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
  (take advantage of existing SEAMEO Regional centres 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).