The questions:

1. What actions have been taken to date to integrate the targets into relevant national/sub-national education plans and programmes;
2. What are the key priorities, strategies and milestones for achieving the targets; and
3. What are the capacity development needs to implement and monitor progress in light of the global, thematic indicators proposed for the targets? Are there specific regional issues not covered by these frameworks?

Expected output

1. Strategies to address key priorities and milestones for achieving targets 4.1, 4.2, at the national level
2. Required actions (national, sub-regional, and regional) to take towards the milestones
3. Feedback on the next steps to take on the proposed monitoring indicators of the respective target

PRIORITY

Improvement of quality education in public sector

Primary is compulsory, while upper secondary is not compulsory

- No one left behind in education, so that once we develop educational plan we shall advocate for (regardless of their background)—gender, disadvantage areas, disability
- To have inclusive and equity education policy (established)
- The importance of disaggregated data by location, income groups, gender
- The quality of data is also importance
- Better information educational system
- Make a utilize data for advocacy work/data utilization

- Child friendly
- Mother tongue language approach
- Research on Education. More research study conducting at universities (exclusion in education/class room)
- MoE shall have research capacity or expertise
- Knowledge exchange with other institutions
- To ensure the quality of education, minimum qualification for teachers
- Community involvement: promote partnership in between community and government. To address the local issues
- Public Private Partnership need to promote

- Ensure the qualifications standard for teachers to ensure the quality Teachers qualifications
- Strengthen coordination mechanism among relevant institutions
- Teacher’s training on equity education

STRATEGIES
- Capacity development and advocacy to the decision making body
- Improve the leadership of government on the education mechanism
- Improve and promote the coordination mechanism,
- Strengthen the existing mechanism (donor, government)
- Promoting incentive to specific target groups (different groups)
- Working from the demand (not the supply) to ensure of pre-primary education
- Strong political commitment from the government
- Special attention from the beginning of education for the vulnerable or marginalized group (disability, girls)
- Set-up community based rehabilitation (CBR) system at community level for children with disability
- CBR should be promoted as one of capacity building approach
- Advocacy to the government on the importance of pre-primary education
- Aligning curricula for both public and private for pre-primary education

- The importance of holistic data for some key indicators (holistic data; not focus on educating only)
- Integrated program policy for child education
- Parenting education and parenting engagement at school level
- Strengthen the decentralization mechanism