

## 5<sup>th</sup> Asia-Pacific Meeting on Education 2030 (APMED 2030)

### The RECOMMENDATIONS FOR ACTION to accelerate progress

Reflecting on the above-listed key messages, inputs on promising cases and practices, participants provided recommendations to accelerate our progress in reaching SDG Targets 4.1 and 4.6 in the region. The following recommendations are addressed to all key stakeholders of SDG 4-Education 2030: governments, international/regional organizations, CSOs/NGOs. For effective implementation, it will be necessary for countries to prepare follow-up actions and monitoring mechanisms as well as integrated national-level plans of action, indicating not only their intervention and funding commitment, but also shared tasks, and responsibilities.

#### **1. Policy and financing for accelerating progress**

All countries of Asia-Pacific should:

##### **Target 4.1**

- Integrate SDG 4 into national education policies and plans and allocate sufficient domestic resources, i.e. 4-6 percent of Gross Domestic Product or 15-20 percent of public expenditure, to enable progressive realization of the right to 12 years of free and 9 years of compulsory primary and secondary education by 2023.
- Revise and reform policies and financing mechanisms to allow holistic learning through innovative and flexible provisions to all learners, particularly for children and adolescents out of the system or at risk of dropping out or not learning.
- Improve governance, accountability and efficiency in financing, by ensuring that human and financing resources for education is to improve school and classroom learning strategies with the purpose of widening access and enhancing completion and learning outcomes.

##### **Target 4.6**

- Ensure literacy policies reflect the expanded notion of literacy and numeracy, including multi-literacies and skills for life and work.
- Promote literacy as a continuum of learning, from basic to more advanced levels.
- Ensure the allocation of sufficient domestic resources according to national contexts for youth and adult literacy as a fundamental part of lifelong learning.
- Establish and strengthen multi-sectoral coordination and partnerships involving all stakeholders, to enhance investment, outreach and sustainability.

- Launch advocacy aimed at national authorities and high-level policy makers demonstrating the wider benefits of adult literacy for society, economy and health. At the same time, advocacy to motivate individual learners and introduce different modalities of learning is essential.

## **2. Strategies and interventions for success**

All countries of Asia-Pacific should:

### **Target 4.1**

- Improve the capacity of the system to support schools, teachers and parents and education communities to make schools as effective learning spaces.
- Align curriculum, pedagogy, and assessment, so that they respond to students' needs and abilities.
- Develop and update teacher competency framework and professional standards.
- Review and reform teacher initial and continuous professional development programmes to ensure teachers have the skills and knowledge to be responsive to curriculum, pedagogy and assessment, and participate effectively in the management of schools.
- Promote better use of formative and summative assessments to improve the holistic development and learning outcomes of children.
- Provide alternative pathways for learning, particularly for adolescents and those at risk of being left behind or out of the education system.
- Adopt, adapt and utilize technology and innovations to universalize access to knowledge and skills to improve equity and quality of education.

### **Target 4.6**

- Develop and offer sustained programmes based on the notion of literacy as a learning continuum.
- Promote the development and expansion of Community Learning Centres (CLCs) as effective delivery mode of adult and youth literacy, other multiple literacies and other lifelong learning programmes.
- Customize learning content and delivery to ensure relevance, flexibility and accessibility of literacy programmes, including the use of ICT and other innovations.
- Ensure recruitment, retention, and systematic continuous professional development of adult literacy educators to improve learning outcomes.
- Strengthen community ownerships and local partners through decentralized mechanisms of the government or NGOs.

### **3. Monitoring**

- Set up and strengthen inter-ministerial coordination mechanism among key data providers/owners. Such providers/owners may include, Ministry of Education, National Statistical Office, Learning Assessment Institutions and other relevant line ministries with key data (e.g. health, civil registry) in order to share, harmonize, compile and consolidate data and indicators for monitoring the participation and learning of children, youth and adults both in school and out-of-school with all desirable disaggregation with an equity focus (incl. national data platform).
- Enhance technical capacity of key officials and stakeholders at various levels (from central, sub-national to school/institutional levels) on data processing, analysis, and effective utilization of data from various sources (administrative and household surveys).
- Institutionalize an inclusive partnership mechanism at all levels for monitoring SDG 4 with strong alignment with national SDG M&E system.
- Allocate sufficient and dedicated funds to improve the monitoring and evaluation systems for education data.

#### **Specific to Target 4.1**

- Prioritize assessment of learning in education policies, decision-making and budgeting to realize improved quality, equity and learning outcomes.

#### **Specific to Target 4.6**

- Integrate or embed direct and comprehensive assessment of literacy skills in a national SDG 4 monitoring system, which collects and provides disaggregated data of the population.
- Raise awareness among relevant national stakeholders about the importance of direct literacy assessment and monitoring literacy skills of youth and adult populations, including the wider benefits of literacy on society, economy and wellbeing.