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

GROUP 3

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Strategies to address key priorities and milestones for achieving targets 4.5, 4.6 and 4A-4C

- Mainstream inclusive education at all levels
- Promote mother tongue-based multilingual education
- Strengthen language skills of non-native speaking immigrants and international learners (Japan & ROK)
- Enhance the proficiency level of basic / functional literacy and numeracy skills
- Target poor populations residing in remote areas
- Enhance integration process of alternative learning strategies into mainstream formal education (home schooling)
Required actions (national, sub-regional and regional to take towards the milestones)

• Map out the existing resources against the capacity gaps
• Promote country ownership on the discussion of indicators
• Integrate SDG 4 into national educational plans
• Promote holistic inter-sectoral approach
• Utilize the existing tools from EFA and Education Sustainable Development (ESD) to achieve SDG4
Feedback on the next steps to take on the proposed monitoring indicators

• Need for a clear definition of ‘literacy’

• Need for further clarification on the indicators on parity indices

• Frequency of data collection can vary across countries (annually, every 5 or 10 years)

• Data are not collected for some indicators (4.6.24 (participation rate of youth/adults in literacy programmes)
Relevant capacity development needs

• Capacity building on education statistics – collecting processing and reporting data
• Capacity building on how to localize indicators
• Research capacity to identify root causes on out-of-school children
• Capacity of teachers