Regional Perspectives on the Post-2015 Education Framework for Action
Southeast Asia
What is required to integrate the post 2015 education targets in national planning?

• After decades of war conflict, Vietnam has admirably reestablished her educational programme. Initiating a unique management plan. The country is trying to live up to UN MDG goals and is very optimistic that it will continue its efforts in reinforcing the post MDG 2015-2030 agenda.

• It is ideal for the Southeast Asian countries to help one another by taking advantage of the best practices that have been implemented as government, NGOs and universities have cooperated to uphold quality education

• The clamour for early childhood education should make possible 100% provision for early childhood education in Southeast Asia; the disparity between the upper and lower percentiles of society must be reduced to provide education for all.

• There is a great need for international organizations such as SEAMEO, UNESCO and ASEAN to provide guides on how to reach quality education. This will influence government to increase the funding of ECCE and adult education
Coordination mechanisms at the national level with NGOs, social sectors and universities

• Current government leadership should be informed of the UNESCO and SEAMEO education agendas to better manage country programmes

• It is imperative that all ministries, not only MOE, must collaborate to provide more comprehensive support to the national education programme

• UNESCO, SEAMEO and ASEAN have been uniting their efforts to assist governments and link them to the effort of NGOs and educational institutions. So as not to duplicate theirs efforts, they meet yearly and agree on a common agenda

• The education system needs to find a solution in retaining students until they finish basic education, instead of dropping out. Inclusive education, especially for the marginalized and handicapped, must be given importance
Financing

• Optimum level of public expenditure on education should be strongly encouraged. But it is not a question of money only, but of determined efforts to keep the project ongoing.

• The private sector is available to contribute to the financing of research. Some enterprises are even willing to match government contributions dollar-to-dollar. For every dollar spent by the government, the private enterprises are willing to match this as part of their corporate responsibility initiative.
Monitoring and Accountability

• Continuous monitoring of educational projects is necessary to accomplish educational goals. Since these cost big investments, accountability is crucial. However, a unified national database is needed to make progress or expand the various projects in education. Caution should be taken by each country to issue common sets of data instead of contradictory information.

• For accurate monitoring of post MDG 2015-2030 projects, members of parliament and cabinet ministers should have comprehensive knowledge of the post 2015 education agenda in order to formulate the national plan of action.

• The tendency of countries to compete in international rankings should be discouraged; major differences in geography, economy and culture should be taken into consideration when discussing educational achievements. (E.g. Indonesia compared to Singapore)

• Monitoring and accountability systems should be built at the school and community level, not only on the grand national scale.
Conclusion

All the Southeast Asian countries are committed to learning to live together sustainably and peacefully!