDP, UNHCR, UNFPA, UN Women)
- 1 Representative of the GPE
- 1 representative of the OECD
- 1 representative of teachers organization
- 2 representatives of NGOs
- 1 representative from regional organizations for each of the 6 regions

Mandate

- Strategic guidance
- Review progress
- Recommend key priorities and catalytic actions
- Monitor and advocate for adequate financing
- Encourage harmonization and coordination

SDG Review and Reporting

- Thematic Reviews
 - Cross-cutting theme for each HLPF every 4 years to reflect integrated nature and three SD dimensions
 - Inputs from intergovernmental bodies and forums, UN entities, regional processes, major groups
- Global SDG Progress Reports
 - UNSG report to the UNGA
 - Glossy report for communication and advocacy
 - Global SDG report (GSDR)



ECOSCO Reviews –Themes and Goals by Year

Theme	Goals	Year
Eradicating poverty and promoting prosperity in a changing world	1, 2, 3, 5, 9, 14	2017
Transformation towards sustainable and resilient societies	6,7,11,12,15	2018
Empowering people and ensuring inclusiveness and equality	4,8,10,13,16	2019

Asia-Pacific Regional Coordination Mechanism for SDG4-Education 2030

1. The Regional Thematic Working Group (TWG) on Education 2030+

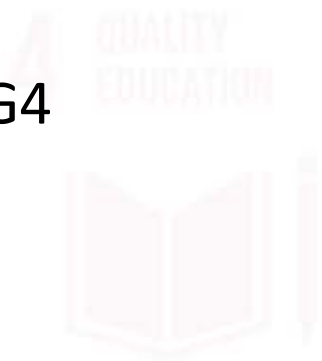
- Co-led by UNESCO and UNICEF
- Members: SDG4 Co-convenors, UN agencies, sub-regional bodies, NGOs/CSOs, regional networks & partnerships
- Purpose: to coordinate advocacy, technical support for and monitoring of progress in SDG4 in the regional countries.

2. The regional network of National Coordinators of SDG4

- Launched at the APMED2030-II (16-18 Nov 2016)
- Network members: National coordinators of SDG4, etc.
- Purpose: to share and exchange experiences on effectively implementing and monitoring SDG4 targets

Supporting Regional Member States in implementing SDG4-Education 2030

- Technical support for contextualizing SDG4 in education sector policy and plans
 - Mapping & gap analysis of national capacities
 - Development of guidelines for integrating SDG targets into national policies and programmes
- Assessment of data availability
 - Development of technical guidelines for monitoring SDG 4, including the definitions of indicators, data sources, etc.
- Regional consultations and policy dialogues on SDG4
- Support to national consultations on SDG4



UNESCO Bangkok's activities to support SDG4 contextualization

- UNESCO Bangkok, together with IIEP, has started supporting selected countries (e.g., Cambodia on revising their education sector simulation model to integrate the SDG4 targets using EPSSim 2016 developed by the HQs) and stands ready to work with the country teams upon request
- UNESCO Bangkok also launched a regional project funded by the Government of Malaysia, to support countries build capacity in planning for achieving SDG4.
- A regional technical workshop for education planners to be held in 24-28 July 2017 in Kuala Lumpur, Malaysia

The proposed Roadmap

2019:

- Completion of at least one national skills assessment programme
- **Global Education 2030 SDG4 meeting**

2020:

- 1st five year regional review

2021:

- Review/ revision of policies and resource planning

2023:

- **Global education 2030 SDG4 meeting**

2024:

- Completion of at least one national skills assessment programme (such as PISA or equivalent)

2025:

- 2nd Five year regional review

2026:

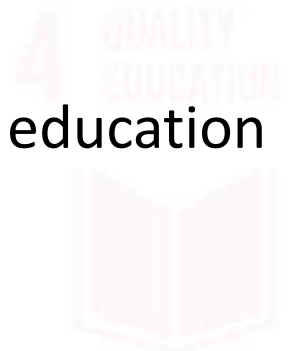
- Review and revise
- Skills assessment

2030 – Achieve the targets



Next Steps

- **3rd Regional Consultation (APMED2030-III)** in July 2017
 - Thematic focus: Target 4.7
 - To be co-organized with UNICEF and MGIEP
 - Finalization of the regional SDG4 framework with roadmap & monitoring framework
- Continue support to national consultations on SDG4-Education 2030
- Scaling up of regional and national advocacy (advocacy strategies/messages)
 - Develop a regional communication strategy
- Technical support for capacity building
localization/integration SDG4 Targets into national education plans and policies



Thank you!



<https://en.unesco.org/education2030-sdg4>



[@Education2030UN](https://twitter.com/Education2030UN)

4 QUALITY
EDUCATION

