

# **Asia -Pacific Regional Seminar on Sub-Regional Cooperation for Achieving SDG4-Education 2030**

**29-31 May 2017, Bangkok, Thailand**

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## **Report Furnished after official visit abroad**

Benefit that have acquired to the country from each of the visits *Indicating New Ideas, Proposals, Projects etc. which are feasible & adaptable to the local situation*

### **The title of the programme:**

Asia -Pacific Regional Seminar on Sub-Regional Cooperation for Achieving SDG4-Education 2030, 29-31 May 2017, Bangkok, Thailand

It was UNESCO-SEAMEO Asia-Pacific Regional Seminar on Sub-regional Cooperation for Achieving SDG 4 (Education 2030), 29-31 May. The seminar was conducted by the UNESCO in Bangkok, Thailand.

### **Participants**

- 12 Educational Officers from Bangladesh, Bhutan, Maldives, Nepal, Pakistan, Sri Lanka
- Secretariat, South Asian Association for Regional Cooperation
- Secretariat, Pacific Islands Forum
- Secretariat, Association of South East Asian Nations Secretariat
- Officials from Malaysian National Commission for UNESCO/MFIT
- Officials from UNICEF East Asia and Pacific Regional Office
- Officials from Almaty Office, Dhaka office of UNESCO cluster/Field Office
- Officials from SEAMEO

### **Introduction**

In September 2015, “Transforming our world: the 2030 Agenda for Sustainable Development” (SDGs) was adopted at the UN General Assembly, laying the way forward for creating a more inclusive, equitable and sustainable society. The SDG 4 -ensure inclusive and equitable quality education and promote lifelong learning for all-clearly states the central importance of education. Subsequently, SDG4-Education 2030 Framework for Action was officially adopted at the 38th UNESCO General Conference in November 2015, formally launching the SDG4-Education 2030 actions. In the course of implementing the agenda, countries will be required to design targeted interventions to achieve inclusiveness and equity in education as well as measure effectiveness of education systems to improve quality and relevance of learning while ensuring efficiency and good governance.

In addition, the uniqueness of the SDG4-Education 2030, unlike the EFA 15 years ago, lies in its flexibility and adaptability at regional, sub-regional, and country levels. Countries are asked to interpret the SDG4-Education 2030 to meet their national contexts. While this is a welcome move to ensure greater national ownership and relevance of the SDG4-Education 2030, the challenge will be how to coordinate such national efforts to ensure maximum synergy and

consistency at sub-regional, regional and global levels. This is particularly challenging in Asia-Pacific where there are significant economic, social and cultural diversities within the region and education issues and challenges are significantly different. Sub-regional inter-governmental bodies and cooperation platforms therefore have a unique position to bridge these regional and global commitments to national actions. Sub-regional bodies have taken initiatives – for instance in South Asia, the SAARC Framework for Action for Education 2030 was developed for official endorsement in early 2017, providing a platform for collaboration among the SAARC countries to achieve SDG4.

With support from the Government of Malaysia, UNESCO Bangkok launched a regional project on “Strengthening National Capacity for Sector-wide Planning to Achieve SDG4 in Asia-Pacific through South-South Cooperation” in 2016. The project aims to build the Member States' capacity to develop and implement sector-wide, evidence-based and results-oriented education sector plans to meet the challenges of SDG4-Education 2030 through South-South cooperation. Specifically, the project aims to enhance sub-regional coordination mechanisms through mutual learning.

In this context, a 3-day regional seminar organized in Bangkok, Thailand, invited around 20 representatives of sub-regional cooperation bodies/organizations (e.g., SEAMEO, ASEAN, SAARC and PIFS) as well as the Malaysian authorities and representatives of the SAARC countries. At the seminar, participants discussed their action plans for reflecting the SDG4-Education 2030 in their activities. The capacity development needs discussed and identified during the seminar. Relevant

### **Objectives of the Seminar**

- Officials of the sub-regional organizations gained knowledge on facilitating sub-regional Cooperation among member states for achieving SDG4-Education 2030
- Senior officials of the sub-regional organizations agreed on a roadmap to facilitate sub-regional cooperation and identify capacity gaps
- Country officials deepen their understanding of roles of sub-regional bodies/organization for information shared and mutual learned from neighboring countries for achieving SDG4-Education 2030

### **Expected Outputs of the Seminar**

- Institutional action plans for strengthening sub-regional cooperation with a focus on capacity development and required technical support from UNESCO
- A roadmap for enhancing cooperation and collaboration among sub-regional organizations in the Asia-Pacific region

## Agendaand Programme

### Asia – Pacific Regional Seminar on Sub-Regional Cooperation for Achieving SDG4-Education 2030



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### AGENDA

29 May 2017 (Monday)	
8:30-9:00	Registration
9:00-9:30	Opening Programme Welcoming remarks by  <b>Ms Maki Hayashikawa</b> Chief, Inclusive Quality Education Section, UNESCO Bangkok  <b>Dr GatotHariPriowirjanto</b> Director, SEAMEO Secretariat
9:30-10:30	<b>Session 1: Overview on SDG 4-Education 2030</b> Presentation by <b>Ms Maki Hayashikawa</b>  Objectives: <ol style="list-style-type: none"><li>1. Familiarize the participants on SDG4; and</li><li>2. Provide update the participants on what has been done at the global, regional, and national levels</li></ol>
10:30-10:45	Coffee break

10:45-12:00	<p><b>Session 2:</b> Regional Landscape of SDG 4- Education 2030</p> <p><b>Dr Ethel Agnes P Valenzuela</b>, Southeast Asia/ASEAN and the pre-survey data  <b>Ms Satoko Yano</b>, SAARC FFA and Action Agenda Objectives:</p> <ol style="list-style-type: none"> <li>1. To provide the status of sub-regional initiatives on SDG 4</li> <li>2. To present the current situation on the implementation of SDG 4 in SAARC countries? and regional organizations using the result of presurvey conducted by SEAMEO</li> </ol>
12:00-13:00	Lunch
13:00-15:00	<p><b>Session 3:</b> Country Presentations on Achievements and Challenges in realizing SDG 4- Education 2030 (Afghanistan, Bangladesh, Bhutan and India) Objectives:</p> <ol style="list-style-type: none"> <li>1. To understand the situation of countries in implementing SDG 4 in SAARC Member countries</li> <li>2. To discuss the key priority areas for attention of regional bodies</li> </ol>
15:00-15:30	Coffee/Tea Break
15:30- 17:00	<p><b>Session 4:</b> Country Presentations on Achievements and Challenges in realizing SDG 4- Education 2030 (Maldives, Nepal, Pakistan, Sri Lanka and SEAMEO) Objectives:</p> <ol style="list-style-type: none"> <li>1. To understand the situation of countries in implementing SDG 4 in SAARC Member countries</li> <li>2. To discuss the key priority areas for attention of regional bodies</li> </ol>
18:00 – 19:00	Welcome dinner
<b>30 May 2017 (T uesday)</b>	
9:-00- 9:30	<b>Recap of Day 1 activities</b>
9:30-10:30	<p><b>Workshop 1:</b> Revisiting the Regional Initiatives on SDG 4 /Education 2030 Objectives:</p> <ol style="list-style-type: none"> <li>1. Gain better understanding of the progress of Regional Initiatives on SDG 4</li> <li>2. Identify opportunities and challenges in achieving SDG 4 –Education 2030</li> <li>3. Identify resource requirements, potential sources/persons/units and organizations/ draw timetable for implementation</li> <li>4. Discuss issues and concerns</li> </ol>
10:30-10:45	Coffee break

10:45-12:30	<b>Workshop 2:</b> Regional Approaches to Achieving SDG 4- Education 2030 (Using Open Space Technology) Objectives: <ol style="list-style-type: none"> <li>1. Using Open Space Technology, discuss how to improve collaboration and cooperation among sub-regional organizations in the Asia Pacific Region</li> <li>2. Have small group conversations to presents recommendations and suggestions</li> </ol>
12:00-13:00	Lunch
13:00-14:30	<b>Parallel Session 1:</b> OST - Covering a set of recommendations/ suggestions and concrete actions
14:30-15:30	<b>Parallel Session 2: OST-</b> Covering another set of recommendations/ suggestions and concrete actions
15:30-15:45	Coffee/Tea Break
15:45 – 17:00	<b>Workshop 3: Building a Consensus: Identifying top 5 recommendations for Regional Organizations’ Common Action Agenda for SDG 4 and Education 2030.</b>
<b>31 May 2017 ( Wednesday)</b>	
08:00 – 9:00	Field Visit (to SEAMEO Secretariat)
9:00-11:00	Panel Discussion by ASEAN and SEAMEO Centres in Bangkok on their Education Agenda/ Sustainable Development Goal Activities, Programmes and Projects
10:30-10:45	Coffee break
10:45-12:30	Synthesis and Closing
12:30-1:30	Lunch
	Homeward Bound

### Outputs of the Seminar

- Institutional Action plan was developed for strengthening sub regional cooperation with a focus on capacity development and required technical support from UNESCO
- A road map was developed for enhancing cooperation and collaboration among sub-regional organizations in the Asia-Pacific region







## **Bhutan**

### **National Strategies, action/implementation plans for SDG 4 –Education 2030 & their Status**

- 12<sup>th</sup> five year plan (implementation July 2018- January 2023)
  - NKRA- quality education and skills improved
  - SDG indicators will be aligned to national five year plan
- Bhutan Education Blueprint 2014-2024 – 10 year strategic roadmap for education
  - Access
  - Quality
  - Equity
  - System efficiency

### **Programmes/Projects supportive of SDG 4 Education 2030**

- Review of School curriculum
  - Review and revision of all school curriculum initiated
- Teacher professional development programme
  - Initiated 21<sup>st</sup> Century transformative pedagogy
  - Language proficiency for all teachers
- Preparing for PISA-D
- ECCD programmes
- Enhance SEN programmes
  - Developed standard for inclusive education
- ICT master plan
- Granting school autonomy
- Sharing endowment fund
- Provide additional support staff in schools, in order to reduce administrative burden on teachers
- Health and nutritional programmes
  - Providing boarding facilities
  - Safe sanitary pad to every girl child
  - Iron supplement programme
- Education Monitoring Programme
- Non formal education programme

## **Maldives**

### **Programmes/Projects supportive of SDG 4 Education 2030**

- 14 years of free education
- Academic and vocation and skill education in all schools (2016)
- Pre-primary education of 2 years compulsory
- Vocational education has been a main stream option for secondary school.
- TVET offered from secondary level
- Online modality Courses by TVET
- Life skill programmes has been integrated to school activities
- Maldivian school system has been following and implementing a policy on inclusive education in all schools since 2013 and right to education for persons with disabilities has been ensured by disability act 8/2010
- Maldives has also constantly maintained an overall literacy rate of 98 percent
- Ministry of Education is in the process of finalizing the Education Blue print 2030
- Maldives Education Blue print 2015- 2030 will be based on the World Agenda 2030 (SDG 4)

## **Nepal**

### **Programmes/Projects supportive of SDG 4 Education 2030**

- Governance, accountability and partnerships
  - Decentralized government and envisioned as transformation to the federal state
  - Establishment of a National Education Council (NEC)
  - Examination reforms through the establishment of a National Examination Board (NEB)
  - Institutionalization of the Education Review Office
  - Reformation of SMCs as the appointment of roles/position within the SMC
- Effective coordination
  - National volunteer campaigns in collaboration with local governments
  - Use of existing institutional structure before setting –up the federal structure
  - Management structure (EPC, MDAC, NDAC, NPC) central as well as local
- Strengthening policies, plans legislation and systems
  - Develop National framework of Action
  - Develop legal foundation by amending the necessary act and regulations

- Linking SDG goals and targets with Education sector plan SSDP & ASIP
- Take vision and mission for 2030 as guided by SDG in both ESP and National Periodic Plan
- Emphasizing equity, inclusion and gender equality
  - Consolidated Equity Strategy Paper and equity index for education
  - Use of disparity based formulas and equity index for education
  - Gender sensitive learning environment, including segregated toilets and water with sanitation facilities
- Focusing on quality and learning
  - Enabling environment accessibility, appropriateness, Lessons learnt from disaster
  - Minimum quality standers for ECED/PPE, PMECs for schools and for ECED/PPE centres
  - Strengthening of teacher management
  - Pedagogy, curriculum and assessment –NCF, NQF
- Promoting lifelong learning
  - Establish community learning centres for lifelong learning and continuous education programmes
  - Develop and implement career-based programmes
- Non formal and lifelong education policy
  - Expansion of non- formal education to provide the academic and practical knowledge, skills and information to different age and levels
  - Community learning centres are developed as the centre of educational activities to ensure equitable access to quality non formal education for all
- Higher Education Policy
  - Access in higher education for all through open and distance mode also on the basis of aptitude and merit
  - Supportive programmes for those who cannot afford for the higher education particularly for marginal groups, people of poor economic status, and disabilities
  - Enhance in quality in higher education
- TVET Policy
  - Expansion for technical education andvocational training opportunities and services
  - Inclusion and access to TVET to all citizens in need
  - Integration of various training modes and training providers into one system
  - Quality and relevance of TVET contents and outcomes with economic demand
  - Funding to ensure sustainable funding for technical education

# Pakistan

## National Strategy

- Increase in enrollment
- Decrease in drop outs
- Strengthening of infrastructural facilities
- Enhancement of quality of education
- Standardization of curriculum and Education
- Increase the gender parity
- Focus on Post Devolution era and modern trends in international education
- The national plan of Action of 2013
- Pakistan's Vision 2025
- Inter-Provincial Education Ministers Conference (IPEMC)
- National Education Policy in 2009
- Prime Minister's Youth Skill Development Programme
- National Curriculum Frame Work (under process)
- Encouragement of ICT in Education

## Programmes/Projects supportive of SDG 4 Education 2030

- Pro Active approach to Non Formal Education
  - Basic Education Community Schools
  - National Commission for Human development
  - National Education foundation
- National and Vocational Education Training Institute
- Academy of Educational Planning and management
  - Policy making body
  - Training of Trainers
- National Education and Assessment System
  - TIMSS
- National curriculum council