

**IAU Experts' Seminar
Higher Education and Education For All: The Case of Two
Solitudes?**

Maputo, Mozambique, January 25-26, 2007

Notes on Discussion and Recommendations

Summary of issues raised in Workshops 1 and 2:

- The EFA program and its goals cover a wide spectrum of activities. It is relatively unknown in HE institutions and needs to be clarified and explained in order to ensure that actors in higher education can recognize their activities within this framework.
- The role of HE and R in EFA is not really recognized either within the institutions or outside in the Ministries or among other stakeholders.
- Teacher training is the most clearly identified area in which HE contributes and discussions focused on Teacher Training – directly, indirectly via teacher training as well as capacity building in teacher training institutions.
- ICTs were discussed both as a source of tremendous opportunity and potential, as well as, in some cases a remaining obstacle. The issue of ICTs is linked to teacher training – the numbers needed cannot be trained without some form of ICTs and as tools for use in the classroom.
- Despite the focus and concentration of efforts on Teacher Training, there was agreement that the status of teachers – salary, living conditions, opportunity costs etc., result in poorly motivated teachers and a major recruitment and retention problem.

- One of the obstacles identified in the effort to link HE and Research to EFA initiatives was poor communications between HEIs and Ministries responsible for the EFA implementation.
- Poor articulation within the whole education system can be an obstacle to reaching the EFA goals and the need to better understand and improve the links between levels of education is required.
- Experts from Higher Education can and at times do play a role in sector planning, policy and strategy development at the national level. This is an important area for involvement particularly as the impact of success in achieving these goals will (or already is in some cases does) severely impact on the absorptive capacity of secondary and tertiary education institutions.
- There are a variety of initiatives and projects underway and far more needs to be done to track such information and collect data on what is being done.
- Research is the niche area that is unique for HEIs and can be increased in some of the EFA related issues such as teacher training, curriculum development, impact assessment, sector planning etc, though the constraining factors of funding and recognition may stand in the way in many cases. Formative research and research training on and for EFA implementation is to be highlighted. Clients for research outputs are ministries but also NGOs and others. The researchers can be found throughout the HEI not only in Faculties of Education.
- Topics where research is needed are numerous and at all levels. They can be taken directly from the Goals and include research on children in conflict areas, youth, adult education and appropriate teaching methodologies, curriculum improvement and models, access and retention (mainly girls), impact assessment and evaluation of teacher training initiatives etc.
- Students can be powerful and enthusiastic actors in bridging the gap between HEIs and EFA. Some examples exist where students were used to solve other types of problems in local communities (ex. Use of ICTs) and could be used as a model.
- Dissemination of research results in general and making it available to those who need for implementation is a major problem. So before identifying areas of research, need to know what is available – an environmental scan would be helpful. As well we must ensure that all the appropriate channels for distribution of research outputs are utilized and ICTs are fully exploited.
- Research can be stimulated at the level of doctoral students with specific incentives, as well as for shorter-term research projects. A number of organizations and institutions could be mobilized for this effort which would also help enhance the research culture, but identifying the research agenda related to EFA must be done in dialogue with various actors including ministries, teachers groups, schools and others.
- A web based information resources is needed on EFA for the HE community as well as to share and disseminate information on research and activities linking EFA and Higher Education. Such a resources will need to ensure that it covers the variety of aspects of EFA as they are understood in different parts of the world. Such a website or portal would help avoid duplication of efforts.

- Donors need to be mobilized to support research on the gap areas, this may be possible if one or two issues are agreed upon as requiring in-depth and comparative research.
- Dialogue needs to be built with all governments so that they include HEIs and the role they can play in their strategic plan for fulfilling EFA goals.

Recommendations

All of the recommendations below aim to find ways to strengthen, improve and make more visible the HE and R contribution to meeting the goals of EFA. They have been grouped thematically and placed in a more logical order. Those recommendations that IAU is ready to consider for its own future work have been highlighted:

Information sharing and awareness raising

1. *Develop a database, website or portal, bringing together existing material on the intersection of EFA and HE as well as links to other websites of organizations, particularly UNESCO, that are contributing to this effort. Information/links will include material on teacher education and development, use of ICTS in teacher training, status and conditions of service, HIV& AIDS education etc. Ensure that such an information resource addresses the conceptual/jargon gap that may exist between UN EFA program terminology and actors within the higher education and research community engaged in related activities on the ground.*
2. Promote and highlight successful cooperation initiatives (South -South, North-South, South-North and the South-South-North triangle) and identify and/or mobilize scholars in the Diaspora who may be involved or interested in EFA-related activities in various countries.
3. *In order to raise awareness and contribute to collaboration in this issue area, collect and disseminate good practice examples, including those that link education and economic development.*
4. Building on the Maputo Seminar, create initiatives, mechanisms and opportunities for awareness raising campaigns within higher education institutions (among leaders, deans of faculties, etc) to ‘educate’ and mobilize more HEIs to become involved, but also raise awareness within a broader community and among policy makers who need to recognize the contributions that HE and R makes and could make to the EFA efforts.
 - In Africa, several examples of such opportunities are coming up within AAU (COREVIP), ADEA, WGHE, and AUF events, if the case is made strongly with the organizers.
5. To supplement the web-based information resource, a Leaflet to flag the issue could be prepared.

Networking, collaboration, mobilizing research and reaching out to other actors

6. *Turn the participants to the Maputo Experts Seminar into a reference group so that IAU, in its follow-up efforts can benefit from continued input and steering towards the next stages. The reference group can also act as a relay to and a catalyst for building a wider community.*
7. *Create a consortium of organizations and institutions, worldwide and with regional nodes to take on 2 to 3 major initiatives in 'niche' research areas linked to the EFA goals where knowledge gaps exist, for example on the effectiveness and impact of various teacher training approaches.*
8. *IAU act as a global convener to facilitate an on-going discussion and provide an opportunity for dialogue between a broader network of organizations and various actors, including policy makers, by organizing an international conference on the intersection between HE and R and EFA. Such a conference would bring together ministry representatives, HEIs, research organizations, associations as well as teachers' organizations, students, school principals etc. Such a multi-stakeholder group could articulate a vision for this intersection.*
 - Annual, regional conferences, held simultaneously and linked by ICTs, could be organized to assess and share meta-analysis on each of the six EFA goals.

Specific advocacy and more targeted initiatives

9. Focus on capacity building, in partnerships with NGOs, publishing houses and others, for the creation and provision of local reading and other instructional material.
10. Advocate with scholarship granting organizations to set aside grants and scholarships for PhD students undertaking research on EFA.
11. Investigate how both undergraduate and graduate students could be mobilized locally to become involved in EFA related community service.
12. Explore how ICTs and distance education can best be harnessed to bridge the gap between HE and R and work on the pursuit of EFA goals.
13. Focus more attention on the specific role HEIs play in adult education through various mechanisms, including continuing education; on research related to the issue of language(s) in EFA and to specific areas such as science, technology and innovation education.