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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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.
• 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
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)**

<table>
<thead>
<tr>
<th>Accelerated education programme (AEP)</th>
<th>Catch-up programme</th>
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<tbody>
<tr>
<td>• Flexible age-appropriate programme that promotes access to education in an accelerated time-frame for disadvantaged groups, <em>over-age OOSC</em> (out-of-school children) and youth who missed on primary education, or had it interrupted, through poverty, marginalization, conflict and crisis.</td>
<td>• <strong>Short-term transitional programme</strong> for children who had been actively attending school prior to a disruption.</td>
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<td>• Goal of an AEP is to provide learners with <em>equivalent certified primary education programme</em> matching level of cognitive maturity.</td>
<td>• Catch-up provides students with opportunity to learn content missed <strong>to enable re-entry to the formal system.</strong></td>
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<th>Bridging programme</th>
<th>Remedial programme</th>
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<td>• <strong>Short-term preparation programme</strong> to support learner in targeted deficiencies.</td>
<td>• Targeted support, concurrent with regular classes, for students who require <strong>short-term content or skill support</strong> to succeed in regular formal programming.</td>
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<td>• Example language acquisition or bridging gap between home and host education curricula and systems. Support transition to a different system of formal primary education.</td>
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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 | 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 | 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 | 1. Learning center environment is inclusive, safe, and learning-ready  
                           | 2. Scheduling flexibility to match learner needs |
| Programme management | 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

<table>
<thead>
<tr>
<th>Sub-Saharan Africa</th>
<th>Middle East &amp; North Africa</th>
<th>South Asia</th>
<th>South East Asia</th>
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<tbody>
<tr>
<td>D. R. Congo</td>
<td>Iran</td>
<td>Bangladesh</td>
<td>Cambodia</td>
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<td>Ethiopia</td>
<td>Syria</td>
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<td>Lao PDR</td>
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<td>Tanzania</td>
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<td>Thailand</td>
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<td>IRC</td>
<td>UNHCR</td>
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<td>Myanmar</td>
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<td>PACT</td>
<td>US Fund for UNICEF</td>
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<td>Pour un Sourire</td>
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<td>Graça Machel Trust</td>
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<td>d’Enfant</td>
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<td>Save the Children</td>
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<td>Myanmar MEDG</td>
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EAC Supports Other Accelerated Education Modalities in 13 Countries

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<tr>
<th>programmes</th>
<th>Countries</th>
<th>Funders</th>
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</thead>
<tbody>
<tr>
<td>Catch-up</td>
<td>Syrian children, Iran, South Sudan, Sudan</td>
<td>U.S. Fund for UNICEF, UNHCR</td>
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<tr>
<td>Bridging</td>
<td>Burkina Faso, Mali, Niger, Cote d’Ivoire, Cambodia, Palestinian children, Iraq</td>
<td>Plan International, Norwegian Refugee Council (NRC), Friends International (Cambodia), UNRWA, UNESCO</td>
</tr>
<tr>
<td>Remedial</td>
<td>Syrian children, India, Yemen</td>
<td>U.S. Fund for UNICEF, Bharti Foundation, UNICEF</td>
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</tbody>
</table>

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

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

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

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

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

Washington, D.C.: USAID
http://eccnetwork.net/resources/aep-literature-review-brief/

Doha, Qatar

Interagency Accelerated Education Working Group (2016) *Accelerated Education Programmes: pocket guide (beta version for field testing)*.
UNHCR, Geneva

UNHCR, Geneva
EAC cases referred to:

**Case 1**  

**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  

**Case 5.**  
Project name: Assisting Conflict affected Children Enroll and Stay in School (ACCESS)  
Organisation: Save the Children EAC Agreement: 2013-2016