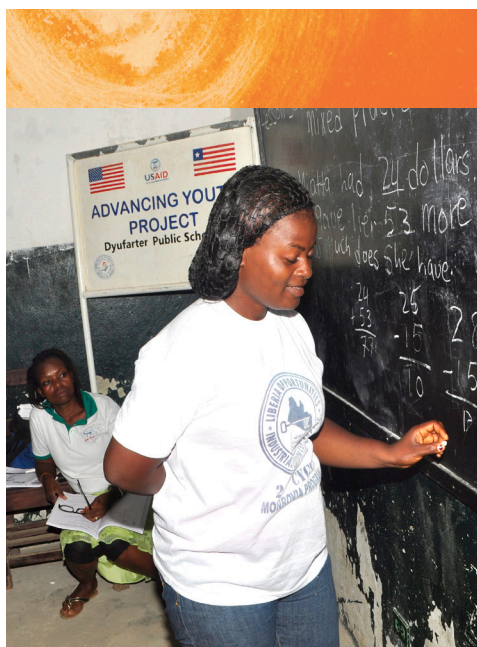


Accelerated Education

Worldwide, millions of children and youth are still excluded from formal schooling because of poverty, conflict, age, gender or ability. EDC implements accelerated education (AE) programs for these out-of-school children and youth in contexts from active conflict zones to developing education systems.¹ Lessons learned from our work contributed to the 2017 Accelerated Education Guidance Principles² and our AE programs meet or exceed the expectations of those principles.



In Liberia, EDC partnered with the Ministry of Education to develop, test and disseminate program quality standards for accelerated and alternative basic education programs (2014 –2016) and to develop and institutionalize a new Government of Liberia AE policy (2017).¹

STRONG PARTNERSHIPS WITH FORMAL EDUCATION SYSTEMS

- We collaborate with government to determine AE schedules, duration, learner eligibility and placement, and policies for learner transition into formal school.
- Our AE curricula align with and reference national standards to ensure that students have the opportunity to meet or exceed national expectations.
- Our literacy, numeracy, life skills, and social-emotional learning (SEL) programs are developed with Ministry of Education partners.
- We work with all levels of the system to appropriately condense and accelerate the curriculum, validate materials, train and monitor facilitators, evaluate progress and link AE to formal schools.

In Rwanda, the Akaze Kanoze AE program gave out-of-school youth a 6th grade equivalency. Then, EDC's *WorkReadyNow!* introduced work readiness skills and opportunities.

72% of the over 800 enrolled youth who passed the final assessment reported having moved on to economic opportunities or further training.

ASSESSING LOCAL CONTEXT BEFORE DESIGNING OR ADAPTING ALTERNATIVE EDUCATION CURRICULUM

- We use rapid education risk assessments (RERA)³ and gender analyses to inform curriculum content and support safe environments.
- We use situational analyses and teaching inventories to support professional development plans for changing beliefs and practices of AE facilitators.
- We support language of instruction choices based on assessments.
- We develop content that prepares students for continued education, the world of work, and civic responsibilities.

¹ Includes Afghanistan, Haiti, Honduras, Liberia, Mali, Timor Leste, Democratic Republic of Congo, Guyana, Rwanda and the Philippines

² Guide to the Accelerated Education Principles. Accelerated Education Working Group, 2017. Available at: <https://inee.org/resources/accelerated-education-guide-principles>

³ RERA Toolkit. Available at: <https://www.edu-links.org/resources/rapid-education-and-risk-analysis-rera-toolkit-1>



An ERSA AE learning center class in Northern Mali

DEVELOPING LOCALLY RELEVANT, GENUINELY ACCELERATED CURRICULUM

- We identify essential literacy, numeracy and social emotional skills for students to succeed in formal school and daily life. Sequencing builds upon and enhances existing and newly gained skills. Outcomes focus on what the learner will be able to do, rather than on what the teacher will teach.
- We differentiate instruction; use auditory, visual, and tactile channels; and encourage students to tap into their creative strengths. We address locally identified cross-curricular issues, such as human rights, gender issues, and peace education.
- We ensure that materials are locally relevant and reflect international best practices. We promote psychologically and physically safe and inclusive environments, and support multi-grade classrooms that encourage engagement with students of varying ages, backgrounds and capacities.

INTEGRATING SOCIAL EMOTIONAL AND LIFE SKILLS WITH LITERACY AND NUMERACY

- We help students and facilitators develop self-awareness, self-management, social awareness, relationship-building, and responsible decision-making.
- We help facilitators create a nurturing and healing environment, focusing on mutual respect, positive discipline, and collaborative learning.
- We use Read Right Now! for AE literacy, addressing oral language development, explicit instruction in essential reading skills, purposeful reading and authentic writing.
- We use a purposeful and practical approach to mathematical thinking. Our AE numeracy focuses on problem-solving and incorporate number sense, measurement, geometry and spatial thinking, algebraic thinking, data analysis and interpretation.

Amid the escalating conflict in Northern Mali, EDC's ERSA project kept students in AE Centers, addressed their social emotional needs, and prepared them to transfer to formal school. 75% completed the program. In those areas with a functioning primary school, 90% were able to transfer to school as planned. ERSA students transferring into 4th grade demonstrated significantly better literacy results than their formal school peers.

PROVIDING CREATIVE, SUSTAINED PROFESSIONAL DEVELOPMENT AND COACHING

- We prepare AE facilitators to use a multi-grade, differentiated approach to teaching that promotes clear and predictable instructional patterns and maximizes self-directed learning and cooperation.
- We give ample time for facilitators to reconsider and change deeply anchored beliefs about instruction.
- We help facilitators reflect on and overcome their own prejudices and pre-conceived beliefs about their students, so that they can effectively teach tolerance and solidarity.
- We use interactive audio instruction (IAI), tablets and mobile phones to support AE facilitators.