

ANNUAL MINISTERIAL REVIEW

GLOBAL PREPARATORY MEETING

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ISSUES NOTE

Considerations for increased access and enhanced quality

Chair	H.E. Mr. Lazarous Kapambwe, President of ECOSOC and Permanent Representative of Zambia to the United Nations
Panelists	Mr. Zhou Mansheng, Deputy Director-General, National Centre for Education Development and Research, China Ms. Maria do Pilar Lacerda, National Basic Education Secretary, Ministry of Education, Brazil Mr. Bobby Soobrayan, Director-General, Basic Education, Ministry of Education, South Africa Dr. Ellen Karoline Henriksen, Associate Professor, University of Oslo Ms. Kara Nichols, Executive Director, Connect To Learn

BACKGROUND

The 2011 ECOSOC Global Preparatory Meeting (GPM) creates an opportunity for discussions of cutting-edge innovation and action to increase equitable access to education for children. Initiatives will be explored from governments, private sector and social entrepreneurs in civil society and academia. These initiatives have enabled providers to enhance education quality, and empowered students and their communities to better pursue their education goals.

This GPM addresses some of the key issues affecting universal basic education, presenting an opportunity for Member States to discuss concerns, ideas and solutions from developing and developed countries and create new opportunities to engage and commit to reaching MDG 2. The dialogue will focus on different approaches and experiences that have been effective at national and sub-national levels in pursuit of and MDG 2. Panellists will provide context, enabling factors and constraints, as well as approaches that have been successful, and will suggest ways in which those approaches can be adapted and adopted elsewhere. The implications for policies and strategies will be discussed, and recommendations for consideration at the Annual Ministerial Review (AMR) meeting will be tabled.

innovation. Using social networking media is an innovative approach and it will be useful to examine the reach and impact of this medium. And, finally, the panel discussions will include a presentation on the use of broadband connectivity for empowering girls through secondary education.

Globally, there is a large gender imbalance in the pursuit of science and mathematics education. This imbalance is evident at primary, secondary and tertiary levels, and in developing and developed countries. Based on research in Norway, some of the experiences, priorities and attitudes that make many girls shun science will be examined, and suggestions as to how girls can be attracted into science and mathematics education will be discussed.

Experience and research indicate that progress is sustainable and sustained only when commitment and action are matched at all levels of government – local, regional and national - and by individuals and families. One example to be explored is the experience in the semi-a

