



علم طفلاً
EDUCATE A CHILD

A programme of **education above all**™

ACCELERATED EDUCATION PROGRAMMING

Occasional Paper #1

Abstract

Many of the Educate A Child (EAC) partnerships implement accelerated education programs. This paper is a basic survey of several selected partner projects designed to situate EAC's work within a broader context. Findings indicate that partners approach accelerated education in very different ways, responding to local contexts in order to serve OOSC needs. Further research is needed to explore the various successes and lessons learned from EAC support to accelerated education.

Educate A Child
March 2016

Foreword

This is the first EAC Occasional Paper. The purpose of our occasional papers series is to recognize and bring topics pertinent to out of school children (OOSC) to the fore for discussion and further elaboration. Recognizing that many OOSC are overage, the need for quality accelerated education programmes is obvious. Less obvious is how, when and where these varied programmes succeed and the extent to which their content is valued, acknowledged and attributed with formal accreditation. We hope that this paper will serve to encourage further exploration and research on the topic.

EAC wishes to acknowledge the work of the many organizations that provide accelerated education programming to OOSC. Their many contributions are valuable assets for the lives of many children. EAC also wishes to acknowledge Mr. Michael Morrissey who undertook the review of EAC-supported projects for this paper.

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Introduction

Launched in November 2012 by Her Highness Sheikha Moza Bint Nasser, the Educate A Child (EAC) programme of the Education Above All Foundation works with a diverse set of partners to accelerate the identification, enrolment and completion of quality primary education for a target of ten million out of school children (OOSC). EAC's mission is to trigger significant breakthroughs in providing OOSC faced with extreme poverty, cultural barriers, and conflict affected environments an opportunity for a full course of quality primary education. EAC works in a partnership model to identify and reach large numbers of OOSC and provide them with an opportunity to learn in a quality primary education programme. EAC partners with organisations to support innovative programmes and methods of education for the hardest-to-reach children, especially those affected by poverty, conflict, natural disaster and cultural barriers. Accelerated Education (AE) is one of the innovative programmes that EAC funds through its many partnerships.

Approximately 50% of EAC funded projects report Accelerated Curriculum programming. Of our current partners (July 2015), ten deliver accelerated programming across twenty-seven different countries (a total of 18 projects¹). This report has a dual function to a) provide some basic information to UNHCR and the Accelerated Education Working Group (AEWG) on EAC's scope of Accelerated Education programming (AEP) and b) conduct initial analyses of some trends in proposed and implemented activities to drive future evaluative research in this area. Most of the analysis of this briefing report stems from a review of January 2015 reports.

Background

UNHCR took the initiative in 2014 to establish an Accelerated Education Working Group (AEWG). The working group has included participation of UNICEF, USAID, INEE (Inter-Agency Network for Education in Emergencies) and four INGOs, including the Norwegian Refugee Council, and Save the Children.

UNHCR and other members have been contributing initial knowledge products. UNHCR commissioned a literature review collating different approaches to AE globally (not yet published)². USAID has also commissioned several studies on education in conflict-affected environments, including accelerated education³. Other members of the working group are undertaking individual evaluations of AEPs being implemented by their separate organisations. UNHCR is planning research on the impact of AE on learning achievement and protection outcomes in Dadaab, Kenya (through December 2015). Although not a member of the AEWG, EAC agreed to contribute a preliminary analysis of its support for AEPs to the growing body of knowledge.

This initial briefing paper is limited to (i) identification of AEPs supported by EAC, (ii) an assessment of the information EAC has on these programmes, (iii) comments on progress as reported by EAC partners,

¹ Some projects work in multiple countries and several partners implement more than one EAC-funded project.

² NRC and UNHCR Review: Accelerated education as a response in complex emergencies and displacement. Sue Nicholson May 2014

³ USAID has commissioned (i) an expansive literature review of education in conflict-affected environments to be undertaken by the University of Chicago (NORC) including published and unpublished work and (ii) a study led by the EDC which will investigate impact and best practice in alternative education.

and (iv) recommendations on improving EAC's information base. The paper will use the definitions drafted by the AE working group in 2014-15.

Programming Distinctions

The AEWG has proposed⁴ a definition of AEPs and for other alternative learning approaches widely used. Its definition of an AEP is "a flexible age-appropriate programme that promotes access to education in an accelerated time-frame for disadvantaged groups, over-age out-of-school children and youth who missed out or had their education interrupted due to poverty, violence, conflict and crisis. The goal of AEP is to provide learners with equivalent certified competencies as in the formal system, in an accelerated timeframe, with learners transitioning to mainstream education or completing an entire primary cycle"⁵.

The working group has also defined twelve characteristics of an AEP⁶ and these are given in Annex 1 (left hand, middle columns). In the right hand column, questions are used to guide appraisal of an AEP, based on the characteristics proposed by the AEWG.

Programming distinctions are not always clear. In one study published in 2014 by UNESCO, UIS and UNICEF⁷ on non-formal education as a means to meet learning needs of OOSC and adolescents, the term AEP is not used once. Another UNESCO study, published in 2013, uses the term Flexible Learning Strategies and also does not use the term AEP. In the introduction it advises: "This report discusses Flexible Learning Strategies (FLS). However, previously these were referred to as Alternative Learning/Schooling Programmes (ALPs). Throughout this report, the terminology we use [is] Flexible Learning Strategies"⁸.

EAC support for AEPs

It was not a simple task to determine which of the approved EAC projects included an AEP. The approach used is summarised in Annex 2. There has been no consistency in terminology, so each 'likely' activity (irrespective of what it was called in the proposal) had to be scrutinised first in the proposal and second in the partner's report to make a determination. From the original shortlist, the author chose to review eight projects after reviewing January 2015 progress reports. In addition, the author utilised information gained through a site visit to Cambodia in March 2013⁹, and the outcome of a recent regional meeting of Ministries of Education in Bangkok¹⁰, to add another two to the list, as both are/will

⁴ AE Definitions – Draft for INEF (excel file) 2015

⁵ Other approaches defined in this document are: accelerated learning program, catch-up program, adult education, bridging program, distance education, remedial programme.

⁶ Accelerated Education brief DRAFT 2015

⁷ UNESCO, UIS and UNICEF. Non-formal education as a means to meet learning needs of OOSC and adolescents. By Mari Yasunaga. May 2014.

⁸ UNESCO Bangkok. 2013. Flexible Learning Strategies: Regional Meeting on Alternative Learning/Schooling Programmes for Primary Education to Reach the Unreached. Outcome Document. <http://unesdoc.unesco.org/images/0022/002233/223325E.pdf>

⁹ Morrissey EAC Mission Report, Cambodia, March 2015

¹⁰ <http://www.unescobkk.org/education/literacy-and-lifelong-learning/meetings-and-conferences/fls-in-action-regional-planning-workshop-to-expand-flexible-learning-strategies-for-out-of-school-children-in-asean/>.

use AEPs. The Cambodia partner, Aide et Action, made no reference to AEPs in its proposal, and yet at implementation, AE constitutes an important activity which may account for half of its project target.

Annex 3 therefore lists ten EAC partners which are delivering AEPs based on the January 2015 reports. In the case of UNESCO, this is expected to involve up to nine counties that will expand delivery of AEPs through technical and other assistance to be provided by UNESCO. Through these ten partners, EAC was supporting around 250, 000 OOSC through AEPs. UNESCO committed to 50,000 OOSC. If this is exceeded when UNESCO reports its country-level targets (to be implemented through various Ministries of Education), the estimate of 250, 000 may need to be revised upward. In January 2015, six countries were involved. This will increase when UNESCO reports targets.

In addition to AEPs identified in the January 2015 reports, 12 additional partners are delivering other accelerated, catch up or bridging programmes. These are listed in Annex 4. These vary in duration and purpose, but most are designed to transition OOSC back into school and according to the author do not meet the criteria to be classified as AEPs. Cambodia's Aide et Action appears on both lists as one consortium member is delivering an AEP, and another member a bridging programme.

Annex 5 lists the 44 EAC partner operations which have not been identified as AEP or other accelerated programme. This brings the total to 65 as this paper has listed each UNHCR country project separately. Based on this total of 65, 15% of EAC projects (approved to May 2015) have an AEP as one of their strategies.

In Annex 1, the author has added a column (right) to propose questions that EAC might ask when appraising an AEP proposal (based on the AEWG criteria). These are applied in Annex 6 to the proposals of the ten AEPs identified. Where there is a tick, this indicates that there was some reference to the criterion in the proposal. As the table indicates, the record is patchy, and for some partners, we were told little or nothing about the AEP at proposal stage. Please note, that the presence of a tick does not suggest that the information was adequate, just that there was at least passing reference.

EAC partner Implementation

Based on the selection process noted above, this paper reviews seven projects to compare experiences with implementation in order to suggest directions for EAC to pursue future research in this area.

Bangladesh BRAC Boat Schools

Government authorities are providing national curriculum textbooks. To maintain regular attendance and retain students, school management committees and parent-teacher forums conduct regular monitoring and problem solving for each boat school. BRAC has provided a combination of its own constructed learning materials as well as government curricula to ensure that children who attend boat schools are able to complete a five year curriculum within a four year period. BRAC follows the national competencies textbooks and adds supplementary learning materials for grades 1 to 3. For grades 4 and 5, government national curriculum textbooks are followed. In addition BRAC-developed supplementary learning materials are provided.

The BRAC methodology will ensure that students are able to read and write at a fifth grade level, have math and science knowledge equivalent to grade 5 learning standards of the Bangladesh National Curriculum and Textbook Board Education. Schools have adequate reading materials to encourage and promote a reading habit among students.

Other important programming activities: Using local language, Teacher training, Co-curricular activities

Challenges: Dropout is major issue during harvest season. Compensatory contact hours are made up at later date.

Bangladesh BRAC Slum Schools

Government authorities are providing national curriculum textbooks. To maintain regular attendance and retain students, school management committees and parent-teacher forums conduct regular monitoring and problem solving for each slum school. BRAC has provided a combination of its own learning materials as well as government curricula to ensure that children who attend boat schools are able to complete a five year curriculum within a four year period. BRAC follows the national competencies textbooks and adds supplementary learning materials for grades 1 to 3. For grades 4 and 5, government national curriculum textbooks are followed. In addition BRAC-developed supplementary learning materials are provided.

The BRAC methodology will ensure that students are able to read and write at a fifth grade level, have math and science knowledge equivalent to grade 5 learning standards of the Bangladesh National Curriculum and Textbook Board Education. Schools have adequate reading materials to encourage and promote reading habit among students.

Other important programming activities: Using local language, Teacher training, Co-curricular activities

Challenges: Student dropout due to garment factory employment occurs. Also teachers may dropout due to a change in residence and occupation. BRAC is providing additional training to replacement teachers.

Bangladesh: Dhaka Ahsania Mission

Community Learning Centers are the focus of this partnership. These centers are opened based on when financing is available and then students enroll as the CLCs open. On average there are 30 learners per CLC—some may have more. CLCs operate on a 9 month learning cycle. The teaching and learning in the CLCs is conducted by a tutor (teacher) selected from the community. The tutors undergo 10 days of training through DAM before they begin their work in the CLCs. Each CLC is overseen by a Community Action Group (CAG) and a Center Management Committee (CMC). The CAG and CMC should have seven members each. Active community members who have shown interest are selected to form an ad hoc CAG when the CLC is being established. When the CAG is formalized only those member who are active are retained. The CMCs are responsible for running the CLCs and are made up of parents, community members and the CLC tutor. The government provides all of the textbooks for the CLCs.

Community learning centers operate based on subject area competencies. There are four areas that the students are measured in, and each student may be at a different level for each subject. In the CLC building, the various levels are represented by tables where the students sit to work in groups by subject. One student may sit at the level 1/grade1 table for English, but the same student might be at the level 4/grade 4 table for mathematics. This makes it very hard for the project to report grade level progression. Students may complete all five grade subject area competencies in four years or less.

Other important programming activities: Non-formal education model, Multi-grade classrooms, Quarterly learning assessments

Challenges: National political issues and environmental issues impacted implementation. Tracking via subject progression does not necessarily align with EAC grade level tracking.

Cambodia: Aide et Action and Cambodian Consortium for Out of School Children¹¹

There are four main objectives of programming: equitable access, quality and efficiency of services, capacity development and research and advocacy. In the Over-Age (OA) component of programming (relevant to the discussion of AEP), an agreement was signed with Ministry of Education Youth and Sports (MoEYS) to authorise the implementation of the ALP program in targeted schools. Through the agreement and official nomination letter, education officials and school directors have been enabled to create ALP classes in their schools. However, the strategy needed to be altered due to a realization that expected numbers of newly enrolled OOSC at each school during the design phase were inaccurate. As a result, more schools have now been targeted to ensure the original OOSC target can still be reached. Construction of schools had begun in areas where this barrier to educational access exists.

A component of the quality and efficiency program has been to develop textbooks for the AEP. The textbooks are acknowledged and approved by MoEYS as best practice to teach accelerated programme in public schools.

In the OA component, MoEYS certified trainers will train sub-national trainers, teachers and school directors on the ALP. Furthermore, sub-national trainers were trained by the project, and they will subsequently play key roles in to monitoring teaching quality as well as other activities. These sub-national trainers have since also carried out training for teachers of the ALP. Pre and post-testing was undertaken, and as a result most of the participants demonstrated good knowledge of the ALP curriculum and how it should be taught. Final training evaluations were also conducted and found that most participants enjoyed the training. A few, however, did have some comprehension issues due to their limited participation because of competing responsibilities.

School directors managed ALP classes for the OA component. They will participate in training about ALP in January 2015 which will enable them to follow and evaluate the quality of teaching and learning in the programme. The OA component, more focused on Non-Formal Education (NFE) approaches than the rest of the project, was least significantly impacted by delays in EAC contracting.

Other important programming activities: WASH activities, partnering with MOE/POE, coordinating with other agencies in the sector, mapping and enrollment campaigns, and income generation programming.

Challenges: AeA utilizes a unique consortial relationship of 18 separate partners which may present challenges for standardizing programming delivery. It may also lead to challenges in counting and tracking OOSC. Further, delays in funding may impact implementation plans.

¹¹ The inclusion of AeA was not due to the reports and proposal but due to the authors experience with this consortia partnership.

Democratic Republic of Congo: International Rescue Committee

Focusing on overage and education-interrupted students, the Accelerated Learning Program (ALP) condenses the 6-year primary school curriculum into 3 years. IRC places a major focus on ALP centers as the site of learning with activities around upgrading infrastructure and teacher training. IRC works closely with the provincial Ministry of Education and provincial Ministry of Social Affairs for the implementation of project activities, notably the selection of scholarship recipients and the training of ALP teachers. A major focus has been to improve the environment of the ALP centres by working with center managers, development school improvement plans, purchasing school supplies and equipping classrooms. IRC is also coordinating activities with other EAC partners.

Other important programming activities: Scholarships, Community Mobilization, Working closely with government ministry, coordinating with other OOSC-focused projects, School Improvement Plans

Challenges: There are logistical problems getting basic materials to learners in rural provinces. There is very high demand for scholarships and IRC is seeking additional funds elsewhere. Teachers are not actively utilizing ALP strategies in classrooms so IRC is working with government to augment training and monitoring of classrooms.

Ethiopia: PACT

The alternative basic education centers focus on providing literacy and math skills to youth in Ethiopia. The curriculum is designed to transition students back to formal schooling. Several activities are implemented. First, PACT supplies materials to learners (exercise books, pens and school bag). This is designed as an incentive to encourage parents to send children to school. PACT has also developed relevant textbooks and guides (in mother tongue) for distribution. PACT works with a number of distributors to ensure that texts reach children in the program. PACT noted that the enrollment activities coincided with a co-funding enrollment drive to immediately enroll OOSC suggesting that the timing of enrolment drives is important. There is little description on the AEP programming itself.

Other important programming activities: WASH, joint monitoring approach, and training of teachers/facilitators

Challenges: PACT noted challenges with grant disbursement relative to the school year as well as delays in the recruitment process.

Iraq: UNESCO

The UNESCO Iraq partnership worked closely with government in four provinces with both regular timed and accelerated programming. UNESCO drew on mobile schools from a previous project and moved these into the areas where they worked enrolling additional OOSC in the process. UNESCO worked closely with partners to identify OOSC in communities and integrate them as much as possible. By working closely with communities, UNESCO has been able to mobilize local families and leaders around OOSC issues. During this time, UNESCO initiated an enrollment campaign. UNESCO also worked with ministries to appoint and train of teachers. There are many children who have missed grades during the past several years so much of the programming focus has been on catch-up activities. UNESCO identifies OOSC through networks and referral activities. Activities directly related to AEP were

curricular development, training teachers. Providing school furniture, and building learning centres and temporary facilities.

Other important programming activities: EMIS development, and national/province level policy advocacy.

Challenges: A major challenge was dealing with the penetration of Islamic State fighters and influx of IDPs. This caused challenges with identifying OOSC and an increased need for classroom spaces. Because of the worsening political and security situation, plans for the second phase required considerable revisions and caused delays.

Discussion

In general, all AEPs follow similar approaches as regular OOSC programming: building schools (or temporary structures), providing textbooks and supplementary materials, working with national authorities to align curricula, enrollment drives, training teachers and administrators, scholarships, coordinating with other agencies and other activities. The main challenge is that the reports and proposals to EAC do not clearly detail the way in which AEPs are delivered (e.g. some do not provide information on the length of the AEP). There is no overall standardized approach to describing AEPs for EAC partnerships. This means that comparison is difficult (as noted in this report).

Partner-initiated Accelerated Education Programmes funded by EAC have a unique diversity of approaches, methods, activities and results. Due to this diversity, a deeper, comparative analysis of EAC-funded activities may provide valuable insight into AEP globally. Clearly this will require additional effort.

In collaborating with AEWG, EAC could investigate how the relationship of AEP contexts to programming impacts results; what types of decisions were made around AEP activities, how successful AEPs have been relative to other educational approaches,

Recommendations for EAC

1. Based on its experience with AEPs to date and continuing, EAC could consider how to provide fuller support to the AEWG in contributing to the finalization of AEP definitions.
2. Noting the range of detail (or lack of it) in proposals, EAC should explore areas where it wants to undertake additional research.
3. EAC could consider requesting that proposals working with AEP use AEWG terminology.

Annex 1 Key characteristics of an AEP

	Characteristic	Proposed by AEP Working Group	Key questions to be answered in a proposal to EAC for support for an AEP
1.	Goal	To provide learners with equivalent certified competencies as in the formal system, in an accelerated timeframe, with learners transitioning to mainstream education or completing an entire education cycle.	What is the purpose of the AEP proposed?
2.	Target group	Over-age and out-of-school children and youth who missed out or had their education interrupted due to poverty, violence, conflict and crisis. The most common target group is between 10 and 25 years old. Youth and adults over 25 years old should be incorporated into an Adult Education programme. AEPs are not appropriate for children under 10.	What is the number, age range and background of OOSC to be targeted?
3.	Structure and curriculum	There are two main approaches that may be adopted: (i) Full curriculum covered in a shorter time period, or (ii) Condensed curriculum covered in a shorter time. The majority of accredited programmes complete 2 years in 12 months, or a full primary cycle (8 years) in half the time (4 years). The approach and curriculum is determined by the Ministry of Education/education authorities. An AEP is flexible in terms of schedule, duration, and location, multiple entry and exit system.	What is the curriculum and how will it be structured?
4.	Assessment	The AEP is part of the nationally accredited education system and therefore AE students are assessed throughout the programme duration in line with the mainstream schools system of assessment. This supports transition to and from AE to the mainstream schools at multiple junctures.	How will students be assessed?
5.	Certification	When an AEP is being established: Programme is part of the Ministry of Education formal education system, fully accredited and certified. Where ad hoc AEPs exist: A transitional policy is agreed with the national education authorities. Students ultimately have access to the national examinations either as private candidates or because the centres are registered learning centres.	How will completers be certified?
6.	Teachers	Qualifications and experience depend on context. However, the key point is that the AEP is complex and more challenging course than the mainstream classes. Ideal: A mix of male and female teachers with a teaching qualification and subsequent training on specialised skills relating to AE and the specific context. When not possible: A mix of male and female teachers with the highest possible education qualifications and significant investment by the implementing agency to improve their teaching skills through training (see below)	What are the criteria to guide teacher selection?

		Note: Peer Education is not a methodology supported for an AEP when other options are available. This is due to the academic, social and professional skills required for an AEP.	
7.	Teacher training	Support to teachers refers to their specific levels and needs according to context. Training may include: (i) In-service training and mentoring or an emphasis on continuous professional development rather than reliance on one initial training; (ii) Inclusion of modules or short courses on: how to work with older students, multi-level teaching; (iii) Modules or short courses on education in emergencies. Ideal: in the case of unqualified teachers, training contributes towards a recognised qualification	How will teacher skills be strengthened to effectively deliver the AEP?
8.	Teacher to student ratio	Ideal: 1:25 students When not possible: programme indicates recognition of, and adherence to, the national standards.	What teacher to students' ratio is planned?
9.	Community engagement	Community is involved in the planning, implementation and monitoring of the programme.	How will the community be involved with the AEP?
10.	National systems	AEP is planned by the national authorities (with the support of partners as necessary) to establish strong links to the formal system, including pathways to re-enter formal, non-formal and informal education at appropriate junctures. At a minimum, curriculum, teacher selection and recruitment, assessment and monitoring are coordinated with the national and local education authorities	How is the AEP aligned with the national system?
11.	Coordination	AEP is planned in accordance with existing standards/ strategies of the national system, or education coordination mechanism (working group/ cluster). If none are in place, programme design is discussed and endorsed by the national education authorities AND education coordination mechanism.	How will the proposed AEP be coordinated with programmes of government and other NGO providers?
12.	Extra-curricular activities	AEPs which include components of Life Skills, psychosocial, recreational and other extra-curricular activities are preferred.	Is the basic curriculum to be supplemented with non-core activities?

Annex 2 Approach employed

Step 1

Identify recent literature on the definition of accelerated education programmes

Step 2

Review all approved EAC projects to identify possible examples of accelerated education programmes. Annex 4 lists projects which did not have signs of either.

Step 3

Review January 2015 reports for the 21 relevant projects identified in Step 2 (for UNHCR projects, it was their final January 2014 report), Based on proposals and reports, AEPs were distinguished from other non-formal and informal programmes, the basis for compiling Annexes 2 & 3 (10 AEPs, 12 others were identified). (In addition, (i) information gathered during Cambodia mission, March 2015, re the AEA project, and (ii) web based reports on UNESCO regional conference in June 2005 added to the information base for this step).

Step 4

Review information on AEPs in seven of the ten reports and present edited versions of these in the report as cases, summarized here.

Step 5

Based on the above analysis, make recommendations around AEPs to be used in partner proposals and reporting.

Annex 3 Alternative Education Programmes funded by EAC, May 2015

	Country	Partner	Project	Project proposal terminology	Target OOSC
1	Bangladesh	BRAC	Boat Schools	Children able to complete a five year curriculum within a four and half year period	15,000
2	Bangladesh	BRAC	Slum Schools	entire primary education five year curriculum completed in four years	62,000
3	Bangladesh	Dhaka Ahsania Mission	Children Learning Centres (DAM-CLC) Project	NFPE programme	40,000
4	Cambodia	Aide et Action and Cambodian Consortium for Out of School Children members (17 partners)	Education For All: An Integrated Approach from the Cambodian Consortium for Out of School Children	ALP, implemented by PSE	20,000
5	Congo (DRC)	International Rescue Committee (IRC)	Enrolling Out-Of-School Children in South Kivu and Katanga	Accelerated Learning Programs	9,000
6	Ethiopia	PACT	Reaching Educational Attainments of Children in the Hinterlands (REACH)	Alternative Basic Education Centre programmes	15,120
7	Ethiopia	UNHCR	UNHCR-EAC Programme	Alternative Basic Education (ABE) program	540
8	Iraq	UNESCO	Educate A Child Initiative in Iraq	ALP	30,000
9	Iran	UNHCR	UNHCR-EAC Programme	Accelerated Learning Program	3,732
10	Philippines, Thailand, Indonesia, Cambodia, Laos, Malaysia, Myanmar, Vietnam, East Timor	UNESCO/ Ministries of Education	Strengthening Education System for Out of School Children (Regional Project)	alternative/ accelerated learning programme	50,000

Annex 4 Other alternative/accelerated learning programmes, including bridging programmes, funded by EAC

	Country	Partner	Project	Country terminology	Target OOSC
1	Cambodia	Aide et Action Consortium (see Annex 1)	Education For All: An Integrated Approach from the Cambodian Consortium for Out of School Children	Bridging programme, implemented by Friends International	Not stated
2	Cote d'Ivoire	Norwegian Refugee Council (NRC)	Bridging Tomorrow	One-year accelerated curriculum comprising two years of primary school for 9-14 year old children	12, 383
3	Haiti	CARE	Partners for Learning: Improving Quality, Equity, and Access to Primary Education for Out-of-School Girls and Boys in Haiti	Strengthening Accelerated Learning Program (unclear what is targeted outcome)	Not stated
4	India	Bharti Foundation	Satya Bharti School Program	Satya Bharti Learning Centres provide 3, 6, 9, or 12 month remedial courses to enable transition to Government schools	14,400
5	Iran	UNHCR	UNHCR-EAC Programme	Accelerated (Literacy) learning	5,000
6	Malaysia	UNHCR	UNHCR-EAC Programme	Academic programme for Rohingya and other Muslim refugees from Myanmar	1000 <i>Not implemented</i>
7	Rwanda	UNHCR	UNHCR-EAC Programme	Accelerated learning program with a focus on language acquisition	4,108
8	Syria	UNICEF US Fund	Equitable Access to Education for OOSC affected by crisis in Syria	self-learning and Curriculum B	Not stated <i>Not implemented</i>
9	Syria, Lebanon and Jordan	UNRWA	Education for Palestinian refugee children out of Syrian schools because of conflict	Alternative modalities of learning in safe spaces; self-learning program for children who cannot access school due to conflict	Not stated
10	South Sudan	UNHCR	UNHCR-EAC Programme	Accelerated learning program	3, 529
11	Sudan	UNHCR	UNHCR-EAC Programme	Alternative Learning Programmes	450

12	Yemen	UNICEF	Quality Basic Education for OOSC	Remedial programme for overage 10-14 OOSC to enable them to join formal school	2,650
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Annex 5 EAC partner's programmes not including AEPs or other accelerated learning programmes

1. UNHCR: Chad 2012
2. UNHCR: Chad 2013
3. UNHCR Ethiopia 2012
4. UNHCR Iran 2012
5. UNHCR Kenya Dabaab 2012
6. UNHCR Kenya Dabaab 2013
7. UNHCR Kakuma 2012
8. UNHCR Kakuma 2013
9. UNHCR Rwanda 2012
10. UNHCR Pakistan 2012
11. UNHCR Pakistan 2013
12. UNHCR Sudan 2012
13. UNHCR Syria 2012
14. UNHCR Syria 2013
15. UNHCR Uganda 2012
16. UNHCR Uganda 2013
17. UNHCR Yemen 2012
18. UNHCR Yemen Aden 2013
19. UNHCR Yemen Sana'a 2013
20. Save Cote D'Ivoire 2012
21. GyanShala India 2012
22. Unicef Chad 2012
23. Girl Child Network Kenya 2012
24. International Rescue Committee Cote D'Ivoire 2013
25. Todos Brazil 2013
26. GonshahjjoSangstha Bangladesh 2013
27. Aprendiz Brazil 2013
28. Caritas DRC 2013
29. imagine1dayEthiopia 2013
30. The Citizens Foundation Pakistan 2013
31. The British Council Pakistan 2013
32. CARE Somalia 2013
33. Plan International Uganda 2013
34. Save Thailand, Myanmar 2013
35. GyanShala India (Bihar) 2014
36. Unicef DR Congo 2014
37. Unicef/UNESCO Somalia 2014
38. Building Tomorrow Uganda 2014
39. Roger Federer Foundation South Africa 2014
40. Unicef Comoros 2014
41. Save Ethiopia 2014
42. buildOn Senegal, Malawi, Burkino Faso, Malawi, Haiti, Nepal 2014
43. Educate Girls India 2012
44. UNICEF South Sudan 2015

Annex 6 Key characteristics of an AEP

	Characteristic	Proposed by ALP Working Group	Key questions to be answered in a proposal to EAC for support for an AEP (suggested by the author of this brief)
1.	Goal	To provide learners with equivalent certified competencies as in the formal system, in an accelerated timeframe, with learners transitioning to mainstream education or completing an entire education cycle.	What is the purpose of the AEP proposed?
2.	Target group	Over-age and out-of-school children and youth who missed out or had their education interrupted due to poverty, violence, conflict and crisis. The most common target group is between 10 and 25 years old. Youth and adults over 25 years old should be incorporated into an Adult Education programme. AEPs are not appropriate for children under 10.	What is the number, age range and background of OOSC to be targeted?
3.	Structure and curriculum	There are two main approaches that may be adopted: (i) Full curriculum covered in a shorter time period, or (ii) Condensed curriculum covered in a shorter time. The majority of accredited programmes complete 2 years in 12 months, or a full primary cycle (8 years) in half the time (4 years). The approach and curriculum is determined by the Ministry of Education/education authorities. An AEP is flexible in terms of schedule, duration, and location, multiple entry and exit system.	What is the curriculum and how will it be structured?
4.	Assessment	The AEP is part of the nationally accredited education system and therefore AE students are assessed throughout the programme duration in line with the mainstream schools system of assessment. This supports transition to and from AE to the mainstream schools at multiple junctures.	How will students be assessed?
5.	Certification	When an AEP is being established: Programme is part of the Ministry of Education formal education system, fully accredited and certified. Where ad hoc AEPs exist: A transitional policy is agreed with the national education authorities. Students ultimately have access to the national examinations either as private candidates or because the centres are registered learning centres.	How will completers be certified?
6.	Teachers	Qualifications and experience depend on context. However, the key point is that the AEP is complex and more challenging course than the mainstream classes. Ideal: A mix of male and female teachers with a teaching qualification and subsequent training on specialised skills relating to AE and the specific context. When not possible: A mix of male and female teachers with the highest possible education qualifications and significant investment by the implementing agency to improve their teaching skills through training (see below) Note: Peer Education is not a methodology supported for an AEP when other options are available. This is due to the academic, social and professional skills required for an AEP.	What are the criteria to guide teacher selection?
7.	Teacher training	Support to teachers refers to their specific levels and needs according to context. Training may include:	How will teacher skills be strengthened to effectively deliver the AEP?

		(i) In-service training and mentoring or an emphasis on continuous professional development rather than reliance on one initial training; (ii) Inclusion of modules or short courses on: how to work with older students, multi-level teaching; (ii) Modules or short courses on education in emergencies. Ideal: in the case of unqualified teachers, training contributes towards a recognised qualification	
8.	Teacher to student ratio	Ideal: 1:25 students When not possible: programme indicates recognition of, and adherence to, the national standards.	What teacher to students' ratio is planned?
9.	Community engagement	Community is involved in the planning, implementation and monitoring of the programme.	How will the community be involved with the AEP?
10.	National systems	AEP is planned by the national authorities (with the support of partners as necessary) to establish strong links to the formal system, including pathways to re-enter formal, non-formal and informal education at appropriate junctures. At a minimum, curriculum, teacher selection and recruitment, assessment and monitoring are coordinated with the national and local education authorities	How is the AEP aligned with the national system?
11.	Coordination	AEP is planned in accordance with existing standards/ strategies of the national system, or education coordination mechanism (working group/ cluster). If none are in place, programme design is discussed and endorsed by the national education authorities AND education coordination mechanism.	How will the proposed AEP be coordinated with programmes of government and other NGO providers?
12.	Extra-curricular activities	AEPs which include components of Life Skills, psychosocial, recreational and other extra-curricular activities are preferred.	Is the basic curriculum to be supplemented with non-core activities?

Annex 7 How much does EAC know about the AEPs we have supported?

Rapid assessment on whether proposals minimally responded to the questions suggested in Annex 6 when making proposing to EAC support for an AEP

	Bangladesh Boat ¹²	Bangladesh Slums ¹³	Bangladesh ¹⁴	Cambodia ¹⁵	Congo (DRC) ¹⁶	Ethiopia ¹⁷	Ethiopia	Iraq ¹⁸	Iran	9 S E Asia countries
<i>AEP characteristics</i>	BRAC	BRAC	Dhaka Ahsania Mission	Aide et Action	IRC	PACT	UNHCR	UNESCO	UNHCR	UNESCO
Purpose	✓	✓	✓		✓		✓	✓	✓	✓
Curriculum	✓	✓	✓					✓		
Assessment	✓	✓	✓							
Certification	✓	✓	✓							
Teacher Qualifications										
Teacher Development	✓	✓	✓		✓	✓		✓		
Teacher to Student ratio	✓									
Community engagement	✓	✓	✓		✓	✓		✓		
National system	✓	✓								
Endorsement			✓		✓	✓	✓	✓		
Extra-curricular opportunity								✓		

¹² BRAC Schools in Urban Slums Bangladesh June 2012 Funding Proposal to EAC

¹³ BRAC Boat Schools Bangladesh June 2012 Funding Proposal to EAC

¹⁴ Dhaka Ahsania Mission Bangladesh June 2012 Funding Proposal to EAC

¹⁵ AEA: EFA: An integrated approach from the Cambodian Consortium for OOSC 2014

¹⁶ IRC DRC Programme Enrolling OOSC in South Kivu and Katanga. Proposal to EAC June 2013

¹⁷ PACT: Reaching Educational Attainments of Children in the Hinterlands (REACH) of Ethiopia. May 2014. Proposal to EAC

¹⁸ EAC Initiative in Iraq. 2012 UNESCO Funding Proposal to EAC