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# Presentation Overview

- Key milestones towards the development and adoption of SAARC Framework for Action
- Structure of the regional framework, including regional priorities, policies and programmatic directions/initiatives
- The Male Statement: Scope and modalities of cooperation
- Comparison between the SFFA monitoring framework and benchmarking indicators

# Key milestones in The process of development of SFPA 2030

- **MOU between UNESCO, UNICEF and SAARC**
  - Achieve Education-related SAARC Development Goals
- **New Delhi Declaration (31<sup>th</sup> October 2014)**
  - Emphasis on SAARC collaboration on pre primary to tertiary education;
  - Formulation of the SAARC Framework for Action for the post-2015 education agenda
- **Incheon, Republic of Korea (May 2015)**
  - SAARC Officials discussed possible collaboration on Education 2030 at a sideline meeting in Incheon
- **New Delhi agreement (13-14<sup>th</sup> October 2015): *Sub-Regional Conference on EFA Unfinished Business and Post 2015 Education Agendas in SAARC countries***
  - Identifying critical bottlenecks to meet SDG 4;
  - Interpreting, contextualizing and prioritizing the SDG 4 indicators and developing and sharing national strategies to achieve SDG 4 in the SAARC Member States

# The process of development of SFFA 2030 (cont.)

- **SAARC-SEAMEO exchange and cooperation**
  - SEAMEO as a role model and sharing of SEAMEO's experiences with SAARC officials
  - Asia-Pacific Seminar on Sub-Regional Cooperation for Achieving SDG4-Education 2030, 29-31 May 2017
- **New Delhi, September 2016:** *Technical Meeting of Senior Officials on Education (3<sup>rd</sup>)*
- **Male, October 2019: Third Meeting of SAARC Ministers of Education/Higher Education**
  - **Endorsed SAARC Framework for Action**



# SAARC Framework for Action: Structure and Priority Action Areas



# SFFA: Structure and Contents

- **1. Introduction**
- **2. The South Asian Regional Context and SDG4:** *Achievements and challenges of education in South Asia*
- **3. Priority Areas of Action that Underpin Education 2030 Agenda in South Asia**
- **4. Target-specific Challenges and Indicative Policy and Programmatic Initiatives**
- **5. Regional Collaboration and Partnerships:** *Joint initiatives/actions*
- **6. International Support for Implementation of Education 2030 Agenda**
- **7. Regional Monitoring**
- **8. Proposed Modalities of Coordination/Implementation of the Framework for Action**
- **9. The Next Steps**

# Priority Areas of Action for Education 2030

## Agenda

### ***Accelerating progress towards the EFA goals and MDGs set in 2000 and achieving SDG4 and corresponding targets***

1. Expanding educational access and accelerate OOSC reduction
2. Ensuring educational equity and inclusion
3. Achieving gender equality
4. Improving learning outcomes and promoting quality education
5. Promoting acquisition of skills for life and for work
6. Harnessing the potential of ICTs
7. Improving the quality and relevance of teacher development programmes
8. Improving education governance
9. Strengthening institutional and human capacity for monitoring progress towards SDG4
10. Enhancing financing of education
11. Ensuring lifelong learning opportunities
12. Strengthening partnership and collaboration

# Nature of Actions, Strategies and Initiatives Suggested in the SFFA

## A two-pronged approach

- **National actions** in the form of new policies/legislations, policy reform/revision, new norms/framework and tools, expanded coverage, better targeting, capacity building, improved governance and accountability, increased financial allocations, access to good quality data, improved monitoring and evaluation. Countries choose these actions based on their needs and realities.
- **Joint regional actions** covering areas/themes of education that are perceived as common education challenges- activity to be led by one country for the benefit of all member states. Need for possible joint financing.



# The Male Statement (1)

1. Address the challenges relating to universalization of primary and secondary education, elimination of gender disparities in enrolment and completion rates in primary, secondary and higher education, achievement of literacy and numeracy by all youth and adults, universal access to quality early Childhood Care and Education, skills development, qualitative improvement of school and higher education and attainment by all learners of the expected learning outcomes;
2. Utilize the window of opportunity for overall development presented by the age structure transition of population in the region through providing adolescents and youth opportunities for equitable quality education, skills development and harnessing the potential of Information and Communication Technologies (ICTs) for improving student learning opportunities and outcomes;
3. Pursue scope of cooperation identified in the New Delhi Declaration on Education in the context of the Regional Priority Areas of Action, including adoption of the 'Education 2030: SAARC Framework for Action', the latter supporting country action from a cross regional perspective and reflect a clear commitment to advance SDG4 goals and corresponding targets across the region;
4. Constitute a SAARC Forum of Education/Higher Education Ministers for advancing SDG4-Education 2030 targets and to oversee, guide and lead the implementation of the SFFA;

# The Male Statement (2)

5. Implement a Regional Monitoring Mechanism to guide and support the countries in the region to prepare periodic monitoring reports on SDG4 and support comprehensive national monitoring & evaluation systems;

6. Develop a regional mechanism for monitoring of implementation of SFFA;

7. Create a network of apex educational and research institutions in SAARC countries to host thematic groups on each of the SDG4-Education 2030 targets;

8. Develop appropriate cost-sharing arrangements for the implementation of joint initiatives in consultation with all Member States of SAARC;

9. Enhance cooperation with regional and international partners for sharing of knowledge and experience, learning from promising practices and inter-institutional linkages; and

10. Hold a technical meeting to assess progress and agree on remaining activities to be concluded before the Fourth Meeting of SAARC Education Ministers.

Adopted in Malé on 10 October 2019

# Regional Monitoring Mechanism: roles and responsibilities of countries

## ***Revisit existing statistical standards in light of SDG4 monitoring requirements***

Important for federal countries which have State or province-wide EMIS systems: Lack of standardization of collection methods, calculation methods, understanding of definitions of indicators etc. can lead to poor quality of measurement.

## ***Establish a coordination mechanism, improving infrastructure and enhancing technical capacity of statistical manpower***

A sector-wide strategy for producing education statistics is needed under MoE leadership to ensure linkages across all data sources. Investments are needed for developing and sustaining integrated data systems that link several databases such as EMIS, NAS, census data, Teacher Management Information systems, etc

## ***Financing***

Increased dedicated funding by governments in support of education data production should be a priority and development partners/donors should also increase their funding for the data production and data system linking/integration.

## ***Improving data quality***

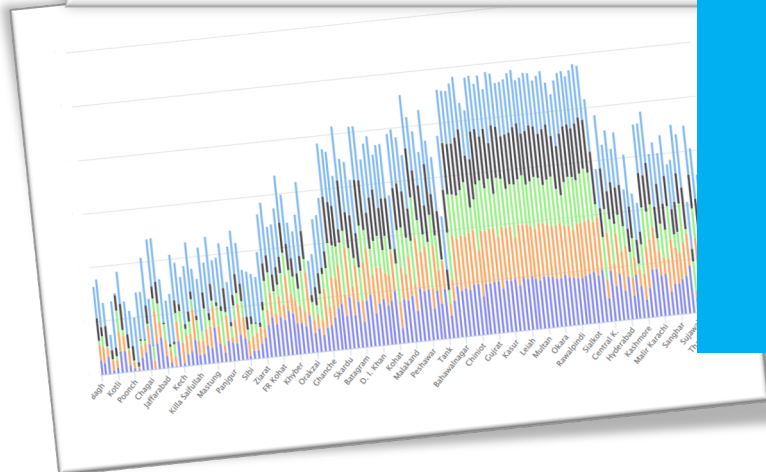
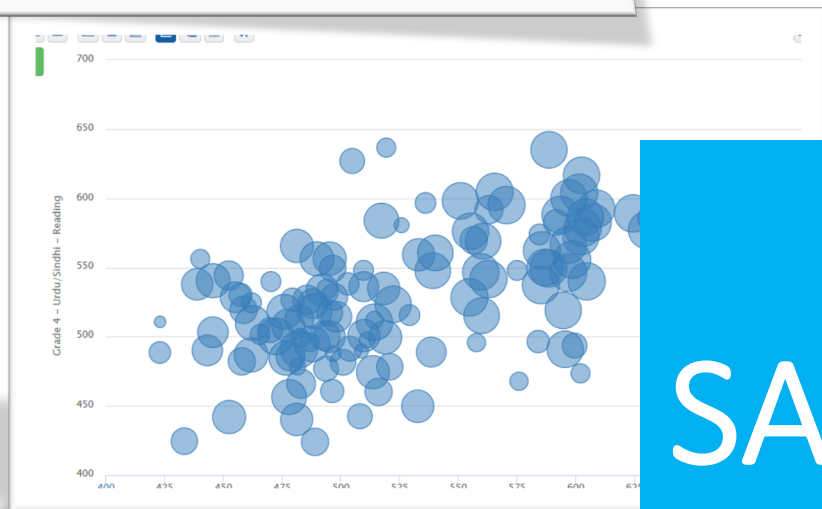
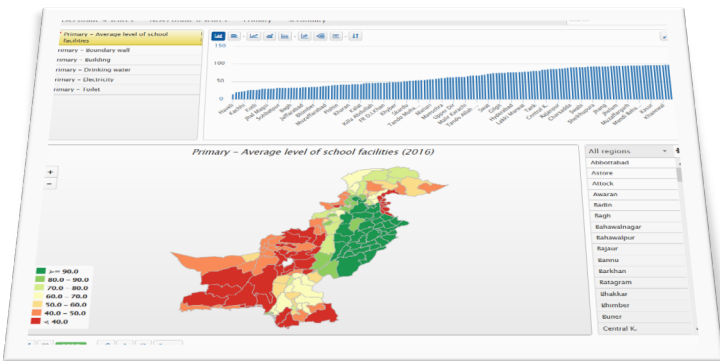
Crucial to improve relevance, accuracy, reliability, coherence, punctuality, accessibility and comparability.

## ***Statistical advocacy and awareness regarding its collection and use***

## ***Engagement of civil society/non-governmental actors***



# Comparison between SAARC regional monitoring indicators and benchmarking indicators



Comparison between draft SAARC regional monitoring indicators and benchmarking indicators		
S. No.	Indicators included in SAARC Monitoring	Benchmarking indicators
1	Minimum proficiency level by children and young people in grade 3, 5, and 8	4.1.1 Minimum learning proficiency in reading and mathematics (Global)
2	Not included	4.1.2 Completion Rate 9 (Global)
3	Out-of-School Rate (Primary, LS and US)	4.1.4 Out-of-school rate (Thematic)
4	Gross enrolment ratio in early childhood education development	
5	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	
6	Participation rate in organized learning (one year before the official primary entry age), by sex	4.2.2 Participation rate one year before primary (Global)
7	Gross enrolment ratio in pre-primary education	
8	Participation rate of youth and adults in formal and non-formal education and training in the last 12 months	
9	Gross enrolment ratio for tertiary education	
10	Percentage of students by age group (or level of education) showing adequate understanding of issues relating to global citizenship and sustainability	
11	Participation rate in technical-vocational education programmes (15- to 24-year-olds)	
12	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	



Comparison between draft SAARC regional monitoring indicators and benchmarking indicators		
S. No.	Indicators included in SAARC Monitoring	Benchmarking indicators
13	Percentage of youth who have achieved at least a minimum level of proficiency in digital literacy skills	
14	Youth educational attainment rates	
15	Parity indices for all available education indicators	4.5.1 [Equity indicator]
16	Government expenditure on Education <ul style="list-style-type: none"> <li>% of GDP and % of total government</li> </ul>	Education expenditure as share of budget and GDP (Education 2030 benchmarks )
17	<ul style="list-style-type: none"> <li>Percentage of population in a given age group achieving at least a fixed level of proficiency in functional numeracy skills</li> </ul>	
18	<ul style="list-style-type: none"> <li>Youth literacy rate and Adult literacy rate</li> </ul>	
19	<ul style="list-style-type: none"> <li>Percentage of students by age group (or level of education) showing adequate understanding of issues relating to global citizenship and sustainability</li> </ul>	
20	<ul style="list-style-type: none"> <li>Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes</li> </ul>	
21	<ul style="list-style-type: none"> <li># of higher education students from SAARC countries studying in other SAARC countries other than their home country</li> </ul>	
22	<ul style="list-style-type: none"> <li>Proportion of trained teachers in all levels of education</li> </ul>	4.c.1 Percentage of trained teachers Percentage of trained teachers (Global)

# Existing Mechanisms for Coordination within SAARC

- The Education, Security and Culture (ESC) Division of SAARC Secretariat is the core unit that deals with education in SAARC and its role is to facilitate and support the regional cooperation and monitor the implementation of agreed actions
- SAARC works through three education related coordination mechanisms or platforms
  - Meeting of SAARC Education Ministers
  - Meeting of the Committee of Heads of University Grants Commission/Equivalent Bodies of SAARC countries
  - Meeting of Senior Officials of Education/Higher Education

# A journey of progress on regional monitoring: agreeing on a regional set of indicators



# Plenary Discussion: national updates on monitoring SDG4 targets

- What are some of the actions at national and local level for the advancement of SDG 4 and the monitoring/reporting on SDG4 targets?
- What next steps would be needed at national level to adopt a regional monitoring framework?

