Regional perspectives on Education 2030

Asia-Pacific region

12 September 2018, Global Steering Committee
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)

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

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).
Main policy priorities

1. Develop specific/targeted 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)
Main policy priorities

2. Strengthen national capacities and expertise in ESP reviews/analysis, data collection and monitoring and ensure they are transferred down to implementers. For this purpose, the following areas need immediate support:

- 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. Building 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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