

tGroup 1 (Access and Participation)

1. Challenges to increase accessibility:

- Lack of trained teachers.
- Lack of systems on learning programs and its' related policies.
- Lack of legal recognition.
- Need to increase acknowledgement of flexible learning strategy for policy makers especially in remote area. (Mindset about informal education)
- Accessibility on school system in non/informal education especially to marginalized children.
- No accurate data and information especially rural/remote area.
- Reallocation of schools for out of school children.
- More CSR involvements.
- Geographical location (remoteness, isolated areas...). e.g. Monks living in mountain.
- Difficult access to ethnic minority.
- Commitment of local government (lack of financial budget allocation).
- Lack of teachers/infrastructures for disability children (more accessible system; bullying/many issues; school reputation; lack of resources; special care/policies needed).
- Mal-nutrition in remote area.
- Difficult in communication and lack of coordination between international org., NGOs, private, and governments, etc.
- No proper structure for delivering mechanisms. (Lacking standards of competencies, contents, process and method of evaluation).
- Delivery mechanisms: Local CLC centres in Indonesia; Government deliveries in Lao PDR; Local governments' new policy to deliver universal primary education in Viet Nam.

2. Common factors in successful cases:

- Strong community participation (Lao PDR).
- Strong commitment of local government (district and village level) (Lao PDR).
- Awareness raising (Lao PDR).
- Recognition of system in government (Lao PDR).
- Legal action/system to mainstream the formal education.
- Local government community investment plan.
- Standard NFE curriculum (Cambodia).
- Recognition of high level commitment to lower level (Cambodia).
- Formulation of network between formal and non-formal (Thailand).
- Survey of teachers for disabilities (Thailand).
- Career path orientation (Thailand).
- Provide certificates to participants in training courses (Thailand).
- Organizing forums to share information and experiences (Thailand).
- Raising qualified/formal teachers by establishing standard (Indonesia).
- Good utilization of teachers in working time and providing incentives (Cambodia).
- Flexible in using the human resources within community (Thailand).
- Importance of building business model but lack of monitoring system -> difficult to monitor local village level -> village leader -> supervisor in monitoring (Thailand).

3. Wrap up

- Lack of teachers, budget
- Recognition of NFE
- Dissemination/coordination of policies in local level
- Legal system is very weak
- Lack of data in implementation -> need proactive survey
- Geography: isolated areas

- Disability children: lack of policy system, difficult to find NFE program
- Mal-nutrition
- Lack of coordination in UN, NGOs, and different level of governments
- Participation of community -> Commitment of local government
- Recognition of NFE by providing certification
- Establishment of legal system
- Having strong NFE curriculum
- Having network for to share information
- Do surveys to disability children to collect data
- Having a forum and share experiences and ideas
- Using community resources to deliver NFE
- Working NFE and business model together