



Challenges and barriers that exclude OOSC from education systems

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Sabrina Hervey, MPA

Senior Education Specialist, Educate A Child (EAC)



Overview

- Who are the out of school?
- Why are we discussing access?
- What are the challenges?
- What solutions are there?





Photo credit: Maher Attar / HHOPL



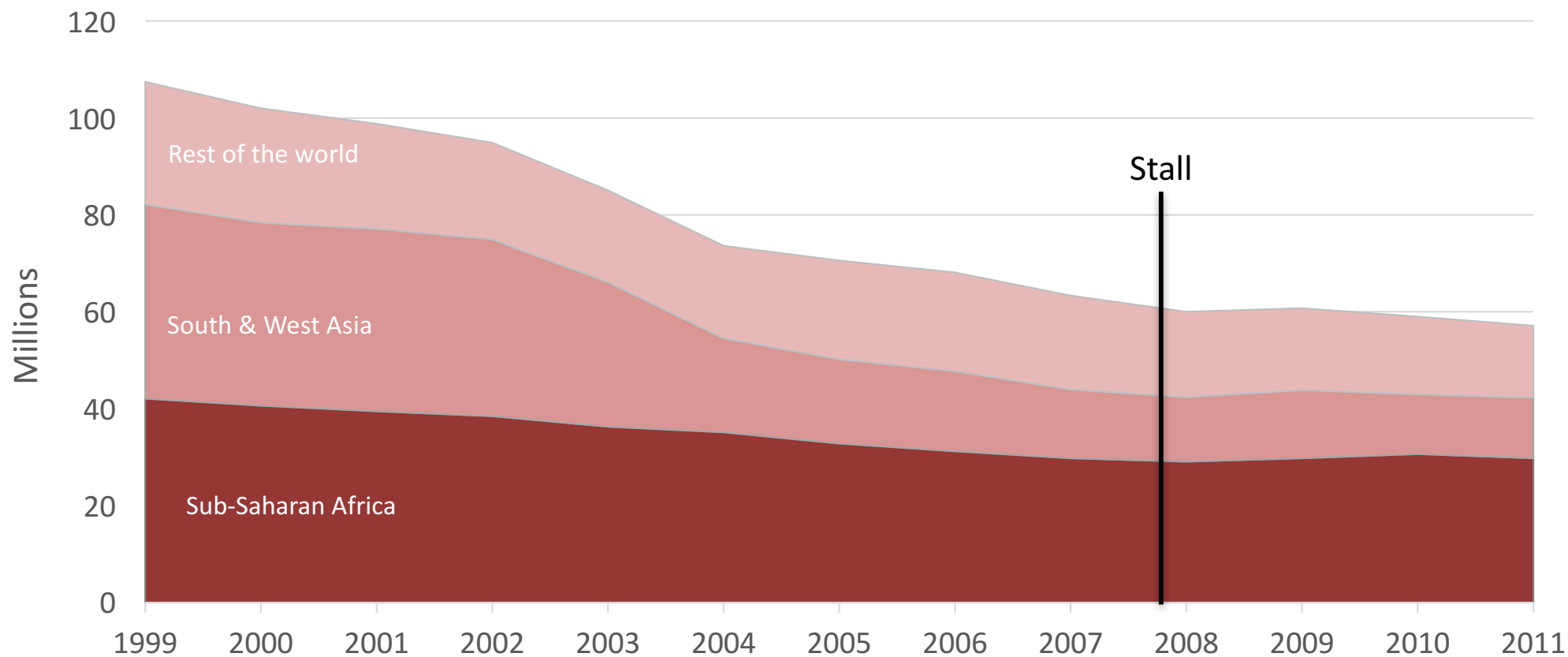
“Those still denied an education are the hardest to reach. Tackling it will require ingenuity as well as investment.”

Her Highness Sheikha Moza bint Nasser



Tremendous progress since Millennium Declaration in 2000.

Source: UIS database



Who are the 61 million out of school children?

They are ALL DIFFERENT. Among others, they are...



...Poverty affected children



Photo Credit: CIDADE ESCOLA APRENDIZ / Elisângela Leite

...Special needs children





...Girl children



...Overage children





...Displaced children



. . . Working children



...Conflict affected children



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They are 61 million children with a right to a quality primary education!



Special needs children



Overage children



Poverty affected



Conflict affected children



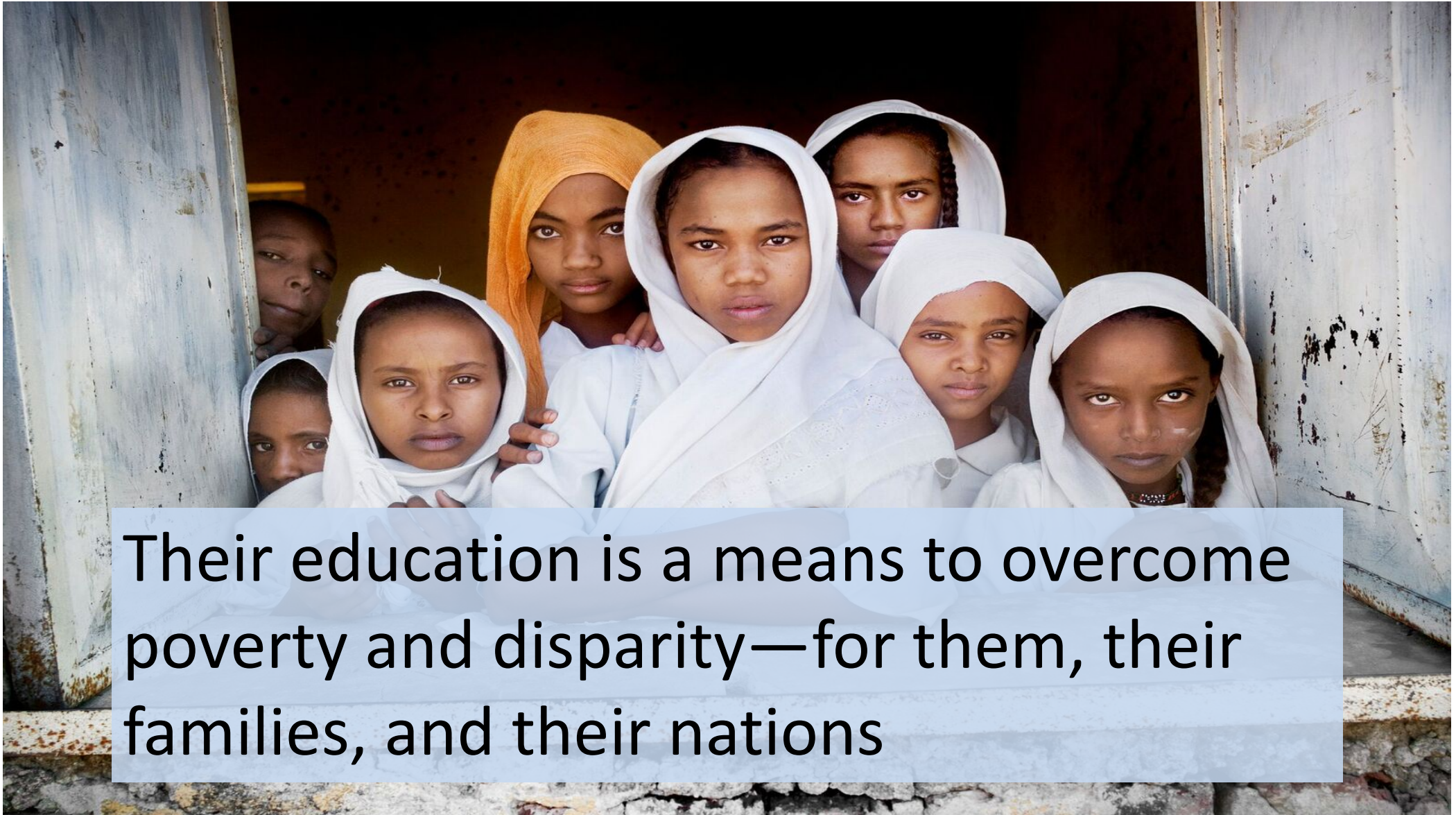
Displaced children



Working children



Girl children



Their education is a means to overcome poverty and disparity—for them, their families, and their nations

Examples of how “systems” continue to exclude marginalized groups

Education systems continue to cater to the majority and easy to reach through their...

- Academic calendars
 - Planting and harvesting schedules, etc.
- Language of instruction
 - Learning happens in a language that is not understood
- Requirements
 - Age and grade ranking, birth certificates, citizenship, etc.
- Hidden costs
 - Uniforms, books, exam fees, etc.
- Relevance
 - Ability to relate to the curriculum, and make connections to one’s live



Some Common Barriers to Education





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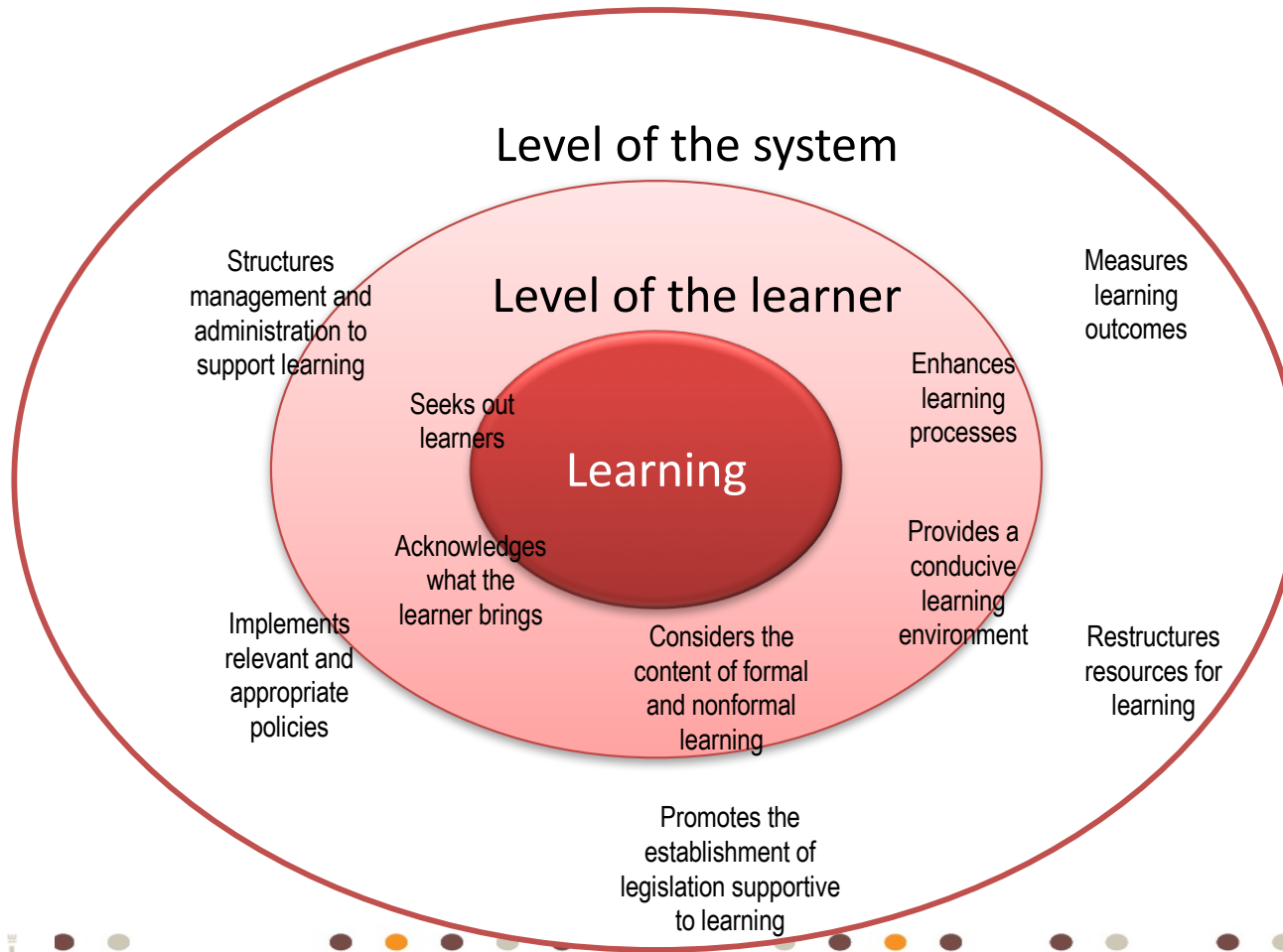


To fully address the issue of out-of-school we change how quality education is defined.



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education above all

A Quality Education Framework





علم طفلاً
EDUCATE A CHILD
A program of education above all™

Title

What solutions are there?



What needs to change to make systems them equitable and inclusive

Systems can welcome those children who are still excluded by...

- Adjusting school schedules
 - Adapted for children, students with responsibilities
- Accepting of difference
 - Teachers and system
- Becoming Flexible
 - Learning at pace, level and subject, adapting to needs of learners



What needs to change continued...

Systems can welcome those children who are still excluded by...

- Acknowledging what the learners bring and know
 - Workers' arithmetic skills
- Linking learning and curriculum to community and culture
 - Knowledge of sustainable practices



EAC's focus is...

Exclusively on children who are out of school by

- Recognizing what works,
- Selecting partners with experience and community roots, and
- Addressing barriers that children face.



What EAC wants to contribute

- 10 million OOSC in quality primary education
- Quality for access, retention and learning
- Advocacy for OOSC
- Resource mobilization



Examples of overcoming barriers...

REFUGEES / IDPS /RETURNNESS



- Healing classrooms
- Accelerated learning programmes
- Safe/Child friendly schools
- Psychosocial development
- Learning materials / instruction in home country language(s)

RESOURCES



- Teacher recruitment / training
- Learning material
- Assistive devices for children with special needs
- Teaching aids
- Teacher incentives
- Community involvement/investment
- Private sector investment

POOR QUALITY OF EDUCATION



- Appropriate class size
- Instructional and supervisory support
- PTA / SMC training
- School task forces
- Teacher incentives
- Teacher professional development

GENDER



- Attendance incentives
- Policy reform/Government partnership
- Recruitment of female teachers
- Bursaries for deserving girls
- Community engagement
- Gender specific latrines
- Advocating education over child marriage
- Safe environment/gender-sensitive training

CHALLENGING GEOGRAPHIES



- Alternative school facilities
- Non-formal schools
- Single classroom schools
- Mobile schools
- Boat schools
- Accelerated learning programmes for overage students

INFRASTRUCTURE



- School / classroom construction
- School / classroom rehabilitation
- School prep for children with special needs
- Tent schools or temporary learning spaces
- Single classroom schools
- Alternative school facilities
- Water, sanitation and hygiene facilities

SPECIAL NEEDS



- Teacher training
- Assistive devices for children with special needs
- School prep for children with special needs

POST-CONFLICT INSTABILITY / INSECURITY



- Home based schools
- Protection committees
- Protection training
- Support programmes/psychosocial support
- Infrastructure improvement
- Sport and recreation equipment

POVERTY



- Community schools
- Non-formal schools
- Employability skills
- Scholarships, grants and cash transfers
- Elimination of school fees
- Supplying uniforms
- Book bags / learning materials
- Village savings and loans associations
- Income generating activities
- Community mobilisation

Some examples of how this can be done



- Bharti Foundation, India and TCF, Pakistan—focus on quality
- Dhaka Ahsania Mission—multi-level/multi-grade classrooms
- Care-Haiti—accommodating working children
- UNICEF Somalia—Child to Child Clubs
- Plan International and Strømme Foundation in West Africa—Bridge Schools
- Aide et Action Cambodia—Consortium for different barriers



Some lessons learned

- Partnership—Strategic, implementing, advocacy, funding
- Innovation—NRC, Côte d’Ivoire—bridging programs
- Flexibility/adaptability—Girl Child Network, Kenya
- Certification—BRAC, Bangladesh
- Community engagement—IRC, Côte d’Ivoire
- Links to the formal system

Power of Partnership



<http://educateachild.org/>



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