

Child Centered Community Development

Enhancing access to quality education for marginalised children

Report of a participatory workshop held from
September 22 - 26, 2008, Zandvoort, The Netherlands



COLOPHON

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LIST OF ABBREVIATIONS

BE	basic education
CBOs	community-based organisations
CCCD	Child-Centred Community Development
EFA	Education for All
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IREWOC	International Research on Working Children, The Netherlands
MDGs	Millennium Development Goals
M & E	monitoring and evaluation
NGOs	non-governmental organisations
NFE	non-formal education
PARDS	Participatory Action Rural Development Society
PBE	primary basic education
PLA	Participatory Learning and Action
RBA	rights-based approach
UNESCO	United Nations Educational, Scientific and Cultural Organisation

BOX I → USER'S GUIDE

The present summary report of the workshop 'Child-Centred Community Development: Enhancing access to quality education for marginalised children' is structured following the thematic set-up of the workshop. CHAPTER I provides an introduction to the theme, including some background information on the history of the initiative around the CCCD workshop series, the organisers, the aim of the workshop, as well as the chosen methodology, the workshop participants and the workshop process. CHAPTER II 'Perspectives on quality education for

marginalised children' focuses on some conceptual issues and definitions relating to the workshop theme, and summarises the outcomes of the discussions between participants and external resource persons throughout the workshop.

CHAPTER III reflects on the roles of different actors in quality education for marginalised children. The final CHAPTER IV attempts to distil some major lessons learned and formulates some ideas for the way forward, as discussed and agreed upon by the workshop participants.

FOREWORD

During 22-26 September 2008, Plan Netherlands, Save the Children Netherlands and Context, international cooperation organised a workshop on 'Enhancing access to quality education for marginalised children.' The workshop was attended by 20 staff members from various organisations, all active in the field of child-centred development and child participation (for a complete list of participants, see Annex I). The workshop was facilitated by Marieke Sterenberg (Context, international cooperation) and Heike Roschanski.

The workshop is positioned in the scope of activities of the Centre for development practice and theory of Civic Driven Change (CDC) and Civic Driven Child Development (CDCD) that Context started in 2007. The rationale behind this Centre stems from a concern about the effectiveness of aid and the search for a new development paradigm that focuses on citizens and civic action as drivers for change and increases the potential of those at the periphery of society to shape their worlds and improve their ability to access resources they require and have a right to. With the set-up of the Centre, Context wants to collaborate with others in further exploring the concepts of CDC and CDCD and contributing to operational guidelines in order to change development practice through collaborative learning. For more information on the Centre reference is made to <http://www.civicdrivenchange.org>.

The CCCD workshop series are organised in collaboration between Context, Plan the Netherlands and Save the Children The Netherlands. The workshop is the third of its kind, following two successful workshops on different aspects of Child-Centred Community Development (CCCD), organised in 2004 and 2005 by the same organisers, together with IREWOC. The motivation for this workshop grew out of the positive experience of previous collaboration and exchange on the topic, and reflects a shared recognition of the need to further explore issues around CCCD and participation of children. The growing international attention on the need for quality education, and particularly enhanced access for marginalised children, is reflected in the workshop focus. The workshop organisers aimed to, once again, provide a forum for sharing experience and knowledge in order to learn from one another.

The aim of this summary report is to present the main findings of the workshop. It describes the workshop process and methodology. Subsequent chapters deal with conceptual clarifications, the main theme of the workshop 'Enhancing access to quality education for marginalised children', the roles and responsibilities of different actors involved, and some indications for the way ahead, jointly distilled and defined by the workshop participants.

The report is a collective effort of the Context team. It was written by Anika May. Final layout and editing was done with input from Sarah Cummings, Heike Roschanski and Marieke Sterenberg. Furthermore we want to thank the participants who provided feedback on the draft version of this report.

On behalf of the entire Context team I want to thank Trine Eriksen (Plan Netherlands), Heike Roschanski, and Lia van Nieuwenhuizen (Save the Children Netherlands) for their pleasant cooperation in the organisation of the workshop. I also want to thank Kristoffel Lieten (IREWOC), Jojanneke van der Waal (Plan Netherlands) and Roos Wilhelm (then Context, international cooperation) who played an important role in the preparatory phase of the workshop. Also I want to express my sincere thanks to the following colleagues: Fons van der Velden, Udan Fernando, Anika May and Dana van Breukelen, who were highly involved in the preparation and organisation of the workshop.

We are grateful to the external resource persons, Rogier van 't Rood and Wim Hoppers, for their valuable contributions during the workshop. Additionally, we want to thank Wim Hoppers for allowing us to include his presentation as an Annex to this report.

Last but not least, we want to express our appreciation to all participants for their active participation in the workshop.

The issue of access to quality education for marginalised children is an important and complex one. Feedback to this report is therefore highly welcome and appreciated at info@developmenttraining.org.



Marieke Sterenborg
Context, international cooperation
Utrecht, December 2008

EXECUTIVE SUMMARY

1 BACKGROUND TO THE WORKSHOP

During 22-26 September 2008 Context, international cooperation organised a five-day workshop 'Enhancing access to quality education for marginalised children' in partnership with Plan Netherlands and Save the Children Netherlands. The overall aim of this workshop on Child-Centred Community Development (CCCD) and Education was to contribute to the further development of conceptual clarity and operational guidelines with regard to improving access to quality education for marginalised children within the framework of CCCD.

The workshop was organised along the principles of Participatory Learning and Action. These principles include the sharing of experience and knowledge ('learning from inside out'), the acquisition of external information ('learning from outside in'), and finally the application of existing and newly acquired knowledge to the working practices of the participants. Furthermore, the workshop gave child-centred development organisations the opportunity to share their experiences, identify 'good practices' and acquire new inspiration.

2 A NEED FOR CONCEPTUAL AND CONTEXTUAL UNDERSTANDING

During the workshop, it became clear that a pre-condition for successful enhancement of quality education for marginalised children is a joint understanding of key concepts. There needs to be clarity about what is meant by quality education. Quality was defined by the participants as highly contextual, hence a proper analysis and understanding of the context in which education is implemented, is required. Quality of education was understood as multi-dimensional, related to a) PURPOSE, b) INVOLVEMENT, and c) DEFINITION. The following characteristics were jointly defined as core components of quality education:

- Relevance;
- Multi-stakeholder involvement;
- Involvement of communities and parents;
- Teaching content;
- A balance between local, national and international requirements for education;
- Methodology of teaching;
- Learning environment;
- Teachers;
- Safety.

Furthermore, it is important to reach a joint understanding of what it means to be marginalised. During the workshop, it was agreed that there is no 'one-explanation-fits-all-contexts' explanation available. Rather, certain potential risk factors relating to marginalisation can be identified but it is highly context specific whether they cause marginalisation, and to what degree.

In the context of the workshop theme, CCCD is best described as a guiding framework for the delivery of quality education to all children, acknowledging the different needs of each child. It requires child participation to define 'quality' in each specific context, in the delivery of the curriculum (child-centred learning), and the participation of parents, communities, and the government alike in creating an enabling environment for children.

3 ROLES AND RESPONSIBILITIES FOR DIFFERENT ACTORS

There is a need for ongoing dialogue on the roles and responsibilities of the different actors involved in education. The state, in the form of the national government and its relevant institutions, bears the major responsibility for the successful planning and implementation of education for all children. Other actors, such as communities, parents and children themselves, and community-based organisations (CBOs) and non-governmental organisations (NGOs) have much to contribute. A multi-stakeholder approach, which brings all parties together from an early stage in the planning process, can be a major contributor to quality education which fulfils national standards, whilst at the same time dealing flexibly with local needs and circumstances.

4 THE WAY FORWARD

At the end of the workshop, the participants identified three major lessons learned. Firstly, if a CCCD framework is to be applied in all seriousness, a child-focused approach cannot be limited to talking about children and their involvement. Rather, ways need to be found to put children at the centre of every action and of the planning process, and to involve them from an early stage. Further exploration of how this could be achieved methodologically is required.

Secondly, the issue of child participation and other themes related to CCCD require ongoing reflection and conceptual development. This would best be achieved by joining efforts in a global learning community that would engage in dialogue, and sharing of knowledge and practices, both successful ones and failures from which others can learn. These forms of knowledge sharing require a considerable effort, and time and capacity investment, but will contribute to the improvement of practices at the international, national and local levels. Finally, ongoing learning efforts require rigorous and organised processes and impact assessment in order to ensure that learning does take place and that lessons are well documented.

CHAPTER I

Rationale for the workshop

This chapter provides an introduction to the background and rationale of the workshop, including some information on the CCCD workshop series and the organisers. The objectives of the workshop will be outlined in detail.

1 THE CCCD WORKSHOP SERIES

The 2008 CCCD workshop was the third of its kind. In 2004 and 2005, workshops took place on CCCD in general and CCCD and participation of children in crisis in particular. Both were organised by Context, international cooperation, in collaboration with Plan Netherlands, IREWOC and Save the Children Netherlands.

CCCD is an inter-generational and inclusive development approach in which children, their families and communities are the owners of development processes. In such an approach, children are treated as the building blocks of nations and the starting point for breaking inter-generational cycles of poverty and discrimination. CCCD promotes development guided by the child's best interests and is oriented towards realising the rights of children and ensuring sustainable human development.

Although the importance of CCCD in general is beyond dispute, the practice of using an integrated approach to child-centred development is unfortunately still in its infancy. More cross-fertilisation among child-centred organisations could take place. It is against this background that Plan Netherlands, Save the Children Netherlands and Context, international cooperation jointly organise CCCD workshops. In general, the CCCD workshops aim to create a forum for exchange of experience, as well as to develop policies, instruments and procedures with regard to CCCD.

Whereas the first workshop in 2004 focused on the conceptual understanding of CCCD and contributed to a further enhancement of policies, guiding principles and tools for embedding CCCD within the work of development organisations, the second workshop in 2005 was dedicated to the further exploration of participation of children in crisis as one key component of CCCD. Here recognition was paid to one of the major conclusions of the first workshop, namely that child participation is a crucial success factor in any community development process. The workshop in 2008 focused on access to quality education for marginalised children.

2 OBJECTIVE OF THE WORKSHOP

The workshop aimed to link academic insight with day-to-day practice. By bringing together academics and practitioners from organisations and institutions with expertise, knowledge and experience on the subject, the building of a 'community of practice' was encouraged.

The overall aim of the workshop on CCCD and Education was hence formulated as follows:

to contribute to the further development of policies and operational guidelines with regard to improving access to quality education for marginalised children within the framework of CCCD.

3 ORGANISERS

The workshop was organised in joint collaboration by Context, international cooperation, Plan Netherlands and Save the Children Netherlands. Marieke Sterenborg (Context, international cooperation) and Heike Rochanski served as facilitators.

a Plan Netherlands

Plan works with children, their families, communities, organisations and local governments to implement programmes at grassroots level in health, education, water and sanitation, income generation and cross-cultural communication. Founded over 70 years ago, Plan is one of the oldest and largest international NGOs, and works in 49 developing countries across Africa, Asia and the Americas. Plan directly supports more than 1,500,000 children and their families, and indirectly supports an estimated further 9,000,000 people who live in communities that are working with Plan. Plan ensures that children are involved in all aspects of its programmes, working with adults who have learnt to value children's contribution. See also the website <http://www.plannederland.nl> for more information.

b Save the Children Netherlands

Save the Children Netherlands is part of a worldwide network of independent child rights organizations, with 29 member organizations working in more than 100 countries. Its activities are directed towards a world where children are respected and participate in their own development. The organisation implements projects in developing countries with and for children in the areas of education, health, and protection against abuse and exploitation. See also the website <http://www.savethechildren.nl> for more information.

c Context, international cooperation

Context, international cooperation was set up in 1996. Core competencies of Context relate to research, facilitation and training. Its mission is to support organisations to solve self-identified problems by themselves. Thematic areas of specialisation include capacity enhancement for development, including a focus on the learning organisation; civic driven change and civic driven child development; measurement of development interventions; knowledge management; facilitation and accompaniment of change processes within organizations; and strengthening Dutch societal support for global issues. See also the website <http://www.developmenttraining.org> for more information.

4 WORKSHOP PARTICIPANTS

The carefully selected workshop participants were senior staff members directly involved in enhancing access to education for marginalised children, representing a broad range of organisations. There were efforts to achieve a high level of diversity in terms of individual experiences and tasks, as well as the organisational profile of the participants. Furthermore, there was a balanced mix of participants from organisations based in low-, middle- and high- income countries. More detailed information on the participants can be found in Annex I of this report.

5 WORKSHOP PROCESS

In line with the outlined methodology Participatory Learning and Action, the workshop was organised and facilitated along several learning stages which built upon each other and took the knowledge and experience of the participants as the starting point.

The first day (**LEARNING FROM INSIDE OUT**) was dedicated to the sharing of information about the organisations represented and individual experiences with the topic of the workshop and its inherent concepts. On the second day, the sharing process continued with an exchange on individual understanding of the core concepts involved. In a second step, the participants engaged with external resource persons, Rogier van 't Rood and Wim Hoppers thereby entering the learning phase of 'knowledge acquisition' (**LEARNING FROM OUTSIDE IN**). The phase of knowledge acquisition started with discussing the previously formulated learning questions and continued with joint identification of major challenges to enhancing

access to quality education for marginalised children. On the fourth day, the major lessons from the experiences of participants and resource persons were distilled and cross-checked with the learning questions. In a next step, participants entered the learning phase of 'knowledge application' (**RECONNECTING TO DEVELOPMENT PRACTICE**) by translating gained knowledge into their own working practice. The workshop ended with a public meeting on the fifth day to share the main outcomes of the workshop with a broader audience of professionals actively involved in issues of child rights, quality education and CCCD.

CHAPTER II

Perspectives on quality education for marginalised children

This chapter focuses on the thematic background to the workshop 'Enhancing access to quality education for marginalised children'. In addition to exploring the thematic background, the theoretical underpinnings of the workshop theme are outlined, including the introduction of some of the core concepts.

1 THEMATIC BACKGROUND

We are living in a rapidly changing and modernising world. Globalisation, and related socio-economic changes and neo-liberalism have a great impact on socio-cultural practices. Consequently, the problems an education system is facing are not only related to education, but also to the rapidly changing circumstances in which they are acting.

Within education itself, there have also been some profound changes taking place over the past few years. This is partly due to a strong shift towards the privatisation of educational institutions, and a growing diversification and differentiation in the field as a result of changing priorities and trends. In addition, drives for Education for All (EFA) and the Millennium Development Goals (MDGs) have had an impact on priority setting and, consequently, on the funding patterns of governments, large international institutions and NGOs alike.

A challenge to actors aiming to improve access to education is the involvement of marginalised children, including both their access to schooling as well as the prevention of drop-out. In general, two broad fields of action may be distinguished for organisations aiming to improve access to quality education for marginalised children: a) direct support by providing schooling directly or doing so through local partners; and b) indirect support by strengthening civil society organisations and civil society at large, and through lobby and advocacy for quality education for marginalised children. As processes of education and poverty reduction are multi-dimensional and interlinked, different strategies employed by NGOs influence and reinforce each other. In direct support for education to marginalised children, NGOs need to pay attention to many different dimensions, while operating within the educational framework provided by the respective governments. Innovative forms of non-formal education (NFE) can include children which are not reached by the mainstream, formal sector.

Integration of different forms of NFE into the mainstream is another concern. Possible interventions may target the children directly, the content of education, improvement of the education environment and processes, as well as the desired outcome of education. International attention tends to focus mainly on the number of children going to school, while poor quality of education, as well as high drop-out rates, continue to be a problem. Matters of access and quality are closely linked, and have to be addressed in an integrated way.

2 SOME KEY CONCEPTUAL DEFINITIONS

During the discussions taking place at the workshop, it became evident that there is a need for clarification of some concepts in the framework of access to quality education for marginalised children. This clarification was done jointly by all participants in group work, plenary discussions and clustering exercises, and in triangulation with the input from the external resource persons and existing conceptual definitions in the literature.

a Basic education

Basic education is the most important type of education because it is the elemental form of schooling on which all higher education is built and which sets the foundation for further cognitive knowledge acquisition and training of essential life skills. According to UNESCO, basic education can be defined as a complete cycle of primary education and secondary education. This definition is, however, currently subject to strong debate in the international discourse on the topic, as are the standards to which countries should develop their education. A definition of basic education which includes both primary and secondary education has enormous consequences: it represents a major extension of education from six years of primary education to 12 years of education in total.

Another important change in the perception of basic education is the 'broadening' of the system that has been taking place over the past few years. Looking at the totality of the curriculum in basic education, it can be observed that curricula in many countries have been very narrow, irrelevant in the particular context, and too theoretical, with an urgent need to improve in both relevance and scope.

In short, basic education can be defined as:

- Preparation for life;
- Preparation for work; and
- Preparation for further learning.

Basic education hence refers to life skills, personal development, work related skills, and vocational skills which are not simply limited to livelihood. This is, to a growing extent, acknowledged by international institutions involved in education. UNESCO aims to embed vocational training increasingly in curricula and formal education. Due to the increased broadening of curricula in basic education, reference is currently made to the term competencies because basic education is not only about adopting skills, but also about being able to use them in a variety of situations.

Another important shift of perception can be observed when it comes to the inclusiveness of education. For example, formerly high drop-out rates were very accepted and even appreciated as a form of 'cognitive Darwinism', meaning that only the best pupils were selected and finished their education. Now the trend is towards wanting everybody to reach to the end.

It is also important to note that basic education is strongly context-specific, as every country, every region and community might have its own needs. Moreover, basic education needs to be redefined in post-conflict societies where the needs of the population are very different and the context particularly challenging. Ideally, curricula should offer a certain degree of flexibility which allows for changes over time and an adjustment to local circumstances.

b Quality education

Quality of education can be understood as multi-dimensional, depending on a) PURPOSE, b) INVOLVEMENT, and c) DEFINITION. During the workshop, participants identified several aspects that are of high relevance for the delivery of quality education.

Participants identified empowerment as one of the key purposes of education, referring to a type of education that enables people to take control of their own lives and own resources in a caring, responsible and safe manner. This education is also a process in which children realise their full potential. Other attributes of empowering education are:

- Learning how to learn;
- Relevance;
- Developing critical thinking ability;
- Creativity;

- Knowledge/skills/ attitudes leading to changing of behaviours; and
- Value.

This, however, leads to the question of who defines what is relevant in a specific context and which aspects of value are important.

Important in the design and provision of quality education is the **INVOLVEMENT OF COMMUNITIES AND PARENTS** in particular, in order to embed the school into the reality of the children, and to increase the relevance of the learning content. It should be noted, however, that the inclusion of parents and communities can be problematic at times due to intricacies involved. Encouraging participation is a very new approach, and many communities have no experience of how they can participate, beyond providing bricks for the construction of a school building or the like. Participation is a practice that needs to be developed over a longer period of time.

The community itself should certainly contribute to defining what is relevant in the local context, and identify priorities. Certain standards, however, need to be set at a national level by the government, and should guide the process. Ultimately, quality education aims to open opportunities for children. There should be a national consensus on curriculum content, which can then be complemented by added elements which are relevant to a specific local context. The key to success is here **MULTI-STAKEHOLDER INVOLVEMENT** to make sure that all aspects of holistic, quality education are met. 'Quality' cannot be defined by a single entity alone. Moreover, quality education seems to be about a process which should be subject to continuous development, adjustment and improvement. This process has to continue all the time, as people change, conditions change, and also communities evolve. The setting in which education is implemented is not static.

In today's world, one cannot separate **LOCAL, NATIONAL AND INTERNATIONAL REQUIREMENTS FOR EDUCATION**, hence teaching content should not be exclusively focused on one level. In order to maximise the relevance of what children learn, there is a need to keep a balance between local needs, based on local circumstances and conditions on the one hand, and the requirements of a modern, globalising world with increasing international competition, on the other hand. Rapid changes are taking place everywhere, and quality education needs to prepare citizens for that change. Hence, traditional skills need to be accompanied with broader knowledge.

As important as what is taught in classroom is the **METHODOLOGY OF TEACHING**. Here reference can be made to the Freirean approach to teaching which aims at initiating deep reflection processes. It is based on the assumption that an individual who has received no education is less ambitious and is less able to embrace change, and will remain passive instead of becoming an active agent of personal and communal development. Currently, there is still a significant lack of methodology to reach quality education and make it identifiable in many countries.

One challenge towards the implementation of quality education is the fact that, so far, there is a common lack of **MONITORING/IMPACT INDICATORS** identifiable. Generally, there are only process indicators in place. Qualitative outcomes, such as attitude and life skills, are difficult to measure. Some core learning outcomes need to be defined, and regular review should take place to check if the expected outcomes are still relevant. Accountability and transparency in all implementation processes must be taken very seriously.

SAFETY is also very important for learning. If the environment is unsafe or if one's mind is troubled, one cannot learn. 'Learning without fear' is hence an important key phrase in this regard. In relation to security, a school is not an island, and if the surroundings are unsafe, the school is only providing a limited heaven.

Teachers have a lot of power, and have a very important role in the implementation of quality education. **TEACHER TRAINING** is crucial, both in terms of professional education and continuing education. Continuing education for teachers could help to increase teachers' competences (capacity building), thereby enabling them to better deal with the challenges they face while teaching, and to better educate the children. Furthermore, critical thinking ability is important both for teachers and students, and critical reflection should be made an essential part of any learning process. Also, involving volunteer teachers to cope with large class size could be a valuable measure in striving for quality in education.

Creating a **GOOD LEARNING ENVIRONMENT** by, for instance, creating learning-friendly classrooms with play facilities and the like, ideally by involving children in the improvement of their learning environment, is another important aspect of quality education.

INCLUSIVENESS is another important characteristic, referring to a type of education which is addressing all groups of society and in which disability, a specific ethnicity, or economic or social background does not present an obstacle.

In all efforts towards quality education, emphasis should be put on improving existing structures, and building upon what is already in place, in order to ensure that attempts are realistic and matching the capacity, strengths and opportunities already in existence. Such a realistic approach can contribute to maximising success in education reforms and improvement.

c Formal and non-formal education

To begin with, it is important to distinguish what we understand by formal and non-formal education. Both have their specific characteristics and potentials, and they should co-exist as either form of education can be appropriate in different contexts.

After in-depth discussion, the participants arrived at a definition of formal and non-formal education. According to the jointly formulated definition, formal education is a structured system that has the following ingredients:

- National curriculum;
- Standardised syllabi;
- Trained teachers with government certificates;
- Standard examinations;
- Government responsibility to monitor standards;
- Standardised medium of instruction i.e. language;
- Certification at the end of the course.

In contrast, non-formal education is a structured system that has the following ingredients:

- Transmission of life and practical skills and knowledge;
- Based on the culture of a particular grouping/tribe;
- Meant for survival within the community;
- Flexible curriculum;
- Flexible schedule;
- Often offered to certain groups who are prone to marginalisation (working children, street children, remote rural communities, herders etc);
- Often non-formal curricula are similar to the formal system, but use other methods;
- Non-formal education can also complement the official curriculum;
- Considerable variety in content and methods.

Furthermore, it is important to distinguish between non-formal and informal education, because both concepts are often confused. Informal education is learning in a natural and spontaneous manner, or as Rogier van 't Rood put it 'through the mother's breast'.

In common discourse on non-formal education, it is often treated as a type of 'second class education', or as a by-product of formal education. In the discussions during the workshop, some participants pointed out that, in their view, the whole debate on formal vs. non-formal education would become less relevant if every child within a certain age range should achieve the outcomes set for basic education, ideally supervised by the state and its partners. Non-formal is hence not second class education but just another way of achieving education. The only type of education that is currently recognised 'is a type of school that is formal, which modes are recognised and are supported, that leads to certificates, is funded, has teachers, supervised and gets all kinds of professional services'.¹ In order to be recognised, all forms of non-formal schooling need to be part of the formal education system. Barriers in the minds of people in distinguishing the different types of schooling need to be overcome, and policy makers increasingly have to understand this and act accordingly.

d Marginalisation

In order to discuss the issue of access to quality education for marginalised children, it is necessary to first develop a joint understanding of marginalisation as such. To begin with, the definition of the term is contextual, meaning that the category of marginalised children can differ from context to context. The mere fact that a child lives under challenging conditions does not necessarily mean that the child is marginalised. There are multiple realities that need to be taken into account when assessing marginalisation. Furthermore, marginalisation can express itself in different degrees. Both push and pull factors can lead to marginalisation with regard to education. Marginalised children are being excluded from policies, programmes (government and NGO), and legislation which can lead to non-enrolment, and drop-out.

Generally, flexibility is the key to the provision of education to marginalised children because these children – even more than any others – live in circumstances that require approaches that take their specific individual needs into account. A thorough needs assessment is hence an important pre-condition, as only properly analysed needs can be addressed in the right manner. Ultimately, education for marginalised children is about offering alternatives, as standard approaches and solutions are not sufficient.

e CCCD

Having clarified the major concepts of quality education for marginalised children, the question remains how the overarching framework of CCCD can be related to the workshop theme. CCCD can be understood as a lens, a specific way of doing things. In the context of the workshop theme, CCCD is best described as a framework for the delivery of quality education to all children, acknowledging the different needs of each child. Some of its underlying principles are:

- Children's development cannot be isolated from their environment;
- Empowering the community (citizens as co-creators of society);
- Facilitation of the participation of children and all the stakeholders around the child;
- A shift from a needs-based approach to a rights-based approach.

Another important feature of CCCD is social accountability. By establishing mechanisms of social accountability, people can take control of the implementation of a specific project and make others accountable for service delivery.

One of the challenges to CCCD is that it takes time to implement it, as all participatory processes have to grow and develop over a longer period and therefore require more resources than top-down approaches. Donors do not usually provide funds for such

¹ Wim Hoppers during his presentation at the workshop.

long-term processes or for the development of joint action plans that stem from insider-perspectives. Another challenge is that the model requires passionate and courageous staff that can sit and talk to a community in a neutral and objective way. Furthermore, it requires patience and flexibility, and the willingness of those in the driving seat to give up power. In order to extend the reach of CCCD and to stimulate its implementation in a growing number of programmes, learning from practice, including success stories and failures, is very important. The sharing of knowledge needs to go beyond descriptive framework documents, and should include learning from existent practices.

CHAPTER III

Roles and responsibilities for different actors

During the workshop, the roles and related responsibilities of different actors involved in education were repeatedly discussed and jointly defined. In the following chapter, the roles of some of the main actors involved in education will be described, including their strengths and responsibilities.

1 Government at national/regional/district/local level

The state has the primary responsibility for the provision of education, and should not be relieved from this task by NGOs or other stakeholders. Its role is hence crucial given that government institutions are the ones with the mandate for teachers' development, teacher recruitment, and salaries. Government also plays a regulatory role in terms of curriculum development. In joint efforts undertaken by different actors in combining different types of schooling, the government should have a supervising and coordinating role.

2 Teachers

Teachers also play a prominent role in education. They translate the curriculum into learning content in the classroom and function as a bridge between the state whom they represent, and the community in which they are mostly personally embedded. In order to enable them to fulfil their responsible task, they need support by the state and other actors involved. Poorly educated teachers cannot provide quality education so teacher training is also important in this regard. This training needs to be ongoing, allowing for continued learning on the part of the teacher. Within the financial capacities, teachers have to be sufficiently paid to allow for the retention of teachers within the system.

3 Parents

Parents have a primary role in the life of their children as care givers, and they have the responsibility to provide their children with schooling. In order to provide coherent education beyond the time the child spends in school, a close cooperation with parents should be envisaged. Only when parents support the education that their child is receiving can the child reach its full potential.

4 Children

The children bear the responsibility of going to school, and to keep the school clean and safe. In the framework of CCCD, they should also be involved in planning processes around their schooling, as child participation has to be lived and not only talked about.

5 Communities

Communities should be involved in the choice of what is relevant for their children to learn, e.g. in the form of school committees or as members of a curriculum working group set up by the government. Very often this does not happen. Currently, communities are involved when it comes to financial contributions, or other contributions in kind. However, communities have much to contribute in building the bridge between the requirements of the modern world which requires new skills and approaches, and traditional cultural values, practices and skills which modern schools cannot provide.

6 CBOs

CBOs can form a bridge in linking national efforts for quality education with alternative models of schooling at community level. Not all communities have functioning CBOs. However, where they do exist, CBOs can be particularly valuable partners in education as they have close and permanent links to the community, whereas donors and NGOs may be more transient. The mandate of CBOs is of limited nature in terms of both time and resource allocation. In cases where societies are rather closed, e.g. due to an oppressive political regime, the cooperation with CBOs requires more time investment and sensitivity.

7 NGOs

Although NGOs should only play a complementary role in the provision of education, there are situations where the state is not able or willing to fulfil its responsibilities, as for instance in so-called fragile states. Here, NGOs are often trying to fill the gaps in the provision of basic services. If so, it should be recognised that the overarching aim of all NGO efforts is to hand this task back to the government when possible. NGOs should avoid becoming constant alternative providers of education: they play a supporting role, and are not a long-term alternative to functioning state institutions. Rather, one should look at NGOs as a catalyst, empowering the community to claim their rights from the government. NGOs can also function as educational innovators as they have more flexibility to experiment and develop models that could be duplicated elsewhere. In this role, they can contribute to raise the quality of the overall system and keep developing new approaches. In another role, NGOs can share their expertise to the respective governments (on different levels) to improve the content and delivery of education.

8 Donors

Donors finance both formal and non-formal education. They can provide support and help the national government to carry out its tasks in terms of both curriculum development and finance. They can also provide material assets, and play a role in advocacy and in influencing policies.

9 Media

The media plays a strong role in distributing information, and can thus also contribute to education. One successful example is the South Sudan Interactive Radio Instructions. This programme is transmitting lessons via the local FM radio to children in primary education. It can be used in the classroom, as well as at home.

10 Private sector

The past years have shown a strong shift towards privatisation of educational institutions. The private sector therefore also needs to be acknowledged as an actor in the field of education, and other actors need to define a clear vision on how to deal with this trend.

Of overall importance is the need of all the above mentioned stakeholders to find ways of coordinating and strengthening their effort together.

CHAPTER IV

Major lessons learned - the way forward

This chapter attempts to link the major outcomes of both group work and discussions that took place during the workshop to the theoretical background distilled from the presentations and literature study. Major lessons learned that were distilled by the workshop participants will be presented, leading to a perspective on a possible way forward. This includes both some general ideas for further exploration and research, as well as a presentation of some individual action plans developed by workshop participants.

1 CONCEPTUAL ISSUES

Ongoing discussion of core concepts made it clear that there is a need for further elaboration of these concepts. The field of basic education and particularly NFE are in constant development, and have undergone some significant changes over the past few years. Hence, these require close follow-up and further research on what, for example, marginalisation or quality education means in a specific context, to make sure that the approaches chosen address the target group. Profound contextual analysis prior to action is key in this regard.

2 QUALITY EDUCATION

Grounded in the discussions throughout the workshop, the following elements can be distinguished for the further development of quality education:

- It is important to distinguish between forms of education for different age groups and different purposes.
- NFE should be seen as an alternative with equivalent learning programmes at basic education and primary basic education levels. It can be complementary, depending on the context.
- There should be an institutional and legal basis for recognition, development, advocacy, support, monitoring and evaluation, and up-scaling of 'what works'.
- The significance of equitable access, parental choice, equivalency, minimum quality, and equitable state funding needs to be acknowledged.
- There needs to be wide agreement on the division of roles, with participation of all stakeholders.
- There is a need for adequate local governance, including inspection and supervision, and supportive services.
- All donor support should have a strong link to the national policy framework.

3 CCCD AND CCCD WORKSHOPS

There was broad agreement among all workshop participants that the concept of CCCD requires further exploration, ideally by looking at it from different angles as was done with a focus on education for marginalised children in the framework of this workshop.

The need to continue organising workshops on CCCD related topics was underlined. It was proposed that the next workshop should be organised elsewhere, in order to combine the acquisition of knowledge with field trips to projects where the CCCD framework is already being successfully applied.

Efforts should be made to further develop a community of practice on CCCD to make sure that the momentum created by the workshop is kept alive and translated into further action. What is needed is knowledge sharing beyond production and exchange of documents, for instance through exposure visits or project partnerships.

4 ISSUES FOR FURTHER DISCUSSION AND RESEARCH

Beyond the concept of CCCD, it was agreed that participation in general, particularly the participation of children, would require further investigation and ongoing research. This also includes elaborate thinking on the 'how' dimension of children's involvement. If children are to be involved in educational research and planning, methods and means need to be found to support that in the form of a child-friendly and child-focused research methodology.

The underlying question that informs all further research in this area should be: what type of education do we want for our children? Participants agreed - against the background of the knowledge acquired from literature study, their practical experience and workshop activities - that flexible approaches, combining national frameworks with local, civic initiatives that complement each other, work best. This has profound implications for further action. Continuous efforts should be undertaken to learn from best practices and from failures, and to translate these lessons into future policy and action. Flexibility can only work if it is grounded in a full understanding of the specific context, and it needs to be supported by investments in research and assessment.

Further studies should also be conducted on the monitoring and assessment of success. In this area, there is still a gap between good intentions and their realisation. Only if we know what we are aiming for, what means we have at our disposal to achieve those goals, and how we are going to assess outcomes, successes and failures, can a coherent learning process be developed.

ANNEX I

List of participants

NO	NAME	M/F	ORGANISATION	POSITION	COUNTRY
1	Sheila Devaraj	Ms	APSA India	Director	India
2	P.M. Paul	Ms	Cecoedecon	Programme director	India
3	Udan Fernando	Mr	Context, international cooperation	Programme manager CDC and CDCD	The Netherlands
4	Manases Owade	Mr	ICS Africa	Programme Manager Western Kenya	Kenya
5	Shika Ghildyal	Ms	ICS Asia	Child Rights and Child Protection Adviser	Thailand
6	Maaïke Stolte	Ms	ICS The Netherlands	Programme manager	The Netherlands
7	Gudrun Steiner	Ms	Kindernothilfe	Africa Department	Germany
8	Fredy David	Mr	PARDS	Director	India
9	Probak Karim	Mr	Plan Bangladesh	Learning Advisor	Bangladesh
10	Alima Boukary	Ms	Plan Benin	Learning Advisor	Benin
11	Prem Aryal	Mr	Plan Nepal	Learning Advisor	Nepal
12	Trine Eriksen (co-organiser)	Ms	Plan The Netherlands	Advisor education	The Netherlands
13	Joseph Mushalika	Mr	Plan Zambia	Learning Advisor	Zambia
14	Agnes Schaafsma	Ms	Red een Kind	Programme manager basic Education	The Netherlands
15	Charles Komakech	Mr	Save the Children Uganda	District Manager Save in Lira	Uganda
16	Joseph Liya	Mr	Save the Children South Sudan	Assistant Education Manager in Upper Nile	South Sudan
17	Jessica van Bossum	Ms	SOS Kinderdorpen	Manager international cooperation	The Netherlands
18	Vincent Oluka	Mr	Soroti PTC	Principal	Uganda
19	Herbert Mugumya	Mr	USAID Uganda	Senior OVC Technical Advisor	Uganda
20	Marike de Kloe	Ms	Woord en Daad	Programme Coordinator Education	The Netherlands

ANNEX II

Programme, child centred community development workshop

Location: Center Parcs Strandhotel Zandvoort, The Netherlands

Date: 21 – 26 September 2008

NO	DATE AND TIME	OVERALL THEME / ISSUE(S)
I	SUNDAY, 21-9-2008	ARRIVAL
1	19.00 – 21.00	arrival arrival of participants in center parcs strandhotel zandvoort informal get-together dinner


NO	DATE AND TIME	OVERALL THEME / ISSUE(S)
II	MONDAY, 22-9-2008	INTRODUCTION / SHARING OF EXPERIENCES
1	09.00 – 10.30	opening welcome and introduction purpose of the workshop methodology and programme logistical and organisational issues
2	10.30 – 11.00	coffee break
3	11.00 – 12.00	introductions introduction by participants about the various organisations which are represented in the workshop (context in which the organisations are working; organisational set-up; programmes; relationships)
4	12.30 – 14.00	lunch
5	14.00 – 15.45	current practices sharing of current practices by participants attending the workshop with emphasis on the theme of the workshop
6	15.45 – 16.15	coffee break
7	16.15 – 17.15	learning questions inventory of learning questions of participants
8	17.15 – 18.30	break
9	18.30 – 20.00	dinner

NO	DATE AND TIME	OVERALL THEME / ISSUE(S)
III	TUESDAY, 23-9-2008	SHARING OF PRACTICE Acquisition of knowledge: external resource person Mr Rogier van 't Rood
1	09.00 – 09.45	Introduction Reflection previous day Feedback from the steering committee Agenda for the day
2	09.45 – 11.00	Conceptual issues: definitions Sharing ideas regarding the (conceptual) understanding of the major themes of the workshop
3	11.00 – 11.30	Coffee break
4	11.30 – 12.30	Input from and exchange with external resource person Rogier van 't Rood Short introduction by the resource person related to learning questions of the workshop participants, followed by an interactive dialogue
5	12.30 – 14.00	Lunch
6	14.00 – 17.30	Exchange with external resource person Rogier van 't Rood (independent consultant on international education) Interactive dialogue with resource person and group work
7	17.30 – 18.30	Break
8	18.30 – 20.00	Dinner
9	20.00 – 21.00	Major lessons Identification of major lessons from the experiences of participants, resource persons, research and background documentation

NO	DATE AND TIME	OVERALL THEME / ISSUE(S)
IV	WEDNESDAY, 24-9-2008	ACQUISITION OF KNOWLEDGE External resource persons: Rogier van 't Rood and Wim Hoppers
1	09.00 – 09.30	Introduction Reflection previous day Feedback from the steering committee Agenda for the day
2	09.30 – 11.00	Identification of major challenges Participants identify major challenges with regard to enhancing access to quality education
3	11.00 – 11.30	Coffee break
4	11.30 – 12.30	Interaction with external resource person Wim Hoppers (independent consultant on international education) Short introduction by the resource person related to the learning questions of the workshop participants, followed by an interactive dialogue
5	12.30 – 14.00	Lunch
6	14.00 – 15.00	Interactive dialogue with resource persons
7	15.00 – 16.00	Group work Deepening understanding of challenges
8	16.00 – 16.30	Coffee break
9	16.30 – 17.30	Preparation for meeting in the evening
10	17.30 – 18.30	Break
11	18.30 – 20.00	Dinner
12	20.00 – 21.30	Exchange of experiences Interaction with teachers working in basic education in the Netherlands

NO	DATE AND TIME	OVERALL THEME / ISSUE(S)
V THURSDAY, 25-09-2008 APPLICATION AND FOLLOW-UP External resource person Wim Hoppers		
1	09.00 – 09.30	Introduction Reflection previous day Feedback from the steering committee Agenda for the day
2	09.30 – 10.45	Major lessons so far Identification of major lessons from the experiences of participants, resource persons, research and background documentation. Revisiting the learning questions
3	10.45 – 11.15	Coffee break
4	11.15 – 12.30	Brainstorm on application Translation to the own work practice
5	12.30 – 14.00	Lunch
6	14.00 – 15.30	Individual action plans Action plans
7	15.30 – 16.00	Coffee break
8	16.00 – 17.30	Preparation for public meeting
9	18.00 -	Dinner and Social evening

NO	DATE AND TIME	OVERALL THEME / ISSUE(S)
VI FRIDAY, 26-09-2008 EVALUATION / PUBLIC MEETING		
1	09.00 – 09.30	Introduction Reflection previous day Feedback from the steering committee Agenda for the day
2	09.00 – 11.00	Wrap-up and continuation preparation for public meeting
3	11.00 – 12.00	Evaluation and closure
	12.30 – 15.30	PUBLIC MEETING
4	12.30 – 12.40	Opening by Denise Lapoutre (Plan Netherlands)
5	12.40 – 13.45	Dissemination: presentation of major lessons to a broader public
6	14.00 – 15.30	Lunch and informal interaction with invitees



WHERE IS EDUCATION GOING?

Perspectives on education for marginalised children



THE CONTEXT

- Socio-economic changes
 - rapid modernisation
 - globalisation
 - impact on socio-cultural practices
 - neo-liberalism / accountability
 - communication / exchange
- Education changes
 - increased privatisation
 - growth of civil society
 - governing and financing (PPPs)
 - diversification and differentiation
 - changing priorities and fashions
 - EFA and MDGs
 -



CONCEPTS & PRINCIPLES

- Rights-based approach (how far?)
- Inclusive education (what is?)
- Equity
- Demand / needs driven
- Diversification
- Decentralisation
- Integration and mainstreaming
- Partnerships
- WHO IS PUSHING WHAT?



POLICY-RELEVANT DISTINCTIONS IN BASIC EDUCATION

- Distinction with regards to *beneficiary categories by age*
- Children and young people (adolescents) of school -age (often recognised as 6 -18 yrs) have very different demands and interests in education compared to 'established' adults – 'youth' as in-between category
- Distinction with regards to *gender, faith/culture, caste, and location* (rural-urban)
- Distinction with regards to *circumstances and demands* of young people
- Recognised are conditions of: work or household duties, poverty, family break -up, socio-cultural practices (e.g. fishing and nomadic communities) disabilities, living with conflict, living with HIV and AIDS, imprisonment




FEATURES OF EDUCATION FOR MARGINALISED CHILDREN

- Positive features:
 - * flexible delivery
 - * community -appointed instructors
 - * low training/high in -service support
 - * use of non -professional instructors
 - * condensed and fast -track curriculum
 - * curriculum adapted to local environment
 - * supplementary life + work skills
 - * child- and girl-friendly pedagogical practice
 - * use of local languages for instruction
 - * community participation in management



FEATURES Contd.

- Negative features:
 - poor quality facilities
 - Poor guidance and supervision
 - untrained teachers / facilitators
 - high -cost burden on families
 - no equitable access to public resources
 - low public image / status
 - no access to continued learning
 - reproduction of poverty and inequality
 - fragmentation of effort
 - low coverage of potential target groups
 - overdependence on donors
 - poor leadership by civil society



Expanded BE and EFA Goal 2

- Growing interest in post-Dakar period in possibilities of NFE for increasing access and participation in BE:
- NFE as complementary provision for un-reached children (missing 10-15%) and over-aged adolescents – focus on equivalent primary (basic) education
- NFE as parallel provision for un-reached children for same groups – focus on preparation for life and work
- NFE as complementary remedial education for primary dropouts and OVCs – aiming at re-entry
- NFE as component for 'child support and care' or 'faith education' in hybrid relation with formal primary schools
- NFE as skills development programme in informal sector in co-operation with formal or non-formal primary education



CASE FOR DIVERSIFIED BE

- There are several kinds of arguments:
 - * A *human rights* argument: RBA requires tailor- made, compensatory effort to ensure equal opportunity + equity of outcomes
 - * A *strategic* argument: N of OSC, low survival rates, low national budgets, persistence of conditions
 - * An *indigenous development* argument: need for innovations in
 - socio-cultural grounding
 - tapping indigenous knowledge
 - ensuring responsiveness to local needs
 - addressing alienation
 - pedagogy / community participation



THE ISSUE OF QUALITY

- Quality as a statement of value
- Quality as inputs
- Quality as process
- Quality as outcomes / learning achievement

- Quality as a political issue
- Quality as a cultural issue

- Quality for whom and for what?
CRC: allow children to reach their fullest potential in terms of cognitive, emotional and creative capabilities; learner at the centre of the educational experience



FUNDAMENTALS FOR BE DEV.

- Distinguish between forms of education & training for different age-groups+ different purposes
- NFE as 'alternative' but equivalent learning programmes at BE and PBE levels, under umbrella of NQFs
- Institutional + legal basis for recognition, development, advocacy, support, M&E, up-scaling of 'what works'
- The significance of equitable access, parental choice, equivalency, minimum quality, and equitable state funding
- Agreements on the divisions of roles, with participation of all stakeholders – what role for the state?
- Adequate local governance, with inspection and supervision, and supportive services on the ground
- No donor support without link to national policy framework



POLICY ISSUES IN EFA Goal 2

- The reality of *diversity*: one system or multiple ones?
- Criteria of supply vs criteria of demand (or need)?
- Mainstreaming or integration: merging, coordination, or subordination? How to maintain *special features*?
- PPPs and equitable access to *funding*
- The significance of horizontal and vertical *articulation*
- The significance of *system's support*: policy coordination, professional services, assessment + validation + certification, supervision & quality assurance, M&E
- The vexing questions of: teachers + training, core curriculum, access to the national budget
- What roles for the state, NGOs, CBOs, districts, communities?

ANNEX IV

List of further reading

Farrel, J.P. & Hartwell, A.

- 2004 Planning for Successful Alternative schooling: A Possible Route to Education For All. Paris: UNESCO / IIEP

Hoppers, W.

- 2007 Integrating formal and non-formal basic education: A policy case-study from Uganda. Paris: UNESCO

IREWOC

- 2007 Education in rural areas. Obstacles and relevance. Findings from seven country studies. Amsterdam: IREWOC

Save the Children

- 2005 State of the world's mothers 2005: The power and promise of girls education.
- 2004a Planning working children's education: A guide for education sector planners.
- 2004b 12 Lessons learned from children's participation in the UN General Assembly special session on children.
- 1998 Basic education principles: Save the Children's policy on education.

UNESCO

- 2000 Evaluation of UNESCO's Programme for the Inclusion of Children from various Marginalized Groups within Formal Education Programmes. Paris: UNESCO

UNICEF

- 2000 Defining quality in education. Paper presented by UNICEF at the meeting of the International Working Group on Education Florence, Italy. New York: UNICEF
- n.d. Child-centred Development: The basis for sustainable human development.

Van 't Rood, R.

- 2005 The concept of satellite schools. (unpublished document)
- 2004 Child-centered approaches in education. (unpublished document)

Zwier, S.

- 2008 Learning for innovation in quality education: a meta-evaluation of Plan's School Improvement Programme. Nijmegen: CIDIN / Plan

