Policy Recommendations of Working Groups on:

I. Issues related to inclusive education, including gender equality and social equity issues in EFA (access, opening school to diversity and expanding early childhood education, primary and secondary education)
   1. Governments promote, protect, and fulfill free and compulsory education for all children, regardless of their status
   2. All pre-service and in-service training should include mandatory components which provide all teachers with the knowledge, skills, and attitude to respond to the diverse needs of all learners in order that they reach their full potential in education.
   3. Sensitize and train education management to issue of inclusive education in order to fulfill right to education
   4. Curriculum, materials, and facilities should be relevant, inclusive, accessible, and acceptable (gender responsive)
   5. Utilize the linkages and create synergy between formal and non-formal education.
   6. Developing systems for both students and schools which recognize a variety of ways for measuring success.
   7. The system structure should be centered around the best interest of the child.

II. Issues related to improving literacy in multilingual areas through mother-tongue as medium of instruction
   1. As part of a larger mobilization process to refocus adult literacy, it is recommended that countries aim to allocate 3% of their education budget to adult literacy by 2010.
   2. To ensure more effective learning, it is recommended, as part of a broader multilingual education (MLE) strategy, where possible children are able to access mother tongue instruction for ECCE and the first three years of their schooling and adults and out of school youth are able to access literacy instruction in their mother tongue. Develop clear and comprehensive MLE policies and guidelines to inform mother tongue instruction initiatives.
   3. Provide programs and avenues for re-entry into the educational system, equivalency programs, programs for continuing learning and life long learning, both in the formal and non-formal educational systems.

III. Issues related to improving quality of education, especially teacher training and learning achievement
   1. A comprehensive teacher education policy which would lay down norms and standards for all aspects of teacher education in the country
2. Policy to improve the effectiveness and efficiency of curriculum implementation

IV. Issues related to financing EFA for reaching the poor, including governance, costing decentralization and accountability
   1. Ensure increased and rational allocation of financial resources for the un-reached groups and underserved on vertical equity basis.
   2. Strengthen governance and accountability to ensure efficient and effective utilization of resources for EFA

Recommendations from South EFA Coordinators
   • Utilize SAARC as a venue for information exchange on education and explore possibility of establishing an EFA desk
   • Establish exchange programmes among countries to focus on good practices, including organizing actual visits
   • Follow-up to this conference: publication on strategies and good practices
   • Hold high-level meetings with Education Ministers, Education Secretaries and EFA Coordinators participating to cover also technical details of EFA – both at the ASIA‐PACIFIC and sub-regional level
   • Venue for information exchange for small island states
   • Assistance to strengthen EFA Coordination within the Ministry, and in expanding EFA Coordination to cover other Ministries involved in education
   • Establish or strengthen EFA Forum in countries, including at lower levels
   • Establishment of a Resource Centre that will include new studies and other information on EFA; information sharing via email
   • Continued UNESCO support for technical assistance in capacity building on EFA monitoring
   • UNESCO assistance in school mapping

Recommendations from EFA Partners
   • Improve the coordination among EFA partners to streamline support mechanism
   • Launch national MDA reports and translate into regional languages (example is the plan to translate the national MDA Report of India into regional languages and launch the report)
   • Hold media trainings for EFA combined with launches of the MDA reports
   • Capacity building on EFAInfo
     ▪ Generating statistics
     ▪ Using information
   • Encourage the involvement of donors at the regional level
   • Expand the membership of the Regional Thematic Working Group (TWG) on EFA
Recommendations on EFA Monitoring, Evaluation and Assessment (based on bilateral country consultations)

1. Establish/strengthen mechanism for monitoring of EFA at the country level (from national to sub-national level) with the adequate and effective support team
2. Encourage participation in the process rather than mere reporting
3. Promote dialogue and information exchange among countries which have similarities
4. Promote institutional linkages
5. Share regularly the progress made in the field of EFA
6. Establish regional capacity building programme to support the monitoring of EFA at the national level
7. Form a regional body to manage and coordinate the regional capacity building programme and facilitate information and resources sharing

Next steps in EFA Monitoring, Evaluation and Assessment

• With advice and input from the countries and EFA partners, prepare a concept paper on developing a regional capacity building programme
• Get consensus from countries on these regional capacity building programme
• Countries and EFA partners identify and prioritize the areas and activities needed for the regional capacity programme, and prepare a workplan
• Mobilize resources to implement the regional capacity building programme
• Establish a Regional EFA body composed of country representatives to provide guidance, direction and to monitor the capacity building programme