tGroup 1 (Access and Participation)

1. **Challenges to increase accessibility:**
   - Lack of trained teachers.
   - Lack of systems on learning programs and its' related policies.
   - Lack of legal recognition.
   - Need to increase acknowledgement of flexible learning strategy for policy makers especially in remote area. (Mindset about informal education)
   - Accessibility on school system in non/informal education especially to marginalized children.
   - No accurate data and information especially rural/remote area.
   - Reallocation of schools for out of school children.
   - More CSR involvements.
   - Geographical location (remoteness, isolated areas...). e.g. Monks living in mountain.
   - Difficult access to ethnic minority.
   - Commitment of local government (lack of financial budget allocation).
   - Lack of teachers/infrastructures for disability children (more accessible system; bullying/many issues; school reputation; lack of resources; special care/policies needed).
   - Mal-nutrition in remote area.
   - Difficult in communication and lack of coordination between international org., NGOs, private, and governments, etc.
   - No proper structure for delivering mechanisms. (Lacking standards of competencies, contents, process and method of evaluation).
   - Delivery mechanisms: Local CLC centres in Indonesia; Government deliveries in Lao PDR; Local governments' new policy to deliver universal primary education in Viet Nam.

2. **Common factors in successful cases:**
   - Strong community participation (Lao PDR).
   - Strong commitment of local government (district and village level) (Lao PDR).
   - Awareness raising (Lao PDR).
   - Recognition of system in government (Lao PDR).
   - Legal action/system to mainstream the formal education.
   - Local government community investment plan.
   - Standard NFE curriculum (Cambodia).
   - Recognition of high level commitment to lower level (Cambodia).
   - Formulation of network between formal and non-formal (Thailand).
   - Survey of teachers for disabilities (Thailand).
   - Career path orientation (Thailand).
   - Provide certificates to participants in training courses (Thailand).
   - Organizing forums to share information and experiences (Thailand).
   - Raising qualified/formal teachers by establishing standard (Indonesia).
   - Good utilization of teachers in working time and providing incentives (Cambodia).
   - Flexible in using the human resources within community (Thailand).
   - Importance of building business model but lack of monitoring system -> difficult to monitor local village level -> village leader -> supervisor in monitoring (Thailand).

3. **Wrap up**
   - Lack of teachers, budget
   - Recognition of NFE
   - Dissemination/coordination of policies in local level
   - Legal system is very weak
   - Lack of data in implementation -> need proactive survey
   - Geography: isolated areas
- Disability children: lack of policy system, difficult to find NFE program
- Mal-nutrition
- Lack of coordination in UN, NGOs, and different level of governments
- Participation of community -> Commitment of local government
- Recognition of NFE by providing certification
- Establishment of legal system
- Having strong NFE curriculum
- Having network for to share information
- Do surveys to disability children to collect data
- Having a forum and share experiences and ideas
- Using community resources to deliver NFE
- Working NFE and business model together