Group 2: Quality and Financing
Challenges in Quality

• Lack of standardised assessment and evaluation systems to measure learning outcomes
• Lack of research on market demand (skills); create an info/research centre
• Need for distance learning materials for OOSC in remote areas
• Need to introduce entrepreneurship education and improve TVET
• NFE is viewed as “second-class”, lower quality education?
• Need for distance/mobile learning due to high levels of migration
Challenges in Financing

• Lack of government funding
• Need for more innovative fundraising and sustainable financing
• Very low funding for NFE as a % of education budget
  – Viet Nam: 2.3%
  – Myanmar: USD 0.2 million from government, 0.6 million from donors
Best Practices - Quality

- Cambodia: PSE (NGO) have contributed to improving quality of NFE programmes; government-supported youth centres; Donbosco salabai supported by NGOs
- VNEN Viet Nam New School Model
- Thailand: good partnerships in the community; CLCs offer high quality education  
  (basic ed, continuing ed and informal ed); local wisdom; local resources; local media
- Myanmar: MOE provides NFPE teachers trained in NFPE Centres; student assessment system developed by the gov’t and UNICEF
Best Practices - Financing

• Sustainable financing
  – Cambodia: PSE (NGO) gets funding support from international agencies and private companies for funding; also self-sustaining through own businesses
  – Cambodia: Funds from gov’t, development partners and private sector
  – Thailand: Successful implementation of projects without gov’t funding through strong engagement of all local stakeholders in the community (local government and private sector)
  – Thailand: Sin taxes (QLF)
  – Viet Nam: Additional funding from NGOs, private companies, religious groups; National Project on Building a Learning Society 2012-2020
  – Myanmar: Additional funding from UNICEF and private companies; flexibility of gov’t budget