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

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**Highlights of UNESCO Pre-Survey on SDG 4
(SEAMEO, SAARC and the Pacific Islands)**

By

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Questions:

- **Situation**- What is the situation of SEAMEO, SAARC and the Pacific Islands in terms of SDG 4?
- **Milestones**- What are the strong achievements and areas in achieving SDG 4?
- **Challenges** – What are the challenges faced by the countries in achieving the SDG 4 indicators?

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Respondent Countries from SEAMEO

Cambodia

Laos

Malaysia

Myanmar

Thailand

Vietnam

SAARC Respondent Countries

Afghanistan

Bangladesh

Bhutan

Maldives

Nepal

Sri Lanka

Respondents from the Pacific Islands

Cooks
Islands

Nauru

Papua New
Guinea

SAmoa

Tonga

Tuvalu

Responses to SDG 4 Indicators and Situation of Countries

Legend

- A- Already being implemented
- F- feasible
- VF- Very feasible
- D- Difficult
- NA- not applicable

4.1 By 2030, Ensure that Girls and Boys complete free, equitable and quality Primary and Secondary Education and effective learning outcomes

	C	L	M	M Y	T H	V	A	B H	B A	M	N	SL	C	N	P	S	T O	TU
1	F	F	F	F	A	A	A	A	F	A	A	A	A	A	F	A	D	F
2	F	F	A	VF	A	A	F	B	A	A	A	D	A	VF	F	A	A	VF
3	A	F	VF	VF	A	A	D	A	A	A	A	D	A	F	F	F	VF	A
4	A	D	F	VF	F	A	F	A	A	A	A	F	A	A	F	A	VF	A
5	A	F	D	VF	VF	A	D	D	A	A	A	A	A	F	F	F	A	A
6	F	D	F	F	A	A	D	A	A	F	A	F	A	F	F	F	VF	F
7	VF	D	A	F	A	A	F	A	F	F	A	D	A	F	F	F	VF	F

1 – Put in place policies that guarantee 12 yrs of basic education

2 - Define standards and review curricula to ensure quality, including skills, values and culture....

3-Strengthen efficiency and effectiveness of institutions, school leadership and governance

4- 4.Allocate resources more equitably

5. FOSTER BI AND MULTILINGUAL EDUCATION

6.Develop alternative learning systems/education for OSCY

7. Develop robust assessment system

4.2 By 2030, ensure that all girls and boys have access to quality Early childhood development, and care and pre-primary education so that they are ready for primary schools

	C	L	M	M	T	V	A	B	B	M	N	S	C	N	P	S	T	T
				Y				H	A								O	U
1	A	F	F	A	-	A	D	A	A	A	A	F	A	A	F	F	V	F
2	A	D	A	F	-	F	D	A	F	A	A	F	F	V	V	F	V	F
3	V	F	A	F	-	F	D	A	D	A	F	VF	A	F	V	F	V	F
4	F	F	A	F	-	F	D	A	F	A	F	A	A	A	F	F	F	F

1- Legislation

2-Integrated policies and Strategies

3-Actions on ECCE personnel professionalization

4-Infrastructure for Quality ECCE

4.3 BY 2030, ensure equal access for all women and men to affordable and quality TVET and Tertiary Education, including University

	c	L	M	MY	T	V	A	BH	BA	M	N	S	C	N	P	S	TO	TU
1	F	VF	A	F	-	A	D	F	F	A	A	VF	A	F	-	F	A	F
2	F	F	A	VF	-	A	D	A	F	A	F	F	VF	A	-	A	A	F
3	F	VF	A	F	-	A	F	D	A	F	F	A	A	A	-	D	VF	F
4	VF	VF	A	VF	-	A	D	NA	F	F	F	A	Na	A	-	A	F	F
5	VF	FV	VF	VF	-	A	D	A	V	A	F	F	A	A	-	A	VF	F
6	F	F	A	VF	-	A	D	VF	A	F	F	F	A	A	-	A	VF	A
7	VF	VF	A	VF	-	A	D	A	VF	A	A	F	A	A	-	A	VF	F

1- Develop cross-sector policies for TVET

2-QA, comparability and MRA of Tertiary Education

3-Policies and programmes on the provision of Quality Distance Education

4- Research in Tertiary and Univ Education in STEM particularly by girls and women

5- Cross border education, MRAs in higher education

6- Inclusive TVET and Tertiary education

7- Provision of equitable tertiary and lifelong education

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including tech-voc skills, for employment, decent jobs and entrepreneurship

	c	L	M	MY	T	V	A	BH	BA	M	N	SL	C	N	P	S	TO	TU
1	F	D	A	F	-	A	D	VF	A	A	D	F	D	VF	F	A	VF	A
2	V	F	A	F	-	A	F	F	A	A	A	F	VF	A	F	F	VF	A
3	F	F	A	VF	-	A	F	VF	A	A	F	VF	A	VF	F	V	VF	A
4	A	F	A	F	-	A	D	F	D	A	F	F	A	VF	F	A	A	F
5	VF	F	F	F	-	A	D	F	F	A	F	F	VF	VF	F	V	VF	F
6	VF	F	F	F	-	A	D	F	F	A	F	F	A	VF	F	A	VF	F

- 1- Gather and use evidence on Skills Dev't
- 2-Engaging partners for high quality TVET education
- 3-promote work-based and classroom-based training
- 4-Ensure efficient TVET system
- 5- promote collaboration and transparency on cross-border TVET education
- 6-promote flexible learning pathways in formal and non-formal settings

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education, and vocational training for the vulnerable, including persons with disabilities, Indigenous Peoples (Ips), and children in vulnerable situations

	C	L	M	MY	T	V	A	BH	BA	M	N	SL	C	N	P	S	TO	TU
1	A	F	A	V	-	A	F	A	A	A	A	V	A	A	A	A	V	F
2	V	F	D	V	-	A	V	A	A	NA	A	V	A	F	A	A	V	F
3	V	F	A	V	-	A	V	A	A	A	A	F	A	A	A	A	V	F
4	V	F	A	V	-	A	F	A	A	A	A	F	A	F	A	A	V	F
5	V	F	A	V	-	A	D	A	A	A	A	F	A	F	A	A	V	A
6	V	D	NA	A	-	A	D	V	A	A	A	V	A	F	D	D	F	F
7	A	F	A	V	-	A	F	A	A	A	A	F	A	A	-	A	A	F
8	V	V	F	V	-	A	V	F	A	V	A	V	F	F	-	A	V	F
9	F	F	A	F	-	A	D	D	A	A	A	D	V	F	-	A	V	F

1- ensure that education policies and sector plans are non-discriminatory

2- ESDP have risk assessment, education in emergencies for all

3- identify, monitor, girls and women access to education

4-identify barriers to educational access

5-support resilience and disaster mgmt

6-provide ICT- based education for conflict zones and remote areas

7- textbooks free of gender stereo-types

8-ensure multiple sources of data info- including EMIS, to facilitate monitoring of inclusion

9-ensure better quality of data for children with disabilities

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

	C	L	M	MY	T	V	A	BH	BA	M	N	SL	C	N	P	S	TV O	TU
1	V	F	D	V	-	A	F	A	V	F	A	F	V	F	-	V	F	
2	V	F	A	V	-	A	D	A	F	F	A	V	A	V	-	A	V	F
3	A	F	F	V	-	A	F	A	V	F	A	P	A	V	-	F	V	F
4	A	F	-	D	-	A	D	A	V	F	A	F	A	V	-	V	V	F
5	F	F	-	V	--	A	F	A	F	F	A	-	A	A	-	A	V	F
6	A	F	-	V	-	A	F	A	V	F	A	F	V	V	-	A	V	F

- 1- establish a multisector approach for developing policies
- 2- ensure high quality of literacy and numeracy programmes
- 3-scale up successful literacy and numeracy programmes
- 4- promote use of ICT in literacy and numeracy programmes
- 5-develop a literacy assessment framework
- 6- establish a system for data collection which it timely and useful

4.7 By 2030, ensure that all learners acquire the Knowledge and skills , needed to promote Sustainable Development

	c	L	M	MY	T	V	aA	BH	BA	M	N	SL	C	N	P	S	TO	TU
1	F	F	F	F	-	A	F	A	V	F	A	D	A	F	-	A	A	F
2	F	F	A	F	-	A	D	A	A	F	A	F	A	A	-	A	A	F
3	F	F	A	V	-	A	F	V	A	F	A	F	V	A	-	F	A	F
4	F	F	A	F	-	A	F	V	A	F	F	F	A	V	-	F	A	F
5	F	F	A	F	-	A	F	V	A	A	A	F	A	F	-	A	A	F
6	F	F	D	F	-	A	D	F	F	F	F	F	D	F	-	A	V	F
7	F	A	A	V	-	A	F	F	V	F	A	F	A	A	-	A	V	F

1- Develop programmes and policies to promote GCED

2- provide learners opportunity to acquire KSAV throughout life

3-develop policies and practices on GCED and ESD

4-promote participatory programmes on GCED and ESD

5-Ensure education acknowledges role of Culture

6-support a more robust assessment for GCED and ESD

7-ensure a multidisciplinary and multistakeholder approach to ESD and GCED

4A. Education Facilities : Build and upgrade education facilities that are child, disability, and gender sensitive and provide safe and non-violent, inclusive and effective learning environment

(indicators: access to electricity, internet, computers, infra for Physically challenged students, drinking water, single –sex sanitation, basic handwashing) - Situation and Some challenges

General Findings

- Mostly all being implemented and feasible to achieve in SEAMEO member countries
- 1- • Difficult to achieve for Afghanistan (all indicators) but some countries feasible and ABI
- Pacific Islands and SAARC- feasible, implementable but budget needed

Challenges

- School safety policies
- Wash Policies to be expanded
- Challenges in reaching schools in rural areas
- Equal and equitable funding
- Data collection and monitoring
- Implementation and monitoring

4B. By 2020, substantially expand globally number of scholarships, available to developing countries, small –island developing states, and African countries

General findings

- SAARC- already being implemented in some countries except in Afghanistan
- SEAMEO- Already being implemented
- Pacific Islands – already being implemented, feasible

Challenges

- Capacity
- Coordination

4C: By 2030, substantially increase the supply of teachers, including through international cooperation for teacher training, in developing countries, esp the least –developed countries, and small island developing states

A	c	L	M	MY	T	V	A	BH	BA	M	N	SL	C	N	P	S	TO	TU
1	A	A	A	F	-	A	D	A	V	A	A	F	A	F	-	A	V	F
2	A	A	A	VF	-	A	F	A	F	A	A	A	A	A	-	A	A	F
3	A	A	A	F	-	A	F	A	F	A	A	V	A	A	-	A	V	F
4	A	A	A	F	-	A	D	A	F	A	A	F	A	F	-	F	V	F
5	V	V	A	F	-	A	D	A	v	A	A	F	A	A	-	A	A	F
6	A	V	A	F	-	A	F	A	V	V	A	F	D	F	-	A	A	F
7	A	A	A	V	-	A	F	A	V	A	A	V	A	A	-	A	A	A
8	V	A	A	V	-	A	F	A	F	F	A	D	A	F	-	A	V	F

- 1- policy and legislation to make teaching attractive
- 2- review and analyze quality of pre-service and in-service teacher training
- 3- develop qualifications framework for teachers
- 4- develop inclusive, gender- balanced teacher education policies
- 5- provide teachers with appropriate technological skills
- 6- develop and implement effective feedback
- 7- strengthen school leadership and governance
- 8- set up mechanism for institutionalized dialogue for teachers

Moving Forward SDG 4

Setting up
National SDG
Committee

Review of
Education Sector
Devt Plan

Identification of
SDG Focal Points
from MOE and
relevant agencies

National Technical
and Financial
Support to SDG4

Awareness raising
and community
involvement

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Challenges Ahead

National
capacity

Assessment

Lack of
coordinating
mechanisms

Technical and
Financial
Support to SDG4

Lack of
Awareness

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Thank you

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