



United Nations
Educational, Scientific and
Cultural Organization

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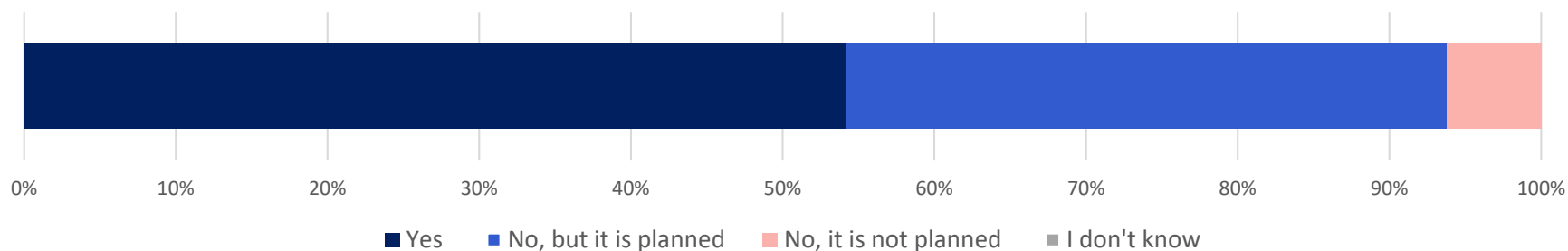


Sustainable
Development
Goals

- The relevant SDG-4 focal persons and policy makers in the region (44 countries in the region)
- In 2016 (responded by 24 countries)
- In 2018 (responded by **30** countries)

| Sub-region | 2016 Responded Countries | 2018 Responded Countries |
|----------------------|--|--|
| South and West Asia | Afghanistan, Bangladesh, Bhutan, Iran Maldives, Nepal, Sri Lanka (7) | Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Sri Lanka, Pakistan (7) |
| East Asia | Cambodia, China, Japan, Lao PDR, Malaysia, Myanmar, Thailand, Timor-Leste, Viet Nam(9) | Brunei , Cambodia, China, Indonesia, Japan, Lao PDR, Malaysia, Myanmar, Philippines , Thailand, Timor-Leste, Republic of Korea (12) |
| Pacific | Cook Islands, Fiji, Nauru, Papua New Guinea, Samoa, Tonga, Tuvalu (7) | Cook Islands, Nauru, Samoa, Solomon Islands , Tonga, Vanuatu(6) |
| Central Asia | Mongolia(1) | Mongolia, Kazakhstan , Kyrgyzstan , Tajikistan , Uzbekistan (5) |
| Total # of countries | 24 | 30 |

The mapping/review of existing laws, policies and programmes for the SDG4/Education 2030



Gaps and Challenges identified during the mapping/review

- SDG4 targets are not directly part of the policy;
- Policy implementation is weak or not enforced;
- Basic and secondary education is not free and compulsory; no policy on rights-based education;
- Ensure all learners acquire the knowledge and skills to promote sustainable development;
- Inability to increase the supply of qualified teacher; presence of unqualified and underqualified teacher;
- Mismatch between education and labor force demand;
- Technical skills training are not available locally; few affordable quality TVET and tertiary education;
- Few disabled-friendly schools;
- Improving quality of teaching and learning;
- Weak governance at different levels (central, provincial, school).

1. Develop specific/targeted policies to eliminate barriers and implement quality programs to attain SDG4 through:

- Fostering Multilingual Education; and provision of alternative modes of learning for OSC and adolescents (Target 4.1)
- Professionalization of ECCE personnel (Target 4.2)
- Strengthening international cooperation in developing cross border tertiary and university education and research programs (Target 4.3)
- Enhancing transparency and recognition of TVET qualifications to keep pace with the changing labor market demands (Target 4.4)
- Ensure access to distance learning and ICT infrastructure for vulnerable and marginalized girls and women (Target 4.5)
- Strengthening a system to collect, analyze and share relevant and timely data on literacy and numeracy by gender and other indicators of marginalization (Target 4.6)
- Developing a more robust assessment systems for ESD and GCE (Target 4.7)
- Availability of learning spaces for non-formal and adult learning, network of CLCs and access to ICT resources as essential elements of lifelong learning (Target 4.a)
- Prevention of ‘brain drain’ and promotion of “brain gain” (Target 4.b)
- Strengthening mechanisms for effective feedback systems for teachers to fully participate in education policy development, implementation, monitoring and evaluation (Target 4.c)

- 2. Strengthen national capacities and expertise in ESP reviews/analysis, data collection and monitoring and ensure they are transferred down to implementers. For this purpose, the following areas need immediate support:**
 - Education Policy review and sector analysis
 - Review/development of Sector-wide/Education Sector Plan
 - Streamlining SDG4 into national education sector plan
 - Financing/costing of Education Sector Plan
 - data collection, mapping, disaggregation, and analysis; development of SDG4 indicators; sector-wide data management and monitoring system
 - Voluntary National Reporting (VNR) and inclusion of SDG4 into VNR

- 3. Building effective coordination (global, regional and national levels) and innovative multi-stakeholders partnerships to ensure resources are efficiently utilized and yield the greatest and long-term impact to intended beneficiaries.**

Thank you

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