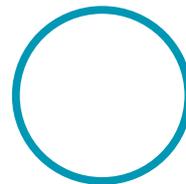


# Back2School Assessment Report

Accelerated  
Learning  
Models for  
Out-of-School  
Girls in Ethiopia,  
Kenya, and  
Tanzania



Canada



GRAÇA MACHEL TRUST





# CONTENTS

ABBREVIATIONS	4
EXECUTIVE SUMMARY	6
1.0. INTRODUCTION	9
2.0. SCOPE AND METHODOLOGY OF THE ASSESSMENTS	11
3.0. THE CONTEXT OF ACCELERATED LEARNING/EDUCATION PROGRAMMES	13
4.0. ACCELERATED LEARNING PROGRAMMES	16
5.0. A COMPARISON – KENYA, TANZANIA, AND ETHIOPIA	37
6.0. PROMISING PRACTICES	39
7.0. GAPS AND LIMITATIONS	41
8.0. REFLECTIONS ON SCALABILITY	43
9.0. RECOMMENDATIONS	46
BIBLIOGRAPHY	48





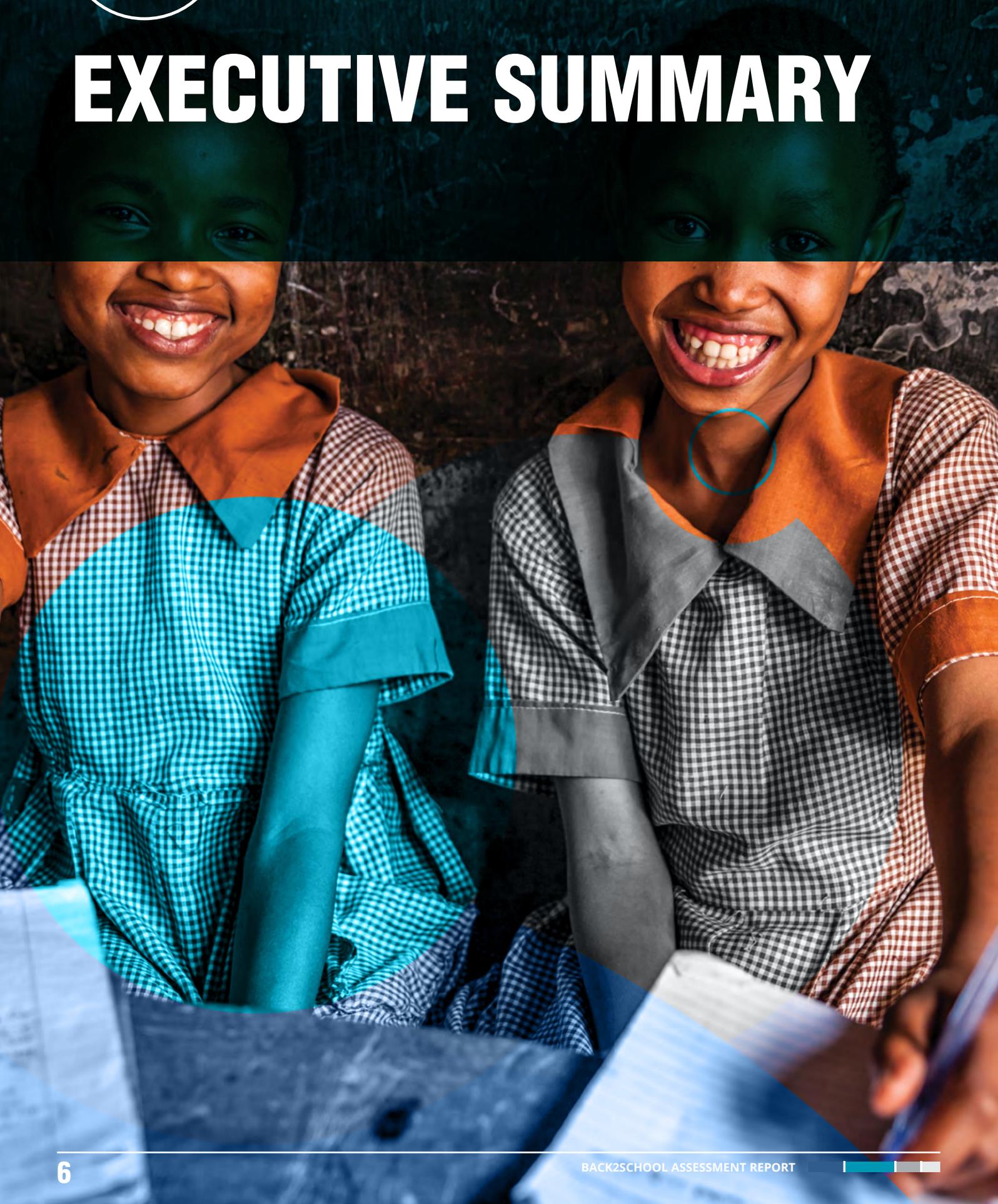
# ABBREVIATIONS



<b>ABE</b>	Alternative Basic Education
<b>AEPs</b>	Accelerated Education Programmes
<b>ALFA</b>	Accelerated Learning for Africa,
<b>ASALs</b>	Arid and Semi-Arid Lands
<b>ALP</b>	Accelerated Learning Programme
<b>ANFE</b>	Adult and Non-Formal Education
<b>CBC</b>	Competency-Based Curriculum
<b>CBET</b>	Competence-Based Education and Training
<b>COBET</b>	Complementary Basic Education for Tanzania
<b>ESDP</b>	Education Sector Development Plans
<b>ETP</b>	Education and Training Policy
<b>GER</b>	Gross Enrolment Rate
<b>GBV</b>	Gender Based Violence
<b>GMT</b>	Graça Machel Trust
<b>FGM</b>	Female Genital Mutilation
<b>IDRC</b>	International Development Research Centre
<b>KES</b>	Kenya Shillings
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science, and Technology
<b>NESSP</b>	National Education Sector Strategic Plan
<b>NGO</b>	Non-Governmental Organization
<b>NRC</b>	Norwegian Refugee Council
<b>PO-RALG</b>	President's Office - Regional Administration and Local Government
<b>PPE</b>	Pre-Primary Education
<b>PSCS</b>	Primary School Capacity-Strengthening strategy
<b>REB</b>	Regional Education Bureau
<b>OOSC</b>	Out-of-School Children
<b>SEL</b>	Social and Emotional Learning
<b>SSA</b>	Sub-Saharan Africa
<b>SNNPR</b>	Southern Nations, Nationalities, and Peoples' Region
<b>TIE</b>	Tanzania Institute for Education
<b>TVET</b>	Technical and Vocational Education and Training
<b>UIS</b>	UNESCO Institute of Statistics
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>VSO</b>	Volunteer Service Overseas



# EXECUTIVE SUMMARY



This report provides a synthesis of three separate assessments carried out on accelerated learning models for out-of-school girls in Ethiopia, Kenya, and Tanzania. The assessments were conducted to inform the scaling of promising models of accelerated education programmes in the three countries. The report highlights the contexts in which accelerated education programmes occur in each country, the policy and legal environments underpinning education, and the structure and implementation of the accelerated learning programmes. It also identifies promising practices in the models examined.

In Ethiopia, three accelerated education programme (AEP) models were identified in the study. The 'Second Chance' and 'Accelerated Learning for Africa' (ALFA) each drawn from the 'Speed School' and use more or less similar intervention approaches. Both can be seen as the first model. The second model is the Accelerated Learning Programme (ALP), and the third model reviewed for the study is the Alternative Basic Education (ABE). The government runs ALP and ABE, while the Luminos Fund and Geneva Global run the Second Chance and ALFA respectively.

Kenya has several AEP models implemented across the country. Most of these models are project-based, running only for the duration of the project period. The exceptions are programmes run by the Norwegian Refugee Council in Garissa county, and I-REP in West Pokot county. A key feature of the Kenyan models is that there is no standard curriculum, with each implementing entity improvising their own curriculum.

In Tanzania, the Complementary Basic Education for Tanzania (COBET) model is a national programme, introduced and piloted in 5 districts in 1999, with the support of UNICEF. After registering initial success, it was scaled up across the entire country. Even though COBET is a national system that is run on based on a national curriculum, it is plagued with low budget allocations, low teacher-pupil ratios, overcrowding in classrooms and declining trends of enrolment.

## Similarities Across the Countries

The most outstanding feature across the three countries is the large number of boys and girls currently not attending school. Poverty, marginalization, long distances to learning centres, and retrogressive cultural norms and practices pose the most binding constraints. Girls particularly face these issues in multiple and overlapping ways, with certain constraints compounding and reinforcing the bottlenecks and disadvantages that prevent them from enrolling, attending school regularly and completing their education.

In varying ways, the curriculum used in accelerated education programmes is drawn from the formal national curriculum, with the major difference being that it is delivered to learners older than the grade equivalent school age over a shortened duration of time. Moreover, even though the programmes target children of primary school going age, accelerated learning falls structurally within the ministry in charge of adult education, which limits the attention, financial commitment, and oversight governments provide for accelerated education.

Only Tanzania has a national policy on accelerated education, a national curriculum, and national standards and guidelines. Policy implementation remains a challenge for all the three countries. Consequently, accelerated education programmes are being implemented in the context of a weak policy and regulatory environment, and implementers tend to improvise, based on their contexts. The net effect is that the quality of education offered and how the learning centres are managed vary across contexts.

## Differences Between the Countries

Ethiopia and Kenya have several models, whose implementation varies considerably. Weak monitoring and evaluation systems, the absence of robust longitudinal data and the lack of nationally standardized systems of education performance measurement for accelerated education make it hard to gauge the effectiveness of the models. Anecdotal evidence does point to improved performance. Besides, it is difficult to track the performance of the children once they transition into formal education.

The level of community involvement varies across the three countries. The Speed School has a component of self-help groups which allows parents of the learners to be supported to carry out income generating activities by the project. In sum, across the three countries, community engagement, and mechanisms to engage the community remain ad hoc and poorly established.

Finally, a major divergence across countries is the level of institutionalization of accelerated education. Kenya lies at the weakest end. Ethiopia, save for the absence of policy and national guidelines, has models that are fairly well established in practice. Tanzanian COBET is anchored in policy, is buttressed by a national curriculum, and has been rolled out nationally; but COBET implementation in practice remains weak and government support for it is modest.

## **Promising Practices Across the Reviewed Accelerated Education Models**

Out-of-school children are not a homogenous category. What works for various categories of children varies widely across age, sex, cultural context, and socioeconomic status, including disability. In terms of flexibility of learning schedules, the ABE in Ethiopia and the accelerated learning programme in West Pokot have the most flexible learning timetables. Both models have flexible times when children can come to school, adapted around common routines of economic activity in a pastoralist community set up. Speed School model offers quality learning and compresses a three-year curriculum into 10 months of learning. However, the model is intensive and demanding on a child's time and might not be suitable for older children who require to work to complement household income, or family labour.

## **Gaps and Limitations**

The major gap in the existing programmes is that none of them offers a skills pathway into vocational training. The barriers identified so far operate at the different levels of the education system and may present more daunting challenges as one moves higher in the education system. Over the long term, accelerated education programmes could explore opening up pathways to the job market by focusing more on skills-based education in combination with basic numeracy and reading skills.

Hardly any of the models reviewed offers psychosocial support to learners. Some of AEP learners may be orphaned, some teenage mothers, while yet others live with structural violence in the households they come from. Equipping teachers with skills in counselling and guidance and supporting them to institutionalize psychosocial support for the learners as a practice in the learning centres would be useful.

Finally, the absence of an enabling policy framework is a major limitation for the existing accelerated education programmes. The absence of a policy framework could spawn and deepen marginalization of already marginalized areas and segments of the population.

## **Reflections on Scalability of the strategies and Approaches**

The following intervention areas have been identified for scaling impact of the accelerated education activities under the Back2School Project.

- Improving the quality of pedagogy: Back2School project will borrow aspects of the Speed School model and adapt it in AEPs in Kenya and Tanzania. This will entail identifying elements of teaching styles in Speed School, documenting them, and then working with district level ministries of education to develop a programme of training for the teachers' handling pupils in the accelerated education streams. The effect of the training and use of the revised pedagogical styles will be monitored, to see if there are any noticeable changes in learner concentration, involvement in classroom, and on learning outcomes.
- Increased parent/caregiver involvement in children's learning: The Back2School project will support the identification of change champions among parents and caregivers, and then train and support them to perform a liaison function between the communities and schools. Across each country, the approach will be tested and documented, and promising practices selected for scaling.
- Improving the quality of oversight by district level ministry of education officials: The motivation for working with government would be to ensure performance standards are enforced, teachers receive the requisite support from the responsible ministries, and accelerated learning gradually gains the recognition and support of the governments. This will ensure making budgetary allocations and investments for accelerated education.



# 1

# INTRODUCTION



The Back2School project aims to generate evidence to support scaling the impact of accelerated education programmes for out-of-school girls in rural areas of Ethiopia, Kenya, and Tanzania. The project approach involves scaling the impact of promising strategies and approaches for getting more rural out of school girls to enrol, be retained in school, and to complete their education with quality learning outcomes. Scaling impact involves scaling the impacts of research in ways that balance the magnitude, variety, equity, and sustainability of effects for the public good. Secondly, it refers to a systematic, critical, and principles-based science of scaling that will increase the likelihood that research and innovation will benefit society.

The Back2School project will build on experiences and lessons learned from the implementation of Complementary Basic Education for Tanzania (COBET) model that was supported by the Graça Machel Trust (GMT) from 2016 in collaboration with the Mara Alliance - an alliance of governmental and non-governmental organisations working to combat child rights violations in the Mara region of Tanzania.

The implementation of the COBET model in the Mara region brought out several key lessons, including the need to further refine the model for broader adoption and scale-up at a national level and beyond. A critical review of the COBET model is therefore necessary to identify success factors and gaps in the design and application of the model. The subsection below outlines the aims and objectives of the review, the key research questions, the review's methodology, data collection and analysis procedures and tools as well as quality assurance guidelines.





# 2

## SCOPE AND METHODOLOGY OF THE ASSESSMENTS

The assessment of the accelerated education programmes explored key strategies, approaches, and elements that have been effective in re-integrating Out of School Children (OOSCs), particularly girls, into mainstream education system in Ethiopia, Kenya, and Tanzania. The review also aimed to highlight good practice cases, success factors, as well as gaps and barriers that hindered effective implementation of the model in the target region.

Specifically, the country-specific assessments were designed to achieve the following specific objectives:

1. Assess the effectiveness elements, strategies, and approaches of the accelerated education programmes in improving education outcomes for OOSGs in the target regions of each country;
2. Evaluate the performance of the existing learning centres and/or schools in selected rural districts of Ethiopia, Kenya, and Tanzania and identify key change drivers;

Each country research team adapted the study objectives to their own contexts, and used desk reviews and qualitative field interviews (FGDs, KIIs and in-depth) to address the assessment objectives and research questions.

---

## RESEARCH QUESTIONS

Question 1: What factors enable or constrain the enrolment, retention and transition of rural out-of-school girls?

Question 2: In what ways can accelerated education programmes be made more effective and gender inclusive?

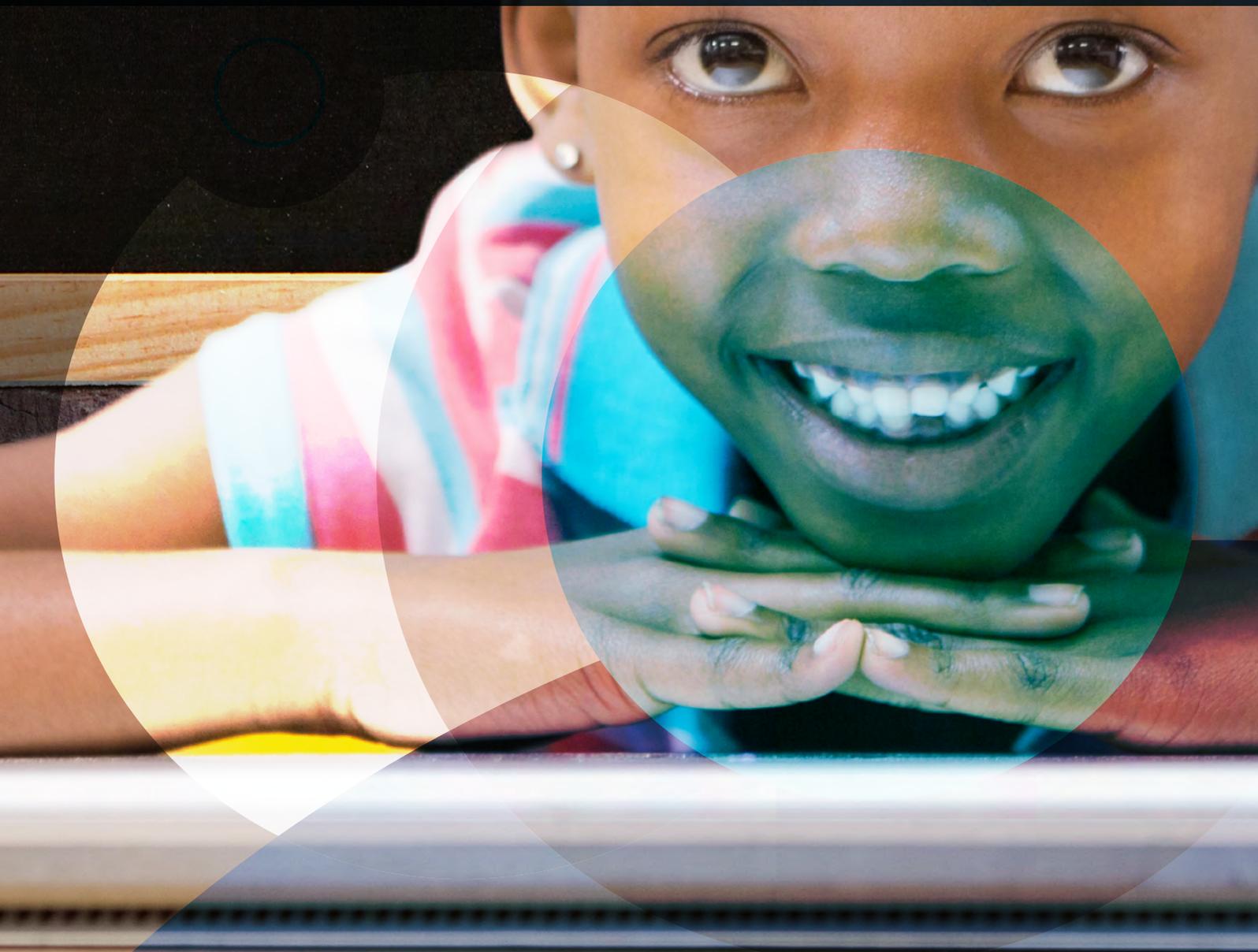
---





# 3

## THE CONTEXT OF ACCELERATED LEARNING/EDUCATION PROGRAMMES



This section describes the policy contexts and the implementation approaches used for accelerated education programmes in Ethiopia, Kenya, and Tanzania.

## ETHIOPIA

A national study on the magnitude of out-of-school children in Ethiopia, conducted in 2020 by the MoE, found a significant number of out-of-school children in every age group. This has raised a major question of whether other levels should be introduced, accompanied by options for skills-based vocational training and employment opportunities, to better help those children in the upper age group (12 – 14-year-olds) catch up with their peers in grades 5, 6, or 7. The 2019/20 Education Statistics Annual Report (p.21) puts the national gross enrolment rate for the primary grades 1 - 4 at 126.2% compared to 81.8% for grades 5 – 8, indicating that many students are not progressing to grades 5-8 education, either because they are repeating grades, or dropping out completely. Including additional levels would not only address the learning needs of those graduating from AEP level 1 but it would also create an opportunity to bring back many who have dropped out from grade 3 and above.

**Adult and Non-Formal Education (ANFE)** is the principal policy framework under which accelerated education falls. It was revised by the Ministry of Education in 2020 to better address “the diverse demands of youth and adults and integrate various adult and non-formal education (ANFE) programmes into one document”. ANFE programmes are designed for people between the ages of 15 and 60.

**The Accelerated Learning Programme Implementation Guideline (2021)** is the only guideline developed exclusively for the implementation of accelerated learning programmes. The guideline defines the scope of the accelerated learning programme, its objectives, principles, target groups, and roles and responsibilities of the various stakeholders in the AEP landscape.

## KENYA

Kenya’s national education system is structured on an 8-4-4 model with eight years of basic education, four years of secondary education, and a four-year undergraduate curriculum. However, the country is transitioning to a competency-based curriculum (CBC) education aimed at replacing the 8-4-4 system by 2028. The CBC is designed to emphasize the significance of developing skills and knowledge and applying those competencies to real life situations. Access, retention, transition, performance and completion of education for all eligible children remain a challenge. Since 2003 when the Government launched Free Primary Education, gross enrolment rate (GER) had increased to 104 per cent in 2018. Similarly, net enrolment increased to 92.4 per cent during the same period.

Although the number of learners enrolled in school has increased over the years, school dropout rates have significantly increased, especially in Arid and Semi-Arid Lands (ASALs), low-income areas and areas experiencing pockets of poverty. Some of the factors that predispose learners to dropping out of school include early pregnancy, inhibitive cultural practices such as child marriages and Female Genital Mutilation (FGM), and unmet special needs for the gifted and those with disabilities.

The MoE is in the process of developing a policy and guidelines for accelerated education programmes. This will harmonize the curricula and the strategies used by various organizations, thereby streamlining, and easing transition into mainstream schools. In collaborating with other players on the implementation of the accelerated education for out of school children, the government’s role is facilitative.

There is no specific curriculum developed by the Ministry of Education for accelerated learning, nor is there a policy on the same to guide the programme’s implementation. Various implementers use different names to refer to the programme, but it is entirely a catch-up programme. What exists is a blend of the Competency Based Curriculum (CBC) and the 8-4-4 system of education. The implementing partners, mainly Community Based Organizations (CBOs) or Non-Governmental Organizations (NGOs), use their own tailor-made curricular. One exception is ActionAid that engaged education experts to develop a curriculum emphasizing numeracy and literacy and received the approval of Kenya Institute of Curriculum Development (KICD).

There are no formal oversight mechanisms, policy nor guidelines for ALP. What exists is re-entry guidelines that illustrate how a learner can re-enter education after dropping out. Where a learner has dropped out, there is no policy that speaks to the bridging.

## TANZANIA

The education sector is structured as follows:

- Formal education: early childhood, primary education, secondary education, and university education.
- Professional training: teachers training and Technical and Vocational Trainings.
- Adult and non-formal education: aims to provide out-of-school children (OOSC) with alternative or second-chance avenues of learning and opportunity to be mainstreamed back to formal or professional education.

COBET falls under adult and non-formal education.

The formal basic education system in mainland Tanzania is structured as 2 years of early childhood education, 7 years of Primary School and 4 years of Secondary School. However, the 2014 Education and Training Policy (ETP), which is yet to be implemented, restructured basic education to 10 years (1+6+4+2+3+) instead of 13 years.

Overall, Tanzania has endeavoured to expand universal access to primary education. The result is that when primary education was made fee free in 2001<sup>i</sup>, the enrolment rate increased from 65% to 96% in 2007. In 2016, the initiation of tuition free education further increased enrolment. However, increased enrolments occurred in the context of budgetary constraints for the sector, with the consequent unavoidable decline in the quality and standards of education. Moreover, even with the free access to education initiative, an estimated 3.5 million children and young people aged between 7 and 17 remain out of school<sup>ii</sup>.





# 4

## ACCELERATED LEARNING PROGRAMMES



This section looks at the running of accelerated education programmes across the three countries. It captures the diversity of approaches used within individual country systems. The key message is that attempts to offer quality education compete with the need for expanding access. Striking a balance between quality education and expanded access is a challenge for each of the three countries.

## 4.1 ETHIOPIA

### I) EXISTING MODELS, THEIR STRUCTURE AND ORGANIZATION

The **'Second Chance'** and **'Accelerated Learning for Africa'** (ALFA) programmes have both evolved from the same model called 'Speed School.' The Speed School model was first introduced in five woredas (districts) of the then SNNPR<sup>iii</sup> in Ethiopia in the 2011/12 school year. The model later expanded to Tigray; Oromia; Amhara; Addis Ababa; and Afar and Somali. The programmes have reportedly brought nearly 280,000 OOSC into the formal school system and supported their parents and caregivers with self-help groups over the last decade.

This model continues to be implemented under two different names: The "Second Chance" as supported by the Luminos Fund, and the "Accelerated Learning for Africa" (ALFA), supported by Geneva Global. Both models have shared features in both their design and implementation.

#### Description of the model<sup>iv</sup>

The model combines an accelerated learning programme with a community development strategy to give out-of-school children between the ages of 9 and 14 years a "second chance" at formal primary education. The distinguishing feature is the community development component which is not shared by other accelerated education programme models. Pupils in the model receive core learning, knowledge and skills adapted from the government's official grades 1 to 3 curriculum, in ten months, to ready them to join (or re-join) their age peers the following year in grade 4 (some might also join or re-join grade 3).

Enrolment and participation in AEP are free (except for any opportunity costs<sup>v</sup>). The facilitators deliver lessons to classes of 25 students seated in small groups of six. The pedagogical style is highly interactive and activity-based, complemented with other learner-centred methods. Facilitators shape their lessons with content drawn primarily from the students' local context. They practice continuous formative assessments to match the pace of their instruction to that of their students' learning.

#### Model Implementation:

The calendar starts and ends alongside that of the conventional government school, but the School calendar is divided into three trimesters, or "phases", each of which covers the curriculum for a full school year. The AEP day differs from that of the conventional primary school, lasting the full morning and afternoon and sometimes includes a half-day on Saturdays. The programme is very intensive with 7 hours per day, while formal schools include about 4 hours per day.

At the end of the year, the students take a placement test developed and administered by the Woreda education office and so-called 'link primary school teachers'. This serves to determine the grade level at which each student should enter the conventional government primary school the following year.

The model also includes a community development approach called Self-Help Group. Created for each class, the Self-Help Group (SHG) brings mothers (and female caregivers/ guardians) together to set up or grow income-generating activities that will increase their earnings, thereby allowing them to cover any direct costs or loss of income from having children in school. The model also contains what is called the 'Primary School Capacity-Strengthening (PSCS) strategy'. This strategy introduces the core AEP methods to teachers in the government primary schools where AEP classes operate or that will receive Speed School graduates. This is meant to improve the quality of learning and motivation of all students to prevent future dropouts.

**Accelerated Learning Programme (ALP):** can be understood as the government-adopted version of the ‘Speed School’ model. ALP started with 34 ALP classes in 2017/18 and has been expanded to a total of 631 ALP classes in five of the 11 Regional States and one of the City Administrations (Amhara, Oromia, Sidama, SNNPR, and Addis Ababa) in 2021/22 to reach a total 8,625 out-of-school children (53% girls) across the country.

It uses condensed curricula, active pedagogy, and holistic training – all adopted from the Second Chance and ALFA programmes. However, it has none of the ‘community development’ related components of both programmes such as Self-Help Groups and the School Capacity Strengthening components. Moreover, it mostly runs two ‘Phases’ and hence covers grades 1 and 2 curricula per school year: Phase 1 is equivalent to the grade 1 curriculum; and Phase 2 to the grade 2 curriculum. ALP classes are held only half a day (as opposed to a full day in Second Chance and ALFA classes) – which is not enough time to cover the curriculum content. As a result, ALP students transition to grade 3 upon completion of the programme (instead of transitioning to grade 4 like Second Chance and ALFA graduates). Unlike Second Chance and ALFA, it uses qualified and experienced teachers, called ALP teachers, selected from existing primary school teachers based on previous performance records.

**Alternative Basic Education (ABE)** The Ministry of Education (MoE) adopted a national strategy called “Alternative Basic Education” (ABE) in 2004/5 to increase the mostly pastoralist and agro-pastoralist rural children’s access to quality education. UNICEF later supported the MoE Women’s Affairs Department to adopt ABE’s strategy with a view to increasing girls’ school enrolment and reducing the gender gap. ABE is thought to have contributed to the remarkable progress seen in increasing access to education for children aged between 7 and 14, particularly in pastoralist and semi-pastoralist communities, and in reducing the gender gap over the last two decades.

The Alternative Basic Education (ABE) curriculum for grades 1-4 is condensed into three levels of one year each. ABE Level III completers transition to grade 5 of formal school. It has increasingly been rolled out nationally as a complementary programme to mainstream primary formal education. In 2016/17, the model’s approach and its AEP features were adapted for targeting unreached learners.

Most of the ABE centres were upgraded to formal schools in most regions<sup>vi</sup>, such as in Amhara where the ABE model ceased to exist. However, the model is still relevant in some pastoralist and semi-pastoralist communities such as in Guji Zone of Oromia, where it is still largely operational – serving the same goal of reaching children unreached through formal education, including over-aged children. ABE classes mostly run three hours a day, three days a week either in the mornings or afternoons. In terms of achievement, a significant number of ABE III completers in Guji Zone of Oromia continue to drop out or are at risk of dropping out after they transition to Grade 5 in the formal schools. The long distances to primary schools for attending grades 5 – 8 fuel the high dropout rates. For this reason, the Oromia REB and UNICEF decided to upgrade some selected ABECs to run Levels 5 - 6<sup>vii</sup> to address the distance barrier. This new ABE level under the pilot phase offers an 18-month curriculum equivalent to the formal school curricula of grades 5 and 6. Completers of this new ABE level will transition to middle school grade 7, provided that they score passing marks at the Regional Primary Education Leaving Certificate Examination.

## II) ACHIEVEMENTS AND PROMISING PRACTICES OF AEPS

The reviewed AEPs are contributing to equitable access to quality education, especially for girls, school dropouts, children from low income households, and those affected by emergencies. Despite the lack of disaggregated data at the national level, the programmes have benefited thousands of over-age out-of-school children. Some of the children who have benefited work as house-helpers, shoe shiners, petty traders, and those who are affected by the ongoing rural-urban migration in search of better life opportunities in Addis Ababa. Others include children affected by emergencies, and those who would not otherwise make it to school, mainly due to long distances to schools.

Second Chance and ALFA programmes use condensed curriculum materials that are equivalent to the primary school grade 1 – 3 materials covered within ten months. The programmes have three phases: Phase I lasts two months and offers four subjects: English, Maths, Environmental Science, and one local language; and Phase II and Phase III last four months with five subjects each: English, Maths, Environmental Science, one local language and Amharic. The Phase I curriculum is a condensed form of the grade 1 curriculum: Phase 2 is that of grade 2; and Phase 3 is that of grade 3. The condensed curriculum materials were developed with the participation of their Regional Education bureaus.

ALP too uses the same condensed curriculum materials originally developed for and used by Second Chance and ALFA programmes. The model however offers Phase I and Phase II curriculum covering all of the five subjects within five months per phase. The main reason for this change is the fact that ALP classes are run in one shift, meaning they have a smaller number of periods a week than the Second Chance and ALFA.

ALP learners appear to be demonstrating better school performance compared to their peers, once they have been mainstreamed into formal schools. Besides learning to read, write and do simple arithmetic within ten months, learners from the Second Chance and ALP classes have abundant opportunities, thanks to activity-based, learner-centred methods, to develop soft skills<sup>viii</sup> that are equally important for them to be successful in school and in life. Classroom activities are characterized by cooperative learning and pupils use local content, songs, drama, and games that add to the relevance and quality of instruction. Such opportunities coupled with the highly engaging activities and interactions taking place in class enable students to develop a sense of responsibility, communication skills, and self-confidence to participate in issues that matter to them.

With specific reference to ABE its flexible timetabling explains the good performance it has registered, because it suits the pastoralists' way of life. ABE classes run three hours a day for three days a week, either in the mornings or the afternoons. Another factor is its proximity to the target communities as compared to the distance to and from formal schools. This notwithstanding, some children still do not attend school because their parents or guardians want them to engage in the labour market, to contribute to the family income. In view of these constraints, good practice necessitates flexibility in timing and location, in consultation with the targeted communities, for the children to be able to continue supporting the family while receiving education at the same time.

Second Chance, ALFA, and ALP<sup>ix</sup> classes are free from any fees for materials as students are provided with scholastic materials (exercise books, pens, etc.) and teaching-learning materials (TLMs). This is different for ABE learners, unless the ABE is supported and/or run by a non-governmental organisation. Second Chance, ALFA, and ALP classes are capped mostly at 25 – 30, which are a significantly smaller class size, compared to the 50+ class size of most primary school classes. The smaller facilitator-learner ratio is believed to be among the main reasons for the effectiveness of the Second Chance, ALFA, and ALP classes. Where school uniforms are required by link primary schools, parents and caregivers are concerned that this might affect programme participants in the future. In the 2021/22 school year, ALFA learners were allowed by school leadership to finish the school year without school uniforms, unlike their counterparts in formal school. However, this led to harassment by other pupils, who were labelling them as 'NGO' students.

On balance, children feel generally safe. When asked about how safe and friendly their school is, one girl explained thus: 'we like the way our teachers teach us, and interact with us. We always attend our classes properly because we enjoy our classes';

Yet two other pupils described the differences between accelerated education programmes and formal schools as follows: 'In the formal classes, the teachers write a lot of things on the blackboard and rush through different topics even though we were not clear about them.'

'when we were in formal class, if we say something is not clear, the teachers will harass us or kick us. But here (Second Chance, ALFA, and ALP classes), there are no such things. It would be better if we learn using ALP approaches when we join grade 4; 'teachers in the formal class need to stop bullying, beating, and harassing pupils. They need to stop penalising us using inappropriate ways and hitting us with dusters, rulers and so on.

Second Chance, ALFA, and ABE programmes call their teachers 'facilitators' to show that their job is less about teaching than it is about guiding and helping pupils to learn<sup>x</sup>. These facilitators have a minimum of 10 grades of schooling, but the research team encountered teachers with Diploma or Degree level qualifications, even if not necessarily in the field of teaching or education. Facilitators are hired on a competitive basis, with considerations made to bring more female facilitators to the role. As a result, there is almost an equivalent number of women facilitators to that of men in most of the AEP classes – which is expected to have a positive impact on bringing more out-of-school girls back to school (good practice).



The quality and high impact of the teacher training that facilitators and AEP teachers receive was recurrently cited as the greatest driver of success of the accelerated education programmes. The training methods are practice-based and full of practical exercises that mirror actual teaching learning-based scenarios. The training is further reinforced through clear processes and tools used in the classroom, as well as through follow-up support and accountability mechanisms. To sum it up, the practice-based training workshops, the follow-up support, accountability mechanisms, the small class size, and tools and systems put in place combined, aid facilitators and ALP teachers in improving their teaching practices.

The level of facilitators' engagement with pupils in the classroom is higher in the Second Chance model, than in the government run ALP. Class size is one of the most important success factors for improved teaching practices in Second Chance, ALFA, and ALP classes. According a senior staff in one of the implementing partner organizations:

No matter how highly motivated and capable a facilitator is, the fact that he or she handles a class size as large as 50 or more pupils may kill his or her motivation. Large class sizes make it physically impossible to turn the class into a highly engaging, activity-based and learner-centred class, like what you see in accelerated education programmes.

### **III) CHALLENGES AND CONSTRAINTS**

Second Chance, ALFA, and ALP programmes all apply a rigid and intensive class time than that of the formal education system. Second Chance and ALFA programmes mostly run full-day classes – both in the morning as well as afternoon shifts, 6 - 7 hours a day, five days per week from Mondays to Fridays, and sometimes including a half-day on Saturdays while formal schools run regular classes mostly either in the morning or in afternoon shifts. The ALP school day lasts four hours either in the morning or the afternoon. They are not as flexible as expected in terms of location either – as they mostly tend to confine themselves to public schools, not reaching the hardest-to-reach children.

The lack of flexibility in timetabling is tiresome for older children (e.g. 12 – 14-year-olds), who experience difficulties in regularly attending classes. Though dropouts and irregular attendance are not high in general, it is mostly older children who miss classes or drop out of the programmes, due to increased expectations towards them to support their families. It is understandable that the intensive and fixed programmes ensure there is adequate time to cover the respective curriculum, but the intensive nature of the classes poses serious challenges.

Furthermore, the Second Chance and the ALFA classes cover the curriculum of the first three primary grades in ten months, while most of the ALP classes cover the curriculum of the first two primary grades in ten months – based on a concern that their one-shift system does not allow adequate time to cover the three grades in ten months. Regional Education Bureaus and the Woreda Education Offices are concerned about whether the condensed curriculum is 'too accelerated', particularly in Second Chance and ALFA classes.

The absence of water, sanitation, and hygiene facilities push many children away, especially girls who have reached puberty. The accelerated programmes' learning environment resembles those of the link formal schools, with little difference in the quality and number of facilities available. Moreover, even though some schools have separate toilets for boys and girls, none of the Second Chance, ALFA, or ALP classes have provisions for sanitary materials for older girls. There also exist no reporting mechanisms and follow-up for violence and GBV incidents.

Second Chance and ALFA facilitators are, on average, remunerated with 4,000 to 5,400 Birr a month (equivalent to 75 to 105 USD a month), based on a ten-month contract. This means that they are not paid in July and August when no classes are held. They may or may not be rehired the following academic year. The remuneration is significantly less than that of formal primary school teachers (which is usually no less than 120 USD a month, with some benefits). Being on the government payroll, ALP teachers and most ABE facilitators get their monthly salaries like any other formal schoolteachers.

Implementing partner facilitators of Second Chance and ALFA programmes complain that Cluster Supervisors and school principals tend to view their classes as not falling under their responsibility. According to facilitators, school principals and cluster supervisors hardly visit their classes; show little interest in their activities, nor invite them when they hold meetings with formal schoolteachers. Woreda Education Office (WEO) cluster supervisors largely confirmed this view during the assessment citing major limitations being budget constraints for transportation and the high number of primary schools assigned to a cluster supervisor.

ALP classes have a slightly better experience, even if the quality and frequency of support and supervision ALP teachers receive is not as much as it should be. Cluster supervisors visits are usually limited to collecting school data, inspecting school infrastructure, and having brief conversations with school leaders. It usually does not involve direct interaction with ALP teachers. Cluster supervisors confirm largely confirmed these views, citing budget limitations and large numbers of schools.

Focused coordination mechanisms for accelerated education programmes at different levels are missing, but these could facilitate regular updates, discussions on challenges and joint solution seeking. Implementing partners do occasionally facilitate joint monitoring visits with relevant education authorities to assess the progress of AEP programmes. They also use other ad-hoc-based opportunities or existing education sector-wide coordination platforms to share updates on key achievements, good practices, and challenges of their programmes.

Other than ABE, the accelerated education programmes do not seem to sufficiently and meaningfully engage and mobilise local communities (other than the SHG members) in the management and operations of their classes or centres to support effective implementation. Primary schools that run Second Chance, ALFA, and ALP AEP classes have Parent-Teachers Associations (PTA)<sup>xi</sup> but no pupils are represented in these bodies. In addition to the PTAs, Second Chance and ALFA programmes tend to establish a 'Community Management Committee' (CMC) by electing five members (at least half of whom are women) from among members of the Self-Help Groups. The practice is not consistent across all schools or learning centres, and some of the existing CMC and PTA have not been given thorough orientation or training on their roles.

Education officials in some Woredas want to expand the accelerated education programmes to more schools, often in the absence of data. In some instances, some children enrolled in grades 1-3 were made to join ALP interventions where implementing partners could not find enough over-age out-of-school children in some communities. All of these imply the need for additional orientation on accelerated education programmes, their objectives, approach, target groups, and the importance of seeing AEPs as complementary to the formal school system, and not meant to disrupt the latter.

## 4.2 KENYA

### I) EXISTING MODELS, THEIR STRUCTURE AND ORGANIZATION

The Accelerated Education Programmes assessed in Kenya are located in Garissa, Kilifi and West Pokot counties. There are potentially more areas where these programmes are run, but the assessment focused on these four counties. This section describes each of the programmes.

In Kilifi, three initiatives were identified, each run by a non-state actor. The main implementers include UNICEF working in partnership with Ministry of Education, ActionAid, and partners, and Kesho Kenya and partners.

The **Action Aid Catch up Programme** (the Education for Life project) was implemented by three partners: ActionAid, Volunteer Service Overseas (VSO) and Leonard Cheshire, each with their specific area of specialization. ActionAid focused on the girl child empowerment; VSO on teacher training and curriculum development, and Leonard Cheshire focused on ensuring that 10% of the children targeted were those with disabilities and were provided with materials

like wheelchairs. The project targeted girls between 10 and 19 years who had never been to any school or those who were in school and dropped out. The target was to have 15 pupils per catch-up centre, but they ended up with 40 to 50 pupils per centre. The fact that Accelerated Education Programmes were established close to where the girls came from helped reduce the long distances girls had to walk, hence the increase in enrolments.

The project came to an end in February 2021, having enrolled at least 1289 girls in 32 Accelerated Education centres in four sub-locations of Magarini Sub- County.

The **Back-to-School Project by Government of Kenya and UNICEF** identified out-of-school children from the villages and linked them to the nearest public primary school to resume their education. The program was domiciled in 50 public primary schools in 5 sub-counties of Kilifi County. Though the pupil recruitment drive was largely successful, retention has been a challenge. For instance, St. Andrews school received 500 students but 182 have since dropped out. The major reasons for dropout include lack of resources to accommodate a huge influx of pupils, and teachers feeling demotivated due to non-payment by UNICEF amidst socioeconomic challenges.

**Wasichana Wetu Wafaulu by Education Development Trust and Kesho Kenya** was launched by Education Development Trust and Kesho Kenya in 2017 but came to an end in February 2022. The program identified, mobilized, and enrolled 15,000 OOSC, of whom 12,750 were girls and 2,250 boys. The program collaborated with 54 government primary schools and 20 secondary schools and also secured the involvement of the local administration and county education department. This project similarly faced significant dropout of both boys and girls, with girls dropping out mainly due to poverty, teenage pregnancies, early marriages, and child labour.

In Garissa -NRC provides opportunities for school-aged children (6 to 18 years old) to complete a full cycle of basic education, and diverse learning pathways across the education continuum for youth (15 to 24 years old), the core target group consists of children and youth who are out of school or have had their education interrupted. NRC provides alternative learning opportunities through:

- **Accelerated Education Programmes (AEP):** A flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth.
- **Catch-up programmes:** A short-term transitional education programme for children and youth who had been actively attending school prior to an educational disruption.
- **Bridging programmes:** A short-term, targeted preparation course that supports students' success, taking various forms such as language acquisition and/or other existing differences between home and host education curricula and systems for entry into a different type of certified education.

NRC in Garissa has a stand-alone centre for only out-of-school children that is attached to a mainstream school. This makes it easy for these children to transition to nearby mainstream schools. Other centres are hosted within the mainstream schools, with the only difference being that these children are taken through catch-up classes.

**I-REP Foundation SHEPHARD School, West Pokot** - The intervention is designed to address high illiteracy levels in West Pokot, which is approximately 67% with majority being women and girls (KDHS 2014). The I-REP programme seeks to ensure quality education especially for children from the hard-to-reach areas. It is currently supporting 56 girls at Ortum girls boarding primary school, which also acts as a safe house. There are an additional 19 girls in various high schools and 5 boys benefiting from the education programme. The project has also established a centre school that is closer to the villages to enable girls who look after their family's livestock to flexibly balance between attending school and caring for the livestock. The classes are conducted in three shifts comprising of the morning, midday, and evening lessons. The evening lessons are majorly attended by the shepherd girls after taking the livestock back to their homesteads.

In West Pokot Learning is organized in two main ways: the formal and informal learning. Formal learning targets girls who are rescued and taken directly to the mainstream schools. Here, they are taken to pre-primary one or two before transitioning to grade one based on their ability to learn and grasp concepts. Additionally, the learners are given extra lessons in the evening to enable them to catch-up with other pupils in their class. The setup of the informal learning is aligned to the lifestyles and situations of the learners. Learning is not strictly based on a timetable but instead, it is flexible and adapted to the schedules of the learners. For example, young mothers who are survivors of early marriages must balance between the household chores and attending school. Thus, there are morning classes, afternoon, and evening classes for different categories of girls.

The content covered under the accelerated learning curriculum majorly comprises basic literacy, numeracy, and problem-solving skills to enable the learners to accelerate to the next class, once they have mastered elementary skills in reading, writing and basic numeracy.

In West Pokot, the catch-up program takes about six months before a learner can transition to the next level of education. However, in some cases, the learners can take less than six months depending on their aptitude. In Garissa and Kilifi, since the ALP centres are located within a mainstream school, once the children complete ALP, they are moved into the mainstream schools. UNICEF worked directly with public schools and pupils received catch-up lessons after normal school hours.

## II) ACHIEVEMENTS AND PROMISING PRACTICES OF AEPS

A number of strategies are being employed by implementing entities to ensure that out of school girls get back to school and retention is enhanced for those that are at risk of dropping out. These include:

- **Feeding Programme:** the high levels of poverty in the three counties make it extremely difficult to provide three meals a day. The IREP Foundation, NRC and Action Aid provide lunch to pupils in school to enhance retention and improve their nutrition. This has acted as a major incentive for pupils to stay in school.
- **Sanitary facilities:** UNICEF, Action Aid, NRC as well as the education Trust provide sanitary towels to girls from low-income households to ensure they do not miss school during their menses. There exists a Sanitary Towels programme that was launched in 2011 under the Ministry of Education, which procures and distributes sanitary towels to girls from disadvantaged backgrounds.
- **Provision of boarding facilities:** For retention IREP (West Pokot) established a boarding facility where girls feel protected and safe. Action Aid (Kilifi) established ALP centres in safe spaces like churches where there were established hygiene facilities for girls while NRC established ALP centers within the existing public schools.
- **Provision of cash incentives to girls:** In Garissa girls are given cash incentives to enhance retention and to enable them to meet their special needs such as purchase of sanitary towels. In Kilifi, ActionAid supported parents whose children were transitioning to the mainstream primary school by giving them KES 12,000 to buy uniform, stationery, and to pay school fees for the girls. For girls transitioning to apprenticeship training, the master artisan was paid KES 3000 per month for 6 months while the girls attending the apprenticeship were given KES 300 per day for lunch and transport.
- **Free transport to students** who stay far from the learning centres, who are the majority in these centres.
- **Free learning and provision of writing materials, reading materials and uniforms:** Tuition is offered free at all accelerated education programme centres. By eliminating school levies, making provision for uniforms and other learning materials, equity is achieved.
- **Educational campaigns:** Running campaigns in partnership with the local community on the importance of education contributed to high enrolment of children to the ALP centres, for instance in Garissa county.



The education offered to the learners is of good quality because they are taught by well trained teachers who graduated from teaching colleges. The NGOs recruit trained teachers either with P1 certification or ECD certification. Nevertheless, in the course of the survey, there were some doubts about the competence of the teachers in handling out-of-school children. The need for teachers to be trained specifically to work on this type of education was highlighted severally during the assessment. Remuneration of teachers, especially those employed by UNICEF, remains a challenge, as some teachers have since abandoned the programme.

The accelerated education programmes act as a stepping stone for the girls to be at par with others who had been in school. It also caters for the learning needs of girls who would otherwise never get any form of education and those who would not resume learning following disruptions to their education by factors such as early marriage, FGM and livestock herding.



---

**AS AN ORGANIZATION WE TRY TO RESCUE GIRLS, VICTIMS OR SURVIVORS OF FGM AND CHILD MARRIAGES, AND ON MOST OCCASIONS, THESE CHILDREN HAVE NEVER BEEN TO ANY CLASSROOM, SO SOMETIMES THEY ARE TEENAGERS AND WITH NO PRIOR FORMAL EDUCATION.**

---



Among the strengths of the AEP model is that it is flexible in terms of the time that learners report to school. AEP also accommodates the older learners that had been out of school for some time.

With the huge population for OOSG in Kilifi county, the ALP initiative has enabled OOSC to be re-integrated into school. For some of the girls interviewed, they equated ALP program with a rescue mission.

“

THE ACCELERATED PROGRAMME IS FLEXIBLE, YOU WILL FIND LEARNERS COMING TO SCHOOL AT 9, SOME OF THEM COME TO SCHOOL AT 10.30 AND WE NORMALLY ACCEPT IT BECAUSE WE KNOW THE CONDITIONS THAT THE CHILD IS UNDER.

ADMINISTRATOR, DADAAB.

”

“

THERE WAS A TIME WHEN I WAS JUST AT HOME, I STAYED AT HOME FOR 2 YEARS AFTER I WAS SENT HOME FOR FEES, THEN CAME AN ORGANIZATION THAT GAVE US THE CHANCE TO STUDY AND WE JOINED IT.

PUPIL AT MVULANI PRIMARY SCHOOL.

”

“

KILIFI COUNTY REQUIRES THIS KIND OF INTERVENTION THAT WILL ULTIMATELY HELP AT LEAST LEARNERS ACCESS FREE, BASIC AND COMPULSORY EDUCATION AS REQUIRED BY THE LAWS OF THIS COUNTRY.

COUNTY QUALIFY ASSURANCE AND STANDARDS OFFICER, KILIFI

”

In Kilifi County, the model implemented by Education for Life Initiative seemed more impactful than Wasichana Wetu Wasome and Back-to-School initiatives which had their catch up programmes domiciled in public primary schools. Public school teachers who were involved in both Wasichana Wetu Wasome and Back-to-School initiatives confessed not having enough time to teach the children.

A review of the community attitudes and support towards girls' education in the three survey counties reveals a mixed picture. There are pockets of support and commitment by some parents and community members, but equally large segments of the community and parents who are either explicitly hostile to girls' education, or those whose opposition to girls' education is expressed in more subtle, hidden ways. Some of the community members and parents encourage girls to go back to school and similarly assist in the identification and tracing of the out-of-school girls from their homes.

### III) CONSTRAINTS AND CHALLENGES

The greatest weakness of the model as implemented by some non-state actors in Kenya is the lack of sustainability. This is mostly in Kilifi where ActionAid had funding for only 1 year which was not enough to ensure the learners catch up and transition to mainstream schools.

Accelerated education programmes are not recognized by the government, which presents a problem during registration for examinations, since government officers do not recognize the system. Besides, the absence of a recognized AEP curriculum and teaching materials and collapsing accelerating work for three to four years to fit one year remain major challenges.

Consistency of learners in attending school sessions without breaking was noted to be a concern with some of the students breaking from sessions and returning when the term had already elapsed. This poses a challenge for the teacher as the learner requires extra time compared to those that were continuously attending classes.



**WE SOMETIMES HAVE DROPOUTS, BUT WE NORMALLY TRACE THEM, WE GO AFTER THEM AND TRY TO FIND OUT WHAT THE CHALLENGES ARE. YOU WILL FIND THAT THEY DO GO BACK TO SOMALIA, AND THEY WILL COME BACK AFTER ONE TERM.**

**ADMINISTRATOR, DADAAB.**



## 4.3 TANZANIA

### I) EXISTING MODEL (COBET), ITS STRUCTURE AND ORGANIZATION

The Complementary Education for Tanzania (COBET) model was introduced and piloted in 5 districts in 1999, with the support of UNICEF. After registering initial success, it was scaled up across the entire country (URT, 2008). COBET was set up to cater for over-age children and youth in primary school who were out of school (Levira and Gange, 2007). The program is designed for two age groups known as Cohort I (11-13 years old) and Cohort II (14-18 years old). This design allows for flexibility in allocating enrolled children into the ideal age-group.

A number of factors such as age and learners' ability and other psychological factors were considered in the design of the COBET. This explains the inherent flexibility of the model, which allows for multiple entries and exits. It is thus designed to meet the needs of out-of-school children in both rural and urban settings (Levira and Genge, 2007).

The design of the COBET model gives room for learners to participate in generating income for their households, and attend school within any one week day. This was confirmed during the study. There are COBET learners who are also heading their households thus taking care of their siblings as most have lost their parents or have been abandoned.



**MY DAD DIED, AND MY MOM RAN AWAY. SHE ABANDONED US, SO I LIVE WITH MY BROTHER WHO TOOK ME TO SCHOOL.**

**COBET BOY, 12 YEARS - PS3 PRIMARY SCHOOL**



**I NOW LIVE WITH MY MOM AND SISTER. MY MOM IS OFTEN NOT AT HOME - SO IT'S ME AND MY SISTER ALONE. I DON'T GO HOME FOR LUNCH BECAUSE THERE'S NO ONE TO COOK - MY SISTER IS ALSO HERE IN STANDARD 6. SO THE EVENING MEAL IS THE ONLY ONE WE PREPARE AND TAKE AFTER SCHOOL. I DON'T KNOW WHERE MY MOM TRAVELLED TO.**

**COBET BOY, 12 YEARS - PS3 PRIMARY SCHOOL**



## II) ACHIEVEMENTS AND PROMISING PRACTICES OF COBET

The COBET curriculum is a basic (primary) education curriculum but differs from the formal primary school curriculum as it was designed in a way that learners can be accelerated by doing formal exams and moving into higher classes. In this respect, the COBET curriculum enables learners to enter the formal school system. The objective of COBET curriculum is to give education to OOSC in terms of skills and knowledge that will be useful to their livelihood and environment (URT, 2008). The COBET curriculum runs for three years, and covers a number of modules aimed at preparing learners for national exams.

The main tools for the COBET curriculum are books, which both teachers and district education officers who were interviewed for this survey considered to be extremely good and appropriate. COBET books are simplified, making them easier to grasp for teachers' and learners alike. The books differ from those used in the mainstream primary school curriculum, yet they have enabled learners to pass exams set in the mainstream curriculum. This feature of COBET books attracts teachers in the mainstream curriculum, and they often want to use COBET books to teach formal primary school classes, especially from standard 1 to standard 3. The books are well illustrated and easier to use both by pupils and teachers. Overall, COBET teachers enjoy the programme. Most of the teachers are dedicated and they have owned the programme. One main noticeable aspect is the relationship that the teachers have developed with COBET learners. Most teachers have compassion for COBET learners, and this acts as an incentive for them to continue teaching, even in severely resource constrained contexts and heavy workload.

“

**TEACHERS TAKE CARE OF US AND LOVE US VERY MUCH. THE HEAD OF SCHOOL IS THE ONE WHO BUYS ME UNIFORMS AND LEARNING MATERIALS.**

**COBET GIRL - PS7 PRIMARY SCHOOL**

”

“

**I AM LIKE THEIR GUARDIAN. I ONCE CAME ACROSS A BOY WHO CAME TO SELL MAIZE AT SCHOOL. I TOOK HIM IMMEDIATELY AND CALLED THE COUNSELOR, WE THEN TALKED TO HIM AND REGISTERED HIM INTO THE COBET PROGRAM. NOW HE IS IN STD. 7. HE STILL LIVES ALONE WITH NO FAMILY.**

**HEAD TEACHER - PS7 PRIMARY SCHOOL**

”



---

**TEACHERS ARE HIGHLY MOTIVATED. THEY GET THESE LEARNERS FROM THE STREETS, AND THEN THEY PAINSTAKINGLY MOULD AND NURTURE THEM UNTIL THE CHILDREN TRANSITION INTO SECONDARY LEVEL OF EDUCATION.**

**HEAD TEACHER - PS5 PRIMARY SCHOOL**

---



In its twenty-three (23) years of implementation, COBET has registered success in many aspects. The government scaled up COBET from 5 regions in its first 3 pilot areas to the entire country. The design of COBET has proved to be attractive in bringing back the OOSC to school. Although it is difficult to get accurate data on COBET enrolment from its initial years to date, the recent enrolment data show that a significant number of children joined school. Between 2008 and 2013 some 480,556 children enrolled in COBET (PO-RALG, 2018) while between 2014 and 2018, only 65,989 enrolled (Mnubi, 2019). This shows the decrease as also evidenced in chart 1 above.

By 2017, there were 1840 COBET centers across the country (MOEST 2017).

The 2021 data shows that there are currently 2157 COBET centers across the country (PO-RALG, 2021). This shows an increase of 15% from 2017. However, as presented in the above figure, the trend of enrolment is on the decline, coupled with other challenges facing the programme. In the next section, we discuss the challenges to the COBET model including its gaps and barriers.

### **III) CHALLENGES AND CONSTRAINTS**

One of the major constraints for the COBET programme is limited resources (see for example Paul et.al, 2017). Interviews with Adult Education Officers (where COBET is domiciled) as well as District Education Officers and Head Teachers painted a grim picture: there is no budget allocation for the COBET programme. When COBET started, there was a budget for paying teachers and paraprofessionals. It was at the tune of TZS 50,000 (22 USD) per month, later on the budget was reduced to TZS 20,000 (7 USD) per month.

“

THE GOVERNMENT DOES NOT HAVE AN ADEQUATE BUDGET FOR COBET. IN FACT, THE BUDGET KEEPS DWINDLING. GMT RECRUITED AND TRAINED PARAPROFESSIONALS TO SUPPORT COBET. THE GOVERNMENT'S PLAN WAS THAT EVERY COUNCIL SHOULD HAVE AT LEAST 10 COBET CENTRES AND EACH HEAD TEACHER WOULD APPOINT ONE TEACHER TO FOCUS ON COBET AFTER RECEIVING TRAINING. THE TEACHER WAS SUPPOSED TO GET AN EXTRA ALLOWANCE OF ABOUT 50,000 EVERY MONTH. BUT FROM 2018, THE GOVERNMENT STOPPED THE 50,000 HONORARIUMS.

DEO - DISTRICT 3

”

“

ARRANGING FOR PARAPROFESSIONALS IS CHALLENGING - NO FUNDS TO PAY THEM- SO MAINLY TEACHERS (PROFESSIONALS FROM MAINSTREAM) TEACH COBET. THERE ARE ONLY 2 SCHOOLS WITH PARAPROFESSIONALS. PARAPROFESSIONALS IN ALMOST ALL OF THE CENTRES (EXCEPT 2) ARE NO LONGER WORKING AFTER THE PROJECT ENDED. THOSE WHO SURVIVED WERE PAID BY PARENTS AND VOLUNTEERS.

DEO/ ADULT EDUCATION - DISTRICT 2

”

“

WHEN PARAPROFESSIONALS WERE PAID THE PROGRAMME WAS ACTIVE AND VIBRANT BUT EVENTUALLY, THEY HAD TO LEAVE BECAUSE OF LACK OF PAYMENT. NOW WE USE OUR OWN TEACHERS TO TEACH COBET PUPILS. WE HAD A TRAINED PROFESSIONAL TEACHER, BUT HE WAS TRANSFERRED TO ANOTHER SCHOOL. I HAVE APPOINTED ANOTHER ONE - WHO HAS NO EXTRA PAYMENT. AT LEAST NOW THEY HAVE BEEN CALLED TO TABORA FOR ONE WEEK TRAINING.

HEAD TEACHER - PS8 PRIMARY SCHOOL

”



GMT's programme supported COBET by employing and giving allowance to paraprofessionals for about TZS 100,000 (43 USD) a month. However, the programme was only in Mara region for 3 years. Most of the paraprofessionals have gone away following the phasing out of the GMT programme because there was no payment. It would have been more sustainable if GMT had supported existing teachers - through training and giving incentives - rather than having a parallel arrangement, which could not be sustained after the support phases out.

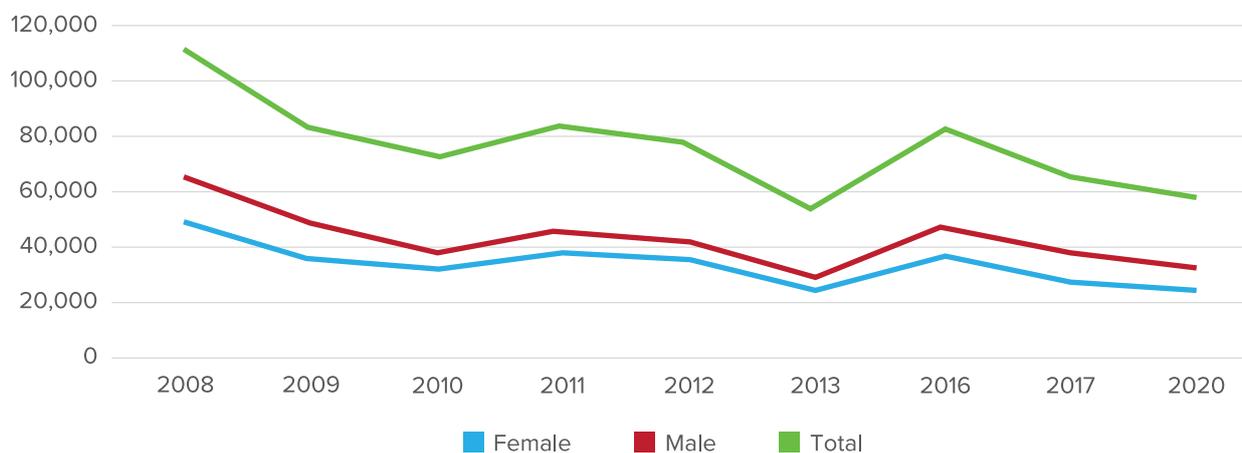
The government allocates capitation grants based on the number of pupils in the mainstream learning system, with no allocations for COBET pupils. However, head-teachers have had to use money from capitation grants for COBET pupils. This puts financial pressure on public schools running COBET programs. The reality is that even the capitation grant allocation for mainstream schools is grossly inadequate. Statistics for 2019/2020 indicate that all schools in the entire Mara region received capitation grants amounting to TZS 3,224,295,033, while the entire primary school population in the same year was 584,261<sup>xii</sup>. This works to an average capitation grant per student of TZS 5,518, which is only 55 % of the planned amount. The policy envisages TZS 10,000 per primary school student<sup>xiii</sup>.

Resource constraints have hindered regular training for COBET teachers. This is detrimental to the program as teaching COBET requires regular updating of teachers' skills in dealing with the learners' socioeconomic status and backgrounds. The qualified teachers in formal schools hosting COBET centres use their skills to address some of the COBET learners' challenges. For example, most of the COBET teachers are those who teach lower grades such as standard one and two.

During its programme implementation period, GMT carried out training for COBET paraprofessionals - but it did not involve the qualified (professional teachers), leaving it largely to the government to train professional teachers. For instance, field data collection (in June 2022) in Mara coincided with an ongoing COBET teacher training in Tabora. This training was the second for some teachers, but for many, it was their first ever.

Low budget allocation is compounded by other factors such as low community participation and awareness, stigmatization of COBET learners at community levels, poverty at household level, early marriages and child labour. The net effect of all these has been the decline in COBET enrolment, as illustrated in the chart below:

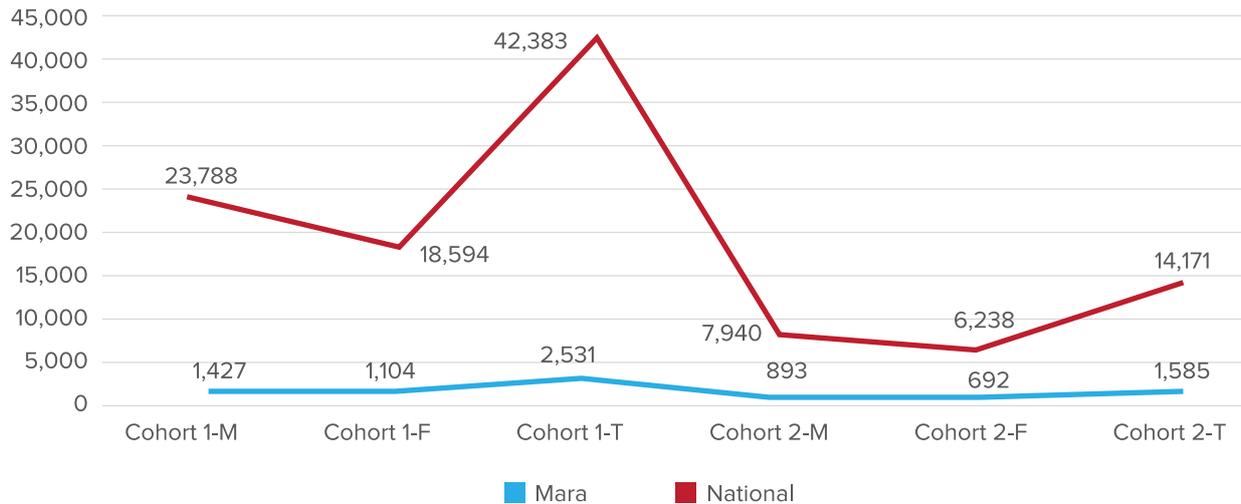
**CHART 1: TRENDS IN COBET ENROLMENT FROM 2008 TO 2020**



Source: Compiled by authors from various data sources including PO-RALG.<sup>1</sup>

A decline in COBET enrolment is occurring alongside a spike in the number of OOSC. For example, whereas in 2008 there were 69,205 OOSC<sup>xiv</sup> of primary school going age, in 2020 it had increased to 1,812,727 OOSC. The situation has worsened in many aspects, as revealed by the data in 1998 just before the establishment of COBET, which showed the number of OOSC at primary school being 3,069,521<sup>xv</sup>.

**CHART 2: COBET ENROLMENT BY COHORT AD SEX, 2020 – NATIONAL VS. MARA**



Source: Compiled by the authors from PO-RALG Statistics – 2020<sup>2</sup>.

The COBET model has faced a number of challenges, which led to its failure to achieve its intended goals. As a result, COBET has not been able to absorb all OOSC. Furthermore, even those who do get into COBET still dropout due to various challenges. The most debilitating constraint that COBET faces is limited resources (Mnubi, 2019), because the government does not allocate an adequate budget for the COBET programme.

Furthermore, the teaching and learning environments are not conducive for learners. Budgetary constraints permeate to the classroom level: there is gross inadequacy in the number of teachers and classrooms. In most centres, COBET learners are mixed in the same classroom with students in the mainstream learning system. This improvisation has huge implications on pedagogy and learning.

Data from a sample of schools that host COBET centres in Mara Region - in three districts/five councils of Musoma Rural, Musoma Urban, Tarime Rural, Tarime Urban and Serengeti revealed very low teacher-pupil ratios. In one school, one teacher was estimated to 142 pupils. In yet another, lack of classrooms meant that 273 pupils shared one classroom. The lack of facilities is mirrored in toilet facilities, in one school, data showed that one toilet served 187 pupils. It is important to note that these statistics do not include the COBET learners because the system of registration is different and that explains why there are no capitation grants allocated for them. In that light, the schools with COBET centres face further constraints as they host learners with the formal students sharing the same limited resources - such as classrooms and desks.

The standard teacher-student ratio should be 1:40, but the reality is that this ratio is as high as 1:142 in some schools. The data underscore the enormous burden placed on teachers, who must combine their responsibilities for teaching COBET learners with that of teaching pupils in the mainstream system, without any extra pay or incentives, in severely resource constrained environments.

Given the socio-economic conditions of COBET learners, many pupils face psychological setbacks including being shy and uncomfortable, hence they end up dropping out. This arises from lumping aged COBET learners with younger pupils in the mainstream system in the same classroom. The age factor, for 16 years old to be in the same classroom with an 8-year-old, for example, makes them feel unfit. Lack of school supplies such as uniforms and exercise books compound aged pupils' sense of discomfort.

The design of COBET is to have a special classroom for COBET learners where they spend just a few hours a day. The learners come without uniforms and agree on the convenient time to meet at the centre. The time agreed on factors in the various domestic chores and possibly work (e.g., trading, farming, etc.) the learners might have to engage in for their and their families' livelihood. This design is ideal for learners and would ensure proper pedagogy, learning completion of the program and eventual transitioning of learners as well into formal education. Unfortunately, due to limited resources, this design is not practical. The ultimate result is the closing down of centres as the number of OOSC interested to join the COBET programme keeps declining.

Other challenges faced by COBET include limited community awareness. COBET can only be successful if the community is aware and appreciative of its value in offering a second chance for OOSC and/or those children who dropped out of school to return to school. However, due to widespread stigma in the community against OOSC - the community, at least in Mara, has not been adequately supportive in mobilizing children to join COBET.

#### **IV) SPECIFIC CHALLENGES FACING COBET FEMALE LEARNERS**

Out-of-school girls face specific and heightened challenges when they join the COBET programme. At the community levels, and in particular in Mara Region, there are cultural expectations for girls to be married at a certain age - thus returning to school is not encouraged for girls. Harassment is also present at community level. Furthermore, other domestic pressures such as supporting and taking care of family are often a girl's burden.

At the school level, when girls reach adolescence with visible body changes, they feel uncomfortable to be placed in the same classrooms with younger girls. The feeling of shyness is a major factor hindering them from wanting to join or stay at the COBET centre. School treatment such as spanking contributes to losing interest to join. Furthermore, not being able to afford sanitary towels each month is a setback for them, triggering truancy for some days each month, and potentially, eventual drop out.

In the Tanzania education system, the agency responsible for curriculum development and its tools (i.e., books) is the Tanzania Institute for Education (TIE). This agency is similarly responsible for the COBET curriculum as well as for producing COBET books. In this way, it has been possible for the COBET pupils to pass the standard 1V exam, which is a formal exam - that enables them to be mainstreamed into formal education or accelerated to higher classes and ready to complete standard VII exams. Upon completion and passing of standard VII exams, the learners go to secondary school and are now mainstreamed into formal education.

Moreover, the education system has a capacity to apply the COBET model given its ability to use existing structures in implementing COBET. For example, the centers are located in the school and the professional teachers have capacity to teach COBET modules.



# 5

## A COMPARISON – KENYA, TANZANIA, AND ETHIOPIA



There are similarities across the countries, but there are also differences in how accelerated education programmes are being implemented. This section starts by highlighting the similarities in practice, before concluding with the divergences across the three countries. The greatest shared common feature is the large number of boys and girls currently not attending school. Several factors are implicated, but poverty, marginalization, long distances to learning centres, and retrogressive cultural norms and practices pose the most binding constraints. Girls particularly face these issues in multiple and overlapping ways, with certain constraints compounding and reinforcing the bottlenecks and disadvantages that prevent them from enrolling, attending school regularly and completing their education. The inevitable conclusion is that none of the models – as currently structured – is robust and nimble enough to draw in large numbers of out-of-school children.

In each country, those implementing accelerated education programmes aim to offer a fast-tracked learning pathway to enable children participating in these programmes to cover the syllabus over shorter periods of time in order to join their peers in the mainstream school system. In varying ways, the curriculum used in accelerated education programmes is drawn from the formal national curriculum, with the major difference being that it is delivered to learners older than the grade equivalent school age over a shortened duration of time. Typically, this involves compressing the curriculum for two to three learning grades into either a year or shorter.

The other major similarity is that whereas the programmes target children of primary school going age, accelerated learning falls structurally within the ministry in charge of adult education. This structural location robs accelerated education of attention, financial commitment, and oversight by government. Across the three countries, governments have not allocated sufficient budgets for accelerated learning, in spite of the staggering numbers of out-of-school children. Children are expected to transition out of the programmes into formal learning, but governments do not exercise enough oversight over the quality of learning. Quality assurance is partly the responsibility of ministries of education, but because accelerated education falls outside their mandates, education officials exercise little or no oversight over the quality of learning. The exceptions are where either implementing partners involve the ministry of education, or where – like in Tanzania and Ethiopia – teachers employed by government are involved in the teaching of accelerated education programmes.

Likewise, of the three governments, only Tanzania has a national policy on accelerated education, a national curriculum, and national standards and guidelines. Policy implementation remains a challenge for all the three countries. Consequently, accelerated education programmes are being implemented in the context of a weak policy and regulatory environment, and implementers tend to improvise, based on their contexts. The net effect is that the quality of education offered and how the learning centres are managed vary across contexts.

Likewise, there are features that differ across countries. The Ethiopian study documented three different models. The Kenyan assessment identified several models as well. The implementation of each of these models, even within the same country, varies considerably. What the studies could not document is the effectiveness of the models, based on criteria that are objectively verifiable. This has to do with weak monitoring and evaluation systems, the absence of robust longitudinal data and the lack of nationally standardized systems of education performance measurement for accelerated education. This makes it difficult to compare performance across models within a single country. Anecdotal evidence does point to improved grades by children in the accelerated learning streams, but the evidence is not sufficiently robust. Besides, it is difficult to track the performance of the children once they transition into formal education. Improved monitoring systems could allow tracking of enrolment, retention, completion, and quality of learning and help in accounting for any gaps in performance on or across these performance metrics.

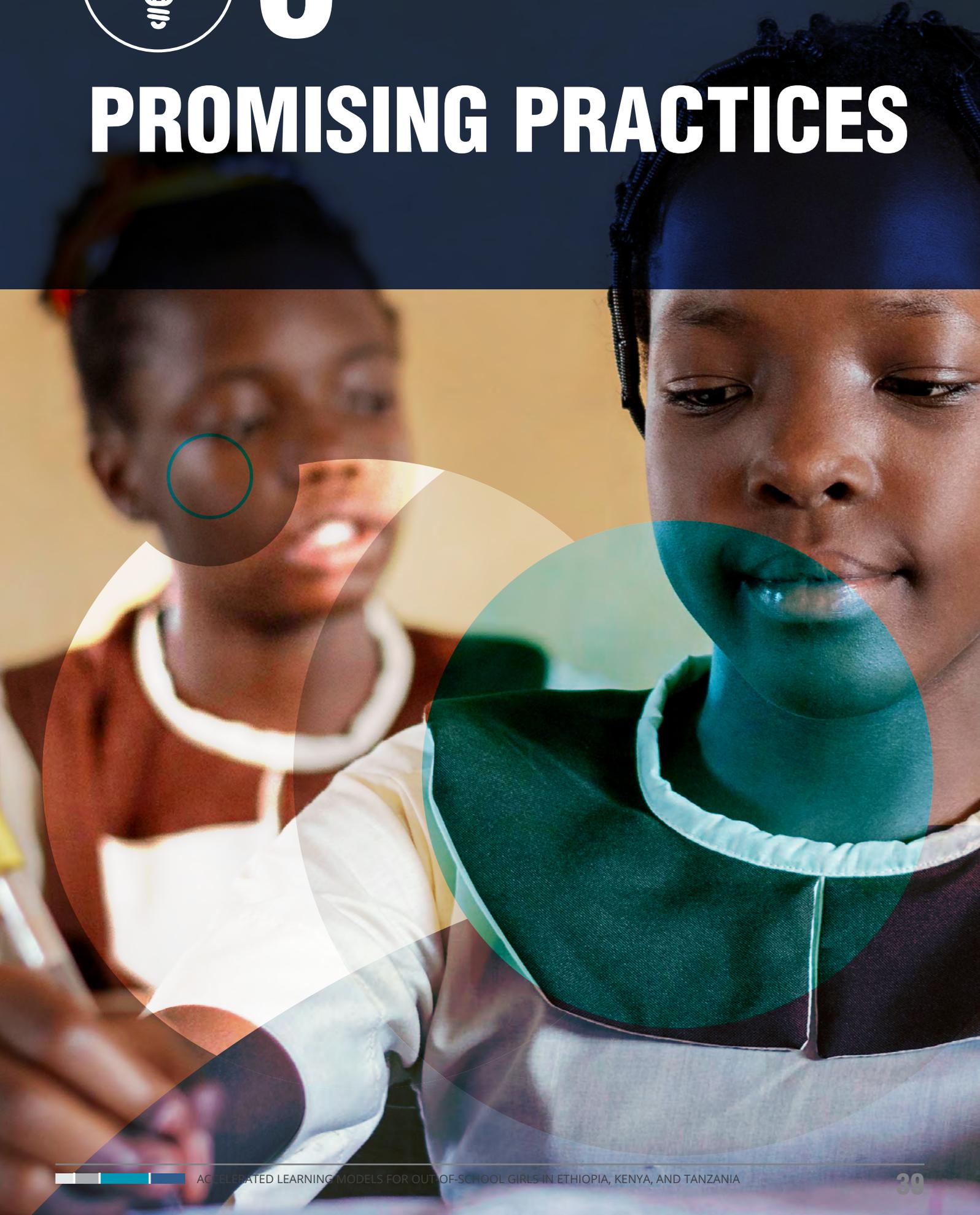
Moreover, there are varying degrees of community involvement across the three countries. The Speed School has a component of self-help groups which allows parents of the learners to be supported to carry out income generating activities by the project. When the government of Ethiopia adopted the model for the ALP model, it dropped the self-help group. In sum, across the three countries, community participation and mechanisms to engage the community remain ad hoc and poorly established.

Finally, a major divergence across countries is the level of institutionalization of accelerated education. Kenya lies at the weakest end of the spectrum. Ethiopia, save for the absence of policy and national guidelines, has models that are fairly well established in practice. Tanzanian COBET is anchored in policy, is buttressed by a national curriculum, and has been rolled out nationally. However, COBET implementation in practice remains weak and government support for it is currently equally weak.



# 6

## PROMISING PRACTICES



In identifying promising practices, it is important to note that out-of-school children are not a homogenous category. What works for one category of children – for instance, over-age never been to school children who are not yet economically active – might be very different from what would be ideal for much older children who dropped out of school and are contributing to their household labour. Within the category of out of school children are overlapping typologies of orphaned and vulnerable children, children who dropped out due to various reasons, teenage mothers, and those who have never enrolled in school. Bearing these typologies in mind aids in thinking through approaches that work for various groups, even within the same geographical region or communities.

Accelerated education should ideally cater to the needs of out-of-school children. These would include helping out-of-school children to cover the required curriculum in an accelerated manner, without compromising the quality of learning received, and offered through flexible learning schedules. The various models assessed meet these criteria with varying levels of success or effectiveness. The ABE in Ethiopia and the accelerated learning programme in West Pokot meet the criteria in flexibility in timetabling. Both models have flexible times when children can come to school, adapted around common routines of economic activity in the community. Both models focus on pastoralist communities, and the school programme fits the rhythms of life in a pastoralist community setting. Speed School model offers quality learning and compresses a three-year curriculum into 10 months of learning. However, the model is intensive and demanding on a child's time and might not be suitable for older children who require to work to complement household income, or family labour. It is more suitable for younger children and those who can devote seven hours of learning over the week day (Monday – Friday) and half-day on Saturdays.

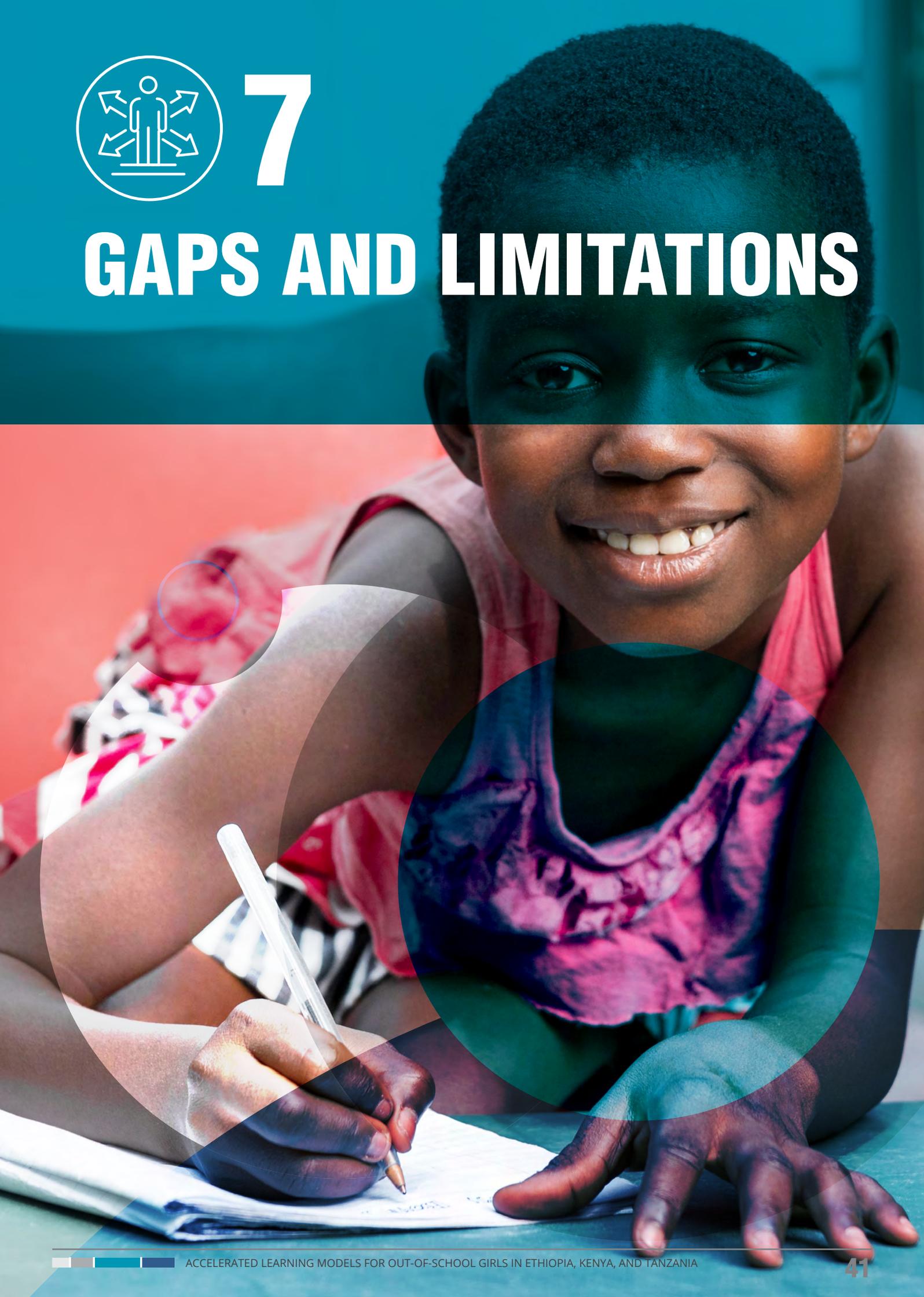
Government ownership is yet another promising aspect of the models studied. The Tanzanian government showed ownership early in the process of COBET implementation. This enabled the formulation of a national policy for COBET, a national curriculum, and the rolling out of the model nationally. In fact, where non-state actors cease to offer support or where they are not available to offer support for COBET, government employed teachers teach children enrolled under COBET, often with no extra payment or incentives. By contrast, in Kenya where state ownership of accelerated learning is yet to be well established, most projects started by non-state actors involve the government in their implementation. These projects tend to be time-bound, tied to project lifespans. Once the project periods end, the non-state actors abandon the projects, but the Kenyan government often lacks capacity to sustain the interventions initiated by the non-state counterparts.

The pedagogical styles used in accelerated education programmes ought to reflect the learning needs and circumstances of re-enrolled pupils who have been out of school. The language, style of delivery, classroom organization, and modes of learner engagement should allow optimal interaction and be learner centred, allowing pupils to interact with the learning content in ways that are engaging, relevant to their lived realities, and easy to remember. In this regard, the Speed School model – because it prioritizes high levels of classroom activity, learner engagement and content mastery – holds a lot of promise for improving learning outcomes in accelerated education programmes.



# 7

# GAPS AND LIMITATIONS



The major gap in the existing programmes is that none of them offers a skills pathway into vocational training. It is inconceivable that all children who return to school will join higher levels of education. The barriers identified so far operate at the different levels of the education system and may present more daunting challenges as one moves higher in the education system. While the ideal would be to provide each child with the opportunity to get university or college-level education, it remains largely aspirational. The reality is that quite a few of those who return school only manage to get basic education, with no attendant labour market related skills. Over the long term, accelerated education programmes could explore opening up pathways to the job market by focusing more on skills-based education in combination with basic numeracy and reading skills.

Another major gap in the existing models is the absence of psychosocial support for learners. It cannot be assumed that all out-of-school children are free of psychosocial trauma. A number of children are orphaned, some are teenage mothers, while yet others live with structural violence in the households they come from. Gender-based violence tends to be more prevalent in households in the lower socioeconomic strata where parents and caregivers similarly tend to have low literacy levels. Equipping teachers with skills in counselling and guidance and supporting them to institutionalize psychosocial support for the learners as a practice in the learning centres would be useful.

Finally, the absence of an enabling policy framework is a major limitation for the existing accelerated education programmes. Policies set the norms and standards of practice and performance. Where they are absent or weakly enforced, discretionary action by various stakeholders become predominant. In the education sector, this can have serious consequences for the quality of learning, learning outcomes, and the enrolment and retention of children in school. Moreover, without an enabling policy framework, investments are typically skewed and inequitably distributed across the sector. Marginalized areas and groups fair much worse, because working in such areas or with such people is often more demanding and obtaining quick development outcomes is often not guaranteed.





# 8

## REFLECTIONS ON SCALABILITY



Within the lifespan of the Back2School Project, it might not be feasible to achieve medium to long term changes around policy, improvements in teacher remuneration, or increased investments for accelerated education. What do seem feasible are strategies and approaches that could improve the quality of classroom instruction, parents and caregivers' involvement, and greater oversight by government. These are quick wins and apply across the three country contexts. Each approach or strategy is described in turn.

**Improving the quality of pedagogy:** As highlighted already, over-age children who join the accelerated education programmes require teaching styles that are suited to their age, learning needs and aptitude. Invariably, interactive and engaging pedagogical styles tend to work best with this category of children. The predominant teaching style in public or mainstream schools' privileges rote learning and is highly teacher-dominant and teacher-centred.

It is possible to borrow aspects of the Speed School model and adapt it in accelerated education programmes in Kenya and Tanzania. The specific aspects to be adopted will be the interactive teaching styles employed in the Speed School models. This will entail identifying elements of teaching styles in Speed School, documenting them, and then working with district level ministries of education to develop a programme of training for the teachers handling pupils in the accelerated education streams. Back2School Project could support and facilitate district level ministry of education officials to offer training. The effect of the training and use of the revised pedagogical styles will be monitored, to see if there are any noticeable changes in learner concentration, involvement in classroom, and on learning outcomes.

The main research question to drive the testing of this approach will be: in what ways do interactive and engaging teaching styles improve learner experiences of the learning content? What is the effect of improved teaching styles on teachers' ability to cover the syllabus in time?

**Increased parent/caregiver involvement in children's learning:** greater involvement of parents in their children's education could likely motivate children to attend school more regularly, and to perform better in their course work. It is also likely to incentivize teachers and enable sharing of the responsibility for learners' discipline between teachers and parents. In addition, meaningful involvement of parents and caregivers could help link learning centres to the catchment community. Sufficiently motivated parents could act as champions of change in the community by identifying children who have dropped out and encouraging them to attend school, as well as dealing with community level triggers of drop out.

The Back2School project could support the identification of change champions among parents and caregivers, and then train and support them to perform a liaison function between the communities and schools. The exact nature of the liaison function might differ, based on the sociocultural context and the prevailing social norms, as well as government policies or regulations on parents' involvement in school governance. Across each country, the approach could be tested and documented, and promising practices selected for scaling.

The main research question to guide the testing of this approach will be: what are the optimal ways of engaging parents in their children's education? How does involving parents and caregivers in school management affect learner experience at school, and teachers' attitudes towards learners in the accelerated education programmes?

Improving the quality of oversight by district level ministry of education officials: lower-level ministry of education officials have the potential to engage with schools and teachers on the implementation of accelerated education programmes. While higher national or federal level officers exercise ultimate power over key policy and decision-making processes, it is the lower-level officials who supervise and enforce the implementation of policies, regulations and performance standards. As it currently operates in the three countries, district or woreda education officials have an arms-length passive role in oversight of accelerated education programmes. To deal with lack of jurisdiction and mandate by lower-level ministry of education officials, Back2School could work with the relevant government structures at these levels. In most cases, the mandates straddle just two ministries – that of education and adult learning – and working with both is manageable.

The motivation for working with government would be to ensure performance standards are enforced, teachers receive the requisite support from the responsible ministries, and accelerated learning gradually gains the recognition and support of the governments. This will ensure making budgetary allocations and investments for accelerated education.

The main research question for this strategy will be: how does enhanced oversight and involvement by government officials affect the running of accelerated programmes? How effective is the support provided by ministry of education officials to teachers handling learners in the accelerated education programmes?





# 9

# RECOMMENDATIONS



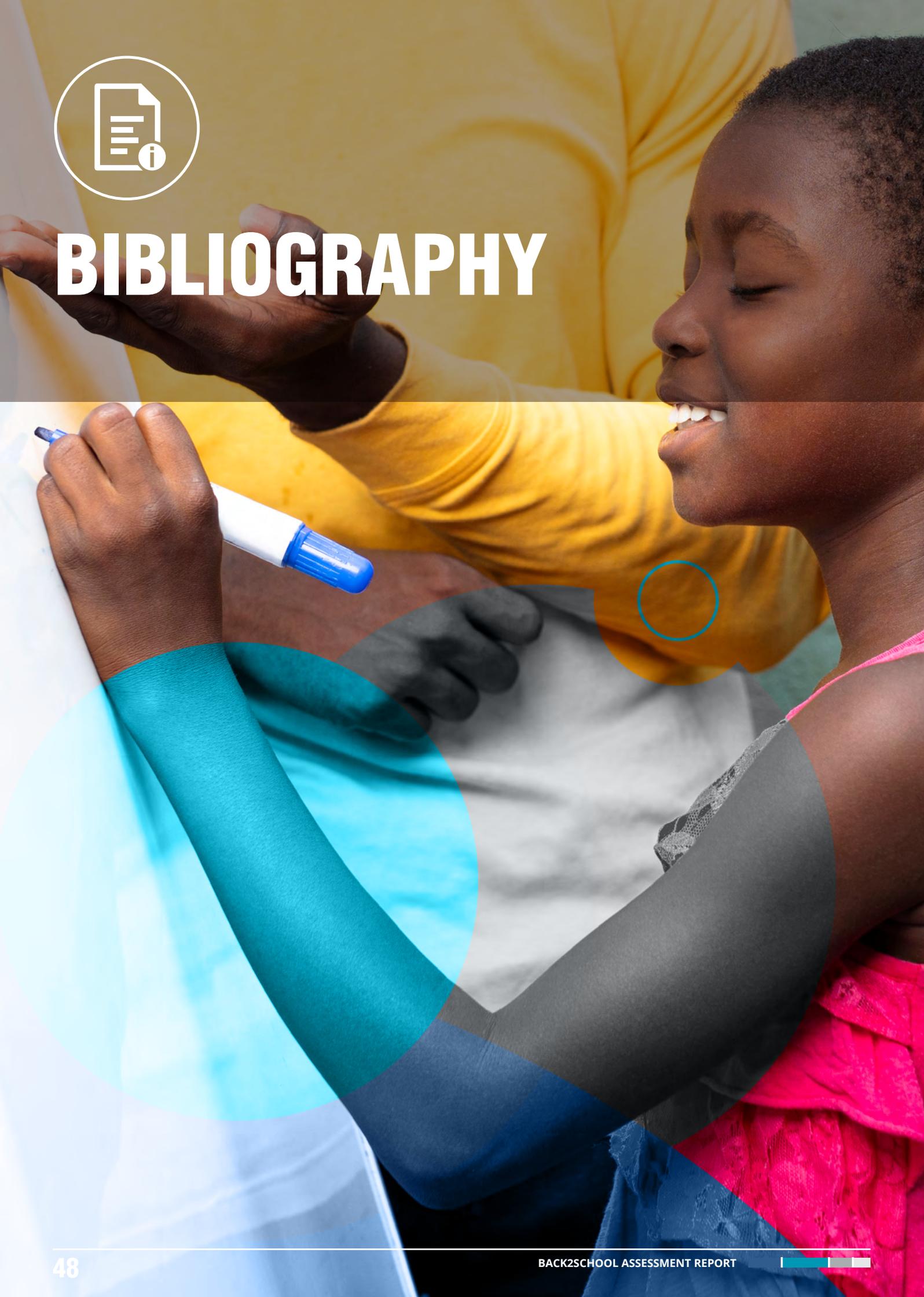
The above sections have highlighted recommendations over the short term. This section presents long term recommendations, mainly directed at governments of the three countries.

1. Develop an enabling policy environment: For Ethiopia and Kenya, this entails the formulation of national policies and guidelines on accelerated education; developing a national curriculum and putting in place mechanisms for oversight. For all the three countries, there is need to harmonize and integrate accelerated education programmes within the ministries of education. There is a further need for making budgetary allocations and investments for accelerated education.
2. Develop deliberate strategies for increasing the enrolment, retention, and completion for out-of-school children, especially girls. Large numbers of children, particularly girls, remain outside school, and many more are dropping out. There is need for decisive tackling of the drivers of dropout and making investments in infrastructure and human resources needed for drawing in the large number of out of school children.
3. Strengthen national and district level monitoring evaluation systems. Standardized assessments, improving school level educational management information system, and harmonizing or standardizing data processing platforms at both district and national levels is imperative for tracking progress and performance.
4. Review teacher recruitment, remuneration and motivation. The governments need to incentivize teachers involved in the teaching of accelerated education through improved terms and conditions of service, by supporting continuing professional development, and by recruiting more teachers.





# BIBLIOGRAPHY



## RESOURCES

1. Other sources include [https://www.tamisemi.go.tz/storage/app/media/uploaded-files/BEMIS\\_ABSTRACT%202017%20-%2008-05-2018.pdf](https://www.tamisemi.go.tz/storage/app/media/uploaded-files/BEMIS_ABSTRACT%202017%20-%2008-05-2018.pdf).
2. Other sources include <https://www.tamisemi.go.tz/singleministers/basic-education-data-2021>
  - i. [https://tanzania.actionaid.org/sites/tanzania/files/publications/Tanzania\\_country\\_report%20fin%2004.03.21-%20norad%20report.pdf](https://tanzania.actionaid.org/sites/tanzania/files/publications/Tanzania_country_report%20fin%2004.03.21-%20norad%20report.pdf)
  - ii. UIS (2017). Education and Disability: Analysis of Data from 49 Countries; Mizunoya et al (2015). Towards Inclusive Education - the impact of disability on school attendance; UNGEI, Leonard Cheshire (2017). Still left behind: Pathways to inclusive education for girls
  - iii. Present day Sidama National Regional State was formed or established in 2019.
  - iv. Geneva Global. (20 Speed School Toolkit: "What is Speed School?", p 2.
  - v. Opportunity costs refer to, for example, income lost due to children not working, but going to school.
  - vi. According to the MoE's Education Statistics Annual Abstract (2019/20), there are 3,676 ABE centres in total: 2,239 in Amhara, 811 in SNNPR, 388 in Oromia, 62 in Somali, 59 in Tigray, 34 in Benishangul Gumuz, 32 in Afar, 21 in Addis Ababa, 21 in Dire Dawa and 9 in Harari.
  - vii. Also as per one of the recommendations by the Impact Evaluation of Alternative Basic Education in Ethiopia Report (2017)
  - viii. Also known as the '21st-century skills': creativity, collaboration, teamwork, cooperation, technology, critical thinking, negotiation, and communication skills.
  - ix. ALP learners also receive scholastic materials for free, but this is so only because most of the ALP classes are being supported by Implementing Partners/NGOs.
  - x. Speed School toolkit
  - xi. PTAs, usually composed of the school director, vice director, kebele chairperson, two teacher representatives and two community members, are established to act as a bridge between schools and the communities they serve. They work to increase communities' involvement with education, and to help improve the quality and effectiveness of schools. They provide a way of helping the local education authorities to listen to what adults and children want from schools, and a way of increasing the contributions of everyone in the local area to making education work well.
  - xii. Data analyzed by the authors- from the PO-RALG - Basic Education Statistics 2019/2020 - <https://www.tamisemi.go.tz/singleministers/basic-education-data-2021>
  - xiii. See <https://twaweza.org/wp-content/uploads/2021/01/Capitation-Grant-for-Primary-Education.pdf>
  - xiv. <https://data.worldbank.org/indicator/SE.PRM.UNER?locations=TZ>
  - xv. Ibid



## GRAÇA MACHEL TRUST

 Investment Place, Block C,  
10th Road | Hyde Park, 2196  
Johannesburg, South Africa

 [info@gracamacheltrust.org](mailto:info@gracamacheltrust.org)

 [www.gracamacheltrust.org](http://www.gracamacheltrust.org)

 @Graca Machel Trust

 @TheGracaMachelTrust

 @G\_MachelTrust