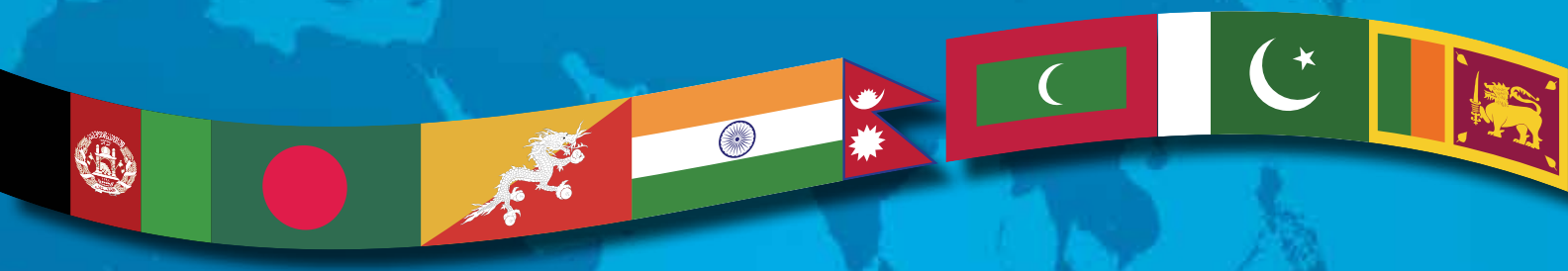
Sub-regional workshop on the SAARC FRAMEWORK FOR ACTION for Education 2030



Workshop Report

Kathmandu, 30-31 March 2016

unicef

Government of Nepal

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New Delhi Office
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ABBREVIATIONS AND ACRONYMS

ADB	Asian Development Bank
AEPAM	Academy of Educational Planning and Management
ANER	Adjusted Net Enrolment Ratio
APMED	Asia-Pacific Meeting on Education
APREC	Asia-Pacific Regional Education Conference
ARNEC	Asia-Pacific Regional Network on Early Childhood
ASEAN	Association of Southeast Asian Nations
ASPBAE	Asia South-Pacific Bureau for Adult Education
BRAC	Bangladesh Rural Advancement Committee
CAMP	Campaign for People Education
CapEFA	Capacity Development for Education for All
CBS	Central Bureau of Statistics
CCA	Community Country Assessment
CDM	Centre Director Meeting
CHED	Commission for Higher Education
CMDR	Centre Multi-Disciplinary Development
CO	Cluster Office
CSO/CSOs	Civil Society Organization/ Civil Society Organizations
ECA	Enhancement of Literacy in Afghanistan
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECE	Early Childhood Education
ECED	Early Childhood Education and Development
ECOSOC	Economic and Social Council
EFA	Education for All
EMIS	Education Management and Information System
ESCAP	Economic and Social Commission for Asia and Pacific
ESD	Education for Sustainable Development
FFA	Framework for Action
FLS	Flexible Learning Strategies
GCE	Global Campaign for Education
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GoN	Government of Nepal
GPE	Global Partnership for Education
GPI	Gender Parity Index
HEIs	Higher Education Institutions

HIV	Human Immunodeficiency Virus
HLP	High Level Panel
HOM	High Officials Meeting
HQ	Headquarter
I/NGO	International Non-Governmental Organization
IAEG	Inter-Agency and Expert Group
ICT	Information and Communication Technology
IMLI	International Mother Language Institute
LEAP	Literacy Empowerment of Afghan Police
LLL	Lifelong Learning
M & E	Monitoring and Evaluation
MGD/MDGs	Millennium Development Goal/ Millennium Development Goals
MGIEP	Mahatma Gandhi Institute of Education and Peace
MHRD	Ministry of Human Resource Management
MLE	Multi-lingual Education
MoE	Ministry of Education
NAEM	National Academy of Education Management
NATCOM	National Telecommunications Commission
NCERT	National Council for Educational Research and Training
NDL	New Delhi
NFE- MIS	Non-Formal Education Management System
NFE	Non-Formal Education
NGO/NGOs	Non-Governmental Organization/ Non- Governmental Organizations
OECD	Organization for Economic Cooperation and Development
OOSC	Out of School Children
PEDP	Primary Education Development Programme
PEIC	Protect Education in Insecurity and Conflict
QLF	Quality Learning Foundation
RCM	Regional Coordination Mechanism
ROSA	Regional Office for South Asia
SAARC	South Asian Association for Regional Cooperation
SAF	South Asian Regional Framework
SC/ST	Scheduled Caste/ Scheduled Tribe
SC	Steering Committee
SDG/ SDGs	Sustainable Development Goal/ Sustainable Development Goals
SEAMEO	Southeast Asia Ministers of Education Organizations
SEA-PLM	Southeast Asia Primary Learning Metrics
SFA	SAARC Framework for Action
SSDP	School Sector Development Plan

SSE	Statistics of School Education
SSRP	School Sector Reform Plan
SWAP	Sector Wide Approaches
TAG	Technical Advisory Group
TCG	Technical Cooperation Group
ToC	Theory of Change
ToR	Terms of Reference
TVE	Technical and Vocational Education
TVEC	Tertiary and Vocational Education Commission
TVET	Technical and Vocational Education and Training
TWG	Thematic Working Group
UDISE	United-District Information System for Education
UIL	UNESCO Institute of Lifelong Learning
UIS	UNESCO Institute for Statistics
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNESCO-IIEP	UNESCO - International Institute for Education Planning
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGA	United Nations General Assembly
UNICEF-EAPRO	UNICEF - East Asia and Pacific Regional Office
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
VRU	Valaya Alongkorn Rajabhat University
WB	World Bank

CONTEXT

The second SAARC Education Ministers meeting was held in New Delhi in October 2014. The meeting agreed to formulate a SAARC Framework for Action for the post-2015 education agenda. Following this, a Sub-regional Conference on EFA Unfinished and Post-2015 Education Agendas in SAARC countries was held in New Delhi on 13-14 October 2015. The SAARC Member States also recognized the New Delhi Agreement that reiterated countries' commitments to 'develop a SAARC Framework for Action for Education 2030 within the broader scope of the [global] Framework for Action (FFA) - Education 2030, including possible adoption of specific prioritized targets earlier than 2030 in line with Sustainable Development Goals (SDGs) and taking into account national and regional priorities on education.' Moreover, by affirming the Incheon Declaration 'Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning of All', Member States have resolved to develop a comprehensive monitoring and evaluation system for forming policy that manages the education system and thus ensuring accountability.

The Member States have also adopted the declaration at the UN Sustainable Development Summit in New York on 25-27 September 2015 thus strengthening 17 SDGs, with a standalone goal on education. The Member States also built a common understanding on SDG4/Education 2030 and discussed regional and national coordination, partnership, monitoring and follow-up mechanisms in the first Asia-Pacific Meeting on Education 2030 (APMED 2030) organized in Bangkok on 25-27 November 2015.

Following the participants' suggestions in a side meeting of the SAARC Member States, representatives from the ministries of education (MoEs), CSOs, UN agencies and development partners suggested continuing discussions on mechanisms for regional coordination, monitoring SDG4 indicators and presenting a draft SFA at the SAARC Technical Meeting on Education and the SAARC Education Ministers meeting at APMED 2030. Likewise, the Member States recognized the emergence of a new development context in the post-2015 agenda and affirmed the critical importance of education in achieving all SDGs at APMED 2030 in the meeting held in Bangkok.

INAUGURAL SESSION

Chair	Mr Bishwa Prakash Pandit Secretary, Ministry of Education Nepal
Welcome Address	Mr Christian Manhart Representative to Nepal UNESCO Kathmandu Office
Welcome Address	Mr Shigeru Aoyagi Director and Representative to Bhutan, India, Maldives and Sri Lanka UNESCO New Delhi Office
Welcome Address	Hon. Mr Arjun Bahadur Thapa Secretary General, SAARC Secretariat
Inaugural Address	Mr Philippe Cori Deputy Regional Director UNICEF Regional Office for South Asia (ROSA)
Address by the Guest of Honour	Hon. Mr Giriraj Mani Pokharel Education Minister Nepal

MR CHRISTIAN MANHART

Director and UNESCO Representative to Nepal

Mr Christian Manhart from the *UNESCO Office* in *Kathmandu* addressed the workshop and thanked Nepal for its interest in education. He also thanked the SAARC Secretariat, UNESCO New Delhi and Bangkok offices and the UNICEF Regional Office for their support for making the meeting possible.

Mr Manhart reminded the audience that the earthquake that hit Nepal on 25 April 2015 had severely affected thousands of schools and more than one million students and it was necessary to redouble efforts to restore all that had been lost.

Mr Manhart further emphasized that education is a fundamental human right and the best investment for welfare, strong economies, healthier livelihoods and more equitable and environment friendly societies. Therefore, education is a necessary foundation for sustainable development and in attaining all sustainable development goals (SDGs). He added that there was no country in the world that had been developed without considerable investments in education.

Education for All (EFA) has 16 years of experience and with the post-2015 SDG agenda there was a new vision of education. The UN Summit in New York last year adopted all 17 Sustainable Development Goals. The declaration gave UNESCO the lead role in coordinating and supporting Education 2030 along with other co-conveners. He added that UNESCO welcomed this responsibility and was determined to support the Member States in the effective implementation of the SDG agenda.

Mr Manhart said that the sub-regional meeting is instrumental in ensuring the effective implementation of Education 2030. He added that everyone will discuss regional and national coordination, collaboration and monitoring in the meeting. The outcome of the meeting will contribute to the development of the SAARC Framework of Action for Education 2030.

According to the EFA Global Monitoring Report (2015), since the inception of EFA in 2000, South and West Asia had made significant progress in the field of universal primary education (UPE), youth literacy and gender parity. However, there are still some unfinished goals as the region was falling short when it came to quality and equity in education in particular. Despite significant processes, not all countries in the SAARC region had achieved UPE, and even for those who had done so, ensuring quality learning outcomes for all remained a challenge.

He further highlighted that there were a large number of dropouts in South and West Asia, with 9.8 million dropouts in primary and 2.5 million in secondary schools. More significantly, there are still 410 million illiterate adults, in the SAARC region more than 50 per cent of the adult illiterate population worldwide. So there was much left to be done which was a daunting challenge that needed to be taken seriously. However, it also needed to be taken as an opportunity for the region. Education is the pre-requisite for facing the challenges and no country can address them alone. So it is necessary to work together to make a collective effort for successfully achieving education targets which form the foundations for achieving all the SDGs.

Mr Manhart concluded his address by stressing his confidence that fruitful discussions during the workshop would provide a way forward for the region.

MR SHIGERU AOYAGI

Director and Representative to Bhutan, India, Maldives and Sri Lanka, UNESCO New Delhi

Mr Shigeru Aoyagi acknowledged the ministers of education and the UNICEF Country Representative, participants and colleagues, and extended a warm welcome to participants from SAARC countries and the SAARC Secretariat, colleagues from UNESCO and UNICEF, the Southeast Asia Ministers of Education Organization (SEAMEO), civil society organizations (CSOs), Asia South-Pacific Bureau for Adult Education (ASPBAE), the SAARC Teachers Federation and the Asian Development Bank (ADB)and invited them to discuss the SAARC Framework for Action for Education 2030.

Mr Aoyagi added that by discussing the SAARC Framework for Action, the workshop would focus on, among other aspects, the kind of joint monitoring system that could be established and the on-going national consultations on SDG4. Therefore, a key outcome of the meeting was a consensus on a zero draft of the SAARC Framework for Action.

The SAARC Framework for Action stems from the SAARC Ministers meeting hosted by India in October 2014. The ministers agreed on the New Delhi Declaration which articulated the mission of developing a Framework for Action. Since the New Delhi Declaration, the draft SAARC Framework for Action had been steadily developed. Mr Aoyagi thanked all the participants who had joined the two consultations – the Incheon and Bangkok meeting -- for the Framework for Action. These consultations also provided inputs from Member States, the Secretariat, UNESCO and UNICEF.

Mr Aoyagi further said that he was happy to attend the third consultation on the Framework for Action. The draft outcome document of this meeting is scheduled to be discussed further at the SAARC Education Technical Meeting to be hosted by India in July/ August 2016. Eventually the draft will be presented to the SAARC Education Ministers meeting in Maldives in October 2016 for endorsement by SAARC ministers. He said that they would share a commitment for the framework and share the idea and plan for a supportive mechanism from the SAARC sub-regional level.

Mr Aoyagi also reiterated that SDG4 was a country owned programme and thus countries are the main drivers, with UNESCO, UNICEF, the SAARC Secretariat and SEAMEO ready to support all SAARC Member States to attain SDG4.

Although SDG4 is a goal on education, it is not limited to education alone. It supports the attainment of other goals as well. Therefore, achieving SDG4 is fundamental to achieving the holistic ambitious objectives of the SDG agenda.

Mr Aoyagi concluded his address with an invitation to engage in lively discussions around the SAARC Framework for Action, in which everything was considered, including minister level commitments, responsibilities of Member States and support mechanisms from UNESCO and UNICEF.

MR PHILIP CORI

Deputy Regional Director, UNICEF Regional Office for South Asia (ROSA)

Mr Philip Cori extended his warm greetings to the participants. He said that he was happy to be part of the opening session as it was a unique opportunity to build on regional collaboration between SAARC, UNESCO New Delhi and UNICEF ROSA with the aim of supporting countries in their efforts to achieve SDGs, particularly SDG4, which was close to everyone's heart.

Mr Cori said that the SDGs provided opportunities to advance the rights of children, especially disadvantaged children. Moreover, it was an agenda for sustainable and inclusive development. But it was also truly a country led agenda. It will also make efforts in achieving the SDGs; however, the focus had to be on results among children.

Mr Cori stressed that the SAARC Framework for Action for Education 2030 was a roadmap for action, which needed coordination among the SAARC Secretariat, SAARC Member States, UN agencies, civil societies and development partners to make SDGs for children possible.

Mr Cori also asserted that the two-day interaction will be very crucial for drafting the Framework for Action with the aim of getting it approved by the SAARC Ministers meeting. He added that the framework needed to be result-oriented reflecting regional strategic directions and national goals. It should also include clear original targets, realistic results with timelines, clear coordination mechanisms and monitoring of the progress on SDG4. It would also be essential for the framework to foster a multi-sectoral approach taking into account the interconnectedness between health, protection, water and sanitation, hygiene and nutrition and education. The framework should also provide a new space for field visits, joint research and joint advocacy. A SAARC collaboration in education could further boost SAARC-SAF collaboration.

He added that it would also be important to clearly include the role of strategic partnerships which already existed. Similarly, it was also essential to engage civil society organizations and international NGOs in the framework.

He further highlighted that conflicts, disasters and the changing demographic landscape in the region have an impact on SDG4. He added that, unfortunately South Asia was a region marked by high incidences of natural disasters and conflicts. Likewise, violence had been a major challenge for quality education in the region. Long term exposure to violence has a negative effect on a child's brain development, capacity to learn and capacity to realize his or her potential. In this light, Mr Cori maintained that we would not only bring children to school but also promote education that supports peace, social cohesion, resilience and sustainable development starting from early childhood education.

Although there have been substantial achievements in bringing children to schools, the pace was not fast enough to reach those children who were still out of school. As Mr Cori underscored, South Asia remains home to the

largest number of out of school children (around 36 million). Given the pace of change and the enormous challenges, doing business as usual is not enough to meet the learning needs of all children in the region. Mr Cori indicated that more innovations and partnerships with the private sector, use of information and communication technology (ICT)-based learning to promote learning among teachers and the use of interactive pedagogy and a strong education monitoring system were necessary.

Moreover, while the adoption of the SDGs in September 2015 marked the end of a long inclusive consultative process, it was also the beginning of a journey that calls on everyone to turn commitments into actions. The SAARC Framework could be a joint platform to turn SDG4 into a reality for South Asian children. UNICEF was committed to working in partnership with governments, the SAARC Secretariat, civil society, business, academia and the UN family, and particularly with children and young people to help scale up what has worked by innovating on improved solutions and results, measuring progress and sharing the lessons learned to jointly ensure that no child is left behind. He concluded that this was the way to move forward in actualizing the SDGs and building an inclusive and sustainable society.

HON. ARJUN BAHADUR THAPA

Secretary General, SAARC Secretariat

Mr Arjun Bahadur Thapa addressed the dignitaries and guests and expressed his pleasure over the convening of the Sub-regional Workshop on the SAARC Framework for Action for Education 2030. He considered this a step forward in shaping the future of South Asian education. He also expressed his belief that the global goal of Education for All had become more relevant to the SAARC region at present than it had ever been before.

He thanked the Ministry of Education, the Government of Nepal, UNICEF and UNESCO for collaborating with the SAARC Secretariat in organizing such an important event in Kathmandu. He highlighted the priorities of the SAARC Heads of States and governments for regional cooperation in education for eliminating illiteracy from the region in line with global aspirations of Education for All and ensuring quality education in all institutions by reforming curricula, teaching methods and evaluation systems that were adequately supported by physical, technical and other facilities. The 18th SAARC meeting agreed to promote regional collaboration in the field of vocational education and training. Education ministries were directed to develop a regional strategy for enhancing the quality of education and to raise the standards of South Asian educational institutions in order to better serve the youth in the region.

He also expressed that the second meeting of the SAARC education ministers, prior to the last SAARC Summit held in October 2014 in New Delhi had adopted the New Delhi Declaration for Education. The declaration established the need for formulating a SAARC Framework for Action for the post-2015 education agenda. Later, at the sub-regional conference held in October 2015, the Member States had reiterated their resolution to develop a SAARC Framework for Action for Education 2030 within the broader scope of the global Framework for Action (FFA) 'Education-2030' taking into account national and regional priorities in education.

Mr Thapa also mentioned that the current workshop is meant to orient SAARC Member States to the proposed global indicators and corresponding data needs and to explore additional indicators for a more comprehensive and disaggregated analysis of equity and quality from lifelong learning perspectives. Moreover, he added, that the workshop would provide the delegates with an opportunity to discuss regional and national coordination, partnerships, monitoring and follow-up mechanisms for Education 2030 building on the 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 capacity development needs for integration of Education 2030 in national educational sectoral plans.

HON. GIRIRAJ MANI POKHAREL

Education Minister, Nepal

Hon. Minister Giriraj Mani Pokharel welcomed everyone and expressed his gratitude to all the SAARC Member States and other participating organizations for networking and utilizing the platform. He also said that Nepal felt privileged in hosting the workshop in Kathmandu.

He stated that EFA had made it possible for millions of children to get enrolled in schools and Early Childhood Education and Development (ECED) was producing visible results in the region. Similarly, girls' participation in education had increased significantly in Nepal. Nepal had taken great strides and the enrolment rate had increased to 96 per cent at the primary level. Similarly, gender parity has been achieved at all levels including ECED. However, regional and class-based disparities were still persistent and had remained a challenge for Nepal. Equally, children's learning and quality too remained a major concern for everyone. Yet, Nepal had been working hard for children's equitable access to quality education.

He also mentioned that the earthquake in 2015 caused major setbacks destroying almost 9,000 school buildings and disrupting education facilities. In the process of rebuilding the education sector, Nepal was developing disaster reduction strategies and working in the post-disaster recovery framework. Nepal's new constitution enshrines free and compulsory primary education and free secondary education ensuring children's right to education. The constitution protects the rights of all people, not least the disadvantaged and those deprived of education, ensuring the rights of girls, marginalized, Dalits and people with disabilities. It also widens peoples' access to higher education and makes special provisions for technical and vocational education for women, Dalits, minorities and physically challenged people. It also guarantees the right to Early Childhood Education and Development (ECED) and recognizes the need for a skilled workforce in the country.

He stressed that meaningful free resources covered all costs and incentives where necessary; however, multiple exclusions persisted due to inadequate provision of education in the mother tongue and inadequate support to diversity education. Nepal was revisiting its education policies and programmes to ensure that they corresponded with the constitution and SDG4's aspirations. The Government of Nepal was also forming a high level education commission to reform its education system and to modernize pedagogy in the classrooms.

He also acknowledged that with the completion of EFA and MDGs, the implementation of SDG4 has been decided under the aegis of UNESCO. On the completion of the School Sector Reform Plan- EFA (SSRP- EFA), Nepal had been developing the School Sector Development Plan (SSDP) which was in line with SDG4. SSRP had highlighted the importance of Technical and Vocational Education and Training (TVET) programmes in school education, focusing on out of

school youth in order to orient them to entrepreneurship development. The government had recently started offering technical education in schools starting from Grade 9. He also added that the World Education Forum 2015 had deliberated on both the EFA unfinished and post-2015 education agenda. The Incheon Declaration on Education 2030 and SDG4 towards inclusive and equitable quality education and lifelong learning for all showed the new orientation and commitment for education development which stressed on four goals – equity, inclusion, quality education and lifelong learning.

He said that he was sure that each country was already taking some initiatives in developing individual country plans of action and detailed sector plans. Regarding Nepal, several central, regional and local level consultations and workshops for developing a National Framework for Action, SDG4 and SSDP had been organized. He also maintained that the workshop would be instrumental in developing a regional Framework for Action for Education 2030. While developing the regional framework it was necessary to consider a common agenda taking into account country specific contexts.

He was hopeful about the discussions in the workshop on monitoring and reporting mechanisms at the regional level. He also expected the deliberations to focus on defining the roles of country teams and that of the SAARC Secretariat, UNESCO and UNICEF for visualizing SDG4 in the region.

WORKSHOP PROCEEDINGS

First Day: 30 March 2016 (Wednesday)

Technical Session I

Opportunities and Challenges on SAARC Cooperation Global Policy Framework for Action for Education 2030

PRESENTER

Mr Jordan Naidoo, Director, UNESCO HQ, Paris

CHAIR

Mr Danilo Padilla, UNESCO Kabul, Afghanistan

OBJECTIVES

- To present the vision and rationale of Education 2030, its key features, policy and progress
- To present the Framework for Action (FFA) as a guide for implementing SDG4/Education 2030

Mr Jordan Naidoo, the Director of UNESCO HQ Paris, presented the Framework for Action for Education. He illustrated the vision and rationale of Education 2030 along with its key features and reported on the progress that had been made on SDG4 consultations since November 2015. He also highlighted the importance of the Framework for Action as a guide for implementing SDG4.

While all SDGs are interdependent, education is at the heart of the 2030 agenda for sustainable development. In fact, education is the key to making all SDGs successful. Education 2030 and SDG4 are not separate agendas but were the same. The agenda for SDG4 is comprehensive, holistic, ambitious and aspirational. The agenda of SDG4 -Education 2030 is about transforming education and addressing the unfinished business of EFA and MDGs. Likewise, the agenda is also about addressing the challenges of the present and those that may arise in the future in achieving SDG4 within and across countries in the SAARC region.

SDG4's provisions ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The policy's focus is on achieving the goal through access, equity and inclusion, gender equality, quality and lifelong learning.

SDG4's Targets

SDG4 targets free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes; access to quality early childhood development, care and pre-primary education; access to quality technical, vocational and tertiary education; increasing the number of youth and adults who have relevant skills; eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations; ensuring that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy; and ensuring that all learners acquire knowledge and skills needed to promote sustainable development. Its other targets include building and upgrading education facilities that are child, disability and gender sensitive and providing a safer, non-violent, inclusive and effective learning environment for all; expanding the number of scholarships available for enrolment in higher education including vocational training and information and communication technology, technical engineering and scientific programmes in developed countries and other developing countries; and increasing the supply of qualified teachers.

Indicative Strategies

The indicative strategies are not developing new SDGs for each country but making them adaptable across countries. They provide the rationale and shared understanding. The strategies address key dimensions of policy and planning, financing, partnerships and review and monitoring of SDG4.

Implications for Implementation

For increased and expanded access to education it is necessary to look into more non-formal/formal approaches since all schools do not have policies and legislative frameworks. One size does not fit all, so it may differ from country to country. Thus, based on the size of the countries, different actions will need to be taken accordingly. To meet the target of equity and inclusion in education, it is necessary to have an inclusive policy, planning, monitoring governance and accountability in place. Moreover, the intended targets of effective learning outcomes and the relevance of learning are met through public–private partnerships, teacher training and professional development; school management; and an alignment between curriculum, assessment and teacher training. Similarly, for expanded commitment to universality based on sustainability, attention is needed

The agenda of SDG4-Education 2030 is about transforming education and addressing the unfinished business of EFA and MDGs. Likewise, the agenda is also about addressing the challenges of the present and those that may arise in the future in achieving SDG4 within and across countries in the SAARC region.

on coordination and partnerships in global governance, inter-sectoral partnerships and financing.

Indicators

The indicators for SDG4 - Education Framework for Action include both global and thematic indicators. The global indicators are a set of globally comparable indicators for all SDGs proposed by the Inter-Agency and Expert Group (IAEG) with 11 indicators for SDG4. This framework of global indicators is to be endorsed by the Economic and Social Council (ECOSOC) in July 2016 and formally adopted by the United Nations General Assembly (UNGA) in September 2016. The thematic indicators include a broader menu of indicators based on the context and priorities. The Technical Advisory Group (TAG) which has been renamed and extended with membership from 28 Member States as the Technical Cooperation Group (TCG) on Education Indicator- TCG and endorsement by SDG4- 2030 Steering Committee (SC) is undertaking a continuous review of the thematic indicators.

Reporting on Progress

The UN has proposed 11 indicators to report on progress globally. Although the core framework is the same for all countries, each country needs to develop indicators of progress relevant to its region. The key elements for reporting progress for the first year will be done at the High Level Panel (HLP) Review in July based on the indicators endorsed by the Economic and Social Council (ECOSOC) in June.

Effective Implementation

Effective implementation of the action plan will rely on individual country based prioritization and action. It is the primary responsibility of the governments to deliver education goals by 2030. It is therefore necessary to follow the principles of inclusiveness, participation, transparency and mutual accountability during implementation. Similarly, technical support from convening agencies and partners and regional and sub-regional efforts are the other keys to effective implementation.

SDG4 Education 2030 Steering Committee

The committee consists of representatives from three Member States for each of the six regional groups, one representative of the E-9 countries, UNESCO, UNICEF and the World Bank (WB) and one representative of the other convening agencies, one representative of the Global Partnership on Education (GPE), one representative from the Organization for Economic Cooperation and Development (OECD), one representative from the teachers' organizations, two representatives from civil society/ NGOs and one representative from regional organizations for each of the six regions. This committee provides strategic guidance for implementing the action for education and recommends key priorities and catalytic actions. It also reviews the progress made for SDG4. It also monitors and advocates adequate financing and encourages harmonization and coordination.

UNESCO Support for Implementing SDG4 Education 2030

For implementing SDG4 Education 2030, UNESCO provides support for enhancing partnerships and coordination. It also provides technical assistance and assists in the capacity development and promotion of political/financial commitments. Advocacy and communication, reviews of the education sector, policy dialogue and monitoring and reporting are the other areas of support from UNESCO.

Global, Regional and Thematic Indicator Framework for Monitoring SDG4

Presenter
Mr Shailendra Sigdel
Statistical Advisor for South Asia

Chair
Bangladesh and Mr Kiichi Oyasy
UNESCO, Dhaka

Objectives

- To provide an overview of global, regional and thematic indicators for implementation
- To share possible next steps for SAARC to achieve SDG4

Mr Shailendra Sigdel, Statistical Advisor for South Asia, highlighted the frameworks for global, regional and thematic indicators for monitoring SDG4. According to the UN Secretary General's Synthesis Report (2014), monitoring takes place at four levels: global, thematic, regional and national. Education 2030 has three key priorities: broad scope across the life cycle, education quality and equity. SDG4 has 11 global reporting indicators for a life cycle approach to education and skill development covering basic education; learning outcomes; early childhood learning; child development; youth and adult literacy; TVET and higher education; equity, work and skills; Global Campaign for Education (GCE) and Education for Sustainable Development (ESD); school environment; scholarships; and teachers. There are 43 suggested thematic indicators for SDG4.

Figure 1 shows the extent to which the SAARC countries have understood the SDG4 targets

FIGURE 1: TO WHAT EXTENT HAVE COUNTRIES UNDERSTOOD THE TARGETS OF SDG4 IN SAARC COUNTRIES?

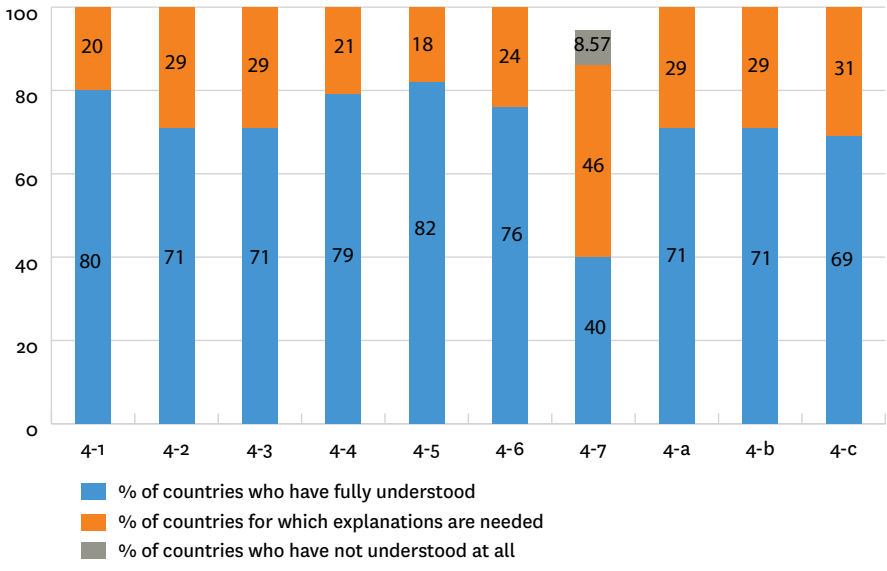


Figure 2 gives the concept/indicator-wise classification of SAARC countries.

The thematic indicators that need major development are given in Figure 3.

Global and Thematic Indicators

The 28 Member States-led Inter-Agency and Expert Group's two meetings in 2015 and the implementation of the global consultations defined SDG4's global indicators. The thematic indicators were framed by the education community. The indicators were proposed by the Technical Advisory Group (TAG) to the Member States. TAG proposed 43 thematic indicators including the 11 global indicators.

The current proposal indicators have been categorized into three tiers based on the level of methodological development and availability of data. For the first tier indicators, data are already widely available and there exists an established methodology; for the second tier indicators, the methodology has been established but data are not readily available; and for the third tier indicators, an internationally agreed methodology has not been established. These indicators are implemented based on the UNESCO Institute for Statistics (UIS) defined framework. The indicators finalized in March/April 2016 were endorsed by the Education 2030 Committee formed in May 2016. A new Technical Cooperation Group (TCG) on Education includes membership from 28 Member States and partners, led by UIS will support the further development of the methodology and to support the implementation of the monitoring framework. The first meeting of TCG was held in May 2015.

Implementation of the indicators takes place in five steps: listing meta-data, defining the list of indicators

FIGURE 2: CONCEPT/INDICATOR WISE CLASSIFICATION OF SAARC COUNTRIES (IN %)

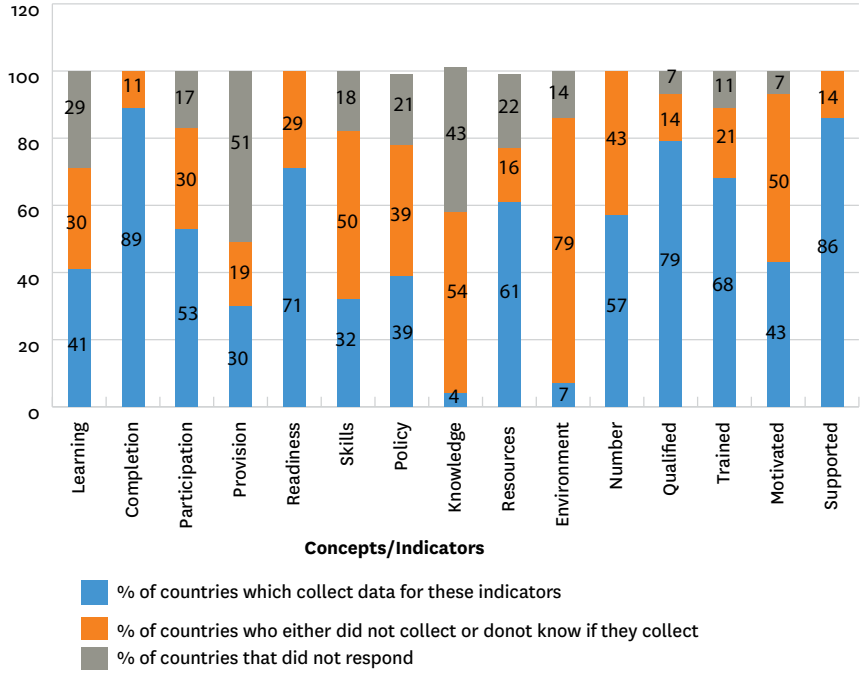
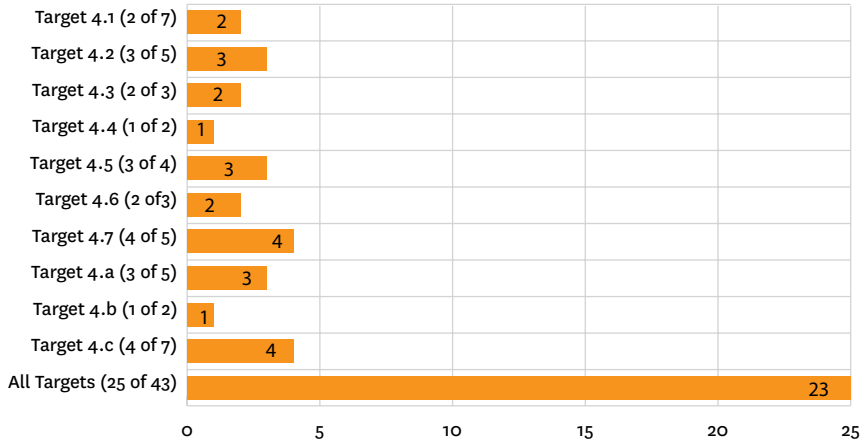


FIGURE 3: THEMATIC INDICATORS FOR WHICH MAJOR DEVELOPMENT IS NEEDED



for which data are available and for which data are not available, defining possible placeholders and defining the process and timeline.

The Next Step

A roadmap is to be formulated for better national and cross-national data. The roadmap will provide guidelines for considering the content and challenges of frameworks for thematic and global indicators, availability of existing national data, identifying national challenges and necessary responses to improving the data and sharing a range of national and development partner initiatives to improve the data.

The regional monitoring framework is based on the global and thematic framework. The UNESCO Regional Bureau for Education Guides will guide the implementation of 2030 FFA in different regions of the world. However, it is also necessary to incorporate regional stakeholders for monitoring.

National Monitoring Challenges

Document standards and their definitions, measurement tools, metric and data collection instruments, technical expertise and ensuring impacts on policy are the areas that are likely to present challenges. However, consultations within MoEs and other sectoral ministries and consultations at the provincial and community/school level is necessary to achieve the goals. National coordination mechanisms for SDG4 and the country-led education sector should be strengthened. There will be no separate Education 2030 Action Plan, and therefore, Education 2030/SDG4 will be the focus of MoEs and departments of education through mainstreaming and integration within the existing or new national development and education sector plans.

Advancing the Education Monitoring Agenda

With a view to advancing the education monitoring agenda, efforts should be made for developing key principles of national monitoring and agreeing on a shared understanding of the concepts. There is a need to build consensus for creating a comprehensive measurement framework and collecting data in a planned manner. Similarly, it is also necessary to establish relevant partnerships and recognizing the technical needs of different agencies.

Possible Next Steps for SAARC

The short-term steps start with UIS data collection, mechanism and compilation and publication of factsheets per quarter and the publication of annual progress on access and learning outcomes and financing. The long-term steps should start with collecting data based on SAARC countries and publication of a disaggregated analysis and outcomes. UIS will support on capacity building in methodology and comparability of data. Countries and their partners will also need to invest additional resources for achieving SDG4.

SDG4 and SAARC Collaboration

Presenter

Mr Shigeru Aoyagi
Director, UNESCO

Chair

Bhutan

Objectives

- To present the stage-wise development of the collaboration mechanism in the SAARC region since 2008
- To illustrate a collaboration mechanism between UNESCO, UNICEF and Member States and recent initiatives taken for collaboration

Mr Shigeru Aoyagi, Director of UNESCO, discussed the collaboration in the SAARC region for implementing SDG4. He highlighted the collaboration mechanism between UNICEF, UNESCO and the countries. He also presented the recent initiatives that have been taken by Member States, development partners and CSOs for collaboration to implement SDG4.

According to UIS, in March 2016 the number of out of school children (OOSC) for primary and lower secondary level globally was 124.1 million with South Asia accounting for 36.5 million (29.4 per cent). Likewise, the number of adult illiterates in the world was 756.6 million of which South Asia's share was 378.3 million (50 per cent). UIS also shows that the number of researchers in the world was 7074,000 of which South Asia's share was 231,000 (3.3 per cent). Similarly, the number of female researchers in the world was 200,900 of which South Asia's share was 4,400 (2.2 per cent).

Development on Collaboration

Many efforts for collaboration have been made since 2008 between UNESCO and SAARC including those for achieving the SAARC development goals for education. The New Delhi Declaration of 31 October 2014, the New Delhi Agreement of 14 December 2015 and the SAARC Framework for Action on Education 2030 all emphasize collaboration for achieving SDG4.

Recent Initiatives

The Asia-Pacific Meeting on Education (APMED) 2030 held on 25-27 November 2015 produced a roadmap for immediate actions by Member States including their actions to strengthen the national coordination mechanism/s for SDG4 and mapping the existing policies and programmes that contribute to SDG4. Similarly, the Member States need to organize national and sub-national consultations for an analysis, to plan, to implement and to monitor. In addition, they also need to strengthen inter-governmental cooperation to foster synergies and mutual learning for SDG4 which are linked to the other 16 SDGs.

The initiatives also include the actions of development partners and civil organizations. Their efforts include reviewing and redefining the composition and reference; developing a roadmap for strategies; preparing communication material and guidelines on processes and planning; implementing and monitoring of SDG4; mapping available data and data sources for SDG4 indicators; and developing and disseminating technical guidelines for monitoring SDG4.

Collaboration Framework of UNICEF regional and country offices to support the SAARC Framework for Action's implementation

Presenter

Ms Urmila Sarkar
Regional Advisor, Regional Office for South Asia, ROSA, UNICEF

Chair

India

Objectives

- To present SDG4's priority areas for UNICEF South Asia
- To present the mechanism for regional and national collaboration to support SFA
- To share the areas in which UNICEF can support the implementation of SFA

Ms Urmila Sarkar, Regional Advisor of ROSA, UNICEF, presented SDG4's priority areas for UNICEF South Asia and proposed mechanism/s for regional and national collaboration to support the SAARC Framework for Action (SFA). She also highlighted the areas that UNICEF can support in implementing SAARC-FFA.

UNICEF's regional offices in all eight SAARC countries work with country offices, regional headquarters and global thought leaders. They add value to the country offices through active leadership, technical assistance and quality assurance. They increase confidence and empower them to act more strategically. They also bring state of the art knowledge, regional perspectives, access to global networks and UNICEF's credibility. Finally, they influence decision making to accelerate the results for children.

SDG4 and UNICEF's Strategic Plan 2014- 17

The UNICEF Strategic Plan 2014-17 is focused on improving learning outcomes and equitable and inclusive education. It focuses on access and learning in primary education; strengthens systems to reach the most disadvantaged, excluded children; and emphasizes measuring the learning outcomes. The strategic plan includes SDG4's areas of focus: equity and inclusion, learning outcomes and primary and secondary education. This contributes to the realization of children's rights and progress towards global commitments (including and beyond the MDGs). The key outcomes of this plan can be stated as improved and equitable access to and completion of quality, inclusive education with a focus on gender equality and improving learning outcomes.

The South Asia Context and SDG4's Priority Areas for UNICEF

Poverty, socio-cultural practices, disasters, conflicts, disabilities, remoteness and low public investments in the social sector are UNICEF's areas of priority in South Asia. Although it is one of the most densely populated regions, only one in three children are found to reach Grade 4 meeting the minimum learning standards. Therefore, UNICEF helps to meet SDG4 by

acknowledging the unfinished education agenda and reaching OOSC, ensuring that the children are learning and increasing attention to early childhood development and gender equality and equity. The areas vulnerable to disasters and conflicts are also UNICEF's priorities. Its interventions focus on promoting on-time enrolment and school readiness, stemming dropouts, ensuring re-enrolment of OOSC and measuring learning outcomes.

Mechanism for Regional Coordination

The Cooperation Agreement for 2014-17 states that SAARC and UNICEF mutually agree to cooperate to advance awareness, understanding and actions for children in South Asia by promoting coordination among Member States and interaction among Member States, civil society, academia, parliamentarians and development and humanitarian partners in the region. The agreement is pursued at the regional level between the SAARC Secretariat, UNICEF ROSA and Member States. At the country level, it is pursued between Member States and UNICEF's country offices within the framework of the SAARC commitment. It also includes support to each Member State to reach the SDGs, particularly focusing on the most disadvantaged children; advocating for developing ECCD programmes, basic education, child protection and child sensitive social protection with equity; supporting the SAARC-SEAMEO collaboration in education; and collaborating with the SAARC Secretariat on implementing SAARC-FFA.

UNICEF Country–Level Support

UNICEF's country offices are supporting the integration of SDGs into national education sectors' plans, policies at the decentralized level, engaging donors, supporting the scaling up of interventions that work and innovations for improved solutions, generating evidence, measuring progress in meeting SDGs and facilitating collaboration and study visits.

UNICEF-ROSA's Commitments

UNICEF-ROSA is committed to working with the SAARC Secretariat, UNESCO and other partners to implement the SAARC Framework for Action for Education 2030, mobilizing country offices in South Asia to implement the SAARC Framework for Action and facilitating South-South collaboration, cross-country learning, inter-regional exchanges and high-level advocacy. It is also committed to strengthening the measurements and matrices linked to SDG4 including OOSC and learning. Finally, UNICEF also supports the setting up of a mechanism for regional coordination.

Bangladesh

Presenter

Mr Sarder Md. Keramat Ali
Deputy Secretary
Ministry of Primary and Mass Education

Md. Monjur Hossain
Secretary, Bangladesh NATCOM

Mr Sarder Md. Keramat Ali and **Md. Monjur Hossain** jointly presented 'Education 2030: Bangladesh's Framework for Action'. They highlighted the initiatives that Bangladesh has taken for achieving the SDGs along with the policies, strategies and initiatives in the education sector.

The People's Republic of Bangladesh has a 71.9 per cent literacy. The growth rate of its gross domestic product is 6.12 and per capita income is US$ 1,190. To achieve the SDGs, Bangladesh is implementing its Seventh Five Year Plan in the context of the SDG Action Plan. The Ministry of Education and the Ministry of Primary Mass Education are determined to reach the goal of their Seventh Five Year Plan and SDG4. All other ministries are also preparing their specific action plans.

There are four components under the programme in the Seventh Five Year Plan: (1) learning and teaching, (2) participation and disparities, (3) decentralization and effectiveness, and (4) planning and management. There are six result areas in the education sector in the plan: (1) learning, (2) universal access and participation, (3) reducing disparities, (4) decentralization, (5) effectiveness, and (6) planning and management.

The four key intervention areas are 100 per cent enrolment in primary and secondary education, ensuring inclusive equitable and quality education at all levels, current status of 80 per cent students reaching Grade 5 to be increased to 100 per cent and providing a second chance at education for dropouts and all illiterate people.

Bangladesh implemented the Compulsory Primary Education Act 1990. It also has the National Plan of Action I and II for EFA Goals (1992-2000, 2003-15). The National NEF Policy 2006, the National Education Policy 2010, the National Skills Development Policy 2011 and Vision 2021/Perspective Plan 2011-21 are other policy initiatives in the education sector in Bangladesh. In addition, it also has the Primary Education Development Programme II and III. A sector-wise approach is being launched shortly.

A National Consultation Forum was jointly organized by the National Telecommunications Commission (NATCOM) Bangladesh and the UNESCO Dhaka office on 9 December 2015 that focused on SDG4. The recommendations of this meeting include: (1) the Government of Bangladesh should lead the process of accessing and identifying strategies for achieving SDG4, (2) forming an inter-ministerial committee for effective mechanisms, (3) defining QUALITY and EQUITY indicators and setting principles to determine actions to achieve the indicators for Bangladesh considering the global indicators, (4) establishing inter-sectoral coordination mechanisms for all relevant government agencies, CSOs, NGOs and the private sector linking overall national SDGs, (5) developing an interactive monitoring/monitoring framework and online quality and quantity national database, and (6) developing a platform for sharing and exchanging ideas within the South Asian region and Asia-Pacific.

Moreover, Bangladesh is committed to increasing its expenditure on education although its expenditure has already been increased by 37 per cent in the last five years. The Ministry of Finance has indicated an increase in the budget for the education sector to respond to the requirements of SDG4. However, a resource gap is likely to exist for implementing SDG4. Hence, there is a need for huge financial and technical support from development partners.

Bangladesh has the UNESCO Category II institute in the International Mother Language Institute (IMLI). This works for language related barriers with other institutes.

Bangladesh proposed to the SAARC Secretariat that it should lead the coordination for which a special unit may be set up. It also recommended that the detailed financial implications should be precisely identified prior to determining the cost sharing mechanisms.

Bhutan

Presenter

Mr Kaka

Ministry of Education, Government of Bhutan

Mr Kaka presented the vision of the Ministry of Education in Bhutan which involves fostering educated and enlightened society capable of achieving gross national happiness -an indicator built and sustained on unique Bhutanese values. All Bhutan's plans and policies are geared towards achieving this vision. Bhutan has also developed a 10-year strategic roadmap for education – the Bhutan Education Blueprint for 2014-24. The strategic roadmap addresses four major challenges: access to education, equity in education, quality of education and system efficiency. The implementation of the Bhutan Education Blueprint provides a way for achieving SDG4. Talking of the strategic roadmap, Mr Kaka stressed that its challenges for education are to be addressed in eight different shifts: access to equity education, revising the curriculum and assessment practices, raising learning outcomes of the students, transforming teaching as a profession of choice, ensuring high performing schools and school leaders, ICT for learning, value education and well-being, system transformation and delivery capabilities and capacities.

These shifts will proceed in three waves, of which 'Wave I', that is, the system turnaround, was started in 2014 and will run till 2017. 'Wave II' will start in 2018 and will run till 2020. It will accelerate system improvements. 'Wave III' aims at excellence in education and will run from 2021 to 2024. Moreover, Bhutan is targeting to raise the enrolment rate in ECD to 50 per cent by 2024 from 10 per cent which stands at present. However, achieving 50 per cent enrolment of children in ECD in the remaining six years (by 2030), remains a challenge for Bhutan.

Regarding Bhutan's achievements, Mr Kaka claimed that by 2014, Bhutan had achieved 100 per cent enrolment rate in primary education, 96 per cent enrolment in lower and middle secondary education and 49 per cent enrolment in secondary education. He further said that the target was to raise enrolment in lower and middle secondary education and in secondary education to 100 per cent and 60 per cent respectively by 2024. Further, 20 per cent students in lower and middle secondary education will be targeted for TVET education by 2024.

Although technical and vocational education is being delivered by special institutions, Bhutan plans to provide TEVT from year nine. Bhutan is also targeting to raise students' participation in tertiary education to 31 per cent by 2024 from 19 per cent at present. Overall, the net enrolment rate in Bhutan for 2014 was 95 per cent which is planned to be raised to 100 per cent by 2024.

Mr Kaka stated that Bhutan has not been able to motivate teachers. One of the initiatives taken by the Government of Bhutan was motivation through institutional linkages where 60 teachers from Bhutan were taken to residential schools in India. He believed that such exchange programmes helped teachers to widen their views on education and draw inspiration as they were exposed to the experiences of different school system(s). He suggested increasing the number of such educational linkages. Moreover he highlighted the idea of enhancing support of the SAARC Secretariat by increasing the number of dedicated educationalists for coordinating programmes in the SAARC region.

India

Presenter

Ms Shakila T Shasmu
Ministry of Human Resource Development

India's vision is to provide quality education for all with a special focus on marginalized and disadvantaged groups. It is committed to improving the quality of education paying special attention to access and inclusion. The National Policy on Education 1986 was modified in 1992 and has been in action since then, although a new policy is currently being formulated to meet the present vision for education in India. Highlighting the statistics of students and teachers, Ms Shasmu quoted UDISE (2014-15) saying that there are 7.72 million teachers teaching 252 million students in 1.52 million schools in India.

Figures provided by The Ministry of Human Resource Development (MHRD), Government of India, indicate an increase in access to elementary eduction between 1998-99 and 2014-15. The gross access ratio at the primary and upper primary levels increased from 83 per cent to 99 per cent and 76 per cent to 98 per cent respectively. The gross national ratio at the primary and upper primary levels also increased from 92 per cent to 100.08 per cent and 58 per cent to 91.24 per cent respectively. Furthermore, dropout rates at the primary and elementary levels decreased from 40 per cent to 16.83 per cent and 57 per cent to 32.62 per cent respectively. The figures on OOSC depict a drop from 13.46 million in 1998-99 to 6.064 million in 2014. UDISE (2014-15) shows increasing enrolment of Scheduled Caste (SC)/ Scheduled Tribe (ST)/Muslim groups at the elementary level. In elementary education, 19.80 per cent SCs and 10.47 per cent STs were enrolled. The enrolment of girls at primary and upper primary levels between 2003-05 and 2014-15 increased from 47.7 per cent to 48.19 per cent and 45.01 per cent to 48.63 per cent respectively. Retention rates among boys were 81.92 per cent; and 82.87 per cent among girls. According to SSE (2005-06 to 2011-12) and UDISE (2012-13 to 2014-15), the gross enrolment ratio at the secondary stage increased from 59.19 per cent to 78.51 per cent.

India has a special package for education, the Sarva Siksha Abhiyan, which focuses on achieving learning outcomes; it conducts large scale surveys, and external evaluations of schools, introducing a child tracking system, managing an information system about teachers, training in-service teachers and carrying out their academic supervision, doing community oversight and social audits and creating quality consciousness at all levels.

In India vocational education is taught in Grades 9 to 12; this is also integrated with general education. The current curriculum and vocational education courses cover 28 job streams. This has been implemented in 76 per cent schools with an enrolment of 281,150 students.

The campaign dedicated to making India literate has been running in 397 districts covering 90.6 million illiterate people. Out of 164,000 adult education centres, 154,000 have already been set up; 65.1 million learners had been enrolled till November 2015 in 4.553 million literacy centres; 44.6 million adult learners (31.8 million women adult learners), have been certified literate through bi-annual assessment tests.

India has displayed a thorough improve in literacy rates which increased by 29.41 per cent in 30 years since 1981, and stood at 72.98 per cent as in 2011. Its literacy rate of 43.57 per cent in 1981 increased to 72.98 per cent in 2011. Literacy rates among males and females increased from 56.38 per cent and 29.76 per cent to 80.88 per cent and 64.63 per cent respectively during this period. India's target is creating 75 new seats in higher education institutions (HEIs), expanding existing institutions and opening premier institutions in all parts of the country. It is also targeting to improve the quality of education through the use of technology and Counteracting regional and social discrepancies. India's aim is also to link HEIs to industry by promoting innovations, revising curricula and skilling higher education. In addition, the Government of India is committed to increase private and public investments to achieve these targets.

Nepal

Presenter

Dr Lava Deo Awasthi
Ministry of Education

Nepal had made efforts for achieving SDG4 at the national level based on education practices before SDG4 was even announced. Implementation of SSRP also led to attaining this goal. Nepal has been committed to achieving EFA's ECD goal and development by expanding and improving ECCE; promoting learning and life skills for the young and adults; reducing adult illiteracy by 50 per cent, improving the quality of education and achieving gender equality. Basic and primary education through the mother tongue teaching and access to primary education have also been areas of primary focus in Nepal for achieving EFA's goals.

Education has been recognized as a part of national agenda by the constitution which is a prominent achievement because it paves the way for attaining other goals of education. Other achievements in the education sector in Nepal include attaining 75 per cent children in ECED, improving gender parity at all levels where the number of girls is higher than boys, ensuring inclusion in teaching positions and training of teachers, setting priorities to ICT and TVET as well as growing literacy rates.

The constitutional provision of decentralization and federalism in Nepal applies to education as well. This has provided the conditions for instilling local customs in Nepal's community based school culture. It has also recognized education as encompassing both its local and global aspects. Moreover, education has been redefined based on identity, diversity, cognition and livelihood, although, retaining a blend of traditional and modern elements of education.

However, there are a number of challenges which may hinder the achievement of education goals. These include: Reconstructing the infrastructure damaged by the earthquake in April, 2015, improving quality of education, raising the general level of cognition of Nepalese students and addressing more general problems such as unequal distribution of wealth, social deprivation and location difficulties. Lastly, improving the access and use of ICT in education and identifying OOSC, their reasons for leaving school and ways of bringing them back to school will also affect the achievement of SDG4. CBS' projections for 2013 show that the number of OOSC was the highest in the Terai region in Nepal. These children were out of school because of their socioeconomic status, gender, disabilities, geographical location, language, caste and ethnicity, health and nutrition status and their belonging to vulnerable groups.

It is necessary to share knowledge and experiences among Member States so that initiatives can be taken. Likewise, there is also the need for networking, collaboration and continuation of the previous engagement in the region. Formulating and implementing the guiding framework and encouraging research and innovation in higher education are the other priority areas. Furthermore, capacity and support building, monitoring, follow-ups, reporting and the publication of reports are to be the priority areas of the regions.

EFA has been successfully completed in Nepal. This involved implementing SSRP and EFA (2004-09). As none of the goals of SSRP have been met, another revised plan, the School Sector Development Plan (SSDP), has been drafted and set in line with SDG4.

SAARC-level FFA 2030 requires developing a SAARC Framework for Action which reflects the context and needs of a country. It is also necessary to clarify the roles and responsibilities of the government, SAARC, UNESCO, UNICEF, stakeholders, academic teams and the SAARC-level technical team. Further, it is also necessary to monitor and follow-up, develop FFA and implement SDG4 through a high level meeting and sharing at the Secretariat level.

Pakistan

Presenter

Ms Neelofur Jhangir
Ministry of Education

Pakistan is committed to meeting all the 17 SDGs declared at the Sustainable Development Summit in New York in September 2015. SDG4 is a new education agenda to attend to the unfinished business of EFA and the targets for MDGs. Pakistan's education statistics for 2013-14 indicate a significant progress made between 2001-02 and 2013-14. The gross enrolment rate in ECCE in Pakistan increased from 28 per cent to 71 per cent. The adjusted net enrolment rate (ANER) (primary) increased from 57 per cent to 72 per cent. Likewise, adult literacy and GPI of ANER (primary) which were 47 per cent and 0.72 per cent increased to 58 per cent and 0.87 per cent respectively. The effective transition rate (primary to secondary) also increased from 71 per cent to 82 per cent. Pakistan has also made progress in the availability of drinking water – this went up to 61 per cent in 2013-14 from 49 per cent availability in 2001-02. Although Pakistan is making steady progress, the records show that there is a wide gap between its achievements and those of other SAARC countries.

Pakistan is aware of its role in implementing the SDG agenda. As a result, the first initiative has already been taken by holding the National Consultation Session on SDG4 on 15 December 2015 in Islamabad, which paved the way for provincial level consultation sessions. The consultations focus on understanding global SDG expectations and interpreting them in Pakistan's context. It is expected that the consultation sessions will bring about priorities which are in line with SDGs at the provincial level and generate a continuing dialogue on thematic and strategic issues. In addition, a technical team is currently analysing the existing education plan priorities and exploring options to align them with Education 2030.

By the end of the consultation sessions the participants are expected to have a clear understanding of SDG4, key actions and a way forward for achieving these in Pakistan. They are also expected to recommend an action plan for implementing the framework in the country. Developing a provincial coordination and monitoring mechanism, a monitoring and evaluation (M & E) framework with a list of indicators to monitor SDG4 at the provincial level, assessing the gaps and capacity development plan and streamlining SDG4 into the plan for the provincial education sector are the other expected outcomes of the consultation sessions.

It is necessary to increase the budget at the provincial level to realize the SDGs. It is also necessary to implement the National Plan of Action (2013- 16) to accelerate education related MDGs. A new National Plan of Action for 2015-30 has been developed for FFA and SDGs to keep pace with the world. Furthermore, regular monitoring of FFA and SDGs and holding a conference on the Framework for Action and SDGs are other ways forward for achieving the goals.

Sri Lanka

Presenter

Mrs B. P. Withanage
Ministry of Education

Sri Lanka has a new government and a council that also includes a Ministry of Education for SDGs. The council is preparing relevant acts for attaining SDG4. The proposed acts can be linked with the SAARC Framework for Action.

Regarding EFA, Sri Lanka has achieved 97 per cent measles immunization. The under-5 mortality rate has decreased to 12 per cent and there is a constant decline in cases of child malnutrition. Net enrolment rates in the primary and secondary education are 98.5 per cent and 92 per cent respectively while GPI in primary and secondary education is 1.01 and 1.03 respectively. Enrolments in TVE have also increased to 40 per cent. However, there are other issues which need to be addressed. Low quality education in ECCE, malnutrition (27 per cent) among children, an 18 per cent dropout from Grade 6 to Grade 11, no tertiary and vocational education commission (TVEC) and dissatisfactory social indicators despite of the present 96 per cent adult literacy are the major issues in Sri Lanka.

Achieving SDG4 is challenging for Sri Lanka since 20 per cent of the children under 15-16 years of age are still out of school because a number of reasons. Further, there are regional discrepancies, unequal distribution of resources and disparities in resources provided to secondary schools. The polarization of schools, difficult locations of small schools, poor levels of awareness among parents regarding education, lack of quality programmes for addressing the needs of disabled children and weak delivery systems in rural and isolated communities present challenges for Sri Lankans. In addition, limited progress of non-formal education programmes, low quality outcomes in vulnerable groups and exclusion of marginalized children are some of the other challenges that may hinder Sri Lanka in attaining SDG4.

In spite of such challenges, Sri Lanka has new policies, plans and regulations for providing all children with pre-primary, primary and secondary education. Initiatives have been taken to promote alternative modes of learning for children and adolescents and for developing a comprehensive assessment system to assess and monitor learning outcomes. Investments in education have also been increased. Moreover, there has been a restructuring of the education administration and management and quality assurance systems and changes in the assessment system to introduce a student-based assessment.

The proposed new structure of education in Sri Lanka consists of 13 years of basic education where 0-1 is pre-primary education, 1-5 is primary education, 6-8 is junior secondary education, 9-10 is senior secondary education and 11- 13 is college education. Students who have college education, may choose to undertake university or vocational education, or to seek employment. Students are assessed through a student-based assessment and remedial classes. Students are assessed by an external assessment at the end of Grades 3, 5, 10 and 13. Assessment of students in Grades 10 and 13 is performed at the national level.

There are three-tier school-based systems for identifying and intervening with children with learning difficulties. Individual education plans are also used for all children at stage two and beyond. It is now also planned to provide in-service teachers with training to develop their skills in diagnostic testing, teaching children with learning difficulties, participatory methods, planning effective teaching and learning, differentiated instruction and adapting the curriculum to learners' needs.

The expected outcomes of the implementation of the new structure involves individual's realization of his/her potential in becoming a developed citizen. The new structure is also expected to ensure that 90 per cent people gain skills and qualifications needed to succeed in life and the remaining 10 per cent extraordinary people can develop their talents. There may be modifications to the present school structure, evaluation methods and other related programmes to meet the outcomes.

Sri Lanka expects technical support for data collection and monitoring from the region. Similarly, capacity building, advocacy and resource mobilization and sharing practices and programmes for measuring learning outcomes are other areas that require regional coordination.

The Maldives

Presenter

Hon. Mr Ahmed Shafeeu

State Minister **Mr Ahmed Shafeeu** stated that Maldives' literacy rate in 2014 was 97.7 per cent, up from 97.4 per cent in 2006. Records for 2014 and 2006 show that there were 97.4 per cent literate males and 98.0 per cent literate females in 2014; the male literacy rate was 97.0 per cent and the female literacy rate was 97.8 per cent in 2006. Similarly, by 2014, 97.1 per cent of the men aged 10 years and above and 97.1 per cent women in the same age group had become literate. The records also show that more than 50 per cent of the Maldivian people were literate in English language as well.

Figure 4 shows the current attendance in school education in the Maldives.

Figure 5 shows the attendance rate in school education in 2014.

FIGURE 4: CURRENT ATTENDANCE IN EDUCATION OF SCHOOL AGE RESIDENT MALDIVIAN POPULATION (5-29 YEARS) 2014

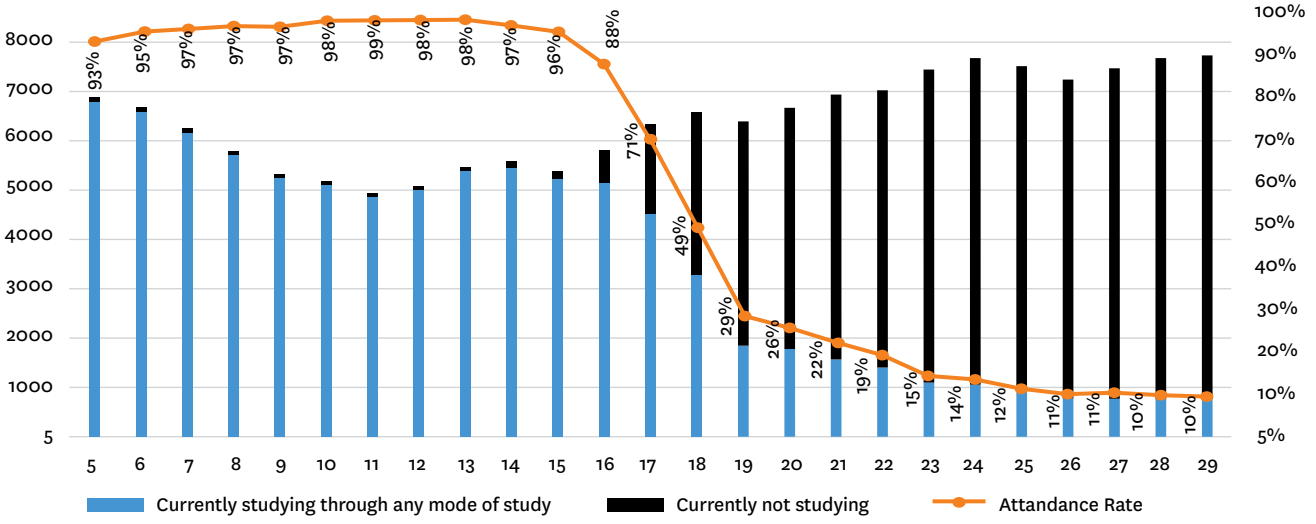
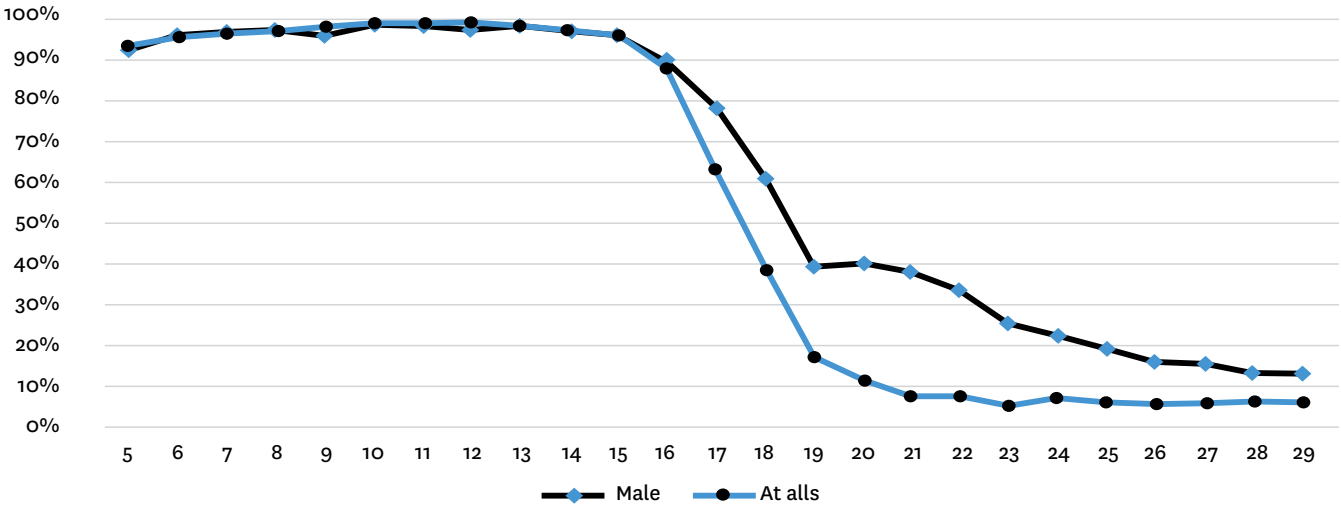


FIGURE 5: ATTENDANCE RATE IN EDUCATION OF SCHOOL AGE (5-29 YEARS) RESIDENT MALDIVIAN POPULATION BY LOCALITY, 2014



In 2014, 82 per cent Maldivians in the age group 5-29 years attended school with 16 per cent of the same age group attending other training institutions and 2 per cent attending other modes of study.

Figure 6 shows the gross attendance rate in the Maldives.

Although the school attendance rate was high, records show that 0.6 per cent (254) of the children in the 6-12 years age group and 2 per cent (368) of the children the 13-15 years age group were out of school; 4 per cent of the Maldivians had never attended school. Figure 7 shows the highest certificates achieved by Maldivians in the 15 years and above age group.

Figure 7 shows that the 24-35 years age group was the highest certificate achieving group in the Maldives. The number of certificate achievers decreased with an increase in age. Figure 8 gives the age-wise achievements of certificates in the Maldives.

Figure 9 shows the number of teachers serving at different levels in 2015.

FIGURE 6: SCHOOL ATTENDANCE RATES

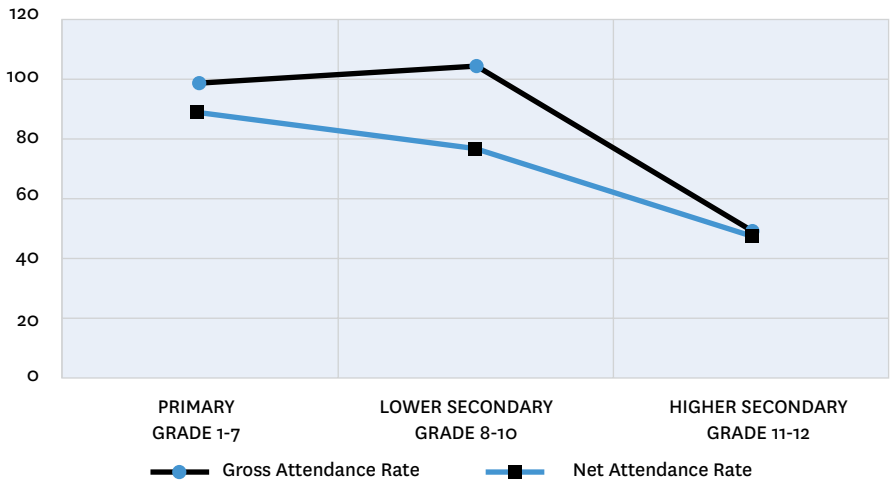


FIGURE 7: HIGHEST CERTIFICATE ACHIEVED OF RESIDENT MALDIVIAN POPULATION 15 YEARS OF AGE AND OVER BY LEVEL

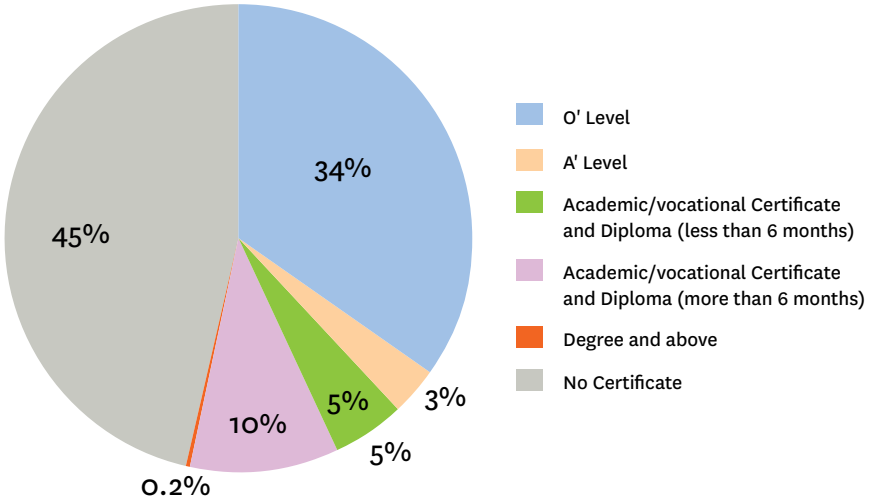


FIGURE 8: ACHIEVEMENT OF A CERTIFICATE BY RESIDENT MALDIVIAN POPULATION 15 YEARS OF AGE AND OVER

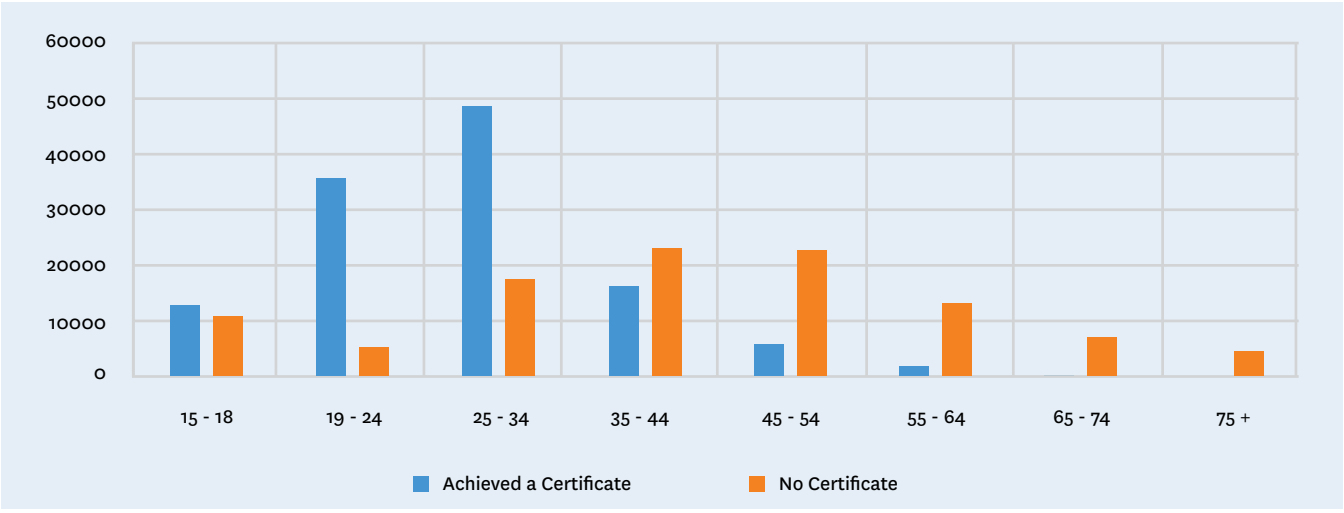
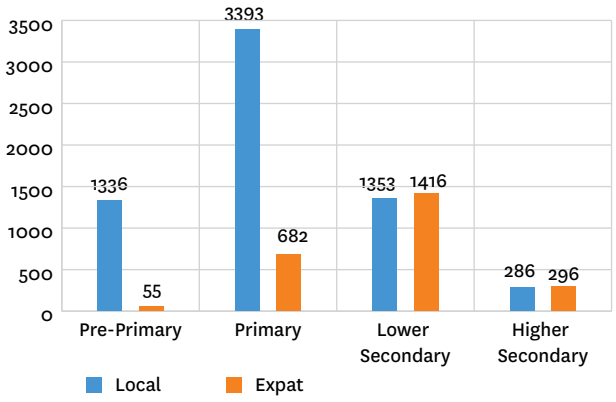
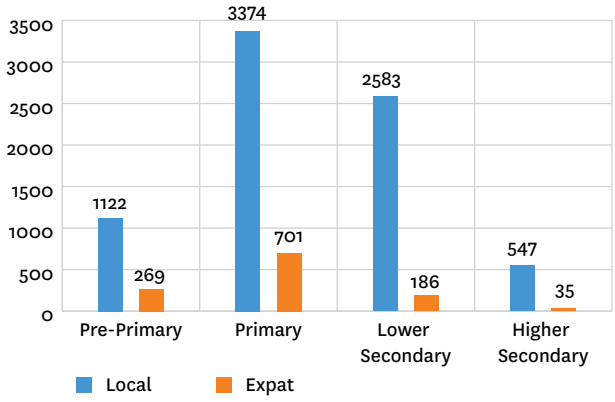


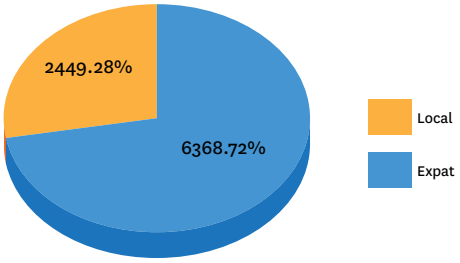
FIGURE 9: TEACHERS SERVING AT DIFFERENT LEVELS (MARCH 2015)

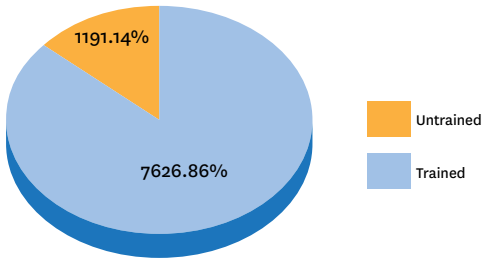
LOCAL/EXPATRIATE



TRAINED/UNTRAINED







SUSTAINABLE DEVELOPMENT GOALS
Targets

Technical Session II

The SAARC Collaboration Mechanism

Process and opportunities for adopting and implementing the SAARC Framework for Action (SFA)

PRESENTER

Mrs M. H. M. N. Bandara, Director, SAARC Secretariat

CHAIR

Mr Jordan Naidoo, Director Division for Education 2030 Support and Coordination UNESCO HQ

OBJECTIVES

- To share the process and opportunities for adopting and implementing the SAARC Framework for Action

Mr Bandara, the Director of the SAARC Secretariat, introduced SAARC and highlighted the process and opportunities for adopting and implementing the SAARC Framework for Action.

SAARC is a regional organization, but not a funding agency, which belongs to the people of South Asia. The SAARC Secretariat and all the SAARC centres operate with contributions from Member States. The programmes that SAARC runs originate in line with ministries and institutions. The SAARC Secretariat formulates policy matters and activities proposed by Member States.

Process and Opportunities: The MoEs from the SAARC region and other members from governmental institutions come together to formulate policies for adopting and formulating SFA. The process involves coordinating with heads of universities and the University Grants Commission regarding issues related to higher education institutes and capacity building in the SAARC region respectively. The South Asian University is taken as a model and a specialized university in the region. There is also be regular dialogue with the vice chancellors of universities in the South Asia region.

The implementation of SDG4 objectives fall within the process and opportunities of fulfilling SFA. It also includes empowerment of school leavers and provision of vocational education to the youth. Improving open and distance learning (ODL) and the informal education sector in South Asia, the SAARC Chair fellowship and scholarship schemes and cooperating with other regional and international organizations amount to the rest of the processes and opportunities for adopting and implementing SFA.

Day 2: 31 March 2016 (Thursday)

Technical Session III

Education 2030 and the Support Mechanism

Possible Areas of Collaboration with SAARC and SEMEO

PRESENTER

Dr Gatot Hari Pariowirjanto
Director, SEAMEO Secretariat

CHAIR

Sri Lanka

OBJECTIVES

- To highlight the activities carried out by SEAMEO
- To present possible areas of collaboration between SAARC and SEAMEO for implementing SDG4/ Education 2030

Dr Gatot Hari Pariowirjanto highlighted SEAMEO's activities. He focused on the use of ICT in education which could be a promising area of collaboration between SAARC and SEAMEO.

SEAMEO was established in 1965 among the governments of the Southeast Asian countries with the aim of promoting education, science and culture in the region. It has 21 regional implementing centres which work in collaboration with one another. They function according to the policies made by SEAMEO's council which is the highest policymaking body that comprises of 11 Southeast Asian ministries.

SEAMEO has a new education agenda which is in line with SDG4. The agenda consists of seven priorities: promoting ECCE; addressing barriers to inclusion; preparing school leaders, teachers, students and local communities towards resiliency during emergencies; promoting TVET among learners and their parents; reforming teacher education; and making the teaching profession the first choice by harmonizing higher education and research and adopting a truly 21 century curriculum. SEAMEO practices cross-border education, the movement of people, programmes, knowledge, ideas and projects across national boundaries in the form of student exchanges, teacher attachment and internship programmes as well as online lectures. It also holds online seminars, tests, exercises and training and e-collaborative learning.

Internship Placements

There are three modules of internship for students. In module 1, students are placed in an industry for six months in their own country. Module 2 covers four successive years where students work in their own country during the first year; during the second and third years they work in participating countries and during the fourth year, they return to their own country for further practices. In module 3 students spend the first three years in their own country and in the fourth year go to a participating country for internship.

E-Twinning classes

These classes are run both among provinces and countries using video wall technology. Teachers and students collaborate through the internet during these classes which are meant to foster human contact and cultural links among participants. The benefits of E-Twinning classes are realized in capacity building, identifying best practices, broadening horizons, building relationships, networking, mobility of teachers and students and increasing quality and making school programmes effective.

The SEA-Language Programme

SEAMEO runs Indonesian language classes for foreign teachers and students in colleges cooperating with the Centre for Development and Strategy of Language Diplomacy, Language Board, Ministry of Education and Culture, Indonesia.

Exchange of Pre-service Teacher Education Students in SEA for Practicum

The first pre-service teacher education exchange programme took place in 2016 (20 January-18 February). The exchange took place between 10 students from Valaya Alonnkorn Rajabahat and 12 students from Makassar State University. In the first week of the exchange, the students observed the classes. They worked as assistant teachers in the second week. In the third week, they taught in the classes independently and reflected on their experiences and shared the lessons that they had learnt. The evaluation meeting of the first batch was held on 26 and 27 February 2016 at the Valaya Alonnkorn Rajabahat University (VRU) campus. At the same time, preparations for the exchange of the second batch of students were also discussed.

Thailand and Indonesia have been working in partnership since 2010. In 2010, 20 Indonesian vocational institutes ran a teacher and student camp with 19 colleges in Thailand. In 2011 and 2012, 27 and 19 Indonesian vocational institutes worked with 35 and 31 colleges in Thailand respectively. In these two years, they organized short term teacher and student camps. In 2011, there was an additional English cyber class. However, in 2012, this was replaced by classroom collaborative e-learning. In 2013 and 2014-15, 36 and 23 Indonesian vocational institutes worked in collaboration with 38 and 27 colleges in Thailand respectively. The activities for the 2013 group were the same as those for the 2012 group. The activities in 2014-15 included a teacher and student camp, classroom activities, mobile learning/digital class and cross-country on the job training.

Recent SEMEO Initiatives

The Southeast Asia Primary Learning Metrics (SEA- PLM) is SEAMEO's recent initiative. It was launched in 2012 and it aims at supporting SEAMEO Member Countries to better measure and understand the status of learning achievements among

the general population and for specific groups by applying culturally appropriate metrics to learning outcomes associated with reading, writing, mathematics and global citizenship. The target population for the programme starts with Grade 5 students. This programme was piloted in five different countries.

Digital learning is another initiative taken by SEAMEO. It is a form of e-collaborative learning through SEA EduNet 2.0 and WebCT, Claroline, Moodle and Emodo. This learning provides students with opportunities for learning, including classroom discussions/workshops between students and teachers from different countries and sharing of ideas and learning resources.

SEAMEO is likely to cooperate with the Centre Director Meeting (CDM) which will be organized in Bangkok in July 2016 and the High Officials Meeting (HOM) which will be held in Bangkok in November 2016.

Collaboration Mechanism between UNESCO's Bangkok Office and SEAMEO and New Role of the Thematic Working Group (TWG)

Presenter

Ms Satoko Yano
Programme Specialist, UNESCO Bangkok

Chair

Ms Leotes Helin, Education Specialist, UNICEF ROSA

Objectives

- To share the areas of collaboration between UNESCO Bangkok and SEAMEO
- To present TWG's roles, the outcomes of mobilizing TWG and its challenges
- To provide recommendations for restructuring TWG

Ms Yano highlighted the areas of collaboration between UNESCO Bangkok and SEAMEO. She elaborated on the role of the Thematic Working Group (TWG) and its major findings and challenges.

Although SDG4/Education 2030 is global initiative there is no one-size-fits-all solution since Asia-Pacific is a diverse region. Thus, working closely with the sub-regional body and ensuring coherence is a critical task. However, the learning experiences derived from the UNESCO Bangkok-SEAMEO collaboration and other similar cooperation projects can be implemented with sub-regional bodies. UNESCO Bangkok and SEAMEO have been collaborating in advocacy/joint statements, research, project design and implementation and capacity building. A TWG on SDG4/Education 2030 is being developed as a new regional coordination mechanism, which should fully integrate the sub-regional bodies for effective coordination.

UNESCO Bangkok and SEAMEO perform joint annual reviews along with planning activities. UNESCO Bangkok has been participating in SEAMEO's high level strategic meetings. It has also been organizing and implementing projects with the SEAMEO Secretariat and SEAMEO centres. The two also collaborate through working groups and networks including the Education 2030 Thematic Working Group, the Multilingual Education Working Group, the Asia-Pacific Regional Network for Early Childhood and the Network on Education Quality Monitoring in the Asia- Pacific.

The Asia Education Summit on Flexible Learning Strategies for Out of School Children was a joint initiative of UNESCO Bangkok and SEAMEO, which lasted for nine months. The target of the collaboration was capacity building of colleagues and collaborators (educators, government officials, UN and NGO personnel, the private sector and active agents) in the region who served and worked with OOSC programmes and initiatives. The objectives of the summit were to serve as a platform for presenting and disseminating innovative programmes related to education for OOSC, to provide an opportunity for building and fostering

networks and partnerships on education for marginalized children and youth, to create a technical collaboration and sharing innovative financial practices for education for OOSC and to develop an online course by using information data derived from the summit.

Along with the SEAMEO Secretariat, UNESCO Bangkok also works for technical collaboration with Educate a Child, UNICEF, Save the Children, ActionAid, Aide et Action, Plan International, the Quality Learning Foundation (QLF) and ASPBAE. The short term outcomes of these collaborations are present in the outcome documents and final reports, whereas the long term goal is to develop the online course.

Capacity Development for Ministries of Education on Education and Resilience: Crisis Sensitive Education Planning and Curriculum to Strengthen Resilience, Social Cohesion and Comprehensive School Safety in East Asia and Pacific was another nine-month joint initiative between UNESCO Bangkok and SEAMEO for MoEs, which had as its objectives the building of the capacities of MoEs to anticipate, prepare for, respond to and recover from conflicts and disasters. This collaboration aimed at providing financial and technical support from UNICEF-EAPRO, UNESCO-IIEP, SEAMEO-INNOTECH and PEIC.

Research on Strengthening Education Systems for OOSC in Southeast Asia was another joint initiative between UNESCO Bangkok and INNOTECH. This project in Southeast Asia was for governments, UN agencies and CSOs. The collaboration was undertaken to review current legislations, policies, funding mechanisms and programmes on education for OOSC in target countries. The collaboration has been used as a preliminary research for advocacy on the education policy in target countries to strengthen the education system for reaching out to OOSC.

UNESCO Bangkok collaborated with SEAMEO-INNOTECH between June 2015 and November 2016 for the Commission for Higher Education (CHED) and teacher training institutions, capacity building, higher education, developing national ICT competency standards, pre-service teachers and designing competency based pre-service teacher training programmes for ICT integration.

Developing the Association of Southeast Asian Nations (ASEAN) Lifelong Learning Agenda is another joint initiative of the SEAMEO Regional Centre for Lifelong Learning and UNESCO Bangkok. It will be launched in 2016 and will be carried out until 2017. SEAMEO Member States are the target groups of this collaboration. The objective of the collaboration is to build a common foundation for understanding and developing lifelong learning in the ASEAN region through research by developing advocacy material and facilitating an exchange of experiences. The aim of the collaboration is to receive financial and technical support from the UNESCO Institute for Lifelong Learning and the latter from UNESCO Bangkok and UNESCO Hanoi.

The two are also collaborating for another project titled 'Developing and Promoting ASEAN Lifelong Learning' which is targeted at governments, CSOs and universities. Though the on-going programme was planned for 18 months, the project may last longer. The partnership is for technical assistance with the objectives of reviewing the current education systems in six countries in terms of promoting lifelong learning (LLL) and finding good practices of programmes and disseminating them.

Collaboration through Working Groups

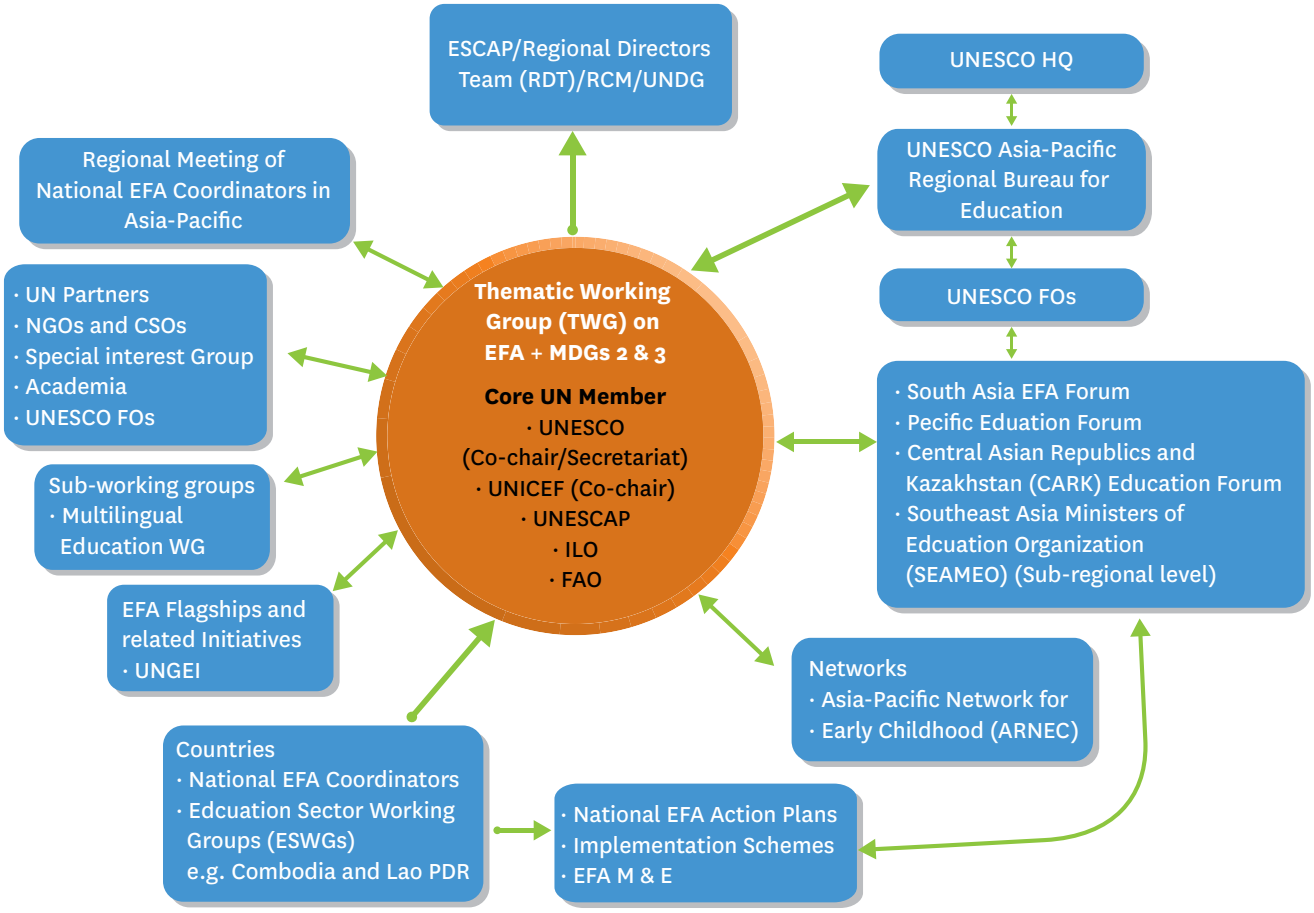
UNESCO Bangkok is also collaborating with the Southeast Asia Pacific Learning Metric to improve the quality of education through system level monitoring of learner achievements and supporting selected technical and analytical capacities of national examination and assessment staff members to strengthen the ASEAN technical collaboration on learning assessment and standards across education systems. UNESCO's role in this collaboration is to serve on the Steering Committee of SEA-PLM and also to provide its expertise by participating. In the Domain Technical Review Panel on global citizenship education. The other organizations in the steering committee include The SEAMEO Secretariat, ESCAR, Brookings Institute and UNICEF-EAPRO.

UNESCO Bangkok is also collaborating with the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) with the objective of strengthening education systems to improve the quality of education in Asia and the Pacific. The collaboration focuses on students' learning assessments aiming to ensure their alignment with curriculum and pedagogy; additionally, it also addresses other aspects of education such as teachers' trainings.

New Roles and Responsibilities of the Regional Thematic Working Group for Education

TWG on Education for All (now the Education 2030 TWG) was established in 2001. Initially, UNESCO Bangkok, UNICEF-EAPRO, UNICEF-ROSA and ESCAP were its co-chairs. TWG's goal is to support the achievement of the EFA goals/MDGs in the Asia-Pacific region. This group comprises members from UN agencies, development banks, regional/sub-

FIGURE 10: THEMATIC WORKING GROUP ON EDUCATION FOR ALL



Source: 'Reflexions on the effectiveness of partnership - past and future - to promote education for all in Asia-Pacific' (UKFIET, Oxford 2015)

regional inter-governmental bodies, INGOs/NGOs, CSOs, independent experts and the private sector.

TWG- EFA works for quality (NEQMAP), literacy/LLL/ flexible learning strategies (FLS), OOSC, gender equality, disabilities, ECCE (ARNEC) and multi-lingual education (MLE).

Figure 10 presents the Thematic Working Group on Education for All (TWG- EFA):

The members of TWG- EFA participate in relevant meetings, share information, collaborate on joint advocacy initiatives and provide necessary technical support (facilitation, technical inputs in specific areas of education, review of policy papers, EFA progress reports and technical papers).

Ms Yano's positive findings of EFA-TWG are given in Box 1.

BOX 1: POSITIVE FINDINGS OF EFA-TWG

- FEA-TWG met 40 times
- 40/46 countries submitted national EFA 2015 review reports and regional synthesis reports
- Thematic group is a part of the broader UN architecture
- Includes networks such as ARNEC, UNGEI, MLE and NEQMAP
- CSOs voice and engagement with governments through ASPBAE
- Regional perspective on SDG4 – Bangkok Statement
- Sub-TWGs may have been more results- focused than EFA-TWG
- High income countries also reported on EFA
- Provided a network extending beyond sub-regions

BOX 2: THE CHALLENGES FOR EFA-TWG

- Tension between EFA and MDGs; EFA's coordination with SWAPs
- EFA synonymous with UNESCO, not broader partnerships
- Some key actors not engaged actively: UN System, GPE, WB and ADB
- Role of inter-governmental agencies, for example, SEAMEO, ASEAN and SAARC
- Research institute networks in Asia-Pacific
- Private sector not represented
- One region- 60 per cent of the world's population
- Linkage with RCM and other sectors
- Lack of funding for regional co-ordination, etc.
- What value to countries? How can countries be supported better?

However, there are challenges as well (Box 2).

TWG has three sets of recommendations. The first one indicates the need for partnership management at the cluster office (CO) level. Such process would involve an analysis of the education sector by, more broadly focusing on the political economy with an overall objective of creating a coherent, long term, sector –wide approach (SWAP) to capacity building in line of Education 2030 goals. It's further objective would be to establish a supportive pool fund, which would enable a sector-wide group to perform its functions, that is, to design, implement and monitor country's and SWAPs' cooperation as well as establish mechanisms for mutual long-term accountability of governments and donors. The second set recommends developing a theory of change to ensure that the strategic partners engage in the process, explore regional collaborations with GPE, work with sub-regional bodies to determine future partnerships, thematic priorities and scope out a revised terms of reference (ToR) for Education TWG. The third set recommends developing a regional framework based on a clear theory of change (ToC) with a supportive monitoring and evaluation plan like that of the Paris Declaration indicators. It allows for strategic analytical research across SDGs, for transition from sub-sector wide planning to social SWAPs and carrying out in-depth country led research around the decentralization agenda (avoiding weaknesses of SWAPs).

TWG's roles: There are four proposed roles of TWG: first, stocktaking which requires TWG to map and take stock of gaps by area and sector in the region, coordinate capacity building activities, pool the database and monitor and report on regional compliance with global commitments; second, an analysis and publication which seeks TWG to disseminate good practices and information sharing for advocacy, research and publications and developing joint policy briefs; third, event and programme planning where TWG makes joint plans and implements regional programmes and events, creates platforms for developing shared priorities, joint planning and actions and promoting synergies. Organizing regional launches for global reports, coordinating engagements in the process leading up to major global conferences in 2016 and doing an analysis of the implications for coordinated action by the United Nations in Asia-Pacific and coordinating engagement in the process leading to and emanating from major regional meetings including the Economic and Social Commission for Asia-Pacific (ESCAP), Asia Pacific Forum on Sustainable Development, Forum of Ministers of the Environment of Asia Pacific are some of the other aspects; and fourth, a partnership that entails TWG to take joint initiatives in resource mobilization for large projects, coordinate partnerships with CSOs and NGOs, contribute to the production of community/ country assessments/United Nations Development Assistance Framework (CCA-UNDAF), and ensure coordinated engagements with selected sub-regional forums.

Collaboration Framework of UNESCO Institute for Lifelong Learning (UIL) to advance SDG4.6

Presenter

Mr Ilapavuluri Venkata
UNESCO Institute for Learning (UIL)

Chair

Ms Satoko Yano, UNESCO

Objectives

- To present an overview of literacy in the SAARC countries
- To make potential suggestions for a collaboration between SAARC and UIL for achieving SDG4

Mr Ilapavuluri Venkata sketched the present status of literacy in the world and highlighted the efforts made by UIL for achieving SDG4. According to him, to accelerate the progress on literacy in SAARC countries, it was necessary to build strength and harness new opportunities. He further pointed out that it was essential to have political commitments in almost all countries with the involvement of communities and civil societies. It was equally necessary to expand ICT infrastructure and digital competence and establish higher education institutions.

Global Alliance for Literacy within the framework of lifelong learning (LLL) is being planned to implement out-of-the-box and impactful solutions. This alliance will harness the power of technology for youth and adult literacy and learning through mobile apps, open and distance learning and online courses. It will follow a multi-

BOX 3: SUGGESTIONS FOR UIL-SAARC COLLABORATION

- Creating a SAARC multi-stakeholder partnership as a part of a global alliance for literacy, focused on, for example,
  - Developing digital learning material for diverse age and language groups
  - Open and distance learning courses for neo- literate learners, for professional development of literacy centre managers, content developers and learning assessment volunteers
  - Developing guidelines for more effective management of community learning centres and making them the hubs of lifelong learning
  - Publishing a periodical report on the 'state of literacy in SAARC countries' based on a common agreed learning assessment framework

sectoral approach for addressing the learning needs that starts not with reading and writing but with the context of each individual's learning. It will create pathways beyond literacy so that the youth and adults can proceed with further learning, which in turn will lead to improvements in their quality of life. It will also work to bring governments, civil society, the private sector, academic institutions, regional organizations and the UN family together to reach the literacy target set in the 2010 agenda for sustainable development.

Mr Venkata's suggestions for UIL-SAARC collaboration are given in Box 3.

The focus on learning outcomes in SDG4 as highlighted by Mr Venkata is given in Box 4.

BOX 4: FOCUS ON LEARNING OUTCOMES IN SDG4

- Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills
- Disaggregations: sex, location, wealth
- Percentage of youth/adults with information and communication technology (ICT) skills by type of skill
- Participation rate of youth and adults in formal and non-formal education and training in the last 12 months

Ensuring by 2030, that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

UIL supports SAARC in developing and implementing lifelong learning policies and strategies. It also supports the development of literacy and basic skills among youth and adults. Adult learning and education is yet another area of support that UIL provides to SAARC.

Collaboration Framework of UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) to advance SDG4.7

Presenters

Mr Anantha Duraiappah/ Yoko Mochizuki
Director, MGIEP/ Head of Rethinking Curriculum Programme, MGIEP

Chair

Dr Gatot Hari Pariowirjanto
Director, SEAMEO Secretariat

Objectives

- To share the outcomes of mobilizing youth for achieving SDG4
- To present a collaboration framework of UNESCO-MGIEP to support the implementation of the SAARC Framework for Action

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) is UNESCO's first education-related Category I institute in the Asia-Pacific region. MGIEP's Director Dr Anantha Duraiappah introduced its approaches to the implementation of SDG4 with a particular focus on youth and its flagship initiative YESPeace (Youth for Education, Sustainability and Peace) network.

The YESPeace network's main objective is to ensure the full engagement of youth in policy making in the local, national, regional and international fora. MGIEP's intention is to mobilize and amplify youth voices in the implementation of SDGs. A key initiative of YESPeace is 'Youth-led Monitoring of SDGs', which emerged out of a workshop that MGIEP organized at the 2015 UNESCO Youth Forum in Paris. Under this initiative, MGIEP is committed to developing a mobile app to allow youth to directly upload real life examples of actions taken by local communities for addressing various issues of concern captured across any of the 17 SDGs. This initiative was expected to implicitly measure collective learning from taking action on the ground to solving challenges identified by local communities and led by the youth, thereby generating data on informal, experiential learning which can be used to monitor progress towards achieving Target 4.7.

Another MGIEP initiative shared with the workshop's participants was a youth survey to contribute to national education policymaking. In India, the Ministry of Human Resource Development (MHRD) initiated the New Education Policy (NEP) in 2015, employing a bottom-up approach. MGIEP provided support to MHRD through a dedicated reaching-out programme for the youth of India by administering an online survey on higher education. The survey attracted 6,401 young people from across the country. In addition, MGIEP conducted 34 on-site focus group discussions across five regions involving 331 young people from rural, semi-urban and urban centres.

MGIEP contributes not only to SDG4.7 but also to the overall goal of SDG4 – inclusive and equitable quality education for all – by addressing the needs of people who 'learn differently' such as those who are dyslexic. Studies show that one in every sixth individual is dyslexic, but his or her needs have not been sufficiently addressed. These individuals are rarely diagnosed properly, and because it is a neuro-biological construct, it is largely invisible and hence individuals do not receive appropriate support in education systems. In April 2016, MGIEP organized the UN-LEARN workshop with focus on dyslexia, dysgraphia, dyscalculia and dyspraxia – the 4Ds of Difference Learning. This two-day awareness and capacity development workshop on 'difference learning' was attended by 400 teachers from New Delhi. MGIEP aims to provide a support network for parents, teachers and principals to address difference learning and for promoting policy and digital tools for early diagnosis and appropriate support to those students who learn differently in schooling systems around the globe.

Technical Session IV

SFA 2030

Collaboration Framework of UNESCO Field Offices to Support SFA 2030 Implementation

PRESENTERS

Mr Nyi Nyi Thoung
Mr Tap Raj Pant
Mr Padilla Danilo
Ms Shereen Akhter
Mr Shailendra Sigdel

CHAIR

Mr Kilchi Oyasu,
UNESCO Dhaka Office

OBJECTIVES

- To present the collaboration framework of UNESCO's field offices to support the implementation of SFA 2030 in Member States
- To present national coordination mechanisms for Member States for implementing SDG4

UNESCO in Afghanistan

Presenter

Mr Padilla Danilo

UNESCO's Activities in Afghanistan

UNESCO's aim is to support the Government of Afghanistan in providing long term and sustainable benefits. It functions actively in three key areas: capacity building, strengthening the education system and developing policy with particular focus on continuous basic education and occupational skills.

UNESCO launched the largest literacy project for the enhancement of literary in Afghanistan (ELA) which is being implemented in three phases. There are more than 600,000 learners across 27 provinces; more than 60 per cent of the learners and teachers are females. ELA supports management and service delivery, curriculum development, administration and finance and monitoring and evaluation. ELA 3 (2014-16) is a national programme which is fully aligned with Afghanistan's socioeconomic priorities. This programme is jointly funded by the governments of Japan, Sweden and Finland. The programme's intervention is demand driven and learner centred which provides learning opportunities to meet demand by embedding literacy with the learning of relevant practical skills. It is also a competency based approach that aims to develop technical and managerial capacities in government structures for sustained literacy provision. It focuses on low literacy and low access groups -- female, rural and vulnerable -- and expects to provide educational training to 16,000 such trainees.

Literacy Empowerment of Afghan Police (LEAP)

This programme's aim is improving the quality of policing in Afghanistan by providing intensive literacy and numeracy training to about 10,000 police men and women. It is funded by the Government of Japan. The programme is expected to train 50 per cent of the illiterate police force. UNESCO Kabul ensures that sustained coordination takes place at the ministerial level and with key stakeholders so that key educational strategies of the programme can be implemented. LEAP was launched in two phases. The first phase was launched in June 2011, and the second phase was launched in October 2013. Currently, LEAP is supporting the Afghan Police Literacy programme by providing monthly newsletters and quarterly magazines.

CapEFA programme in Afghanistan

The Capacity Development for Education for All (CapEFA) programme started in April 2010 with the aim of contributing to the long-term and equitable development of TVET in Afghanistan. It is strongly aligned with the government's goals and priorities. It runs activities related to policy and planning, monitoring and evaluation and research and information knowledge-sharing with regard to the TVET sector. Although efforts have been made to improve the situation, there are some challenges that may hinder achieving the goals. The deteriorating security situation, an uncertain political future, weak capacity of the management, brain drain, donor fatigue and cultural challenges are the major aspects that need to be tackled along the way to reach the goal.

Implementation of SDG4/ Education 2030

The first initiative for the implementation of SDG4 has already been taken by translating SDG4-EFA into Dari language. It will also be translated into Pastu language soon. Moreover, national consultations and capacity development workshops on quantitative data analyses will be organized in the coming months. Afghanistan's third National Education Strategic Plan is aligned with SDG4 and UNESCO Kabul and the International Bureau of Education (IBE) are helping MoE in preparing the curriculum reform proposal for Afghanistan which is related to the quality aspect of SDG4.

Pakistan is fully committed to SDG4. It has adopted this goal in its National Development Goals 2030. A national consultation was held in December

FIGURE 11: ROADMAP FOR THE NATIONAL SDG-4 STRATEGY

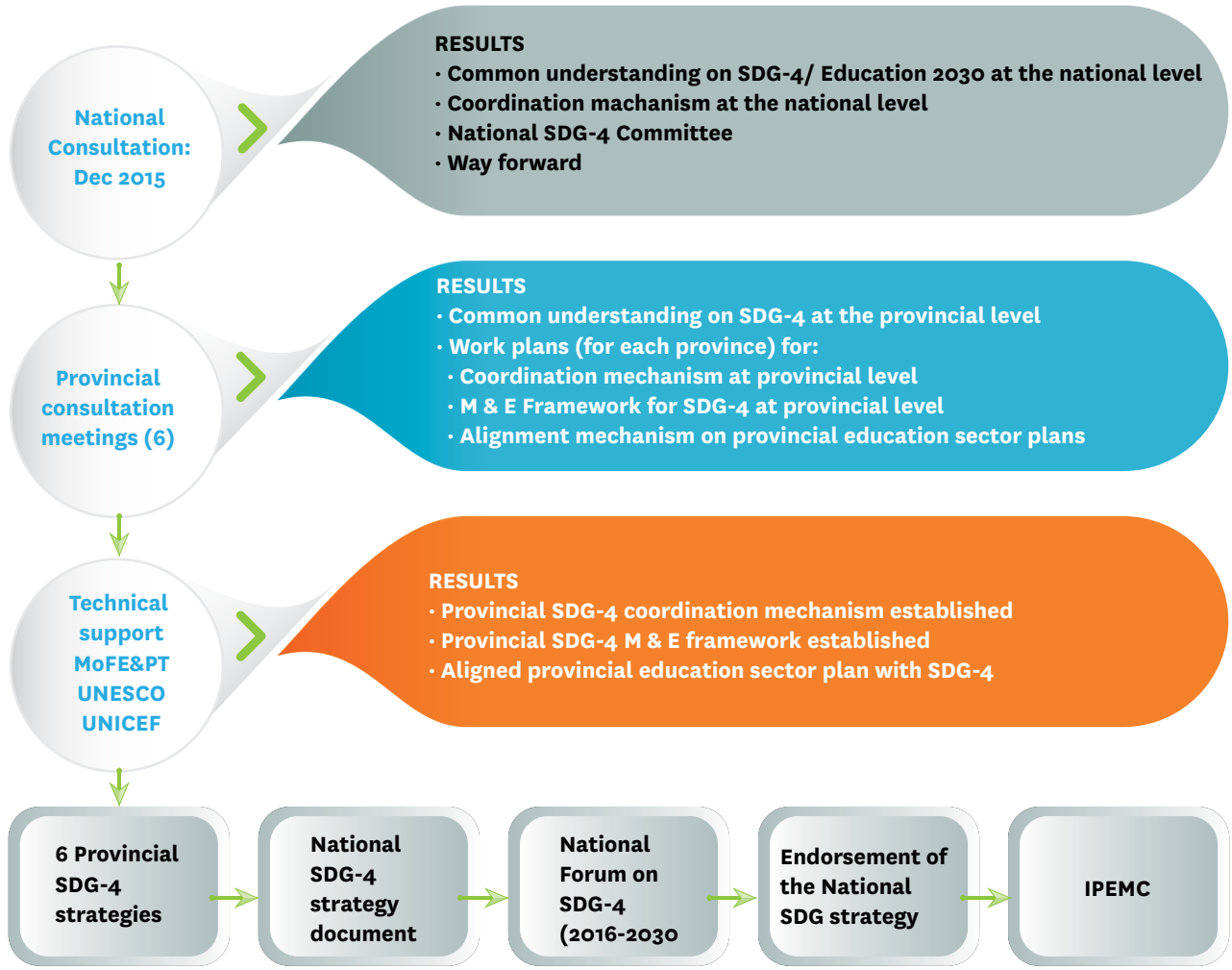
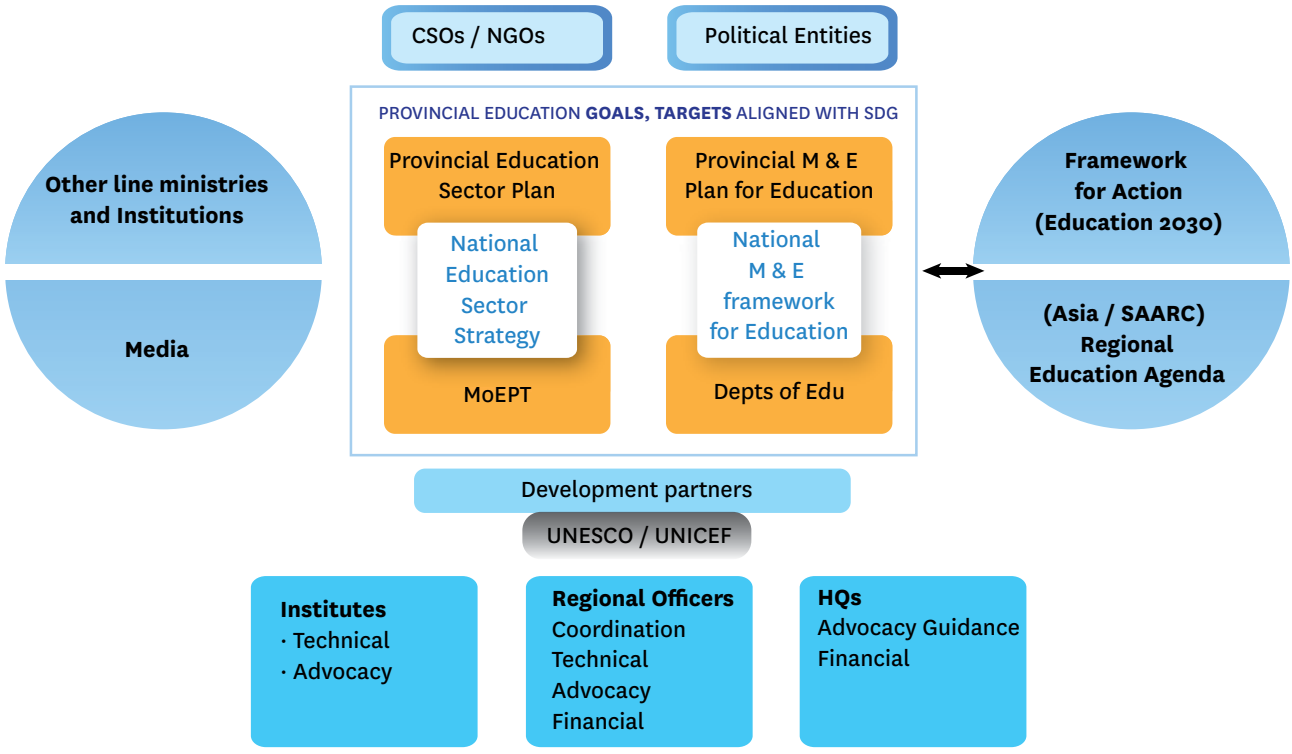


FIGURE 12: SDG 4 IMPLEMENTATION MECHANISM



2015 in coordination with some development partners. After the national consultation, some provincial consultations have also been organized; more consultations will be held in July 2016.

The roadmap for Pakistan's national SDG4 strategy is given in Figure 11.

The implementation mechanism for SDG4 in Pakistan is given in Figure 12.

The mechanisms highlighted in Figures 11 and 12 give the impression that Pakistan has realized the necessity of ownership of SDG4 at the federal, provincial, technical, political and local levels. Genuine coordination in thought and practice, added value to work, streamlining the goals to the development agenda and striking a balance between implementation and monitoring and commitment are other important aspects that need to be addressed to achieve the goal.

As Pakistan's development partner, UN will help the government in implementing SDG4 in terms of advocacy for consultations, coordination and contextualization at the local level. It provides technical support for developing national/ provincial level SDG strategies, streamlining the education sector's plans and monitoring and capacity building of SDG. It also provides financial assistance for holding national consultations, fostering capacity development and fortifying participation in regional and global events.

Development partners can support the strengthening of capacity of national institutions and in-country coordination mechanisms, promote partnerships, strengthen national SDG monitoring, mobilize resources and facilitate peer and thematic reviews by using the SAARC Regional Framework. However, it is necessary to have high level political support, an institutionalized process both at the country and the regional level and a final funding modality.

SDG4 (Education 2030) Dhaka

Presenter

Ms Shereen Akhter

The Government of Bangladesh is committed to implementing SDG4. The country's Seventh Five Year Plan and the National Education Policy 2010 are aligned with SDG4's targets. The government, in coordination with a country-level technical committee, is working on a country level action plan for implementing SDG4 according to the agreement made in the national consultation coordinated by UNESCO.

UNESCO supports community based learning which was initially started in two districts. It also supports the policy and plans for development and review implementation. It recently contributed to developing the Non-Formal Education (NFE) Act 2014 which the government is

implementing now. Based on the Primary Education Development Programme's (PEDP's) learning, Bangladesh is considering developing a secondary sector based programme. It is also working for raising awareness and building a common understanding on SDG4. Further, the Skill Development Working Group is working for skill related issues as per the SDG's targets. UNESCO is preparing a sector based monitoring report as decided by the SDG forum in Bangladesh. It is also working with PEDP3 in the area of inclusive education through advocacy, capacity building and research processes for inclusive education. UNESCO is coordinating with the Government of Bangladesh and other development partners to lead this process.

SDG4 (Education 2030) Kathmandu

Presenter

Mr Tap Raj Pant

UNESCO is supporting the Government of Nepal in preparing and implementing SDG4. It supported MoE in undertaking the EFA national review in 2014 and organized national and sub-national level consultations in coordination with UNICEF to identify EFA's unfinished agenda. It has prepared review reports and related publications and also helped in organizing an expert group meeting on the post-2015 education agenda. It engaged with the Government of Nepal and ensured that CSOs participated in different international fora like the Asia-Pacific Regional Education Conference (APREC), WEF-Incheon, APMED and SAARC New Delhi. It further assisted in the follow-up of national and sub-national consultations in coordination with UNICEF, establishing a national coordination mechanism for SDG4 and supporting the Nepal government in strengthening its efforts in education with regard to the post-2015 education agenda. A national workshop on Education 2030: Nepal Framework for Action and a national consultation provided insights into aligning SDG4 with SSDP which will be implemented soon in Nepal. It has also helped in organizing a number of sub-national consultations along with other partners.

The National Coordination Mechanism

A task force chaired by the Secretary in the Ministry of Education has been formed. It comprises of the co-conveners of Education 2030. UNESCO Kathmandu, in coordination with the Nepal National Commission for UNESCO, provides technical assistance and support in preparing the National Framework of Action for SDG4. Coordinating the achievement of the goals of Education 2030 is the Joint Secretary, Planning Division, MoE for both achieving SDG4 and EFA. Establishing the Education 2030 fora at the national and sub-national levels according to the changes made in the constitution is also likely to happen in the near future.

Strengthening Efforts in Education

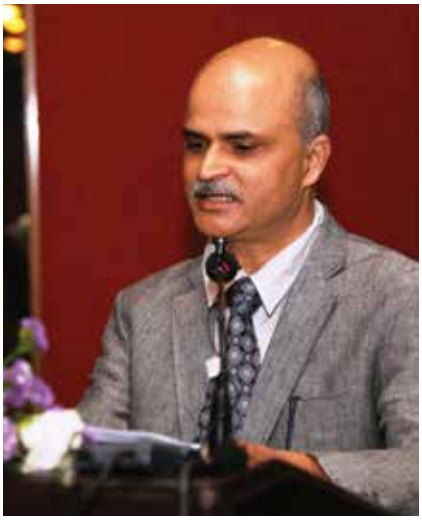
UNESCO is supporting a thematic review and implementation of SDG4. It is helping in preparing a review, reports, publications and factsheets as per requirements. Moreover, it has committed to provide continued technical support for strengthening the existing Education Management and Information System (EMIS) and the Non-Formal Education and Management System (NFE-MIS) for monitoring and evaluating SDG4.

UNESCO is also helping in the mapping of existing policies and programmes that contribute to SDG4's targets. Capacity building of government officials for effective implementation of SDG4, strengthening inter-governmental cooperation for fostering synergies and mutual learning for SDG4 and ensuring the participation of all relevant stakeholders including I/NGOs, the private sector and CSOs are the other areas of support provided by UNESCO in Nepal.

SDG4 (Education 2030) New Delhi

Presenter

Mr Shailendra Sigdel



UNESCO New Delhi will bring knowledge from all the SAARC countries and share it with all the Member States. It will focus on studies in SAARC countries like it was done on OOSC with UNICEF. It will focus on the regional perspective. It will take steps for improving innovations and methodologies which will help Member States define the problems properly. It will also make efforts for providing education on Human Immunodeficiency Virus (HIV) and sexuality. UNESCO New Delhi intends to do a case study on literacy programmes and share its findings with Member States. It will also study the alternatives and effectiveness of non-formal programmes and their challenges so that one country can learn from another. It will work on developing, adopting, advocacy and guidance for promoting teacher education. It is also trying to implement gender assessment in Sri Lanka. In addition, it will organize SAARC level meetings and workshops and provide technical support to Member States based on their demands and requirements.

Discussion on the Zero Draft SFA 2030 Framework and Action

Presenter

Mr Abhimanyu Singh
Consultant

Chair

Mr Shailendra Sigdel, UNESCO New Delhi

The focus of the draft is on implementation modalities including the implementation of seven goals and 63 indicator strategies. UNESCO and UNICEF offices are providing help in the implementation of SDG4's goals. However, concrete ideas on how support is possible need to be presented so that the commitments can be included in the SAARC Framework for Action. Institutes like MGIEP and the South Asia University can work on coming up with teacher development centres at the National Institute of Education, Sri Lanka to build the capacities of teachers in the country and in the SAARC region. The new education centres also have the support of UNESCO and UNICEF at the national and sub-national levels. They will provide human, technical and financial assistance for implementing the programmes.

However, the government needs to take the lead role in implementing the goals. The SAARC Secretariat will also support the government. There are some good academic and research institutions in South Asia whose potential has not been utilized to the fullest. The crux of the collaboration mechanism needs to be the forum of education ministers with its own terms, conditions and objectives. The SAARC Secretariat is supporting the institution organizationally, financially and logistically. A rotating arrangement will be made for meetings of the ministers. National focal points will be nominated by the MoEs who will carry on with the work of the Secretariat. The Cairo experience is a good example that helped in the review and follow-up of the programme. A similar joint responsibility on a shared leadership basis can be included in the framework which can be supported by UNESCO and UNICEF.

Institutionally embedded thematic groups on each of the 10 goals are suggested for identifying emerging educational challenges through sharing of promising practices and innovations as the next step. The institutions working in educational planning and management in every SAARC country are functioning as a network. It is necessary that each Member State decides on the institute which can then work on a particular aspect of education in SDG4. This needs to be defined in terms of context so that there is no communication gap and doubt about the responsibilities. AEPAM, BRAC, CAMP, CMDR, NAEM, the National Centre for Education Development, Bhaktapur, the Research Centre for Innovation and Development, Tribhuwan University, the AGA Khan University Institute for Education Development, the National Council for Educational Research and Training (NCERT), the State Institute of Education Management and Training and the Centre for Multi-Disciplinary Development (CMDR) are some of the institutes with some experience of networking across boundaries. There are also thematic networking groups. These institutional and thematic networking groups can coordinate and support Member States in achieving SDG4.

The speakers added that translations of SDG documents in local languages is an innovative step because South Asia is a multi-lingual region and everyone may not be able to understand English. Unless the document is understood well, achieving what it says is difficult. In addition, getting to the provincial level from the national level with additional development partners is also a good step taken for achieving SDG4. Non-formal consultations among the countries with similar administrative and political divisions can help make a joint effort to reach SDG4. It is also necessary to bring all five partners – civil society, teachers, the private sector, academic research organizations and youth – together. UNESCO will support coordination among Member States.

It is suggested that the Member States follow mechanisms for implementation and also consider SEAMEO's role in a broader concept and not confine it to teachers and ICT. However, there are questions about SAARC's role, the way it steps up through capacity building and separate education units and if there should be pulling of funding and resources so that there can be a separate unit which is funded by Member States and which runs according to the needs of the framework.

Concluding Session: The Way Forward

Next Steps at the National and SAARC Levels and the Way Forward

Objectives

- To highlight possible next steps for implementing SDG4 in Member States
- To present step-wise activities for collaborations among Member States, UNICEF, UNESCO and other development partners for implementing SDG4

Mr Bandara talked about the achievements of the Culture Capital Project in Afghanistan which was led by the SAARC Secretariat, the Culture Centre and eight SAARC Member States. The closing ceremony for this project is going to be held soon.

At present there are six SAARC regional centres in six Member States; however, there is no regional SAARC centre related to education. It was agreed that during the next governing board meeting a proposal will be put forward for establishing a Research Development Centre. A new SAARC centre, the SAARC Disaster Management Centre is also being established in India. Besides, there are some special bodies related to SAARC's organization like the SAARC Teachers Association, the South Asian Association for Regional Law Firms, the South Asia Federation, the South Asian Institute of Violence against Children and the Foundation of SAARC Writers and Literature. Some of these bodies are related to UNESCO and UNICEF's mandate and the education arena. There are many other such bodies that function individually and/or in coordination with the SAARC Secretariat. The speakers requested UNESCO's assistant to arrange meetings with such bodies at least once a year. The meetings can monitor the activities of such bodies and guide them accordingly. SAARC Education is the focus of the 21st century and it is going to be implemented in the forthcoming ministers' meeting. ICT based education for South Asian people is also the next focus area. The Heads of States have agreed to promote quality education in all institutions and reforming curricula, teaching methods and evaluation systems and making adequate physical, technical and other support available. For this, the Member States need to go through the SAARC Declaration which gives the mandates. In addition, there are a number of ministerial firms that are involved in child welfare and in the field of youth and development. They are also UNESCO's main targets.

Mr Bandara also said that there will be a meeting with the Secretary General to discuss the ways in which negotiations can be built like that with SEAMEO for further collaboration. The legal framework for the Educational Regional Centre and developing a database in South Asia will be drafted through the SAARC Secretariat and other similar line agencies. The SAARC Secretariat also welcomed support and ideas for developing the South Asian Development System. On a concluding note, Mr Bandara reaffirmed that the SAARC Secretariat is prepared for South-South cooperation.

Next Steps: Shigeru Aoyagi

Mr Shigeru Aoyagi asserted that the next steps were about establishing a cooperation mechanism. He suggested that the specific steps for establishing such a cooperation mechanism should include:

1) UNICEF and UNESCO will draft the zero draft report for action for implementing SDG4.

2) The draft will be circulated to all the Member States for contextualization and comments to make it applicable at the country level.

3) The comments will be incorporated and the first draft will be prepared before the SAARC Educational Technical meeting that will be held in India in July/August 2016. The first draft will be the most important agenda of the meeting.

4) After the technical meeting there will be some rounds of extensive discussions to come up with an agreement on the draft as suggested by Bangladesh.

5) If the discussions conclude with a need for consultations, UNESCO will support and join them before the SAARC ministers meeting that will be held in Maldives in October 2016. After the ministers agree on the content, implementation will start in Member States. UNESCO will immediately start supporting the implementation of SDG4.

SEAMEO and SAARC will have exchange programmes for ministers; ministers from SEAMEO can be invited to SAARC meetings for sharing their experiences and inspirations. The UIL Institute will support the literary learning assessment at the SAARC level conference which may lead to periodical reports on the state of literacy in SAARC countries. This may be organized before the SAARC ministers meeting to show some concrete actions with the framework. However, MGIEP has been facing difficulties in translating 4.7, that is, education for peace and sustainable development, global citizen education and the indicators established to interpret these in the national context. Mr Shigeru Aoyagi said that technical inputs from the institution

will be very useful. He further stated that the sub-regional framework will inform further about country action and implementation of SDG4. However, at the same time, feedback from national levels is also necessary. In this direction, UNICEF and UNESCO need to work closely at the national levels to support the Member States in planning and implementing SDG4. The governments are the main drivers and needs to mobilize civil society, NGOs and academic institutions in accomplishing this challenging task. The framework will address the important elements of how this partnership can be established in a country, across a country and at the sub-regional and global levels. He complimented the SAARC Secretariat for its efforts through SAARC centres and SAARC recognized institutes and asked for its continuous support. He also promised technical support when required for the implementation of SDG4.

Closing Remarks

Presenter

Hon. Mr Ahmed Shafeeu/ Ms Rina Ray
State Minister Maldives/ Additional Secretary, MHRD, India

Chair

Dr Lava Deo Awasthi
Joint Secretary, MoE, Nepal

Mr Shafeeu thanked the Chair for his encouraging words about him and his engagement and work on education that he and everyone else loved because there was commitment from everyone present. He thanked the Government of Nepal, especially the Ministry of Education and the other conveners, UNESCO, UNICEF and the SAARC Secretariat, for hosting the workshop on such an important agenda. He recalled that the representatives in the workshop represented one-fifth of the world's population, and against this backdrop he underscored that SAARC cannot leave any aspect of human development unnoticed. The achievements of this region till date had also been remarkable achievements of the globe. He also emphasized that all countries needed to coordinate and work together for overall development. He maintained that there was nothing wrong in being ambitious regarding educating children, because during the two-day workshop, SDG4 had been repeatedly mentioned as an ambitious goal. He believes that there are resources and it is a question of mobilizing them so that expected outputs can be achieved. He is hopeful about achieving SDG4 in the next 15 years since there is commitment and confidence of the governments, leaders, development partners and everyone concerned. He thanked UNESCO for taking the lead in the process and making commitments for supporting countries in implementing their plans; these plans are already being initiated for the year and the years to come to achieve the goals that have been set. He also thanked the UNICEF-ROSA office and other UNICEF related offices and UNESCO institutes that have been putting in collective efforts. He acknowledged civil society which works at the grassroots level in achieving the set goals. He thanked the SAARC Secretary General and the SAARC Secretariat for their continuous support and commitment to SDG4. Finally, he thanked all the participants for their ideas that made the two-day workshop fruitful.

Ms Ray thanked the organizers of the two-day workshop. She said that the biggest takeaway from the workshop was cooperation. She added that there was a common culture among the people in SAARC which made the region and the relationship unique as compared to the rest of the world. She also expressed that the hunger for brotherhood and sisterhood among the SAARC region would optimize and capitalize on the performance of the countries. She talked about the progress made in Bangladesh in the provision of toilets and women empowerment that she had seen during her visit a few months ago. She also called on everyone to look not only at education but also poverty because they are related. We do not only have to educate children but also help parents come out of their present state. Therefore, it is necessary for everyone to work in a more collaborated, vibrant and active manner. She reiterated that SAARC had an active role to play; however, the other collaborating partners should also play an equally active role. She appreciated the idea of a rotating Chair. She expected every individual country to take decisions that best suited them. The proposal for a SAARC Centre for Education was another good takeaway from the workshop.

She appreciated the idea of moving towards cooperation and implementation rather than action because it was an engaging idea. She acknowledged Bangladesh's idea of making things doable. She said that it was a wonderful experience and she was looking forward to more such experiences. She also asked if anyone could have a better life without education. Budgets might be a problem for everyone to work for the millions of children who have no food to eat and no access to education. However, this could be managed once action started since it was about proper utilization of the available money and blocking the leakages within the system. Similarly, IT and software can be helpful in such situations. She also mentioned that unsaid matters needed to be addressed, for instance, there are 250 million children in school; however, there are also 6 million children who are out of school. This mass of children is a vulnerable mass of child labour and prostitution which needs to be controlled. Terrorism and extremism are other areas that need solutions for which frequent and open meetings were necessary as these would help in taking care of exposed and implicit realities. Lastly, she thanked and congratulated the organizers of the workshop.

ANNEXURES

Annex I
List of Participants

Annex II
Concept Note and Workshop: Annotated Programme

ANNEX I: LIST OF PARTICIPANTS

Sub-regional workshop on the SAARC Framework for Action for Education 2030
30-31 March 2016
Kathmandu, Nepal

No.	Country	Name of the participant	Email ID	Affiliation
1	Nepal	Hon. Mr Giriraj Mani Pokharel		Minister for Education, Guest of Honor, Opening Ceremony
2	Nepal	Mr Bishwa Prakash Pandit		Secretary, Ministry of Education
Government Representatives				
3	Bangladesh	Mr Chowdhury Mufad Ahmed	cmahmed@gmail.com	Additional Secretary, Ministry of Education, Government of People's Republic of Bangladesh
4	Bangladesh	Mr Md. Monjur Hossain	Monjur1967@yahoo.com	Secretary, Bangladesh National Commission for UNESCO
5	Bangladesh	Mr Sarder Md. Keramet Ali	opupku@gmail.com	Deputy Secretary, Ministry of Primary and Mass Education
6	Bangladesh	Ms Shamima Sultana	Shamima.bncu@gmail.com	Programme Officer, Bangladesh National commission for UNESCO
7	Bhutan	Mr Kaka	Kaderintengmail.com	SPCD, DSE, Ministry of Education, Bhutan
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9	India	Ms Rina Ray	Rinaray.edu@nic.in	Additional Secretary, School Education and Literacy, MHRD, India
10	India	Ms Shakila T Shasmu	shakilat.shamsu@nic.in	OSD, Dept. of Higher Education, MHRD, India
11	Maldives	Hon. Mr Ahmed Shafeeu	ahmed.shafeeu@moe.gov.mv	Minister of State for Education, Maldives
12	Maldives	Ms Mariyam Khaleela	mariyam@moe.gov.mv	Education Planner, Maldives
13	Nepal	Dr Lava Deo Awasthi	Lava.awathi@gmail.com	Joint Secretary, Ministry of Education, Nepal
14	Nepal	Mr Balaram Timalsina	brtimalsina@gmail.com	Secretary, Nepal National Commission for UNESCO, Nepal
15	Pakistan	Ms Neelofur Jhangir	jneelofur@yahoo.com	Joint Secretary, Ministry of Federal Education and Professional Training, Pakistan
16	Pakistan	Mr Muhammad Iqbal	Hashiriqbal09@gmail.com	Deputy Secretary (Acting)/S.O, Ministry of Federal Education and Professional Training, Pakistan
17	Sri Lanka	Mrs B. P. Withanage	witheo236@hotmail.com	Director of Education, Monitoring and Planning of Education for all and Millennium Development Goal Branch, Ministry of Education, Sri Lanka
18	Sri Lanka	Mr R. H. N. Nandasiri	Nimal.nandasiri@moe.gov.lk	Director of Education, Data Management and Research Branch, Ministry of Education, Sri Lanka

No.	Country	Name of the participant	Email ID	Affiliation
UNESCO Office				
19	HQ	Mr Jordan Naidoo	j.naidoo@unesco.org	Director, ED/ESC, UNESCO HQ, Bangkok
20	Bangkok	Ms Satoko Yano	s.yano@unesco.org	Programme Specialist, UNESCO Bangkok
21	Dhaka	Mr Kiichi Oyasu	k.oyasu@unesco.org	Programme Specialist, UNESCO Dhaka
22	Dhaka	Ms Shereen Akhter	sh.akhter@unesco.org	National Programme Officer, UNESCO Dhaka
23	Kabul	Mr Danny Padilla	d.padilla@unesco.com	Programme Specialist, UNESCO Kabul
24	Kabul	Mr Aminullah Adel	am.adel@unesco.org	Programme Officer-CapEFA, UNESCO Kabul
25	Islamabad	Mr Nyi Nyi Thaung	nn.thaung@unesce.org	Programme Specialist, UNESCO Islamabad
26	Kathmandu	Mr Christian Manhart	c.manhart@unesco.org	UNESCO Representative to Nepal
27	Kathmandu	Mr Tap Raj Pant	tr.pant@unesco.org	National Programme Officer, UNESCO Kathmandu
28	New Delhi	Mr Shigeru Aoyagi	s.aoyagi@unesco.org	Director, UNESCO New Delhi
29	New Delhi	Mr Abhimanyu Singh	abhsingh.education@gmail.com	Consultant, UNSCO New Delhi
30	New Delhi	Mr Shailendra Sigdel	s.sigdel@unescor.org	Programme Specialist, UNESCO New Delhi
Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)				
31	India	Mr Anantha Kumar Duraiappah	ak.duraiappah@unesco.org	Director, MGIEP, New Delhi
32	India	Ms Yoko Mochizuki	y.mochizuki@unesco.org	Programme Specialist, MGIEP, New Delhi
UNESCO Institute of Lifelong Learning				
33	Germany	Mr Subbarao Ilapavuluri	Vs.ilapavuluri@unesco.org	Programme Specialist, UIL, Hamburg
UNICEF				
34	Nepal	Mr Philippe Cori	rosa@unicef.org	Deputy Regional Director, UNICEF Regional Office for South Asia (ROSA)
35	Nepal	Ms Urmila Sarkar	usarkar@unicef.org	Regional Education Advisor, UNICEF Regional Office for South Asia (ROSA)
36	Nepal	Ms Leotes Helin	lhelin@unicef.org	Programme Specialist, UNICEF Regional Office for South Asia (ROSA)
SAARC Secretariat				
37	Nepal	Hon. Arjun Bahadur Thapa	saarc@saarc-sec.org	Secretary General of SAARC
38	Nepal	Mr M. H. M. N Bandara	dirsri@saarc-sec.org	Director, SAARC Secretariat
39	Nepal	Ms Rashmika Heenatigala	esc@saarc-sec.org	Desk Officer, SAARC Secretariat
Southeast Asian Ministries of Education Organization (SEAMEO)				

ANNEX II: CONCEPT NOTE AND THE WORKSHOP ANNOTATED PROGRAMME

Sub-regional workshop on the SAARC Framework for Action for Education 2030

30-31 March 2016

Kathmandu, Nepal

CONCEPT NOTE

Background

The 2nd SAARC Education Ministers Meeting held in New Delhi in October 2014 adopted the New Delhi Declaration on Education, which agreed on the formulation of a SAARC Framework for Action for the post-2015 education agenda. A year after that, the Sub-regional Conference on EFA Unfinished and Post-2015 Education Agendas in SAARC countries was held on 13-14 October which endorsed the New Delhi Agreement. The agreement reiterated country commitments to 'develop a SAARC Framework for Action for Education 2030 within the broader scope of the [global] Framework for Action (FFA)-Education 2030, including possible adoption of specific prioritized targets earlier than 2030 in line with the Sustainable Development Goals (SDGs) and taking into account national and regional priorities on education.'

The World Education Forum (WEF) 2015 organized by UNESCO jointly with UNDP, UNFPA, UNICEF, UN Women and the World Bank Group as co-conveners (Incheon, Republic of Korea, 19-21 May 2015)[1] deliberated both the EFA unfinished and Post-2015 education agendas. The Incheon Declaration, *'Education 2030: Towards inclusive and equitable quality education and lifelong learning for all'* resolved to develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for policy formulation and management of education systems as well as ensuring accountability.

The 17 Sustainable Development Goals (SDGs), including one standalone goal on education –SDG4 – were adopted at the UN Summit in New York on 25-27 September 2015. The specific targets and monitoring indicators accompanying each goal will be adopted in the 71st UN Summit in September 2016.

As a follow-up to the endorsement of the SDGs, the First Asia-Pacific Meeting on Education 2030 (APMED 2030) was organized in Bangkok on 25-27 November 2015. The meeting aimed to build a common understanding among Member States on SDG4/Education 2030 and its corresponding targets and to discuss regional and national coordination, partnerships, monitoring and follow-up mechanisms.

At APMED 2030, a side meeting of SAARC Member States', Ministry of Education representatives, CSOs, UN agencies and development partners was organized to discuss on the proposed SAARC Education 2030 Framework for Action (SFA). The meeting was also attended by the SAARC Secretariat Director covering education. The participants suggested continuing discussions on other areas/mechanisms for regional coordination including monitoring of SDG4 indicators and present a draft SFA at the next SAARC Technical Meeting on Education to be hosted by India and the next SAARC Education Ministers Meeting to be hosted by the Maldives in 2016.

UNESCO New Delhi and UNICEF-ROSA are supporting the development of the SAARC Framework for Action for Education 2030. The draft has been developed taking into account discussions at the South Asia side-event at APMED 2030 in Bangkok. The draft recognizes the emergence of a new development context in the post-2015 agenda and affirmation of the critical importance of education in achieving all SDGs. It also looks at how cooperation among SAARC Member Countries to achieve the SDG on Education - Goal 4 (SDG4) can be concretely operationalized.

In view of these developments, a workshop will be co-organized by UNESCO, UNICEF, the Ministry of Education, Nepal and the SAARC Secretariat inviting two senior level government officials including a country focal person for the SAARC Framework for Action (SAF), appointed by each SAARC country, in Kathmandu, Nepal, on 30-31 March 2016.

Main Objectives of the Workshop

- To discuss and develop a draft SAARC Framework for Action (SFA) on Education 2030 that will be presented at the SAARC Technical Meeting and SAARC Education Ministers Meeting in 2016;
- To discuss a sub-regional framework for monitoring country progress in meeting SDG4, building on the existing EFA and other national education monitoring systems; and
- To discuss SAARC collaboration on the on-going national

[1] Incheon Declaration: 'Education 2030: Towards inclusive and equitable quality education and lifelong learning for all,' World Education Forum 2015, 19-22 May 2015, Incheon, Republic of Korea.

consultations on SDG4 on Education 2030.

Expected Outcomes of the Workshop

- A zero draft SAARC Framework for Education 2030; and
- An outline of a regional framework of monitoring of Sustainable Development Goal 4.

Participants: Representatives from all eight SAARC countries**:** Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka will be invited. In particular, two senior level government officials from each country:

1) A country focal person for the SAARC Framework for Action, preferably the existing EFA coordinator; and

2) A senior official from MoE, preferably one who has participated in either the Delhi Meeting in October 2015 or APMED 2030 in Bangkok.

Representatives from UNESCO, UNICEF-ROSA, the SAARC Secretariat and other partners will also participate.

Working language: English

Dates and Venues: 30-31 March 2016, Hotel Annapurna, Durbar Marg, Kathmandu, Nepal

Organizers: MoE- Nepal, UNESCO, UNICEF and the SAARC Secretariat

The agenda and a detailed administrative note for the meeting will follow.

II. Workshop Annotated Programme:

First Day: 30 March 2016 (Wednesday)

Time	Subject / Type of Session	Key Speakers	Chair
09:00-09:25	**Registration**		
09:30-10:00	**Inaugural Session**		
09:30-09:35	Welcome Address Inaugural Mr Christian Manhart, Director, UNESCO Kathmandu office	Mr Bishwa Prakash Pandit, Secretary, Ministry of Education, Nepal	
09:35-09:40	Welcome Address Inaugural Mr Shigeru Aoyagi Director, UNESCO New Delhi		
09:40-09:45	Welcome Address Inaugural Honourable Mr Arjun Bahadur Thapa, Secretary General, SAARC Secretariat		
09:45-09:50	Inaugural Address Inaugural Mr Philippe Cori, Deputy Regional Director, UNICEF Regional Office for South Asia (ROSA)		
09:50-09:55	Address by the Guest of Honour Inaugural Hon. Mr Giriraj Mani Pokharel, Education Minister, Nepal		
10:00-10:15	**Coffee Break**		
10:15-13:00	**Technical Session I: Opportunities and challenges of SAARC cooperation**		

Time	Subject / Type of Session	Key Speakers	Chair
10:15 – 10:45	Global Policy Framework for Action for Education 2030	Presentation and Q/A Mr Jordan Naidoo, Director, Division for Education 2030 Support and Coordination, UNESCO HQ, Paris	Afghanistan and Mr Danilo Padilla, UNESCO Kabul
10:45 – 11:15	Global, regional and thematic indicator framework for monitoring SDG4	Presentation and Q/A Presentation and Q/A Mr Shailendra Sigdel, Statistical Advisor for South Asia	Bangladesh and Mr Kiichi Oyasu, UNESCO Dhaka office
11:15 – 11:45	SDG4 and SAARC collaboration	Presentation and Q/A Mr Shigeru Aoyagi, Director UNESCO	Bhutan
11:45-12:20	Collaboration framework of UNICEF Regional and country offices to support the SAARC Framework for Action (SFA) implementation	Presentation and Q/A Ms Urmila Sarkar, Regional Advisor, Regional Office for South Asia, ROSA, UNICEF	India
12:20-13:00	Presentation of 'Towards a SAARC Framework for Action for ED 2030'	Presentation and Q/A Mr Abhimanyu Singh, Consultant	Maldives
13.00 - 14:00	**Lunch Break**		
14:00-15:20	Country presentation by SAARC countries (20 minutes each) including: 1. Observations/comments in paras 7,10,11 and 12 of the 'Towards (attached report) the SAARC Framework for Action: Education 2030' and 2. National consultations on SDG4 and its links to SAARC collaboration: • Afghanistan • Bangladesh • Bhutan • India	Presentation and Q/A SAARC countries	Nepal and Mr Tap Raj Pant, UNESCO Kathmandu office
15:20-15:30	**Coffee Break**		
15:35-16:55	Country presentation by SAARC countries: • Maldives • Nepal • Pakistan • Sri Lanka		Pakistan and Nyi Nyi Thaung, UNESCO Islamabad office
17:00 – 18:18	**Technical Session II: The SAARC collaboration mechanism**		
17:00-17:30	Process and opportunities for adopting and implementing the SAARC Framework for Action (SFA)	Presentation and Q/A	Mr Bandara, Director SAARC secretariat Mr Jordan Naidoo, Director, Division for Education 2030 Support and Coordination, UNESCO HQ, Paris
17:30-18:00	Wrap up and conclusion	Plenary	
1900-	Dinner hosted by UNESCO		

Second day: 31 March 2016 (Thursday)

Time	Subject/Type of Session		Key Speakers	Chair
09:00-12:10	**Technical Session III: Education 2030 and support mechanism**			
09:00-09:45	Possible areas of collaboration with SAARC and SEMEO	Presentation and Q/A	**Dr Gatot Hari** Pariowirjanto**, Director, SEAMEO Secretariat**	Sri Lanka
09:45-10:20	Collaboration mechanism between UNESCO Bangkok Office with SEAMEO and new role of TWG	Presentation and Q/A	Ms Satoko Yano, Programme Specialist, UNESCO Bangkok	Ms Leotes Helin, Education Specialist, UNICEF ROSA
10:20-10:55	Collaboration framework of the UNESCO Institute for Lifelong Learning (UIL) to advance SDG4.6	Presentation and Q/A Mr Ilapavuluri, Venkata, UNESCO Institute for Lifelong Learning (UIL)	Ms Satoko Yano, UNESCO	
10:55-11:30	Collaboration framework of UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) to advance SDG4.7	Presentation and Q/A	Mr Anantha Duraiappah, Director, MGIEP; Ms Yoko Mochizuki, Head of Rethinking Curriculum Programme, MGIEP	Dr Gatot Hari Pariowirjanto, Director, SEAMEO Secretariat
11.30 -11:45	**Coffee Break**			
11:45 -15:00	**Technical Session IV: SFA 2030**			
11:45-12:45	Collaboration framework of UNSECO field offices to support SFA 2030 implementation (Kabul, Islamabad, Dhaka, Kathmandu and New Delhi offices)	Presentation and Q/A Mr Padilla, Danilo Mr Nyi Nyi Thoung Ms Shereen Akhter Mr Tap Raj Pant Mr **Shailendra** Sigdel	Mr Kiichi Oyasu, UNESCO Dhaka office	
12:45 -13:45	**Lunch Break**			
13:45-15:00	Discussion on the zero draft SFA 2030 framework and actions	Presentation and Q/A Mr Abhimanyu Singh, consultant	Mr Shailendra Sigdel, UNESCO New Delhi	
15:00 -15:15	**Concluding Session: A way forward**			
15:15 -16:15	Next steps at the national and SAARC levels	Plenary SAARC Countries Facilitator: Mr Bandara, Director SAARC secretariat	Ms Urmila Sarkar, ROSA, UNICEF	
16:15-16:45	Way forward	Plenary Mr Shigeru Aoyagi, Director UNESCO		
16:45 -17:00	**Coffee Break**			
17:00-17:30	Closing remarks and vote of thanks	Plenary • Honourable Mr Ahmed Shafeeu, State Minister, Maldives • Ms Rina Ray, Additional Secretary, MHRD, India	Mr Bishwa Prakash Pandit, Secretary, Ministry of Education, Nepal	

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