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

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SDG4-Education 2030 in Asia and the Pacific

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1. Context: the sustainable development agenda and sdg4
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
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
The Goal

SDG 4

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

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

(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

(Source: adaption from the PPT by S.Tawil, UNESCO)
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
‘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
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
Centrality of Education: Links between other SDGs

Graph Credit: M. Dayan
4. Localization of SDG4-Education 2030: status, process & challenges
## Status of SDG4-Education 2030 localization
(as 10 April 2017)

### Information received from countries in Asia-Pacific:

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

<table>
<thead>
<tr>
<th>Sub-regions</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>South and West Asia</td>
<td>Bangladesh, Bhutan, Iran, Maldives, Nepal, Sri Lanka</td>
</tr>
<tr>
<td>South-East Asia (Insular)</td>
<td>Malaysia, Timor-Leste</td>
</tr>
<tr>
<td>South-East Asia (Mekong)</td>
<td>Cambodia, Myanmar, Lao PDR, Vietnam, (Thailand)</td>
</tr>
<tr>
<td>East Asia</td>
<td>China, Japan, Mongolia</td>
</tr>
<tr>
<td>Pacific</td>
<td>Cook Islands, Fiji, Nauru, Papua New Guinea, Samoa, Tonga, Tuvalu</td>
</tr>
<tr>
<td>Central Asia</td>
<td>None</td>
</tr>
<tr>
<td>Total number of countries</td>
<td>22 (23)</td>
</tr>
</tbody>
</table>
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 excise 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
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
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**
- UNESCO leads and coordinates SDG 4-Education 2030
- Global coordination mechanisms: SDG-Education 2030 Steering Committee; Global Education Meetings; regional meetings; CCNGO

**Regional**
- Build on existing partnerships, frameworks and mechanisms; links to UN regional commissions; regional organizations/institutions support; technical cooperation; capacity development; knowledge management; review regional progress

**National**
- Government-led; building on existing structures; system-wide approach; integration in national plans; linkage with broader SDG coordination; ensure inclusive processes
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)
<table>
<thead>
<tr>
<th>Theme</th>
<th>Goals</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eradicating poverty and promoting prosperity in a changing world</td>
<td>1, 2, 3, 5, 9, 14</td>
<td>2017</td>
</tr>
<tr>
<td>Transformation towards sustainable and resilient societies</td>
<td>6, 7, 11, 12, 15</td>
<td>2018</td>
</tr>
<tr>
<td>Empowering people and ensuring inclusiveness and equality</td>
<td>4, 8, 10, 13, 16</td>
<td>2019</td>
</tr>
</tbody>
</table>
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

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