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

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

## Sub-regional Initiatives on SDG4-Education 2030 in South Asia



# Outline

- I. Sub-regional Initiatives on SDG4-  
Education 2030 in SAARC from 2015 –  
present
- II. Sub-regional Opportunities and  
Challenges on SDG4-Education 2030 in  
SAARC
- III. Conclusion and Way Forward



# I. Sub-regional Initiatives on SDG4-Education 2030 in SAARC from 2014 – present



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# Education 2030: SAARC Framework for Action: The Process

## **MOU between UNESCO, UNICEF and SAARC**

Achieve Education-related SAARC Development Goals

**New Delhi declaration (31<sup>th</sup> October 2014)** Formulation of the SAARC Framework for Action for the post-2015 education agenda

## **Incheon, Republic of Korea (May 2015)**

Discussed in a sideline meeting in Incheon

## **New Delhi agreement (14<sup>th</sup> October 2015)**

Identifying critical bottlenecks to meet SDG 4 and completing the EFA/MDG unfinished business

Interpreting, contextualizing and prioritizing the SDG 4 indicators and sharing national strategies to achieve SDG 4 in the SAARC Member States

## **Bangkok (November 2015)**

Discussed in a side meeting in APMED I

## **Kathmandu (March 2016)**

Further discussions continue

**September 2016 - SAARC FRAMEWORK FOR ACTION endorsed by 3<sup>rd</sup> technical meeting of senior officials on education in South Asia**

# Priority Areas of SAARC Action for Education 2030 Agenda

1. Expanding educational access and accelerate OOSC reduction
2. Ensuring educational equity and inclusion
3. Achieving gender equality
4. Improving learning outcomes and promoting quality education
5. Promoting acquisition of skills for life and for work
6. Harnessing the potential of ICTs
7. Improving the quality and relevance of teacher development programmes
8. Improving education governance
9. Strengthening institutional and human capacity for monitoring progress towards SDG4
10. Enhancing financing of education
11. Ensuring lifelong learning opportunities
12. Strengthening partnership and collaboration

# SFA : Structure and indicative contents

## 1. Introduction

- *Global commitment to SDG4, Sub-regional contexts, Achievements and challenges in EFA, EFA unfinished agenda in the sub-region and SDG4, Development of SAARC education collaboration, etc.*

## 2. SDG4 Goals, targets, indicators and strategic approaches

- *Overarching goals and goal specific strategic approach at sub-regional level, Indicators adaptation at sub-regional and national levels, etc.*

## 3. Implementation modalities

- *SAARC regional cooperation in advancing SDG4,*
- *Shared responsibility of specific themes with substantial institute/centre in each member state ,*
- *Joint monitoring/evaluating/reporting mechanism,*
- *SAARC Ministerial forum/coalition,*
- *Networking of exiting Institutes/ Centres in each SAARC country*
- *UNESCO and UNICEF's support modalities, partnership, financing, etc.*



# SAARC Action Plan for Implementation of the New Delhi Declaration on Education

1. Formulation of the SAARC Education 2030 Framework for Action: Lead country: **India/ Maldives**
2. Technical Cooperation and Exchange of Experts: Lead country: **Bhutan / Sri Lanka**
3. Generating/Expanding the Knowledge Base Required to Support Policy Formulation Lead country: **India**
4. Documentation and Sharing/Dissemination of Information/Knowledge: Lead country: **Nepal**
5. Networking with Institutions to Improve Collaboration: Lead country: **Afghanistan**
6. Policy Dialogue, Advocacy and Programme Support Communications: Lead country: **Maldives**
7. Monitoring of Progress towards SDG4 and Corresponding Targets: Lead country/ : **Nepal / SAARC Secretariat**
8. Skills Development: Lead country: **Pakistan**
9. Harnessing the Potential of ICTs for Enhancing Educational Access and Quality: Lead country: **India**
10. Teacher Development and Management: Lead country: **Sri Lanka/ Bhutan**
11. Approaches to Reducing Out-of-School Children and Improving Literacy Rates: Lead country: **Bangladesh**
12. Promotion of Lifelong Learning for all: Lead country: **Bangladesh**
13. Facilitating Mutual Recognition of Qualifications and Student Mobility: Lead country: **Pakistan**

## II. Sub-regional Opportunities and Challenges on SDG4-Education 2030 in SAARC



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# Challenges for integration of the Education 2030 targets in national education sector planning and monitoring

Country	Challenges	What needs to be done to overcome these challenges
<b>Afghanistan</b>	Insecurity in the country Lack of technical capacity at the decentralized level, Lack of required budget and resources, Instability in terms of political and economical	Provision of security all over the country, Provision of technical supports particularly at sub national level and National commitment and responsiveness at different levels Provision of sustainable international funding, Stable national political and economic situation
<b>Bhutan</b>	Financial Resource and Human Resource	
<b>Nepal</b>	Co-ordination with the line-ministries to prepare a holistic plan and monitoring (especially: ECCE, Non-formal education and TEVT related programme)	Eliminating the duplication in planning, resourcing and implementation by establishing the efficient co-ordination and one-door system of the resource allocation.
<b>Maldives</b>	Co-ordination with the line-ministries to prepare a holistic plan and monitoring (especially: ECCE, Non-formal education and TEVT related programme)	Recently different modalities for conducting courses, to continue education, were introduced: e.g. block mode and e-learning
<b>Pakistan</b>	Capacity Building of EMIS Technical Staff and Education Mangers on SDGs, Strengthening of overall implementation and monitoring mechanism among Federal and Provincial Governments	
<b>Sri Lanka</b>	Defining the national goals and set the targets	Conduct Sector diagnosis covering all targets

# Challenges for Implementation and Coordination

- Great diversity within the sub-region
- Political dynamics in the sub-region
- Human and financial resource constraints
- Competing priorities



# Opportunities

- Strong enthusiasm and high level of commitment among member states to endorse the SFFA
- SAARC Education Ministers meetings -ongoing
- Partnerships with UNESCO, UNICEF, academic institutions, CSOs
- Existing UIS-UNICEF Initiative on ‘Out of School Children’ (OOSC) in the Asia-Pacific.
- Intellectual resources and technical expertise of UNESCO Cat.1 and 2 Institutes in the SAARC countries to support member states in working on themes in their domains in the global agenda:

## III. Conclusion and Next Steps



## Conclusion

- There is a high level of commitment among the SAARC countries despite the challenges

## Next Steps

- In collaboration with the Member State governments, implementation of the Action Plan to be initiated in 2017
- The SAARC Secretariat to be strengthened to enhance its coordination roles in the sub-region
- The SAARC Framework for Action and the Action Plan to be officially adopted at the upcoming SAARC Ministerial Meeting, currently schedule in August 2017 in Malé, Maldives

# Thank you



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