Barriers OOSC face and how education systems can address them

World Education Forum—21 May 2015

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"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

Who are the 58 million out of school children?

They are ALL DIFFERENT. Among others, they are…
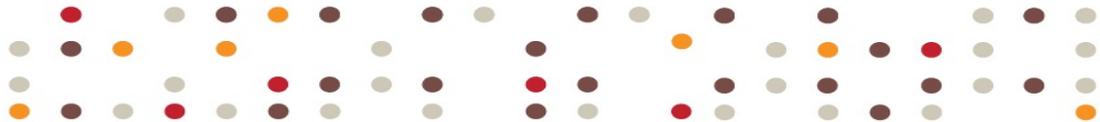
...Poverty affected children

Photo Credit: CIDADE ESCOLA APRENDIZ / Elisângela Leite

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…Special needs children

…Girl children

…Overage children

...Displaced children

. . . Working children

© Education Above All Foundation

…Conflict affected children

They are 58 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 also a means to overcome poverty and disparity—for them, their families, and their nations

What EAC wants to contribute

- 10 million OOSC in quality primary education

- Quality for retention and learning

- Advocacy for OOSC

- Resource mobilization

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.

Some Common Barriers to Education

Examples of overcoming barriers…

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 assiociations
Income generating activities
Community mobilisation

Examples of overcoming barriers…

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

Examples of overcoming barriers…

REFUGEES / IDPS /RETURNESS

Healing classrooms

Accelerated learning programmes

Safe/Child friendly schools

Psychosocial development

Learning materials / instruction in home country language(s)

Examples of overcoming barriers...

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

Examples of overcoming barriers…

RESOURCES

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

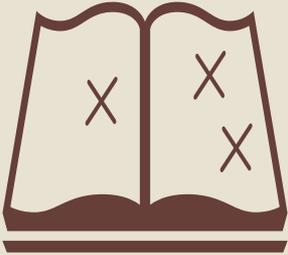# Examples of overcoming barriers…

SPECIAL NEEDS

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

Examples of overcoming barriers…

POOR QUALITY OF EDUCATION

Appropriate class size
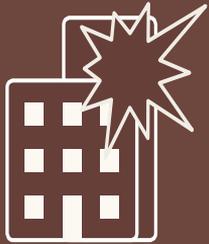
Instructional and supervisory support

PTA / SMC training

School task forces

Teacher incentives

Teacher professional development

Examples of overcoming barriers…

POST-CONFLICT INSTABILITY / INSECURITY

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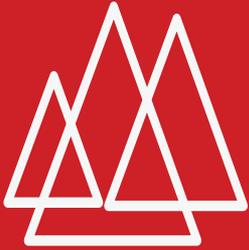- Protection committees
- Protection training
- Support programmes/psychosocial support
- Infrastructure improvement
- Sport and recreation equipment

Examples of overcoming barriers…

CHALLENGING GEOGRAPHIES

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

"Push and pull" for reaching and keeping OOSC in a quality education programme

- Push

  - Non-state provision to accommodate those not reached by public education

- Pull

  - Public provision that responds to and is attractive to the most disadvantaged

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

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

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Some examples of how this can be done

- West Africa—partner coordination

- Gyan Shala, Bihar State, India—NGO practice into system

- Bharti Foundation, India and TCF, Pakistan—focus on quality

- UNICEF Yemen—NGO/government coordination

- Dhaka Ahsania Mission—multi-level/ multi-grade classrooms

- Care-Haiti—accommodating working children

- 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

Examples of how barriers can be overcome

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- Income generating activities
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- School task forces
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