2nd Asia-Pacific Meeting on Education 2030 (APMED2030)

[GROUP 1]

[NAME OF RAPPORTEUR]

[SESSION 7]

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Strategies to address key priorities and milestones for achieving targets 4.3, 4.4

China
• Targets are integrated in the 2016-2020 plan and now the Educational Plan for 2030.
• Priorities - quality education which includes TVET and provision of equal opportunities and quality of teachers.
• Establish lifelong learning system.
• Developing systems that can switch between academic education and TVET.
• Cooperation between schools and the businesses.
• National policy for enrolment of TVET students.

Mongolia
• Mongolian sustainable development vision 2030 plan includes the integration of SDGs, including SDG4.

Iran
• Streamlining students in TVET for secondary education and establishing comprehensive guidance system.
• Outsourcing TVET by government to private providers.

Marshall Islands
• Expand Vocational training in Secondary Education and Higher Education.

Other/Regional level
• Lessen the burden of tuition fees
• Linking the university and job market.
Required actions (national, sub-regional and regional to take towards the milestones)

China
• Under national level—actions will be according to the national plan.
• Reforming of the policies and regulations according to the new education agenda for 2030.
• Building of capacity development (incl. teacher training, financing and support for marginalized students).
• Ensuring equity, quality and access in TVET, particularly at a regional level.

Mongolia
• Establish a combined ministerial mechanism for the monitoring and implementation of SDG 4.3 and SDG 4.4.
• Strengthening public and private partnership.
• To reform the TVET and tertiary education curriculum and policies to match the requirement of the labor market and to include best practices.
• More support for research within universities.

Marshall Islands
Establishing regional consultation system particularly in TVET.

Others/ Regional level
• Governance of universities (quality control) should be strengthened.
• Continuation of education and training opportunities for adult workers.
Feedback on the next steps to take on the proposed monitoring indicators

China
• Localizing all the monitoring parties (incl. different ministries and sectors).
• Centralize the data collection across ministries.
• Propose specific data collection to be completed at a national level in order to establish data on 4.3 and 4.4.
• Important to localize the monitoring indicators.

Mongolia
• National capacity building on the data collection, analysis and reporting and framing of indicators.

Others/Regional level
• Clarifying the definitions of key terms within the indicators.
• Indicators for 4.4 needs to be adjusted to reflect skills other than ICT.
• How could soft skills that are important for employment (for example communication skills, values) be monitored?
Relevant capacity development needs

• Effective and efficient data collection and analysis
• Coordination between relevant ministries and sectors.
• TVET Teacher training
• Financial support of TVET.
• Support of equitable access to TVET and Higher Education for marginalized groups.
• Exchange of quality university lecturers.