12th Regional Meeting of National EFA Coordinators
25-28 July, 2011; Seoul, Republic of Korea

MEETING REPORT

DAY 1, 25 July 2011; Venue: 3rd Fl., Sejong Hotel

TOPICS: Opening; Validation of the end-of-decade notes on EFA progress for each EFA goal

I. Opening

a) Abdul Hakeem, Coordinator, APPEAL Unit, UNESCO Bangkok called to order the Regional Meeting of National EFA Coordinators. He welcomed participants, thanked the Korean National Commission for UNESCO for hosting the meeting and introduced Gwang-Jo Kim, Director of UNESCO Bangkok to deliver the opening remarks of the meeting.

b) Gwang-Jo Kim, Director, UNESCO Bangkok welcomed participants and thanked the Korean National Commission for UNESCO, key EFA Partners, i.e. UNICEF for supporting this meeting. He acknowledged that this was the first regional meeting of National EFA Coordinators to be held outside of Thailand and the first time for Timor Leste to attend this annual meeting. With reference to the Dakar Framework for Action, Mr. Kim stressed that the need to reaffirm commitment to achieve the EFA goals as was done in Dakar. Mr. Kim informed participants that the outcomes of this meeting will help us to meet the goals by 2015. He reiterated the need for strong political commitment, of which would lead to national development, targeted policies and efficient use of resources. The challenge at hand is limited time.

II. Welcome Remarks

a) Taecksoo Chun, Secretary-General, Korean National Commission for UNESCO, in his welcome remarks stated: lessons from the Korean experience, Korea was able to achieve universal primary education only two decades after the war; the phenomenon of lack of action, where there are too many discussions and not enough action. He stressed that now is the time to act and provided examples of best practices the Republic of Korea has initiated in relation to each EFA goal (BRIDGE programme – bridging developed and developing countries together; ECO – educating children for hope and society). He closed by encouraging countries to start small, but end big.

III. Introduction of Participants

National representatives were introduced by heads of delegations. EFA partners were also introduced.

IV. Validation of the End-of-Decade Notes on EFA progress: Goal 6

Presenter: Sena Lee, Consultant UNICEF EAPRO and Writer of EDN Goal 6; Facilitator: Cliff Meyers, Education Adviser, UNICEF EAPRO; and Moderator: Simon Ellis, Regional Advisor, Regional Office of the UIS/UNESCO Bangkok.
a) Sena Lee presented the draft EDN Goal 6 and requested for inputs from countries.

b) Comments and points to consider:

- UNESCO to help member states conduct input-assessment and process-assessment for teachers to see if they are teaching properly or otherwise; export innovation measures to help teachers to change or improve the quality of instruction;
- Look into assessment of performance and impact of teacher trainings;
- Include discussion on the community itself in relation to learning outcomes;
- As a next step, integrate ESD – students need to learn to know, to do, to be;
- Look into systems of delivery;
- Link teacher performance and school assessment;
- Examine the curriculum;
- Catch the potential of ICTs and its increasing affordability; and
- Look at child-health nutrition and resources linked to curriculum at school and home.

V. Validation of the End-of-Decade Notes on EFA progress: Goal 5

Presenter: Stefan Bengtsson, EDN Goal 5 Writer; Facilitator: Maki Hayashikawa, Education Specialist, UNICEF EAPRO/UNGEI EAP focal point; and Moderator: Abdul Hakeem, EFA Coordinator, UNESCO Bangkok.

a) Stefan presented the draft EDN Goal 5 and requested for inputs from countries.

b) Comments and points to consider:

- Separate gender parity issue and gender quality;
- Possibility of countries’ adoption of a reproductive health subject taught in school;
- Observe influence of gender equality on various aspects of life;
- For Nepal, provide more than 2 months of maternity leave;
- Consider effects of school violence on gender in education;
- Come up with the criteria for what is deemed to be a ‘successful’ or ‘noteworthy’ story in gender;
- Role of policy statements in gender equality
- Create separate forms and dialogues for women – how to deal with sexual harassment and violence;
- Share and encourage social-psychological elements – shared by peers, not necessarily by leaders;
- Parity data may be redundant; and
- Find out what happens to these findings and how they are linked to actions, what those findings link to, to make things better.

VI. Validation of the End-of-Decade Notes on EFA progress: Goal 1 (concurrent session)

Presenter: Chemba Raghavan, EDN Goal 1 Writer; Facilitator: Mami Umayahara, ECCE focal point/Programme Cycle Management Specialist, UNESCO Bangkok; and Moderator: Maki Hayashikawa.

a) Chemba presented EDN Goal 1 and requested for inputs from countries.

b) Comments and points to consider:
• ECD is a rhetoric issue in India, given its definition as “care” that is not under the responsibility of education. Pre-primary classes should be included to support transition and preparedness for schooling.

• Clarify in the draft whether some ECCE experience means children aged 3-5 or not.

• Consider improvement on standards and teacher recruitment given some countries such as Bangladesh has difficulty in identifying teachers to work in rural areas.

• Consider how childhood fits in with policy and how it should be linked to education.

• Quality of early childhood and its link to NFE.

• Is ECCD about school readiness only? When does educational responsibility start (e.g. India Education Act starts from 6-14)?

• Look at day care workers, role of language in ECCE case studies, socialization and how children learn about sharing.

• Use mother tongue based policy in ECCE;

• Is ECCE the sole responsibility of government? Or PPP?

• Implement incentive programme for teachers to work in rural areas or have NGOs serve in that area.

• National coordination is still a big issue for Pakistan, as planning is conducted only at the national level. Regional and local level coordination tend to work in isolation.

VII. Validation of the End-of-Decade Notes on EFA progress: Goal 3 (concurrent session)

Presenter: David Clarke, EDN Goal 3 Writer; Facilitator: Ichiro Miyazawa, Programme Specialist, UNESCO Bangkok; and Moderator: Young-Sup Choi, UNESCO Bangkok and Cliff Meyers (UNICEF EAPRO)

a) David presented the draft EDN Goal 3 and requested for inputs from countries.

b) Comments and points to consider:

• Malaysia is expanding TVET schools and transforming regular schools to vocational colleges. The curriculum is being looked into for more relevance to the future.

• Nepal has established schools for adult women and schools for adults, leading to a great demand from people across the country.

• National documents and plans including Brunei’s Vision 2035, SPN21 (education reform) and Malaysia’s 5 year plan and 10 year plan, Vision 2020 were mentioned and to serve as a reference for the writer.

• In Brunei, TVET is now the first choice in education and it is OK. There is a need to provide students with skills to serve the country as well as meet demands abroad. PPP is very active and Brunei’s sultan is starting a scholarship scheme for non-governmental servants.

• In Sri Lanka, TVET is a second choice. An issue is the qualification of those enrolling in these programmes. It is a challenge to collect data in this area perhaps due to low government expenditure.

VIII. Validation of the End-of-Decade Notes on EFA progress: Goal 2

Presenter: K. Biswal, EDN Goal 2 Writer; Facilitator: Raka Rashid, Programme Specialist, UNICEF ROSA, and Leotes Lugo-Helin, Assistant Programme Specialist, UNESCO Bangkok; Moderator: Simon Ellis

a) Dr. K. Biswal presented the draft EDN Goal 2 and requested for inputs from countries.

b) Comments and points to consider:
Examine key issues in countries to identify common issues (e.g. broad pattern of access)
Include good practices from UNESCO and UNICEF such as the Child Friendly Schools;
Due to geographical differences, progress has been uneven in South Asia. Focus should be made on rural and remote areas.
Re-check latest available data used in the draft as some countries have since conducted a census.

IX. Validation of the End-of-Decade Notes on EFA progress: Goal 4
Presenter: Chu Shiu-Kee, EDN Goal 4 Writer; Facilitator: Ichiro Miyazawa, Programme Specialist, UNESCO Bangkok; and Moderator: Raquel Castillo, ASPBAE

a) Mr. Chu presented the draft EDN Goal 4 and requested for inputs from countries.

b) Comments and points to consider:
- Noted overlaps with EDN Goal 3;
- Consider a different strategy in tackling illiteracy for bigger countries in Asia-Pacific;
- Need more capacity building in negotiating skills for our governments given that literacy receives the smallest budget;
- The term ‘Literate India’ is used in India, where local level community and community mobilization is emphasized. In India, teachers are volunteers from the community, thus paves way for a more decentralized system;
- Governments should spend more on income generating skills, values and attitudes.
- More coordination is required at the local level in Pakistan;
- In Nepal, more than 80% of the budget goes to teacher salary leaving very little left for other areas;
- Countries that have innovative approaches and low cost budgets should help other countries that are struggling in this area;
- Good practices shared include women circles which provide supportive environments, establishment of daycares, cash transfers for women learners and literacy programmes for farmers in the Philippines. For Indonesia, given their 7000 languages and 1700 islands, all CLCs include community reading corners as part of their literacy programme. In Malaysia, adult literacy classes are offered and incentives are given to parents to encourage enrolment.
- Some challenges and issues shared by Thailand include the possible systematic mismatch of literates with regard to self-declaration of literacy (surveys) and also increasing neo-illiterates are younger and younger. In Bangladesh, the government has provided a special budget on literacy with two projects starting in August 2011. However, the government will only involve the local community, thus excluding NGOs, of which has caused some tension. Nepal is unable to allocate sufficient funds to literacy, although the plan is to eliminate illiteracy in the coming year. Illiteracy mapping was conducted by the government and now 5 million are still illiterate.
- Take into account the role of the media, usage of subtitles and translations etc., that have helped to increase literacy.
- In Mongolia, the literacy rate went up to 98.3% based on the census. They are now focusing on LAMP results.

X. Parallel Exhibition/Marketplace with Korean institutions
a) Representatives from various Korean Institutes involved in education set-up “booths” at the meeting venue. The booths contained brochures, publications and other information on what the Institute does. Representatives from the Institutes were on hand to provide further information to meeting participants. Meeting participants visited the booths and interacted with concerned Institute representatives during the lunch break, the coffee break and right after the end of the last session.

DAY 2: 26 July 2011; Venue: 3rd Fl., Sejong Hotel

TOPICS: Support processes for achieving EFA by 2015: 1) Governance mechanisms for accelerating EFA progress: The role of state and public-private sector partnerships (PPPs); 2) Data collection and related issues.

XI. Wrap- up session on EDN discussion, including next steps.

*Session chair: Joao Cancio da Costa Freitas, Minister of Education, Timor Leste; Presenters: Simon Ellis and Cliff Meyers*

a) Cliff and Simon informed participants to send in any further information they have, that may be in the form of case studies, successes, documents, plans, etc. that give clear evidence, of which the EDN group can refer to. Additional comments should be sent by 12 August 2011. The EDNs will be printed at the end of the year and published copies will be shared to countries and EFA partners.

b) Comments and points to consider:

- To publish the notes together as one rather than separately;
- Show linkages and not approach each goal in isolation;
- Look beyond the six goals, consider governance and financing, trends and challenges, use of ICTs and new donors; and
- Include a paragraph that highlights the role of parliament.

XII. Keynote Speech, Ministry of Education, Science and Technology, Republic of Korea

*Seong Geun Bae, Director-General, International Cooperation Bureau, Ministry of Education, Science and Technology, Republic of Korea*

a) Seong Geun Bae stressed education as a basic human right. The ROK’s economy grew from efforts made in the education sector. ROK was able to achieve EFA 30-40 years after the Korean War, whereby the Korean government implemented policies that responded to the needs in primary to higher education. The strength and capacity of teachers are key as well as the creation of a labour force through industrialization of Korea, which is in line with the economy and social development needs. ICTs have played a major role in teaching and learning. He noted that graduates aspire to be teachers and professors as it is a highly regarded profession. He said Korea also gives a substantial share of its official development assistance (ODA) to education.

XIII. Governance mechanisms for accelerating EFA progress: The role of state and public-private sector partnerships (PPPs) and Sharing of Country Experiences – Philippines, Viet Nam, Bangladesh and the Republic of Korea.

*Chair, Utak Chang, Assistant Secretary General, Korean National Commission for UNESCO, Facilitator: Huong Le Thu, UNESCO Bangkok; Presenters on Public-Private Sector Partnerships in Education – Joo-Ok Lee, Samsung-KNCU, Sena Lee, UNICEF EAPRO and Raquel Castillo, ASPBAE, Jesus Mateo, DepEd, Philippines and Tran Dai Hai, MOET, Viet Nam.*
a) Huong gave a presentation on governance mechanisms for accelerating EFA progress: the role of state and public-private sector partnerships (PPPs).

b) Sena presented on non-state providers and PPP in education for the poor.

c) Joo-Ok Lee presented Korea’s case of public-private cooperation, giving Samsung and KNCU’s Educational Fund Project as an example.

d) Raquel presented civil society perspectives on accelerating EFA through partnership.

e) Jesus Mateo presented on PPP in the Philippines.

f) Mr. Tran Dai Hai of Viet Nam, Mr. Shah Kamal of Bangladesh, and Mr. Mateo of the Philippines also participated in the panel discussion and shared their respective country experiences in relation to PPPs.

g) Comments and points to consider:
   • Is PPP always good? Is it desirable or feasible?

h) Panel discussion
   • Successful PPP stems from good design of partnership and cohesion, convergence and alignment of government branches.

XIV. **Global and Regional Initiatives on data collection and related issues**

*Chair: Gwang-Jo Kim, UNESCO Bangkok; Presenters: Simon Ellis, UIS/UNESCO Bangkok; Witaya Jeradechakul, SEAMEO Secretariat; Maki Hayashikawa, UNICEF EAPRO, co-chair UNGEI; Janardan Nepal, MOE Nepal; and Somkhanh Didaravong, MOE Lao PDR.*

a) Simon presented on the international collection of education data and support to Member States. Two big issues are comparability and timeline from how data is processed at the national level and shared with UIS.

b) Dr. Witaya gave a presentation on addressing data needs of countries, sharing with participants SEAMEO’s experience.

c) Maki gave a presentation on GEMInfo, a database of data on gender.

d) Janardan presented on school level EMIS in Nepal’s flash reporting system.

e) Somkhanh presented on Lao PDR’s EMIS development.

f) Comments and points to consider:
   • To copy or inform EFA coordinators in communications on EFA data requests;
   • UIS coordinates at the global and regional level with World Bank, UNICEF and other agencies. A common set of indicators is kept by the UIS. These are not just EFA indicators. The key area in EFA is the submission to the GMR. This is an area where the UIS would require the data at least a month before it is to be published, in order to check the data. The next 2012 GMR will contain 2009 data, but UIS has already published 2010 data. Simon suggested that GEMInfo also draw from the UIS Data Centre. The questionnaires are sent to the focal point in the ministry or sometimes straight to the minister.
• Concerns on burden faced by countries regarding several submissions of the same data to multiple entities that request data from countries at different times and for different projects/purposes.
• A point was raised on who will cover the costs of setting up national-level GEMInfo and its maintenance.
• Coordinate and unify the many databases available into one system for sake of consistency and to limit confusion. This to be taken up at the General Conference.

XV. EFA coordination reforms: strengthening linkages between national, regional and global processes.
Chair: Abhimanyu Singh, Director, UNESCO Beijing; Presenter: Sabine Detzel, Education for All Global Partnerships Team, UNESCO Paris

a) Sabine presented on the reform of EFA coordination mechanisms. She emphasized the need for broad-based partnerships to improve EFA coordination, more documentation and dissemination of good policies and practices, a stronger knowledge base, re-establish connections (global to regional to national), improve and increase advocacy with external sectors and the community, particularly with the finance and private sectors – if not as donors but as future employers, re-activate roles of all convening agencies of EFA. She also presented the proposed new structure for EFA coordination from the national, regional to the global levels.

DAY 3: 27 July 2011; Venue – 3rd Fl. Sejong Hotel
Topic: Support processes for achieving EFA in 2015: 1) Strengthening national processes and policies to identify and reach out-of-school children; 2) Using evidence for policy change and learning improvement; and 3) strengthening the relevance of education through skills development and lifelong learning.
Participants were supposed to hold concurrent visits to the Korean Education Development Institute (KEDI) and the Korean Research Institute for Vocational Education and Training (KIRVET). Due to heavy rains, the visits were cancelled and plenary sessions were instead held at the Sejong Hotel.

XVI. Plenary session- Strengthening national processes and policies to identify and reach out-of-school children
Chair: H.E. Nath Bunroeun, EFA Coordinator, Cambodia; Presenters: Cliff Meyers and Simon Ellis

a) Simon presented on the OOSC and also provided a status update for all countries on their completion of data inventory, status of “best estimate” of 5 dimensions, status of completion of data tables in Annex 4 of CMF, status on the report on profiles of excluded children and also if the country answered the question of whether country can meet the September deadline for the final report. Countries covered: Cambodia, Indonesia, Philippines and Timor Leste.

b) Countries not involved can send in a spreadsheet of their methodologies and analyses. Simon recommended that countries wait a few months when tools are ready, before taking the project fully forward in order for to conduct the analysis more effectively.

c) Cliff confirmed that unless the government’s policy includes homeschooled children, UIS-UNICEF does not have a method to include homeschooled children in the ‘in-school’ children population yet.

d) Abhimanyu Singh (UNESCO Beijing) shared with the group that in S&W Asia, more than half of the OOSC are drop-outs. In India, the term “push-out” is also used for those who are pushed out of the education system. He suggested that UNESCO and UNICEF consider establishing a taskforce in South Asia of which...
should include political leaders and emphasized the need to work more with the community. Agus Sartono agreed to Abhimanyu’s suggestions. Cliff Meyers informed the group that the Conceptual and Methodological Framework (CMF) spells out the composition of the national team, of which are to be part of the regional taskforce. Tap Raj Pant (UNESCO Kathmandu) suggested to establish a sub-regional taskforce.

e) Simon requested for community data from countries that can be included in the EDNs. Jesus Mateo (Philippines) suggested that a case study on how a country helps another country be included in each EDN.

XVII. Using evidence for policy change and learning improvement – Korean Educational Development Institute (KEDI)

Session chairs: Gwang-chol Chang, Chief, EPR Unit, UNESCO Bangkok; Presenters: HeeKyeong Kim, Korea Institute for Curriculum and Evaluation (KICE); Dr. Rusmini Ku Ahmad, Malaysia MOE; and Gail Townsend, Cook Islands MOE

a) Opening remarks – Mr. Kim Tae Wan, President of KEDI delivered an opening remark highlighting the Republic of Korea’s experience after the 1950s, in building its economy and education to what it is today. He also stressed the importance of this meeting in pushing forward the achievement of the EFA goals.

b) HeeKyeong Kim of KICE presented on the overall assessment of educational achievement of grades 6, 9 and 11. She explained Korea’s 6-3-3 system, briefed the participants on the purpose of the National Assessment of Educational Achievement (NAEA), the kinds of survey instruments used, survey questions, achievement levels, improvement-oriented schools and implications of NAEA results and what they can contribute to evidence-based policy making.

c) Rusmini Ku Ahmad of Malaysia gave a presentation on Malaysia’s experience with using evidence for policy change and learning improvement. In her presentation, Rusmini provided an overview of literacy and, UPE and strategies Malaysia has implemented to promote literacy as well as initiatives that emphasize access, equity and quality. She mentioned KIA2M, an extra tutoring programme, ‘Women Motivator’ an initiative led by a group of literate mothers who promote literacy to illiterate mothers and functional literacy programmes such as cooking, ICT and human development courses. The system is designed to cater to the needs of young individuals and adults, particularly the underserved.

d) Gail Townsend, Cook Islands gave a presentation on what has been learned over the past 5 years, as the national team consists of 2 people with no background on monitoring of EFA. Gail showed an indicators matrix that aligns the M&E framework, EFA report and the Pacific Education Development Framework (PEDF) together so they don’t have to conduct the same exercise repeatedly. A challenge Cook Islands face is using numbers to define quality, causal attribution and plausible contribution.

XVIII. Improving the relevance of education through skills development and lifelong learning – Korea Research Institute for Vocational Education and Training (KRIVET)

Chair: Agus Sartono, Indonesia; Facilitator: Young-sup Choi, Programme Specialist (TVET), UNESCO Bangkok; Presenters: KRIVET; Kirak Ryu (OECD-KRIVET); NILE, DB Kwang, President of KRIVET; Norbayani Basri, Malaysia MOE; and Tipsuda Sumethsenee, Thailand MOE.

a) Kirak Ryu, Research Fellow at KRIVET gave a presentation on the main policy challenges facing the VET system in Korea, which is part of the OECD-KRIVET Skills Beyond School Project. Kirak informed the...
group that the research investigates problems with TVET training systems in Korea and how to improve them. A pilot study was conducted in 2010 by the KRIVET team with OECD-KRIVET.

b) A NILE representative gave a presentation on NILE and introduced the organizational structure, functions, major policy areas & projects including the Adult Literacy Education Support Project.

c) DB Kwang, President of KRIVET gave a speech on the institute’s initiatives, particularly the 21 MICE vocational training schools.

d) Norbayani Basri of Malaysia gave a presentation on improving the relevance of education through skills and development. She introduced the 10th Malaysia Plan, strategies to restructure the curriculum, intensification of collaborations with industry and skills stream (traineeship vs. apprenticeship).

e) Tipsuda Sumethsenee of Thailand presented on skills development and lifelong learning in Thailand.

Topics: Support processes for achieving EFA in 2015; Preparations to mark the end of EFA term in 2015 and setting a post-2015 education agenda

XIX. Accelerating progress towards EFA: Resource mobilization for EFA and addressing the out-of-school children problem
Chair: Abhimanyu Singh, UNESCO Beijing; Presenters: Sabine Detzel, UNESCO HQ; Cliff Meyers, UNICEF EAPRO

a) Sabine gave a presentation on mobilizing resources for EFA.

b) Abhimanyu and Cliff discussed further on the proposal to create a Task Force on Out-of-School Children.

XX. Group Work and Group Work results

Facilitator: Abdul Hakeem, UNESCO Bangkok

Mr. Hakeem initiated discussions on how to accelerate progress towards EFA achievement and asked each group to identify key priorities between now and 2015.

a) Group 1: Beyond Gender (Philippines, Indonesia, Timor-Leste, Thailand, Mongolia, Uzbekistan, SEAMEO, UNICEF) – presented by Jesus Mateo, DepEd Philippines

- Need for better understanding of value form of exclusion
- Educate parents to value learning outcomes
- Strengthen cooperation and building partnership
- Linkage between schools & community, between HEIs and schools
- Develop school-based tracking system to identify early warning sign of pushing out through disaggregated data beyond gender
- Promote nurturing teaching and learning environment which welcome diversity and sensitive to vulnerable marginalized disadvantaged children.
- Promote incentive schemes, eg. CCT
b) **Group 2: Is Money the Only Solution?** (Japan, India, Nepal, Bhutan, Bangladesh, Myanmar, and Malaysia) – *presented by Binod Sunwar, MOE Bhutan*

- Capacity especially at decentralized level (province district level, local etc.)
- Governance + monitoring & evaluation → policy & planning
- PPP – lots to do yet (share lessons and good practices)
- South-South Cooperation, especially making use of SAARC & other sub-regional mechanism
- Coordination of partners especially NGOs

c) **Group 3: Recommendations** (Cambodia, Malaysia, Indonesia, India, SEAMEO, Room to Read, UNESCO Beijing) – *presented by Abigail C. Lanceta, SEAMEO*

- Revive groups/task forces and renew enthusiasm and commitment at the national level (with advice and technical support from INGOs)
- Leverage on existing regional mechanisms, e.g. SEAMEO, ASEAN, APEC
  - SEAMEO implements collaborative and multi-country projects to reach the unreached in SE Asia
  - What to do with South Asia?
- Need for stronger synergy among UN agencies’ efforts at the regional level
  - Bring in UNDP in EFA discussions
- Issues on teachers and quality of education in AP be fed to EFA Task Force on Teachers, e.g. EGRA experience/practice of Malaysia
- OOSC project – Impact and formulation of activities & ground mechanisms.
- Extra-budgetary mechanisms
  - Tax incentive for private sectors supporting EFA
- Share certain % of tax property to education (Cambodia’s experience)

d) **Group 4: Go for It** (Malaysia, Thailand, Brunei, Sri Lanka, NGO (ASPBAE, SIL) *presented by Dr. Supry Ladi, MOE, Brunei Darussalam*

- More concrete country and school data → Metadata analysis and mapping
- Community involvement, ownership and partnership
- Promotion of Parents’ awareness on education
- High profile National Forum on EFA in Countries where EDN is losing its priority (includes civil society group)
- Explore night classes/alternative education
- Improve school-based management system & teacher training.

e) **Group 5: Innovative Financing** (Nepal, Philippines, Malaysia, and Indonesia)

- **Progressive Tax Policy**
  - to be formulated – transparency in tax usage.
  - Explore ‘special education fund e.g. 1% of real property tax devoted to education (Phil experience)

- **Innovative Financing**

- **Reduce Tax for CSR – proper CSR policy**
  - Tax incentives for their contribution
  - Policy CSR policy to govern private sector involvement
• **Innovative Financing & Governance**
  - enhancing accountability & transparency
    - prevent leakages of funds
    - prevent misuse of funds
    - targeting & monitoring effectively
  - Inter-agencies collaboration for EFA (MOE working ministry of women, ministry of social work etc. especially in programs for OOSC and illiterates

• **Innovative Financing**
  Providing financial support to poor families
  - Sending children to school
    oil, flour, rice etc.
  Local community to generate income

[Centre diagram]

**Out of school and in school**
- Improving tracking system (basic education, data mapping)
-Quality of education
  - focusing on 21st century skills: students, screening of teachers and school heads.

f) **Group 6: Small Islands Developing States (SIDS)** (Cook Islands, Fiji, Tonga and Vanuatu)
  *presented by Gail Townsend, Cook Islands MOE*

• **Priority 1: ECCE**
  Review national policy to address resource ($, human and PPP), curriculum and access.

• **Priority 2: UBE**
  Develop targeted policies for identified marginalized groups (eg. Disabled, remote)

• **Priority 3: Lifeskills/TVET**
  Build resource capacity (PPP) e.g. facilities, teacher training, course/relevancy and accreditation, wide modalities.

• **Priority 4: Literacy**
  Language Policy Review with targeted interventions, eg. Remedial staffing surveys, 1st language resources.

• **Priority 5: Quality**
  Strengthen teacher training (pre & in service) to respond to changing needs of students (relevancy of curriculum).

XXI.**Presentation of the key resolution from the UNU-KNCU Global seminar on a post-2015 EFA and ESD agenda – presented by Eun Young Park, UNU-KNCU**

The global seminar, whose participants are mostly young people, endorsed a resolution on a post-2015 EFA and ESD agenda. The full text of the resolution was shared to all participants.
XXII. **EFA 2015 preparation and post 2015 agenda**

*Chair: Gwang-Jo Kim, UNESCO Bangkok*

Prior to the meeting participants were asked to fill a questionnaire related to 2015 preparations and setting a post 2015 agenda. Mr. Kim presented a summary of the responses to the questionnaire and led the discussion on the topic, focusing on the following:

a) How should we conclude the quarter century EFA movement in 2015 in order to learn from the past and set the post 2015 education agenda?
b) What should be evaluated/assessed in 2015?
c) What could be the post 2015 agenda?
d) How can we ensure that the post 2015 education agenda be made relevant to all?
e) Process how to set the agenda post 2015?

XXIII. **Key outcomes/recommendations and follow-up**

*Presented by Mr. Abdul Hakeem, UNESCO Bangkok*

a) **End-of-Decade Notes on EFA Progress (EDN)** for each EFA goal were validated by country representatives and EFA partners.
   *Follow-up: Further country input to End-of-Decade Notes to be submitted by 12 August 2011; EDNs will be finalized by the end of the year and published versions will be shared with countries.*

b) **Creation of a Regional Task Force on out-of-school children (OOSC) was recommended but the structure, membership and specific tasks still needs to be decided.**
   *Follow-up: The recommendation to establish a regional Task Force on Out-of-School Children will be taken up at the 11 August 2011 meeting of the Regional Thematic Working Group (TWG) on EFA. EFA partners, including UNESCO and UNICEF will take this up with their respective headquarters and with relevant country/field offices. NGOs will take this up with members of their coalitions. It is vital that country level structures be established to address OOSC – these structures will need to be multi-sectoral as issues go well beyond the education sector.*

c) **Strengthening of national EFA coordination mechanisms and linkages to regional and global mechanisms in the run-up to 2015.** Information on national EFA coordination structures will be collected and shared among the countries, and UNESCO Paris. Some countries repeatedly requested that this information be shared so that they could learn from the practice in other countries.
   *Follow-up: Countries are requested to send to UNESCO Bangkok updates on the structure of each country’s EFA coordination mechanism by end of August this year. This will include information on: Does your country have a designated EFA focal point or EFA Coordinator, EFA Team or EFA Unit? Who is the designated national EFA coordinator/focal person? Is there an existing structure at which EFA issues are taken up (e.g Education Sector Working Group in Lao PDR, Cambodia, Nepal, etc.). UNESCO Bangkok will continue to inform countries in the region on the reform and new structures related to global EFA coordination.*
d) **Preparation for 2015 EFA end-of-term assessment and other activities:** Countries recommended the preparation of 2015 EFA country assessment reports and regional reports. Holding of national sum-up conferences (EFA Summit) in 2015 with high-level and multi-stakeholder participation was also recommended. It was proposed and agreed that the data from the year 2000 be used as a baseline. Considerable lead time is required for undertaking the various steps of the assessment that include: capacity building, collecting data/undertaking surveys, analysis, report writing and consultations with stakeholders. As such, countries need to start preparatory work as soon as possible and, when needed, seek support from EFA partners, especially those at the country level. Countries are requested to build on the capacities they have built through the EFA Mid-Decade Assessment (MDA) experience. The importance of country-ownership of the assessment process was emphasized. Preparation of **alternative shadow reports** by non-State stakeholders was also recommended.

**Follow-up:** UNESCO Bangkok will prepare a concept note on the 2015 Assessment and share with UNESCO Headquarters and EFA partners. Processes, mechanisms and timelines for a 2015 Assessment should be finalized by 2012. Other EFA partners, particularly UNICEF are also encouraged to discuss this with their respective headquarters.

e) **Consultations for setting a post-2015 education agenda:** Country level and regional level input is needed to contribute into setting the global agenda beyond 2015. The new/emerging realities in countries and the region will need to be identified and taken into account. At the meeting, participants had already identified possible thematic focus post 2015.

**Follow-up:** Countries are invited to inform the regional office as soon as possible (preferably by end of August this year about the following: 1) The process they will use at the country level to involve national think tanks and stakeholders, etc. to contribute to this consultation; 2) In response to requests at the meeting from some countries, the regional office will collect and share information about processes being used in different countries to obtain input to feed into the discussion on the post-2015 education agenda.

f) **Engaging Sub-Regional Entities:** It is crucial to engage sub-regional and regional solidarities in speeding up progress to achieve EFA goals. A recommendation to set-up an EFA desk as part of SAARC was also raised.

**Follow-up:** Concerned TWG partners and countries need to work collectively to engage or further involve sub-regional entities such as SAARC in South Asia and relevant entities in Central Asia and the Pacific. In addition to countries, UNESCO and UNICEF will take measures to help engage these entities in EFA.

g) The regional office will keep countries informed about the outcomes of the **4th High Level Forum on Aid Effectiveness** to be held from 29 Nov. to 1 Dec. 2011 in Busan, Korea. A session devoted to discussion on the role of education in development is expected to be held as part of the forum.

**XXIV. Closing**

*Chair: Fathimath Azza, MOE, Maldives;*

Brief closing statements were given by Nath Bunroeun, MOE Cambodia; Agus Sartono, Indonesia; Gail Townsend, Cook Islands; Dr. Witaya, SEAMEO Secretariat; Raquel Castillo, ASPBAE; Cliff Meyers, UNICEF; Taecksoo-Chun, Korean National Commission for UNESCO; and Gwang-Jo Kim, UNESCO Bangkok.
Mr. Kim reminded participants to rally behind the EFA initiative, especially as it approaches the 2015 target date. He called for “All for Education, All for EFA.”