Pre-Meeting Survey Inputs: Status and Trends

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Objectives of the presentation

Present the summary findings from the pre-meeting survey to:

• Show the status of localizing SDG4-Education 2030

• Analyze the feasibility of the Indicative Strategies proposed in the Education 2030 Framework for Action based on the perceptions of the policy makers in the region

• Identify challenges in accelerating the localization of SDG4-Education 2030
Countries submitted the completed questionnaire

<table>
<thead>
<tr>
<th>Sub-regions</th>
<th>Countries</th>
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</thead>
<tbody>
<tr>
<td>South and West Asia</td>
<td>Bangladesh, Bhutan, Iran, Maldives, Nepal, Sri Lanka</td>
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<td>South-East Asia (Insular)</td>
<td>Malaysia, Timor-Leste</td>
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<td>South-East Asia (Mekong)</td>
<td>Cambodia, Myanmar, Lao PDR, Thailand, Vietnam</td>
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<tr>
<td>East Asia</td>
<td>China, Japan, Mongolia</td>
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<tr>
<td>Pacific</td>
<td>Cook Islands, Fiji, Nauru, Papua New Guinea, Samoa, Tonga, Tuvalu</td>
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<td>Central Asia</td>
<td></td>
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<tr>
<td>Total number of countries</td>
<td>23</td>
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In most of the countries, a coordinator/focal point has been appointed for both overall 17 SDGs and SDG4-Education 2030.
However, there are a few countries where national education coordination mechanism for SDG4-Education 2030 have been established.
Half of the countries have organized the **overall SDGs** localization meetings and consultation meetings for localizing **Education 2030** targets at the **national level**.
SDGs/SDG4-Education 2030 Localization Meetings

However, fewer countries have organized sub-national consultation meetings for localizing Education 2030.
Some counties even have no plan to organize sub-national consultation meetings for localizing Education 2030.
Half of the countries have started the mapping/review of existing laws, policies and programmes.

Most of the countries at least have planned to do the mapping/review.

For countries that have not started the mapping/review, lack of technical capacity, financial and time constrains are the obstacles.

Time constrains seem to be the biggest challenge for them.
Very similar trend has been found for the mapping/review of education sector plan(s).

Half of the countries have started the mapping/review, and lack of technical capacity, financial and time constraints are the obstacles.
Mapping/Review of Education Sector Plan (in light of the SDG4/Education 2030 Agenda)

Very similar trend has been found for the mapping/review of education sector plan(s).

Half of the countries have started the mapping/review, and lack of technical capacity, financial and time constrains are the obstacles.
Has your country started reviewing and revising the education sector plan(s)?

- 56.5% Yes
- 34.8% No, but it is planned
- 4.3% No, it is not planned
- 4.3% I don't know
- 0% No answer

When is the revision exercise expected to finish?

- 17.4% Completed
- 34.8% This year (2016)
- 21.7% Within a few years
- 13.0% TBC
- 4.3% No answer

Most of the countries, which have started mapping/review or planned to do it, have finished or are expecting to finish this exercise by this year or within a few years.
Has your country started reviewing and revising the **education sector plan(s)**?

- Yes: 56.5%
- No, but it is planned: 4.3%
- No, it is not planned: 34.8%
- I don’t know: 4.3%
- No answer: 4.3%

Do you require technical and/or financial support from development partners?

- Yes: 78.3%
- No: 4.3%
- No answer: 8.7%

Most of them also express that they require technical and/or financial support from development partners for reviewing and revising the education sector plan(s).
Recommendations for Regional Cooperation

Building a platform to share experiences

- Periodic coordination meetings at regional level
- A monthly newsletter for updating all on what each country has planned, implemented, success in improving plan on a voluntarily basis.
- Online learning resources and databases should be developed

Supporting M&E mechanism

- Develop a M&E mechanism based on the region-specific characteristics such as social and economic environments, and diverse developmental stages.
- Technical support and capacity development for M&E of SDGs

Promoting participation of the countries from Pacific sub-region
Most countries perceive that the Education 2030 targets are feasible.
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Countries perceive that the following targets are less implemented.

- Target 4.3 (TVET & tertiary education)
- Target 4.4 (job skills)
- Target 4.6 (literacy & numeracy)
- Target 4.7 (SD & GCED)
Feasibility of the ED 2030 agenda

Target 4.1: Free, equitable and quality primary and secondary education for all

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
Feasibility of the ED 2030 agenda

Target 4.1: Free, equitable and quality primary and secondary education for all

- Countries perceive that most of the Indicative Strategies in Target 4.1 are feasible.
- In particular, all the countries perceive that **Indicative Strategy 2** (Defining standards and review curricular for quality education) and **Indicative Strategy 3** (Strengthening the efficiency of institution through community involvement) are feasible.
Challenges are identified in implementing **Indicative Strategy 5**
(Fostering multilingual education)

- Standardizing educational materials
- Teaching approaches and teacher training
- Limitation of language learning resources

Target 4.1: Free, equitable and quality primary and secondary education for all
Many of the countries perceive that **Indicative Strategy 7** (Developing comprehensive assessment systems to assess learning outcomes) has not yet been implemented.

- Lack of institutional capacity
- Constraints of human resource
- Financial constraints
By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
Feasibility of the ED 2030 agenda

Target 4.2: Early childhood development

- Many countries responded they have implemented **Indicative Strategy 1** (Integrating Early childhood education in policies and legislation).
- Many countries also responded that they have implemented **Indicative Strategy 4** (Implementing inclusive, accessible and integrated programmes).
Target 4.2: Early childhood development

There may be challenges in implementing **Indicative Strategy 3** (Plans for the professionalization of ECCE personnel)

- Government’s lack of understanding in ECCE policy
- Teacher training approaches and programmes should be developed
- Low teacher motivation due to low-income

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Asia-Pacific Meeting on Education 2030 II (APMED2030 II) | 16-18 November 2016 | Bangkok, Thailand
By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
In Target 4.3, most of the countries responded that **Indicative Strategy 2 (Quality assurance of tertiary education)** and **Indicative Strategy 5 (International cooperation in tertiary education)** are feasible.
Some countries responded that there are difficulties in implementing **Indicative Strategy 3 (Distance learning)** and **Indicative Strategy 4 (Research function of STEM fields)**:

- Lack of ICT infrastructure
- The disparity among university
- Institutional capacity

**Target 4.3: Technical, vocational and tertiary education**
By 2030, substantially **increase the number of youth and adults who have relevant skills**, including technical and vocational skills, for employment, decent work and entrepreneurship.
Target 4.4: Relevant job skills for youth and adults

Many of countries perceive that it is at least feasible to implement Indicative Strategies under Target 4.4, especially to implement Indicative Strategy 3 (Public-private-partnership in TVET) and Indicative Strategy 6 (Promoting flexible learning pathways).
Feasibility of the ED 2030 agenda

Target 4.4: Relevant job skills for youth and adults

- Some countries responded that it is difficult to implement **Indicative Strategy 1** (Gathering evidence to respond to changing labour market).
- Only a few countries responded that they have implemented **Indicative Strategy 5** (Cross-border recognition of TVET qualifications).
- The challenges are described as below;
  - Lack of uniformity in data collection between public and private sector
  - Limited technical capacity (human resources)
  - Wide geographical distribution

![Chart showing feasibility levels for different strategies]
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
Feasibility of the ED 2030 agenda

Target 4.5: Eliminating gender disparities in education and ensuring equal access

- Many countries perceive that Indicative Strategies 1-5 for addressing the issue of disparities in access to education have been implemented.
- Most of them responded that they are at least feasible.
Identified challenges in Target 4.5 are similar to Target 4.4, which are in implementing Indicative Strategy 6 (Providing distance learning through ICT) and in implementing Indicative Strategy 8 (Ensuring use of multiple sources of data and information to facilitate monitoring of social exclusion in education).
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, **achieve literacy and numeracy**.

Target 4.6: Literacy and numeracy
Most of the countries perceive that the Indicative Strategies in Target 4.6 are feasible, but many of the countries also perceive that these strategies have not yet been implemented.
• Specifically, countries perceive that the implementation of **Indicative Strategy 1** (Establishing a sector-wide approach for formulating literacy policy by strengthening collaboration and coordination among relevant ministries) remained as low.

• Specified challenges as follows;
  - Lack of social incentive
  - Lack of public demand
  - Barrier among other departments and agencies
By 2030, ensure that all learners acquire **knowledge and skills needed to promote sustainable development**, including, among others, through 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.
Most of the countries perceive that Indicative Strategies in Target 4.7 are at least feasible, but they also perceive that the level of implementation is relatively low.
Target 4.7: Knowledge and skills for sustainable development and global citizenship

- There is room for ESD/GCED to be implemented in the existing curriculum (Indicative Strategy 1).
  - Target 4.7 is not an "add on" but can be built into the curriculum.

- There is much room for promoting synergies with education components of SD initiatives (Indicative Strategy 7).
  - Target 4.7 should be implemented in multi-sectoral efforts.
Some countries perceive that there are challenges in implementing **Indicative Strategy 6** (Development of more robust assessment system for ESD and GCED to assess multi-sectoral learning outcome).

Specified challenges are as follows:
- Needs for technical expert assistance
- Lack of robust assessment system
Target 4.a: Education facilities and learning environments

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Feasibility of the ED 2030 agenda
Many countries perceive that they have already implemented **Indicative Strategy 1** (Establish comprehensive policies that promote gender and disability sensitive educational system).
By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.
Target 4.b: Scholarships

• Some countries indicate a particular concern in implementing **Indicative Strategy 3 (Develop joint programmes between universities to prevent ‘brain drain’)**.

• The respondents noted that the mechanism of motivating students to return home and the cooperation with a private sector should be improved.
By 2030, **substantially increase the supply of qualified teachers**, including through international cooperation for teacher training in developing countries, especially least developed countries for small-island developing States.
Many countries have implemented Indicative Strategy 2 (Quality of teacher training) and Indicative Strategy 7 (Strengthened school leadership to improve teaching and learning).
Feasibility of the ED 2030 agenda

Target 4.c: Qualified teachers

- The extent of implementation in **Indicative Strategy 6 (Developing effective feedback systems for teachers’ professional development)** and **Indicative Strategy 8 (Strengthen mechanisms for social dialogue with teachers and their organizations)** are lower than the others.
- This implies that the mechanism of institutionalized dialog is required to be developed.
Key findings: Challenges in localizing SDG4-Education 2030 for further discussion

- Developing robust assessment systems
  - Capacity gap (institutional, financial and technical)
  - Collecting data and information from multiple sources

- Lack of collaboration and coordination for tackling sector-wide and multi-sectoral issues
  - Among relevant ministries and other related organizations
  - Between public and private sectors

- Catering for the diversity within a country
  - Wide diversity in needs and capacities
  - Several dimensions in diversity
Thank you very much

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