



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

Session 13

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Discussion questions

1. To what extent do you think your country is already addressing some of the Education 2030 Agenda?
2. Which targets of the Education 2030 will be most difficult to integrate in your national education sector plan(s)? Why?
3. What kind of capacity needs to be developed in order to ensure that the Education 2030 Agenda is fully reflected in national education sector plans? What needs to be done to address such capacity challenges? The areas of capacity development may include:
 1. Adaptation of the Education 2030
 2. Coordination (horizontal and vertical)
 3. Evidence-based policy making
 4. Governance/accountability
 5. Resource planning
4. What should be done to build capacity to fill the identified gap? What are the best modality (e.g., online course, national workshops, regional training etc.)? How such capacity building activities should/could be funded?



Q1. To what extent do you think your country is already addressing some of the Education 2030 Agenda?

South & West Asia

- Difficult to address ED2030 agenda because of multiple ministries involved in education
- Existing plan and policies have aligned with most of the themes of SDG4
- Most issues are addressed, but there are still challenges in the context of Education 2030 – countries must come up with solutions
- Addressed in documents, but capacity development is needed
- Goals have been addressed in the documents, we require to work on the detail of implementation to have the capacity to manage by Result Based framework, there is still need for legislative framework, clear policy, implantation, guideline.
- Developing new plan in the process of addressing SDG. Discussion with UNESCO is needed to develop national Action plan. There is need of changes in legislation.
- Quality is the focus area. Recently the budget has been increased.

Summery:

Most countries have integrated or planning to integrate the ED2030 into national education policy and plans, but implementation is a challenge



Q2. Which targets of the Education 2030 will be most difficult to integrate in your national education sector plan(s)? Why?

South & West Asia

- The most difficult target is: 4.7. as it requires revision of school curriculum
- Component of skill (TVET) is not in education. In order to harmonize, some additional legislation is needed.

Summary:

- The difficult targets are 4.7 and TVET, because of lack of definition and administrative/legislative issues



Q3. What kind of capacity needs to be developed in order to ensure that the Education 2030 Agenda is fully reflected in national education sector plans?

Southeast Asia (Insular)

- Capacity building at all levels. Individual capacity and institutional capacities at all levels need to be focused upon.
- Capacity to generate data, analyze, disaggregate, disseminate, and integrate (communicate results to the population).
- Need capacity to inform policy. Respective capacities must be able to make sense of the data.
- Build capacity of other sectors to understand Education 2030 (e.g., gender, health, etc.)
- Not only institutional capacity in one sector, but intersectoral and intrasectoral capacities built (E.g., the involvement of the community/civil society)
- Integrate the new indicators that are not in the existing national plans.
- Engage other branches of the government –engage various departments—ensure that there are legal framework(s) to follow. This can ensure funding. Then, go beyond financing and legal frameworks. Capacities for innovative financing (PPP). Planning includes resource allocation.
- The demands of Education 2030 are very high. There needs to be capacity development concerning where to place our resources.
- ASEAN – Increasing mobility of people(s) within region and subregions. This includes intergovernmental capacity building to develop regional and sub-regional accreditation systems



Q3. What kind of capacity needs to be developed in order to ensure that the Education 2030 Agenda is fully reflected in national education sector plans?

Southeast Asia (Mekong)

- The understanding of the indicators/targets of SDG4
- The harmonization of M&E system to cover the SDG 4 targets
- The alignment of SDG4 into the existing planning mechanism
- The involvement of relevant stakeholders into the processes
- The mobilization of resources to support the implementation
- Putting in-place better education governance system that supports the implementation of the Education 2030 Agenda which can cover the following:
 - Policy/institutional consistency (eg. Thailand Education Super Board)
 - Policy and Planning
 - Data Analysis
 - Implementation
 - Better education governance ensuring decision-making that is inclusive, democratic, transparent and participatory



Q3. What kind of capacity needs to be developed in order to ensure that the Education 2030 Agenda is fully reflected in national education sector plans?

Pacific

- Data analysis and interpretation for evidence-based policy
- Capacity building for effective internal coordination within MOE, among different stakeholders within the education sector, and across ministries (e.g., MOE and MOH); lack of coordination results in inefficient use of data as data is scattered in the education sector (double-dipping of data)
- Capacity building for information system and data management (data is available but tools and methodologies are lacking)
- Need for data interpretation and translating it into policies and programmes
- Capacity development around how to monitor 21st century skills and global citizenship in relation to target #4.7
- Need for sustainable partnerships such GPE in terms of financing
- Strengthening capacity of local stakeholders to ensure ownership and accountability
- Review and mapping of education data for evidence-based policy development (i.e., situational analysis)
- Costing of education plans and budget preparation



Q3. What kind of capacity needs to be developed in order to ensure that the Education 2030 Agenda is fully reflected in national education sector plans?

South & West Asia

- At national level there are sufficient capacities. Some support at the states level is needed to integrate the agenda.
- Education 2030 requires major reforms of the education system. Priorities for capacity development are developing education training system, education curriculum development for preprimary, integrating research and standards for teaching and non - teaching staff
- There is need of capacity development, which must go beyond MoE. All who are linked with SDGs must be involved.
- Technical guidelines related to SDGs are also needed. There is need for more efforts.



Q3 What kind of capacity needs to be developed in order to ensure that the Education 2030 Agenda is fully reflected in national education sector plans?

East Asia

- Coordination among ministries and partners. At regional/sub-regional level, there is a need to identify partners for implementing this agenda – mobilizing institutions and researchers from other countries and regional entities for improved cooperation and coordination.
- Need to strengthen monitoring and evaluation systems.
- Need to strengthen institutional capacity of line ministries and specialized institutes, costing policy interventions, linking data for decision/policy making is a challenge.
- There is a division between the policy level and the implementation level. The role of the ministry is to provide guidelines where implantation is left to the local government and sometimes there is a disagreement between the two.
- The plan is clear but we don't have any strong measure to make the plan a reality. According to plans we must allocate resources and go step by step. Money must be allocated according to activities – planning of budget allocation is too separate.



Q3 What kind of capacity needs to be developed in order to ensure that the Education 2030 Agenda is fully reflected in national education sector plans?

Central Asia

- Adaptation of the ED2030: need for clearer definitions, especially for Goals 4 & 7, need for changes in legislation, reforming national curricula & teacher training etc
- Horizontal and vertical coordination: inclusion of various stakeholders outside MoE, need for better coordination among developing partners
- Evidence-based policy making: local capacity in data analysis and interpretation
- Governance/accountability: political will, transparency of information, participation of CSOs
- Resource planning: better coordination with MoE, capacity development for experts in regard to tools/methods for financial modeling/costing projection simulation models



Q3. What kind of capacity needs to be developed in order to ensure that the Education 2030 Agenda is fully reflected in national education sector plans?

Summary

Capacity gaps in:

- Ensuring effective horizontal and vertical coordination beyond MoE
- Ensuring local ownership and accountability
- Implementing programmes at decentralized levels
- Collecting and analyzing data for evidence-based policy making
- Translating “new” concepts (e.g., GCED) into national policies and planning
- Resource planning and mobilization (e.g., innovative financing)



Q4. What should be done to build capacity to fill the identified gap?

Southeast Asia (Insular)

- Develop a knowledge-sharing platform.
- Modality: Regional workshops used to help build capacity.
- Dissemination and informing the public: Questions of funding; how reports are released; legal issues in sharing information
- Include the local governments/district-level governments to tap into their resources (e.g., data, financial, experts).
- Funding: Engaging the finance sector (MoF) and corporate social responsibility (CSR). Formalize CSR in support of Education 2030.
- Establish a strong and adequate mechanism that will regulate funding to improve the capacity of national and local government actors.
- On the regional level: UNESCO may consider setting up a potential help desk/dedicated unit to aid capacity building and provide support for the first 1-3 years of implementation of Education 2030.
- South-South cooperation: Maximize the existing mechanisms for collaboration. The UN, SEAMEO, ASEAN, and governments should include CSOs and businesses in collaborative efforts for Education 2030.
- Transition of government officials: To come up with a management development plan to ensure continuity of capacity and programmes towards achieving Education 2030.



Q4. What should be done to build capacity to fill the identified gap?

Southeast Asia (Mekong)

- Strengthen existing monitoring platforms (taking off from the EFA architecture) to fully implement the Education 2030 agenda
- Build consensus on and clarifying concepts (e.g. life skills/lifelong learning and how to monitor this, inclusive education, etc) and particularly indicator 4.7
- Enhance teacher quality through appropriate measures eg. Training, professional development and support
- School management, decentralization of education system, autonomy to district level (has implication to data management)
- Accountability (issue of personnel e.g. teacher are permanent and transferring them is difficult)
- Research for evidence generation

Preferred modalities:

- Local, regional training and workshops
- Conduct annual conference – best practice for peer learning
- Set targets annually, mid-term review in 7 years (EFA review)
- Teacher development - could be there good policy and – workshop for teacher- not short term, bring teacher out of school.
- Distance learning – content to teacher (Thailand)

Funding:

- Govts. to develop resource mobilization strategy for domestic, international and from private sector
- Use international commitments to put pressure on international donors to finance capacity development needs.



Q4. What should be done to build capacity to fill the identified gap?

Pacific

- Post-graduate certificate for education policy and planning, offered by University of the South Pacific
- Back-to-back consultation meetings in conjunction with regional education meetings
- Online courses provided by UNESCO IIEP and universities in the Pacific region
- IIEP course materials can be utilized by countries
- Training of Trainers could be one of the appropriate modalities
- Funding opportunities from development partners, such as bi- and multilateral donors (ADB, WB, EU, UNICEF, China, Japan, etc.); they also provide technical assistance.
- Capacity development could be done at different levels (i.e., individual and institutional) so it could be worth developing coordination mechanisms or working groups that coordinate capacity development targeting different levels.
- Involving various stakeholders (e.g., academics and institutions) in supporting of capacity development
- Need to build a common understanding of Education 2030 all across spectrum of stakeholders (awareness raising)
- Strong need for (Pacific) regional collaboration



Q4. What should be done to build capacity to fill the identified gap?

South & West Asia

- Series of Workshops has been organized. Education seminar for Education officials will be on December 2015. This will be opening of series of Workshops consultations from village districts, provincials, national level which is crucial for integration of 2030 in national development plans
- Different bodies must take care of training. Education of school and TVET, teachers as well as private companies are responsible for training.
- Provincial level trainings



Q4. What should be done to build capacity to fill the identified gap?

East Asia

- National and regional workshops
- Promotion of dialogue between different ministries and/or the central and local governments
- Online consultation (e.g. between the central and local governments)
- Strong leadership
- Clear national guidelines
- Using the momentum around ESD and the World Education Forum
- Sharing data among different Ministries
- Advocacy to involve different stakeholders
- Support of international organizations useful for advocacy at country level too
- A more in-depth survey on capacity building needs for the sub-region
- A sub-regional (East Asia) workshop to share experiences

Funding:

- State funds
- South-south cooperation
- PPP



Q4. What should be done to build capacity to fill the identified gap?

Central Asia

- First, national gaps need to be identified
- Capacity development for inter- and inter-sectoral coordination
- Workshops and advocacy campaign can be organized to address the gaps identified
- South-south cooperation within and across sub-regions



Q4. What should be done to build capacity to fill the identified gap?

Summary:

Modality:

- Focus on capacity building at all levels
- Involvement of all stakeholders in capacity building (including other ministries, CSOs, etc)
- Growing attention to sub-regional mechanisms

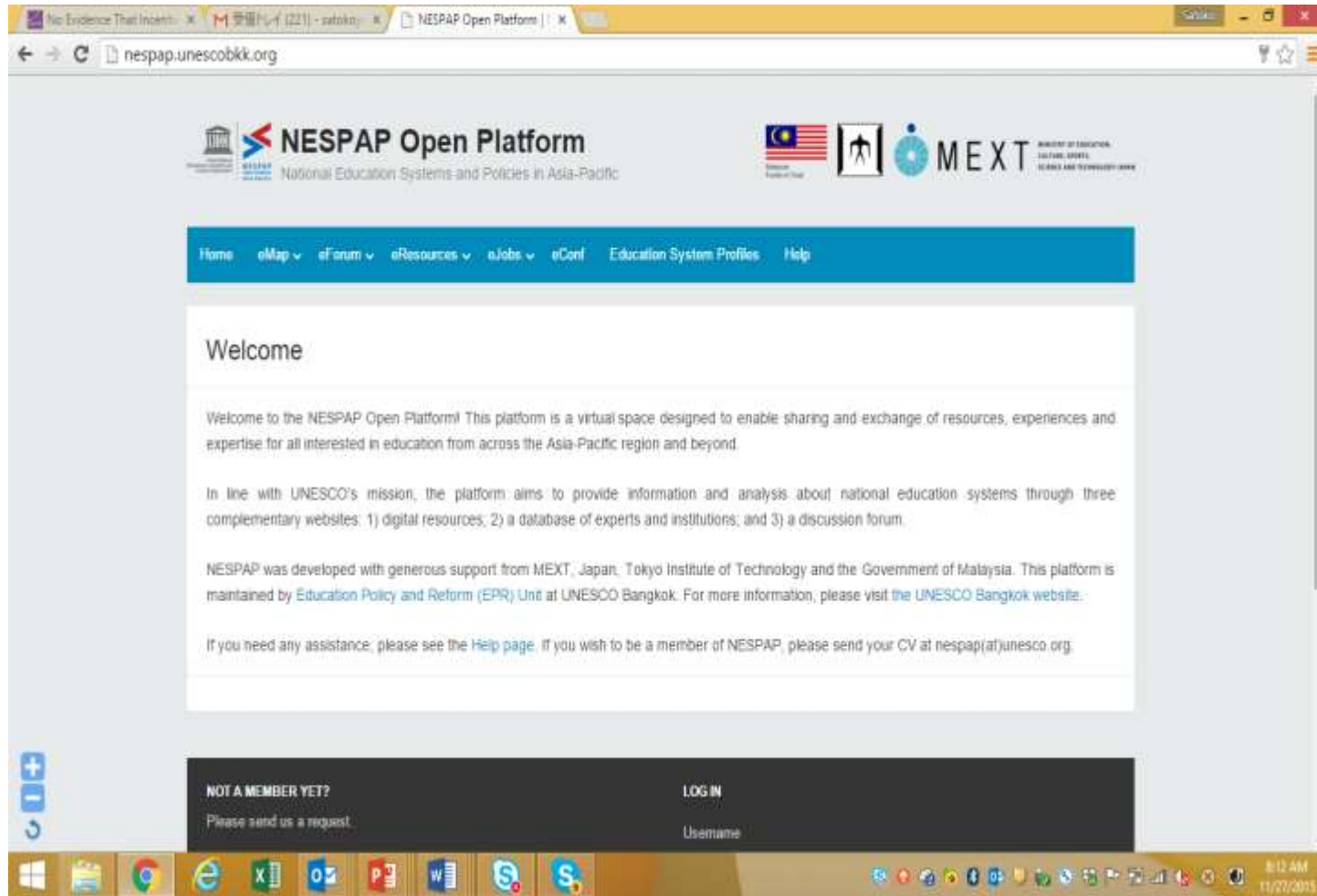
Funding:

- Should be funded primarily by Governments
- Development partners should also honor their commitments
- Alternative resources (e.g., PPP) should also be explored

More discussion and clarification on details of the Education 2030 are needed, especially for some targets. Capacity gaps and means to address them will then be more accurately identified.



Ensuring further communication among partners



Nespap.unescobkk.org

- National Education Systems and Policies in Asia-Pacific (NESPAP)
- Provides a platform for education policy makers, planners, researchers and development partners for mutual learning
- An e-discussion group can be created for “integrating SDG4 into national education planning”
- Access is by invitation only – invitations can be sent to the APMED participants



Thank you very much

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