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ASPnet Workshop on  
UN Sustainable Development Agenda  
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# SDGs & Education 2030 in Asia and the Pacific

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# 1. CONTEXT: THE SUSTAINABLE DEVELOPMENT AGENDA AND SDG4



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# From MDG to SDG

Education  
2030

8 goals 21 targets 60 indicators

17 goals 169 targets 231 indicators



# Sustainable Development Agenda and Goals

- merge development (MDG 2000-2015) and environment (Rio 1992-) agendas
- 17 goals with 169 targets
- adopted by UN Member States in 2015
- to be achieved by 2030





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# 6-Ps of the 2030 Sustainable Development Agenda

Education  
2030



**Planet:**  
environmental  
sustainability



**Peace:**  
political participation,  
peace and justice



**Prosperity:**  
inclusive and  
sustainable  
growth



**Place:**  
inclusive and  
sustainable cities



**People:**  
inclusive social  
development



**Partnerships for  
sustainable  
development**



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## 2. THE 2030 EDUCATION AGENDA : FROM MDGS, EFA TO SDG4





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## Sustainable Development Goal 4



**“Ensure *inclusive* and *equitable*, *quality* education and promote *lifelong* learning opportunities for all”**

- **Universal relevance** - both global North and global South
- **Rights-based** and a **public good**
- **Inclusion, equity and gender equality** as fundamental principles
- Addresses all forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education.

***“No one left behind”***

# SDG4: an ambition goal, with more of everything

- **More comprehensive:** Expanded **access** to all levels of education
  - *at least 12 years of free, publicly funded, quality primary and secondary education, higher education, TVET.*
- **More outcome/skills oriented**
  - *Renewed focus on **effective acquisition of foundational skills***
  - *New focus on **relevance of learning for decent work***
  - *New focus on **relevance of learning for social and civic life***
- **More integrated** with other goals (e.g. SDG 8.7)
- **Needs more resources**





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# Global Education Agendas compared



	MDG2	EFA	SDG4
<b>Scope</b>	Primary Education (children)	Basic Education (children, youth & adults)	Basic education + Post-basic education with <b>Lifelong perspective</b>
<b>Coverage</b>	<b>Low-income countries;</b> Conflict-affected	Universal in <b>intention</b> ; Focus on lower-income countries	<b>Universal agenda</b> Global North and South
<b>Process led by</b>	UN	UN	Member States
<b>Policy focus</b>	<b>Access to and completion</b> of primary education for all	<b>Access</b> to quality basic education for all	<b>Access</b> to quality basic learning for all + <b>Equitable</b> access to post-basic education + <b>Relevance</b> of learning for work & citizenship
<b>No of targets</b>	2	6 goals	10

(Source: adaptation from the PPT by S.Tawil, UNESCO)

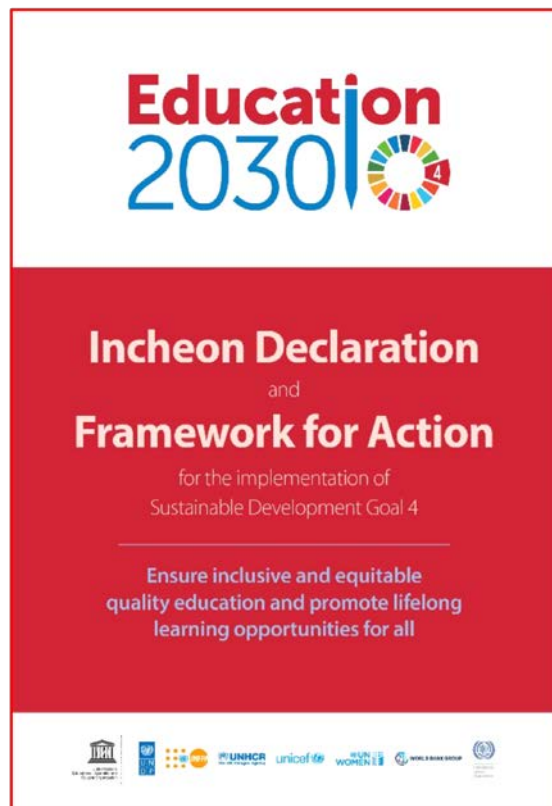
# The “blurring boundaries” challenging SDG4

- Blurring of boundaries between formal/informal learning
  - Re-contextualizing the right to education
  - Changing role of teachers
- Blurring of boundaries between the public and the private
  - Growing private engagement in education & changing role of state
  - Re-contextualizing education as a public good
- Blurring of boundaries between global and local
  - Citizenship education in a plural and interconnected world
  - Local knowledge/languages and globalization
  - Growing focus on 21st century / transversal skills
  - Global versus national/local monitoring



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# SDG 4-Education 2030 Framework for Action



1. Vision and principles
2. Goal, targets, and strategic approaches
3. Implementation modalities:
  - Governance, accountability and partnerships
  - Effective coordination
  - Monitoring, follow-up and review
  - Financing

Indicator framework to monitor progress



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# The Targets



## Outcome Targets [7]

4.1 Quality primary/secondary education for all

4.2 Early childhood & pre-primary education

4.3 Equal access to TVET & higher education

4.4 Relevant skills for work

4.5 Gender equality & equal access for all

4.6 Youth and adult literacy

4.7 Global citizenship education for sustainability

## Means of implementation [3]

4.a Safe & inclusive learning environments

4.b Scholarships for higher education

4.c Teachers' training and working conditions





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# The 10 Targets : the “Unfinished Four”



## Outcome Targets [7]

- 4.1 Quality primary/secondary education for all
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- 4.3 Equal access to TVET & higher education
- 4.4 Relevant skills for work
- 4.5 Gender equality & equal access for all
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## Means of implementation [3]

- 4.a Safe & inclusive learning environments
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# The “Universal SIX” bringing relevance for all



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# Effective implementation of SDG4 calls for a system-wide change



- **Broaden** the conceptual understanding of inclusion and equity
- Develop relevant **measurements** for inclusion/inclusiveness
- **Embed inclusion, equity** and **gender equality** in existing and core education policy and plans – not as separate policies
- Address **policies at all levels** of a national education system, including the classroom level
- Ensure **multiple level and cross-sectoral interventions**, ranging from education, health, social, economic, legal, political, cultural or attitudinal are required.
- Collect and build **evidence** from various sources to inform policy making and planning processes.
- Make effective **use of ICT** to facilitate access and participation in learning
- Etc.



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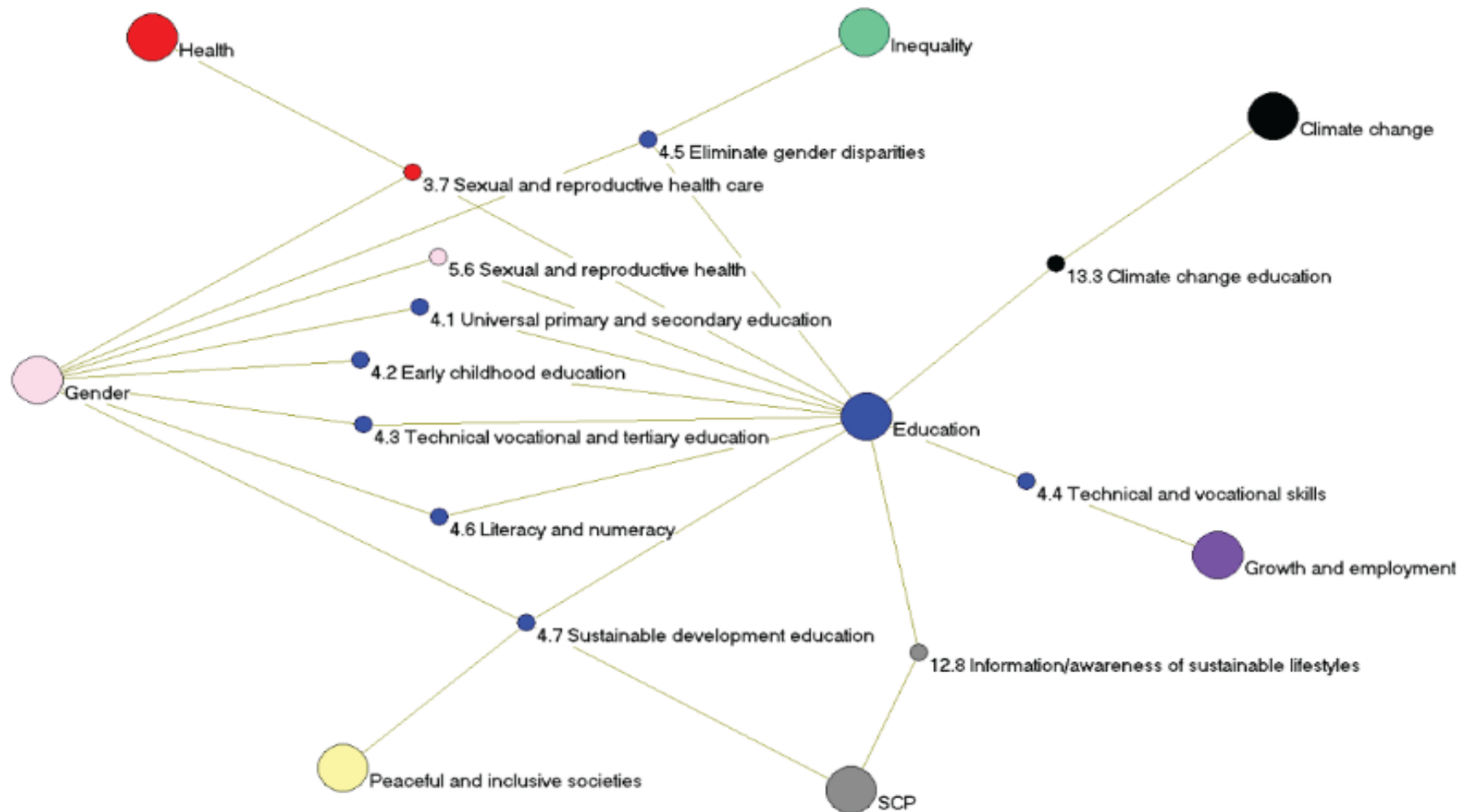
### **3. CREATING LINKAGES BETWEEN SECTORS FOR THE IMPLEMENTATION OF SDG4-EDUCATION 2030**





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# Centrality of Education: Links between other SDGs



Source: Vladimirova & Le Blanc (2015). [www.un.org/esa/desa/papers/2015/wp146\\_2015.pdf](http://www.un.org/esa/desa/papers/2015/wp146_2015.pdf)  
Graph Credit: M. Dayan



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# Education targets/indicators within other SDGs



1 NO  
POVERTY



## No Poverty

**Global indicator:** Proportion of total government spending on essential services (**education**, health and social protection)

3 GOOD HEALTH  
AND WELL-BEING



## Health and Well-being

**Target 3.7:** By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, **information and education**, and the integration of reproductive health into national strategies and programmes

5 GENDER  
EQUALITY



## Gender Equality

**Global Indicator:** Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, **information and education**

8 DECENT WORK AND  
ECONOMIC GROWTH



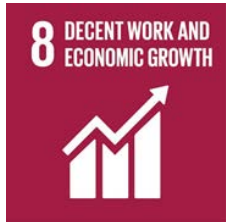
## Decent Work and Economic Growth

**Target 8.6:** By 2020 substantially reduce the proportion of youth not in employment, **education or training**



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# Education targets/indicators within other SDGs



## Decent Work and Economic Growth

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, **education or training**



## Responsible Consumption & Production

Target 12.8: By 2030 ensure that people everywhere have the relevant **information and awareness** for sustainable development and lifestyles in harmony with nature



## Climate Change Mitigation

Target 13.3: **Improve education, awareness raising** and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning



## Peace, Justice and Strong Institutions

Global indicator: Primary government expenditures as a proportion of original approved budget **by sector** (or by budget codes or similar)

# Centrality of Education: Links between other SDGs



Goal 16: Early childhood interventions have the potential to instil values and behaviours that can reduce violence and promote peace. ECD interventions have been shown to lead to lower rates of violence in the home and greater social cohesion in communities.



Goal 1: ECD is one of the most cost-effective strategies for poverty alleviation. Early brain development sets children up for the future and enables them to learn skills to flourish in a 21st-century economy.

## 10 REDUCED INEQUALITIES



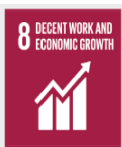
Goal 10: Inequality often begins before birth. ECD is a powerful equaliser. The first few years of a child's life offers a window of opportunity to provide interventions that can close the inequality gap between children born into disadvantage and those born with many advantages.

## 4.2 ECCE



Goal 3: ECD interventions early in life set a trajectory for good lifelong health. It can lead to lower incidence of cardiovascular and non-communicable diseases and can increase well-being.

## 8 DECENT WORK AND ECONOMIC GROWTH



Goal 8: Adequate childcare is a critical element of the decent work agenda. Investments in professionalisation of the early childhood workforce contribute to full and productive employment, especially for women.

## 5 GENDER EQUALITY



Goal 5: The link between early childhood development and women's economic empowerment is clear. Greater investment in high-quality and affordable childcare is linked to greater opportunities for women's economic advancement and empowerment.

# SDG indicators intersecting

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
4.1	x			x	x			x									
4.2	x	x	x	x	x			x								x	
4.3				x	x			x									
4.4				x	x			x									
4.5				x	x	x		x		x							
4.6																	
4.7	x										x	x	x			x	
4.a	x										x					x	
4.b	x			x	x			x		x							x
4.c				x	x			x		x	x						

16.1 End abuse, exploitation, trafficking and all forms of violence against and torture of children

8. 5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters



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# SDG4: Making education transformative



‘Education as usual’ will not suffice:

1. Collaborate across sectors
2. Governments need to view formal and non-formal education and training as key to their efforts to tackle cross-sector problems
3. Education Ministries and Ministries of Labour should work together to reduce income inequality
4. Education systems need increased and predictable financing
5. Improve equity
6. Change the focus of education:
  - a. In developing skills policies, consider both medium- and long-term needs and the implications of sustainable growth
  - b. Civic, peace and sustainability education programmes can be important levers for SDG progress

- Decentralisation
  - More resources by involving sub-national authorities
- Wider participative process
  - Especially the engagement of civic society and private sector
- Evaluation
  - Set convincing and realistic delivery targets
- Monitoring
  - Demonstrate steady progress
- Success breeds success
  - Build on good practices
  - Forge strong partnerships and networks
  - Encourage South-South-North cooperation



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# Challenges in localizing and implementing SDG4-Education 2030



- Lack of coherent plan for addressing SDG4
  - requires ‘seamless coverage’ of ECCE, formal education, NFE, TVET, and Higher Education
- Difficulty in creating the vision, conceptualizing and ‘concretizing’ some targets e.g. global citizenship
- Lack of ownership outside education sector
  - Getting lost in a universal agenda
- Need to prioritize while covering all targets
- Lack of data to demonstrate progress towards the targets
- Problems in assessing skills outcomes of education
  - Technical complexity and relevance of skills assessments (addressed by UIS)
  - Difficulty of establishing causal links between skills outcomes and labour market success (addressed by ILO work on skills mismatch)





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## **4. REGIONAL COORDINATION FOR SDG4- EDUCATION 2030 IN THE ASIA-PACIFIC & UNESCO'S ROLE**

# UNESCO's mandate in SDG 4 – Education 2030

## At global and regional levels:

- Lead/facilitate coordination, partnerships and policy dialogue, knowledge-sharing and standard-setting
- Undertake advocacy and communication to promote political and financial commitment to Education 2030
- Indicator development [UIS]
- Monitoring and review of progress in education across SDGs [GEM]

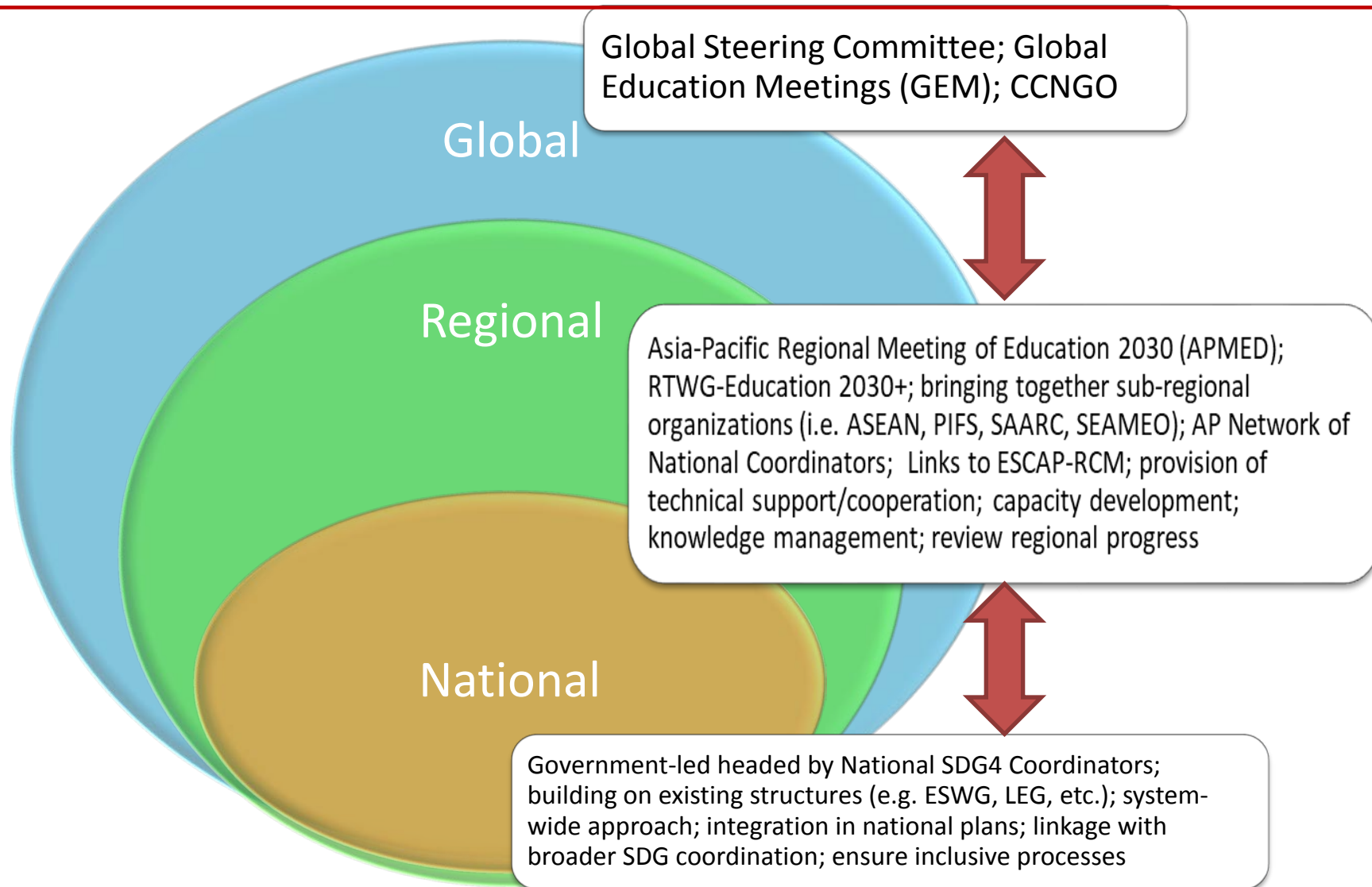
## Capacity development and technical support at country level:

- Sub-sectoral policy and strategy reviews
- Sector-wide planning, management and monitoring



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# Articulating SDG4 Coordination Mechanisms : global, regional & national





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# Global level coordination



## Composition

- 3 Member States representatives for each of the 6 regional groups
- 1 representative of the E-9
- UNESCO, UNICEF, WB, and 1 representative of the other convening agencies (ILO, UNDP, UNHCR, UNFPA, UN Women)
- 1 Representative of the GPE
- 1 representative of the OECD
- 1 representative of teachers organization
- 2 representatives of NGOs
- 1 representative from regional organizations for each of the 6 regions

## Mandate

- Strategic guidance
- Review progress
- Recommend key priorities and catalytic actions
- Monitor and advocate for adequate financing
- Encourage harmonization and coordination



## **1. The Regional Thematic Working Group (TWG) on Education 2030+**

- Co-led by UNESCO and UNICEF
- Regular meetings: 3 times a year
- Members: SDG4 Co-convenors, UN agencies, sub-regional bodies, NGOs/CSOs, regional networks & partnerships
- Purpose: to coordinate advocacy, technical support for and monitoring of progress in SDG4 in the regional countries.

## **2. The regional network of National Coordinators of SDG4**

- Launched at the APMED2030-II (18 Nov 2016)
- Network members: National coordinators of SDG4, etc.
- Purpose: to share and exchange experiences on effectively implementing and monitoring SDG4 targets



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# Supporting Regional Member States in implementing SDG4-Education 2030

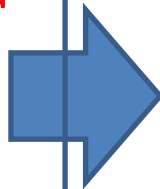


1. Technical support for contextualizing SDG4 in education sector policy and plans
  - Mapping & gap analysis of national capacities
  - Development of guidelines for integrating SDG targets into national policies and programmes
2. Assessment of data availability
  - Development of technical guidelines for monitoring SDG 4, including the definitions of indicators, data sources, etc.
3. Annual regional consultations and policy dialogues on SDG4 (APMED2030)
4. Support to national consultations on SDG4
5. Advocacy and Communication, esp. on emerging issues

# Regional Support to SDG4 Implementation: the Roadmap

## Priority Areas of Regional cooperation

- 1) Advocacy,  
Information and  
Knowledge  
Exchange
- 2) Capacity  
Development
- 3) Monitoring



Years	SDG4 Implementation Phases
2015-2016	<b>PHASE I: Foundation Building</b>
2017-2019	<b>PHASE II: Clarification of Targets; Towards Implementation, and 1<sup>st</sup> Progress Review</b>
2020-2023	<b>PHASE III: Implementation and Midterm Review</b>
2024-2027	<b>PHASE IV: Acceleration/ Reviewing Success</b>
2028-2030	<b>PHASE V: Into the Future</b>



**Regional  
Key  
Milestones  
and  
Expected  
Outcomes**



# The Asia-Pacific Meeting on Education 2030 (APMED2030)

**1<sup>st</sup> APMED2030 (November 2015)**: Orienting regional countries on SDG4-Education 2030

**2<sup>nd</sup> APMED 2030 (November 2016)**: To agree on the SDG4-Education 2030 Implementation Roadmap for Asia and the Pacific.

**Main outcome**: Officiated the regional network of national SDG4 coordinators

**3<sup>rd</sup> APMED2030 (July 2017)**: To enhance Member States' understanding and capacity to mainstream elements of education target 4.7 into policies, plans, curricula/textbooks and teaching, and to operationalize, monitor and report on education target 4.7.

**Main outcomes:**

- 1) Regional recommendations on mainstreaming elements of education target 4.7 into education policies, plans, curricula/textbooks and teaching, and on the monitoring of and reporting on education target 4.7.
- 2) TOR of the Regional National Coordinators' Network endorsed.





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



**Overarching theme:** *Transforming Learning – Meeting the Skills Demand to Achieve the SDGs in the Asia-Pacific (SDG Targets 4.3 & 4.4).*

### **Objectives:**

- To clarify and create a shared understanding of the definition, strategies and monitoring issues regarding SDG targets 4.3 and 4.4;
- To identify priority capacity building needs by sub-regions in implementing and monitoring SDG targets 4.3 and 4.4;
- To build consensus on a regional action plan for implementing and monitoring SDG Targets 4.3 and 4.4.

### **Outputs:**

- A regional recommendation for action for SDG targets 4.3 and 4.4
- Regional inputs to Global Education Meeting (GEM, Dec 2018)
- Regional roadmap for SDG4-Education 2030

- Thematic Reviews
  - Cross-cutting theme for each HLPF every 4 years to reflect integrated nature and three SD dimensions
  - Inputs from intergovernmental bodies and forums, UN entities, regional processes, major groups
- Global SDG Progress Reports
  - UNSG report to the UNGA
  - Glossy report for communication and advocacy
  - Global SDG report (GSDR)

# ECOSCO Reviews: Themes & Goals by Year

Theme	Goal s	Year
Eradicating poverty and promoting prosperity in a changing world	1, 2, 3, 5, 9, 14	2017
Transformation towards sustainable and resilient societies	6,7,11,12,15	2018
Empowering people and ensuring inclusiveness and equality	4,8,10,13,16	2019



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*Thank you!*



<https://en.unesco.org/education2030-sdg4>



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