Report

Educate A Child
Partners’ Technical Workshop
November, 17\textsuperscript{th} – 18\textsuperscript{th} 2012

Doha, Qatar
The Educate A Child (EAC) Partners’ Technical Workshop report summarizes the discussions held with participants in a 1 ½ day workshop following the World Innovation Summit for Education (WISE) international conference held at the Convention Center in Doha, Qatar. At the WISE conference, Her Highness Sheikha Moza bint Nasser launched the Educate a Child initiative, and announced the first twenty-eight funded projects with partnerships in seventeen countries. Leaders from partner organizations participated in the technical workshop. This report provides a summary of each session discussion. Annex A contains a copy of the workshop agenda and related information. For those interested in greater detail, group discussion notes (Annex B), and a list of workshop participants (Annex C) are included, with power point presentations attached separately to this file.

INTRODUCTION

After participant introductions, the opening session featured Dr. Mary Pigozzi, Senior Education Advisor for Her Highness’ Office, who provided background and vision of the EAC initiative. The main points of the presentation follow.

Welcome and Opening Remarks: Dr. Mary Pigozzi
Educate a Child is a new initiative, but not a new idea to Her Highness. There are several education partners within HHO, including Education Above All (a policy research and advocacy organization concerned with protecting the right to education in situations of insecurity and conflict); and Al Fakhoora (which focuses on secondary and tertiary education and skills development in Gaza, the West Bank, and East Jerusalem). EAC currently operates within the Executive Office of Her Highness’ Office (HHO) and EAC uses the support services of the Qatar Foundation. Soon a new foundation will be established which will include Educate a Child, Education Above All, and Al Fakhoora.

The primary goal for EAC is to provide young children opportunities to learn, realize their potential, and participate meaningfully in society. EAC partners can make a difference for those disadvantaged children who have no access to education through no fault of their own. EAC projects will (1) build on existing initiatives; (2) reinvigorate/catalyze new ideas; and (3) create momentum to accelerate enrolling and retaining out-of-school children (OOSC). The intention is to work with different types of international and local partners to build on proven successful models and experiment with new modalities. With the help of our partners, we want to learn what works; and share what doesn’t work. We want to innovate and advocate for quality education for these deserving children.

Objectives of the workshop:
- Orient partners to EAC vision, goals and objectives;
- Share lessons and experiences and identify opportunities for networking;
- Clarify the EAC general framework for monitoring and evaluation;
- Discuss the possibilities for innovation in education; and
- Resolve outstanding issues related to EAC grant agreements.
STRUCTURE OF THE WORKSHOP

To facilitate interaction, the workshop design scheduled as many participatory sessions as possible so that partners would have an opportunity to know one another and work together. Round table discussions with directed questions made up part of the agenda and thematic topics introduced by moderators allowed ample time for questions and discussion.

FIRST ROUND TABLE: RURAL, URBAN, INFRASTRUCTURE, AND STRATEGIC ISSUES

The first session on Day One of the workshop agenda was organized in roundtable discussions with assigned topics and participants. The Issues Roundtables focused on rural, urban, and infrastructure issues, and strategic partnerships. Table assignments are included with the Agenda in Annex A.

“Who are Out-of-School Children and what are the barriers to their education?”

There was general consensus among participants that there are difficulties in how out-of-school children are counted. Age ranges for primary schools in different countries vary within 6-14 yrs.; door-to-door surveys find children that are not counted by governments; migration makes it difficult to keep an accurate count of OOSC; tracking students who drop out but remain on the school enrollment statistics skew the numbers; remote areas are sometimes not accounted for in official statistics; indigenous or minority populations, and children with disabilities are often not included; and recent increases in conflicts (e.g., DRC, Yemen, Syria, Palestine, Mali, Pakistan), have increased the numbers of internally displaced children who are not yet counted as OOSC.

The hardest to reach OOSC include child laborers and indentured servants, girls who marry as early as age 10, internally displaced children who move because of conflict or natural disasters, refugees, disabled children, children in nomadic groups, and those living in dense urban slums or geographically isolated areas. A large percentage of out-of-school children are those who have attended school but dropped out. Barriers to education include poverty, cultural limitations, cost of schooling, distance from schools, lack of gender sensitive education, including facilities, lack of birth certificates for student IDs, conflict zones, drugs and violence, language facility, and safety concerns related to getting to and from school. Key contributors to high drop-out rates include poor quality of education in schools, teacher competency, poverty, migration, conflict, and natural disasters.

“What is your organization doing to address the problem of OOSC?”

Some organizations are working with the government to map the location of children who are out of school and collaborating on analysis and planning for existing needs. Other organizations are working with communities to identify opinion leaders to serve as advocates and help identify and monitor OOSC. There are efforts to advocate for mainstreaming refugees, provide inclusive school infrastructure to accommodate needs of girls and special needs students, offer free mid-day meals and uniforms, and encourage transportation support in rural areas. Some programs emphasize teacher training and curriculum development, as well as holistic and comprehensive education development planning.
Several organizations in urban slum areas locate single-room classes within the community and employ local teachers.

“What are the challenges?”

Often there is no incentive to continue completion of primary school if there are no secondary schools to advance education, or no “right to work” for refugees after school certification. Language barriers present difficulties for both teachers and students. Teachers lack training, materials, support, and adequate compensation. Facilities are sometimes non-existent and school is held under trees or the infrastructure is in disrepair with inadequate working washrooms. Student migration presents particular challenges in tracking student progress and providing continuous educational opportunities. The standard school hours often conflict with family working hours, and recurring natural disasters such as floods and earthquakes disrupt schooling. Conflict situations create special needs for educating children in camps and volatile communities that present security risks. Limited financial resources of governments and donors continue to present challenges for educating children who are difficult to reach. The problem of drop outs is an ongoing challenge that is directly correlated to quality of education.

ISSUES for continued discussion:

How will OOSC be counted for EAC reporting and data analysis?
How are barriers overcome?
How do we address broader system issues, such as quality education and dropouts?

SECOND ROUND TABLE: REGIONAL ISSUES

The second roundtable was organized by region: Africa, Asia, and Middle East-North Africa (MENA). Participants were assigned to tables according to these regions. Table assignments are included with the Agenda in Annex A.

“What challenges does the region face?”

In Africa, insufficient or poor infrastructure is a major problem, tied to the limited investment in education by governments. Low primary school completion rates are often correlated with poorly trained teachers, inadequate supply and geographic distribution of teachers, and inefficient allocation of resources (including the results of corruption). Lack of decentralization was identified in both Africa and Asia roundtables as a key challenge to quality educational administration and delivery.

In South Asia, high density of population centers is a major challenge for schooling, and lack of gender parity is a significant problem. Quality of education was identified as a primary issue, including quality of teaching. School infrastructure and lack of financial resources contribute to poor quality.

The MENA region was characterized as being “on fire!” Ongoing conflict situations and the Arab Spring are contributing to increased OOSC, unemployment and low skills. Gender inequality is prominent in some countries in the region and government inefficiency and policy frameworks inhibit provision of quality education.
“What should we prepare for in the future for fragile and conflict-affected areas?”

Roundtable participants in each group called for peace and conflict resolution education, and to advocate for the provision of education in conflict-affected areas. Decentralization was seen as a necessary policy change to advance access to education and increasing quality. Contingency planning for emergencies, building resilience in communities, and local community ownership and investment in education were identified as approaches to prepare for the future.

“How has made progress in the region on Millennium Development Goal # 2 (MDG2) and why?”

Each region has made progress in better access to education at the primary level, however quality still lags as evidenced by low completion rates. Better results in reaching minority groups and girls are being reported. Middle income countries have made relative progress toward MDG2 and there is more political will to address issues of access to and quality of education.

ISSUES for continued discussion:
Are there broad regional issues that form a policy agenda for EAC?
How can EAC advocate for priority issues?
What additional partnerships need to be pursued?

GOING TO SCALE

The last session of Day One dealt with the issue of expanding successful programs to a larger scale. Table groups were asked to graphically depict a process for reaching large scale implementation of programs.

As defined by participants, scaling up is creating greater impact and reaching larger numbers of beneficiaries. It requires adapting to differing contexts, and needs to be cost effective and measurable. Scaling up requires community and government buy-in, inclusion of all children, maintenance of quality, and resource efficiency.

Important to the success of program expansion are financial and human resources, good partnerships and relationships, supportive policy frameworks, and monitoring and evaluation for adaptation and adjustments. It is critical in a multi-project global effort to share experiences and challenges faced to advance the learning process.

ISSUES for continued discussion:
How does EAC scale up from 500K OOSC this year to 2M OOSC next year?
How is quality maintained in large scale implementation?
What creative partnerships and programs can be fostered to support going to scale?
MONITORING AND EVALUATION

Day Two began with a session on Monitoring and Evaluation (M&E). A power point introduction of the EAC M&E framework was presented (attached separately to this file). In the presentation, it was noted that the EAC program is complex and involves multiple partners, countries, issues and methods for reaching OOSC. Therefore, the monitoring and evaluation plan needs to be multi-dimensional with a dual focus on program development and knowledge creation. The EAC M&E Framework will evolve as a flexible model that is designed to capture common indicators across all programs and will include analysis of trends, patterns, and new learning.

The group discussion focused on the methods currently in use by partners, challenges faced with implementing an M&E component, and evaluation questions EAC needs to address. Participants identified the tools and processes currently being used, and data collected on enrollment, dropouts, retention, and learning achievement. Some of the challenges identified included lack of adequate funds to conduct a full M&E program, balancing qualitative and quantitative indicators, utilizing findings to adapt program implementation, and increasing the reliability of numbers of OOSC by accounting for dropouts and marginalized children not currently included on official government statistical data.

Participants were asked to send the list of indicators and tools that are used by their organizations to track and monitor enrollment, retention and learning. These will be used to further refine the EAC common indicators.

ISSUES for continued discussion:
What is the system for reporting data and which indicators are common to all projects?
How will implementation of multiple projects be tracked?
How will lessons learned be identified and shared?

INNOVATION IN EDUCATION

The second session on Day Two focused on Innovation in Education, beginning with a power point introduction (attached separately to this file) to frame the issue. Small groups discussed how to recognize and foster innovation, how to manage risk, and how to document learning from experimental approaches.

According to participants, success of innovation in education needs to be measured by the impact on beneficiaries, in this case OOSC. Innovation is at once creative, experimental, and diverse. There may be elements within a certain program which are innovative, for example mobile technology as one component. Innovation requires risk tolerance and allowance for mistakes as learning opportunities. To manage risk, it is important to strike a balance between implementing small innovative initiatives and going to scale, guarding against expanding beyond capacity. Pilots must be well defined and evaluated before expanding. A focus on quality inputs and results must be fostered, as well as allowing for surprises and unanticipated outcomes. The collaborative role of the government must be encouraged while fostering innovation. Government should be encouraged to stay engaged and “do no harm”, requiring a comfort level with uncertainty and ambiguity. A strong M&E component can mitigate concern about making mistakes and focus attention instead on what is learned and can be adapted or
modified to reach the intended outcomes. It is critical to share ideas and strategies to encourage creative thinking and generate new innovations to address the challenges faced.

**ISSUES for continued discussion:**
What criteria does EAC use to identify innovation?
How will we know an innovation is successful?
How do we broadly disseminate new successful innovations? In what contexts?

**NETWORKING**

The last group discussion on Day Two considered the possibilities and procedures for setting up a network of EAC partners. Participants agreed to engage in a Learning and Advocacy Community around specific issues. The purpose of such a network would be to ensure effective sharing of lessons, building on best practice, ensuring effective use of resources, and establishing a collective voice for change.

The Learning and Advocacy Community will focus on issues such as the root causes for OOSC and systemic approaches to address them, identifying OOSC and at-risk students and including them in official statistics, tracking student progression to ensure achievement and completion, engaging government as an active partner, fostering innovation, and expanding reach.

There may be value in interacting with development organizations in sectors that impact education, such as health, poverty alleviation, disaster/emergency response, child labor/trafficking, and gender equity. Communicating and collaborating with other initiatives with similar aims, such as Education For All, Education First, and Millennium Development Goals, may offer useful perspectives and innovative ideas to pursue.

The newly created EAC website (educateachild.org.qa) was demonstrated and strategies for using it as a networking tool were presented. Becoming a Learning and Advocacy Community requires commitment, participation, and deliberate planning and networking around a shared research and advocacy agenda.

**ISSUES for continued discussion:**
How do we encourage meaningful participation in a network without burdening program personnel?
What common themes are identified as research and advocacy priorities?
How can the network be expanded to include other individuals and organizations with similar aims?

**CONCLUDING REMARKS**
Mr. Marcio Barbosa, Senior Advisor to Her Highness, ended the workshop by encouraging the participants to remain engaged in the discussion and strive to make EAC a strong program. Her Highness has defined a clear vision and ambitious goals for EAC, including the number of children impacted, the quality of their education, and global reach, all to be achieved in a short period of time. Each partner plays an important role in realizing these goals. Mr. Barbosa pointed to the need for accurate information about out-of-school children and recognized the challenges associated with reaching them. He requested understanding and patience in coping with organizational start-up challenges and pledged to work with everyone to ensure the efficient and effective implementation of the program.

**INDIVIDUAL APPOINTMENTS**
The final afternoon session of the workshop was set aside for individual appointments to discuss specific elements of the grant agreements.
## ANNEX A: WORKSHOP AGENDA

### Educate a Child

Partner Technical Workshop Agenda

Saturday 17 November 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>8:30 am</td>
<td>Workshop Registration, Coffee</td>
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<tr>
<td>9:00 am</td>
<td>Participant Introductions</td>
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| 9:30 am| Welcome and Opening Remarks
|        | EAC Vision, Goals, MDG2 and focus on education for out-of-school children   |
| 10:00 am| Issues Roundtables – Rural, Urban, Infrastructure, Strategic
|        | Who are the OOSC and what are the barriers to education?
|        | What is your organization doing to address the problem of out-of-school children? |
|        | What challenges are faced by organizations striving to reach these children? |
| 11:00 am| BREAK                                                                        |
| 11:15 am| Group Reports
|        | A representative from each group reports. Approximately 10 minutes including questions. |
| 12:00 pm| LUNCH                                                                       |
| 1:30 pm| Regional Roundtables – Africa, Asia, MENA
|        | What challenges does the region face?                                        |
|        | What should we prepare for in the future for fragile and conflict-affected areas? |
|        | Who has made progress in the region on MDG2 and why?                          |
| 2:30 pm| BREAK                                                                        |
| 2:45 pm| Group Reports
|        | A representative from each group reports. Approximately 10 minutes including questions. |
| 3:30 pm| GOING to SCALE – group discussion.
|        | What do we mean by "going to scale"?                                         |
|        | What do we know about getting there?                                          |
|        | What more do we need to know?                                                 |
| 4:30 pm| Concluding Remarks, Agenda for Tomorrow, Logistics                            |

### Sunday 18 November 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
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<tr>
<td>8:30 am</td>
<td>Coffee</td>
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| 9:00 am| M&E – common indicators, reporting process, database development
|        | What M&E methods do you use? Why?                                            |
|        | What challenges have you encountered with your M&E?                          |
|        | What types of instruments do you use for data collection?                    |
| 10:00 am| BREAK                                                                        |
| 10:15 am| INNOVATION – group discussion.
|        | How do we define, recognize, and foster innovation?                         |
|        | How do we manage risk and cost?                                             |
|        | How do we document learning from mistakes?                                   |
| 11:15 am| NETWORKING – group discussion.
|        | How do we share lessons learned?                                             |
|        | What processes can we design that will encourage collaboration?              |
| 11:45 am| Concluding Remarks: The Way Forward                                        |
| 12:30 pm| LUNCH                                                                       |
| 1:30 pm| Review of General Contractual Obligations and Co-funding
|        | Individual Appointments                                                    |
**Issue Roundtables: Rural, Urban, Infrastructure, Strategic**

**Questions to Guide Discussion:**
1. Who are the OOSC and what are the barriers to education?
2. What is your organization doing to address the problem of out-of-school children?
3. What challenges are faced by organizations striving to reach these children?

**Table groupings:**

**Rural**
1. Norwegian Refugee Council – Cote d'Ivoire, Maureen Magee
2. Educate Girls – India, Safeena Husain
3. Dhaka Ahsania Mission – Bangladesh, Ehsanur Rahman
4. Bharti Foundation – India, Somesh Gupta
5. UNICEF, S. Sudan, Simon Mphisa

**Urban**
1. Gyan Shala – India, Pankaj Jain
2. BRAC Slum Schools, Boat Schools – Bangladesh, Safique Ul-Islam
4. UNRWA, Caroline Pontefract
5. Brazil, Jorge Werthem

**Infrastructure**
1. Save the Children -- Cote d'Ivoire, Rene Yetamasso
2. International Rescue Committee – Cote d'Ivoire, Louis Falcy
3. UNHCR-Chad – Alexandra Kaun
4. UNICEF-Sudan, Louise Mvono

**Strategic**
1. UNESCO-Iraq, Alberto Biancoli
2. UNHCR, Ita Sheehey
3. UNICEF-Chad, Beatrice Wakimunu
4. GPE, Doug Lehman
Regional Roundtables—Africa, Asia, MENA

Questions to Guide Discussion:
1. What challenges does the region face?
2. What should we prepare for in the future for fragile and conflict-affected areas?
3. Who has made progress in the region on MDG2 and why?

Table groupings

AFRICA
UNHCR-Chad, Alexandra Kaun
GCN-Kenya, Mercy Musomi
UNICEF-South Sudan, Simon Mphisa
IRC-Cote d’Ivoire, Louis Falcy
Save the Children- Cote d’Ivoire, Rene Yetamasso
NRC-Cote d’Ivoire, Maureen Magee
UNICEF-Chad, Beatrice Wakimunu

ASIA
Educate Girls-India, Safeena Husain
Gyan Shala-India, Pankaj Jain
Bharti-India, Somesh Gupta
BRAC-Bangladesh, Safique Ul-Islam
UNHCR-Pakistan Ita Sheehey
DAM-Bangladesh, Ehsanur Rahman

MENA
UNICEF-Sudan, Louise Mvono
GPE-Sudan/Yemen, Doug Lehman
UNESCO-Iraq, Alberto Biancoli
UNRWA-Gaza, Caroline Pontefract

AMERICAS
Mary Joy Pigozzi
Jorge Werthain
AlJazi Hasan Darwish
Lynn Mortensen
ANNEX B: DISCUSSION GROUP NOTES

FIRST ROUNDTABLE: RURAL, URBAN, INFRASTRUCTURE AND STRATEGIC ISSUES

The first session on Day One of the workshop agenda was organized in roundtable discussions with assigned topics and participants. The Issues Roundtables focused on rural, urban, and infrastructure issues, and strategic partnerships.

Questions for Discussion:
“Who are Out-of-School Children (OOSC) and what are the barriers to their education?”
“What is your organization doing to address the problem of OOSC?”
“What are the challenges?”

Roundtable Discussion Notes: Rural Issues

(Note: Question #1 and #3 were blended at this table, Who are OOSC and barriers to education and what are the challenges?)

- Challenge of defining those who are not enrolled and dropouts
- In Bangladesh age 6-10 years is considered primary education all others are not counted as OOSC but as “illiterates”. There are also gender issues, and children with disabilities are not counted – others may appear on an enrollment register but are not attending.
- India has 6-14 compulsory education and only dropouts can be counted correctly – others are the never enrolled & missing
- South Sudan 6-18 years are considered as “school age”. Many youths are out of school or in makeshift structures – 18% receive schooling under trees, others in tents & pastoralists have teachers moving with them
- Geographic distribution is a problem – the hill country and islands are not counted, there are census data but these are difficult to gather as there is also a large language barrier, and floods and harvest times make it difficult to reach people to count them during census taking
- Verification of OOSC is difficult due to migration, child marriage – parents hide children, especially girls
- Also infrastructure problem, such as girl toilets – the supply is there but not used, because of no demand and lack of advocacy or that girls are not counted
- There is also a policy barrier, i.e., a door-to-door survey has found more OOSC than the government counted and the government does not accept these numbers
- Cote d’Ivoire has drop-outs or children who have never gone to school because of the conflict, or infrastructure; also migrants & few schools in rural areas; some migrant villages are not on the map
- Another issue is lack of birth certificates, either lost due to the conflict or destroyed in it – again migrants have real difficulties in getting birth certificates
- South Sudan also has language barriers Arabic/English and the whole delivery system is inadequate

What are programs doing to address the problem of OOSC?
- Bangladesh project works with the government to map OOSC– there are illiterates and OOSC – language minority groups – and has facilitated placing some teachers but distances are difficult
- Projects work with government schools and local education offices
• India does systemic reform to improve government policy – use gov. for supply side then go door-to-door and mobilize community leaders to create the demand – there has to be a demand, then the government will supply
• India provides Life-skills programs for girls
• Bharti provides quality education and holds teachers accountable – children from government schools want to go to their schools, as a result the government is trying to raise the quality of their schools by having school management committees and improving teacher training
• South Sudan is still building a system – only 11% complete primary school and 4% of GDP budget is set aside for education, bureaucratic challenges sometimes means teachers’ salaries are not regularly paid – many teachers only have a primary school education themselves – there is no regular teacher training
• Rural schools need transportation
• In early years in the first world countries we had 1-room school houses that could take care of multiple grades, but in Africa we are stuck on ‘chalk-and-talk’ and rote memorization, which does not lend itself to 1-room schools.

Roundtable Discussion Notes: Urban Issues

1. Who are the OOSC and what are the barriers to education?
   • Safety
     Commute to school, crossing traffic, young children safety, proximity
     Safety and bias culturally with girls, child marriage, child labor
     Too few schools
     Conflict schools with IDPs
   • Finance
     Costly to live in urban slums, schools are more expensive
   • Flexibility
     Long hours, too difficult to stay in school that long when they also work, need flexible hours
   • Disability
     Disabled children have little access
   • Attitudes and societal norms
     Education not a priority with some parents
     Violence inside and outside schools intimidating to OOSC, drugs are an issue and predators recruit child dealers
     Population growth rate and migration is higher in urban areas
     Inequality in urban areas is more pronounced – disparity between rich and poor very visible
   • Policy
     For those we don’t reach, there is an historical lack of public policy to educate these children, need policy of inclusion
     Lack of quantitative and qualitative data
     Policy not sensitive to urban issues, more oriented to rural issues
   • Competition for children’s attention
     Non-educational activity such as TV, entertainment, sports, games, can be more compelling than school
2. **What is your organization doing to address the problem of OOSC?**

- **Location**  
  Locate school within slum communities  
  Teacher from within same community

- **Flexibility**  
  Hold school for short hours  
  Parents decide best times for school hours,  
  Monthly parents meetings, advocacy

- **Finance**  
  Make school the best experience kids have  
  Free of cost

- **Attitudes and societal norms**  
  Parents need to accept value of education  
  Identify opinion leaders and elders to support and monitor  
  Engage elders to follow-up on whether kids are in schools  
  Slum lords, need to be convinced to support education, it is a good investment

- **Competition**  
  Open schools on weekends for cultural and sport activities for kids and families, use facilities

- **Data**  
  Quality of data, necessary to know where OOSC are, whether they stay

3. **What challenges are faced by organizations to reach these children?**

- **Society**  
  Their life is not regular or stable, how to get them to do regular schedule and show up?  
  Slum demolition leads to migration to another area, and leave/enter school  
  Lack of continuity, migration from one slum to another, back to rural area and families  
  Conflict situations are constantly changing, theoretical does not necessarily work in conflict

- **Advocacy**  
  Difficult for parents to see how education of children improves their lives since the life in the slums is tough

- **Quality**  
  Teachers do not get adequate training especially in the government school system  
  Higher drop out of teachers moving to better job and more pay  
  Learning environment not conducive and therefore discouraging

- **Public Policy**  
  Public policy pertaining to the purchase of urban land to construct schools is a significant issue.  
  There is no policy since there is no money.

- **Finance**  
  Govt insists kids go to public school but they can’t afford uniforms and back packs and gov does not support infrastructure of slum school facilities  
  Public and private support needed  
  Cost of programs is a barrier, need affordable low cost

- **Policy**  
  Children out of school is a crime, public sector should not be relaxed and assume someone will take care of it, insist that projects become institutionalized, need to scale up to reach more  
  Transferability to higher education is difficult  
  Policy lags behind reality/needs (focus on rural areas)
Roundtable Discussion Notes: Infrastructure Issues

1. Who are the OOSCs and what are the barriers to education?
Conflict affected children
Conflict is a key issue in the three countries represented in this roundtable (Cote d'Ivoire, Chad, Sudan). Within this context (of conflict), OOSC include child-headed households; orphans; abused/exploited children; children with disabilities; those facing cultural barriers, i.e., gender; children in rural areas; nomadic pastoralists; insufficient infrastructure. Conflict places severe stress on normal coping mechanisms; which exacerbates all of the barriers/challenges above. Poverty is another key barrier to education in both urban and rural areas.

2. What is your organization doing to address the problem of out-of-school children?
- Identification of who they are and where they are – strengthening of pilot EMIS (data collection, agree on indicators, common indicators, and common data collection tools); emphasis on use of data at the local level.
- Determining why children are out-of-school – "bottleneck analysis" – map schools and look at census data – what is the relationship between existing infrastructure and where primary-school age children are located; where are gaps in infrastructure and what are the barriers to access, i.e., bottlenecks.
- Access – inclusive school rehabilitation and construction and WASH facilitates (including gender sensitive and disability sensitive construction); accelerated learning programs; cash transfer for vulnerable children; school uniforms, provision of teaching and learning materials
- Demand – community mobilization/sensitization regarding the importance of education
- Quality/Relevance – hygiene promotion, teacher training, vocational and technical skills training
- Learning Outcomes – Piloting of EGRA
- Certification of basic and secondary education
- Protection – SMC training; child protection and participation, i.e., child rights training, child rights clubs
- Poverty Alleviation – Teaching and learning materials; cash transfers, school uniforms; Save for School Program Cote d'Ivoire

3. What challenges are faced by organizations striving to reach these children?
- Relevance/Employability – "No Right to Work" for refugees after schooling and certification – refugees often do not have the right to work in host country, which can frustrate those that have completed school
- Because quality is so low and capacity limited it is difficult to move the education system forward; in particular where there are situations of low resource levels and rapid increase in enrollments due to introduction of universal primary education
- Lots of attention is placed on access – greater political will – than the much harder to address quality issue
- Sustainability, problematic in particular for school construction and safety net programs, if government does not take over.
- Knowing who the OOSC are – having accurate information of who they are and where they are. Birth registration is an issue.
- Innovation – how do we foster innovation – keep finding solutions
- The challenge of initiatives, huge needs – great demands for money, qualified, staffing, innovative ideas
Roundtable Discussion Notes: Strategic Issues

1. Who are Out of School Children and what are the barriers to their education?
   - The OOSC include working children; domestic laborers; nomadic children; and minority groups;
   - School systems are not designed for kids' needs; schools are sometimes hostile; cost is too high;
   - Internally Displaced People; sometimes there are cultural barriers;
   - Early childhood education is lacking in many countries which leads to greater dropouts later on.
   - Refugees now include – internally displaced; refugees of war
   - Poverty is the major reason why children do not go to school
   - Lack of Quality is increasingly a reason why children drop out and become categorized as "out of school". International organizations must take responsibility for not rigorously pushing on the "quality" agenda.
   - Financing of Education – Inadequate and inappropriately managed and allocated – global budget for education has decreased which has increased the number of out of school children. Health such HIV/AIDS received a lot of money because people’s lives were at stake; but the lack of education is not equated with a risk on life.

2. What is your organization doing to address the problem of OOSC?
   - GPE – develops comprehensive education development plans with the government and other country partners; Improved education sector monitoring
   - UNHCR – advocating for including refugees in country education planning where they are. Mainstream refugees in the regular school systems
   - UNESCO - Holistic approach to analytic planning for education
   - UNICEF – entire work is focused on out of school children

3. What are the challenges?
   - Teacher Training is not effective – international community and local communities have failed to raise the status of the teaching profession
   - Governments are not adequately investing in education – Governments are often reluctant to engage the private sector in a more productive manner. For example in Chad there is no private sector engaged in education. Sri Lanka also would not accept any private sector education program, only formal education.
   - There are language issues; birth certificate issues for enrollment especially for refugee children;
   - Lack of school facilities near children’s homes
   - Conflicts in many countries are rising – schools are attacked and pillaged both by the aggressors and local community.
   - International organizations have become too complacent to doing the same old same old.
     Radical changes are not seen as important or are considered too risky.
   - Monitoring and evaluation of initiatives is not rigorous and mistakes are rarely admitted.
     Constructive self-criticism does not exist.
SECOND ROUNDTABLE: REGIONAL GROUPS

The second roundtable was organized by region: Africa, Asia, and Middle East-North Africa (MENA). Participants were assigned to tables according to these regions. Questions for Discussion:

“What challenges does the region face?”
“What should we prepare for in the future for fragile and conflict-affected areas?”
“Who has made progress in the region on Millennium Development Goal #2 (MDG2) and why?

Roundtable Discussion Notes: Africa

1. What (unique) challenges does the region face?
   - Insufficient or poor Infrastructure
   - Limited investment in education by governments – for example, percentage of government expenditure devoted to education: 4% for South Sudan; 22% of Cote d’Ivoire
   - Administrative burden – insufficient capacity to ensure efficient allocation of resources
   - Rapid introduction of Universal Primary Education without proper planning and insufficient increase in resources
   - Lack of political will
   - Lack of decentralization – lack of political will to decentralize authority; and when there is political will, there is insufficient capacity at lower levels to actually make it work
   - Corruption
   - Lack of flexibility at national policy level to accommodate special circumstances of hardest-to-reach children
   - Human resource shortages – insufficient numbers of teachers; insufficiently trained teachers; inefficient allocation of teachers, i.e., more to urban areas, especially high performing teachers; insufficient capacity of education managers from school-level to regional to national; lack of motivation and incentives, especially for teachers in rural areas; capacity issues related to decentralization of governance
   - Difficulties in finding efficient community-level approaches; or difficulty in understanding why it is important.
   - Low primary school completion rates – South Sudan – 11%; Sudan – 37%; IC – 50%

2. What should we prepare for in the future for fragile and conflict-affected areas?
   - Contingency planning for emergencies, build resilience of communities – this must also include working with governments; addressing education in times of conflict, disaster; pushing the state to be involved in DRR planning and not just NGOs; advocacy around the concept that education is life saving and needs to be an integral part of disaster/emergency work
   - Peace building and education – start with conflict analysis of drivers of conflict, and addressing those drivers specifically; developing and implementing peace enhancing curriculum at appropriate levels, i.e., ECD or youth education
   - Be more creative in our approaches to education in repeat emergency situations – how many times do you re-build a temporary structure school?

3. Who has made progress in the region on MDG2 and why?
   - In refugee situations progress is being made relative to host country populations
   - Most if not all countries in Africa are making progress in terms of access, but quality still lags, as evidenced by low completion rates
In general, there is more political will to address some of the issues surround access and quality of education.

Roundtable Discussion Notes: Asia
1. What (unique) challenges does the region face?
   - The population of Asia is very high
     - Gender inequity is a significant problem
     - OOSC in primary education is a problem in South Asia
       - Bangladesh – 8 million Children out of school
       - 70-80 million do not attend classes in India (48% of the brides in India are children)
       - Pakistan – 20 million children out of schools
     - Refugees in Asian countries cannot access education – refugee number is rising
     - Cultural barriers because of infrastructure and poor quality of education
   - Financial Resources are an issue
     - low quality of teaching despite high salaries of teachers; the universities are not preparing teachers to teach
     - Low image of the teacher
     - Allocation of education funds is haphazard and not efficient – poor efficiency
     - School infrastructure is a huge problem
     - Government bureaucracy in India and Pakistan is a huge problem – they sometimes hinder innovation
     - Decentralization and devolution is needed
   - Challenges with Quality
     - Quality issues and access issues exacerbate the situation
     - Teacher training is a major issue – teaching is no longer considered professional
   - Conflict and Education
     - Bangladesh – Rohingas, Hill Districts conflicts
     - India – Kashmir, Left insurgency states
     - Myanmar, Afghanistan, many areas of Pakistan
     - Political solutions to the conflict – education would come after that
     - But cohorts of children must be provided education during conflicts
     - There are stateless people in several Asian countries
     - Natural disasters – which cause migration

2. Who Has Made Progress?
   There are excellent Public Private Partnerships all over Asia
   - India
     - Reduced distance to school
     - Economy getting better
     - Right to Education reiterated
     - Schedule Castes and Schedule Tribes better covered
     - Many incentives for many children
   - Bangladesh
     - Made the MOST progress in terms of primary and secondary education – more girls in schools at all levels
     - Thriving non-formal education sector
Second Chance education a very serious policy which everyone has to follow

- Pakistan has reverted back!
  - School system in shambles, terrorist attacks, education under fire

Roundtable Discussion Notes: Middle East and North Africa (MENA)

1. What challenges does the region face?
   The region is on fire!
   - There is conflict within the countries and between the countries.
   - Wealth & social (especially gender) inequality within each country – inequity is a big problem
   - Inefficiency of some governments to spend the money they have, often through the absence of appropriate policy
   - The Arab Spring highlighted out of school youth, unemployment and low skills
   - Some MENA countries have gender parity and in those countries girls are performing better than boys.
   - Boys are often drawn into conflicts
   - Learning assessments are not done in Sudan where there are high incidents of conflict

2. What should we prepare for in the future for fragile and conflict-affected areas?
   - Education for peace, building resilient and strong systems
   - Need to decentralize and how the government treats teachers, especially female teachers
   - Need more public/private partnerships
   - Decentralization doesn't always work, it's not going well when imposed – need a strong decentralization policy
   - There has been some change, but we need systemic change
   - Improve community schools, let them have their own textbooks – let it happen at the local level – community ownership
   - Conflict and destruction can actually lead to new beginnings, improvement and changes in education
   - The shock of a disaster or conflict happens and then a slow recovery follows

3. Who has made progress in the region on MDG2 and why?
   - The middle income countries in this region have made relative progress towards MDG2
   - Education is still a centralized system – access is there but quality is not
   - Have to ask about the relevance of education – there is a very limited view of what education is.
GOING TO SCALE

Group Discussion Notes - Summary

What do we mean by going to scale?
Scaling up is creating greater impact and reaching larger numbers of beneficiaries. Scale up should not simply be replicating what is happening in one place, but adapting a program to a site-specific situation. Scale up should also be cost effective and easily measureable.

What do we know about getting there?
Scale up is possible only if the program design is strong and has taken into consideration the following aspects:
- Community buy-in
- Value to families
- Government buy-in
- Includes all children such as extremely poor and handicapped
- Quality is never compromised
- The cost/benefit analysis is done on regular basis and never loses sight

What is required for scale up?
Two types of scale ups were described: scaling up a program via one organization which is solely responsible for the entire process of scale up; and scaling up by franchising the program to other organizations at the local level that can ensure that the quality of the program will not be compromised. Essential factors for scaling up include sufficient financial resources; qualified human resources committed to the program; good partnerships and relationships; and government buy-in via the existence of good policy frameworks and political will.

Conducting honest evaluation of the impact of scale up requires a comprehensive monitoring and evaluation framework. Measuring success in achieving outcomes and documenting the processes of scaling up are extremely important components of the M&E framework. Utilizing the information and making program adaptations strengthens the sustainability of the program. It is very important that the experiences and challenges with scaling up are communicated to a wider audience for learning purposes.
MONITORING AND EVALUATION

Group Discussion Notes - Summary

What M&E methods do you use?

- Bharti Foundation – monthly school report: Info on enrollment, dropouts during the month, new children enrolled, teachers and how many leaves were taken by teachers, information on monthly test results
- UNRWA – School data sheet which feeds into the larger EMIS system; as well as classroom observation
- Gyan Shala – Independent third party evaluation at least once a year. There is quarterly data collection and internal evaluation also. Attendance and learning levels are assessed
- UNESCO – major UN agency for M&E for education
- BRAC – Monitoring and Evaluation – process, input and output levels. There is also independent evaluation which is shared with school level players.
- NRC, GCN and IRC use robust data collection system and instruments
- UNHCR: EAC indicators are within the UNHCR M&E Framework

What challenges you have faced with M&E?

- There is a need to start focusing on at-risk students so that they do not drop out
- Comparing before and after indicators needs to be streamlined in all development thinking to enable diagnostic measures
- M&E costs money and staff’s time who are busy in program implementation, it is a challenge – there is a need to invest more in M&E
- There have to be universal indicators and having that is a challenge since programs are contextualized
- There are challenges in striking a balance between Qualitative and Quantitative measures
- Sometimes enrollment data collected is not reflective of the reality since it does not capture absenteeism.
- Utilization of findings, especially using monitoring data to fine tune program implementation does not always happen
- Collecting purposeful data – sometimes we collect a lot of data, but not always the most useful kinds
- Reliability of data collected
- Insufficient time, expertise, and resources to conduct M&E in some cases

What more do we need to know?

In future programs there is a need to conduct in-depth quantitative and qualitative research by asking out-of-school children themselves why they are out of school. There is a need to understand their perspective. How do we balance data collection on universal (i.e. international) and local education indicators – this remains a challenge and needs to be addressed. It was noted that current M&E Frameworks do not include “at-risk” children. Participants were asked to send the list of indicators that are used by their organizations to track and monitor enrollment, attendance, retention and learning. These will be used to further refine the EAC indicators.
INNOVATION IN EDUCATION

Group Discussion Notes - Summary

How Do We Recognize and Foster Innovation?
Innovation cannot be looked at with a broad brush stroke. There is diversity in innovation. There may be elements within a certain program which are innovative. For example IT can add value. Innovation is out of the box thinking and implementation and doing things at a lower cost. However, innovation must be assessed in terms of its ultimate impact on the beneficiaries.

How Do We Manage Risk in Innovation?
Pilots must be well defined, implemented, and evaluated before expanding. There is a need for striking a balance between innovative small initiatives and expanding beyond capacity. Results must be fostered at all times and quality inputs should be there at all times. Losing sight of these important aspects puts the innovative program at risk. The role of the government must be defined and monitored while fostering innovation. Sometimes government bureaucracy and red tape can derail innovative programs. Government should be encouraged to stay engaged but “do no harm”.

Is there scope for encouraging community level social entrepreneurships in your programs/plans?
It depends on marking and branding of the education product. If there are champions who can take on the challenge they should be entrusted with the responsibility of taking the innovation further. BRAC, and DAM have worked with communities to take over the schools and manage them independently. GCN works with many other organizations and although the work is mostly research based sometimes projects are also required to be implemented by various social entrepreneurs.

How Do We Document Learning From Mistakes? Is there willingness to admit mistake? How it can be encouraged?
There is willingness to admit mistakes if it is not penalized. Although in program reports successes and challenges are laid out there is a need to allow for more open discussion on what works and what doesn’t work. Strong M&E can play a major role in laying the road for open discussions on mistakes both in donor design and partner’s implementation activities. When donors want numbers it becomes difficult to look deep into the underpinnings of what is working and what needs to change for better impact.
NETWORKING

Group Discussion Notes - Summary

From your perspective, what does it mean to be part of the EAC initiative?
- A Global Catalyst for Change
- Sharing
- Learning
- Creating linkages
- Synergy
- Pioneers
- Being part of something
- Guinea Pigs

What does “Networking” mean within the context of EAC?
- Identification of partners -- locally and globally
- Diversity of learning
- Working for a common goal/themes
- Partnering within EAC and outside of it
- A very different, broader network
- Family
- Sharing
- A common framework – identifying common ideas/projects/problems
- Different organizations and countries

What are the things we want to “Network” around? And to what end?
- Root causes for OOSC
- Shared M&E Framework to contribute data
- Looking at other areas outside of education that impact education, i.e., health, economy, etc.
- Establishing a collective voice to advocate for governments and donors to add more $ into education
- Advocating for more attention to education development in urban areas

What can we do to facilitate networking among the EAC partners?
- Establishing a common agenda
- Use EAC Web portal for sharing

With whom do we see EAC networking?
- UN Agencies
- Private sector
- Government partners
- Regional Networks
- WISE
- GPE
- INEE
ANNEX C: WORKSHOP PARTICIPANTS

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