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Ensuring High Quality Primary Education for Children from Mobile Populations: Findings from a Desk Study



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This presentation

Introducing the GIZ-EAC commissioned study

Refugees and IDPs: Select key challenges and strategies for addressing them

Mobile pastoralists and seasonally migrating children: Select key challenges and strategies for addressing them

Conclusion



Focus and Aim of the Study

SDG agenda – ‘leave no one behind’; attempt to ‘reach the furthest behind first’.

Problems with access and quality disproportionately affect children from mobile populations.

Study aims:

1. Review literature concerning education for children from mobile populations.
2. Investigate experiences from ongoing or past education programmes for primary school children from mobile populations.
3. Inform programming, contribute to knowledge building, feed into policy dialogue and advocacy.



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Scope of study

Children of primary schooling-going age in families of

- i) Refugees and Internally Displaced People (IDPs)
- ii) **Mobile pastoralists and seasonal workers**

Methodology: Literature review and semi-structured interviews (snowball sample) – for lesson learning



Study Structure

Problem statement, study aims, methodology
Cross-cutting themes
Challenges for each focal population (2 sections)

Policy framings, coordination challenges,
implementation gaps

Financing challenges and affordability

Access and participation challenges

Quality and relevance challenges

Emerging interventions, promising strategies &
recommendations

Policy framings, coordination and implementation
strategies

Financing strategies and affordability

Access and participation strategies

Quality and relevance strategies

Conclusion



Cross-cutting themes

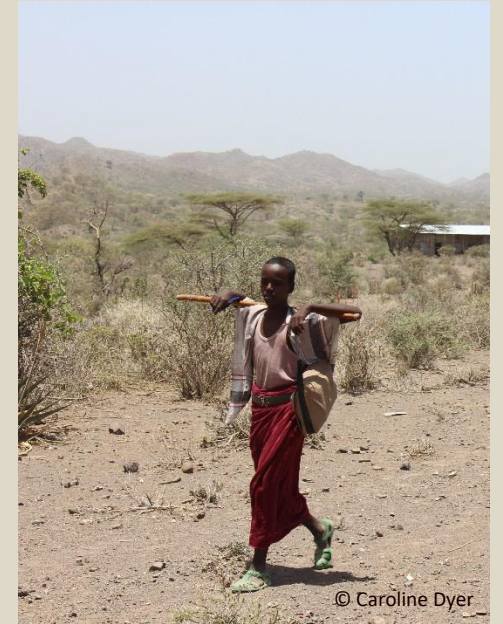
Mobility and contexts

Numerous variations across different mobility and displacement contexts

Populations are “not fixed... always fluctuating”

Displacement does not necessarily imply mobility

Mobility is a livelihood strategy – not ‘wilful wandering’





Refugees and IDPs

Key challenges and strategies to address them

International policy and co-ordination challenges

Challenge: Conventions/agreements protecting refugees & IDPs are not universally ratified/enforced & do not provide universal, consistent protection.

New York Declaration on Refugees and Migrants

Strategy: Expand existing rights documents, conventions, and agreements, building policy from the ground up & enshrining forcibly displaced people's rights to education in national laws and policy.

‘Come and see the situation on the ground’!



Financing challenges

Challenge: Short-term financing mechanisms used to fund refugee & IDP education are limited. Donor dependence & unsustainability of funding amplify these limitations.

Strategy: Transitioning from short-term to longer-term funding mechanisms, funding based on systems analysis & directly funding communities.



Access and Participation Challenges

Challenge: Children and their families often choose to exclude themselves from primary education because opportunity costs are too high, benefits are inadequate, or quality is too low.

Strategy: Building communities' confidence in education provision, ensuring the benefits of education are higher than costs.

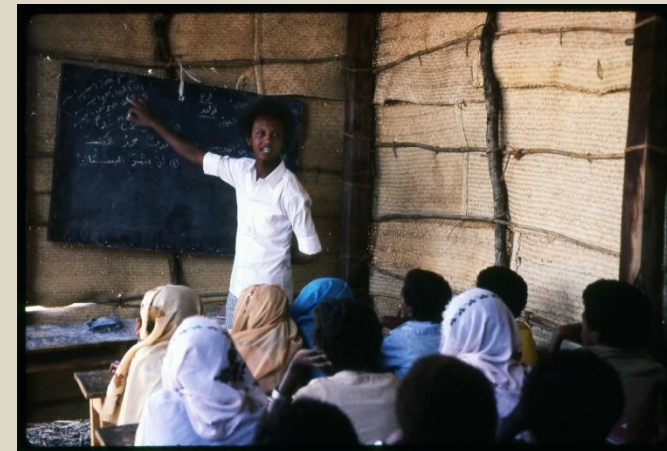


Quality and Relevance Challenges

Challenge: There is an urgent need to determine how best to recruit, support, and retain highly qualified and motivated teachers who teach well

Strategy: Addressing teacher wellbeing, motivation, support, and remuneration

“It’s not necessarily an issue of qualified teachers, it’s an issue of passionate teachers...”



Pastoralist and seasonally migrating children

Key challenges and strategies to address them



Policy framing and implementation gap challenges

Challenge: Low visibility and/or mis-recognition in education policy has been slow to change. The legitimacy of pastoralist livelihoods has historically been repeatedly questioned and led to misuse of education to ‘modernise’ and sedentarise pastoralists. Children of seasonal migrants are not ‘on the policy radar’.

Strategies:

Targeted policy strategies and state departments for pastoralists.

NGOs promote context-specific governance by strengthening School Management Committees, growing state capacities for effective decentralized working – and bring communities and state actors together.



Financing challenges and affordability

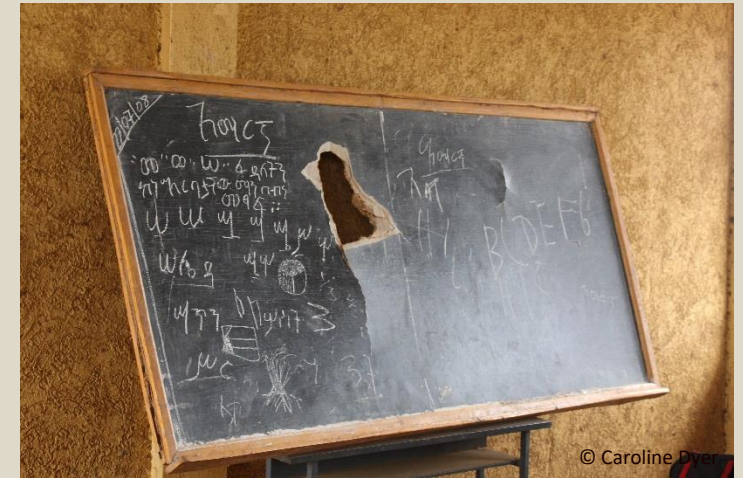
Challenge: Insufficient funds are stretched very thin, particularly in 'remote' rural regions.

'The key and root cause is low funding' ...

'The expense ... cost per beneficiary is a big driver, it puts a lot of organisations as service providers off. [...] it falls to niche organisations and impact at scale is challenge'.

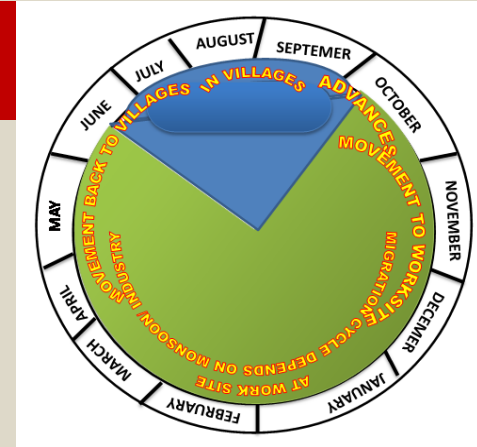
Strategy:

Responsive state-funding for community-developed plans in India enables a response at scale – but capacities to access the funding need to be built.



Access and Participation Challenges I

Challenge: The requisite flexibility to accommodate mobility is typically absent in formal, place-based provision – both across the year and during the school day.

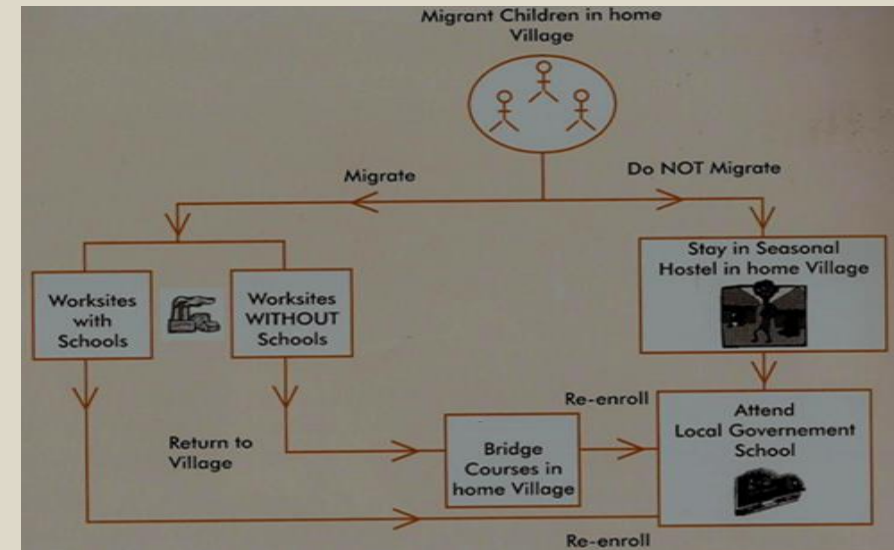


Strategy 1: Mainstreaming – into a school system

A learner does not attend a single school; rather s/he is enrolled and tracked across schools.

‘You have to have all the necessary information that can lead to continuation of learning’

Specific mechanisms and multiple forms of support are needed to make this work.



Access and Participation Challenges II

Challenge: The requisite flexibility to accommodate mobility is typically absent in formal, place-based provision

Strategy 2: Alternative - Make provision mobile

Use pack animals to move the 'school' and re-think contextually effective criteria for teacher recruitment and sustainability



Quality and relevance challenges

Challenge:

Improving access seen as the key relevance issue but what is learned and its relationship to livelihood and contextual challenges is neglected – key issue for pastoralists.



Strategies:

Extend access, at scale typically by rolling out Alternative Basic Education (? Quality).

NGOs provide language support / inputs to teacher education – somewhat sporadic.

Curricular innovation in nfe provision offers livelihood-related vocational skills training



Conclusion and Recommendations

- **Policy visibility:** the refugee crisis is receiving more attention and hence resources than children in pastoralist and seasonally migrating families.
- **Inter-sectoral working:** meaningful education cannot be focused on sectoral preoccupations. Are curricula delivering forms of education that promote resilience and sustainability, connecting with learners' lives and their aspirations?
- **Evidence gaps:** more country-specific evidence is needed, and what there already is needs to be more accessible.
- **Financing:** national policy strategies need to be co-developed with financing strategies.
- **Equity:** school needs to be 'part of the community, not an extension of it'.