



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

Diversifying educational opportunities to ensure
the inclusion of the most marginalized



**EDUCATIONAL OPPORTUNITIES
FOR OVER-AGE CHILDREN
THROUGH ACCELERATED EDUCATION PROGRAMMES**

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The Context



Children aged 10-18 gathered for enrollment in an EAC-supported Accelerated Education Programme (AEP) class in Vieng Phouka district, Luang Namtha province in the Lao PDR. EAC partner UNESCO in support of Ministry of Education to expand delivery.

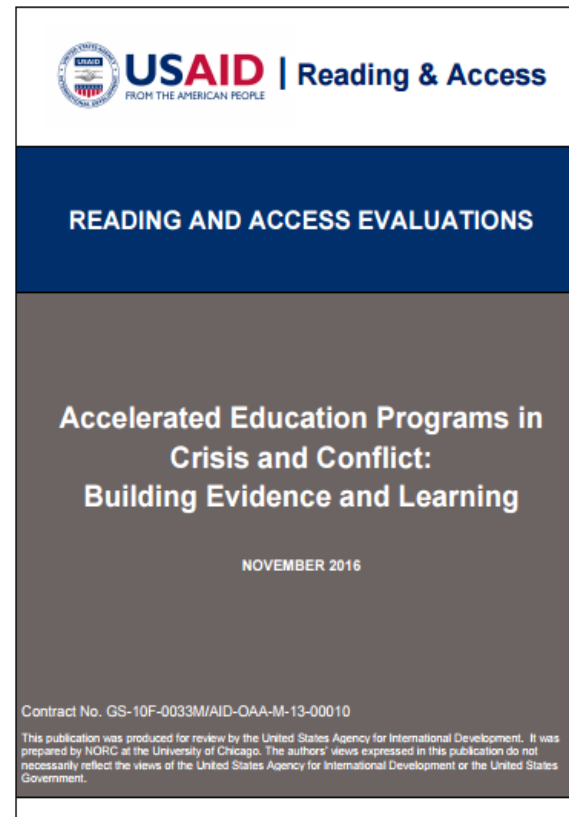
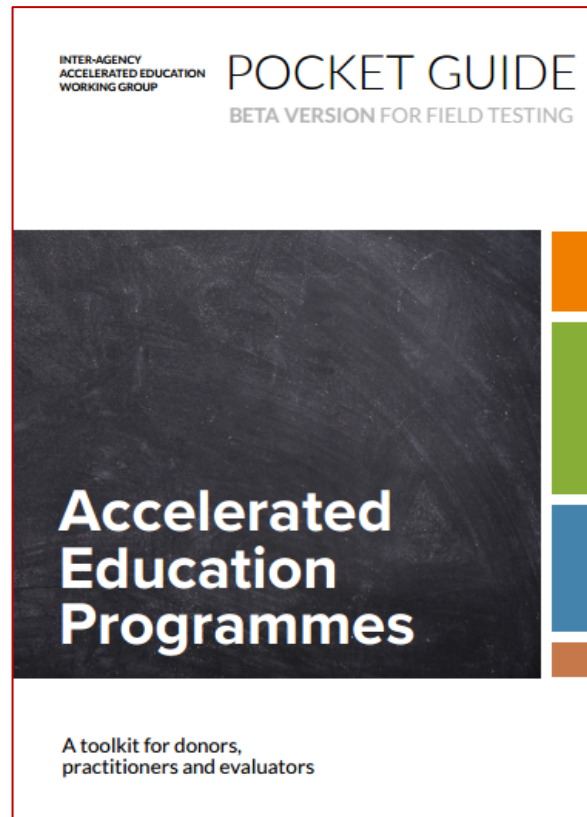


2000 are enrolled in this
AEP center in Phnom Penh
supported by EAC

Take-away messages of this presentation

- Vast global demand from over-age children to complete primary education
- EAC has been responding across its partnership programme
- EAC partnerships for the over-age children address a range of barriers
- AEPs provide opportunities for comparative research on efficiency and effectiveness

Accelerated Education Programmes



Renewed focus of interest in AEPs as development partners shift from expansion of primary enrollment in the formal system (main focus of MDG2 focus) to address ***inclusion of the most marginalized***.

Flurry of publications in 2016 - culmination of analytical effort of last few years.

Definitions for Accelerated Education (based on Inter-agency consensus)

Accelerated education programme (AEP)

- Flexible age-appropriate programme that promotes access to education in an accelerated time-frame for disadvantaged groups, **over-age OOSC** (out-of-school children) and youth who missed on primary education, or had it interrupted, through poverty, marginalization, conflict and crisis.
- Goal of an AEP is to provide learners with **equivalent certified primary education programme** matching level of cognitive maturity.

Catch-up programme

- **Short-term transitional programme** for children who had been actively attending school prior to a disruption.
- Catch-up provides students with opportunity to learn content missed **to enable re-entry to the formal system.**

Bridging programme

- **Short-term preparation programme** to support learner in targeted deficiencies.
- Example language acquisition or **bridging gap between home and host education curricula and systems.** Support transition to a different system of formal primary education.

Remedial programme

- Targeted support, concurrent with regular classes, for students who require **short-term content or skill support** to succeed in regular formal programming.

Accelerated Education Programmes are for Over-age Children

Inter-agency working group gives age criteria as number 1 of ten aspirational principles on design of AEPs for enrolment in a primary education programme

- AEP targets **over-age** out of school learners (typically for children aged 10 to 18)
- AEP provides **age-appropriate introductory level course** for those learners who have never been enrolled (to improve readiness skills)
- Organizations developing AEPs should consult with national authorities/other stakeholders to **define age range for student enrollment**
- Programme implementers should make AEP delivery time/location flexible to **respond to the context** (to ensure regular participation & programme completion)



Child mother learning in AP center supported by EAC and International Relief Committee (IRC) in D R Congo

Demand-side

Some estimates from Global Monitoring Report 2016 in respect of global completion of a primary education programme

- 25 million children of the current primary school-age cohort will never enrol in school: 66% are girls
- In Southern Asia, 62% of these children not in primary school are expected to never enroll: proportion is 82% among girls
- Almost 30% of the poorest children in low income countries have never been to school
- Gross intake into the final grade of primary school in low income countries was 67% (indicator compares number of students enrolled in final grade as percentage of the number of children of graduation level)

Conclusion: Global demand for AEPs to provide access to the never-enrolled and drop-outs in lower income countries is vast and almost entirely unserved



Saroo's life as an OOSC in Kolkata is told in the movie *LION*

'Good Practice' Characteristics of an AEP for Over-age OOSC

Learners	<ol style="list-style-type: none"> 1. Programme purposefully designed for older learners 2. Assessment of learning aligned with national standards 3. Pathways from AEP to post-primary education opportunities
System/ policy	<ol style="list-style-type: none"> 1. Curriculum aligned with main-stream education system 2. Programme a legitimate option that results in credible learner certification equivalent to formal primary education 3. Curriculum, materials & pedagogy enable accelerated pace (some AEPs completed 50% of mainstream time-frame) 4. Language of instruction appropriate to learners and context
Programme delivery	<ol style="list-style-type: none"> 1. Learning center environment is inclusive, safe, and learning-ready 2. Scheduling flexibility to match learner needs
Programme management	<ol style="list-style-type: none"> 1. Teacher professional development provided 2. Teaching quality monitored 3. Community engagement in planning, mobilization and monitoring.

In appraising proposals from prospective partners, EAC, considers these 4 characteristics



3000 Afghan
refugee children
in Iran given ALP
by UNHCR in
partnership with
EAC

EAC supports 300,000 over-age OOSC through AEPs in 10 countries

Sub-Saharan Africa	Middle East & North Africa	South Asia	South East Asia
D. R. Congo Ethiopia Tanzania	Iran Syria	Bangladesh	Cambodia Lao PDR Thailand Myanmar
IRC PACT Graça Machel Trust	UNHCR US Fund for UNICEF	BRAC Dhaka Ahsania Mission	<i>Pour un Sourire d'Enfant</i> UNESCO Save the Children Myanmar MEDG

EAC Supports Other Accelerated Education Modalities in 13 Countries

Catch-up programmes	Syrian children, Iran, South Sudan, Sudan	U.S. Fund for UNICEF, UNHCR
Bridging programmes	Burkina Faso, Mali, Niger, Cote d'Ivoire, Cambodia, Palestinian children, Iraq	Plan International, Norwegian Refugee Council (NRC), Friends International (Cambodia), UNRWA, UNESCO
Remedial programmes	Syrian children, India, Yemen	U.S. Fund for UNICEF, Bharti Foundation, UNICEF

EAC partners are reaching around 100,000 OOSC through these programmes, to integrate them into the formal system

Barriers Addressed by EAC

Five sample cases on how EAC partners are giving over-age OOSC primary schooling through AEPs

Barrier - Displaced by conflict: Response by UNICEF, Syria

Barrier - Early Girl Marriage: Response by the *Graça Machel Trust* in the Mara Region, Tanzania

Barrier - Distance from home to formal school:
Response by BRAC, Bangladesh

Barrier - Urban marginalized excluded through cost, internal migration, and supply:

Response by *Pour un Sourire d'Enfant* (PSE) as a partner of Cambodia Consortium for OOSC.

Barrier - Children of migrant workers:

Response by *Help without Frontiers* NGO as a partner of Save the Children



Case 1: Syrian children denied schooling through conflict and displacement

Response by UNICEF - design of Self-Learning Programme aligned with the Syrian national curriculum

- Delivery in learning centers or home-based
- Learning materials cover four core subjects for grades 1 to 6
- Learners assessed in national examinations system
- Programme designed for use in either state-controlled or non-state areas
- Operational guidance for implementing partner NGOs and user guide (general instruction for learners and adults) in English and Arabic
- Training provided for implementation by range of potential partners
- 45,000 OOSC enrolled in SLP mid-2016



Case 2: Girls excluded through cultural traditions



Graça Machel, local NGO alliance, & Government partners: launch of EAC-supported initiative, June 2016

Response by the Graça Machel Trust in the Mara Region of Tanzania – bringing back girls (and boys) to complete primary schooling through the government’s existing ALP

- coordination with the regional government system at all levels
- establishment of an alliance of local NGOs committed to address FGM, early girl marriage and early drop-out from (or non-entry to) formal education
- focus on community mobilization
- target to enroll 20,000 in the ALP by 2018

Case 3: Children unable to travel from home to school through physical barriers



Response by BRAC in Bangladesh

- Delivery of AEP in boat schools, picking up/dropping off children from remote delta communities
- Primary programme accelerated – completed in one year less than public system
- BRAC learning system and learning materials enable efficiencies
- Flexible delivery – compensatory contact time to address child labour contribution to harvesting season
- 13,000 OOSC enrolled

Case 4: Urban marginalized children excluded from formal schooling through cost, residency regulations, or overcrowding of government primary schools



Response by *Pour un Sourire d'Enfant* (PSE) in Cambodia

- support government to develop ALP curriculum & learning materials
- establish AE centres in urban centers where large OOSC populations through internal migration
- deliver AEP in various modalities (day, night, flexible) at PSE learning centers
- PSE facilitates and trains teachers for public schools to establish own AE centers
- 20,000 OOSC enrolled with EAC support

Case 5: Children of migrant workers unable to access school in the host country



HWF learning center in a maize plantation near Myanmar border. Community teachers are wives and daughters of migrant laborers.

Response by *Help without Frontiers* in western Thailand to establish AE centers where the Myanmar government AEP is delivered in Burmese

- AE centers established in plantations that employ migrant labor from Myanmar with Save the Children technical support
- Myanmar non-formal primary curriculum delivered to over-age OOSC, monitored by the Myanmar regional education authorities across the border
- migrant labor of many ethnicities, so teachers help in transition from mother tongue to Burmese
- OOSC temporarily in Thailand gain recognized Myanmar primary certification to enable transition to secondary level on return, as well as employment opportunities

EAC Contributions

- Financial support for delivery of AEPs and other accelerated modalities in more than 20 countries
- Technical support to potential partners in design of interventions
- Focus attention on cost, efficiency, sustainability and alignment with government systems through regular monitoring of partnerships
- Accumulation of data, both quantitative and qualitative, on effectiveness of various AEP models
- Knowledge accumulation on effectiveness of AEP models as responses to various barriers to access
- Through AEP partnerships, enabling more than a quarter million over-age OOSC to complete a primary education programme



Food for Thought at CIES: Opportunities for Comparative Research

These and other AEPs implemented in recent years provide comparative and international educationalists opportunities for research on questions such as:

- AEP standards - equivalency, relevance, mc tongue
- AEP learning - comparative programme effectiveness
- AEP efficiency - cost, opportunity cost to families, economic benefit
- AEP sustainability - ownership of delivery models, continuity prospects





2016 contributions to the AEP literature

Baxter, P., Ramesh, A., Menendez, A., & North, L. (2016).

Accelerated education programs in crisis and conflict: building evidence and learning

Washington, D.C: USAID

<http://eccnetwork.net/resources/aep-literature-review-brief/>

Educate a Child Occasional Paper 1 (2016)

Accelerated education programming

Doha, Qatar

[http://educateachild.org/sites/default/files/docs/2016/Accelerated%20Education%20Programming%20-%20Occasional%20Paper%20\(f\)%202%20July%202016.pdf](http://educateachild.org/sites/default/files/docs/2016/Accelerated%20Education%20Programming%20-%20Occasional%20Paper%20(f)%202%20July%202016.pdf)

Interagency Accelerated Education Working Group (2016)

Accelerated Education Programmes: pocket guide (beta version for field testing)

UNHCR, Geneva

http://eccnetwork.net/wp-content/uploads/AEWG-AEP-Pocket_Guide-screen.pdf

IAEWG (UNHCR, UNICEF, USAID, NRC, Plan, IRC, Save the Children, INEE, ECCN, War Child Holland) (2016)

Interagency Accelerated Education Working group: a brief on the IAEWG

UNHCR, Geneva

http://eccnetwork.net/wp-content/uploads/AEWG_brief_September2016



EAC cases referred to:

Case 1

Project name: Equitable access to education for out-of-school children affected by the crisis in Syria. Organization: US Fund for UNICEF. EAC Agreement: 2014-2016

Case 2

Project name: OOSC project, Mara Region, Tanzania
Organisation: Graça Machel Trust. EAC Agreement: 2016-2018

Case 3

Project name: Bangladesh Boat Schools
Organisation: BRAC. EAC Agreement: 2012-2018

Case 4

Project name: Education For All: An Integrated Approach from the Cambodian Consortium for Out of School Children
Organization: Aide et Action EAC Agreement: 2014-2018

Case 5.

Project name: Assisting Conflict affected Children Enroll and Stay in School (ACCESS)
Organisation: Save the Children EAC Agreement: 2013-2016