

# **Group 2: Quality and Financing**

# Challenges in Quality

- Lack of standardised assessment and evaluation systems to measure learning outcomes
- Lack of research on market demand (skills); create an info/research centre
- Need for distance learning materials for OOSC in remote areas
- Need to introduce entrepreneurship education and improve TVET
- NFE is viewed as “second-class”, lower quality education?
- Need for distance/mobile learning due to high levels of migration

# Challenges in Financing

- Lack of government funding
- Need for more innovative fundraising and sustainable financing
- Very low funding for NFE as a % of education budget
  - Viet Nam: 2.3%
  - Myanmar: USD 0.2 million from government, 0.6 million from donors

# Best Practices - Quality

- Cambodia: PSE (NGO) have contributed to improving quality of NFE programmes; government-supported youth centres; Donbosco salabai supported by NGOs
- VNEN Viet Nam New School Model
- Thailand: good partnerships in the community; CLCs offer high quality education  
(basic ed, continuing ed and informal ed); local wisdom; local resources; local media  
Myanmar: MOE provides NFPE teachers trained in NFPE Centres; student assessment system developed by the gov't and UNICEF

# Best Practices - Financing

- Sustainable financing
  - Cambodia: PSE (NGO) gets funding support from international agencies and private companies for funding; also self-sustaining through own businesses
  - Cambodia: Funds from gov't, development partners and private sector
  - Thailand: Successful implementation of projects without gov't funding through strong engagement of all local stakeholders in the community (local government and private sector)
  - Thailand: Sin taxes (QLF)
  - Viet Nam: Additional funding from NGOs, private companies, religious groups; National Project on Building a Learning Society 2012-2020
  - Myanmar: Additional funding from UNICEF and private companies; flexibility of gov't budget