



# Asia-Pacific Meeting on Education 2030 (APMED2030)

## Meeting Report

25-27 November 2015  
Bangkok, Thailand

# Introduction

This summary report is based on the proceedings of the Asia-Pacific Meeting on Education 2030 (APMED2030) at Bangkok, Thailand, from 25 to 27 November 2015.

## Convenors and participants

The Asia-Pacific Meeting on Education 2030 (APMED2030) was convened by UNESCO jointly with UNICEF, with support from the Government of Japan. The event convened developed and developing countries including OECD countries, signifying the universality of Education 2030. APMED2030 brought together some 200 participants from 40 Member States, including education ministers (Cambodia, Kyrgyzstan and Maldives), representatives from the ministries of education, civil society organizations (CSOs), development agencies, UN agencies (UNDP, UNICEF, UNESCAP, ILO, IOM, UNFPA), development banks (World Bank, ADB), intergovernmental organizations (ASEAN, SAARC and SEAMEO), youth associations, teacher unions and research institutes (see list of participants in the Annex). The meeting was opened by Mr Gwang-Jo Kim, Director, UNESCO Bangkok, Asia and Pacific Regional Bureau for Education, Mr Daniel Toole, Regional Director, UNICEF East Asia and Pacific Regional Office (EAPRO) and Associate Professor Kamjorn Tatiyakavee, Permanent Secretary, Ministry of Education, Thailand. Prior to the closing, the Outcome Document outlining the next steps and immediate actions to take in 2016 as agreed by participants of APMED2030 was endorsed. This session was chaired by H.E. Nath Bunroeun, Secretary of State, Ministry of Education, Youth and Sport, Cambodia. The closing session was chaired by Mr Ahmed Shafeeu, Minister of State for Education, Ministry of Education, Maldives, with remarks made by Mr Gwang-Jo Kim.

## Organizers

APMED2030 was co-organized by UNESCO Bangkok, UNICEF EAPRO and the Regional Office for South Asia (ROSA) and the UNESCO Institute for Statistics (UIS), with support from the Japanese Government via the Japanese Funds-in-Trust (JFIT).

## Objective

The main objective of APMED2030 was to prepare Member States for the implementation of Education 2030 in the Asia-Pacific region. The specific objectives of the meeting were:

- To build a common understanding among Member States of Education 2030, SDG 4 and its corresponding targets, and the Framework for Action;
- To orient Member States on the proposed thematic indicators and corresponding data needs, to assess where countries stand regarding data availability, to explore additional indicators for a more comprehensive and disaggregated analysis of equity and quality from a lifelong learning perspective and to identify regional priorities for measuring the targets;
- To discuss the regional and national coordination, partnerships, monitoring and follow-up mechanisms for Education 2030, building on existing mechanisms, frameworks and strategies to support the implementation of Education 2030 at the national level; and
- To review the current national education planning processes and discuss capacity development needs for integration of Education 2030 in national education sector plans.

## Format

The meeting was the first occasion for the Asia-Pacific region to build a common understanding of SDG 4, its targets, the Framework for Action and the proposed thematic indicators and corresponding data needs, to discuss, share experiences and showcase ideas and strategies on a range of themes and issues in relation to the implementation of Education 2030, coordination and partnerships mechanisms, lessons learned from EFA, and to review current national education planning processes and capacity development needs for the integration of Education 2030 in national education plans. These areas were addressed through a combination of nine plenary sessions, four panel discussions and three parallel group discussions.

## Organization of the report

The first section of this report sets the stage for APMED2030, providing the background and overview of educational trends in the context of the Asia-Pacific region. The following section provides a summary of the discussions at the meeting, in particular, deliberations on SDG 4 and its targets, data availability and monitoring SDG 4 at the country level, regional and national coordination mechanisms and partnerships for Education 2030, current national education planning processes and capacity development needs for the implementation of Education 2030. The last section of the report outlines the way forward towards the implementation of Education 2030 in countries in Asia-Pacific.

# Introducing SDG 4 and its targets and the Framework for Action

Following the adoption of the Incheon Declaration in May 2015 and the 17 Sustainable Development Goals (SDGs) which include SDG 4 on education in September 2015, the Asia-Pacific region embarked on its first phase of collective action in education. The Asia-Pacific Meeting on Education 2030 (APMED2030) organized from 25-27 November 2015 in Bangkok was the first step towards building a common understanding of the new education agenda, 'Education 2030' which is fully captured in SDG 4<sup>1</sup>, and preparing for its implementation at the regional and national levels.

While the single, global agenda on education or Education 2030 is universal, holistic, transformative, and addresses future challenges, the agenda also addresses the remaining challenges of EFA and the Millennium Development Goals (MDGs). Inspired by a humanistic vision of education and development, Education 2030 is underpinned by three key principles and five features. The new agenda recognizes education as a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. Education 2030 focuses on access, equity and inclusion, gender equality, quality and lifelong learning. As a broader education agenda, the link between SDG 4 and other SDGs is evident.

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<sup>1</sup> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The new, global education goal and its targets are consistent with the vision of the Asia-Pacific region, as captured in the Bangkok Statement that was endorsed at the Asia-Pacific Regional Education Conference (APREC) held in August 2014. It was at this meeting where ministers and high-level officials of ministries of education from countries in the region, as well as other actors and stakeholders in education met to discuss issues, challenges and priorities for education beyond 2015 on the basis of the national EFA reviews and in light of emerging socio-economic trends and development challenges faced by the region.

Implementing Education 2030 calls for further localization and reflection of current education issues, trends and developments in the region and in particular, at the national level. As such, the Framework for Action (FFA) provides guidance on implementation and outlines modalities to support country-led action. The strategic approaches the FFA outlines include: strengthening policies, plans, legislation and systems; emphasizing equity, inclusion and gender equality; focusing on quality and learning; promoting lifelong learning; and addressing education in emergency situations. SDG 4 needs to be aligned with national policies and plans and the FFA should be adopted to the regional and national levels.

For the effective implementation of Education 2030, efforts should be country-led, whereby governments hold the primary responsibility for Education 2030. While regional strategies and frameworks may be used to guide national processes, technical support from convening agencies and other organizations.

## Towards the Implementation of Education 2030: Examining the implications, opportunities and challenges

The heart of Education 2030 lies at the national level, and thus, country-led action supported by effective multi-stakeholder partnerships and financing can drive change. To implement the new education agenda, countries are expected to translate the global targets into achievable national targets based on their educational priorities, national development strategies and plans, the ways in which their education systems are organized, their institutional capacity and the availability of resources. At the regional level, collective efforts are critical to successfully adapt and implement Education 2030 at both the national and regional levels.

In view of the above, implementing Education 2030 in countries brings forth a number of implications, opportunities and challenges, of which were discussed at the meeting. Key actions critical to the successful translation of the global education agenda into the national context were also explored. UN agencies and development partners on Education 2030 also shared their perspectives on the SDGs and the contributions their respective agencies, according to their mandate and strategy, will bring forward for Education 2030.

### Implications

Welcoming the unified development agenda, participants recognized that efforts towards implementing Education 2030 first calls for the contextualization, localization and adaptation of the FFA to the regional and national levels. The 2030 sustainable development agenda makes clear the links between SDG 4 and

the other SDGs, revealing the broader, cross-sectoral nature of education. As such, implementing Education 2030 will require consultations with a wider group of stakeholders at the regional, national and even sub-national levels, and across all relevant sectors. Most countries have existing policies and plans in education, which should be systematically reviewed. SDG 4 targets need to be aligned with relevant policies and plans. Simultaneously, recognizing the need for a systemic approach, measurable indicators and interim benchmarks that measure and address a range of aspects, including learning and issues of financing and national crises should be established.

## Opportunities

The opportunities that come with a broader, unified education agenda brings forth a comprehensive vision for education change and reform for all levels and types of education. Therefore, the issues the agenda addresses are relevant and replicable to all countries. Wider consultation links to wider participation and opportunities for strengthened coordination and partnerships across sectors which will not only support efforts towards the achievement of SDG 4, but other SDGs as well. In many countries the separation between governments and CSOs was noted. However with a new education agenda, there are opportunities to renew efforts and improve dialogue and collaboration amongst stakeholders.

## Challenges

Recognition was given to the EFA agenda and the related MDGs in leading significant advances in providing access to education and reducing disparities. However, variations exist and major education issues still persist in all countries. One issue frequently raised was how countries can simultaneously pursue the new agenda and finish the 'unfinished business.' It was recognized that the unfinished business should be an integral part of the new education agenda and the two – the unfinished business of EFA and Education 2030 - should not be seen as two separate issues. In addition to addressing issues such as equity and quality that are faced by both agendas, introducing and understanding new concepts of inclusive education, global citizenship and climate change pose as challenges to governments. Other challenges pertain to resource constraints, data management issues, in particular, collecting disaggregated data of disadvantaged populations, and external factors including insecurity (conflicts), natural disasters and demographic changes that affect human resource supply and demand. Capacity gaps to move forward with the implementation at the national level also poses as a challenge.

## Agreed actions for the implementation of Education 2030

While strong national commitment and leadership are central for effective implementation, it is critical to ensure local ownership and accountability. As an immediate action, countries should establish or strengthen their national coordination mechanism for SDG 4. This mechanism should link to the overall SDG coordination mechanism. Given the broader, cross-sectoral nature of Education 2030, membership should be broadened to include diverse sectors and civil society. An appropriate SDG 4 coordination focal point should be designated. Following this, existing policies and programmes that contribute to SDG 4 targets should be mapped. National and sub-national consultations should be organized not only to raise awareness of SDG 4 and other SDGs, but also to analyze the Education 2030 targets and the FFA in light of existing plans, policies and programmes to identify gaps and opportunities and to plan actions to implement and monitor SDG 4. While implementing programmes at decentralized levels or in a federal system of governance is a real challenge, further discussions at the national level fosters policy dialogue and resource mobilization and should be carried out. Further discussions are needed to clarify the role of decentralized

bodies. Inter-governmental cooperation can also foster synergies and mutual learning for SDG 4 and should thus, be developed or strengthened.

At the regional level, collective efforts are critical to successfully adapt and implement Education 2030 at both the national and regional levels. Regional cooperation should build on existing partnerships, frameworks, and effective and efficient mechanisms, as well as forge new partnerships to ensure strong regional collaboration, cooperation, coordination and monitoring of the implementation of the new education agenda.

## Understanding the thematic monitoring framework, the 43 indicators, mapping the availability of data at the country level to monitor Education 2030

The targets of Education 2030 are specific and measurable, contributing directly to achieving the overarching goal and applicable to all countries, whilst taking into account different national contexts, capacities, levels of development and national policies and priorities. Follow-up and review based on robust monitoring, reporting and evaluation policies, systems and tools are essential for the achievement of Education 2030. However, monitoring of Education 2030 and use of data for evidence-based policy-making pose real challenges. Five of the seven targets of SDG 4 focus on learning skills and outcomes. Amid multifarious challenges, to deliver and achieve SDG 4, data gaps must be addressed. The cost is enormous, but it will be more expensive to invest if strategies and steps are not made to address these gaps and challenges. To handle the challenge of different country-level frequencies in data surveys, there is a need to look at different methodologies. Equity and disability remain key issues to measure and need to be informed by evidence. Further disaggregation of data on poverty, gender, location and disability need to be considered. Other themes to be considered in monitoring will be dependent on country priorities.

According to questionnaires completed by 32 of 48 Member States and Associate Members in Asia-Pacific, only 47% of the participating countries have a system covering all the sub-sectors. The education data ecosystem has been built around EFA but it is not sufficient for monitoring SDG 4. Most of the countries face challenges in monitoring target 4.4 (skills) and target 4.7 (sustainable development). It was also found that countries had difficulty in understanding some of the key concepts of monitoring SDG 4, especially GCE (target 4.7) and skills and knowledge. Less than 30% of the countries collect data in these areas. In addition, the questionnaire revealed that most of the countries relied mainly on administrative data sources and only around 5% of the countries used household survey and other data sources.

In this context, the participants emphasized the importance of ensuring a proper monitoring system at the national level to measure progress, identify gaps and define robust indicators that measure the achievement of targets. Suggestions to fill the data gaps included: (i) orientation on key concepts and indicators, especially for the indicators related to like skills and sustainable development, (ii) proper mapping of data sources and data generation process, (iii) improving and strengthening the EMIS in the

countries (increasing coverage, quality, disaggregation and capacity), (iv) participating in major household survey designing so that SDG4 issues can be reflected well, and (v) identifying the areas of monitoring where civil society and NGOs can help and develop partnership.

### Agreed actions for the monitoring of SDG 4

Given the need to cover a wide range of issues from learning outcomes to global citizenship, EMIS data of ministries of education alone will not be enough. Moving forward, it is necessary to ensure coordination amongst different data producers, including alternative data systems to address different definitions and standards. As a first step, a mapping of the availability of data and data sources for SDG 4 indicators is required. This extends to administrative data, household surveys, learning assessments and data collected by civil society. Capacity needs in data management, reporting and use also require further mapping. In consultation with Member States and regional partners, technical guidelines for monitoring SDG 4 that include definitions of indicators, data sources and methods of data collection and analysis should be developed and disseminated by UIS.

## Global, regional and national coordination mechanisms and partnerships for Education 2030

The role of education in building knowledge-based societies and the increasing inequality and emphasis on lifelong learning in the new education agenda call for stronger leadership, coordination and synergy within governments in relation to education development and its integration into wider socio-economic development frameworks. However, the education goal cannot be achieved by governments alone. The implementation of SDG 4 and the other related targets in other SDGs at the country level require the support of all stakeholders including non-state actors. While ministries of education have a lead role, given the scope and breadth of the new agenda, effective coordination across the sectors is crucial. Coordination and harmonization among different stakeholders under the holistic SDGs is important and can be organized through a joint platform. As such, presentations on the global coordination mechanism and preliminary findings of the assessment of the EFA architecture in Asia-Pacific were delivered. The findings of the assessment fed into the discussions at the meeting. Additionally, panel discussions focusing on coordination and partnerships for Education 2030 at the regional and sub-regional levels were organized, featuring UN agencies and development banks, intergovernmental bodies, CSOs and members of the Thematic Working Group on EFA (TWG on EFA), youth representatives and teacher associations.

### The role and priorities of UN agencies and development banks

For the first time ever, seven UN agencies (UNESCO, UNICEF, UNDP, UNESCAP, UNFPA, ILO and IOM) and two development banks (World Bank and ADB) came together to share their perspectives on the new agenda and their roles in the implementation of Education 2030. Given the cross-sectoral nature of the education agenda, all agencies and development banks have a stake in SDG 4. Partners confirmed their commitment to continue to work on the unfinished agenda, focusing on equity, but to also address issues on education monitoring, the status and working conditions of teachers, student mobility, ensuring inclusive education for all, reducing inequalities, providing comprehensive sexuality education and the effective use of ICTs in education.

All agencies and development banks agreed on the increasingly important role of partnerships and agreed on the importance of cooperation and collaboration between agencies, intergovernmental organizations, development banks and private sector to leverage comparative advantages in achieving the SDGs in different areas. The discussion pointed to the need for integrated packages of support around SDG 4, whilst addressing other SDGs such as SDG 1, SDG 10, SDG 16 that are all interconnected to SDG 4. Partners agreed on the need to develop a better UN-wide communication strategy for SDGs (internal and external), to engage in sustainable partnerships beyond philanthropic ones and to develop multi-sectoral solutions and help governments make better use of existing funds.

### The role of intergovernmental bodies

In Asia-Pacific, sub-regional, intergovernmental bodies continue to play a key role in moving the past education agenda (EFA) and the current education agenda forward and promoting dialogue and collaboration between governments. Representatives from the Association of Southeast Asian Nations (ASEAN), the Southeast Asian Ministers of Education Organization (SEAMEO), the South Asian Association for Regional Cooperation (SAARC), the Pacific Island Countries and Territories (PICTs) and the Central Asia group came together for this first time to share their perspectives on Education 2030 and to discuss how its targets will be integrated into their work.

Cognizant of the broader education agenda and the enabling links between SDG 4 and the other SDGs, representatives highlighted the importance of a cross-sectoral approach for the implementation of Education 2030. Not only will this approach bring countries together to share and coordinate agreed priorities, but it will also provide governments with a collaborative process in addressing common education challenges in their respective sub-regions. A good example of collaboration and dialogue featured during the discussion was that of ASEAN and SEAMEO who meet annually to avoid duplication in their education work. Other areas of cooperation for sub-regional, intergovernmental bodies include data collection and monitoring, regional learning and exchange of good practices, policy making, dialoging with partners, formal meetings, regional communication strategies and capacity development. A side meeting of SAARC countries was organized to discuss the SAARC Framework for Action for Education 2030.

### The role of civil society organizations

CSOs have been a major force in moving the EFA agenda forward, working closely with partners and engaging directly with the marginalized and disadvantaged groups at the national level. Likewise, CSO participation and involvement are integral to the achievement of Education 2030. APMED2030 saw substantial CSO presence from the region, including leaders of teacher unions and youth representatives. CSOs spoke of their role and modalities of partnerships for the implementation of the new education agenda.

In advancing the new education agenda, CSOs have a role in reviewing the SDGs and indicators to reflect and prepare an action plan on how they can meet the needs of people on the ground whilst taking into consideration the needed policy reforms and cost implications at the country level. CSOs and networks also have a role in the monitoring and evaluation of specific targets of SDG 4.



While CSOs play crucial roles in the implementation of Education 2030, more often than not, they are faced with challenges. Aligning programmes to support the needed policy reforms and address issues while ensuring equal opportunities for all age groups is a challenge. Another challenge CSOs face is institutionalizing the roles of CSOs and advocating for equal partnership and involvement of CSOs in education policy formulation, implementation and monitoring. At the meeting, little opportunities for CSOs and teacher unions to be involved in decision-making, implementation and monitoring processes as noted. CSOs called on governments to create a conducive environment for CSOs' and teacher unions' productive engagement in Education 2030.

### The regional Thematic Working Group on EFA (TWG on EFA)

Over the years, a regional coordination mechanism, known as the Thematic Working Group on EFA has evolved to coordinate EFA partners at the regional level. The preliminary findings of the assessment of the Asia-Pacific EFA architecture revealed the need for the group to redefine its roles and responsibilities, its scope of work, to expand its membership to include other stakeholders including the private sector, to shift from an information sharing platform to a joint programming and implementation platform, to develop accountability measures and to support the national implementation of Education 2030. The TWG's new structure, roles and responsibilities should also take into account the proposed Asia and Pacific Regional Coordination Mechanism (RCM) restructuring. At the country level, donor coordination must be improved. The role of national Education 2030 coordinators or SDG 4 coordinators must be defined or redefined based on the TOR of EFA coordinators. Multi-sectoral arrangements should also be made, linking all SDGs for synergy.

### Agreed actions for partnerships and coordination

To effectively implement Education 2030, a national coordination mechanism for SDG 4 that is coordinated by the designated SDG 4 coordinator and links to the overall SDG coordination mechanism is needed. Likewise, inter-governmental cooperation must be strengthened to foster synergies and mutual learning for SDG 4. Meanwhile, development partners and CSOs should work together to review and redefine the composition and terms of reference of the regional/sub-regional coordination mechanisms and develop a roadmap and strategic plan in consultation with relevant stakeholders to provide effective support to national efforts toward SDG 4. Guidelines on processes and milestones for planning, implementing and monitoring SDG 4 based on capacity assessments need to be developed and should support the alignment of national plans with SDG 4 targets. Advocacy and communication materials that provide key messages on SDG 4 in consultation with Member States should also be developed to push the agenda forward and to optimize its reach.

# Integrating Education 2030 in education planning at the country level: Identifying and meeting the capacity development challenges

One key challenge for governments is integrating Education 2030 into national education policies and plans and planning its implementation. Should countries develop a national Education 2030 Plan of Action in the same way as EFA in the early 2000s? How should countries maintain the integrity of the new agenda? Should countries choose the targets they find relevant to them? While the focus was on the integration of Education 2030 in education planning in countries, discussions were framed around the capacity development needs effective integration.

Unlike EFA, where in certain countries, national plans of action for EFA existed in parallel to the national education policies and plans, participants agreed that Education 2030 should be mainstreamed and integrated into the national plans and policies. In alignment with this, most countries have integrated or are planning to integrate the Education 2030 agenda into their national education policy. However, translating Education 2030 into the national context remains a challenge for many countries. Other capacity gaps identified include lack of coordination with ministries of education and beyond, ensuring local ownership and accountability, implementing programmes at decentralized levels, collecting and analyzing data for evidence-based policy making, translating “new” concepts such as GCED into national policies and planning and resource planning and mobilization.

While the FFA provides broad guidelines, the actual integration of the new agenda requires further contextualization and adaptation of the process to the national level. A contextualized strategy should be based on countries’ national priorities, resources, capacities, and level of education development, and thus, more specific and contextualized guidelines should be provided by UNESCO.

Along with a more contextualized guidelines to support the integration of Education 2030, statistical capacity development of the government departments to generate, analyze, use and manage quality data to inform policy and strategy development is needed. Capacity development for effective internal coordination within ministries of education, among different stakeholders within the education sector, and across ministries is also required. Overall, more discussion and clarification on the details of Education 2030 are needed, especially for some targets. Further, capacity gaps and means to address them can then be more accurately identified.

## Conclusions

To implement Education 2030 in countries, the participants of APMED2030 agreed and endorsed an outcome document that outlines two sets of immediate actions Member States, development partners and civil society organizations should take in 2016. For further details, refer to the APMED2030 Outcome Document.

# APMED2030 Outcome Document

## Next Steps: Actions for 2016

The global Education for All movement was born in Asia-Pacific (Jomtien, Thailand) and the Education 2030 agenda was also launched in this region (Incheon, Republic of Korea). Having fully endorsed and embraced the vision, principles and targets of Education 2030, Asia-Pacific governments, development partners and civil society organisations have the unique responsibility to carry the torch for this new global education agenda towards inclusive and equitable quality education and lifelong learning for all.

Having examined SDG 4, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” its targets and the Framework for Action, and discussed the implications, opportunities and challenges of SDG 4 within country contexts, the participants of the first APMED2030 reflected upon the necessary steps, coordination and monitoring mechanisms at the country, sub-regional and regional levels and discussed the capacity development needs for the integration of SDG 4 into national education and other sector plans.

There is a general consensus that SDG 4’s focus on lifelong learning and its contribution towards sustainable development and global citizenship requires the engagement of and coordination among various sectors and ministries, civil society, and a wide range of actors and stakeholders at all levels. While the overall coordination mechanisms for the 2030 Agenda for Sustainable Development have yet to be finalized, APMED2030 participants recognized that SDG 4’s targets reflect the aspirations of this dynamic and diverse region and thus agreed to embark on the following immediate follow-up actions during the course of 2016.

### Immediate actions by Member States

- Establish or strengthen a national coordination mechanism for SDG 4—linking to the overall SDG coordination mechanism—with a high-level national body supported by technical committees; broaden its membership to include diverse sectors and civil society; and identify an appropriate SDG 4 coordination focal point.
- Map existing policies and programmes that contribute to SDG 4 targets in preparation for national consultations.
- Organize national and sub-national consultations to analyse the Education 2030 targets and Framework for Action in light of existing plans, policies and programmes to identify gaps and opportunities and to plan actions to implement and monitor SDG 4.
- Build or strengthen inter-governmental cooperation to foster synergies and mutual learning for SDG 4.

### Immediate actions by development partners and civil society organizations

1. Review and redefine the composition and terms of reference of the regional/sub-regional coordination mechanisms and develop a roadmap and a strategic plan in consultation with relevant stakeholders in order to provide effective support to national efforts toward SDG 4 (TWG-EFA).
2. Prepare advocacy/communication materials that provide key messages on SDG 4 in consultation with Member States (TWG-EFA).

3. Prepare guidelines on the processes and milestones for planning, implementing and monitoring SDG 4 based on capacity assessments, and support the alignment of national plans with SDG 4 targets (TWG-EFA and lead DP at national level).
4. Map available data and data sources for SDG 4 indicators, including administrative data, household surveys, learning assessments and data collected by civil society, as well as capacity needs in data management, reporting and use (UIS).
5. In consultation with Member States and regional partners, develop and disseminate technical guidelines for monitoring SDG 4, including definitions of the indicators, data sources, and methods of data collection and analysis (UIS).

# Annex

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

25-27 November 2015

Bangkok, Thailand

Anantara Sathorn Hotel

### LIST OF PARTICIPANTS

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**37. Malaysia**

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**45. Nepal**

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  - Mr Raj Kumar Gandharba  
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- Mr Jose de Jesus  
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**18. Coalition for Education Solomon Islands (COESI)**

- Mr Paul Kakai  
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**19. Youth representative**

- Ms. Lalita  
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**20. Youth representative**

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- Mr Abdul Waidl  
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**23. “All for Education” National Civil Society Coalition of Mongolia**

- Ms Tungalag Dondogdulam  
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**24. E-Net Philippines**

- Mr Addie Unsi  
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**25. ASTI Tajikistan**

- Mr Farrukh Tyuryaev  
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17. Ms Vibeke Jensen  
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- 23. Mr Patrick Montjourides  
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- 25. Ms Mami Umayahara  
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- 26. Mr Min Bista  
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- 29. Mr Satoko Yano  
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- 30. Ms Ramya Vivekanandan  
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67. Ms Flavie Letoile  
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# APMED2030

## Detailed programme

Day 1 – Wednesday 25 November 2015

09:00 – 09:40 Session 1: Opening

### Speakers

Mr Gwang-Jo Kim, Director, UNESCO Bangkok

Mr Daniel Toole, Regional Director, UNICEF East Asia and Pacific Regional Office (EAPRO)

Associate Professor Kamjorn Tatiyakavee, Permanent Secretary, Ministry of Education, Thailand

09:40 – 9:50 Introduction of the Asia-Pacific Meeting on Education 2030

By Mr Min Bista, Chief, Asia-Pacific Programme for Education for All (APPEAL) Unit, UNESCO Bangkok

10:30 – 11:45 Session 2: Plenary

### Setting the Stage: SDG 4 (Education 2030) and the Framework for Action

Chair: Ms Urmila Sarkar, Regional Education Advisor, UNICEF Regional Office for South Asia (ROSA)

Presentation by Mr Jordan Naidoo, Director, EFA and Global Education Coordination, UNESCO

This session introduced SDG 4 and its centrality to the attainment of other SDGs and discussed the global targets of the new education agenda. The session also focused on key policy measures, strategies and priority actions as proposed in the Framework for Action to support the implementation of the agenda and attainment of the targets.

13:30 – 14:40 Session 3: Panel Discussion

### Perspectives from UN Agencies and Development Partners on Education 2030

Moderator: Mr Gwang-Jo Kim, Director, UNESCO Bangkok

### Panelists

- Mr Jordan Naidoo, UNESCO
- Ms Urmila Sarkar, Regional Education Advisor, UNICEF Regional Office for South Asia (ROSA)
- Mr Matthieu Cognac, Youth Employment Specialist, International Labour Organization (ILO)

- Mr Andrew Bruce, Regional Director, International Organization for Migration (IOM)
- Mr Nicholas Rosellini, Deputy Regional Director for Asia and the Pacific, UNDP
- Mr Roy Wadia, Regional Communications Advisor, UNFPA
- Mr Patrik Andersson, Chief, Social Integration Section, Social Development Division, United Nations ESCAP
- Mr Lars Sondergaard, Programme Leader, Education, Health, Social Protection, Labor, Poverty and Jobs, South East Asia Country Management Unit, World Bank
- Mr Brajesh Panth, Technical Advisor (Education), Asian Development Bank (ADB)

In this session, the perspectives of respective agencies on the new education agenda and how each agency will contribute to its implementation were shared. The session addressed how UN agencies and development partners will work together to support the implementation of Education 2030 at the country level.

#### 14:40 – 16:40 Session 4: Plenary – Session Introduction and Parallel Group Discussion Towards implementation: Examining the implications, opportunities and challenges of the new education agenda

Introduction by Mr Min Bista, UNESCO Bangkok

The heart of effective implementation of Education 2030 is at the country level and governments have the primary responsibility for Education 2030. Unpacking the seven targets and three means of implementation of SDG 4, country perspectives on the new education agenda were shared. In particular, the discussions examined the implications of the global goal and its related targets on national education policies, plans and capacities, and identified opportunities and challenges in the implementation of the agenda. Ultimately, the session explored what it takes to integrate and implement Education 2030 at the national and sub-national levels.

#### 16:55 – 17:40 Session 5: Plenary

#### Report back - Towards implementation: Examining the implications, opportunities and challenges of the new education agenda

Chair: Ms Vibeke Jensen, Representative/Director, UNESCO Islamabad

Group rapporteurs will report back from Session 4 on the implications, opportunities and challenges of the new agenda and provide concrete recommendations for the effective implementation of Education 2030.

## Day 2 – Thursday 26 November 2015

### 08:30 – 9:45 Session 6: Plenary

#### **Understanding the thematic monitoring framework and the 43 indicators**

Chair: Mr Jordan Naidoo, UNESCO

Presentation by Mr Albert Motivans, Chief, Education Indicators and Data Analysis, UNESCO Institute for Statistics (UIS)

The current proposal for the global and thematic monitoring frameworks and indicators put additional demands on data in many new areas of education. It is therefore very important to orient Member States, partners and stakeholders on the new proposed indicator framework and discuss with them the complexity and challenges of generating and establishing such indicators at global, regional and national levels. This session presented and discussed the overall architecture for measuring and monitoring progress towards the education targets. It set out the current proposals for global and thematic monitoring frameworks, describing the process and next steps for the Education 2030 Framework for Action and the UN/SDG proposal and walked through the rationale for the 43 thematic indicators and the smaller set of global indicators.

### 10:15 – 11:00 Session 7: Plenary

#### **Mapping the availability of data to monitor Education 2030 in Asia-Pacific**

Chair: Ms Urmila Sarkar

Presentation by Mr Bertrand Tchatchoua, Regional Advisor, UIS

To understand the region's preparedness to implement the newly proposed indicators, a data mapping exercise took place prior to the meeting. The mapping exercise examined the state of the education data ecosystem at the country level to better understand the availability, quality and sources of education data in the context of the thematic and global monitoring frameworks and proposed education indicators. The presentation discussed the region's preparedness to implement the proposed indicators, identified key areas to address data gaps and considered potential capacity needs and costs.

### 11:15 – 12:30 Session 8: Parallel Group Discussions

#### **Mapping the availability of data to monitor Education 2030 in Asia-Pacific**

Building on the results of the previous session, six sub-regional groups discussed strategies and future actions to address the issues of missing data, data disaggregation, data quality and data sources. The discussions focused on how countries will move forward in implementing the proposed indicators and on sub-regional and national mechanisms to monitor and evaluate Education 2030. Regional partners/actors discussed strategies for possible regional monitoring.

### 14:00 – 14:45 Session 9: Plenary

#### **Mapping the availability of data to monitor Education 2030 in Asia- Pacific**

Chair: Mr Shigeru Aoyagi, Representative/Director, UNESCO New Delhi

The outcomes of the parallel group discussions (Session 8) were reported back to the plenary by the rapporteur of each group.

### 14:45 – 15:30 Session 10: Plenary

#### **Collective efforts in monitoring Education 2030: Country experiences**

Chair: Mr Albert Motivans, UIS

##### **Country Presenters**

- Mr Metuisela Gauna, Senior Education Officer, Statistics, Ministry of Education, Fiji
- Ms Noor Hayati Uteh, Assistant Director, Educational Planning and Research Division, Ministry of Education, Malaysia
- Mr Balam Timalina, Under Secretary, Ministry of Education, Nepal
- Mr Allah Bakhsh Malik, Federal Additional Secretary, Ministry of Federal Education and Professional Training, Pakistan

In recent years, many countries have been putting their efforts in improving their education data management information systems. Similarly, countries have also started using census and household surveys data to complement administrative data to better monitor education. During this session, national initiatives in improving their data collection in view of monitoring Education 2030 were presented. Each presentation provided an overview of the current national monitoring system in the country, the impact of data on policy and planning, and recommended strategies for monitoring and evaluation in relation to Education 2030.

### 16:00 – 17:00 Session 11: Plenary

#### **Collective efforts in monitoring Education 2030: Regional stakeholders' coordination**

Chair: Mr Jim Ackers, UNICEF EAPRO

##### **Presentation: UIS new initiatives for monitoring Education 2030 and enhanced regional collaboration**

Mr Patrick Montjourides, Programme Specialist, UIS

##### **Presentation: Data challenges in SIDS, monitoring Education 2030 in Pacific countries, the importance of regional collaboration**

Mr Scott Pontifex, Team Leader, Regional EMIS Facility, Secretariat of the Pacific Community (SPC)

##### **Presentation: Network on Education Quality Monitoring in Asia-Pacific (NEQMAP)**

Ms Ramya Vivekanandan, Programme Specialist, UNESCO Bangkok

**Presentation: Southeast Asia Primary Learning Metric (SEA-PLM)**

Ms Jeaniene Spink, Research Director, Education and Development, Australian Council for Educational Research (ACER)

Dr Asmah Ahmad, Programme Officer (II), SEAMEO Secretariat

Looking at the complexity and coverage of the indicators, monitoring of Education 2030 will not be possible without strong partnership. This session highlighted how various partners can work together to support the use of statistics to achieve coherency, consistency and minimize duplicative efforts in monitoring progress towards Education 2030. Ongoing initiatives relevant to education monitoring and learning assessment such as SEA-PLM, UIS/SPC regional facility in the Pacific, NEQMAP and the Observatory of Equity, were presented and discussed.

**17:00 – 17:15 Session 12: Plenary – Session Introduction/Parallel Group Discussion**

**Integrating Education 2030 in education planning at the country level: Identifying and meeting the capacity development challenge**

Introductory Presentation

Ms Satoko Yano, Programme Specialist, UNESCO Bangkok

To efficiently and effectively implement the Education 2030 agenda at the country level, it is crucial that SDG 4 (Education 2030) and its targets are adapted to the national contexts and fully integrated in national education planning documents (e.g., Education Sector Plans). Otherwise, the Education 2030 agenda could become an isolated or a parallel exercise that has limited impact on national policies.

One of the major challenges in effectively implementing and achieving the Education 2030 agenda is how to integrate the goal and targets into existing national planning mechanisms. This plenary session introduced the overall purpose, structure and expected outcomes of the parallel group discussions that followed, as well as the results of the planning exercise. The capacity challenges with regard to planning were discussed.

The results of the mapping of the existing planning exercise and the degree of integration of the Education 2030 agenda in the current planning documents were presented. The plenary session was followed by parallel group discussions during which the capacity challenges with regard to planning were discussed.

## Day 3 – Friday 27 November 2015

**08:30 – 09:00 Session 13: Plenary**

**Recap/Report back of Day 2**

Presentation: Next steps for monitoring Education 2030

Mr Albert Motivans, UIS

Presentation: Report back from Session 12

Ms Satoko Yano, UNESCO Bangkok



## 09:00 – 10:20 Session 14: Plenary

### Implementation Modalities and Global and Regional Coordination Mechanisms

Chair: Mr Gwang-Jo Kim, UNESCO

#### **Presentation: Global Coordination Mechanisms**

Ms Margarete Sachs-Israel, Programme Specialist, EFA and Global Agenda Coordination, UNESCO

The presentation discussed key principles and strategies that will guide the mechanisms for governance, accountability, coordination, monitoring, reporting and evaluation of the new agenda. It introduced the enabling strategies including partnerships and financing as proposed in the Framework for Action. The discussions focused on global coordination mechanisms for effective coordination of the education agenda setting the stage for discussing regional and national mechanisms.

#### **Presentation: Findings of the Assessment of the EFA Architecture in Asia-Pacific**

Ms Criana Connal, Consultant

Over the last 15 years, a range of EFA coordination mechanisms, structures and processes have been put in place in the Asia-Pacific region to promote, support and coordinate EFA activities. These mechanisms have played a key role in bringing EFA partners and stakeholders together in support of EFA. With a view to assessing the effectiveness, relevance and their capacity and suitability to support the new education agenda, UNESCO and UNICEF undertook an assessment of the EFA architecture in the region. The findings of the assessment were presented and discussed along with recommendations on the coordination and partnership mechanisms for Education 2030 in Asia-Pacific.

## 10:50 – 12:00 Session 15: Panel Discussion

### The role of regional/sub-regional bodies in implementing Education 2030 in Asia-Pacific

Moderators: Mr Min Bista, UNESCO Bangkok and Ms Leotes Helin, Education Specialist, UNICEF ROSA

#### **Panelists**

- Mr Budidarmo P. Kuntjoro Jakti, Senior Officer, Association of Southeast Asian Nations (ASEAN)
- Dr Ethel Valenzuela, Deputy Director, Programme and Development, Southeast Asian Ministers of Education Organization (SEAMEO)
- Mr M.H.M.N. Bandara, Director, Education, Security Aspect and Culture, South Asian Association for Regional Cooperation (SAARC)
- Ms Katalina Pasiale Taloka, Director of Education, Ministry of Education, Youth and Sports, Tuvalu (representing Pacific Island countries and territories)
- Ms Gulnara Kaskeyeva, Chief Analyst, JSC Information Analytic Center, Kazakhstan (representing Central Asian countries)

Regional and sub-regional collective efforts are critical to successfully adapt and implement Education 2030 at the national, sub-regional and regional levels. Sub-regional bodies such as ASEAN, SEAMEO, SAARC and PIFS have played a key role in the implementation of EFA and MDGs. These bodies and representatives

from the Pacific and Central Asia discussed their strategies for the new education agenda. Building on these existing partnerships, frameworks and mechanisms, new coordination and partnerships mechanisms should be developed. In this context, sub-regional intergovernmental organizations discussed their role and strategies in implementing Education 2030. Lessons learned from past experiences in EFA were also discussed.

### 13:30 – 14:40 Session 16: Panel Discussion

#### Coordination of Education 2030 at the National and Sub-national levels

Moderators: Mr Wang Libing, Chief, Asia-Pacific Programme of Educational Innovation for Development (APEID), UNESCO Bangkok and Mr Hugh Delaney, Chief of Education Section, UNICEF Thailand Country Office

#### Panelists

- H.E. Nath Bunroeun, Secretary of State, Ministry of Education, Youth and Sport, Cambodia
- Mr Jesus Lorenzo Mateo, Assistant Secretary, Department of Education, Philippines
- Mr Maneesh Garg, Joint Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, India
- Mr James Bosamata, Deputy Secretary, Ministry of Education, Solomon Islands
- Mr Nurbolat Abdrakhimov, Chief Expert, Department of Strategic Planning and Coordination, Ministry of Education and Science, Kazakhstan

Five countries shared their best practices and experiences concerning the coordination of EFA and MDGs at the country level. Countries also shared their perspectives on the possible structure, scope and functions of the national coordination and partnerships mechanisms in the context of Education 2030. The role of civil society organizations, donors and the private sector were discussed.

### 15:10 – 16:20 Session 17: Panel Discussion

The role of civil society organizations (CSOs) in realizing Education 2030

Moderators: Ms Simrin Singh, Senior Specialist on Child Labour, ILO, Ms Divya Lata, Early Learning and Education Advisor, Plan Asia Regional Office

#### Panelists

- Mr Jose Roberto Guevara, President, Asia South Pacific Association for Basic and Adult Education (ASPBAE)
- Mr Tanvir Muntasim, International Policy Manager – Education, ActionAid
- Ms Shashi Bala Singh, Chief Regional Coordinator, Education International
- Ms Evelyn Santiago, Executive Director, Asia-Pacific Regional Network for Early Childhood (ARNEC)
- Mr K M Enamul Hoque, Deputy Director, CAMPE
- Ms Lalita, Youth Representative, Azad Foundation

The purpose of the session was to share CSO perspectives on the new education agenda as well as key highlights of the NGO Forum. The priorities and strategies of CSOs in supporting countries in the

implementation of Education 2030 were discussed. Speakers provided an assessment of CSO engagement in the implementation of EFA over the last 15 years, including lessons learned and challenges and addressed ways of further strengthening their role in the planning, implementation and monitoring of new education agenda. Teacher and youth representatives also joined the session to share their perspectives.

### 16:20 – 16:50 Session 18: Plenary

Chair: H.E. Nath Bunroeun, Secretary of State, Ministry of Education, Youth and Sport, Cambodia

Presentation

Mr Gwang-Jo Kim, UNESCO Bangkok and Mr Jim Ackers, UNICEF EAPRO

This session discussed major issues/concerns raised and key points of agreement reached during the three days of the meeting and provided an outline of follow up actions to be undertaken at the country, sub-regional and regional levels. The APMED2030 Outcome Document was agreed and endorsed by participants.

### 16:50 – 17:10 Session 19: Closing

Chair: Mr Ahmed Shafeeu, Minister of State for Education, Ministry of Education, Maldives

Closing remarks

Mr Gwang-Jo Kim, UNESCO Bangkok

Mr Jim Ackers, UNICEF EAPRO