Group 3 Discussion

Moderated by Mr. Roshan Bajracharya

**Policy Advocacy**

- Lack of Linkage between Formal Education and Non-Formal Education
- Malaysia: Guidelines of Alternative Education
- Malaysia: No identification card cannot access to Formal Education in Malaysia
- Educators/Teachers need to improve their capacity to respond to social inclusion
- Extra budget to hire local teachers ethnic/minority language
- Cambodia: Invite private sectors to support
- Cambodia: Develop curriculum that relevant to labor policy (TVET)
- Overlapping Policy
- Unclear Responsibility
- Conflict between Non-Formal Education and Formal Education when they target the same group
- Need for Policy Transition between Non-Formal and Formal Education

**Successful Policies (Thailand)**

- Thailand Success in Decentralizing Educational Plan into Local Level
- Separate Education Implementation Plan for Stateless and Non-Thai Students
- The Promotion of Inclusive Society

Roshan: What are the factors to create the problems? What can we do?

- Policy has to be developed by higher level
- Establishment of National Policy on Non-Formal Education
- Variety of Out-of-School Children/Lack of Out-of-School children understanding

**Monitoring and Evaluation**

- Thailand: Online system to track students that can identify drop out rates
- Crosscheck system between Non-Formal and Formal Education System
Group 3 Discussion

- Laos: No System/Non-Formal and Informal/How to implement system
- Roshan: Develop effective monitoring system
- Malaysia: to track drop out rates -> Formal Education
  No tracking system of Out-of-School Children in Non-Formal Education
- Cambodia: Thematic Working Group of Government and NGOs to monitor the policy implementation
- Cambodia: No collaboration between Non-Formal Education and Formal Education
- Myanmar: How can we improve monitoring system?/Standard of monitoring on curriculum, framework
- Myanmar: Have to create system, database of Non-Formal Education
- Myanmar & Malaysia: Indicator of Outcome – more quality-oriented
- Thailand: No guideline to monitor
- Malaysia: Quantity & Quality Learning outcome
- Laos: Quality of System
  Community Participation