

COLLABORATIVE APPROACHES TO IMPLEMENTING THE UNITED NATIONS SDG AGENDA: A POLICY DIALOGUE

European Union Centre at RMIT University, Melbourne
EU Jean Monnet Network on the EU's Role in the Implementation
of the Sustainable Development Goals in Asia Pacific

June 2019

The Jean Monnet SDGs Network

- The EUASPAC SDGs Network will focus on enhancing the effective contribution of the EU to the implementation of the Sustainable Development Goals (SDGs) in Asia Pacific.
- By strengthening collaboration, the Network will promote a more effective evidence-base for EU institutions to engage with nations in the region to implement the SDGs.
- Partners include RMIT University (Australia), the EU Centre in Singapore, the University of Glasgow (Scotland), the University of Canterbury (New Zealand) and the Australian National University.
- The work program includes Policy Dialogues, preparation of Policy Briefs, early career researcher workshops and multiple reports on specific topics.

The EU: A Global Development Leader...

- Experimental and collaborative nature of EU has shaped and defined its development policy frameworks
- Engagement with issues of development has been a part of EU almost since the launch of integration
 - Precursor in Articles of Association of Treaty of Rome (1957)
 - First formalised through Yaoundé Convention (1963)
- EU development frameworks subject to ongoing evolution, shaped and framed by debates on development and underdevelopment from left and right
 - Experimentation, problem-solving, collaboration, partnership
 - Not always successful

The EU: A Global Development Leader...

- Role of EU in formulation and implementation of SDGs
 - Can EU draw on history of problem-solving, partnership and collaboration in pursuit of SDGs?
 - Transformational change or minor tinkering?



A New Agenda for Global Transformation

- The SDGs were endorsed by the UN following the experience of the Millennium Development Goals
- 17 Goals, 169 targets; indicators to measure

THE GLOBAL GOALS For Sustainable Development



TARGET 13•A

13 CLIMATE
ACTION



UNFCCC

**IMPLEMENT THE UN FRAMEWORK
CONVENTION ON CLIMATE CHANGE**

Challenges in Implementation

- A preoccupation with indicators and measurement
- Financing
- Engagement in higher income countries
- A place-based (nation or region) focus??
- Sustaining EU leadership – and necessarily with new partners??
- Complexity and scale, how to develop an integrated framework for cross-sectoral coherence and focus
- Understanding the transformation agenda

Place-based responses to the global development agenda: Localising SDG4 through non-formal education*



- Outline:**
- *Background to the Training of Master Trainers (ToMT) in Lao PDR*
 - *Insights on Localising SDG 4*

** Adapted from the presentation: Preparing Master Trainers for Non-Formal Education by Uwe Gartenschlaeger and Beykham Saleumsouk (DVV International) presented August 2018*

Photo: Graduation of Master Trainers – June 2017.

Development Context of Laos PDR

- Laos PDR is a **small, land-locked country** with approximately 6 million people, including several ethnic minorities. It is very rugged country with poor infrastructure, such that many areas are quite remote.
- Laos has **localised the SDGs** by integrating them into its 8th National Socio-Economic Development Plan. It presented its first Voluntary National Review in 2018 (**including the 18th SDG on UXO.**)
- The Laos Government appears to give **priority to economic (escape LDC status)** more than other forms of development, with China, while other international partners focus on education, health and governance.



Development Partners of Laos PDR

- “The European Union is proud to support the Lao Government in its journey to reform the education sector ...” *EU Ambassador, 12 December 2018*
- The Government of Lao PDR has confirmed its desire for the Australian Government to work collaboratively with the Lao Ministry of Education and Sports through a new program to be called **Basic Education Quality and Access in Lao PDR (BEQUAL)**.
- Many NGOs (called NPAs) are also active in Laos, PDR, often in close cooperation with Government Ministries



What is the problem? Why conduct non-formal education (NFE) training of trainers in Lao PDR?



Policy (Global)

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Policy (Local)

Lao Education Sector Development Plan (ESDP 2016 – 2020):

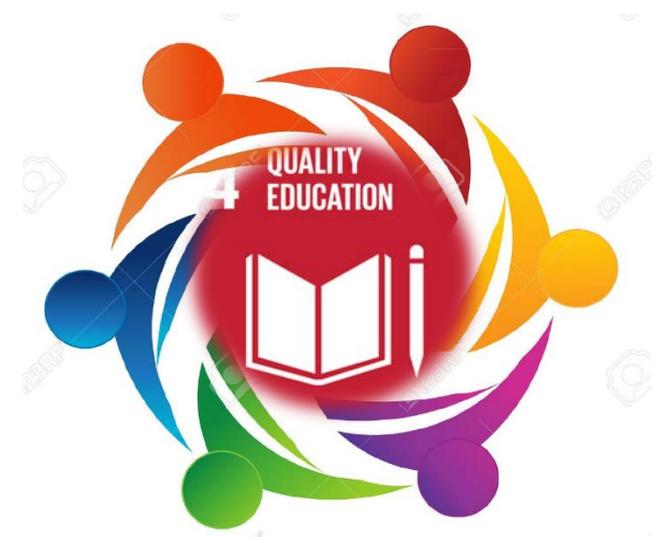
The quality of Non-formal Education is poor and the services of non-formal education are scattered around at local level.

Challenges:

- Lack of qualified teachers and trainers at all segments of NFE
- Lack of qualified managers for CLCs, NFE centres

A Partnership and Place-Based Approach to Implementing SDG 4

- Context matters...hence a focus on the local.
- Weaving a story not only about intergovernmental action, but also about engaging the different development actors, including civil society.
- The Laos case story reflects our own experience and perspective on SDG 4, in particular the focus on lifelong learning, as a crucial element for achieving the new global agenda as a transformative agenda.
- The case story illuminates the SDG challenges and action in Laos, but also the partnership initiatives undertaken by the EU, Australia and other development partners



The Local Project Partners



Ministry of Education and Sports, Lao PDR (MoES)



Non-formal Education Development Center (NFEDC)

Institute for International Cooperation of the German Adult Education Association (DVV)

DVV is the national umbrella of around 920 Folkhighschools (vhs) with around 10 million participants annually



DVV International

DVV-I South and Southeast Asia is based in Laos, with a country office in Cambodia)

The Curriculum: globALE (*Global Curriculum for Adult Learning and Education*)

Cross-cultural core curriculum for the training of Adult educators worldwide

Developed by DVV International and the German Development Institute (DIE)

Identified the 5 Core Modules:

- Approaching Adult Education
- Adult Learning and teaching
- Communication and Group Dynamics
- Methods
- Planning, organization and evaluation

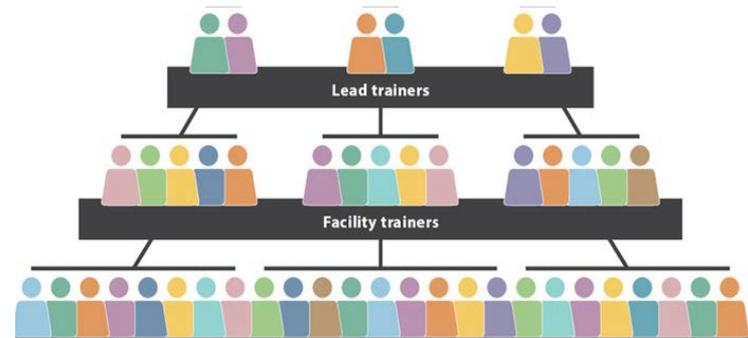
Defined the Key Learning Outcomes

Encouraged adaptation to the local context, e.g. through two elective modules.



The recruitment, approach and implementation timeline

Train Master trainers to help increase the capacity for ALE through a **cascade training approach**.



35 Master trainers, representing different stakeholders were selected

- DNFE and NFEDC
- TVET/VEDI
- University
- LYU, LWU, NPAs
- DVV International staff

MODULE	Dates/ Deadlines
(M0) Introductory Module	16-17 December 2015
Task: Local Needs Analysis	21 March 2016
(M2) Adult Learning	4-8 April 2016
Task: Improvement of LNA	10 May 2016
(M4) Methods	24 – 28 May 2016
Individual trainings Implement with Peer Review/Visits	1 August 2016 Sept- Nov
Elective Module 1: Gender Training	October 2016
Continuing Individual Trainings	December 2016
(M3) Group Dynamics and (M1) Approaches to Adult Learning	February 2017
(M1) Approaches to Adult Learning and (M5) Planning, Organising & Evaluating plus elective Module Soft Skills	June 2017

Partnering for SDG 4: Establishing a Community of Practice

Online community



Non-Formal Education Development Centre (NFEDC)
NFEDC Resource Centre
Founded: 2016

CONTACT INFORMATION
Thadeus Rd, Vientiane, Laos
Tel: +856 2059658452
URL: www.nfedc.org

CONTACT PERSON
Ms. Freyja Daon
E-mail: freyja.louise@gmail.com

HEAD PERSON
Mr. Somsy Southwong

LIBRARY USER PROFILE
• Adult educators
• NGOs
• Government Organisation

Physical office

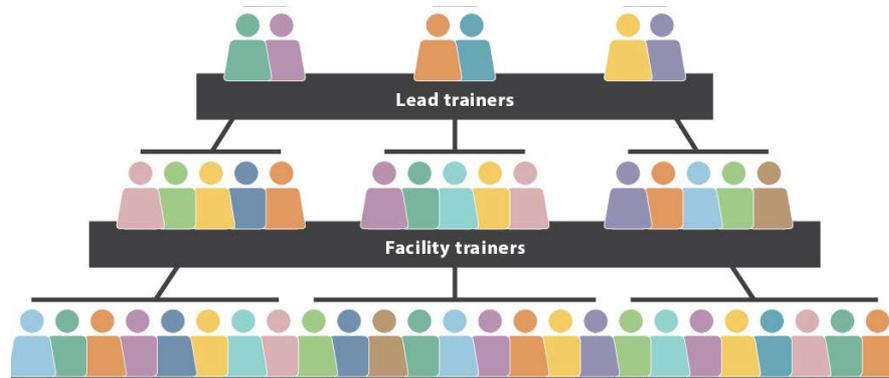
The NFEDC Resource Centre provides many opportunities for advanced non-formal education in Laos. For example its library provides excellent quality teaching and learning materials for educators working in the non-formal sector in Laos, there are training workshops and discussion workshops. Through promotion of lifelong

http://www.dvv-international.la/fileadmin/files/south-and-southeast-asia/Image_2018/ToMT_Bey.JPG

<http://uil.unesco.org/partner/library/non-formal-education-development-centre-lao-pdr>

Partnering for SDG 4: Cascading locally

National
Provincial
District
Village



Engaging regionally and across sectors

Southeast Asia

Asia-Pacific



**Southeast Asian
Ministers of Education
Organization**



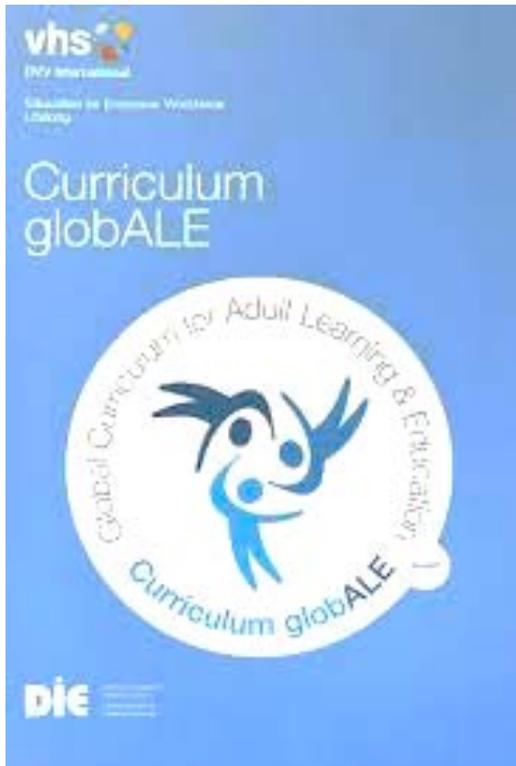
Bangkok Office
Asia and Pacific Regional Bureau
for Education



**Asia South Pacific Association
for Basic and Adult Education**
Learning Beyond Boundaries



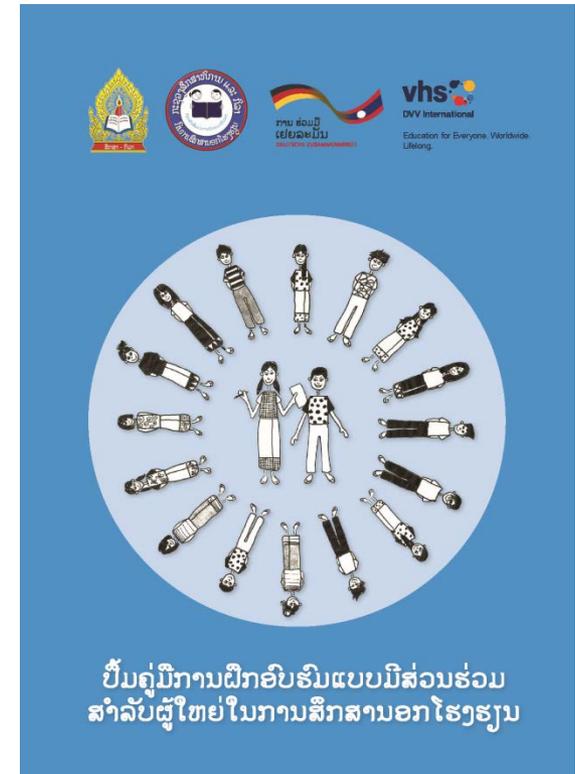
Localising SDG 4: Localisation of the curriculum



- **Sequence of modules (experience before theory)**
- **Local language and culture**



- **Local and foreign trainers**
- **Cycle of training and on-going coaching**
- **Building a community of practice**



Partnering for SDG 4: Reaching across thematic issues



Soft Skills
with Lao
Youth Union



ອົງການກາແດງສະວິດສ໌
Swiss Red Cross

Health with
Swiss Red
Cross



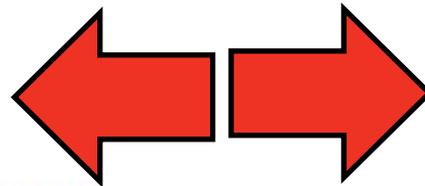
ESD with
NFEDC and
UNESCO



United Nations
Educational, Scientific and
Cultural Organization

Bangkok Office
Asia and Pacific Regional Bureau
for Education

Partnering for SDG 4: Reciprocal learning between formal to non-formal education



**Partnering for SDG 4:
Implementing a place-based approach to non-formal education in Lao PDR***



- 18 hours in core subject
- Proposal for a postgraduate elective on NFE/LLL
- Proposal for a Department of LLL



Contribute to facilitation, coaching and adult education of primary school teachers & curriculum development writers at TTCs.

Partnering for SDG 4: *Opportunistic partnership approach*

EAEA Grundtvig Award 2018

Each year, the EAEA celebrates innovation and excellence in adult education.

The EAEA Grundtvig Award highlights project results that produce new ideas, new partnerships, new methodologies and a new understanding how we can work in adult learning. This year's theme is cooperation and partnerships.



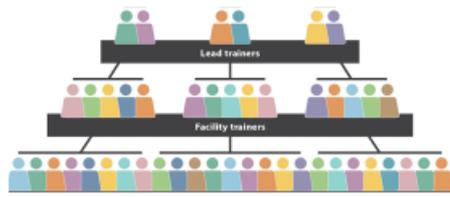
Beykham Saleumsouk from DVV International Laos received the award at the EAEA Grundtvig Award ceremony in Tallinn Town Hall on 27 June.

10.07.2018 EAEA GRUNDTVIG AWARD 2018

EAEA Grundtvig Award winner: Training non-formal adult education trainers in Laos

Partnering for SDG 4: Cascading locally

National
Provincial
District
Village



Partnering for SDG 4: Localising the globALE curriculum



- Sequence of modules (experience before theory)
- Local language and culture
- Local and foreign trainers
- Cycle of training and on-going coaching
- Building a community of practice



Engaging regionally

Southeast Asia

Asia-Pacific



Southeast Asian
Ministers of Education
Organization



Partnering for SDG 4: Reaching across thematic issues



Soft Skills
with Lao
Youth Union

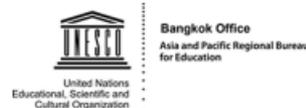


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Swiss Red Cross

Health with
Swiss Red
Cross



ESD with
NFEDC and
UNESCO



Partnering for SDG 4: Reciprocal learning between formal to non-formal education

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European Union-Australian Collaboration in Laos

- **European Union and Australia are both part of the Asia Europe Meeting (ASEM).** The Chairs' Declarations from both of the last leaders' meetings (2016, 2018) have included statements of intent on collaboration on the SDGs between the European and Asian nations (national plans)
- **EU and Australia, seem to be ready partners.** They share common views on many topics (according to Embassy staff)
- **BEQUAL is the clearest example of formal collaboration.** It was an Australian initiative in 2015; the EU wanted to get more involved in education in Laos, so approached Australia to participate – an example of delegated responsibility
- EU also provide Budget Support (including for education milestones), and Education information systems reform
- Laos PDR, Australia and EU collaborate through formal (Education Sector Working Party) and informal processes (Informal Donor Group, which includes NGOs)

BEQUAL, IN LAOS

- Basic Education Quality and Access in Lao PDR is a 10-year program led by the Governments of Lao PDR and Australia, with support from the European Union.
- Complete overhaul of the primary curriculum, and of teacher education
- Also improve access to, and quality of, primary education for Laos' most disadvantaged population (across 66 districts)
- In February 2017, Laos, Australia and EU agreed on annual work plan to improve basic education in Lao PDR: primary education curriculum, infrastructure, teacher training, innovation



BEQUAL (cont)

- Phase I (2015-20) budget amounts to AUD 82 million. BEQUAL will help an estimated 450,000 children
- Mid-Term Review concluded that BEQUAL had been too ambitious; withdrew support for NGOs and innovation to focus on curriculum and Teacher Education
- Deep systemic problems:
 - inadequate Government fiscal position (failure to meet target for Education expenditure), GPE formula
 - voluntary teachers,
 - historic reliance on rote learning,
 - low participation by parents,
 - poorly functioning Village Education Development Committees,
 - Government priorities to exit Less Developed Country status
 - communications and logistics issues
 - poorly articulated linkages with other learning priorities, resources
 - significant communications and logistics issues
 - access and inclusion (ethnic minorities and gender)

Issues for SDG Implementation in Laos PDR

- Linking of SDGs with the 8th NSEDP is clearly very positive. 60% of indicators in the NSEDP are linked with the SDGs. BUT, no recognition of role of Education in supporting achievement of other SDGs
- Challenge of balancing ambition to graduate from LDC status is in tension with social and environmental Goals
- Considerable work to do to create a business environment conducive to private Foreign Direct Investment
- Relationship with China is a source of tension, with benefits but also challenges
- ASEAN context also important; eg. See the constructive contribution by SEAMEO (CED in Laos)
- EU contributes significant financial sums within clear strategy. Also priorities on Governance & civil society.

Priority of Collaboration for the EU

- The intergovernmental framework eg ASEM, ASEAN-EU Dialogues
- Priority on capacity building – eg. Education, governance
- Recognise their limitations, importance of Government accountability but also the role of NGOs and civil society
- Strong emphasis on rules-based environment
- Partnership based on clear exchange of information, definable (measurable?) outputs, recognition of appropriate contribution
- Constraint of financial processes, and new multiannual financial year