An Asia-Pacific strategy for achieving SDG4

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Why a regional framework?

- Region is
  - part of broader strategic interface between UN partners agencies and countries for implementing the SDGs
  - a clearing house of expertise and knowledge
  - both of these embodied in TWG

- Framework should be
  - what you can expect from the region and when
  - broad-based map of likely progress with some dates

- Need your views – why I am here
1. Introduction
   - The SDGs
2. Asia Pacific
   - Characteristics of the region
3. Principles for implementation
   - Wider engagement and co-ordination
4. Monitoring and measurement
   - UIS, measurement of outcomes
5. Equity and outcomes
   - Two critical dimensions
6. Target by target
7. Stakeholders
   - Roles of partners
8. Resources
   - Financial and human. Where to find them
9. SDG4 within national plans
   - Suggested key dates and modalities
10. Risk assessment
What's different about EFA and SDG4?

SDG4/Education 2030
- More comprehensive eg universal lower secondary, higher education, TVET...
- More outcome/skills oriented
- Integral to broader development goals (eg SDG 8.6)
- Needs more resources

... and yet while much was achieved under the ‘simpler’ EFA the goals were not fully met
3. Some implementation principles

- **Mapping**
  - pre-meet survey 50% countries have held

- **Gap analysis**

- **Co-ordination**
  - pre-meet survey 50% countries have held national consultation meeting

- **Plan revision**
  - pre-meet survey 55% countries have started reviewing/revising education plan

- **Monitoring**

- SDG partners already have many tools available to help
Education plan preparation – where do SDGs make a difference

Wider engagement

Greater sectoral scope (eg TVET, HE)

More resources required

Outcome & Equity orientation

Include skills and job outcomes

Source; IIEP(2015) + SE comments
4. Monitoring

UIS and partners still working on global indicators, but start early to demonstrate national progress

- outcome measures,
- regular (annual national) reports,
- early warning signs,
- evaluation strategies

- 4.1 to 4.3 largely about administrative data
- 4.4 to 4.7 largely about skills assessment
5. Equity

- Gender
- Disability (Physical, mental)
- Ethnicity
- Poverty
- Other forms of deprivation/disadvantage

‘indicators across all the education targets should be disaggregated by sex, location, wealth and disability status (as well as other personal and household characteristics, where relevant) in order to identify and address the barriers that so many groups continue to face’ UIS 2016 *Digest* p.56

requires well–considered definitions for different social groups linked to clearly targeted policies
6. Targets and pathways

### The skills ladder
- Foundation and basic skills; especially literacy & numeracy
- Generic skills; problem solving, ICT
- TVET; applied skills, employability
- 21st century skills, citizenship
- Higher Education; skills for advanced jobs

### Formal Education ladder
- ECCE
- Universal primary
- Universal secondary
- TVET & higher education
- Lifelong learning
For each target Framework will set out

- Particular characteristics
- Who needs to be engaged
- Links to other SDGs
- Examples
- How the target may be monitored
### Out of school children

<table>
<thead>
<tr>
<th>Region</th>
<th>Primary Level</th>
<th>Lower Secondary Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasus &amp; Central Asia</td>
<td>309 thousand</td>
<td>284 thousand</td>
</tr>
<tr>
<td>East Asia</td>
<td>2.9 million</td>
<td>3.3 million</td>
</tr>
<tr>
<td>SE Asia</td>
<td>3.3 million</td>
<td>5.1 million</td>
</tr>
<tr>
<td>South Asia</td>
<td>11.4 million</td>
<td>20.7 million</td>
</tr>
<tr>
<td>Pacific</td>
<td>241 thousand</td>
<td>43 thousand</td>
</tr>
</tbody>
</table>

- GEM2016 Table 2 p. 412
Lifelong learning

- How to ensure *relevant* skills in an evolving economy?
- Decent lives and decent work; addressing skills gaps, shortages and mismatch
  - Regional Support Strategy 2014, p. 17
- Adult ‘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’ (SDG 4.7)
7. Regional Co-operation and support networks

- TWG and members
- ASEAN SEAMEO
- SAARC
- Pacific Forum
- Bilateral support
- NGOs
- Civil society
- Academic; universities, research institutes
Role of UNESCO regional office

- Thematic priorities (Regional Support Strategy 2014)
  - Lifelong learning
  - Equality and equity
  - Teaching and learning processes
  - Quality and relevance
- Source of expertise on
  - Plan preparation
  - Monitoring
- Provide strategic support for SDG agenda
  - Regional promotion and awareness
  - Co-ordination with international agencies (UN, NGOs, dev banks, bilaterals)
- Help to attract funding
- Capacity development
8. Resources

- At Incheon countries agreed to allocate ‘at least 4 - 6% of Gross Domestic Product and/or at least 15 - 20% of total public expenditure to education.’ Incheon Framework for Action p. vi, and

- Suggested strategies include
  - expanding tax base, tax reforms, strengthening tax administration and through innovative taxes
  - Decentralisation, helps build mobilisation of political and financial support ESCAP/SAARC, GEM 2016
  - Private sector investment including PPPs (ESCAP/SAARC p.18, GEM 2016 p.145, Incheon Framework p.26+33)
  - Increased donor funding ‘we urge those developed countries that have not yet done so to make additional concrete efforts towards the target of 0.7 per cent of GNP for ODA to developing countries’ Incheon Framework for Action p. vi
% of GDP spent on education

Source: UIS
9. Suggested 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
10. Risks

- Lack of coherent plan for addressing SDG4
  - requires ‘seamless coverage’ of ECCE, formal education, NFE, TVET, and HE
- Difficulty in creating the vision, conceptualising and ‘concretising’ some targets eg citizenship
- Lack of ownership outside education sector
- Getting lost in a universal agenda
  - Need to prioritise 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)
Questions?

- Any major elements missing from this outline?
- What are your priorities for support?
- What elements of the new SDG framework require more explanation?