

## 3<sup>rd</sup> Asia Pacific Meeting on Education (APMED)

### **Recommendations for action**

Multi-stakeholder, inter-sectoral and inter-ministerial partnerships are key to achieving SDG 4.7. Governments are the ultimate duty-bearers, with an obligation to ensure that appropriate policies and adequate resources are put in place. The following recommendations are addressed to all key stakeholders of SDG4-Education 2030: governments, international/regional organizations, CSO/NGOs, academia, media, the private sector, teacher education institutions and schools. For effective implementation, it will be necessary to prepare follow-up and monitoring mechanisms in each Member State as well as integrated national-level plans of action, indicating not only activities, but also shared tasks and responsibilities. Many of the follow-up actions below will require the involvement of several actors.

### **Action area 1: Curriculum & learning materials**

- Develop an audit benchmark, review the coverage of SDG4.7 components in existing curricula and learning materials/textbooks, and harmonize existing concepts with SDG4.7;
- Identify the region's unique issues related to SDG4.7 and explore different and innovative modalities and means of delivering learning opportunities and materials linked to them;
- Develop the capacities of key stakeholders in textbook development, including, among others, national curriculum authorities and textbook development bodies and private publishers;
- Develop curriculum that is inclusive, participatory and based on local knowledge;
- Develop a new generation of textbooks, open educational resources (OER) and other teaching and learning resources that integrate SDG4.7 into national education standards; and
- Create a platform for a working group to develop guidelines and sample materials as a reference for countries as they develop the curricula and materials needed to achieve SDG4.7.

### **Action area 2: Teaching & learning (Teacher training/Pedagogy)**

- Embed SDG4.7 components in existing and new teacher competency frameworks for all levels of education in the content of core subjects and in teaching and learning resources;

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- Review and update curricula and methodologies of pre-service and in-service teacher training programmes through an SDG4.7 lens to promote a learner-centred and interactive pedagogy;
- Promote research on how SDG4.7-related components are embedded in local cultures, and make use of existing local knowledge and experiences in developing teaching and learning methods;
- Prepare a national pool of teacher educators/trainers who are well trained to embed SDG 4.7;
- Organize capacity development workshops for teachers to develop competencies needed to integrate SDG4.7 into teaching, especially in their respective subject areas; and
- Connect learning to practice within communities to address issues such as peace, cultural and learning diversities, emergencies and natural disasters, conflict, sustainable development, global citizenship and gender equality.

#### **Action area 3: Learning improvement and assessments**

- Develop new and/or adapt existing instruments and methodologies to assess and support the development of skills, behaviors, and values related to SDG4.7 through different levels/types of assessment, but with a focus on classroom- and school-based continuous formative assessment;
- Design and administer learning assessments to capture the learning opportunities and changes in behavior and actions of children, youth, and adults that contribute to sustainability, resiliency, peace building, respect for diversity and the fulfillment of human rights in communities and wider society;
- Collect and share good and emerging practices among countries in the assessment of SDG4.7-related learning outcomes at the regional level, including school- and community-based assessments, and inclusive and participatory assessment;
- Provide capacity development and structured support for teachers and education officers involved in assessments and learning improvement practices;
- Build on instruments and methodologies for measuring children's development outcomes in pre-school/ECD programmes with assessments of SDG4.7-related skills, competencies, and knowledge;
- Align learning improvement and assessment schemes to the diversity of SDG4.7
- Explore the desirability and feasibility of including SDG4.7 components in national exams through core subjects (language, mathematics, science, geography, etc.); and
- Promote assessments that give equal importance to social and emotional skills.

**Action area 4: Monitoring**

- Use global and thematic indicators for SDG4.7 to inform and guide regional and national monitoring frameworks;
- Seek and mobilize technical and/or financial support from regional as well as global stakeholders/partners when necessary to increase the availability and quality of national data/indicators to effectively monitor SDG4.7;
- Identify areas of slow or no progress in SDG4.7 thematic areas and inform allocation of resources to accelerate the progress;
- Conduct research and evaluations around policy, curricula and teaching and learning to generate information and evidence for monitoring SDG4.7;
- Review and document existing national, regional and global tools and techniques to monitor SDG4.7 and disseminate to relevant partners and stakeholders. Organize and participate in workshops focusing on building capacities and skills required to monitor SDG4.7;
- Explore potential linkages between SDG4.7 indicators and other SDG targets within and beyond SDG 4 on Education (e.g., the relationships and interactions among various targets/indicators, mapping, trend analyses, etc.);
- Make efforts to collect and analyze information from CSOs/NGOs, community learning centres and local governments on SDG4.7 to inform policy and programme development and complement administrative data; and
- Foster a culture of knowledge exchange and data sharing among and between ministries and agencies that will strengthen the use of multiple data sources to monitor SDG4.7.