2\textsuperscript{nd} Asia-Pacific Meeting on Education 2030 (APMED2030)

GROUP 1

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SESSION 9: PLACING EQUITY AND INCLUSION AT THE HEART OF IMPLEMENTATION

17 November 2016, Bangkok, Thailand
Strategies to address key priorities and milestones for achieving targets 4.5, 4.6 and 4A-4C at the national level

• National and local level policy dialogue and advocacy on making education policies and plans more equity-focused and gender-sensitive with measurable indicators and milestones as well as appropriate budget allocations

• Evidence generation and research to reveal barriers and bottlenecks to influence decision-making

• Capacity development focusing on integration of equity lens in pre-service teacher education curriculum and capacity development of local education authorities and service-providers

• Capacity development on gender-mainstreaming, disability screening,
Strategies to address key priorities and milestones for achieving targets 4.5, 4.6 and 4A-4C at the national level

• Improved **National Census, EMIS and M&E functions** in the areas of integration of people with disabilities, tracking of OOSC etc.

• **Expansion of partnerships** with private sector, NGO/CSOs, business sector and communities/parents

• Development and implementation of **innovative and effective approaches** to reach the marginalized (e.g flexible learning approaches for OOSC, children with disabilities and illiterate adults, specific interventions for girls or boys, linguistic minorities and indigenous groups; subsidies and slots for people with disabilities and students from poor households etc.)
Required actions (national, sub-regional and regional to take towards the milestones)

• **National:**
  ✓ Improve integration of SDG4 targets into national education plans/policies
  ✓ Make **costed** national education plans: allocate appropriate budget
  ✓ Improvement of **efficiency** of education budget utilization (e.g. support for transparent procurement in education sector)

• **Regional:**
  ✓ Support for development of comprehensive literacy assessment tools
Feedback on the next steps to take on the proposed monitoring indicators

- More outcome level qualitative indicators are required
- Need to include indicators related to students not learning, at risk of dropping-out etc.
- Proper measurement of literacy assessment is required.
- Detailed guidelines on measuring the indicators
- Technical support to countries on integration of indicators in national data systems/surveys.