2nd Asia-Pacific Meeting on Education 2030 (APMED2030)

[INSERT GROUP #]

[NAME OF RAPPORTEUR]

[NAME OF SESSION]

16-18 November 2016, Bangkok, Thailand
Strategies to address key priorities and milestones for achieving targets 4.1, 4.2, 4.5 and 4A-4C

- Mapping: what is in the existing education plan and what can be done
- Consultation: identify gaps, what are the issues, what are good thing going on
- Informing the policy maker
- Review policy and align with SDG and ensure the needs of marginalized groups specially ethic minorities and children with disabilities
- Capacity building of teachers in terms of tracking of children with disabilities
- Increase the financing for ECD, free and compulsory pre-primary education
- Learning from good practices from the country and region related to different strategies such as use of mother tongue
- Awareness of the community of the importance of quality education
Continue

- Learning from good practices from the country and region related to use of mother tongue
- Awareness of the community of the importance of quality education
- Supplement the indicator to make the indicator localized
- Early Childhood education in Mother tongue
- Partnership with parents for ECD and home environment
- Support for students in terms of scholarship and incentives in particular OOSC and children from poorer backgrounds
- Multi-stakeholder partnerships to achieve targets
Required actions (national, sub-regional and regional to take towards the milestones)

- Monitoring mechanism, in-depth review of sector plan
- Tools for monitoring SDG
- Sub – national monitoring mechanism. Stakeholders are consulted
- Capacity building of teachers gaps
- Capacity building of state functionaries to utilize the data for policy decision
- Unpack the indicator to contextualize them into local context – China has done some good work in this area
Feedback on the next steps to take on the proposed monitoring indicators

• Holistic definition of quality education to supplement the focus on literacy and numeracy
• Map if assessments are being done in literacy and numeracy at the levels identified
• Improve the data collection specially data related
• Need to improve data on out of school children including using household survey and non education specific data
• Indicators 4.2.1 and 4.2.2 will be challenging and will need us to work with families and across Ministries
Relevant capacity development needs

• Capacity gaps in terms of ensuring the facilities and assess the progress
• Needs global partnership to achieve the different target
• Data around out of school children
• Developing system for data collection (EMIS) and training on data collection
• Analyzing and use of data for policy decision