Implementing the ASEAN Work Plan on Education, 2016-2020 through a Collaborative Social and Sustainability Sciences Assessment Contributing to SDGs and COP 21 Action

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Overview

1. Global Contexts/**Sustainable Development Goals (SDGs), 2015-2030** (Mandate for Action, Monitoring and Assessment- Rationale for Improving Social and Sustainability Sciences – Why Important for SDGs and ASEAN?

2. Global Contexts***/World Social Science Reports*** and International Sustainability Challenges/Imperatives (UNESCO and other Recommendations/Broader Policy Framing of Future Work)

3. Other Complementary ASEAN Reports, Contexts or Plans relevant for Social and Sustainability Sciences or Reports (multi-sectoral reporting to/led by different Ministries, Committees or Working Groups – e.g. Agriculture, Environment, Science/Technology, Human Resources, etc.)

4. FRAMING FUTURE WORK. ***ASEAN Education Plan, 2016-2020*** (DRAFT Program, Process and Project Concept) – An Idea for a Collaborative/Participatory Social and Sustainability Sciences Assessment (for SDG Action, Monitoring and Assessment).

1. Global SDG Contexts/Rationale for Social and Sustainability Sciences in ASEAN

1. Global Contexts/Rationale for Documenting, Improving and Strengthening Social and Sustainability Sciences –

Why are Sciences Important in response to SDGs in ASEAN?

Global *Sustainable Development Goals (SDGs), 2015-2030*
(Targets and Preliminary Indicators to measure ASEAN Progress?)

SDGs, *2015-2030*

- There are 17 new *Sustainable Development Goals (SDGs)* with **169 targets** (agreed to in 2015 by UN and member states) and **230 Indicators**

- SDGs are the New Global Contexts for understanding, Improving and using/applying Social and Sustainability Sciences

- **WORKING PREMISE**. The ***ASEAN Education Plan, 2016-2020*** should support learning, research and capacity strengthening. It can **contribute to SDG outcomes** and **assess ASEAN Member State progress in achieving SDGs** (and for Higher Education and Research Institutions/HEIs particularly)

References

United Nations General Assembly (UNGA). 21 October 2015. ***Transforming our world: the 2030 Agenda for Sustainable Development***, A/RES/70/1. Resolution adopted by the General Assembly on 25 September 2015.

United Nations Economic and Social Council (UNESC). 19 February 2016. "Annex IV Final list of proposed Sustainable Development Goal indicators" in ***Report of the Inter Agency and Expert Group on Sustainable Development Goal Indicators.*** *Note by the Secretary-General,* E/CN.3/2016/2/Rev.1*, pp. 39-62.

SUSTAINABLE DEVELOPMENT KNOWLEDGE PLATFORM

stainable Development Goals

RANSFORMING OUR WORLD:
HE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITI AND COMMUNITIE

2 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

SDGs and Overarching Themes –
(Implicating Higher Education, Sciences and Research)

Virtually All SDGs have SOCIAL and ECOLOGICAL Dimensions requiring Sciences (Social, Natural, Environmental). RESEARCH can providing Basic Data utilizing universities or university trained experts to Document, Understand , Monitor & Evaluate SDG progress

- Goal 1. No Poverty (and Sustainable Livelihoods)
- Goal 2. Zero Hunger (and Sustainable Agriculture)
- Goal 3. Good Health and Well-Being
- Goal 4 Quality Education (and Tertiary Education/Sciences for Sustainable Development)
- Goal 5. Gender Equality
- Goal 6. Clean Water and Sanitation
- Goal 7 Affordable and Clean Energy
- Goal 8. Decent work and Economic Growth
- Goal 9. Industry innovation and Infrastructure
- Goal 10. Reduced Inequalities
- Goal 11. Sustainable Cities and Communities
- Goal 12. Responsible consumption and production
- Goal 13. Climate Action
- Goal 14. Life Below Water (Marine and Riparian)
- Goal 15. Life on Land (Terrestrial ecosystems)
- Goal 16. Peaceful, just and Strong Institutions
- Goal 17. Partnerships

Achieving SDGs impossible without better Data and Analysis

Research & Good/Comparable Data and Statistics for SDGs needed

- Good **EVIDENCE** (credible Qualitative and Quantitative Data or Statistics) based on science can **Improve Knowledge to Inform Policy Makers** as a basis for Reasonable Actions and Plans in higher education institutions, all levels of government and regional organizations (ASEAN or others).

- Improved understanding, collection, interpretation and evaluation of higher education, social sciences and sustainability data can assist the ASEAN Secretariat and Member States to better document , evaluate and Strengthen regional and nation progress toward achieving all SDGs

- During the launch of the *Statistical Yearbook for Asia and the Pacific 2015* published by the United Nations Economic and Social Commission for Asia and Pacific (UNESCAP) the Executive Director of UNESCAP stressed that "**achieving the SDGs was impossible in the Asia-Pacific region without better data**" (Akhtar, 16 February 2016).

- Better data specifically about **Higher Education Institutions/Programs and Research Capacities** and **Social and Sustainability Sciences** (and how they address particular problems) is needed

Reference

Akhtar, Shamshad. 16 February 2016. "**Sustainable Development Impossible in Asia-Pacific Without Better Data"** Op-Ed (UNESCAP Executive Secretary) (www.unescap.org)

2. Globalization and Labour Market Contexts/Critiques – World Bank, UNESCO, *World Social Science Reports* and Sustainability

Why Do Social and Sustainability Sciences Matter?

2. Globalization Critiques, UNESCO, *World Social Science Reports and Relevance of SDGs*

Globalization and Labour Market Competitiveness:
World Bank (2009) Critique of Thai Social Scientists

Q. Is Social Science useful? According to the World Bank or Labour Markets?

A. No, or not much. Some classical economic approaches critique the relevance or value of Social Sciences from Labour market (only) perspectives

One Thai **World Bank** study (2009) now dated, but still **influencing policy**, asserts :

- "....research on university mapping indicates that Thailand has an **OVERSUPPLY OF SOCIAL SCIENCE GRADUATES** while **lacking graduates in the fields of science, technology and health** sciences (Suwan et al., 2001). As a result, those in oversupplied fields have had more difficulty finding jobs and oftentimes end up working in jobs unrelated to their areas of study… These findings suggest a significant **mismatch between training provided in higher education institutions and skills needed in the labor market**...."(p.65)

World Bank Group, 2009. ***Towards a Competitive Higher Education System in a Global Economy***. Bangkok: The World Bank Office, Thailand

Higher Education Institution (HEI) Trends in South-East Asia
UNESCO, 2006 view on Globalization Concerns -

Socio-economic Pressures/HEI Restructuring (UNESCO view from 2006)

- "The growing **internationalization and commercialization of higher education**…"

- "In adopting a **neo-liberal ideology**, many governments are reducing their public and social expenditure, which has resulted in drastic budget cuts in state funding … **Universities** need to….**generate their own revenues** through… market-related activities…" (p. 8)
  QUESTION – at what social/educational and environmental costs - affecting academic policy, curricula or research priorities?

- …in some countries there is hardly any research activity as a result of **heavy teaching loads**, **lack of research funds**, and **lack of qualified researchers**. In many instances, the **academics** are so **poorly paid** that they have to take on a second job. (**p. 10)**

IMPLICATIONS in 2017, A DECADE LATER?

- Are the issues still the same? Better or worse? **Social sciences** can better analyze current HEI trends/**impacts of globalization** on teaching, research and sustainability (SDGs)

Reference

UNESCO Asia and Pacific Regional Bureau for Education. 2006 ***Higher Education in South-East Asia.*** Asia-Pacific Programme of Educational Innovation for Development, UNESCO Bangkok,

World Social Science Report, 2013
(South East Asia Missing in Regional Reviews)

Higher Education and Science Contexts - Post Rio+20

(Interdisciplinary, Cross-cutting, Responsive to Environmental Concerns, Climate Change, Practical and Policy Relevant Action)

BUT MISSING Documentation of Southeast Asia (big Data/Policy Analysis Gap)

ISSC and UNESCO, Eds, ***World Social Science Report 2013, Changing Global Environments,*** Paris OECD Publishing and UNESCO Publishing

World Social Science Report, 2013

Global Environmental Change, Social Challenges, Cross-cutting Interdisciplinary Cooperation & Real-World problem-solving

World Social Science Report, 2013

- *"Global environmental change is linked to and exacerbates other social, economic and, political crises such as poverty and inequality.* ***Global sustainability requires URGENT action*** *to protect the planet and ensure human equity, dignity and well-being. The* ***social sciences need to research the human causes, vulnerabilities and impacts of environmental change more effectively and inform responses*** ***to the challenges*** *society faces.* ***Social scientists*** *need to work with each other and with colleagues from the natural and physical sciences to deliver credible, useful knowledge* ***to help solve the world's problems****."*

WSSR and UNESCO Recommend

- A **new kind of social science is needed** …to infuse social science insights into real-world problem-solving;
- The **need for more social scientists to address the challenges of global environmental change** directly;
- Changing the way the social sciences think about and do science - theories, assumptions, methodologies, institutions, norms and incentives, to help meet the vexing interdisciplinary and cross-sector challenges

Reference

Hackmann, Heide and Susanne Moser, 2013. "Chapter 1 Social sciences in a changing global
– environment" in ISSC and UNESCO, Eds, ***World Social Science Report 2013, Changing Global Environments,*** Paris OECD Publishing and UNESCO Publishing, pp. 33-45.

Reframing global (and regional) environmental debates and change processes –

A Crucial Role for Social and Natural/Environmental Sciences?

Narrow Technical/Technological fix vs. Social and Systemic/Interdisciplinary approaches (conflict or complementarity?)

- "The social sciences must help to fundamentally **reframe** climate and global environmental change **from a physical into a social problem**…"

- "A **solutions-oriented social science** would help society to rethink the shape and course of social systems, to contest them, to connect disparate insights on levers for change, and inform and provoke action for deliberate transformation" p. 50

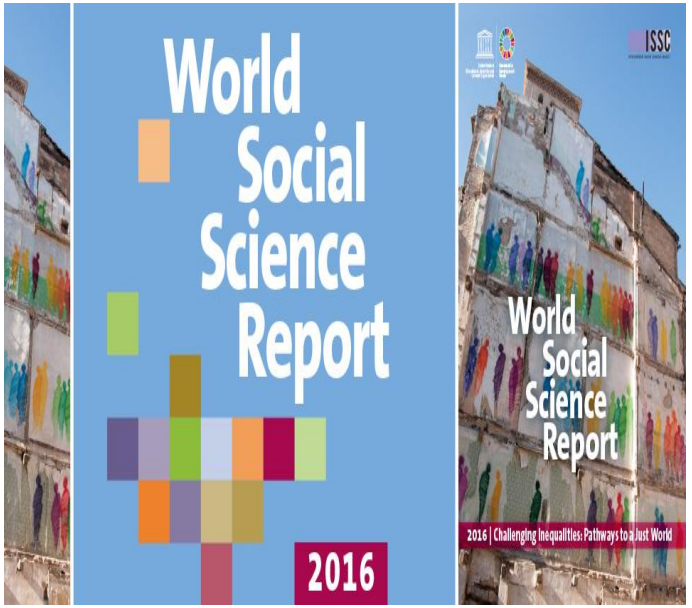
Reference

Susanne Moser, Heide Hackmann and Francoise Caillods. 2013. "Ch. 2 - **Global environmental change changes everything - Key messages and recommendations**" in ***World Social Science Report 2013, Changing Global Environments,*** Paris OECD Publishing and UNESCO Publishing, pp. 46-63.

World Social Science Report 2016

*(*Addressing Inequality – SDG 10 and more)

ISSC, IDS and UNESCO (2016), ***World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World***, UNESCO Publishing, Paris.



How Social Sciences Can Help Understand and Respond to Inequality. Why it matters in one sector/goal – SDG 10 affecting others?

Key Messages

- Addressing inequality is key to eradicating extreme poverty, fostering transformations to sustainability, promoting social progress, reducing conflict and violence, and developing inclusive governance."
- "Economic and political power are increasingly concentrated in the hands of a small number of people. This can threaten growth, social cohesion and the health of democracies;"
- "**Reducing inequalities** is a requirement for human rights and justice, and is **essential for success in other global priority areas**, such as environmental sustainability, conflict resolution and migrations;"
- "A step **change towards a research agenda** that is **interdisciplinary**, multiscale and globally inclusive is needed to accompany and inform pathways toward greater equality." (p.26)

Reference

Melissa Leach, John Gaventa, Patricia Justino, Francoise Caillods and Mathieu Denis**.** 2016. "Challenging inequalities: pathways to a just world. Key messages and main contributions" in ISSC, IDS and UNESCO, ***World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World***, UNESCO Publishing, Paris.

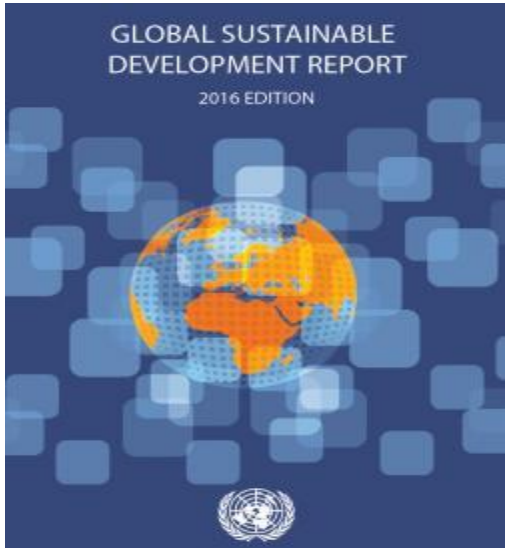
1st United Nations Global Sustainable Development Report, 2016 Edition

Science Essential for Understanding and Achieving SDGs

12 JUL 2016 – "Understanding of the **scientific basis for action** will be **needed** **to achieve the ambitious and transformative goals of the 2030 Sustainable Development Agenda**…."

"According to the *Global Sustainable Development Report 2016,* **key elements of the 2030 Agenda** –such as what it will take to ensure that no one will be left behind **have yet to be thoroughly scientifically researched**… The Report finds that the new Agenda requires asking different questions, many that have not yet been answered…"

"Science is needed more than ever to inform the implementation of the ambitious new Agenda. In turn, science needs to be responsive to the questions that this new Agenda puts forward…."



References

PRESS Launch: ttps://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=2328&menu=1515

United Nations Department of Economic and Social Affairs (UNDESA). 2016. ***Global Sustainable Development Report 2016*****,** New York, UNDESA.

Federated Science(s) for SDGs:
UNESCO Science Report Towards 2030

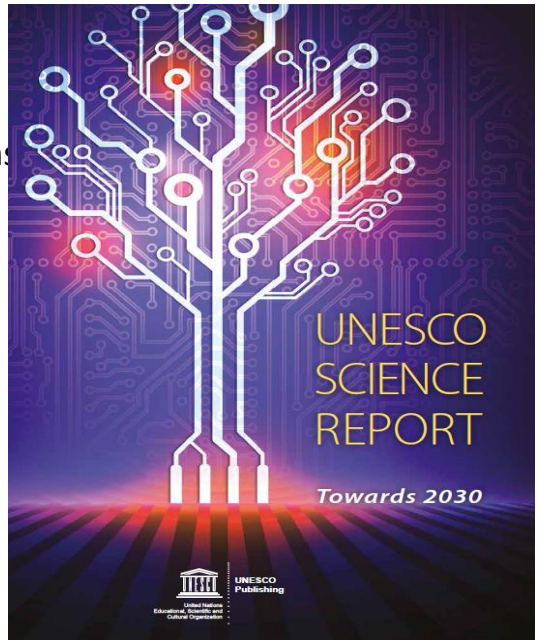
"**There can be no Sustainable Development without Science"**

BUT: "…The **transition** to Sustainable Development **cannot rely solely on engineering or technological sciences**…The **social sciences and humanities play a vital role** in the adoption of sustainable lifestyles.

- "They also **identify** and **analyze the underlying reasons behind decisions** made at the personal, sectorial and society levels as reflected in SDG 12 on responsible consumption and production."

- "They also offer a **platform for critical discourse** about societal concerns aspirations and for discussions on the **priorities and values** that determine political processes, the focus of SDG 16, on peace, justice and strong institutions."

- "The artificial division of *Agenda 2030's* Goals based on disciplinary approaches, maybe necessary for comprehension, resource mobilization, communication and public awareness raising. Nevertheless… Governments should acknowledge the potential of science to **federate different knowledge systems, disciplines** and **findings**, and its potential to contribute to a **strong knowledge base in the pursuit of SDGs**…"



Reference

Scientific Advisory Board of the Secretary General of the United Nations. 2015/2016, revised. "Science will Play a Key Role in Realizing Agenda 2030" in ***UNESCO Science Report, Towards 2030.*** Paris: UNESCO Publishing, pp. 9-11.

3. Cross-Sectoral ASEAN Contexts, Reports, Plans and Policy Guidance – Implicating Social and Sustainability Sciences

3. Previous or Current ASEAN Contexts relevant for Social and Sustainability Sciences multi-sectoral reporting to/led by different Ministries, Committees of Working Groups –

(e.g. Agriculture, Education, Environment, Science, etc.)

ASEAN Socio-Cultural Community (ASCC) Blueprint (2009-2015)

ASEAN Socio-Cultural Community (ASCC) Blueprint (adopted March 2009)

- The primary goal of the ASEAN Socio-Cultural Community (ASCC) is to contribute to realising an **ASEAN Community** that is **people-centred and socially responsible** with a view to building an **inclusive** and cohesive society where the well-being, livelihood and welfare of the peoples are enhanced.

- The ASCC is also focusing on the **social dimension of narrowing the development gap** among ASEAN Member States. ASEAN, through its sectoral bodies, is working towards achieving this goal by implementing the ASCC Blueprint (2009-2015)

The ASCC Blueprint envisages the following characteristics:

1. human development;
2. social welfare and protection;
3. social justice and rights;
4. ensuring environmental sustainability;
5. building the ASEAN identity; and
6. narrowing the development gap.

New *ASEAN Socio-Cultural Community Blueprint 2025*

Framing an ASEAN Higher Education, Research and Social/Sustainability Sciences Assessment
(under the ASSC Blue-Print and *ASEAN Education Plan, 2016-2020*)

TOWARDS a CREATIVE INNOVATIVE RESPONSIVE ASEAN

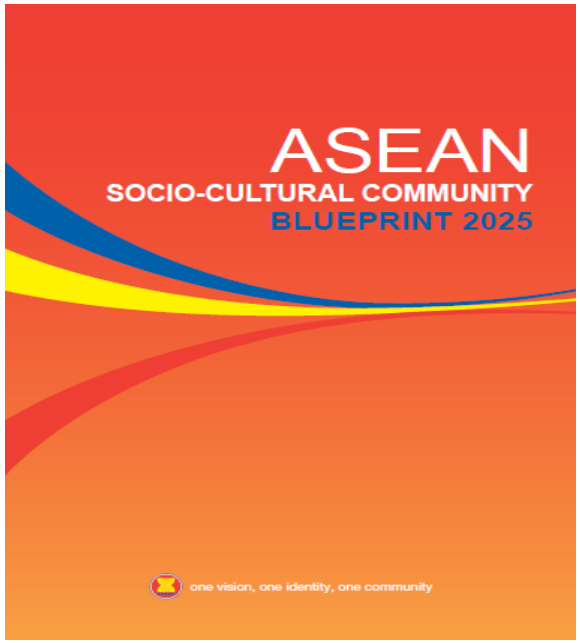
iii. Encourage regional cooperation in the areas of education, training and research, and strengthen ASEAN's role in regional and global research network by promoting initiatives and providing incentives and support for research and development, including research publications;

v. Strengthen curricula and system of education in science, technology and creative disciplines;

RESULTS FRAMEWORK

40. Other appropriate approaches and methodologies, such as systematic collection of data, qualitative and quantitative evaluations, policy analyses, development of indicators, polls and impact studies, are encouraged to assess the impact of policies/programmes/projects arising from this blueprint that may be done at regional and sectoral levels.

(pp. 19-20, 25)



Reference

ASEAN Secretariat, March 2016. ***ASEAN Socio-Cultural Community Blueprint 2025***. Jakarta, ASEAN Secretariat

ASEAN State of Education Report, 2013

1st ASEAN Regional Review of Education (commissioned technical report)

- Supported by European Union (EU)
- Some mention of Higher Education/Sciences but not a review or systematic assessment of Sustainability learning or research contributions of universities

Reference

ASEAN Secretariat. February 2014. ***ASEAN State of Education Report 2013***. Jakarta: ASEAN Secretariat.

ASEAN State of the Environment (SOE) and Biodiversity Reports

Good Technical/Scientific Assessments
(but not specifically about the State of Environmental or Biodiversity Sciences in Universities or Research Institutes – related data and analysis is still needed)

- *ASEAN State of the Environment Reports* (SoERs) (1997, 2001, 2006, and 2009)
- *ASEAN Biodiversity Outlook*, 2010 and 2016

Oversight Responsibilities

- Not ASEAN Education Ministries – but Environment or Natural Resources Committees and Working Groups

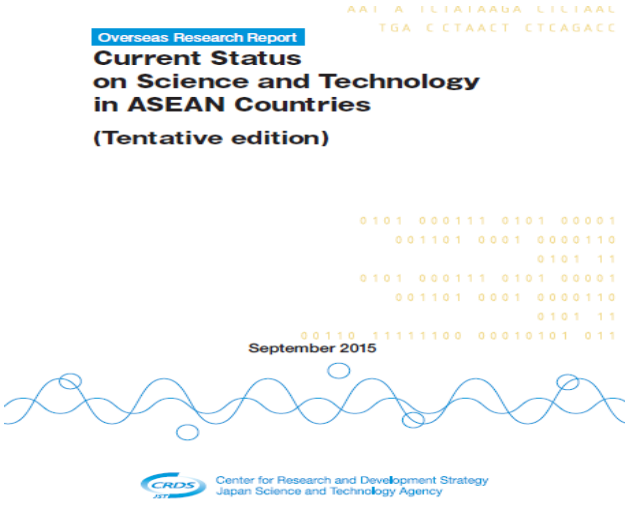
New *ASEAN State of the Environment Report* (SoER), 2017 (underway by SEI)

- (Commissioned by Environment Division, ASEAN Secretariat currently being drafted by Stockholm Environment Institute (SEI), Asia Regional office, Bangkok)

Current Status on Science and Technology in ASEAN 2015

Current Status on Science and Technology in ASEAN 2015

(Technical Study Supported by: Japan Science and Technology Agency (JST), Center for Research and Development Strategy)



- Good Review of Regional/National Trends (including publications in Hard Sciences and Technology with some mention of social sciences and environmental sciences including some analysis of Japanese scientific collaboration.

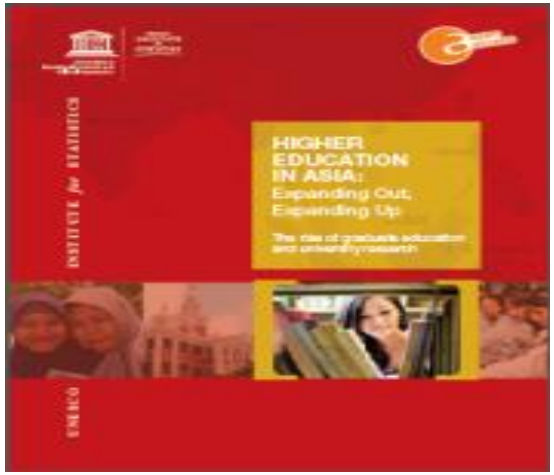
- However, **no analysis of how Sciences contribute to SDGs (Planned social/sustainability sciences work under the *ASEAN Education Plan, 2016-2020* can fill a gap)**

Asian (& ASEAN) Higher Education/Scientific Capacities are Mixed (For Addressing SDGs Not Well Documented or Utilized)

"Asian universities on the rise: Strategies designed to boost rankings and research"

But what has changed, post 2012 (Rio +20), post 2015 (with agreed SDGs)?

What is the status and strength of the Social Sciences or Environmental studies, climate research, etc.? How are Asian (and ASEAN) universities now contributing to SDGs, or could then?



Reference

UNESCO-UIS. 2014. ***Higher Education in Asia: Expanding Out, Expanding Up The rise of graduate education and university research***. Montreal, Canada: UNESCO Institute for Statistics.

ASEAN Higher Education Institutions (HEIs) over past Decade
(Basic Statistics - Some Conflicting/Not all Comparable)

Overviews/Surveys of ASEAN Higher Education Institutions (HEIs) data have (variously) suggested:

- **6,500 plus HEIs (**– (Yavaprabhas Ed. 2009, RIHED Conference Report, from Preface, p. 1)
- **6,353 HEIs** (however, missing Viet Nam data) *ASEAN State of Education Report 2013*.
- **7,000 plus HEIs** - Dr. Nantana Gagaseni (AUN Director), 21 Feb 2017 Presentation at MJU (referring to RIHED 2016 Data), with many institutions opening/closing annually (difficult to track)
- **2,322 HEIs -** referring to World Higher Education Database (WHED) with HEIs named/listed in *Higher Education in ASEAN* (IAU) report, (Mallow, 2016)

Aside from general problems about ASEAN Education Statistics we need comparable/Uniform Data specifically for Social and Sustainability Sciences linked to SDG reporting

References

ASEAN Secretariat. February 2014. ***ASEAN State of Education Report 2013*.** Jakarta: ASEAN Secretariat

Mallow, Stefanie. October, 2016, ***Higher Education in ASEAN***. Paris: International Association of Universities (IAU)

Gagaseni, Nantana, 21 Feb 2017, Presentation, to "ASEAN Agriculture University Network Forum on Sufficiency Economy" Maejo University, Chiang Mai (referring to RIHED Data, 2016)

UNESCO Bangkok. (2006). ***Higher Education in South-East Asia.*** Asia-Pacific Programme of Educational Innovation for Development Bangkok: UNESCO Bangkok;

Yavaprabhas, S., Ed. 2009. ***Conference Proceeding on Raising awareness: exploring the ideas of creating common space in higher education in Southeast Asia,*** 6–7 November 2008, Bangkok, Thailand. Bangkok: SEAMEO- RIHED).

Inter-related ASEAN Plans, Working Groups and Sectors:
The *ASEAN Education Plan, 2016-2020* can facilitate Science-Based Knowledge/Data, Policies and Critical Analysis of Others

Complementary ASEAN Plans (A Selected, not exhaustive list) – Social and Sustainability Sciences Can Help Implement/Assess

- *ASEAN Community Statistical System (ACSS) Strategic Plan 2016-2020* (ASEAN Framework of Cooperation in Statistics)
- *ASEAN Integrated food security (AIFS) framework and Strategic plan of action on food security in the ASEAN region (SPA-FS) 2015-2020*
- *ASEAN Environmental Education Action Plan, 2014-2018,*
- *ASEAN Plan of Action for Energy Cooperation (APAEC) 2016-2025*
- *ASEAN Plan of Action on Science, Technology and Innovation (APASTI) 2016-2025*
- *ASEAN Framework Action Plan on Rural Development and Poverty Eradication (2011-2015)*
- *ASEAN Socio-Cultural Community Blueprint 2025*
- *ASEAN strategic plan of action for cooperation on livestock (2016-2020)*
- *Cha- Am Hua Hin Declaration on Strengthening Cooperation on Education to Achieve an ASEAN Caring and Sharing Community*
- *Declaration on ASEAN Post-2015 Environmental Sustainability and Climate Change Agenda*
- *Kuala Lumpur Declaration on Higher Education* (2015)
- *Strategic Plan for ASEAN Cooperation in Food, Agriculture and Forestry 2016-2025 (SP-FAF 2016-2025).*
- *Strategic plan of action for ASEAN cooperation on crops (2016-2020)*
- *Strategic plan of action on ASEAN cooperation on fisheries, 2016-2020*
- ***Others***

How is ASEAN Social Science Research Now Institutionalized, Managed, Funded, Engage with others?

Association of Asian Social Science Research Councils (AASSREC) ASEAN Members

- Indonesian Institute of Sciences (LIPI)
- Malaysian Social Science Association (MSSA)
- National Research Council of Thailand (NRCT)
- Philippine Social Science Council (PSSC)
- Vietnamese Academy of Social Sciences (VASS)

(http://www.aassrec.org/members)

Non-AASSREC members?

- Lao Academy of Social Science/Lao National Council of Social Science. New?
- Royal Academy of Cambodia (RAC), Institute with Social Science (but not a Council?)

Others? Why? What are their Interests , Needs or Capacities?

- Brunei
- Myanmar
- Singapore

QUESTIONS?

- How do AASSREC Members or others address the role of Social Sciences in ASEAN?
- Is there no ASEAN Social Science organization? Should there be? Can the *AEP 2016-2020* help to strengthen cooperation and capacities of related Councils and Institutes?

4. PROJECT #45- *ASEAN Education Plan, 2016-2020*
(DRAFT Concept, Program and Process)

4. **AGREEING ON/INITIATING NEXT STEPS**

ASEAN Education Plan, 2016-2020 (DRAFT Concept, Program and Process for Project #45

An Idea

for a Collaborative/Participatory Social and Sustainability Sciences Assessment (for SDG Action, Monitoring and Assessment).

ASEAN Education Plan (AEP), 2016-2020
PROJECT #45 Concept

PROJECT #45 Concept (Already agreed by ASEAN Education Ministers in Approved AEP)

- Sub-goal 5 of the ***ASEAN Work Plan on Education, 2016-2020*** is to "Complement other sectors to meet Education for Sustainable Development" (ESD) objectives

- **ACTIVITY/PROJECT. 45.** "Conduct multi-disciplinary research on social and sustainability sciences for understanding social, environmental and economic issues and impacts of ASEAN integration including analyses of significant policy implications for governments."

- **LEAD COUNTRIES**: Ostensibly Philippines and Thailand (Named in AEP)

- **PARTNERS:** Principally UNESCO Named in AEP (but others potentially)

Potential Framing/Implementation of Project 45 (**to be discussed/agreed with partners & donors**)

- Initiative will support collaborative research and capacity strengthening to inform a regional policy dialogue lead to one major output, **SUB-PROJECT 5.1:** ***Report on State of Social and Sustainability Sciences in ASEAN***.

- Potential Chapters (of Report) Framed according to available funding and partner interest/leadership

- Work can contribute to a broad, systematic multi-sectoral, regional effort in meeting UN agreed, and ASEAN Member State endorsed *SDGs, 2015-2030* as well as the COP 21 Paris climate change agreement

Framing PROJECT #45
Aim to combine ASEAN Research, Capacity Strengthening and South-South/Triangular Cooperation

NOT Just a Commissioned Technical Report

BUT a Regional Collaborative Learning, Knowledge Sharing, Policy Dialogue and Capacity Building Process

AND a South-South/Triangular Cooperation approach within and across South East Asia with ASEAN Plus partners to build and strengthen Social and Sustainability Sciences in ASEAN universities and Research Institutes in collaborative government partners while monitoring, assessing and contributing to SDGs

AEP, 2016-2020 Project 45: Potential Activities and Targeted Outputs (DRAFT Concept)

This proposed initiative aims (subject to further consultation among Members States and partners, as well as adequate donor support) could result seven **principal sets of outputs (by 2020):**

1. Ten national ***Baseline Surveys*** providing comparable uniform data-sets on the scope, types and quality of Social and Sustainability Sciences from the 6500 or more HEIs in each ASEAN country;

2. Ten ***Country Reports*** (drafted by Multi-disciplinary Scientific Committees) from consultations and policy dialogues on state of Social and Sustainability Sciences in each ASEAN member state**;**

3. Ten ***National Policy Briefs*** published in English for regional dialogues and communications, translated into the domestic language of each ASEAN country to be more readily used for national planning, media and education

4. A final ***Synthesis Report*** (integrated Multi-disciplinary Scientific Assessment) on ***State of Social and Sustainability Sciences in ASEAN Report*** **(2020)** to include commissioned thematic reviews, national surveys, discipline based reviews and policy/programme recommendations;

5. Ten ***National Research and Capacity Strengthening Plans*** to be part of an ***ASEAN Regional Action Plan*** on Social and Sustainability Sciences endorsed by member states.

6. An ***Online Learning Platform*** *and* ***Data-base*** to exchange knowledge and post scientific papers, curricula, data-bases or links to ASEAN Social/Sustainability Sciences policies, plans and research

7. Establishment of an ***ASEAN Social and Sustainability Sciences Experts Network***

END - Discussion

THANK YOU

Discussion