

International Symposium on

Self-Reliance and Sustainability of EFA

Setting Agenda for Discussions

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for**

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Presentation touches on:

- A point of departure
- Self-reliance
- Sustainability
- Points of discussions

We emphasize student learning...

- Learning to know, do, live ~ Learning to be

...and we promote sectoral and
comprehensive approaches

- Projects ~ SWAps ~ FTI

Are we doing well on track?

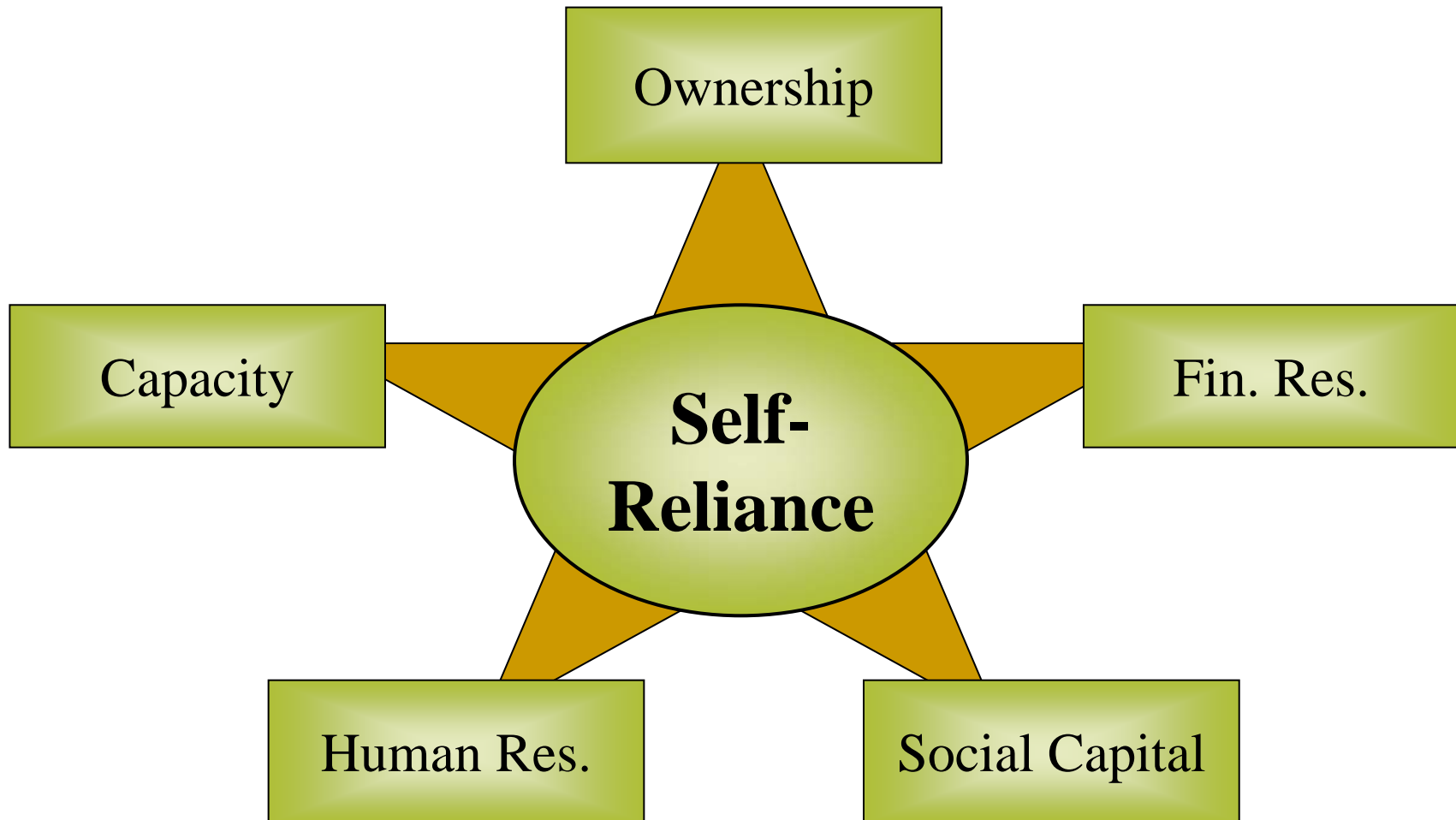
Self-Reliance

- is a key to sustainability of development process and its outcomes.
- This is the message Japan has learned from our own experience,
- aspired by founders of developing nations,
- and has been validated by experiences of Asian countries.

Self-Reliance

- A manner which characterizes development process (and outcome) with:
 - ❑ Ownership
 - ❑ Capacity
 - ❑ Human Resources
 - ❑ Financial Resources
 - ❑ Social Capital

Self-Reliance for Educational Development



Educational Development seeks:

- Equitable and quality learning outcomes
 - Access, participation, completion
 - Teachers, curriculum, materials, supportive env.
 - School as a learning organization
- Improved internal and external efficiency
- Policy, measures, finance

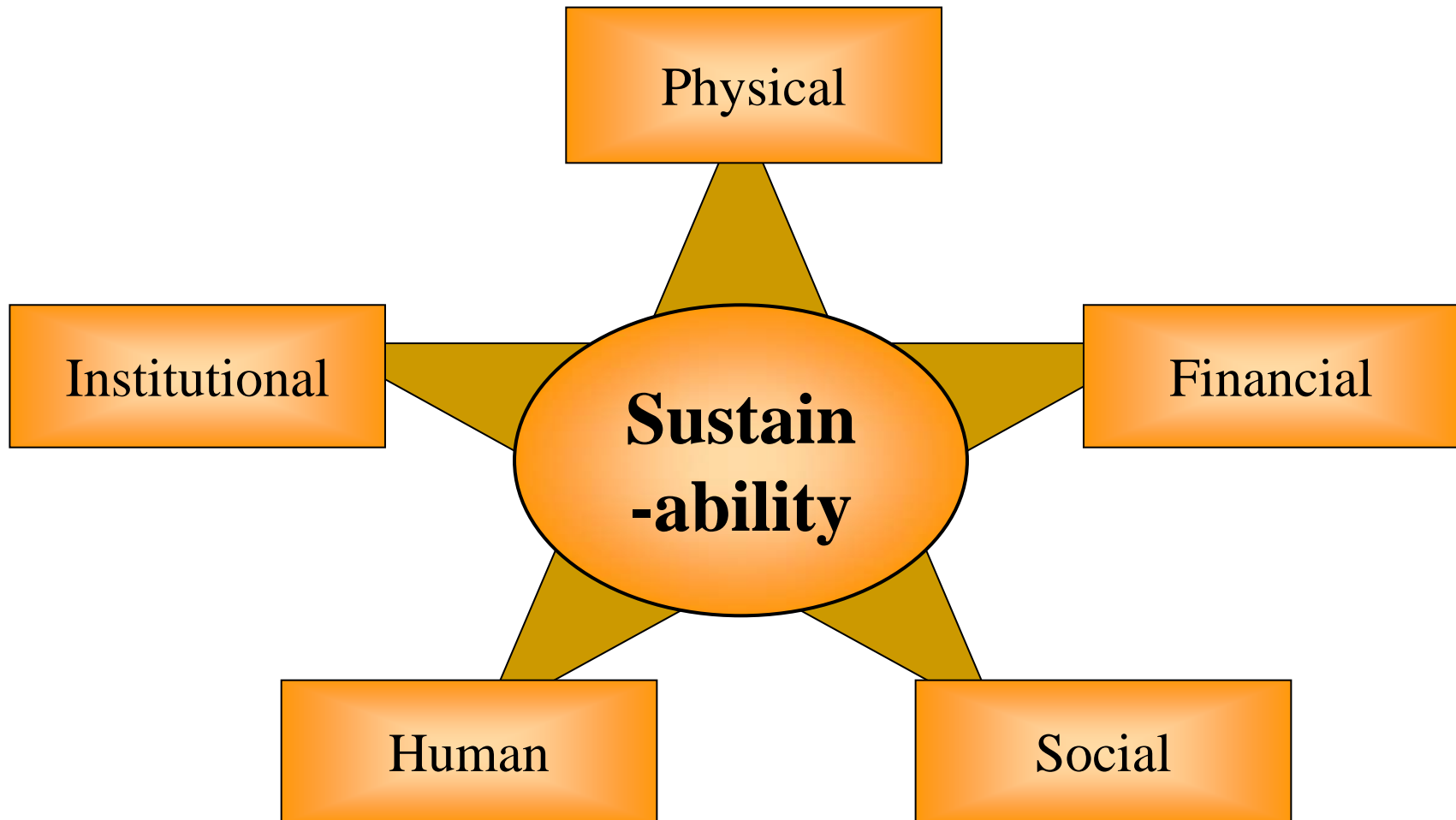
Self-Reliance for Educational Development

- A manner which characterizes development process (and outcome) with:
 - Ownership
 - Capacity
 - Human Resources
 - Financial Resources
 - Social Capital
 - At multiple layers: from school up to national/
sector overall
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Sustainability

- A situation where development outputs and outcomes are maintained in view of the following aspects:
 - Physical
 - Institutional
 - Human
 - Financial
 - Social

Sustainability of Educational Development



Sustainability of Educational Development

(Reform effects on student learning outcomes)

- A situation where educational development outputs and outcomes are maintained **at multiple layers (from school to national levels)** in view of the following aspects:
 - ❑ Physical inputs provided
 - ❑ Institutional capacity strengthened
 - ❑ Human capacity/behavior
 - ❑ Financial resources
 - ❑ Social participation and support
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FTI seeks to fill:

- Financial gap
- Policy gap
- Capacity gap
- Data gap

...seems to focus more on central functions

... and Indicative FW looks at:

Suggested benchmarks (not targets) drawn from analysis of successful countries. Crucial for long-term sustainability of MDG progress.



Indicators

- 1) Government spending on education - about 20% of budget
- 2) Spending on primary education - about 50% of education budget
- 3) Teacher salary - about 3.5 times GDP per capita
- 4) Pupil-teacher ratio - about 40:1
- 5) Non-teacher salary spending - 33% of recurrent spending
- 6) Average repetition rate - 10% or lower
- 7) Annual hours of instruction - 850 or more

Discussion Points

- Are global agendas of educational development (MDGs/EFA) compatible with local level self-reliance?
- How can we incorporate Self-Reliance into EFA and FTI?