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

“I have determination. I can do it!”

“Children should have pens in their hands, not tools”
Iqbal Masih
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
Education 2030: SAARC Framework for Action: The Process

MOU between UNESCO, UNICEF and SAARC
Achieve Education-related SAARC Development Goals

New Delhi declaration (31st 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 (14th 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 3rd technical meeting o 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
3. Generating/Expanding the Knowledge Base Required to Support Policy Formulation Lead country: India
5. Networking with Institutions to Improve Collaboration: Lead country: Afghanistan
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
# Challenges for integration of the Education 2030 targets in national education sector planning and monitoring

<table>
<thead>
<tr>
<th>Country</th>
<th>Challenges</th>
<th>What needs to be done to overcome these challenges</th>
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<tbody>
<tr>
<td>Afghanistan</td>
<td>Insecurity in the country&lt;br&gt;Lack of technical capacity at the decentralized level,&lt;br&gt;Lack of required budget and resources,&lt;br&gt;Instability in terms of political and economical</td>
<td>Provision of security all over the country,&lt;br&gt;Provision of technical supports particularly at sub national level and National commitment and responsiveness at different levels&lt;br&gt;Provision of sustainable international funding,&lt;br&gt;Stable national political and economic situation</td>
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<td>Bhutan</td>
<td>Financial Resource and Human Resource</td>
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<td>Nepal</td>
<td>Co-ordination with the line-ministries to prepare a holistic plan and monitoring (especially: ECCE, Non-formal education and TEVT related programme)</td>
<td>Eliminating the duplication in planning, resourcing and implementation by establishing the efficient co-ordination and one-door system of the resource allocation.</td>
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<tr>
<td>Maldives</td>
<td>Co-ordination with the line-ministries to prepare a holistic plan and monitoring (especially: ECCE, Non-formal education and TEVT related programme)</td>
<td>Recently different modalities for conducting courses, to continue education, were introduced: e.g. block mode and e-learning</td>
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<td>Pakistan</td>
<td>Capacity Building of EMIS Technical Staff and Education Managers on SDGs, Strengthening of overall implementation and monitoring mechanism among Federal and Provincial Governments</td>
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<td>Sri Lanka</td>
<td>Defining the national goals and set the targets</td>
<td>Conduct Sector diagnosis covering all targets</td>
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Source: Pre-meeting Survey, APMED 2 (2016)
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

↑10%
One extra year of schooling increases an individual’s earnings by up to 10%.
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 Secretarial 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