<table>
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<tr>
<th>Date</th>
<th>17 November</th>
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<tbody>
<tr>
<td>Time</td>
<td>8:30 – 10:30</td>
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<tr>
<td>Number/name of session</td>
<td>Group 3 (Target 4.3 and 4.4)</td>
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</table>
| Group Number/Theme/Sub-region (if applicable) | Bhutan
Cambodia
Indonesia
Lao PDR
Nepal
Sri Lanka |
| Names:     | Rapporteur: Mr. Baikuntha Prasad Aryal
Facilitators: Mr. Shailendra Sigdel and Mr. Eunsang Cho
Notes: Ms. Huma Masood, Mr. Someth Yinsieng and Mr. Wesley Teter |

### A. General discussion

This section should provide information on the session’s topic, objective(s) and a brief account of its proceedings. Please avoid lengthy descriptions and comments that do not pertain to the focus of the session. Please try to keep this to 1-2 paragraphs at most.

- **Session topic:**
  - SDG4 targets 4.3 – 4.5 call for equal access to quality TVET and higher education and research. This includes eliminating gender disparities and promoting learner-centered education based on relevant learning outcomes.
  - The means of implementation 4a-4c underscore the importance of adequate material and human resources (i.e. through international cooperation for teacher training), and substantially increasing support for scholarships for mobility to all developing countries (e.g. Small Island Developing States).

- **Session objectives:**
  - List key aspects and requirements towards integrating Targets 4.3, 4.4, 4.5 and 4a-4c in national education sector planning and implementing the relevant strategies.
  - Describe capacity development needs in various areas of planning with regard to the integration of these specific targets
  - Assess the feasibility of the proposed monitoring indicators
B. Key Questions

1) What are the perceived problems in higher education and TVET in your national context?
   - Quality of teachers is a problem (Target 4C) – we have a great lack of teachers with the necessary technical skills to provide quality technical training
   - Integration between industry and schools for TVET and HE. Industry has their own requirements and they do not recognize our school graduates
   - Financing mechanism – we do not have a link between supply and demand in the market e.g. Curriculum and financing
   - Limited pathways to TVET and HE
   - Social perception of TVET (blue vs. white)

2) How do the targets of the SDG4 align with these modes? What are your priorities and strategies for implementing the SDG4 targets (4.3, 4.4 and 4.5 and 4a – 4c) and related SDGs including SDG8
   - Inter-ministerial coordination: The Ministries are working closer together (e.g. labor, agriculture, education). Coordination has improve thanks to collaboration
   - Talent retention (Target 4B): Govt. has endorsed TVET from school level and make them more accessible
   - Aligning national strategic plans with the SDG targets (e.g. education blueprints align to national plans, e.g. Bhutan’s new 5 year plan)
   - Enhancing STEM plus Art
   - Open and distance learning
   - Improve recognition and accreditation practices

3) How do these key priorities and actions promote relevant learning outcomes in higher education and TVET (e.g. for decent jobs and entrepreneurship)?
   - Use large schools to pilot innovative curriculum. For example, in Indonesia, piloting more than 1,000 schools to offer an additional certificate (in TVET). That will give them an industry recognized certificate (i.e. thanks to industry engagement)
   - Shifting from brain drain to brain gain
   - Involving more actors for tertiary education and TVET

4) What are your capacity development needs in order to better achieve the SDG4 targets?
   - Data collection, management and use
   - Linkages with industry: How do we effectively link school and TVET and HE? Alignment between school education with other sectors, including industry
   - Market analysis – what are the market demands (as mentioned, connection between curriculum and labor market)
   - Identify and promote indigenous knowledge.