

CSO Recommendations to APMED IV 12-13 July 2018

A Framework of Lifelong Learning and Holistic Education

- Governments must ensure their national education policies, including targets SDG 4.3 and 4.4 are developed within a **framework of lifelong learning**.
- While education and training for jobs is important, national policies and programs related to TVET and tertiary education need to be holistic. This means that policies related to 4.3 and 4.4 can't be developed without **the interconnectedness of the other targets**, especially 4.1 (including secondary education), 4.5 (gender equality and inclusion), 4.6 (youth and adult literacy) and 4.7 (ESD and GCED).
- A **holistic education framework** means that target 4.4 about employment needs to go beyond technical know-how to include twenty-first century skills for **sustainable livelihoods**, such as problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution. These are essential, as the learner is able to apply these skills across a range of occupational fields and for the rest of life. Such skills are also indispensable for policy makers, providers and learners, to address structural barriers that continue to impede participation of women and marginalised groups.
- Target 4.3 is not solely about employment; it **is about broader adult education**. The indicator for 4.3 states: *'The participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex'*. A **holistic education framework** also encompasses TVET, tertiary and adult education to include learning opportunities for active citizenship, decent life in terms of health and well-being, personal development and human dignity as outlined in the UNESCO Recommendations on Adult Learning and Education (RALE).
- Policies related to SDG 4.3 and 4.4 also need to factor in **the fuller SDG agenda**, and the **need for inter-connection and collaboration of many government ministries**.
- The development and implementation of policies related to SDG 4.3 and 4.4 need to ensure the **active participation of communities as stakeholders**.

Indicators and Means of Implementation

- A **broad range of indicators and means of implementation of policies** for SDG 4.3 and 4.4 need to be developed and cross-referenced to other SDG4 targets, especially 4.1, 4.5, 4.6 and 4.7. For example, without strong government programs and resourcing to ensure youth and adult literacy, (SDG 4.6) many of the hoped for outcomes of targets 4.3 and 4.4 will not be achieved.
- Indicators and implementation programs need to be **customised to the varying needs and contexts of different marginalised groups**.
- Governments need to ensure the **participation of CSOs and relevant communities** as stakeholders in the formulation of policy indicators and the design of programs. **This will require resourcing** by governments to enable civil society to play this role.

- Governments need to ensure that their SDG4 indicators & means of implementation should be **publicly available**.

Government Responsibility for Implementation of SDG 4.3 and 4.4

- As duty bearers for ensuring the right to education, **national governments need to take responsibility** for setting in place the enabling policy environment and financing for SDG 4.3 and 4.4, ensuring quality provisioning and leaving no one behind.
- This requires the planning of milestones and medium term timelines between now and 2030 to ensure achievement of the targets.

Financing of SDG 4.3 and 4.4

- Governments need to **substantially increase their national education budgets** to achieve the SDG4 targets, and this is certainly the case for SDG 4.3 and 4.4 to provide access for all to TVET, tertiary education, post-school and community based learning. National governments to locate additional funds, for example by expanding the tax base and ensuring corporations contribute their fair share of tax.
- While national governments generally should **not be providing subsidies to for-profit providers**, there is **a case for tax incentives** to companies that offer greater training and staff development opportunities such as in-house training and study leave.
- Funds for SDG 4.3 and 4.4 need to be **better targeted**. This includes:
 - **Funding for new facilities, equipment and mobile training units** in areas of need, ensuring these are integrated into existing systems and can function sustainably.
 - **Funding for supportive and inclusive local infrastructure**, including safe public and learning spaces, transport, washrooms, hostels & lodging for girls and women, access for people with disabilities, and facilities in provincial areas, not just urban areas.
 - **Linking** of education and training for decent work at local levels (particularly with a pro-poor approach) **to job opportunities** that arise in connection with infrastructure projects.
 - **Flexible distance learning** opportunities
 - Funding for **additional teachers and trainers and quality training programs** relevant to SDG 4.3 and 4.4
 - Support for the sustainability of and scaling up of good practices undertaken by **local government units and community based organisations**
 - Financing for **information and awareness campaigns** to ensure information reaches out to the marginalized communities
- In line with SDG 4.3 governments are urged to ensure the progressive introduction of free tertiary education.
- **Donors** need to **support government determined national policies** regarding 4.3 and 4.4 and include **institutional strengthening of government capacity** to implement programs

Data

- Governments need to prioritise **increased and better quality data collection** including for areas where data is poor, and for NFE and community based learning programs.

- **Increased funding** is needed to ensure **sustainable ongoing training** for data collection and **‘data literacy’ at the local level**, and the use of local communities for data collection
- Governments need to invest more to **make data more inclusive**, especially for marginalised groups, with categories **disaggregated according to sex, age, ethnicity, disability, migrant workers, refugees and other marginalised groups**. **Sub-national data** is needed rather than reliance on aggregated national data alone
- National level tracking studies and data collection are needed in **diverse and remote contexts** to ensure an inclusive approach is implemented
- Funding is needed to develop systems to **track data of individual learners** and their transition from training to work, to inform policy making
- There is a need for **greater inter-sectoral data and collection**, and funding for **translation of data** from local languages
- Data and reporting should be made **publicly available and in a timely manner**
- **At the regional and international level, some standardisation** is required across countries in the collection of data and categories, for example age cohorts.

ICT

- **Governments need to monitor and coordinate** ICT to determine the most relevant, cost effective, affordable technologies. **Local communities need to be consulted** about use and relevance to local contexts.
- **Internet access and power** (electrical or solar) and related infrastructure needs to be made available to ensure coverage and usage of ICT in remote areas.
- Governments need to **promote multi-media** (eg mobile phone and television) **based learning programs** and opportunities
- **Training** is needed to ensure **ICT literacy** and the associated technical skills at **local capacity to maintain and sustain ICT**. This will facilitate, for example, stronger STEM and non-traditional livelihood initiatives for women and girls.

Review, Monitoring, Reporting and Transparency or SDG 4.3 and 4.4

- **Governments need to ensure close regulation and monitoring** of all TVET, adult learning and tertiary providers, including all private providers. This needs to cover curriculum, costs to learners, teacher wages and conditions, and transparency of information availability.
- Governments need to ensure the **timely and public release** of outcome reports and data.

Equity & Inclusion

Governments are encouraged to **utilise the agreed UNESCO Strategy for TVET (2016-2021)** and its 3 pillars of priority areas:

- Develop, implement, and resource **National Strategies for TVET**.
- **Embed gender equity & social inclusion into all formal TVET institutions** including regulatory systems & measures for compliance.
- Develop, resource, implement and monitor national TVET **gender strategies**
- Leverage the capacity of TVET to **challenge gendered social norms** that impact on the socio economic status of women and girls. This includes undertaking social campaigns that encourage men to take their share of care and domestic work.

- Utilise the capacity of TVET to **increase opportunities and pathways to decent work for women & girls, and for other marginalised & vulnerable groups**, including people with disabilities.
- Governments need to **increase the provision of programs and pathways to learning opportunities** for those who have not completed schooling to have bridging courses, to enable them to access further learning and training.
- **Pathways from non-formal short courses at community level** need to be funded, established (with community participation and ownership), and formalised to access formal TVET programs and then higher education. These need to be well-articulated & promoted.
- Mechanisms for **recognition of prior and experiential learning (RPL) for women and other marginalised groups** needs to be formalised, promoted, and made accessible and affordable. Training of RPL assessors is needed at community level
- A system of **skills ‘passports’ for recording** successful work related education & training courses, from community level up is important for women & marginalised groups.
- See also the list in the above section on better targeted financing
- **Increased scholarships or fee waivers** for university and TVET courses for marginalised groups will substantially facilitate equity and inclusion.

Quality

- National qualifications frameworks need to include the potential for **accreditation of bridging courses, return to work & livelihood development**.
- **Standardised teacher training** is needed to ensure quality teaching and training
- A **data bank** needs to be developed of **good models of quality teacher training programs** which can then be disseminated.
- Similarly, it is important to develop a **data bank of accredited short courses & work related education & training courses & programs**.
- Training is required regarding **course quality** issues & quality assessment.