Where do we stand

Key findings from APMED 2018 Survey

14 July 2018
EPM Team, IQE Section,
UNESCO Bangkok

United Nations Educational, Scientific and Cultural Organization

unicef for every child

From the People of Japan

Sustainable Development Goals

4th Asia-Pacific Meeting on Education 2030 (APMED2030), 12 - 14 July 2018,Bangkok, Thailand

Objectives of the presentation

Based on the findings
from the APMED Surveys(2016 and 2018):

- To update the status of localizing SDG4-Education 2030 in the region;
- To analyze the feasibility of implementing the *proposed Indicative Strategies and Monitoring Indicators* to determine the areas of support needed in accelerating the localization of SDG4-Education 2030
- As a main thematic focus of the meeting, to review the policy context relevant to SDG targets 4.3 and 4.4

Limitation of the survey

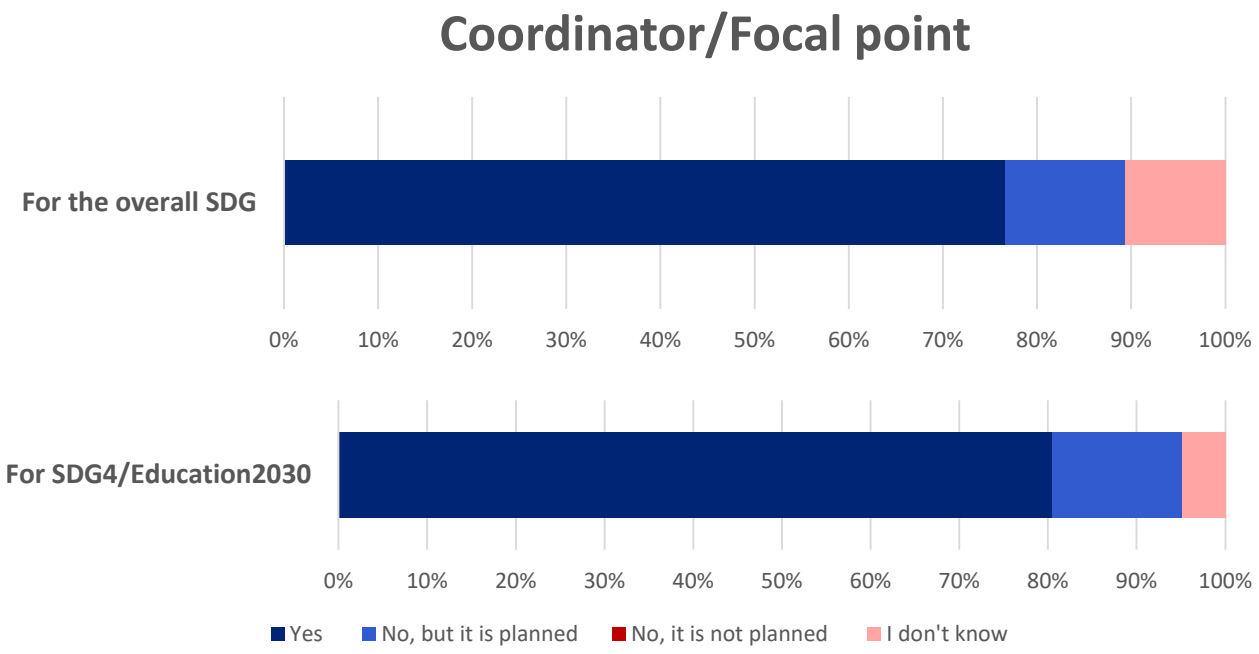
- The survey provides very preliminary status of the localization of SDG4-Education 2030 in the region;
- The findings are based on self-assessment only;
- Due to limited reporting, there might have effect on the some of the findings
- Some of the responses might have been provided without proper consultations with the concerned departments which could have effect in the response.

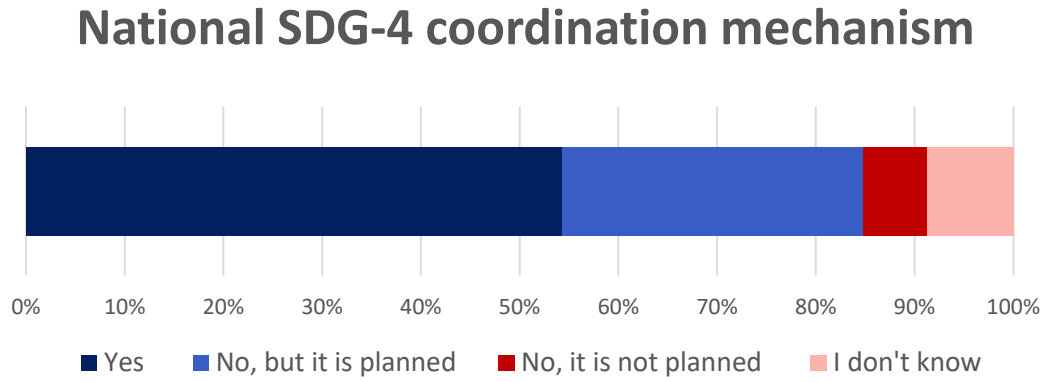
How surveys had been conducted

- The relevant SDG-4 focal persons and policy makers in the region (44 countries in the region)
- In 2016 (responded by 24 countries)
- In 2018 (responded by 30 countries)

Sub-region	2016 Responded Countries	2018 Responded Countries
South and West Asia	Afghanistan, Bangladesh, Bhutan, Iran Maldives, Nepal, Sri Lanka (7)	Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Sri Lanka, Pakistan (7)
East Asia	Cambodia, China, Japan, Lao PDR, Malaysia, Myanmar, Thailand, Timor-Leste, Viet Nam(9)	Brunei, Cambodia, China, Indonesia, Japan, Lao PDR, Malaysia, Myanmar, Philippines, Thailand, Timor-Leste, Republic of Korea (12)
Pacific	Cook Islands, Fiji, Nauru, Papua New Guinea, Samoa, Tonga, Tuvalu (7)	Cook Islands, Nauru, Samoa, Solomon Islands, Tonga, Vanuatu(6)
Central Asia	Mongolia(1)	Mongolia, Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan (5)
Total # of countries	24	30

National Coordination for SDGs and SDG4-Education 2030

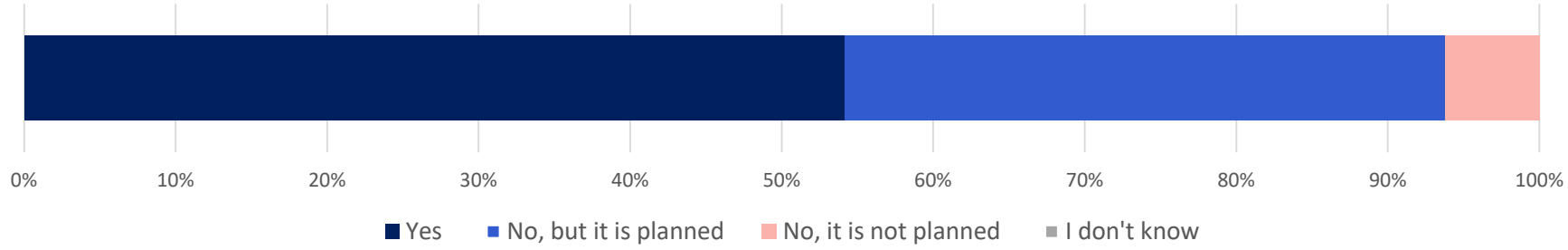




- In most of the countries, a **coordinator/focal point** has been appointed for both overall 17 SDGs and SDG4-Education 2030
- National SDG-4 **coordination mechanism** has been established

Alignment with the existing education policies and programmes

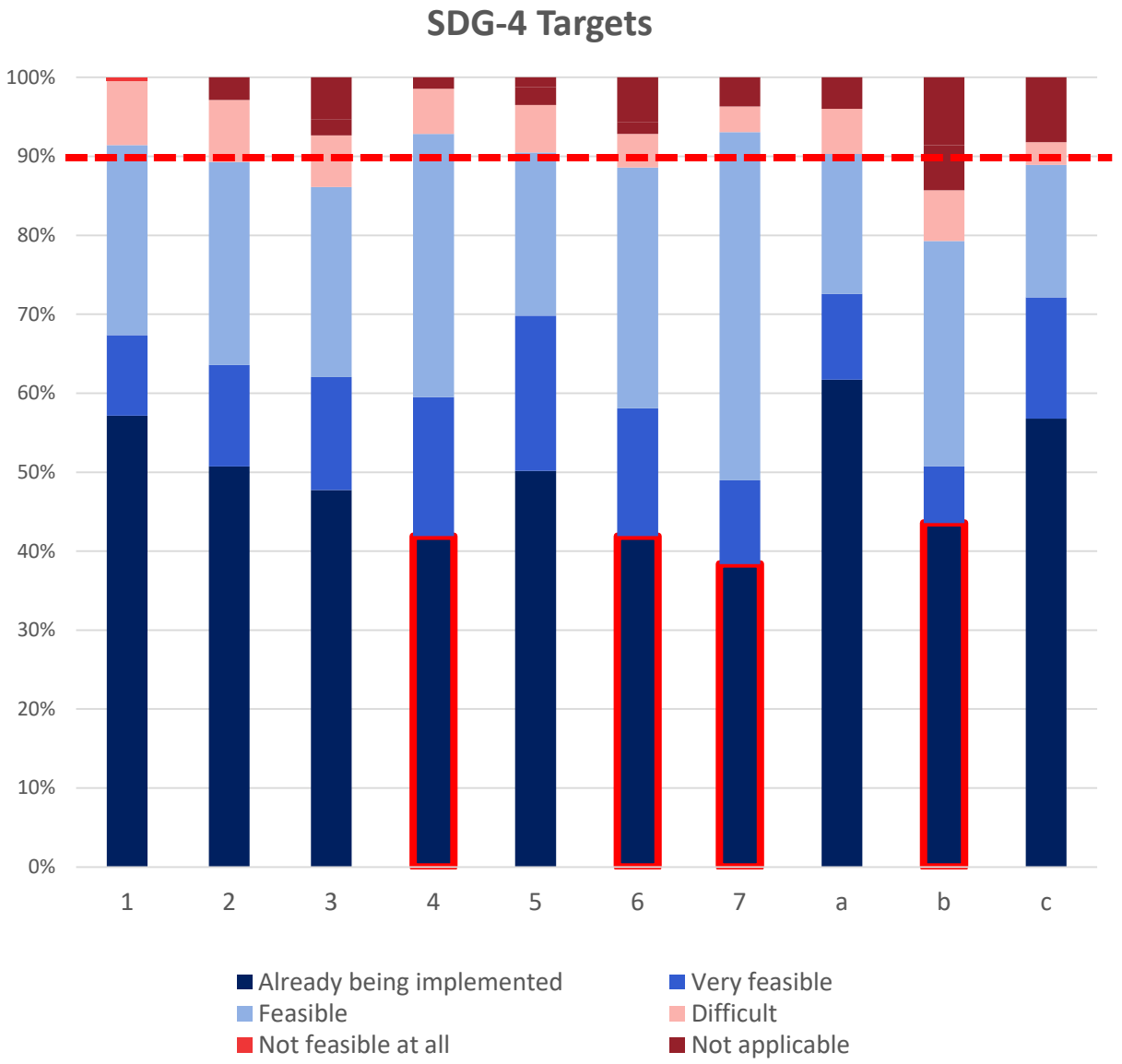
The mapping/review of existing laws, policies and programmes for the SDG4/Education 2030



Gaps and Challenges identified during the mapping/review

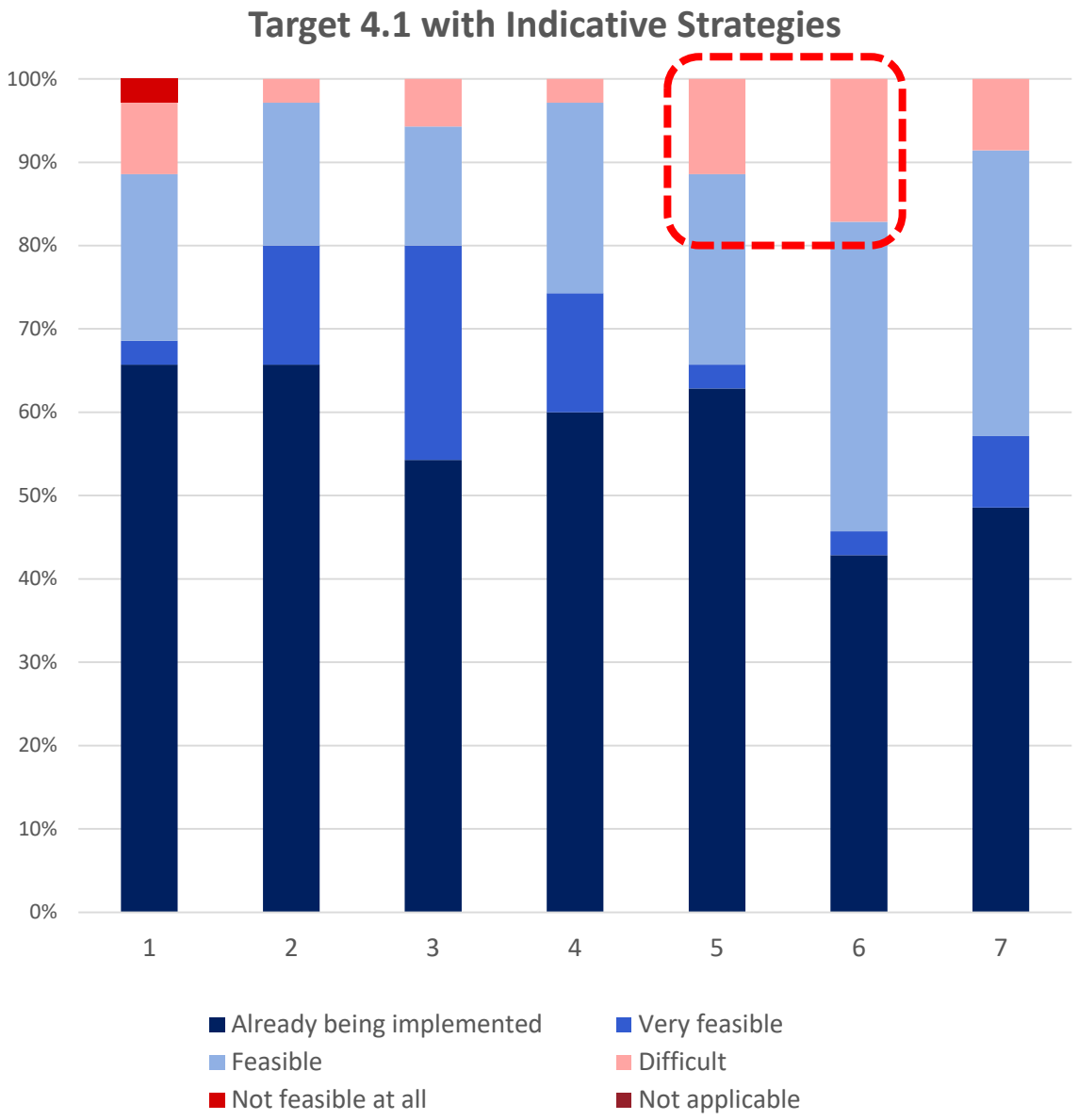
- SDG4 targets are not directly part of the policy;
- Policy implementation is weak or not enforced;
- Basic and secondary education is not free and compulsory; no policy on rights-based education;
- Ensure all learners acquire the knowledge and skills to promote sustainable development;
- Inability to increase the supply of qualified teacher; presence of unqualified and underqualified teacher;
- Mismatch between education and labor force demand;
- Technical skills training are not available locally; few affordable quality TVET and tertiary education;
- Few disabled-friendly schools;
- Improving quality of teaching and learning;
- Weak governance at different levels (central, provincial, school).

Feasibility of the Education 2030 agenda by target



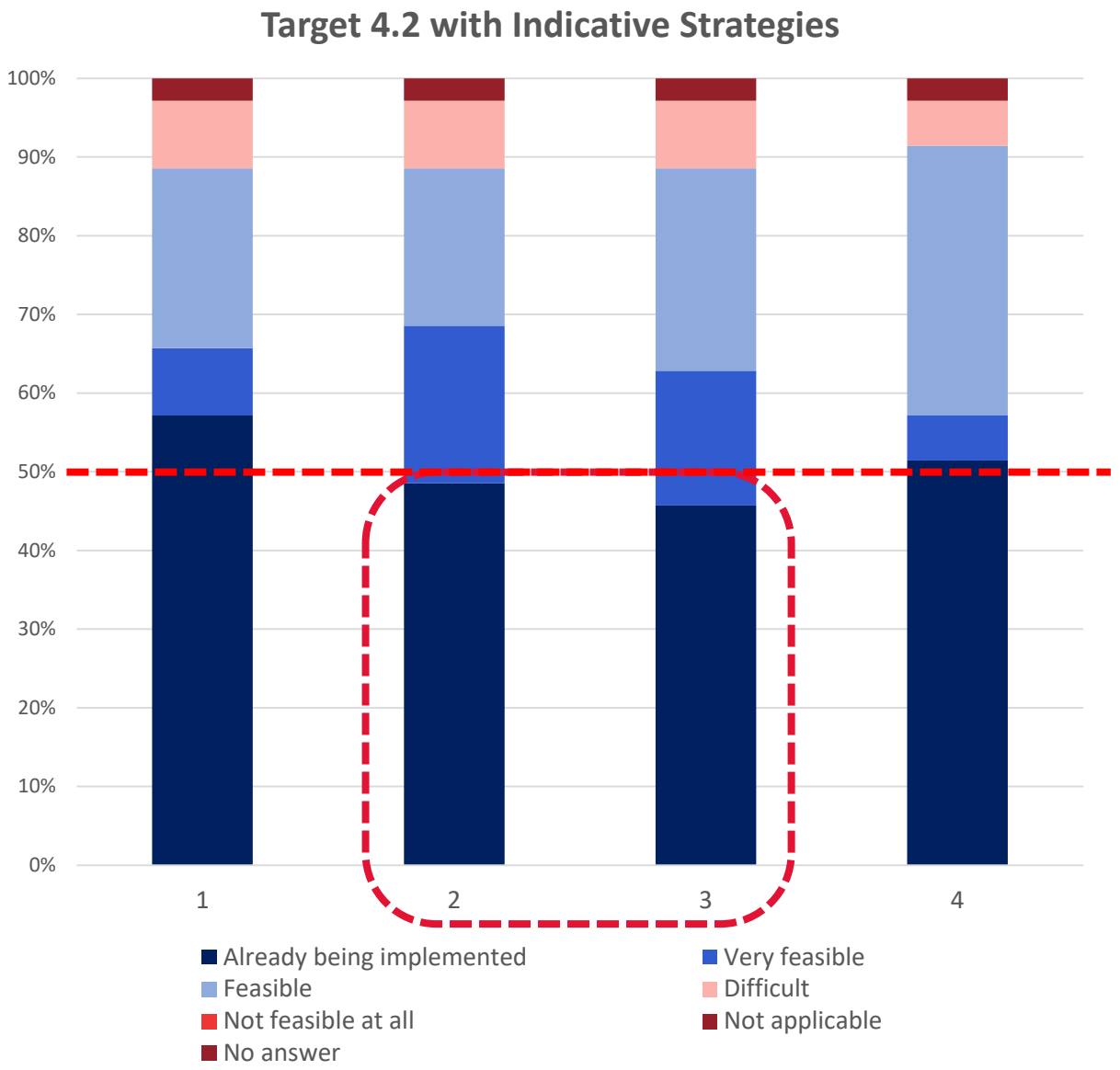
- Most countries perceive that the Education 2030 targets are feasible.
- The following targets were perceived as challenging to meet:
- **Target 4.4 (Job skills)**
- **Target 4.6 (literacy & numeracy)**
- **Target 4.7 (ESD & GCED)**
- **Target 4.b (Scholarship)**

Target 4.1: Primary and secondary education for all



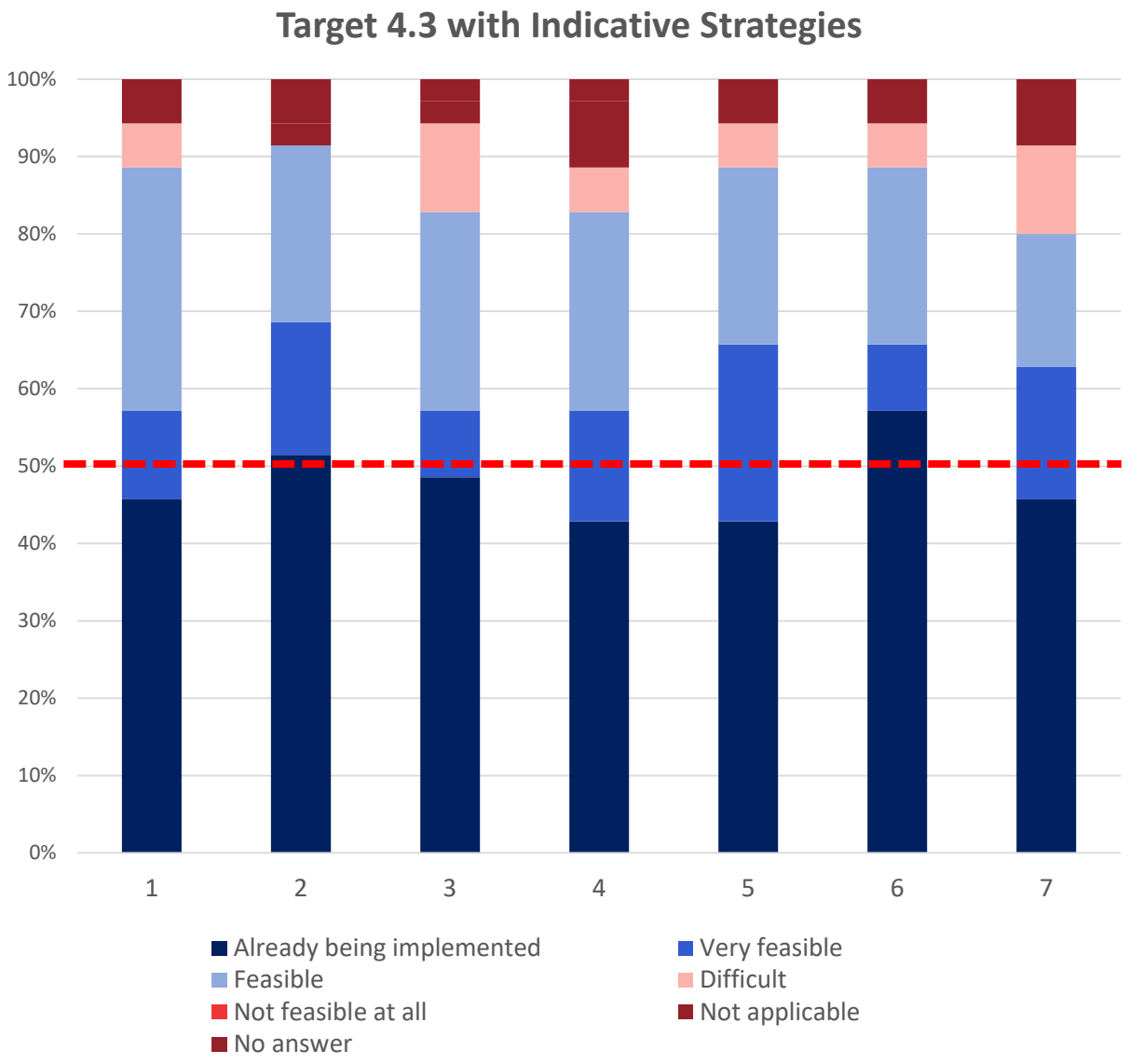
- Countries perceive that most of the Indicative Strategies in Target 4.1 are feasible but…
- Challenges foreseen in implementing **Indicative Strategy 5 (fostering bi- and multilingual education,)** and **Indicative Strategy 6 (Provision of alternative modes of learning for children and adolescents who are not in school)**

Target 4.2: Early childhood development



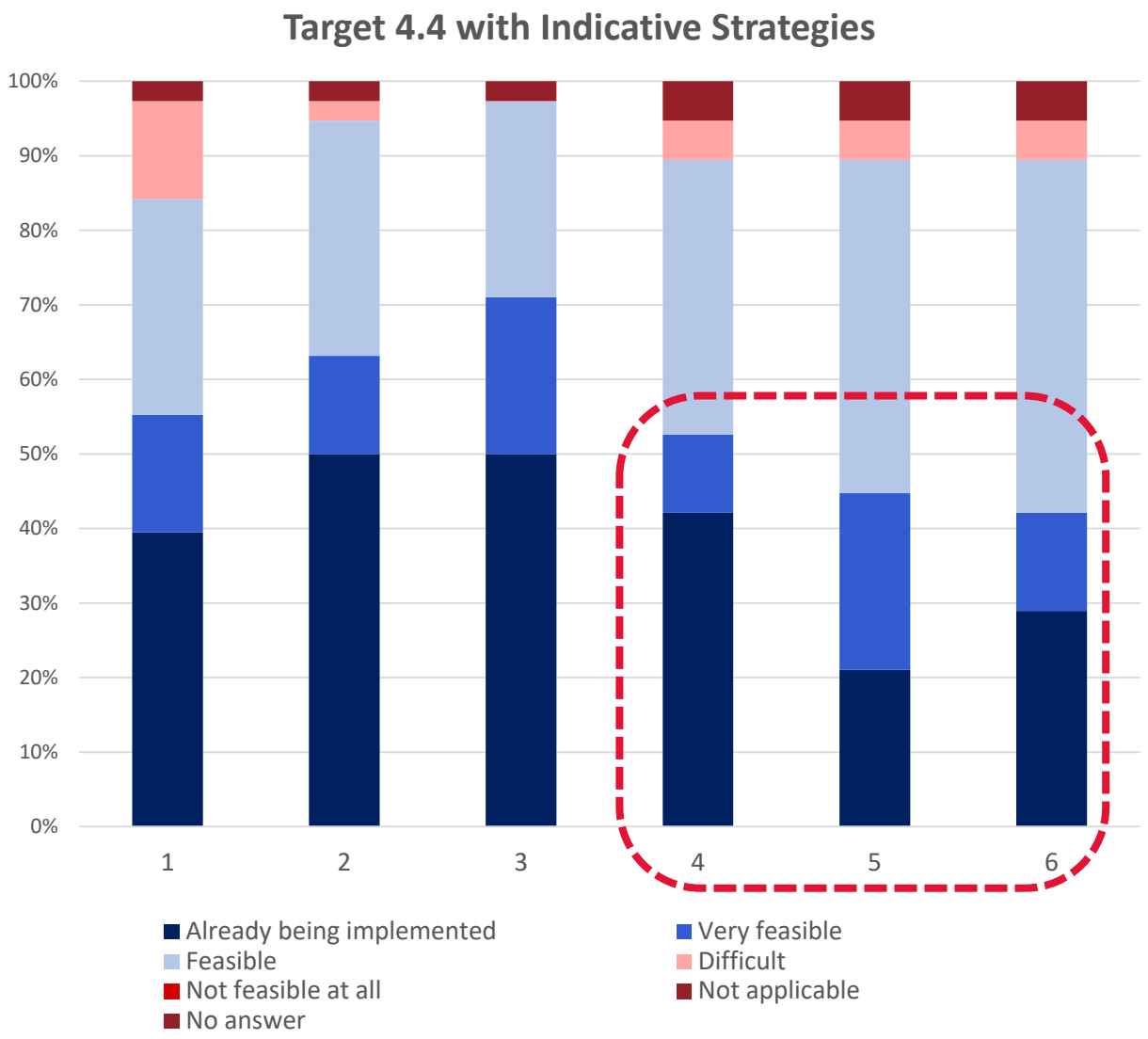
- Less than 50% of the countries responded that they have already implemented **Indicative Strategy 2 (Putting in place integrated multisector ECCE policies and strategies).**
- **Indicative Strategy 3 (Devising clear policies, strategies and action plans for the professionalization of ECCE personnel).**

Target 4.3: Technical, vocational and tertiary education



- In Target 4.3, Except **indicative strategies 2 (Quality assurance of tertiary education)** and **6 (Promote adult learning, education and training opportunities for young people and adults of all ages and socio-cultural background),** approximately half of the countries haven't been implemented the indicative strategies for Target 4.3

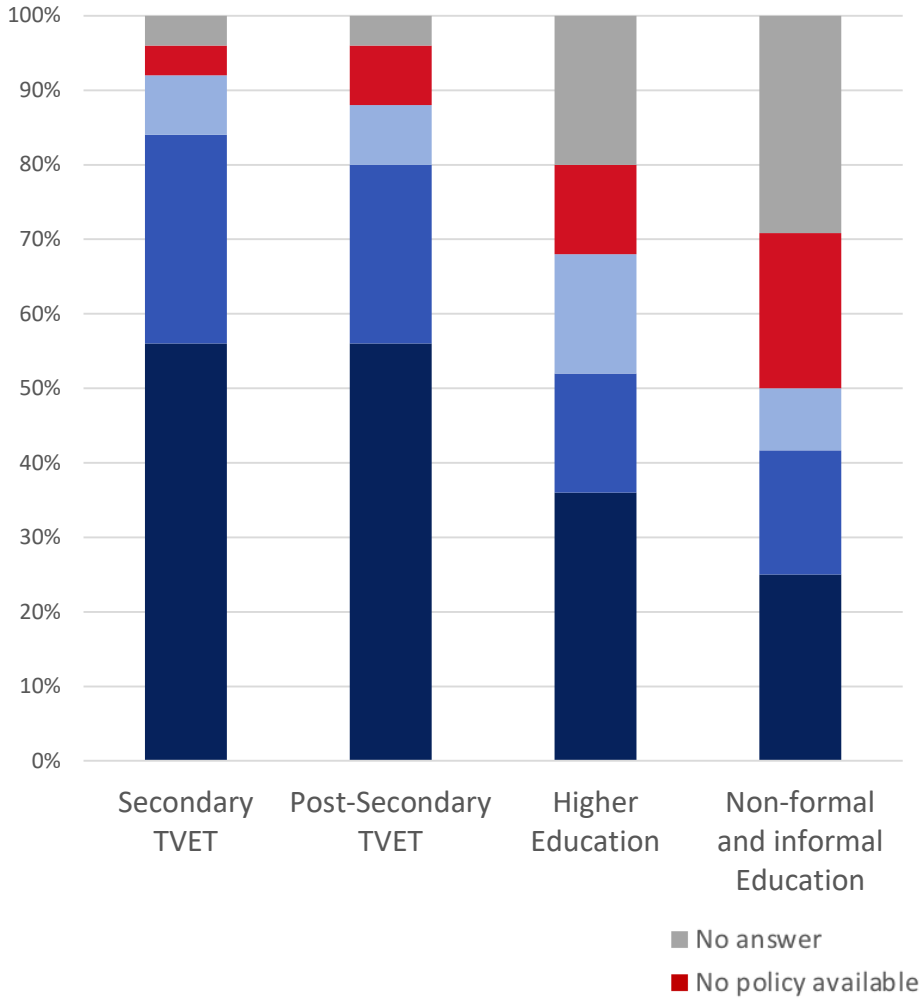
Target 4.4: Relevant job skills for youth and adults



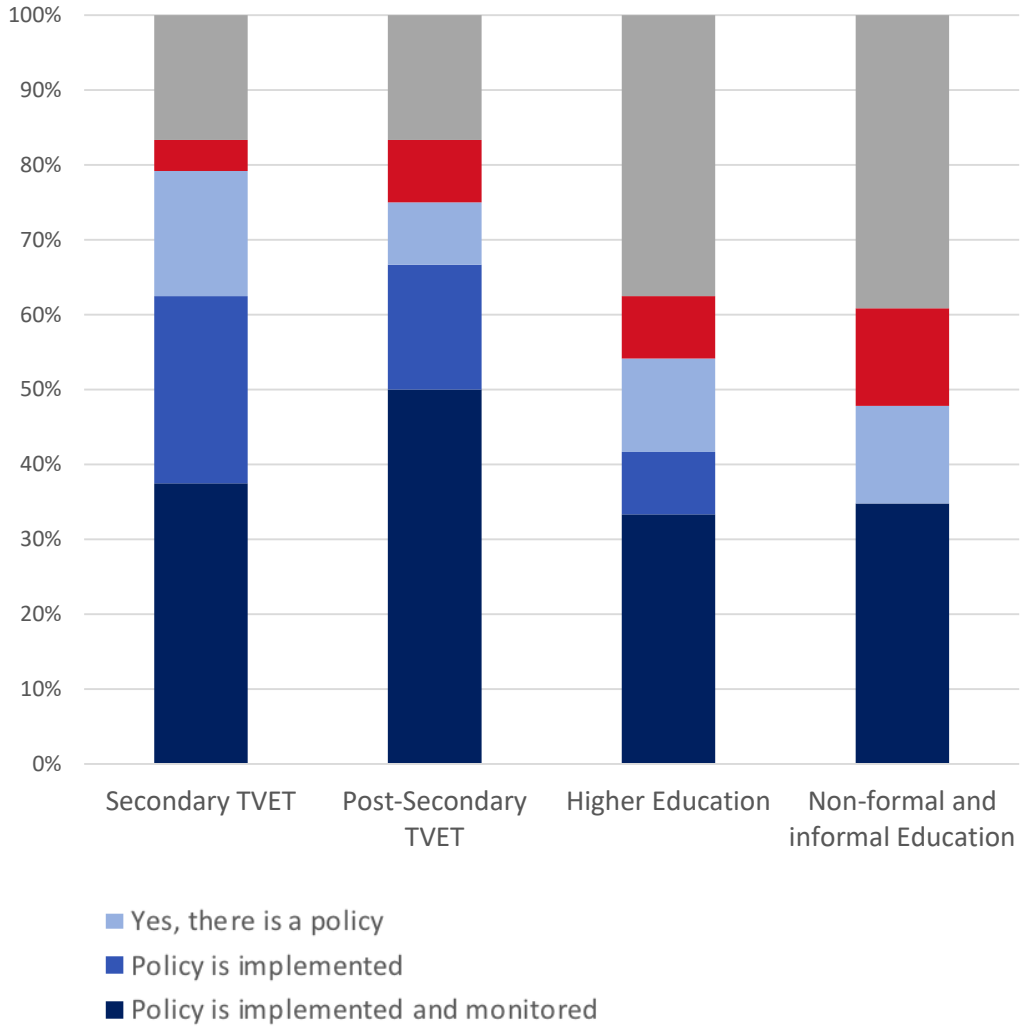
- Many countries are facing difficulty in implementing
- **Indicative Strategy 4 (efficient TVET quality assurance systems and develop qualifications frameworks)**,
- **Indicative strategy 5 (cross-border recognition of TVET qualifications) and 6 (Promote flexible learning pathways in both formal and non-formal settings)**

Relevant policy to achieve the Targets

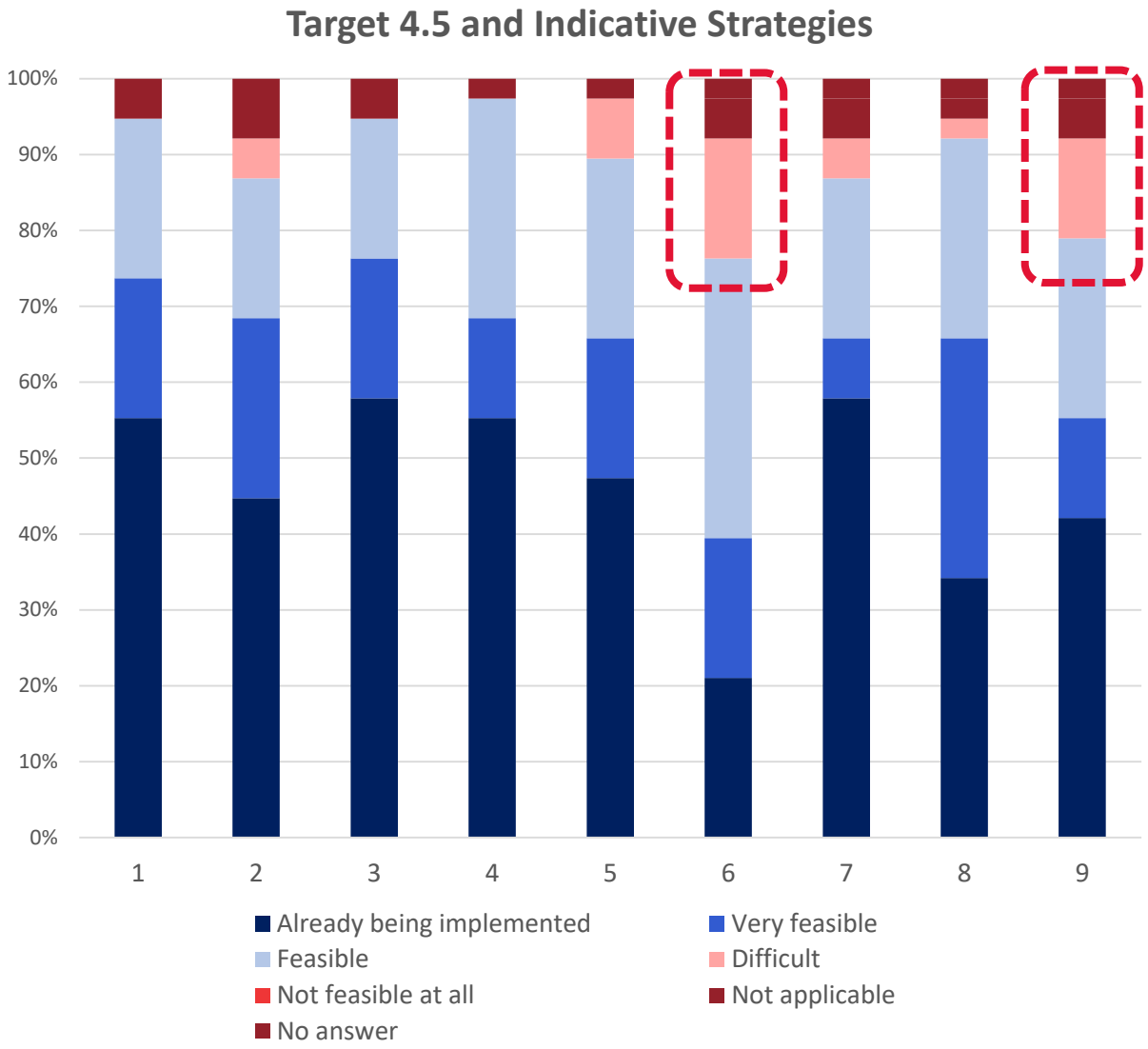
Target 4.3
Equal access to technical/vocational and higher education



Target 4.4
Relevant skills for decent work

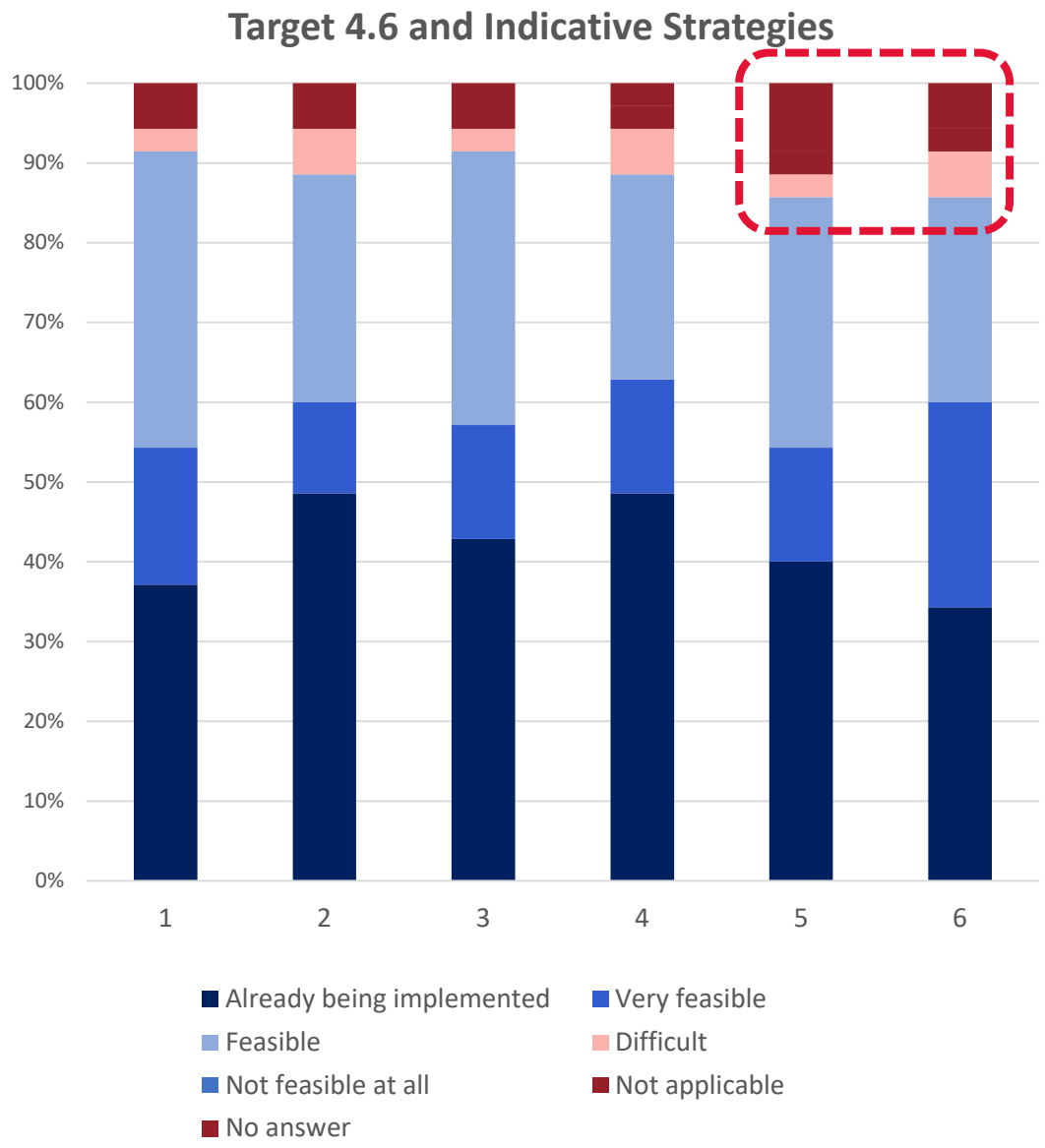


Target 4.5: Eliminating gender disparities in education and ensuring equal access



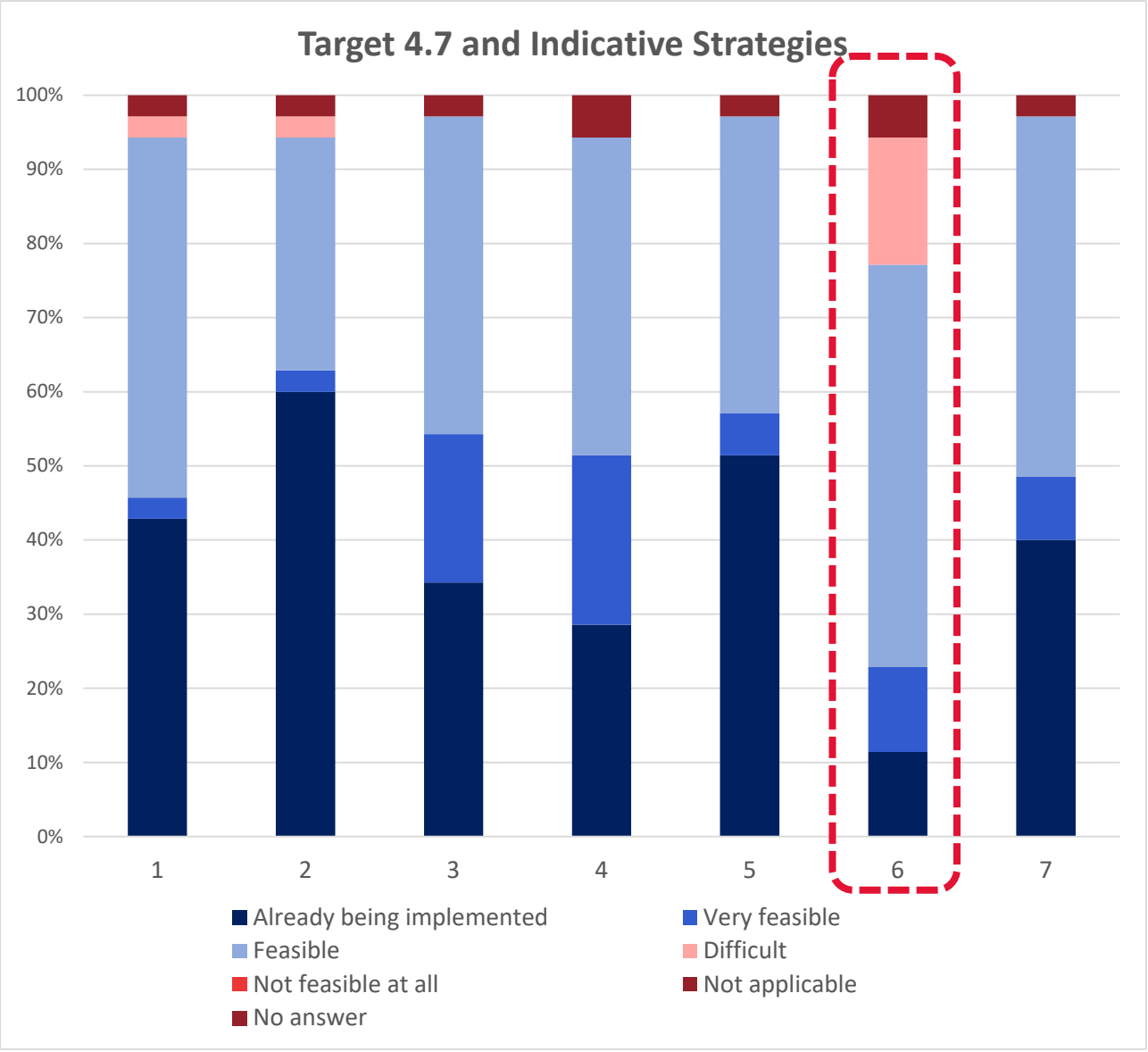
- It seems countries are facing challenges in implementing
- **Indicative Strategy 6 (access to appropriate technology and necessary infrastructure to facilitate a learning environment at home and in conflict zones and remote areas) and**
- **Indicative Strategy 9 (Collect better quality data on children with disabilities)**

Target 4.6: Literacy and numeracy



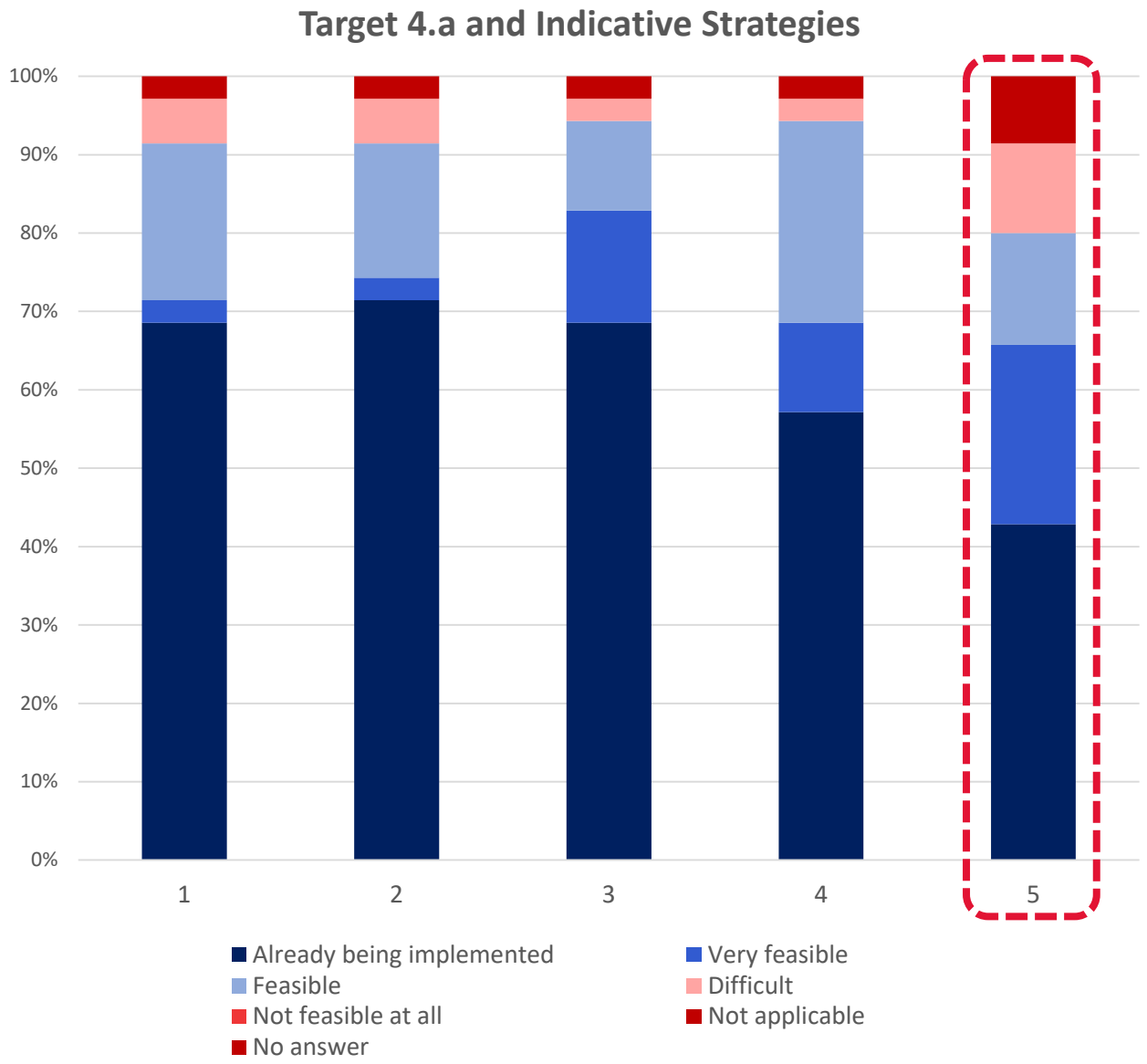
- Some countries in the region perceive that more work is needed for
- **Indicative Strategy 5 (Develop a literacy assessment framework and tools to evaluate proficiency levels) and**
- **Indicative Strategy 6 (Establish a system to collect relevant and timely data on literacy levels disaggregated by gender and other indicators of marginalization).**

Target 4.7: Knowledge and skills for sustainable development and global citizenship



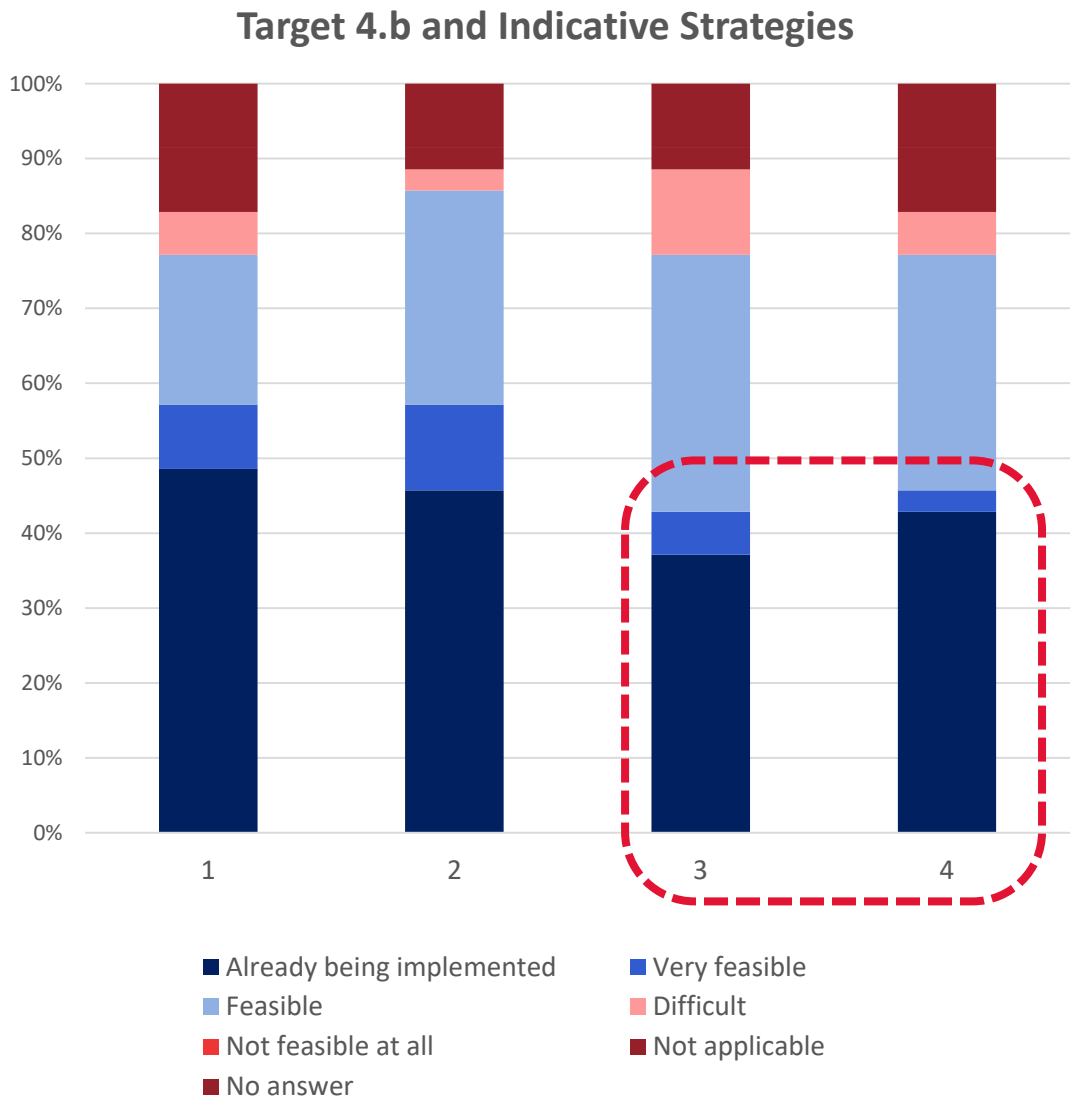
- Many countries confirmed facing obstacles in implementing the relevant strategies to achieve target 4.7 especially in **Indicative Strategy 6 (Support the development of more robust assessment systems for ESD and GCE)**.

Target 4.a: Education facilities and learning environments



- **Indicative Strategy 5 (to make widely available for learning spaces and environments for non-formal and adult learning)** of Target 4.a turns out to be the most challenging strategy to implement.

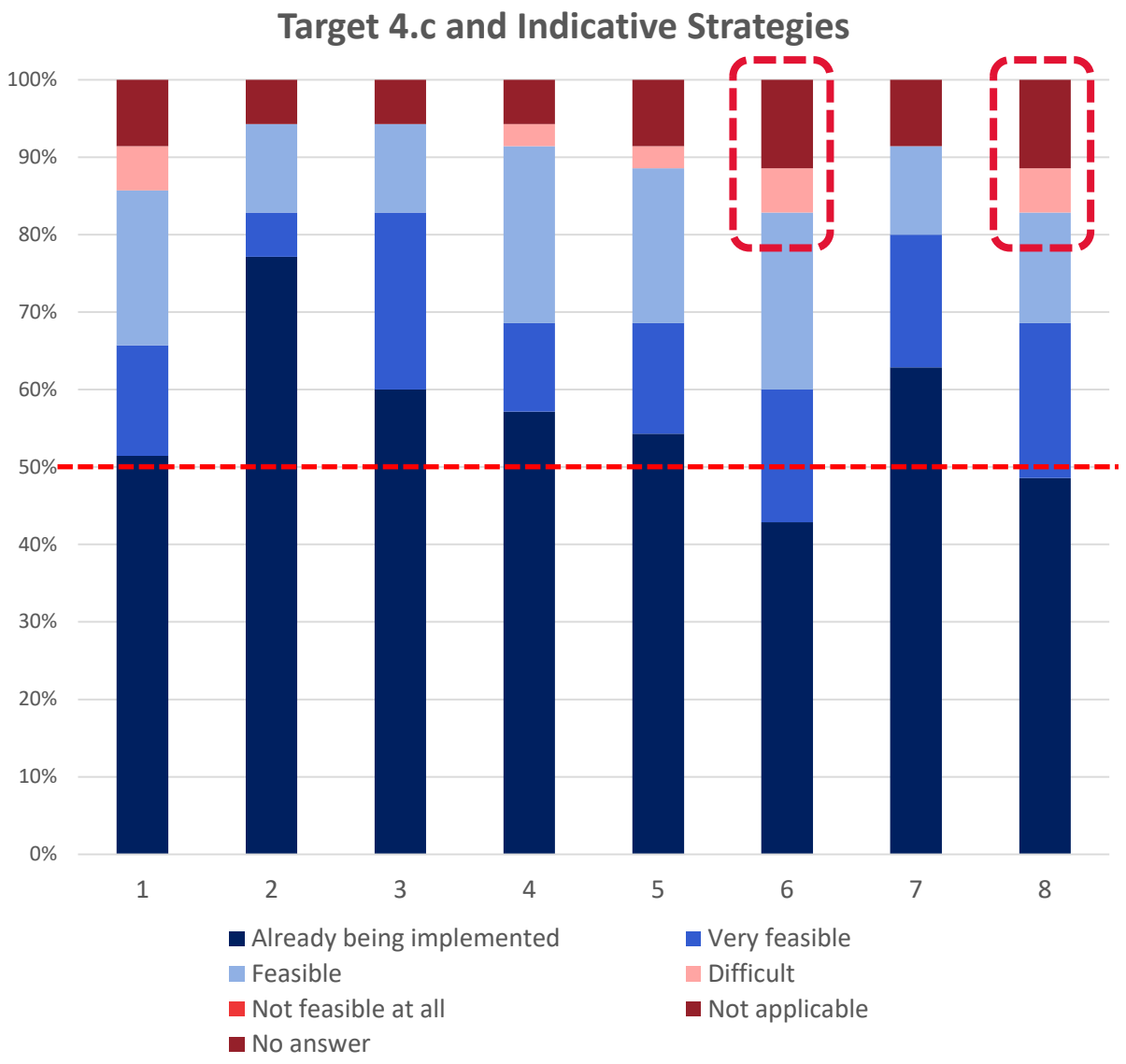
Target 4.b: Scholarships



Many of the countries have not yet implemented

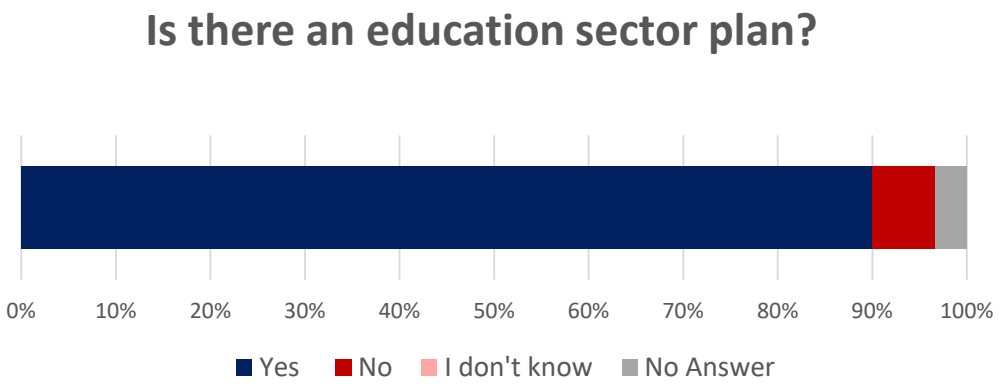
- **Indicative Strategies 3. Develop joint programmes between universities in the home country and the recipient country to motivate students to return home**
- **Indicative Strategies 4. Develop scholarships in the home country to increase numbers and types of beneficiaries in the recipient country as well as the local labor market.**

Target 4.c: Qualified teachers

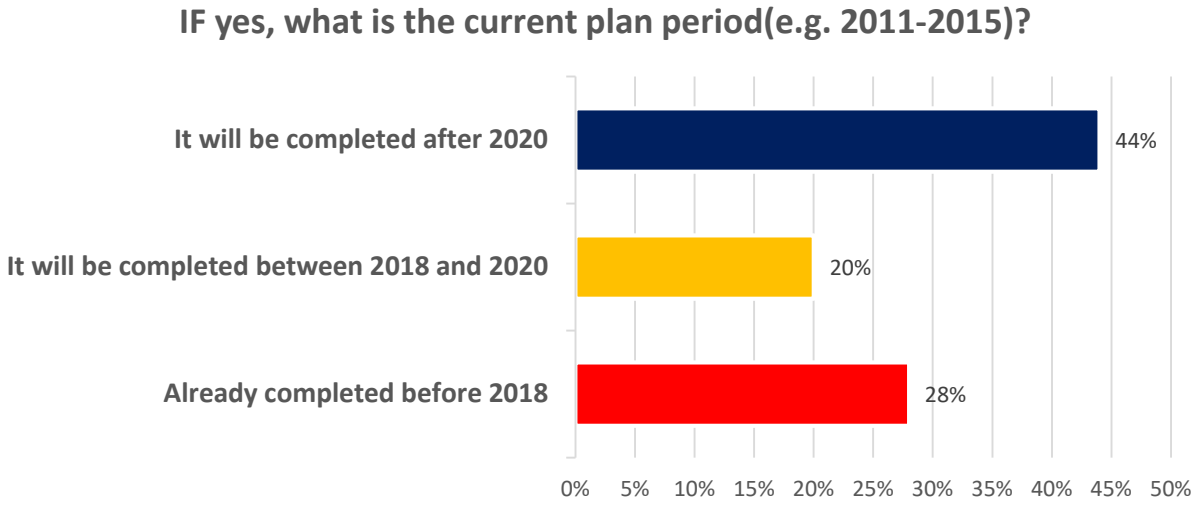


- The extent of implementation in **Indicative Strategy 6 (Developing effective feedback systems for teachers' professional development)** and **Indicative Strategy 8 (Strengthen mechanisms for social dialogue with teachers and their organizations)** are lower than the others.
- This implies that the mechanism of institutionalized dialogue is required.

SDG4 and Education Sector Plan (ESP)

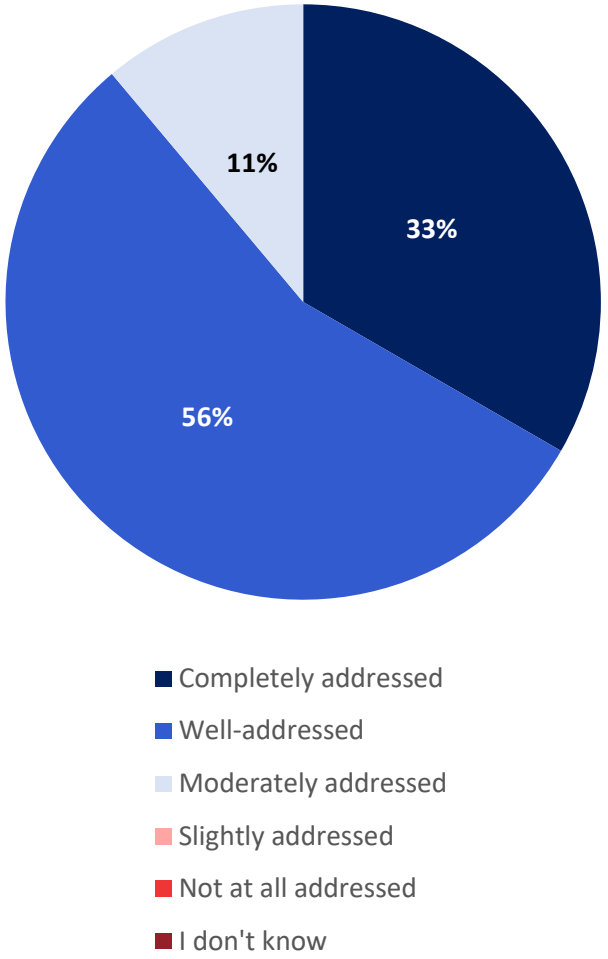


Bangladesh	Yes	Afghanistan	Yes
Bhutan	Yes	Brunei	Yes
Cambodia	Yes	Kazakhstan	Yes
China	Yes	Kyrgyzstan	Yes
Cook Islands	Yes	Pakistan	Yes
Japan	Yes	South Korea	Yes
Lao PDR	Yes	Tajikistan	Yes
Malaysia	Yes	Uzbekistan	Yes
Maldives	Yes	Vanuatu	Yes
Myanmar	Yes		
Nepal	Yes	Sri Lanka	In process
Nauru	Yes	Mongolia	In process
Samoa	Yes	Thailand	In process
Tonga	Yes		

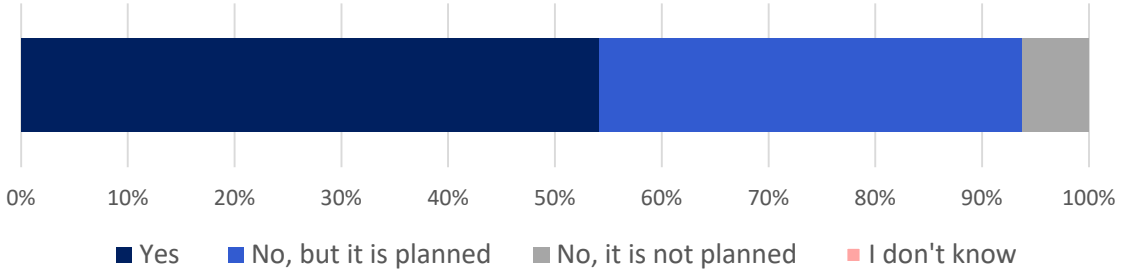


SDG4 and Education Sector Plan (ESP)

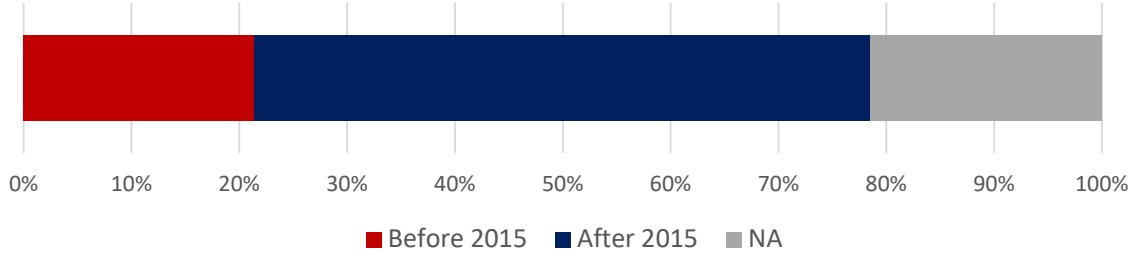
to what extent the Education 2030 Agenda is already reflected in your existing plans?



Has your country started reviewing and revising the education sector plan?

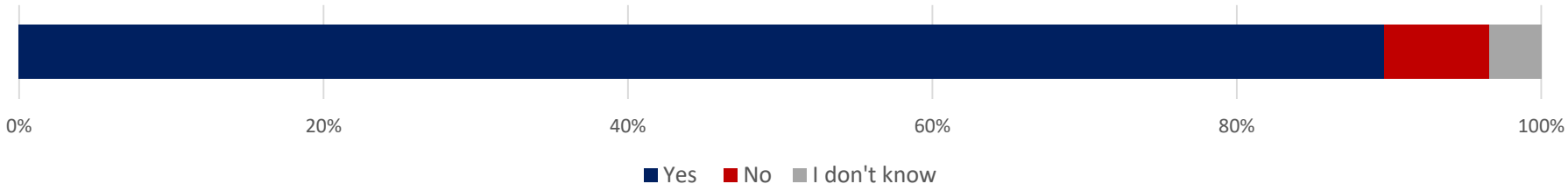


When was the last time you conducted an education sector review/diagnosis?

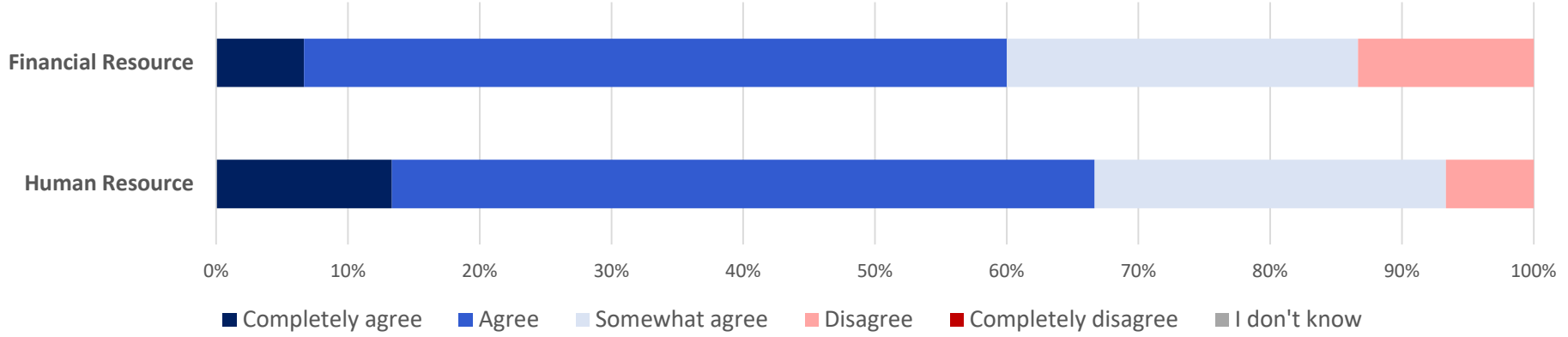


ESP and resources availability for its implementation

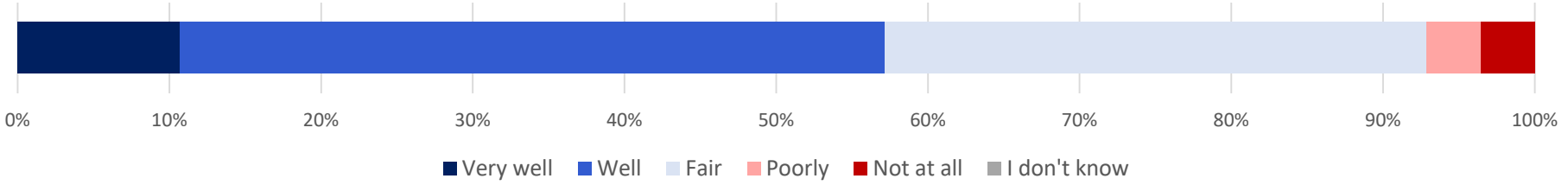
Are your education plans costed?



Are the sufficient resources allocated for plan implementation?

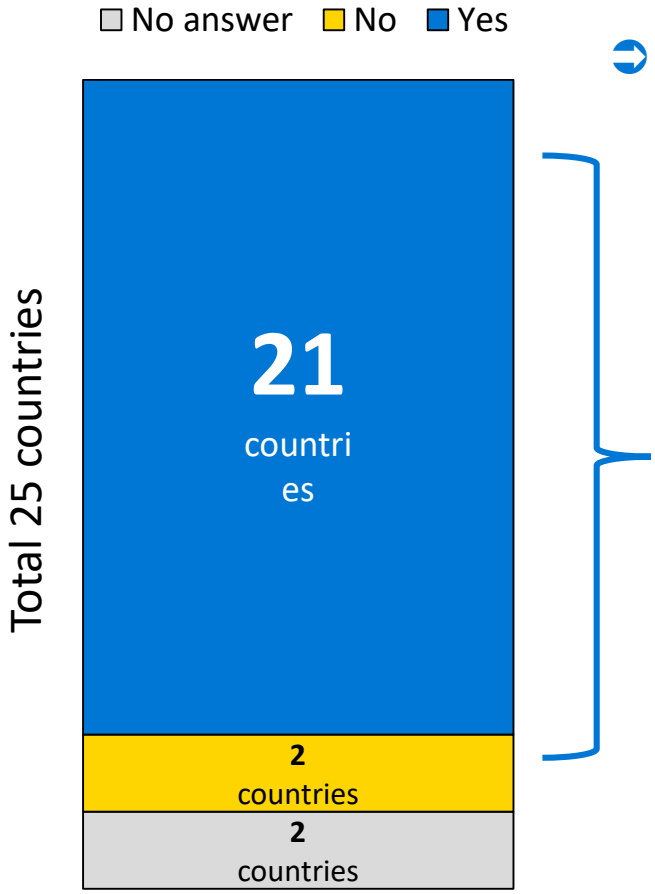


Annual education budget plan in line with the projected cost?

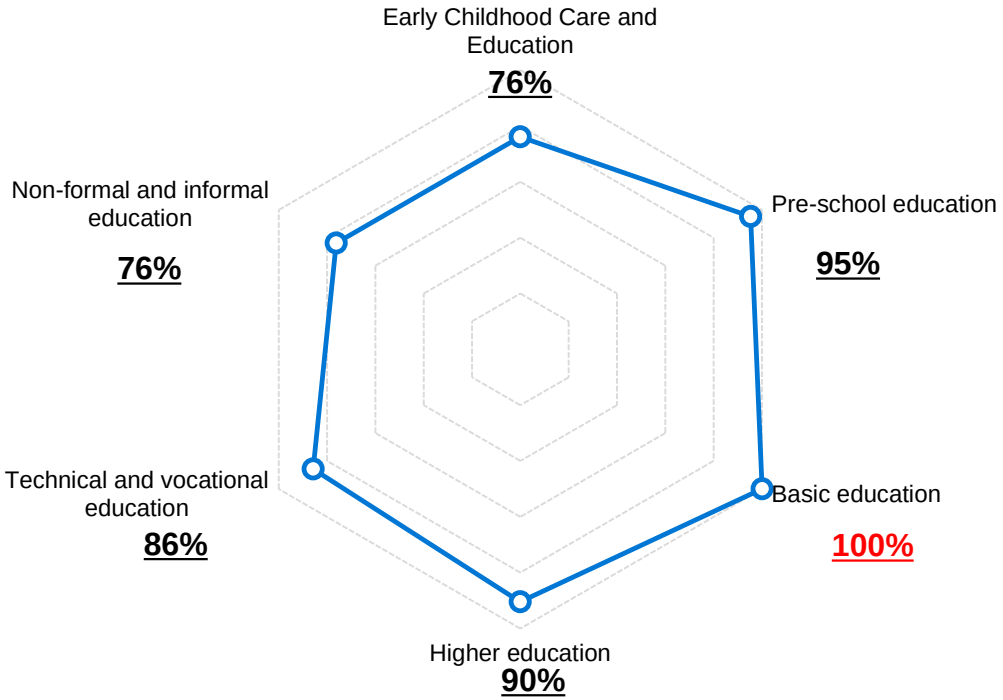


Systematic Monitoring of SDG-4

More than 80% of countries which responded the survey said they have a clear monitoring framework with measurable indicators in their national education plans.

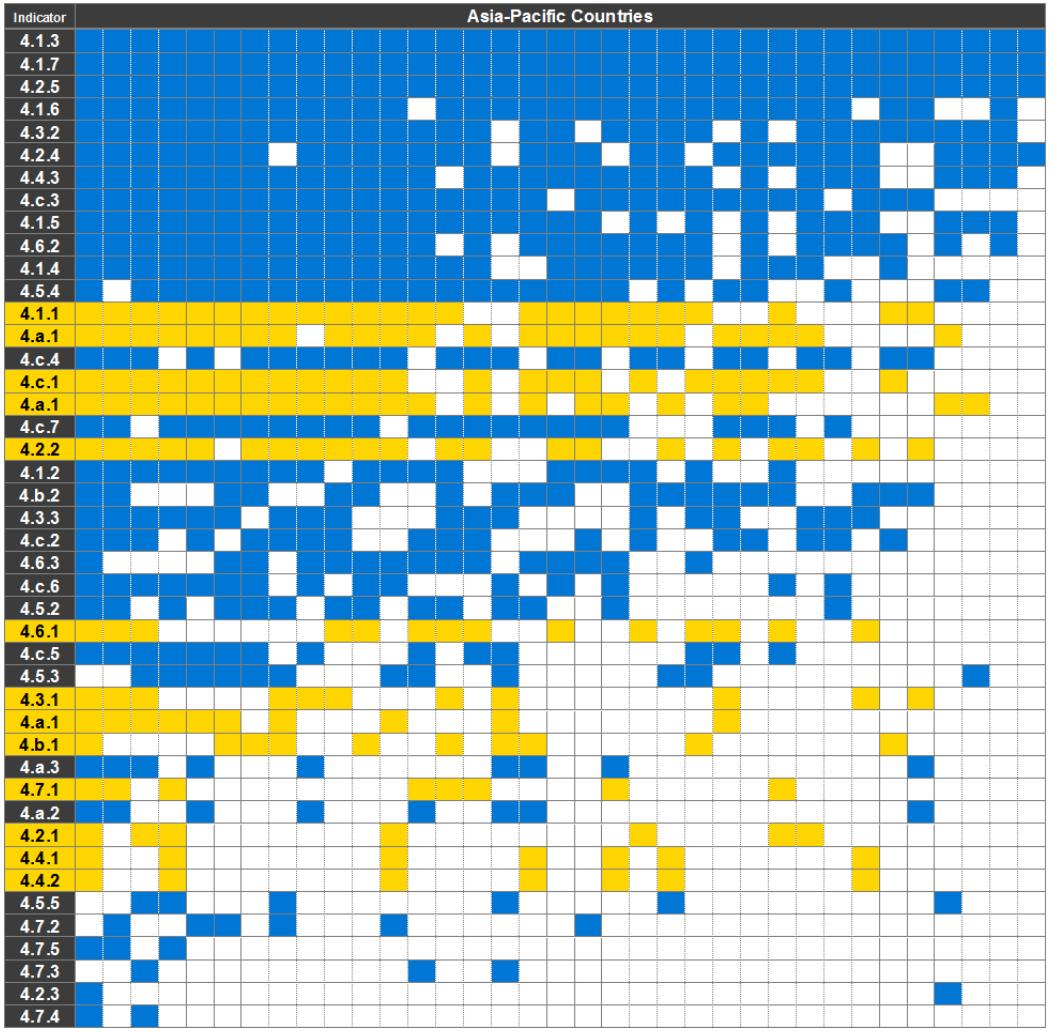


➲ All 25 countries have included **basic education** and **technical and vocation education** in their M&E framework.



Systematic Monitoring of SDG-4

38 Asia-Pacific countries have conducted a mapping of available SDG4 data since 2016.

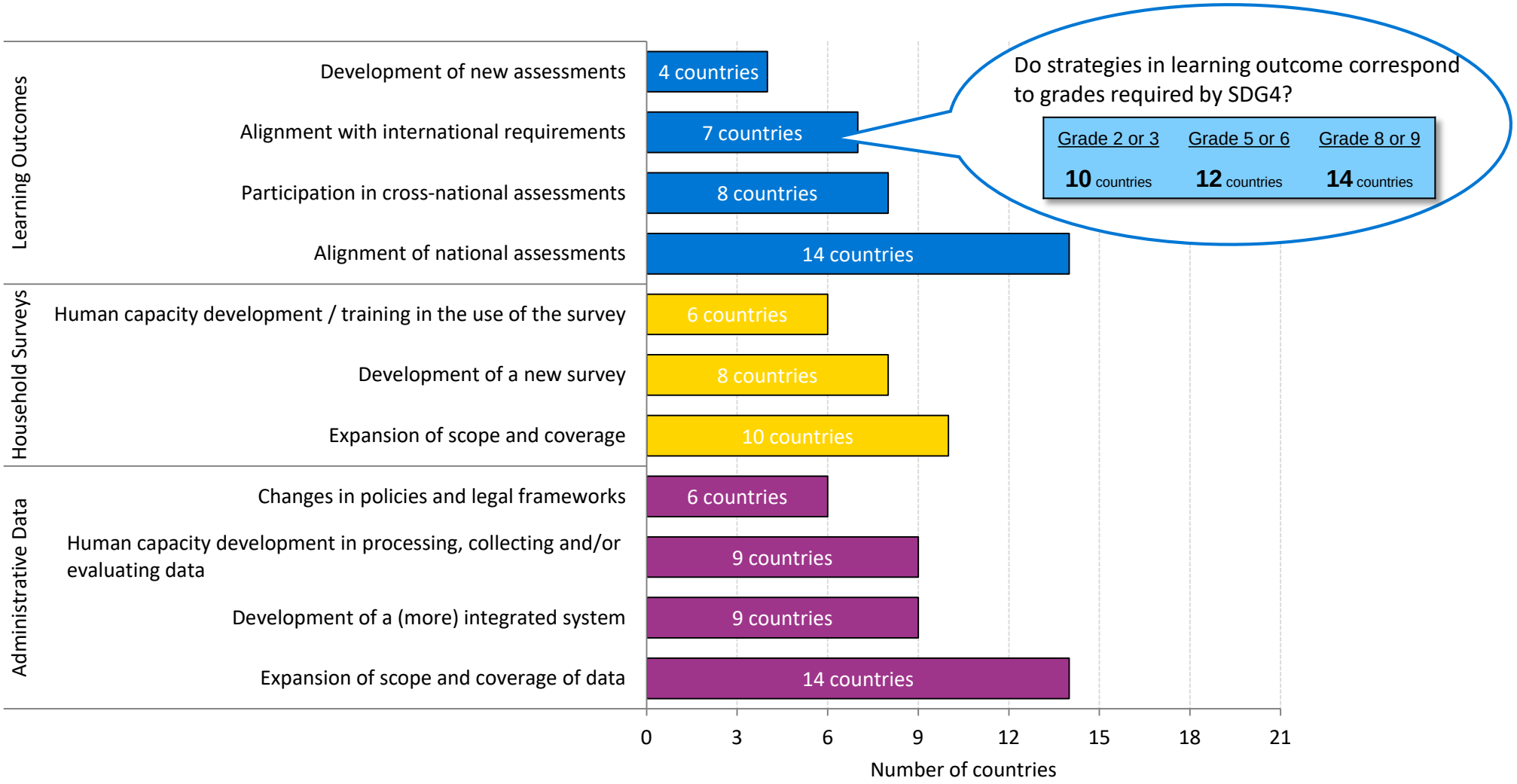


- Data mapping exercise shows huge data gaps in the region
- On average, only **50%** of the total indicators are available in Asia-Pacific countries.
- Many countries are missing indicators for monitoring **Target 4.3**, **4.4** and **4.7**.

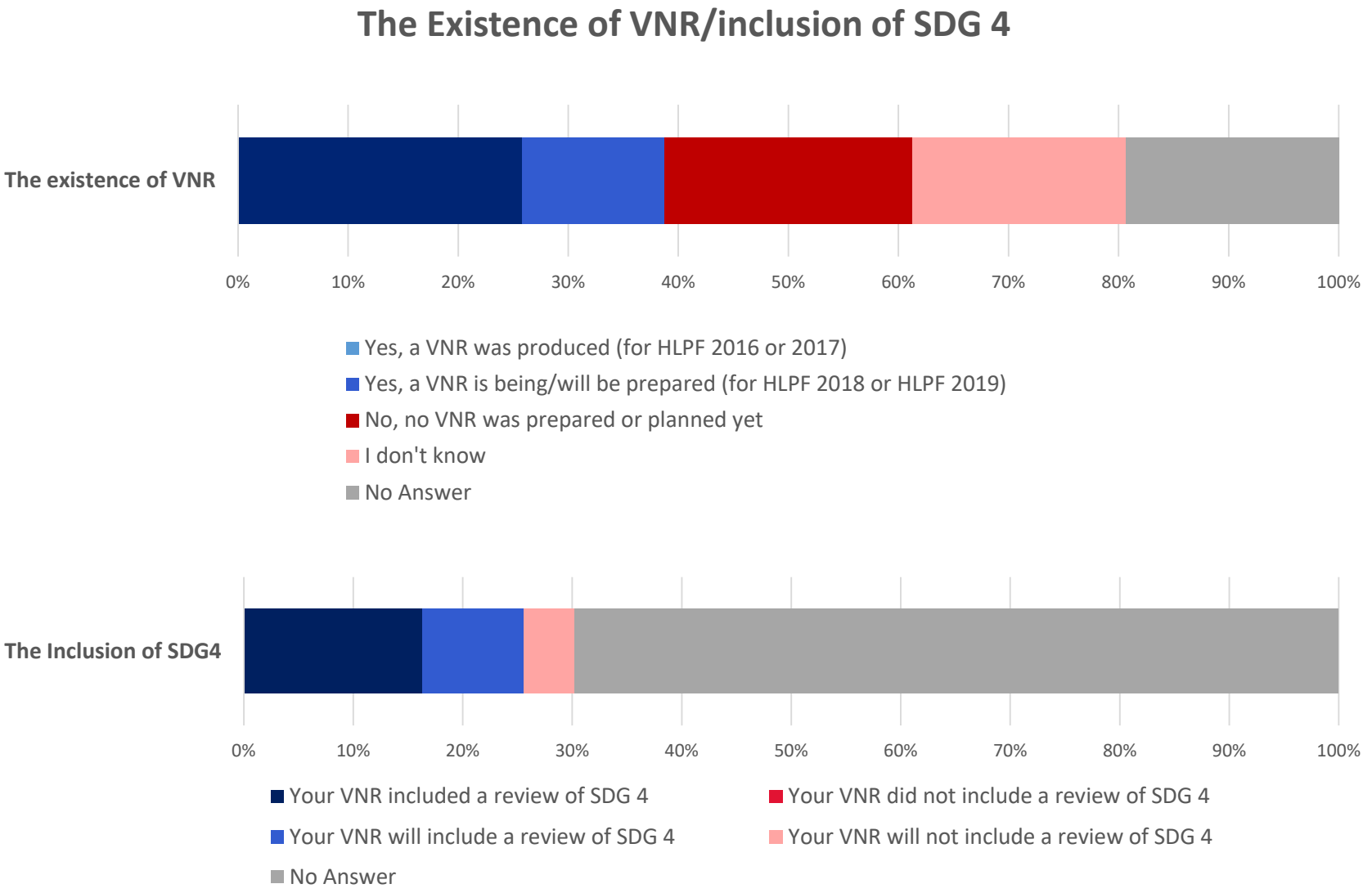
Note: The rows represent the 43 indicators and the columns represent countries. Colored-cells represent where the countries are able to collect data for the indicators. The global indicators are highlighted in yellow.

Systematic Monitoring of SDG-4

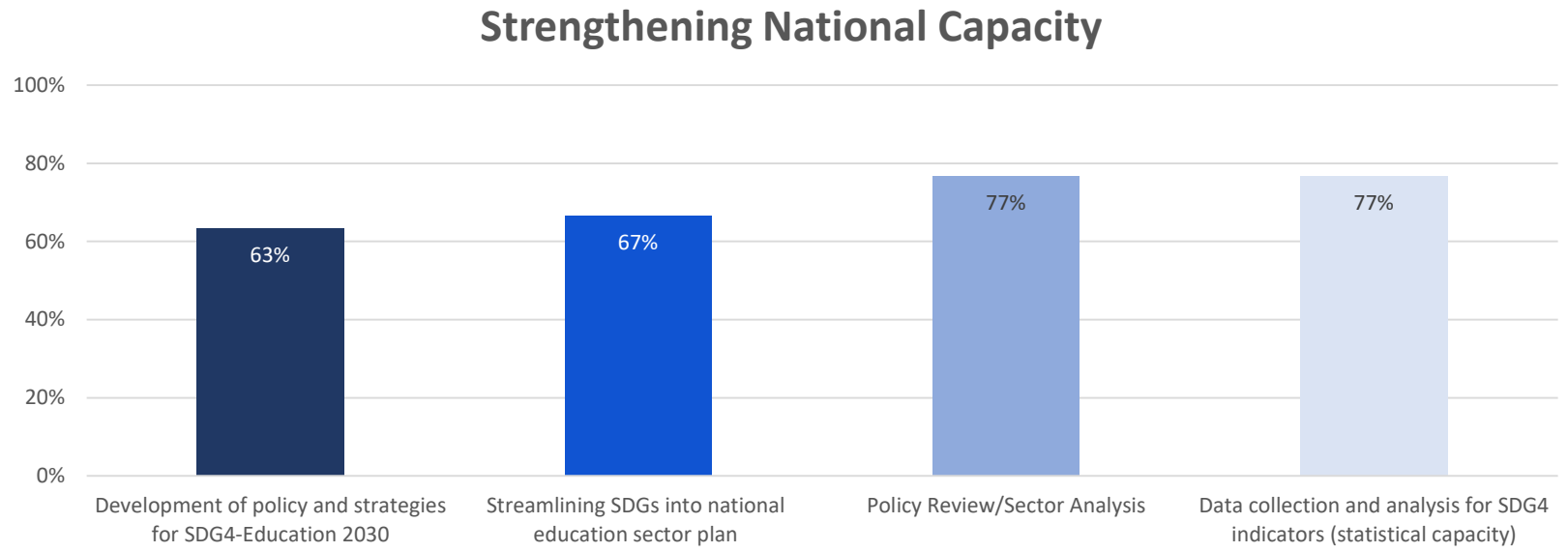
Which strategies have countries implemented to fill data gaps?

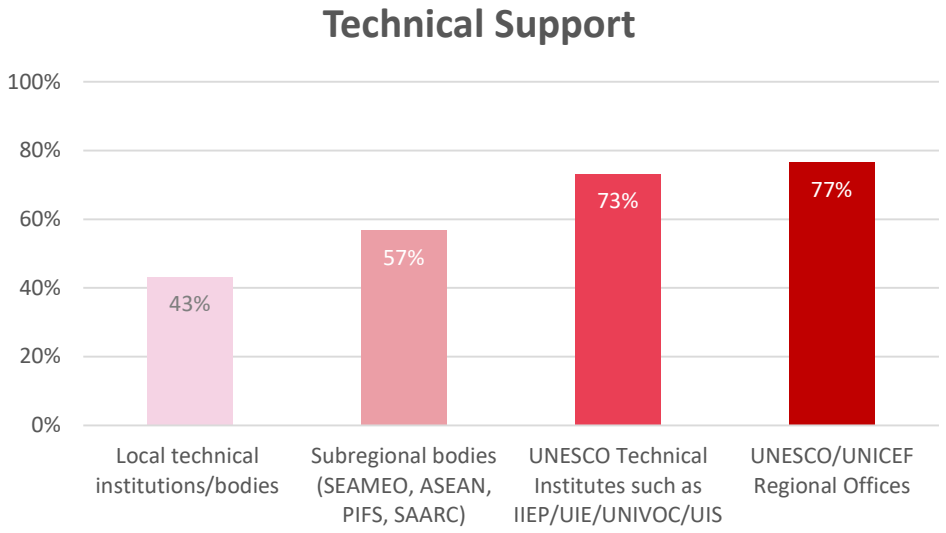


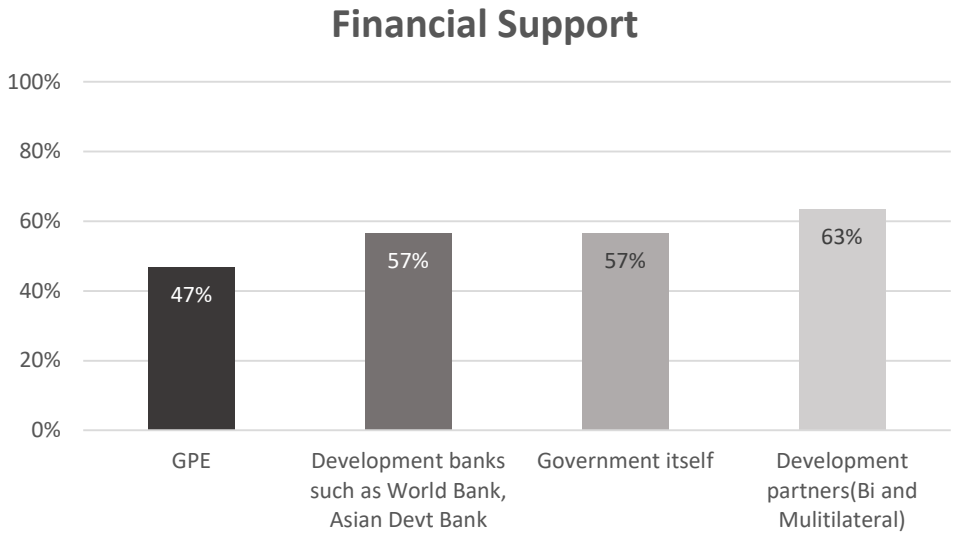
A National Voluntary Review(VNR)



Support needed

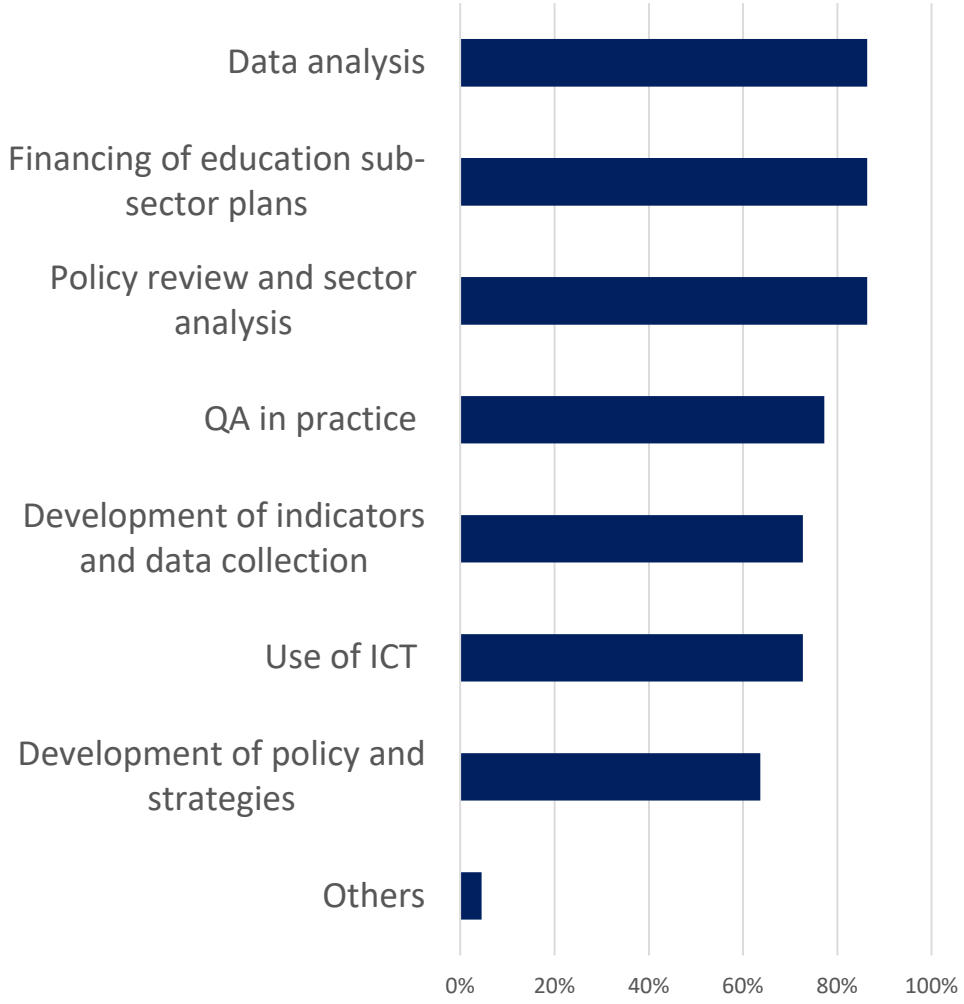




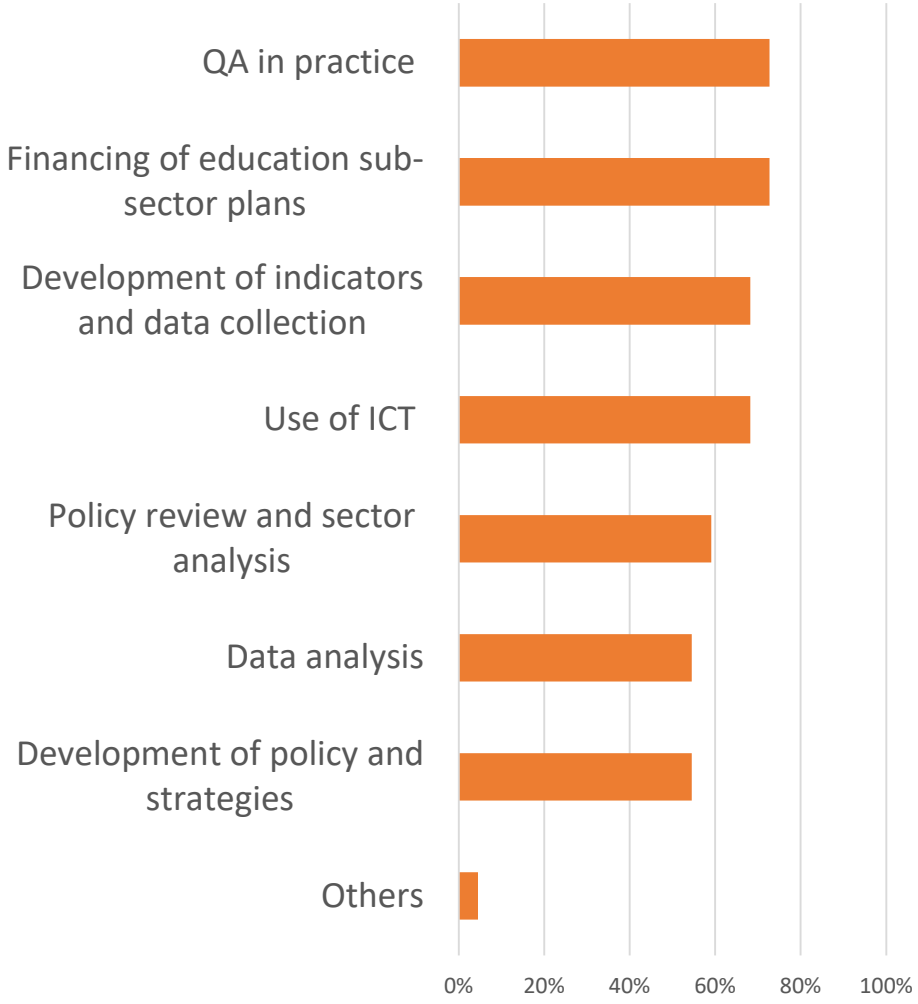


Support needed to achieve Target 4.3 and 4.4

Target 4.3
Equal access to technical/vocational and higher education



Target 4.4
Relevant skills for decent work



Way forward

1. **Develop policies/strengthen the monitoring of policies to eliminate barriers and implement quality programs to attain SDG4 through:**

   - Fostering Multilingual Education; and provision of alternative modes of learning for OSC and adolescents (Target 4.1)
   - Professionalization of ECCE personnel (Target 4.2)
   - Strengthening international cooperation in developing cross border tertiary and university education and research programs (Target 4.3)
   - Enhancing transparency and recognition of TVET qualifications to keep pace with the changing labor market demands (Target 4.4)
   - Ensure access to distance learning and ICT infrastructure for vulnerable and marginalized girls and women (Target 4.5)
   - Strengthening a system to collect, analyze and share relevant and timely data on literacy and numeracy by gender and other indicators of marginalization (Target 4.6)
   - Developing a more robust assessment systems for ESD and GCE (Target 4.7)
   - Availability of learning spaces for non-formal and adult learning, network of CLCs and access to ICT resources as essential elements of lifelong learning (Target 4.a)
   - Prevention of 'brain drain" and promotion of "brain gain" (Target 4.b)
   - Strengthening mechanisms for effective feedback systems for teachers to fully participate in education policy development, implementation, monitoring and evaluation (Target 4.c)

Way forward

2. **Provide technical and financial support to Member States to ensure their capacities are strengthened and expertise are transferred down to implementers. Areas that need immediate support include:**

   - Education Policy review and sector analysis
   - Review/development of Sector-wide/Education Sector Plan
   - Streamlining SDG4 into national education sector plan
   - Financing/costing of Education Sector Plan
   - data collection, mapping, disaggregation, and analysis; development of SDG4 indicators; sector-wide data management and monitoring system
   - Voluntary National Reporting (VNR) and inclusion of SDG4 into VNR

3. **Effective coordination (global, regional and national levels) and innovative multi-stakeholders partnerships to ensure resources are efficiently utilized and yield the greatest and long-term impact to intended beneficiaries.**

Thank you

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