“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG 4) with Special Emphasis on Asia.”
“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG 4) with Special Emphasis on Asia.”

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ACKNOWLEDGMENTS

I would like to thank my co-Executive Board Members for their efforts in the making of this Agenda Guide. From conducting research on the indicators and their targets, means of implementation and case studies from various sources, to coordinating the making of this Guide from scratch, this document would not have been possible without Karan Kumar, Priyanka Priyadarshini and Hardik Beniwal, the Directors of the committee.

LETTER FROM THE CHAIRPERSON

Dear Delegates

I will take this opportunity to first thank the organising committee and everyone associated with the conference for giving me this chance to contribute to your learning. Model United Nations has been close to my heart and has contributed to my growth as an individual for the last ten years. I sincerely hope to design this committee in a way that it provides you an opportunity for growth as much as it does for my co-Executive Board Members. Being a General Assembly, I am sure that many students who participate in this committee shall be attempting this activity for the first time. Some of you might have heard about it from your seniors or teachers, or seen your friends gain from it. Irrespective of your motivations, I would urge all of you to bring your best to this conference. At the same time, do not compare yourselves to others in terms of knowledge, skills and performance. Every child is unique, and has her/his own way of learning. The least that is required is zeal to learn, and be open to experiences and its outcomes without getting disheartened. Stepping out of comfort zones is a key element of learning, and will help stand you in good stead.

Over the last few years, I have noticed stagnation in the activity and how it is practiced in our country. While the world changes around us, we have resisted that change and engaged only with information. I aim for this committee to be different in this very context. Few years from now, when you enter higher education, and then your careers, only public speaking is not going to help. You shall require an array of skills and positive qualities to lead satisfying career paths. In order to acquaint you with the same, this committee shall encapsulate application of a few of these skills within the course of the three days. Critical thinking, Research and Analysis, Documentation, Effective and Relevant Communication, Problem-Solving, Leadership, Technical Skills, Understanding and Engaging with Multiple Perspectives, and Global Awareness shall be targeted for development.

Furthermore, during the course of your research for the agenda, you will come to know about many education systems being implemented in our continent. I would urge you to consciously think about various things you get to know, and protect yourself from just accepting everything at face value. Question, analyze, rethink, document, and repeat. Strive to understand, and engage not only with the Internet for information, but with people around you – your teachers, principals, parents, etc. This will ensure a holistic understanding of the issue and enable you to debate about it.
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I wish you all the best for your preparations, and hope that if you face any roadblock during your preparation, you email us for guidance.

Regards
Sidharth Das
Chairperson
UNGA III SOCHUM
Email: firiael@gmail.com
All of us are aware that education is a necessity in today’s world. Here, education does not only mean the one imparted in schools and colleges in various countries, but also the learning of a child in informal settings at home and in society. Education facilitates the wholesome development of an individual and how he/she thinks, feels and acts. Even though education is often seen as an outcome (in terms of marks and degrees accrued by a student), there is rising awareness that these are not enough to cater to the needs of the changing world. The problems that the world faces today cannot be resolved unless the youth is equipped not only with information, but also with skills and values. Owing to this realization, education is widely recognized as a process that includes multiple stakeholders that affect the quality of this process. Students, parents, teachers, school administrations, local and national ministries are some stakeholders in the education ecosystem.

Human beings are inter-dependent for their needs and wants. Very simply put, if you have a need or a want, there needs to be someone to supply that which you need/want. Some basic necessities of human life are food, clothing and shelter. All of these come at a price. To pay for these needs, one needs to earn a certain amount of money periodically. Education equips an individual to choose a vocation or a profession, through which they can fulfill their needs and improve their living conditions.

Whatever the world demands in a certain age, the education system should be designed to provide the youth with knowledge and skills that equip the individual to meet these demands. Take for example today’s world that is widely recognized to be a knowledge-based economy. This means that the key component is a greater reliance on intellectual capabilities than on physical inputs or natural resources. Information and Technology are the largest drivers of productivity and economic growth. For succeeding in this world professionally, an individual needs to be acquainted with both these drivers from a young age. In sync with this realization, educational institutions need to regularly update their teachers, methodology and curricula to cater to this demand.

Traditional formal education is broadly classified into pre-primary, primary, secondary, tertiary and vocational levels. One such widely accepted classification is the International Standard Classification of Education or ISCED maintained by UNESCO. Many of the targets under the fourth Sustainable Development Goal refer to these levels.

Before we move forward to understanding this Goal, let us briefly go over how they came about from the Millennium Development Goals.

**IMPORTANT PRELIMINARY DOCUMENTS**

In order to fully explore SDG 4 in the committee, one must be equipped with the understanding of key parts of the Goal. Sustainable Development Goal (SDG) 4 calls on countries to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’.

*Quality Education* became a focus in the SDG 4. To understand the UN’s perspective on why Quality Education matters, read this [brief](http://www.un.org/sustainabledevelopment/wp-content/uploads/2017/02/ENGLISH_Why_it_Matters_Goal_4_QualityEducation.pdf).
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For understanding the perspective Lifelong Learning, it is important to go through the UIL Policy Brief 7: Literacy and Numeracy from a Lifelong Learning Perspective. Another important resource in this regard that Delegates are recommended to go through is UNESCO’s Guide titled Unpacking Sustainable Development Goal 4 Education 2030. This document clearly describes the relationship between the MDGs and SDGs, and also imparts a basic understanding of the Targets within the Goal 4.

We hope that all of you go over these documents before venturing further in this guide.

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2 http://uil.unesco.org/literacy-and-basic-skills/achieving-literacy-and-numeracy-lifelong-learning-perspective-uil-policy

In the wake of rising inequality, poverty, health hazards and exploitation, the international community decided to step up its efforts and initiatives toward the creation of a better world. The new international consciousness culminated into the Millennium Summit in September 2000. The largest gathering of the world leaders together adopted a series of time-bound targets in order to facilitate an all-round and inclusive development. These targets with a deadline of 2015 came to be known as the Millennium Development Goals.

The year 2015 came and went away, but the world found itself struggling with the same limitations it had promised to eradicate. One of the major reasons for its failure was its inadequate recognition of disparity already existing. The poorest of the poor did not receive its benefits. “In setting broad global goals, the MDGs (Millennium Development Goals) inadvertently encouraged nations to measure progress through national averages. In the rush to make that progress, many focused on the easiest-to-reach children and communities, not those in greatest need,” writes Anthony Lake, UNICEF’s executive director. “In doing so, national progress may actually have been slowed.”

FROM MDG TO SDG

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Mending its way towards a better scheme for development, the United Nations adopted The Sustainable Development Goals, which are officially called Transforming our world: the 2030 Agenda for Sustainable Development. It is a set of 17 goals with 169 targets between them. Following are the 17 goals:

A stark difference between the goals of the MDGs and SDGs is that the latter is more precise and comprehensive. For instance, Goal 6 of the MDGs is broken into two separate goals in latter namely goal 6 and 7. Similarly, Goal 7 of the MDGs is broken into three in SDGs namely Goal 11, 12 and 13. This transformation occurred because the MDGs proved to be too wide and impractical. SDGs are therefore small comprehensive and precise steps towards a balanced and inclusive development.⁵

⁵ Visit [https://advocacy.thp.org/2014/08/08/mdgs-to-sdgs/](https://advocacy.thp.org/2014/08/08/mdgs-to-sdgs/) for more on differences between MDGs and SDGs.
The World Commission on Environment and Development defines Sustainable Development as a development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. The Copenhagen Declaration during the World Summit on Social Development further defined it as a development that recognizes empowering the poor to utilize environmental resources sustainably as a necessary foundation. The World Bank pointed various factors that are crucial for attaining sustainable development, which included financial capital, physical capital, human capital, social capital and national capital. Sustainable development as a full-fledged policy framework is a reality and planning and execution of its causes is a real time work.

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The practice and implementation of Sustainable development is subjected to each country’s economic, social cultural and political context. If one looks into sustainable development as understood in national policies of various developing Asian nations, one would find various challenges that the concept faces. For instance, a major priority for many Asian nations (most of which are developing) is economic growth and rapid urbanization. Greater industrialization and increased production are seen as key factors in acceleration the economy to greater heights. This contradicts the agenda of Sustainable Development as the concerns for environmental well-being and climate protection takes a back seat in national policies. Carbon emissions have risen considerably even after the Paris Agreement where countries pledged to cut down their carbon emissions. Asian countries like India and China have reached high levels of emission.

Any policy for sustainable development would demand a limit on rapid economic growth. A question often raised is why the developing nations should compromise their economic growth and urban well-being when the developed nations are largely responsible for global climate deterioration.

Sustainable Development Goals aim to ameliorate the strife between economic growth and environmental protection.

While Goal 7 and 8 call for greater economic prosperity and growth, Goal 10, 11 and 16 call for a responsible way of doing it. However the challenges still remain. Large-scale deforestation due to rising population in various Asian nations and exploitation of natural resources for factories and industries is still rampant. The national policies of many Asian nations have failed in incorporating the SDGs within their ambit.
GOAL 4: QUALITY EDUCATION

Education is a mean as well as an end. It is used as a way to acquire skills and requisite know-how in order to make oneself viable and useful in the market economy. Therefore education becomes a means to a better life economically. On the other hand, the virtue of education itself enlightens a person making him/her more aware and sensitive. A righteous and virtuous education creates a righteous and virtuous civilization. The international community recognized the absolute necessity of education in creating a just world and therefore adopted Goal 4, which aims at providing quality education for all.

Goal 4 of the SDGs includes 10 targets, which aim at improving and facilitating all-round education. This Goal of the SDGs and the targets within it are interrelated and interdependent on other goals and the targets within them. For instance, quality education is instrumental in achieving gender equality, economic growth and awareness towards sustainable development.

The key to any goal-oriented policy is its monitoring and tracking. The SDGs propose a monitoring process that ensures the realization of the goals across the world. The achievement and efficiency of national policies in realizing the listed targets are determined through various indicators. The SDGs call for the incorporation of the global framework in their respective national policies of the countries and does not recommend a separate policy framework at the national level. Therefore it proposes a three-tier monitoring process:

1. Global Indicators (11)
2. Thematic Indicators (43)
3. Regional Indicators (as per regional variations)

Global Indicators: There are 11 global indicators that are functional at the international level. These represent the minimum set of indicators proposed to countries for the global monitoring of the SDG 4. These indicators reflect the priorities of the SDGs schemes and aims at enhancing the national policies accordingly.

With the adoption of the Sustainable Development Goals (SDGs), the UNESCO Institute for Statistics has been clearly recognized as the “the official source of cross-nationally comparable data on education”, as confirmed in the Education 2030 Framework for Action.

Thematic Indicators: These indicators represent the global monitoring levels in association with the national indicators as set by the respective countries. This category of indicators aims at contextualizing the monitoring process according to the social, economic, cultural challenges faced by the countries. Indicators serve to chart global progress on education and to monitor the SDG4 education targets more comprehensively across countries, allowing the possibility to identify conceptual challenges regarding the targets that are not adequately addressed and reflected by the global indicators. The thematic indicators include the global indicators as a subset and also propose a set of additional indicators that countries may use to monitor their progress. The selection of which additional indicators to be used in each national context will depend on policy priorities, technical capacity, and data availability. Therefore thematic indicators can be explained as:

http://uis.unesco.org/en/topic/sustainable-development-goal-4
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Thematic Indicators = Global Indicators + Additional Indicators as proposed by member countries.

Regional Indicators: Countries use these indicators to monitor progress at grassroots level. The information yielded through these indicators shape national policies as well as the thematic indicators. Additional regional indicators are developed to take account of specific regional contexts and relevant policy priorities for concepts that are less amenable to global comparison. These indicators represent the uniqueness and specificity of national contexts which when articulated helps the global framework in becoming for flexible and accommodative.

NOTE:
At this stage, the delegates are recommended to recap the information about indicators given in the report Unpacking SDG 4 mentioned in the list of important documents (pg. 6 of this Guide).
4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

**Indicator 4.1.1:** Proportion of children and young people:
(a) in grades 2/3;
(b) at the end of primary; and
(c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

Some 263 million children and youth are out of school, according to new data from the UNESCO Institute for Statistics (UIS). This is equivalent to about a quarter of the population of Europe. The total includes 61 million children of primary school age (6-11 years), 60 million of lower secondary school age (12-14 years), and the first ever estimate of those of upper secondary school age (15-17 years) set at 142 million. Such disturbing statistics point at the degradation and disparity in the availability of educational facilitates across the globe. First and foremost, let’s chalk out the challenges faced by the world in the complete realization of quality education for all. According to UNESCO, following pose grave challenges to SDG 4:

1. **Unaffordable Cost:** For poor households, the financial burden of education can prove to be too much to bear. Although many countries have adopted free education plans for primary and secondary level education which waives the tuition fee, the additional costs incurred in buying books, uniforms, transport and other amenities discourage parents from sending their wards to schools. Also, poor households largely depend on labor-intensive employment mechanisms. They would rather want their children to help them in their works in order to earn a little more rather than make them a **financial liability** by sending them to school. Therefore the lack of affordable education gets directly linked to child labor.

   Unaffordable cost of education contributes immensely to gender discrimination and skill gap between males and females. Poor households often prioritize on sending their sons to school while making their daughters stay at home. The derogative sentiments of the society mixed with zero availability of quality education and financial stability for many households leads to gender discrimination.

2. **Shortage of Classrooms:** Low availability or no availability of classrooms seriously compromises the global minimum standard of learning. In marginalized areas, there are fewer number of schools, and with dilapidated infrastructure. This creates overcrowded classrooms with unbalanced teacher-student ratio. Tragic incident of school building collapsing claiming lives of the young children are not new for the international community. Due to lack of

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infrastructure, students in rural areas have to often walk for miles travelling through dangerous and unsafe roads. These factors further discourage the spread of education.

CASE STUDY: SHANGHAI-A REFORM ORIENTED PRIMARY EDUCATION SYSTEM

Shanghai is characterized by an exemplary education system. Chinese culture values education and therefore it remains an embedded virtue of the civilization. Shanghai education system is characterized by the following achievements:

- 100% primary and junior high school enrollment.
- Universal secondary school attendance.
- Universal access to higher education for those who seek it.

The education system went through many reforms right from 1985. The most troubling challenge that the Shanghai educators faced was the problem of ‘Cramming study methodology’ that was characterized by rigorous exam patterns that required students to memorize everything. Rather than a skill building venture, the system had slipped into a memory testing fiasco that killed analytical and critical thinking among students. In order to tackle this, a process of reform was initiated in 1985, which aimed at creating exam patterns that scrutinized the application of real life-skills.

Shanghai was among the first cities in China to achieve universal primary and junior secondary education, and was also among the first to achieve almost universal senior secondary education. According to the 2014 Shanghai Statistics Yearbook (Shanghai Bureau of Statistics, 2015), enrolment at the age of compulsory education in Shanghai was above 99.9%, and 97% of the age cohort attended senior secondary school (general and vocational). It is notable that the gross enrolment for preschool programmes was 104.9%, which already surpasses the new national preschool education goal for 2020.

In addition, Shanghai is also the first provincial-level division to receive the National Certificate of Equitable Development in Compulsory Education, which was issued by the Education Supervision Commission of the State Council of China. The Shanghai government has been working on the long-standing problem of disparity in school quality in the city’s compulsory education system for some time now. The decrease in the size of the school-age cohort has helped to solve the problem.

Explore in detail –

Indicator 4.2.1: Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.

Indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex.
Target 4.2 includes two very crucial elements:

- Early childhood development and care
- Pre-primary education

_Early childhood development_ largely includes complete infant health care, nutrition, access to vaccinations, and ample opportunities for cognitive development.

**Why is early childhood development and care crucial for SDG 4?**

Early childhood development care ensures healthy children capable of competing and advancing in later stages of the education cycle. Looking at it scientifically, one finds various reasons for ensuring a healthy infancy:

- Brains are built over time, from the bottom up.
- The interactive influences of genes and experience shape the developing brain.
- The brain’s capacity for change decreases with age.
- Cognitive, emotional, and social capacities are inextricably intertwined throughout the life course.
- Toxic stress damages developing brain architecture, which can lead to lifelong problems in learning, behavior, and physical and mental health.

_Pre-primary education_ is crucial for maintaining full participation and lower dropout percentage in later stages of the education cycle. It provides for the much needed transition phase from home to a formal school environment. It helps in strengthening cognitive capabilities that develop at early stage of development. Pre-primary education is considered to be very important for the child, as it is the first step towards entering the world of knowledge as well as a healthy

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and purposeful life. This education system helps children become more independent and confident as well as promoting the all-round development of the children. Children who have been to pre-primary schools tend to learn more rapidly through an organized curriculum, learning aids and by interacting with other children.

The main purpose of pre-primary education is to prepare children physically, emotionally, socially and mentally for formal schooling and to prevent poor performance and early drop out. It also helps older children particularly girls, to attend their schools making them free from responsibility of sibling care. Therefore, early childhood education including pre-primary education is regarded as a necessary area of intervention for the success of primary education

The International Standard Classification of Education (ISCED) is a statistical framework for organizing information on education maintained by the United Nations Educational, Scientific and Cultural Organization (UNESCO). It is a member of the international family of economic and social classifications of the United Nations. The ISCED categories different levels of education and maintains statistics for each. According to the 2011 revision of levels of education under ISCED, there are 8 levels. Target 4.2 corresponds to Level 0 of the ISCED categories.

Pre-primary education (ISCED 0) is defined as the initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between home and a school-based atmosphere. ISCED level 0 programmes should be center or school-based, be designed to meet the educational and developmental needs of children at least three years of age, and have staff that are adequately trained (i.e., qualified) to provide an educational programme for the children.

Pre-Primary Education in South Asia: A case study on India, Pakistan, Sri Lanka and Bangladesh

UNICEF and UNESCO Institute for Statistics initiated a global initiative on out-of-school-children (OOSCI) in 2010. A comprehensive study of eight South Asian countries yielded worrying statistics. According to the report on South Asian Regional Study, UIS data, which is sourced from administrative data in countries, also show an estimated 26.6 million children not in school in the four countries. Of this, 1.5 million are primary school-age children and 25.1 million are lower secondary school age. India has the highest number of OOSC at 17.8 million followed by Pakistan with 6.5 million. For the eight South Asian countries, UIS estimates a total of 7.57 million children between the ages 5 to 10 are not in school. Another 25.29 million children ages 11 to 13 should be in secondary education but are not in school.

Looking precisely at pre-primary education, Pakistan has the highest rate of school exclusion for pre-school age children (51 per cent) and for primary school-age children (34.4 per cent). In Bangladesh, around a third (34 per cent) of pre-school age children are not in school. For India, rates of non-participation in schooling for pre-school age children are 12.4%.

Sri Lanka has close to universal participation in primary and lower secondary schooling (with the caveat that the data does not cover some of the districts where conflict took place), and a small minority of pre-school age children who are out of school. Gender gaps are largest for the poorest families and for lower secondary school-age children. School attendance rates are lower for girls in Pakistan throughout the basic education cycle. In rural India, older girls are more

10 http://pubs.sciepub.com/education/1/1/7/
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likely to be excluded than older boys. Girls in rural areas, particularly those from Scheduled Castes and Scheduled Tribes in India also have higher rates of exclusion. In Bangladesh, boys are more excluded in both levels of education.

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<th>Number and percentage of out-of-school primary and lower secondary school-age children, Bangladesh, India, Pakistan and Sri Lanka</th>
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<td><strong>Dimension 2: Primary school-age children</strong></td>
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<td>Out-of-school primary school-age children as a percentage of the total primary school-age population (%)</td>
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<tr>
<td>Bangladesh</td>
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<tr>
<td>India</td>
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<tr>
<td>Pakistan</td>
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<tr>
<td>Sri Lanka</td>
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<tr>
<td>Total</td>
</tr>
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Sources: Bangladesh MICS 2006 & UNPD 2010 revision, India SRI-IMRB 2009 unit level data and UNPD 2012 revision, Pakistan PSLM – HIES 2007-08 & UNPD 2010 revision, Sri Lanka DHS 2005-07 & UNPD 2010 revision (excludes 5 conflict-affected districts in the north), as cited in the country OOSC studies. Note: *For India, there are different estimates of OOSC as discussed in chapter 2. The total numbers for all four countries have been rounded off.

Recognizing the marred situation of the pre-primary education dimension in these countries, the governments have initiated schemes and programs at national levels. 2 major policies which have seen considerable success are Integrated Child Service Development Scheme (ICDS)\textsuperscript{11} initiated by The Indian government in 1975 and the Operational Framework for Pre-primary Education initiated in 2008 by the Ministry of Primary and Mass Education of Bangladesh\textsuperscript{12}.

\textsuperscript{11} http://icds-wcd.nic.in/icds/icds.aspx
\textsuperscript{12} http://ichdbd.org/document/document/Operational_Framework_for_PPE.pdf
4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Indicator 4.3.1: Participation rate of youth and adults in formal and non-formal education and training in the last 12 months, by sex.

As countries in the Asia-Pacific are striving for further economic development, the importance of technical and vocational education and training (TVET) is increasingly gaining prominence on education agendas. Governments in the region have long underscored that a skilled labour force is a key for advancing the economic aspirations of their populations at large. Young people are faced with competitive labour markets that favour technically-skilled workers who in addition can successfully deal with a range of non-technical challenges in their daily working lives. To equip young people with these skills, TVET has to be strengthened and further developed in many countries of Asia and the Pacific. There is evidence suggesting that secondary education has been expanding and TVET might have been playing a role in it. However, TVET still suffers from a ‘second-class education’ image and therefore fails to attract talented pupils who may instead opt for general education. Even if some young people, and their parents, see the benefit of TVET for their future lives, they are often restrained by limited access. Especially in remote areas, TVET provision is often too costly to implement. So how to make TVET more accessible? Unfortunately, there is no magic formula that can solve this question. The Asia-Pacific region is full of contrasts that prevent the development and implementation of a one-size-fits-all model. Instead, what is increasingly being discussed among education practitioners is how to find cost-effective ways of providing practical skills to pupils and to make them remain in schools.

Introducing skills training at general secondary level might be one option. Vocationalisation of secondary education has been coined to describe the overarching goal of improving the vocational relevance of education. Traditionally, it has been understood as vocationalising general secondary school curricula whereby students in general secondary education are exposed to vocational or practical subjects. Increasingly, however, other approaches are being included under the ‘vocationalisation umbrella’. For instance, rural secondary schools that provide general and TVET courses on the same school premises are contributing to expanding skills training at secondary level.

Reflecting its increased importance, TVET has expanded over the last ten years, as shown in the Figure below. Except for a few developed countries at their post-industrialization stage, the enrolment rate in TVET at the upper secondary level has increased in most middle-income and developing countries in the Asia-Pacific region since 2000.
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Explore in detail:

CASE STUDY: VET IN ASIA (BANGLADESH, AFGHANISTAN AND KOREA)

The outcomes and delivery services of VET initiatives in Asia have been mixed. Korea, Japan and Malaysia flaunt the best VET system in Asia. The initiatives in Indonesia, Malaysia, Philippines, Thailand and Sri Lanka have ‘fairly developed’ through government support and aid. The outcome of VET in Bangladesh, China, India, Myanmar, Nepal and Pakistan have been ‘patchy’ (Tilak, 2002). Afghanistan as a country ravaged by conflict and war can use VET as a way to rebuild the society and instill economic prosperity. The youth literacy rate (15-24) of the country is 39 per cent and for females it is only 29 per cent. The rates of unemployment and underemployment are in the range of 25 to 30 per cent, and 70 per cent of the unemployed population have no or very few skills (World Bank, 2008). A recent report, Afghanistan TVET Providers Inventory, produced for review by the United States Agency for International Development (USAID) raises some other issues in the TVET system such as weak linkage with market needs, under-utilization of on-line and international resources, and low women’s participation (USAID, 2011). There are huge restrictions in area skills. Most women work in informal sector and are employed in traditionally female recognized jobs like sewing, beautician, carpet weaving, homecare, childcare. There is also an encroachment over particular job industries. There is a need to identify new skill areas and diversify the economy. There are huge unmet demands in other non-traditional job areas.
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"Every NGO is teaching women to sew and giving them sewing machines at the end of training. There are so many women sewing that there is no one left to sell to: women just sew for their own families now. (USAID, 2011, p. 21)"

Bangladesh faces a scarcity of skilled labor; people with technical or vocational qualifications are in short supply. One of the main problems is lack of linkages between employers and the job market. The training institutes are not able to produce skills required to fulfill the market demand (CPD, 2001). Also, the quality of graduates is not good. In Bangladesh, 80 per cent of employed population is associated with the informal sector. Though the unemployment rate of the country is low (5%), the main problem has been the high underemployment rate that is more than 28 per cent (BBS, n.d.). Underemployment rates of females are higher than those of males both in rural and urban areas. Given these facts, too little attention is paid to the training programs needed in the informal sector.

A World Bank report states that the capacity utilization in the VET system is low; half of the student capacity is not utilized (World Bank, 2007). Although reliable estimates are not available, a tracer study of labor market outcomes finds that only 9.7 and 5.2 per cent of males and females, respectively, were employed after completion of the course.6 About 47 per cent were unemployed and 45 per cent were pursuing higher education. Wages of graduates of the VET system are also low compared to those with graduating from general education. Financing of VET is also a problem due to their high cost, with the unit cost being three times higher than that of general higher education. A key contributing element for the high cost is the low student-teacher ratio. The large fixed and recurrent costs of machinery, the constant need for consumables, and a scholarship scheme provided to the large majority of students are some other reasons for the high cost of training.

However, due to skills mismatch and increasing overseas employment, there is a need for investment in the vocational system. The report suggests that the government should focus on improving the efficiency of the system rather expanding it. The development of a clear policy statement for the VET sector should be an immediate priority for the government (World Bank, 2007).

In the past, Korea’s VET has contributed substantially to economic and social developments but the country is facing profound changes with the arrival of the knowledge based economy and global competition (Chung, 2010). A study by Chae and Chung (2009) finds that the status of VET system in the country is deteriorating. Higher education is gaining much importance and general education is becoming more attractive for students and their parents. Only 20 per cent of the vocational high school graduates enter the labor market directly, whereas 70 per cent continue with higher education. Their findings indicate that the current vocational high schools are not associated with better labor market outcomes in terms of employment rate and wage levels. Still, the role of public vocational training cannot be neglected in order to supplement any market failure in the supply of labor. The study finds that the VET institutes are important in supplying technical labor to small and medium enterprises.
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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

Indicator 4.4.1: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.

Information and Communication technology has been taken up by the world as an efficient way to accelerate economy and make human life more efficient. Global communication technology has weaved lives together forming the global village. The increased interconnectedness has significantly reduced the possibility of full-fledged war and other large-scale economic malpractices. It has created a climate of cooperation and mutual understanding making the structure of international justice system and negotiation channels possible.

According to UNESCO-UIS, the definition of this indicator includes the proportion of youth and adults with information and communications technology (ICT) skills, by type of skill as defined as the percentage of youth (aged 15-24 years) and adults (aged 15 years and above) that have undertaken certain computer-related activities in a given time period (e.g. last three months).


TARGET 4.5

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

Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.

This entails the two following pointers:

1. Inclusion and equity: All people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, should have access to inclusive, equitable quality education and lifelong learning opportunities. Vulnerable groups that require particular attention and targeted strategies include persons with disabilities, indigenous peoples, ethnic minorities and the poor.
2. Gender equality: All girls and boys, women and men, should have equal opportunity to enjoy education of high quality, achieve at equal levels and enjoy equal benefits from education. Adolescent girls and young women, who may be subject to gender-based violence, child marriage, early pregnancy and a heavy load of household chores, as well as those living in poor and remote rural areas, require special attention. In contexts in which boys are disadvantaged, targeted action should be taken for them. Policies aimed at overcoming gender inequality are more effective when they are part of an overall package that also promotes health, justice, good governance and freedom from child labour.  

The Education 2030 Framework for Action has been adopted by the global education community to advance progress towards SDG4 and its targets. The Framework stresses the need to address all forms of exclusion and marginalization. It specifically calls for addressing inequalities related to access, participation, and learning processes and outcomes, paying particular attention to gender equality. This includes efforts to enable education systems to serve all learners, with a particular focus on those who have traditionally been excluded from educational opportunities. Excluded learners include those from the poorest households, ethnic and linguistic minorities, indigenous people, and persons with special needs and disabilities. Even though the central message is simple: every learner matters and matters equally, the complexity arises, when we try to put this message into practice. Implementing this message will likely require changes in thinking and practice at every level of an education system, from classroom teachers and others who provide educational experiences directly, to those responsible for national policy.

Many factors can work either to facilitate or to inhibit inclusive and equitable practices within education systems. Some of those factors are: teacher skills and attitudes, infrastructure, pedagogical strategies and the curriculum. These are all variables which education ministries either control directly, or over which they can at least exert considerable influence.

With respect to gender inequality, the barriers to education for girls and women tend to lie within three categories:

a) Cultural Barriers: The patriarchal culture of the society tends to relegate women to domestic spaces making education for them an unnecessary element. Girls and women are made to stay at home and take care of the family. Also, education requires females to go out and mingle with other people. The patriarchal culture strongly calls for strict control on women and their sexuality. Therefore education for women and the subsequent access to public space poses a huge threat to the status quo.

b) Social Barriers: A byproduct of culture, the society and its privileges and facilities becomes highly inaccessible for women. With streets, offices, trains and every other aspect of public life hugely dominated by men, women face harassment and assault when they attempt to access it. This structure of society, which discredits women, is entirely a byproduct of a patriarchal culture in the first place.

c) Economic Barriers: Since women and girls do not have access to education and therefore jobs, they are perpetually dependent of the males of the family for their economic sustainability. This is one of the major reasons for subjugation and marginalization of women.

Developing policies that are inclusive and equitable requires the recognition that students’ difficulties arise from aspects of the education system itself, including: the ways in which education systems are organized currently, the forms of teaching that are provided, the learning environment, and the ways in which the students’ progress is supported and evaluated. Even more important is translating this recognition into concrete reforms, seeing individual differences not as problems to be fixed, but as opportunities for democratizing and enriching learning. Differences can act as a catalyst for innovation that can benefit all learners, whatever their personal characteristics and home circumstances.

Integrating the principles of equity and inclusion into education policy involves:

1. Valuing the presence, participation and achievement of all learners, regardless of their contexts and personal characteristics.

2. Recognizing the benefits of student diversity, and how to live with, and learn from, difference.

3. Collecting, collating and evaluating evidence on children’s barriers to education access, to participation and to achievement, with particular attention to learners who may be most at risk of underachievement, marginalization or exclusion.

4. Building a common understanding that more inclusive and equitable education systems have the potential to promote gender equality, reduce inequalities, develop teacher and system capabilities, and encourage supportive learning environments. These various efforts will, in turn, contribute to overall improvements in educational quality.

5. Engaging key education and community stakeholders to foster the conditions for inclusive learning, and to foster a broader understanding of the principles of inclusion and equity.

6. Implementing changes effectively and monitoring them for impact, recognizing that building inclusion and equity in education is an on-going process, rather than a one-time effort.

7. Bringing the principles of equity and inclusion into education policy also requires engaging other sectors, such as health, social welfare and child protection services, to ensure a common administrative and legislative framework for inclusive and equitable education.  

Various countries have adopted the above-mentioned principles across Asia.

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CASE STUDY: INFUSING INCLUSIVE PRINCIPLES AND PRACTICE IN EDUCATION IN LAO PDR

In the Lao People’s Democratic Republic, the education system is seeking to apply the principle of inclusion through shifts in policy and in the culture. Education in Lao PDR has significant disparities between boys and girls, rural and urban areas, poor and non-poor districts, and among ethnic groups on rates of enrolment, repetition, dropping out, and completion.

To address this, the national policy focuses on inclusive education, broadly defined as removing all barriers to school enrolment and achievement. Leadership and a strong, common understanding of inclusion are the key factors in reaching the policy’s goals. Additional factors that are key to success include capacity-building, awareness-raising, and inclusion of women and girls, ethnic people, and persons with disabilities in decision-making processes and other efforts for reaching excluded learners.

Such efforts include strengthening the capacity of schools and of the Village Education Development Committee to perform these tasks: Collect and analyse data, including from local family registries, for tracking children who are not in school; Conduct child-seeking activities to support out-of-school learners in re-entering the education system; Conduct regular monitoring of student attendance to identify those at risk of dropping out; Use statistics to establish long-term school development plans and yearly school improvement actions and targets for promoting retention; and Create rights-based child-friendly schools, as defined by UNICEF, which are part of a wider framework of child-friendly families, communities and provinces, encompassing the country as a whole (Shaeffer, 2013; 2015).15

CASE STUDY: TEACHER EDUCATORS SUPPORTING INCLUSIVE EDUCATION IN VIETNAM

Having made a policy commitment to inclusive education, the Ministry of Education and Training in Viet Nam worked with Catholic Relief Services to develop a national curriculum that would give all student teachers in universities and colleges the quality training that would prepare them for teaching in inclusive settings. However, the plan was delayed by a lack of suitably experienced teacher educators.

The current teacher educators therefore received additional training to boost their attitudes, their knowledge and their practical skills so that they could deliver the training curriculum using appropriate pedagogy. In one initiative, 47 teacher educators, from eight cities/ provinces, received 40 hours of training that introduced them to the curriculum they would need to follow. This experience also gave them significant opportunity for personal reflection, for debate, and for practicing the pedagogical skills needed for teaching an inclusive curriculum. These teacher educators went on to become resource experts to support colleagues in their own and in other teacher education institutions.

16 http://www.inclusive-education-in-action.org/
4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Indicator 4.6.1: Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

The principles, strategies and actions for this target are underpinned by the contemporary understanding of literacy as a continuum of proficiency levels in a given context. It goes beyond the understanding of a simple dichotomy of ‘literate’ versus ‘illiterate’. Therefore, action for this target aims at ensuring that by 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to levels achieved at successful completion of basic education.

SDG 4.6 is one of three global quantitative targets that express a commitment to universalize basic education for all by 2030; the others are Target 4.1 (a full cycle of 9–12 years of free, public primary and secondary education) and Target 4.2 (at least one year of pre-primary education). Given the different country contexts and baselines, benchmarks will have to be set at national level. Progress will be assessed against the following global indicator: ‘Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex’ (UIS, 2016). Many countries have yet to develop or adopt the necessary frameworks, tools and methodologies to make monitoring of this indicator possible.

Literacy can no longer be treated as a stand-alone set of skills developed and ‘completed’ within a short timeframe. It should rather be seen as one component of a complex set of core competencies that require sustained learning and updating on a continuous basis. The development of these core competencies is at the heart of basic education and contributes significantly to the achievement of the SDGs. While the required proficiency levels and how people apply reading and writing skills depend on specific contexts and purposes, the minimum literacy threshold to be reached by all citizens of a country must be established at policy level, if possible based on a broad consensus, and should be allowed to evolve over time. There is increasing acknowledgement, reflected in the Education 2030 Framework for Action, that completing basic education tends to be the minimum requirement for full participation in society, employability and access to further learning.

In light of this broader understanding, literacy is a key condition for poverty reduction, inclusion and sustainable development. Empowerment of marginalized communities and community-based approaches to literacy for sustainable development should be a focus of national development strategies. Youth and adult literacy programmes yield benefits that go beyond those made explicit in the SDGs, such as increased self-esteem, empowerment, openness to change and resumption of learning. Literacy and education play a vital role in promoting tolerance to
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diversity and conflict prevention. Literacy and numeracy should therefore be promoted from a lifelong learning perspective, so that they can unfold their transformative potential.17

Explore Case Study: Pg 55 onwards - http://unesdoc.unesco.org/images/0015/001517/151793e.pdf

TARGET 4.7

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.

Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

It is vital to give a central place to strengthening education’s contribution to the fulfilment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development (ESD) and global citizenship education (GCED), which includes peace and human rights education, as well as intercultural education and education for international understanding.

Education for Sustainable Development (ESD) was an initiative and an awakening of the international community which realized that just minimal education entailing numeracy and literacy would not be enough to create a peaceful and sustainable world. The awareness for Climate Change and perpetuation of a responsible living standard is a requisite. The values of ESD includes:

- healthy environment is essential for sustainable development;
- sustainability is a global goal for the betterment of both humanity and the planet;
- sustainability should be achieved through democratic processes;
- sustainability depends on peace, justice, and equity;
- the individual has basic human rights;
- no nation or people should prosper through the explicit impoverishment of another nation;

17 http://unesdoc.unesco.org/images/0024/002470/247094E.pdf
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- diversity, both biological and cultural, is intrinsically valuable;
- development is to be human-centered (i.e., for the betterment of humanity as a whole as opposed to empowerment of a few);
- Intergenerational respect and responsibility will safeguard the rights of future generations.

UNESCO defines global citizenship education (GCE) as a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable (UNESCO, 2014, p.9).

CHALLENGES TO TARGET 4.7

1. Priorities for SDG 4.7 differ among countries: whether to stress the moral aspects of SDG 4.7; ensuring there isn't an overemphasis on the cognitive; navigating tensions between local and global, etc.

2. Terminology can be confusing. ESD is often misunderstood as referring solely to the environment, while ESD and GCED are often conflated.

3. There are challenges in effectively mainstreaming core concepts within SDG 4.7. For example, gender equality is poorly covered and is considered a low priority for many countries in the region compared to health education, for example.

4. Teacher education and teaching resources are inadequate. SDG 4.7 calls for a learner centred pedagogy; however, in the region the teacher-led traditional approach remains most common (Schultz et al 2010 in GEMR 2016).

5. Lack of assessment systems for ESD and GCED.

CASE STUDY: INDIA

Countries in the Asia-Pacific have had varied approaches to ESD and some have been far more ambitious than others. It is to be noted, however, that approaches which have not been labeled ESD explicitly may have had and continue to have excellent results in advancing sustainable development. One such example is of India. India has integrated sustainable development in planning process and has several programs directed towards this goal. It's initiatives in addressing development and sustainability issues touch upon the social, economic and environmental dimensions. The Government of India's sensitivity and commitment to sustainable and inclusive growth is reflected in the major policies of various ministries and also specific initiatives and programs adopted through its Five Year Plans so as to achieve sustainability and MDG's (Millennium Development Goals).

In order to achieve the goals of sustainable development, one of the first steps taken was in the direction of environment conservation and protection by promoting Environment education. This strategy was adopted post Stockholm conference by setting up centres of Excellence for

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18 http://www.publicnow.com/view/FD9451B2A79381F7B3474E1E2035FD21B79DE0A6?2017-07-01-16:00:07+01:00-xxx4761
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Environment Education under Ministry of Environment in the early 1980s. Though till sometime, most of these activities were restricted to this Ministry. However, gradually with the realization of the role that Education can play for ensuing sustainable development, Government of India recommended Ministry of Human Resource Development to integrate environmental concerns into all aspects and levels of education. ESD aims to go beyond and achieve status of well being in line with sustainable development by empowering people through various forms of educational processes and practices to assume responsibility for creating sustainable future. This goal became finer when India became part of UN General Assembly resolution for establishing UN-DESCD (2005-2014) in the year 2005, in recognition of the need to enhance efforts in education and learning to address issues of sustainable development. EE in India has always been seen in the development context. Therefore, much of the aspects of EE can be seen as ESD. For instance, issues such as water/housing/health can be seen from a variety of perspectives including access, equity, distribution and traditional use. Thus, the perspective of ESD needs to be built on the foundations of sector specific development already laid out and then integrating it as part with to achieve wider development agenda. It is in this respect that India is progressively marked different from other countries. The Indian vision for the DESD/ESD is hence, based on a commitment towards sustainability rooted in a centuries old tradition of living in equilibrium with nature and all its elements.\(^{19}\)

**TARGET 4.a.**

4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

**Indicator 4.a.1:** Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; (g) basic hand washing facilities (as per the WASH indicator definitions)

**INFRASTRUCTURAL CHALLENGES IN ASIA**

Countries in South Asia are characterized by wide infrastructure gaps compared with other sub regions. South Asian countries figured in the bottom half of the UNESCAP infrastructure index among other global rankings of countries. South Asia also lags behind not only in terms of transport infrastructure (SDG-9) but also in basic needs infrastructure, such as access to sanitation (SDG-6) and access to electricity (SDG-7). Only 45% of the population had adequate sanitation in 2015, with about 960 million people not having such access, and with 610 million people practicing open defecation in the sub region. Furthermore, 27% of the population in South Asia lacked access to electricity, compared with only about 2% in East and North-East Asia. In

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countries such as Bangladesh (89%), Nepal (80%), Sri Lanka (74%), Pakistan (62%) and India (66%), more than three fifths of the population depended on traditional biomass for cooking. Access to water, sanitation and energy is fundamental for sustainable subsistence and is a critical determinant for achieving the SDGs. Estimates suggests that every dollar spent on sanitation brings a $5.50 return by keeping people healthy and productive. Improved sanitation and access to roads have been found to be associated with better health outcomes and access to electricity with educational outcomes. Infrastructure access also tends to perpetuate inequalities between rural and urban populations. Research shows that only the wealthiest percentiles of the populations of, for example, Afghanistan, India and Sri Lanka have reliable access to regular infrastructure, including electricity, sanitation, water and gas. Estimates suggest that one third of businesses in India and three quarters of those in Bangladesh, Nepal and Pakistan have been constrained by poor electricity supplies.

It has been estimated that the sub region loses 3-4% of GDP due to infrastructure deficits. Recent research suggests that investment in infrastructure in South Asia would lead to proportional responses to per capita income so that incomes would increase roughly 1% for each 1% increase in infrastructure availability in South Asia.  

20 http://www.unescap.org/sites/default/files/SDGs%20South%20Asia%20report%202016%20rev%202014%20April%202016.pdf
CASE STUDY: EQUIP IN AFGHANISTAN

Explore in detail:

1. [link](http://projects.worldbank.org/P106259/second-education-quality-improvement-program?lang=en)

Afghanistan is a country that has been besieged by civil strife for almost three decades. The school infrastructure in such a country is highly incapable of facilitating inclusive and quality learning.

The Second Education Quality Improvement Project development objective is to increase equitable access to quality basic education especially for girls through school grants, teacher training and strengthened institutional capacity with support from communities and private providers.

The objective will be achieved through the following components:

1. School Grants: There are complementary objectives of the school grants component:
   a. to support the improvement of teaching and learning by facilitating the creation of enabling school environments; and
   b. support the improvement of basic school facilities at existing government registered primary, middle, and secondary schools with teachers on the payroll.

2. Teacher and principal training and education: The objective of this component is to create sustainable systems which will increase the level of professional knowledge and skills of educators throughout Afghanistan. This component will provide much needed training to teachers and principals.

3. Monitoring and Evaluation: The objective of this component is to
   a. build on and support the existing structure for Education Quality Improvement Project (EQUIP) in Ministry of Education (MoE) and
   b. establish and implement a practical monitoring and evaluation system for the project so that lessons can be drawn in a timely fashion to facilitate project improvement as well as policy making.

Achieving these components would mean having a school environment and infrastructure that is child, disability and gender sensitive and provides safe, non-violent, inclusive and effective learning environments for all.

Questions to think upon:

1. How can such a program help economically weaker countries to acquire a better school infrastructure?
2. Is there a better way to build better school infrastructure, instead of depending upon support from communities and private providers?
3. What type of technology is least required to build better school infrastructure? Is technology even necessary?

4. Can your school work without facilities like transportation and communication, electricity, washrooms and water etc.?

TARGET 4.b.

4.b. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, Small Island developing States and African countries, for enrollment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

Indicator 4.b.1: Volume of official development assistance flows for scholarships by sector and type of study

According to UNESCO’S Global Education Monitoring Report, a scholarship can be defined as a grant or payment (regardless of funding amount) made by a developed or developing country’s national government to students from developing countries and least developed countries to support their education at a tertiary level. Scholarships will involve some level of coursework or vocational training in a particular area of study that will result in a degree, certification, or recognized award.

The scholarships can embrace full funding, which includes cover for living expenses along with tuition fee, or partial funding, which only covers the tuition fees. Scholarships can be both government funded or from non-state actors like NGOs, corporations and other stakeholders.

The UNESCO report states:

“This baseline estimates that currently there are approximately 22,487 tertiary students from the developing world that are receiving scholarships from developed and developing countries. This number accounts for just under one percent of the 2.5 million students from the developing world that are globally mobile. While improvements need to be made both in increasing the provision of scholarships for students from developing countries and in gathering more complete data on the provision of scholarships, steps can also be taken to improve access to currently existing data such as the kind that was accessed for this paper. If governments were to make existing data available in more than one language, it would increase the accessibility and use of the data. This is particularly important when we consider the recent proliferation of either small- or large-scale scholarship programs in non-Anglophone countries”.

Indicator 4.b.1: Volume of official development assistance flows for scholarships by sector and type of study
4. c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States

Indicator 4.c.1: Percentage of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (i.e. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

Most Asian countries suffer from acute teacher unavailability and lack of skills among teachers. With the advent of technology, the paradigm of educational instruction is also transforming rapidly. Most teachers in Indian government schools do not turn up for work. These teachers are untrained and unskilled seriously compromising the mental efficacy and development of children’s minds. Hattie and OECD (as cited in OECD, 2011) report a positive relationship between smaller class sizes and better working conditions and outcomes (e.g. greater flexibility for innovation in the classroom, improved teacher morale and greater job satisfaction). Class sizes and student teacher ratios vary from country to country, with the highest being in Cambodia and Pakistan where the average student-teacher ratio is about 45:1. In Samoa, the student-teacher ratio at the primary levels 30.4:1 and at the secondary level it is while in Sri Lanka the overall Student teacher ratio is 18:1 in state schools. In Uzbekistan, the student–teacher ratio is 11:1, just below the OECD average of 12:1.

Although both Korea and Indonesia have relatively low student–teacher ratios, this does not necessarily equate to smaller class sizes. In Korea, the student–teacher ratio for primary and middle school averages 18:1 but the average class size at the primary level is 25, and is 33 for middle schools.

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17. http://pubs.sciepub.com/education/1/1/7/