IAU Collaborative Workshop

A three-step activity to envision higher education for Education for All locally

New Delhi, India, 20-21 February 2014
Hosted by the Lady Irwin College, University of Delhi

Workshop Outcomes

Higher Education for Education For All

Introduction

Organized for the first time in India, the International Association of Universities (IAU) Collaborative Workshop, *A three-step activity to envision higher education for EFA locally,* was held in New Delhi, India. It was organized in collaboration with the Lady Irwin College, University of Delhi, an IAU Member institution.

The New Delhi Workshop brought together 100 representatives from the higher education sector and other levels of education. For the first time, the Workshop was open to the student body which brought the participation number to 100 attendees and reinforced its capacity building's objectives.

It is the fifth workshop of its kind conducted by the IAU following those of Cuernavaca, Mexico, Ouagadougou, Burkina Faso, Kathmandu, Nepal and Nairobi, Kenya.

Workshop Aim

The overall aim of the IAU Workshop is to provide an analysis of the context and propose means to strengthen the engagement of the higher education sector in Education for All (EFA) locally. The Workshop is conducted so as to increase awareness within the higher education community of EFA, and inversely to increase awareness of work accomplished by higher education institutions in EFA by other EFA stakeholders. It provides an organized collaborative forum to discuss ways on how to strengthen higher education's contribution to achieving the EFA goals. Participants are challenged to think 'out of the box' on how to better and concretely engage higher education in EFA and to produce a document on how to move forward in this domain.

Methodology

The "first-step" of the Workshop is data collecting on how selected participants personally perceive and experience the link between higher education and EFA. Participants are required to complete the *IAU Questionnaire on how higher education institutions could be better involved in EFA-related actions at the regional/national level*. The data collection process occurs ahead of the actual Workshop, using the online tool SurveyMonkey or by email.

The "second-step" is the Workshop during which participants analyze findings from the IAU Questionnaire. Discussions are organized in three themes centered on the triple mission of higher education - research; teaching and learning; and community service. Participants are divided into three groups with representatives from all stakeholders being distributed equally. Each group is given the opportunity to discuss the findings from each theme. Participants, as a collective, are then asked to define priorities and strategies.

The "third-step" – in addition to the review by all participants of the Workshop Outcomes Report - encompasses all follow-up actions undertaken locally related to the Workshop outcomes. The IAU remains in communication with the local organizers to keep track and inform the global EFA community of these actions.

International Association of Universities

IAU has been working on the intersection of higher education and EFA over the past decade. When exploring the potential link between higher education and EFA in 2005, IAU found that higher education did indeed contribute to achieving EFA yet it was often being accomplished in obscurity and without visibility within the EFA global agenda. Since then, IAU has been actively pushing the agenda and advocating for a better recognition and systematic integration of the higher education sector in EFA at both the local and international levels. IAU developed and has been conducting a multi-year HEEFA Project - short for higher education for Education for All – to enhance capacity building, community building and commitment building on this subject.
The IAU HEEFA Project is led by Nadja Kymlicka, IAU Consultant for the project, and Isabelle Turmaine, IAU Director, Information Center and Communication Services.
For more information on the IAU HEEFA Project visit: http://www.iau-aiu.net/content/efamdgs
For the HEEFA Portal, go to: http://www.heefa.net

Lady Irwin College

Established in 1932, the Lady Irwin College is a constituent women's college of the University of Delhi, whose aim is to provide undergraduate and graduate programmes and extramural activities in Home Science, Education, and Teacher Education. Known for its commitment in community engagement, the college has two flagship programmes: the Rajkumari Amrit Kaur Child Study Centre which serves as a laboratory for faculty and students while providing childcare and early childhood education, particularly for children with special needs; the Centre for Advanced Studies which has had a special focus on research in community education and development, and social entrepreneurship.
http://www.ladyirwin.edu.in/

Acknowledgements

The IAU Collaborative Workshop held in New Delhi would not have taken place without the collaboration of **Lady Irwin College** and the personal involvement of Dr. Anupa Siddhu, Director of the Lady Irwin College.
A special thank you is extended to **Neerja Sharma**, a member of the IAU Reference Group on higher education for EFA, who had initiated collaboration with the College and played a critical role in organizing the Workshop.
To **Valtencir Mendes**, member of the IAU Reference Group on higher education for EFA, the IAU owes its gratitude for having traveled from Spain to participate and for his ongoing support in this endeavor.
The IAU would like to thank **all participants** who took time from their busy schedules to participate and took up the challenge to reflect in innovative ways.
The IAU Workshop is part of the more comprehensive IAU HEEFA Project which has been developed with support from the **Swedish International Development Agency (Sida)**.

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Workshop programme

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__Day 1: Thursday 20 February__

10:00-10:45   **Welcome and opening remarks**
- Dr. Anupa Siddhu, Director, Lady Irwin College, University of Delhi (LIC-DU)
- Ms. Isabelle Turmaine, Director, Information Centre and Communication Services, International Association of Universities (IAU)
- Prof. Shyam Menon, Vice-Chancellor, Ambedkar University, Delhi
- Mr. Jagmohan Singh Raju, Joint Secretary (Adult Education) and Director General (National Literacy Mission Authority), Department of School Education and Literacy, Ministry of Human Resource Development
- Mr. Ashok Thakur, Secretary, Dept. of Higher Education, Ministry of Human Resource Development

11:30-12:30   **Introduction to the capacity building session**
- Presentation of EFA: Mr. Alisher Umarov, Education Specialist, UNESCO New Delhi Office, Cluster Office to India, Bhutan, Maldives and Sri Lanka
- Capacity building objectives and expected results: Ms. Isabelle Turmaine, IAU

Questions and discussion

Chairperson: Prof. Shyam Menon, Vice-Chancellor, Ambedkar University, Delhi

13:30-15:00   **Local priorities to address in EFA: stakeholders' perspectives**
- Mr. Shailendra Sharma, Executive Director, Pratham Delhi Education Initiative
- Ms. Jagruti Gala, Creative Director, Stones2Milestones Edu Services Pvt.
- Ms. Anuradha Sen, Director, Academics and Training, Shiv Nadar Schools
- Dr. Asha Singh, Associate Professor, Dept. of Human Development and Childhood Studies, LIC- DU

Questions and discussion

Chairperson: Prof. N.V. Varghese, Director, Centre for Policy Research in Higher Education, National University of Educational Planning and Administration

15:00-15:45   **Workshops: Discussing results from the *Questionnaire on how higher education could be better involved in EFA-related actions at the national level*** – Round 1
- Group A – Research
- Group B – Teaching and Learning
- Group C – Community Service

16:15 -17:00   Workshops: Round 2
- Group A – Community Service
- Group B – Research
- Group C – Teaching and Learning

17:00 -17:45   Workshops: Round 3
- Group A – Teaching and Learning
- Group B – Community Service
- Group C – Research

Co-moderators:
Research: Dr. Valtencir M. Mendes, Research Fellow, Universitat Politecnica de Catalunya *and* Dr. Nandita Chaudhary, Associate Professor, LIC- DU
Teaching and Learning: Dr. Neerja Sharma, Associate Professor, LIC-DU *and* Dr. Rekha S. Sen, Professor, Centre for Early Childhood Development and Research, Jamia Millia Islamia, Delhi
Community Service: Ms. Nadja Kymlicka, Consultant, IAU *and* Dr. Archna Kumar, Associate Professor, LIC- DU

Day 2: Friday 21 February

9:00-9.30   **Presentation of workshops results, discussion and validation**: Dr. Nandita Chaudhary; Dr. Archna Kumar; Dr. Rekha S. Sen; Dr. Neerja Sharma
Chairperson: Dr. Bhanumathi Sharma, Associate Professor, LIC- DU

9:30-11:00   **EFA initiatives: higher education perspectives**
- Dr. Venita Kaul, Director, School of Education Studies and Centre for Early Childhood Education and Development, Ambedkar University, Delhi
- Dr. Namita Ranganathan, Professor, Dept. of Education, University of Delhi
- Dr. Rekha Sharma Sen, Professor, Centre for Early Childhood Development and Research, Jamia Millia Islamia, Delhi
- Ms. Mahima Bhalla, Masters student, Dept. of Human Development and Childhood Studies, LIC- DU
- Dr. Valtencir M. Mendes, Research Fellow, Universitat Politecnica de Catalunya (Spain)

Questions and discussion
Chairperson: Dr. Bhanumathi Sharma, Associate Professor, LIC- DU

11:30-13.00   **Discussion on the development of an action plan based on the validated results (Groups)**
Facilitators: Dr. Vinita Bhargava, Associate Professor, LIC- DU; Mr. Sushant Kalra, Founder Director, Parwarish Institute of Parenting; Ms. Raseel Arun Kant, Head, Strategic Partnership, Stones2Milestones Edu Services

14:00-15:00   **Cont'd**: Discussion on the development of an action plan based on the validated results (Plenary)
Facilitators: Ms. Isabelle Turmaine, IAU; Dr. Neerja Sharma, LIC- DU

15:00-16:00   **The HEEFA Portal – a hands-on session**: Ms. Nadja Kymlicka, Education Consultant, IAU

16:30-17:30   **Presentation of an action plan based on the discussions and validation**

17:30-18:00   **Closing remarks**
- Ms. Isabelle Turmaine, IAU
- Dr. Anupa Siddhu, Director, LIC-DU

Facilitator: Dr. Neerja Sharma, LIC- DU

All the following PowerPoint presentations are available on Slide Share (click on the link provided to access them)

Introduction to the Collaborative Workshop

- **Ms. Isabelle Turmaine**, IAU
  This presentation examines why higher education should be engaged in EFA and elaborates on the comprehensive IAU HEEFA project. The organization, objectives and expected results of the Workshop are outlined.
  http://www.slideshare.net/IAU-HEEFA/delhi-cbwheefa

Local priorities to address in EFA: stakeholders' perspectives

- **Ms. Jagruti Gala**, Creative Director, Stones2Milestones Edu Services Pvt.
  This presentation argues that reading - advocated by a private school perspective - is an EFA priority and in particular, the need to read in English to address India's economic and social development.
  http://www.slideshare.net/IAU-HEEFA/private-education-and-efa-priorities

EFA initiatives: higher education perspectives

- **Ms. Mahima Bhalla**, Masters student, Dept. of Human Development and Childhood Studies, LIC- DU
  This presentation describes the different student EFA activities carried out at the Lady Irwin College and puts forward a few suggestions to increase student EFA involvement.
  http://www.slideshare.net/IAU-HEEFA/higher-education-students-and-efa

- **Dr. Venita Kaul**, Director, School of Education Studies and Centre for Early Childhood Education and Development, Ambedkar University, Delhi
  This presentation illustrates the work that has been undertaken by the Ambedkar University in the field of ECCE to promote quality education within communities and through teacher training and to build capacity in several India states.
  http://www.slideshare.net/IAU-HEEFA/final-aud-initiatives-for-efa

- **Dr. Valtencir M. Mendes**, Research Fellow, Universitat Politecnica de Catalunya (Spain), Member of the IAU Reference Group on HEEFA
  This presentation provides an overview of the research findings on higher education institutions partnerships and their awareness of EFA and MDGs. It ends with a concrete example of the Jaume Bofill Foundation and its work in education.
  http://www.slideshare.net/IAU-HEEFA/vmm-india-2014final

- **Dr. Rekha Sharma Sen**, Professor, Centre for Early Childhood Development and Research, Jamia Millia Islamia, Delhi
  This presentation provides details on several research projects and extension services undertaken by the CECDR of the higher education institute of Jamia Millia Islamia to address EFA Goal 1 and EFA Goal 6.
  http://www.slideshare.net/IAU-HEEFA/jamia-milliaislamia-efa

Results from the discussion groups

Results from the *IAU Questionnaire on how higher education institutions could be better involved in EFA-related actions at the regional/national level* were presented and analyzed by all participants in three rotating discussion groups: research; teaching and learning; community services. At the end of round three, the participants identified the following EFA priorities, key areas and means to be the most relevant. These were used for the drafting of the action plan. The questionnaire is available at: http://www.iau-aiu.net/sites/all/files/IAU_HEEFAQuestionnaire.pdf

Higher education research in India

EFA goals where research would be most relevant for the success of EFA
- EFA Goal 6: Improve the quality of education
- EFA Goal 1: Expand early childhood care and education
- EFA Goal 3: Promote learning, skills for young people and adults

The most relevant research topics to achieve EFA
- Access to education
- Educational policy
- Teacher training
- Learning outcomes

The most important education levels and sectors where research could be conducted
- Pre-primary
- Basic education
- Vocational/professional

Academic entities that should be involved in research
- Institution as a whole
- Teacher Training Institute

Incentives that could increase research in EFA
- Institutional policy and mechanisms
- Project funding and grants

Teaching and learning at higher education institutions in India

EFA goals that should be given priority in teaching
- EFA Goal 1: Expand early childhood care and education
- EFA Goal 3: Promote learning, skills for young people and adults
- EFA Goal 6: Improve the quality of education

The most relevant activities to integrate EFA in teaching
- Integration of an EFA module for all disciplines
- Creation of an EFA module for teachers

The most appropriate population/entities to whom the principles of EFA are taught
- Higher education students
- Ministry personnel
- Community leaders

The most important reasons of why teaching/learning activities in EFA should be enhanced at HEIs
- To raise awareness on the need of EFA among future policy makers
- To support a holistic approach of education

Incentives that could increase teaching in EFA
- Scholarship/grants for studies in EFA
- Retaining graduate students having researched EFA as Teacher assistants or Research Fellows

Community service provided by higher education in India

EFA goals where developing community services in higher education would be most relevant
- EFA Goal 1: Expand early childhood care and education
- EFA Goal 5: Achieve gender parity by 2005, gender equality by 2015
- EFA Goal 6: Improve the quality of education

The most relevant EFA sectors to develop community services
- Formal education
- Non-formal education
- Awareness raising campaign

Priority populations that should be addressed in EFA-related community services
- School children *of marginalized schools*
- Pre-school children
- Out-of-school youth

The most relevant partners with whom EFA-related community services could be developed
- Other higher education institutions, *which includes Teacher Training Institutions*
- Community-*based organizations*

Incentives that could increase EFA-related community services
- Better visibility of higher education institution's involvement in society
- Development of students' civic engagement
- Increased access to higher education

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Action Plan

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This three-pronged Action Plan was developed based on the outcomes and discussions from the three rotating workshops (research; teaching and learning; community service) and discussed in three separate groups. The outcomes were presented in Plenary and approved by the participants.

1. Research

The Action Plan advocates for higher education research for EFA, its dissemination, list of best practices, and evaluation. It provides lists of primary and secondary subjects to be addressed, and recommendations for action research. It also identifies five approaches, working principles and the population that should be engaged.

1. **Primary research topics**
   a. Components of quality: pedagogy, learning outcomes, evaluation of programmes/systems, multi-lingualism and its relation to teaching and learning
   b. Development of culturally appropriate assessment methodologies and tools
   c. Socio-academic profiles of persons in HEIs
   d. Institutional mechanisms that promote research for EFA
   e. The EFA contribution of young adults from diverse academic backgrounds

2. **Secondary research topics**
   a. Issues of access: gender, caste, class, language, ability/disability
   b. Corporate Social Responsibility (CSR) policy and its possible linkages with EFA
   c. Right to Information (RTI) and EFA

3. **Before undertaking research, more information is needed on:**
   a. The personal transformation among teachers/students/others engaged in EFA-related activity
   b. Cultural practices
   c. Best practices, at all levels

4. **Recommendations for action research for EFA are:**
   a. Consolidation and meta-analysis of existing researches/studies
   b. Review of research areas that feed into EFA goals
   c. Review of teaching methodologies
   d. Skill development to conduct research at various levels: students/teachers
   e. Use of new technologies
   f. Collaboration with NGOs; field-based organizations; various university departments

g. Creation of research websites for dissemination
h. Ensuring feedback as an outcome of research to ensure change in practices

5. **Research should be conducted as follows:**
   a. Longitudinal studies: more specifically related to outcomes
   b. Macro studies
   c. Case studies
   d. Mixed methods research: qualitative and quantitative paradigms
   e. Collaborative research: inter departmental, NGOs, field-based organizations

6. **By**
   a. Higher education institutions: academics, university students, with a particular focus on teacher training institutions
   b. School teachers and pre-school teachers
   c. NGOs and field-based organizations
   d. Governmental bodies

7. **Principles** to ensure that research be relevant and not duplicating what's already been done, and that its findings be taken up:
   a. Awareness of areas that need research
   b. Awareness of methods
   c. Permissions and protocols
   d. Documentation
   e. Dissemination of research findings
   f. Implementation of teaching and learning processes at the school level
   g. Funding
   h. Ethical considerations
   i. Cultural appropriateness of methods and practices

2. Teaching and Learning

The Action Plan also puts forward suggestions on how to better integrate EFA into teaching and learning. These include enhancing early childhood care and education (ECCE), the quality of education, community services, and awareness raising campaigns.

1. **Enhance ECCE**
   a. Create a vision document on ECCE to define what is ECCE and what is wanted in ECCE and to initiate dialogue with SIET, DIET, SCERTs, UGC, NCTE, VCs' of universities for research, advocacy, training, and the creation of ECCE centers.
   b. Organize a symposium/workshop with all EFA stakeholders (universities, community leaders, NGOs, SCERT, Ministries, teachers and others) to mobilize the outcomes of the above into an action plan.
   c. Promote new courses in ECCE.

2. **Develop community services** and encourage students to take up adult education, with a particular focus on differently abled people, and offer student certificates for these services.

3. **Implement awareness raising campaigns to promote EFA**
   a. Mobilize student councils, societies, NSS, NCC, college fests, and faculty
   b. Use of social media
   c. Identify an EFA ambassador

4. Enhance the quality of education through **improved teacher training programmes**
   a. Evaluation of existing teacher training programmes offered at universities
   b. Creation of an aptitude entrance exam to teacher training courses
   c. Integrate into field experiences, practicum and inclusive classroom practices in teacher training programmes
   d. Integrate EFA in in-service teacher training, including faculty development programmes
   e. Include an education component in professional development of educational administrators

5. **Include industry** by redefining CSR to include EFA and to finance process-based programmes.

6. Create a group of experts to evaluate and propose an **EFA module for all disciplines** and organize discussions at the university level for EFA inclusion in all disciplines.

3. Community Services

Lastly, the Action Plan focuses on optimizing community services at higher education institutions through the use of a Portal, a Resource Center, the inclusion of outreach in curricula, and an increased visibility of higher education engagement in society. It highlights the essential triangular dimension of community service as: Evaluation - Need – Intervention.

It begins with the identification of a community and a place where community services within higher education institutions could be developed: students and structure.
   a. Develop community services to be included in the curriculum and that would focus on student skills, awareness, motivation, and commitment.
   b. Different structures of higher education institutions could be mobilized though: inter-linkages and commitments; thrust; models of engagement; voice of client groups.

To this end, it proposes:

1. Portal
The Portal would be mechanism to engage different EFA stakeholders including students, teachers, educational institutes, community-based organizations (CBOs) to create awareness and improve access to community services on the one hand, and to raise awareness of the work of CBOs on the other. The needs of the community would be a guiding principle.

2. Community Services Resource Center

The goal of the resource center would be to:

    a. Build capacity of all EFA stakeholders
    b. Provide basic orientation of students and faculty towards community services
    c. Sensitize students and faculty towards the community
    d. Converge and exchange within disciplines to centralize the process
    e. Evaluate and give feedback both at the departmental level and central level

3. Community service inclusion in curriculum

    a. Make it mandatory for departments of different higher education institutions to include EFA initiatives in their curriculum
    b. Mentoring and sensitization at the department level
    c. Forming a link between disciplines and EFA initiatives

Finally the Action Plan recognizes **better visibility of engagement in community service** by both students and faculty is essential. Such commitment should be acknowledged, awarded and appreciated. But also the mutual benefits to students and communities should be highlighted, stimulating personal reflection on one's efforts and involvement – esteemed critical for personal growth and contribution towards the community.

Workshop Report and Recommendations

This is the report of the 2-day workshop (20-21 February 2014) held in New Delhi, India, The Workshop titled IAU Collaborative Workshop: *A three-step activity to envision HE for EFA locally* was co-organized by the Lady Irwin College, University of Delhi and the International Association of Universities. Drafted by Professors Bhanumathi Sharma and Neerja Sharma and Isabelle Turmaine from the IAU, the Report was amended and then validated by the participants.

The objectives of the Workshop were:
- To share information on what higher education institutions are doing in EFA;
- To investigate how to best draw on higher education expertise to ensure quality attainment of EFA;
- To develop and validate a concrete action plan to overcome raised obstacles and reinforce local higher education involvement in EFA.

The approx. 100 participants included:
- Representatives from Universities in Delhi;
- Students;
- Representatives from schools;
- Representatives from NGOs;
- A representative from UNESCO;
- Representatives from IAU;
- Representatives from the Government.

The first plenary sessions were to set the stage, to provide basic information on EFA and orient the participants to the workshop format.
The participants were then divided into three groups: A (research); B (teaching and learning); and C (community service). Each group rotated and responded to all 3 issues. The groups reviewed and reacted to the results of the questionnaire that had earlier been circulated to selected participants.
The groups validated the following on the second day:
- For research, priority areas should be EFA Goals 1, 3 and 6
- For teaching, EFA Goal 1,3, 6
- For community services, EFA Goals 1, 5, 6
Then higher education institutions presented examples of EFA-related initiatives.
The participants split again into Groups A, B, and C to discuss actions plans for each of the three dimensions of higher education based on the validated priorities.
- Group A (research) proposed that inter-disciplinary research for EFA be undertaken
- Group B (teaching and learning) emphasized the need for innovative and inclusive teaching pedagogies
- Group C (community service) suggested the creation of a portal

From discussions and action plans, the following recommendations to be undertaken by the higher education sector have been identified:

1. To increase awareness of EFA within the higher education sector – starting with the University of Delhi – by disseminating the report of the workshop and the action plan;

2. To enhance the visibility of existing EFA-related university activities through the HEEFA Portal;

3. To build upon shared experiences to network and work towards greater synergies among the participants and beyond;

4. To enhance partnerships among the sectors of education, development, and industry;

5. To promote and strengthen existing initiatives in EFA-related activities;

6. To focus on teacher development and research, keeping the EFA goals in perspective;

7. To strengthen initiatives in equity and access to all levels of education.

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List of participants

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Higher education

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http://www.iau-aiu.net/sites/all/files/EFA_IAU_CB_Project.pdf

IAU HEEFA Portal
http://www.heefa.net/

IAU Information Kit: Why and How Can Higher Education Contribute to All Levels and Types of Education?
http://www.iau-aiu.net/sites/all/files/EFA_IAU_Brochure.pdf

UNESCO and partners

UNESCO EFA for All Movement website
http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/

EFA Global Monitoring Report 2013/2014 Teaching and learning: Achieving quality for all: Summary
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Annex: IAU HEEFA Workshop Concept Note

Launched at the *World Declaration on Education For All* (EFA) in Jomtien 1990, the EFA Movement later defined six goals to provide quality education for all children, youth and adults by 2015. These goals were adopted by 164 countries under the Dakar Framework for Action in 2000. More than a decade later, worldwide commitment is unflagging to achieve EFA, significantly marked by the second Jomtien Declaration at the UNESCO Meeting of the High-level Group on EFA (March 2011)[1] and the Ministerial Declaration on Education by the UN Economic and Social Council High-level Segment (July, 2011), a first of its kind. At the same time, the demonstrated centrality of education in reaching most of the eight Millennium Development Goals (MDGs) formulated in 2000, has made achieving EFA all the more important[2]. Indeed the transversal role of education makes EFA a universal issue for the North and South alike and not simply an education developmental issue.

Thus far, considerable progress has been made in universalising primary education rendering 'education' a success amongst other MDGs. In contrast, as 2015 draws closer, according to the 2011 EFA Global Monitoring Report: "the world is not on track to achieve the *Education for All targets*"[3]. There are flagrant gaps (poor educational quality; increasing number of illiterate women) and even in some cases a reversal of progress (rising male student drop-out). Yet the 'MDG success story' has often led to a misconstrued understanding of an equivalent EFA success, erroneously reducing EFA to primary education[4]. This narrowed vision disserves developing a holistic vision of education and impedes cross-sectorial partnerships.

With little time left to reach these important goals for all societies and communities, it is all the more important to look for:
- An analysis and evaluation of activities undertaken to date,
- The identification of gaps, bottlenecks, unreached populations and their analysis;
- Proposals for new approaches especially in areas where, thus far, results have not been as positive as expected;
- Adapted solutions to local needs and issues;
- An involvement of all possible partners because education extends well beyond the classroom and because multidisciplinarity is one of the drivers of innovation;

IAU has strong reasons to believe that higher education, as a sector, indeed has much to contribute to achieving EFA:

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[1] The EFA High-level Group meeting is an annual event bringing together high-level representatives from national governments, development agencies, UN agencies, civil society and the private sector to generate political momentum and mobilize support towards the achievement of the EFA goals.

[2] *The central role of education in the Millennium Development Goals*, UNESCO, UNICEF, Save the Children, Qatar Foundation for Education, Science and Community Development, 2010

[3] *EFA Global Monitoring Report 2011. The hidden crisis: Armed conflict and education,* EFA Global Monitoring Report team, 2011 p. 5.

[4] See Final Report of the IAU Innovation Conference on Higher education/research and EFA/related MDGs, 2-3 Dec 2010, Paris, France.

- Higher education is responsible for training teachers or is at least responsible for the training of teachers' trainers.
- Higher education plays a role in promoting students' social and civic responsibilities, i.e. the next generation of workers, thinkers and leaders;
- Academic research produces a wealth of expertise, knowledge and innovation that is evidence-based, long-term, and which involves researchers, students and communities from the same region, but also associated researchers/students from other regions or countries;
- Community engagement is increasingly becoming a core mandate of higher education institutions globally[5] even though it is not always considered a priority.

For these reasons, IAU has been actively advancing the idea that higher education should be considered as an important actor in achieving national EFA goals, advocating for strengthening partnerships with the higher education sector and raising visibility of initiatives and potential.

While a change is slowly emerging on the global agenda and international commitments[6], the question remains how this is translated locally and in concrete terms and actions. IAU findings from previous projects and discussions at the IAU Conference on higher education for EFA (December 2010, Paris, France) revealed that:
- The higher education community as a whole is still insufficiently aware of EFA;
- The full potential of the different missions of higher education institutions and the variety of expertise they house and produce are still not systematically exploited in the pursuit of EFA;
- If linked, the channel from higher education to EFA remains primarily dominated by and narrowly limited to teacher education.

At the same time, opportunities to raise awareness of higher education's possible contribution to EFA remain largely non-existent. Even though capacity building in EFA does exist, on the whole IAU has found that it tends to be:
- Narrow in scope, dealing solely with one or two domains, (for example, gender issues or teacher training); or
- Narrow in targeted population, often directed at either (1) Ministries of Education to reinforce policy development, implementation, management and evaluation at the national level or (2) civil society to strengthen project development, implementation and assessment.

Consequently, IAU designed this Collaborative Workshop to address these identified gaps.

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[5] In Indonesia or South Africa, for example, CE is part of HEIs' missions by law.
[6] The 2011 Jomtien Declaration (March 2011, Jomtien, Thailand) adopted at the UNESCO Meeting of the High-Level Group on EFA, clearly refers for the first time to higher education and research as follows: *"higher education and research play a critical part in improving the quality of education"*.