UNESCO 14th Session
Regional Committee on the Recognition of Qualifications in Higher Education in Asia and the Pacific

In conjunction with the
Asia-Pacific Regional Workshop on Education 2030: Connecting qualifications frameworks, quality assurance and recognition for mobility and employability
Mr D C Dissanayake
Chair of the 13th Session of the Regional Committee
Secretary, Ministry of Higher Education and Highways
Sri Lanka

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Connecting qualifications frameworks, quality assurance and recognition for mobility and employability
Mr Adam Luckhurst
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In conjunction with the
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The Hon Karen Andrews MP
Assistant Minister for Vocational Education and Skills
Australian Government
Mr Gwang-Jo Kim
Director, UNESCO Asia-Pacific Regional Bureau for Education
Bangkok, Thailand

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Mr Libing Wang
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UNESCO Asia-Pacific Regional Bureau for Education
Bangkok, Thailand
Mr Peter J Wells
Chief, Higher Education Section
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Paris, France

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In conjunction with the
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First Vice-Chair of the 14th Session of the Regional Committee
Mr Wesley Teter
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Ms Jessie Borthwick
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Prof Anthony Welch
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Ms Liz Campbell-Dorning
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Mr. Stig Arne Skjerven
Director of Foreign Education, Department of Foreign Education
Norwegian Agency for Quality Assurance in Education (NOKUT) Norwegian
ENIC-NARIC
Education 2030
Towards inclusive and equitable quality education and lifelong learning for all
Target 4.1
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
Target 4.2
By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
Target 4.3

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
Target 4.4

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship.
Target 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 and children in vulnerable situations.
Target 4.6
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
Target 4.7

By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.
Implementation Target 4.a

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
Implementation Target 4.b

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.
Implementation Target 4.c

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small-island developing States.
Mr Wesley Teter
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