



Towards CONFINTEA VII in light of SDG4-Education 2030: Reflection on key inputs and implications for country- level implementation

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BFA

Policy

Governance

Financing

Participation

Quality

SDG4



Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



Target 4.3

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.



1. Policy



2. Governance



3. Financing



4. Participation



5. Quality

Legalising ALE and SDGs at country level by stating measurable targets focus on inequality based on digital divide, gender, wealth, ethnicity, language, disability, etc.
i.e.
Presidential Decree Number 59/2017 on SDGs
Presidential Decree Number 87/2017 on Character Building

Arranging Dialog/consultation meeting among relevant stakeholders

i.e.
Public consortium monitoring the implementation of the consultation meeting

Increasing community-based financing mechanism in conjunction with government support

i.e.
Building more vocational schools and providing specific scholarship for technical, vocational and tertiary education

Improving proportional number of vocational and tertiary education providers, including women majoring STEM

i.e.
Realising measured proportion secondary and vocational schools

Linking and matching training with business sector by enabling teachers and teaching personnel

i.e.
Reliable certification to lead to decent work



Target 4.4

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.



1. Policy



2. Governance

- Arranging dialog/consultation meeting among relevant stakeholders including youth
- Decentralising authority to regional and community level
- Improving sector-wide consultation and collaboration
- Creating massive public involvement to create literate environment



3. Financing

Increasing community-based financing mechanism in conjunction with government support

i.e.
More than 85 thousand villages given village funding.



4. Participation

Improving learning opportunities for productive age population

i.e.
Providing working and entrepreneurial skills training at village & city levels, and equivalency education



5. Quality

Recognising, validating and accrediting ALE programmes and outcomes

i.e.
National Qualifications Framework at national (regional, international) level



Target 4.5

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.



1. Policy



2. Governance



3. Financing



4. Participation



5. Quality

Legalising SDGs at country level by stating measurable targets
focus on inequality based on digital divide, gender, wealth, ethnicity, language, disability, etc.

Improving sector-wide consultation and collaboration
i.e.
Minister of Finance
Regulation on Gender Budget Statement

Increasing community-based financing mechanism in conjunction with government support
i.e.
More than 85 thousand villages are given village funding.

Improving access to quality education for girls and women
i.e.
70% cities and districts have designed action plans for mainstreaming gender in education

Providing gender responsive learning materials and environment
i.e.
Boys friendly reading materials and girls friendly science books



Target 4.6

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.



1. Policy

Legalising SDGs and ALE at country level by stating measurable targets

i.e.
Presidential Decree Number 59/2017 on SDGs
Presidential Decree Number 87/2017 on Character Building



2. Governance

Creating massive public involvement to create literate environment

i.e.
National literacy movement



3. Financing

Increasing community-based financing mechanism in conjunction with government and private support

i.e.
Operational funding for literacy education participants: 30 USD/person



4. Participation

Improving learning opportunities through smart card for out of school population

“Literacy Creates Power” (AkrAB!)

Equivalency education based on vocational skills



5. Quality

Accrediting literacy education providers

i.e.
CLC Accreditation Movement



Target 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.



1. Policy

Legalising SDGs at country level by stating measurable targets
i.e.
Presidential Decree Number 59/2017 on SDGs



2. Governance

Decentralising authority to regional level
i.e.
Law Number 23/2014 on the division of educational authority



3. Financing

Mobilising resources across education units for three ESD pillars: culture, economy and environment
i.e.
Each education unit has a specific budget allocation for promoting ESD



4. Participation

Improving environment-friendly income generating programmes
i.e.
Culture and environment-based Small Scale Business Enterprises



5. Quality

Fulfilling national learning standards
i.e.
Eco-Friendly entrepreneurship programmes and products



Target 4.3, 4.4, 4.5, 4.6 and 4.7



1. Policy

Legalising ALE and SDGs at country level by stating measurable targets, national strategic plans, and budget focus on inequality based on digital divide, gender, wealth, ethnicity, language, disability, etc.
i.e. in Indonesia
Presidential Decree Number 59/2017 on SDGs
Presidential Decree Number 87/2017 on Character Building



2. Governance

- Arranging dialog/consultation meeting among relevant stakeholders including youth
- Decentralising authority to regional and community level
- Improving sector-wide consultation and collaboration
- Creating massive public involvement to create literate environment



3. Financing

- Increasing community-based financing mechanism in conjunction with government and private support
- Mobilising resources across ministries (health, social, village, economy, tourism, ICT) for three ESD pillars: culture, economy and environment
- i.e. in Indonesia more than 85 thousand villages are given village funding



4. Participation

- Improving access to quality education for girls and women
- Improving learning opportunities through contextual and innovative programs Learning Cities (Korea), "Cyber Homes" (Thailand), Independent Village or *Learning Villages* (Indonesia), LLL for Farmer, and environment-friendly income generating programmes



5. Quality

- Linking and matching training with business sector by enabling teachers and teaching personnel and elevation of their status and working conditions.
- Recognising, validating and accrediting ALE programmes and outcomes
- Providing gender responsive learning materials and environment
- Accrediting literacy education providers
- Fulfilling national learning standards

What We Reaffirm

- ALE as a core element of the Education 2030 Framework for Action.
- GRALE II and III key finding: ALE as a value in itself and a valuable tool in addressing today's challenges.
- The **achievements** made in the development of ALE since 1976, as discussed GRALE (2009 and 2013).
- The contribution of ALE to the realisation of the right to education that enables adults to exercise other economic, political, social and cultural rights.
- Literacy as an indispensable foundation and an integral part of ALE.
- The relevance of improving technical and vocational education and training for continuing training and professional development.

Most Important Changes to Take Forward

- Powerful impact and layered campaign of CONFINTEA
- ALE to increase public trust
- Literacy as a social practice
- ALE through well-designed and well-funded village empowerment
- ALE to address future complex challenges, such as mass migration, employment, inequality, environmental sustainability and accelerating technological changes
- ALE in all UNESCO publications
- (Maintaining) publication of GRALE

Thank You
