

Forum Overview and Agenda Monday 12 May, 14.30 – 18.45

Forum Overview

The Forum constitutes an important part of the 2014 Global EFA Meeting (GEM), providing a space where participants can share knowledge and experience in an open and interactive manner. Held in the afternoon of the opening day, the aim is to bring to the fore new thinking and breakthrough strategies that can accelerate progress towards the EFA goals and inform the development of the post-2015 education agenda and Framework for Action.

The Forum will focus on three themes central to EFA progress: “Increasing Equity and Inclusion – What works?”, “Quality of Education – Teaching and Learning Practices” and “Skills for Life and Work – Empowering Young People and Adults”. In addition, there will be a special session to enable GEM participants to discuss with the Director of the Report Team of the 2013/4 EFA Global Monitoring Report, *Teaching and Learning: Achieving Quality for All*.

The Forum sessions will take place between 14.30 and 18.45 on Monday 12 May. All participants are invited to join. There is capacity for up to 50 persons per session, and access will be on a first come first served basis. Information on the venue for each session will be provided at the registration for the Senior Officials’ Meeting on Monday morning.

Forum Agenda

14:30 – 15:45 Theme 1: Increasing Equity and Inclusion – What works?

Session 1.1 – The Global Initiative on Out-of-School Children

Organizers: UNESCO Institute for Statistics and UNICEF

Despite the sizeable reduction in the out-of-school population over the past decade, 57 million children of primary school age and 69 million children of lower secondary school age were still out of school in 2011 and face deep-rooted inequalities linked to gender, poverty, child labour, ethnicity, disability and other factors. Defining and identifying out-of-school children poses numerous measurement issues. Moreover, policies to address the problem of exclusion from education remain inadequate in many countries and there is a lack of systematic analysis of the barriers to education. This panel presents an approach to improve statistical information and policy analysis on out-of-school children to address the challenge of Education for All undertaken within the framework of the Global Initiative on Out-of-School Children, led by UNICEF and the UNESCO Institute for Statistics. The panel will focus on the issues surrounding the identification, measurement and policymaking for out-of-school children and children at risk of dropping out, based on the experience of a cross-national study in 26 countries in Africa, Asia, Eastern Europe, Latin America and the Middle East.

The first presentation will introduce the approach taken to identify, assess and analyze multiple data sources on out-of-school children, presenting best practices in measurement from the country

studies. The second presentation will explore the conceptual approach and the challenges encountered in the identification of barriers to education and effective policy interventions. A final presentation will analyze how these approaches were applied at the national level to address issues of equity and inclusion for out-of-school children.

- Moderator: Manos Antoninis, Acting Director, EFA Global Monitoring Report
- Albert Motivans, UNESCO Institute for Statistics
- Jordan Naidoo, UNICEF New York
- Lancelot Mutale, Principal Planning Officer (Policy and Research), Ministry of Education, Zambia

Session 1.2 – Delivering access to learning at “doorstep” of the disadvantaged in Pakistan

Organizer: Japan International Cooperation Agency (JICA)

This session will showcase a project to promote non-formal education (NFE) in the Punjab Province of Pakistan, a region with high rates of illiteracy and facing deep challenges in terms of equity and inclusion. A senior advisor from the JICA-led project will share experience of working with the Punjab Literacy & Non-Formal Basic Education Department to introduce "data driven" management in an effort to improve NFE planning and monitoring. The session will explore how improved data has enabled the Department to better tailor its services to reach the most disadvantaged, for example by developing more needs-based curricula and setting up learning centres within the work place and community. A representative from ASER Pakistan will also share their activities to collect evidence at the grass roots level from each child, one on one, and to bring this evidence back to the doorsteps of parents to help them understand what learning and access means within their own homes and neighborhoods.

- Moderator: Kazuhiro Yoshida, University of Hiroshima
- Chiho Ohashi, Advisor, Punjab Non Formal Education Promotion Project, JICA
- Raza Baela Jamil, Coordinator ASER Pakistan and Director Programs ITA

Session 1.3 – Mobilizing and allocating financing to achieve equity and inclusion

Organizers: Global Partnership for Education and UNICEF

Growing inequality is now widely recognized as a significant and critical challenge to development, with the issue of systemic inequity in the distribution of wealth directly impacting education opportunities. Wealth continues to be a particularly strong determinant of education outcomes across contexts. Moreover, although education is an important social equalizer and one of the most effective means of social mobility, 126 million children are still unable to attend primary and lower secondary school. Many of these children are the hardest to reach. Children in fragile and conflict-affected states, children in rural areas, children with disabilities and girls, among others, continue to face many barriers to access education and to remain in education and complete a full cycle of basic education. As we approach the 2015 deadline and envision a new education agenda, the international community will need to secure a focus on tackling inequality. This will require efforts to mobilize and allocate financial resources to close the gaps between rich and poor, boys and girls, urban and rural and reach the most marginalized learners with a quality education. How can both domestic and external funds be allocated to ensure sufficient investment in sound pro-poor and inclusive education policies? At the global level, how can external education resources such as ODA

be allocated to reach the poorest and most marginalized students with a good quality education? What domestic economic policies are required to better meet the needs of learners who face systemic disadvantages due to their location, ability, gender or other dimensions?

This interactive parallel session will tackle these key questions and draw on panelists and the audience to highlight national and global experiences in the allocation of domestic and external resources in the pursuit of equity, pro-poor policies and funding mobilization.

- Moderator: Jean-Marc Bernard, Global Partnership for Education lead on Monitoring and Evaluation
- HE Mr Augustin Matata Ponyo, Prime Minister, Democratic Republic of Congo (TBC)
- HE Mr Serigne Mbaye Thiam, Minister of National Education, Senegal
- HE Mr Roberto Ivan Aguilar Gomez, Minister of Education, Bolivia
- Vegar Brynildsen, Deputy Director General, Ministry of Foreign Affairs, Norway
- Anjela Taneja, Head of Policy, Global Campaign for Education
- Mary-Joy Pigozzi, Managing Director, Educate a Child, Qatar

16:00 – 17:15 Theme 2: Quality of Education – Teaching and Learning Practices

Session 2.1 – The Contribution of Global Citizenship Education to Quality Education and EFA

Organizers: Asia Pacific Centre of Education for International Understanding (APCEIU) and Ministry of Education, Korea

In an increasingly interconnected world, inequality, poverty, poor health, human rights violations, natural disasters and conflicts are no longer local issues. Promoting global citizenship through education is central to overcoming these challenges and enabling children, young people and adults to understand and act on them at a local, national and global level. In this regard, Global Citizenship Education (GCE) has been identified as one of the priority areas of the UN Secretary-General's Global Education First Initiative (GEFI) launched in September 2012, and is one of the strategic objectives of UNESCO's new medium-term Education Programme (2014-2017). While the values associated with GCE are not new, the discourse on GCE as a purpose and as an area of teaching and learning is relatively recent. The session will discuss the latest developments in GCE and the key roles of GCE in promoting quality and relevant teaching and learning. It will introduce innovative approaches and good practices of GCE in Asia-Pacific and Africa. Participants will also be invited to explore the implications of GCE on the post-2015 education agenda and further promotion of EFA.

- Moderator: (TBC)
- Soo Hyang Choi, Director, Division of Education for Peace and Sustainable Development, UNESCO
- Utak Chung, Director, APCEIU
- Gry Ulverud, Deputy Permanent Delegate to UNESCO, Ministry of Education and Research, Norway

Session 2.2 – Investing in Quality Teachers to Improve Quality Education

Organizers: Education International, Global Campaign for Education, and Open Society Foundations

Evidence supports the importance of qualified teachers in achieving high quality educational processes and outcomes for students. Yet, there has been little or no focus on the significance of teachers in the current processes aimed at setting targets and related indicators for the new education goal in the post-2015 global development agenda. This session will focus on the critical contribution of teachers to achieving a bold vision of quality education for all. Drawing on experiences and feedback from classroom teachers around the world, this session will share preliminary findings from Education International's Teacher EFA Assessment. The discussion will include an analysis of some of the major bottlenecks and opportunities to expand both the quality and quantity of teachers needed to meet global education targets. Among the key questions to be addressed in this session are: Can the global teacher gap be closed without sacrificing quality? What is the role of professional standards in ensuring quality within the profession? What tools and support mechanisms are needed to enable teachers to create effective learning environments? What examples can we draw upon to envision new governance models that promote collaborative autonomy among teachers? This session will engage with these critical questions as we scrutinize the positioning of teachers within the targets contained in the Joint Proposal of the EFA Steering Committee on Education Post-2015.

- Moderator: David Edwards, Deputy General Secretary, EI
- HE Mr Serigne Mbaye Thiam, Minister of National Education, Senegal (TBC)
- HE Mr Roberto Ivan Aguilar Gomez, Minister of Education, Bolivia
- Keith Lewin, Professor in International Education and Development, University of Sussex
- Camilla Croso, President, Global Campaign for Education
- Dennis Sinyolo, Senior Coordinator, Education and Employment, EI

Session 2.3 – Building a Profession of Opportunity: Policies and Practices on Technical and Vocational Education (TVET) Teachers and Instructors in the Arab Region

Organizer: The International Task Force on Teachers for Education for All

A neglected area in national teacher strategies is the professional development of technical and vocational education (TVET) teachers and instructors. The session will share the findings of a study on “policies and practices for TVET teachers and instructors in the Arab region” jointly undertaken by the International Teacher Task Force on Teachers for EFA and UNESCO. TVET is steadily emerging as a top priority of most governments' education and training sectors as well as overall development agendas. A variety of Teacher and Instructor Training (TIT) policies and strategies have been explored in 10 Arab States (Algeria, Bahrain, Egypt, Hashemite Kingdom of Jordan, Lebanon, Kingdom of Morocco, Sultanate of Oman, Saudi Arabia, Tunisia, and the United Arab Emirates). Good practices and challenges experienced by the countries have been reviewed, providing opportunities for policy learning and planning as well as regional cooperation. Four issues or tensions that are important for the development of an effective TIT strategy and capacity are identified: (1) public provision/market orientation; (2) diversity/coherence; (3) knowledge base for governance; and (4) professionalization. These four areas represent opportunities and barriers, and create room for alternative strategies. TIT should help to build a TVET workforce that is well equipped and supported, in order to be able to deliver TVET that is responsive to the economic, social and political needs of the societies it serves.

- Moderator: Dankert Vedeler, Co-chair of the Teacher Task Force, Deputy Director General, Department of Policy Analysis, Lifelong Learning and International Affairs, Norway
- Edem Adubra, Head of the Secretariat, International Task Force on Teachers

- Samiya Al-Jaaidi, Ministry of Workforce, Oman
- Mohammed Abdul-Salam Raghed, Senior International Education Specialist, Egypt
- Ahmed Al-Ghassani, Dean of the Higher College of Technology, Oman

17:30 – 18:45 Theme 3: Skills for Life and Work – Empowering Young People and Adults

Session 3.1– Skills for Life and Work – Linking training to employment

Organizer: International Labour Organization

This panel provides Forum participants with the opportunity to share experiences on the importance of mechanisms to link skills training to labour market needs. This includes combining core skills and technical competencies. Apprenticeship systems are particularly effective in equipping young people with both types of skills, and to enable potential employers to recognize both kinds of skills. The ILO's experience shows how cooperation among social partners, government agencies, and TVET institutions can build up apprenticeship systems in new areas and new occupations that can improve the employability of young workers and the productivity of enterprises. A critical success factor is to focus initial efforts in selected economic sectors that have genuine job growth potential, in which employers are willing to work together to improve the quality of training and the quality of jobs. This in turn raises the social status of vocational training and thus the interest by young people to choose apprenticeship as a good pathway to productive and decent work. This session will also present ILO research about skills for life and work through apprenticeship in smaller enterprises.

- Moderator: (TBC)
- Christine Evans-Klock, Chief, Skills and Employability Branch, ILO, Geneva
- Kishore Singh, Special Rapporteur on the Right to Education, United Nations Office of the High Commissioner for Human Rights (OHCHR)
- Gerald Farthing, Deputy Minister, Department of Education and Advanced Learning, Canada (TBC)
- Kioh Jeong, Chief Coordinating Officer, WEF Host Committee Secretariat, Ministry of Education, Korea
- Atussa Ziai, Advisor of Education Sector Programme, GIZ, Germany (TBC)

Session 3.2 – Developing Skills for Life and Work: the Example of the Sultanate of Oman

Organizer: Ministry of Education, Oman

Education systems have an important role in developing skills for life and work among students. This session will look at the main skills needed for life and work in the 21st century. Special focus will be given to some educational initiatives in the Sultanate of Oman planned to help students develop life, innovation and the entrepreneurial skills. The session will also highlight projects implemented in recent years in the Omani schools to promote an entrepreneurial culture among students. Participants will be encouraged to engage in an interactive discussion on the best ways to empower young people and adults to succeed in life and work world.

- Moderator: Nabhan Allamki, Director-General of Curriculum, Ministry of Education, Oman
- Badar Al Kharusi, Director-General of Human Resources Development, Ministry of Education, Oman
- Mohammed Al Kumei, Education Expert, Oman
- Samia Al Rawahi, International Relations Specialist, Oman

Special Session – Monitoring progress towards education goals – lessons for the future

Organizer: EFA Global Monitoring Report

As the 2013/14 EFA Global Monitoring Report *Teaching and learning: Achieving quality for all* shows, it is projected that many countries will not have achieved the EFA goals by 2015. Many poorer countries are not expected to achieve selected targets for a very long time at recent rates of progress – with marginalized populations only likely to achieve these targets a generation or two after better off populations. The session will assess the lessons from these findings for setting and monitoring global education goals. It will consider the ways in which the EFA Global Monitoring Report has addressed these challenges, as well as the lessons from this experience for ongoing initiatives that are framing future education goals. Finally, this interactive session will provide the opportunity to discuss the ways in which the forthcoming 2015 EFA Global Monitoring Report is aiming to assess progress towards the Dakar goals and draw conclusions for post-2015 monitoring frameworks.

- Moderators: Manos Antoninis, Acting Director, EFA Global Monitoring Report and Pauline Rose, Director of 2013/4 EFA Global Monitoring Report