

Accelerated Education: Lessons Learned from Sub-Saharan Africa

The Accelerated Education Working Group (AEWG),
Windle Trust, Plan International and UNESCO



**Inter-agency
Network for Education
in Emergencies**

Webinar Housekeeping



Participant audio and video are disabled.



Post questions using the Q&A function at any time.



This session is being recorded.



Closed captioning available in En

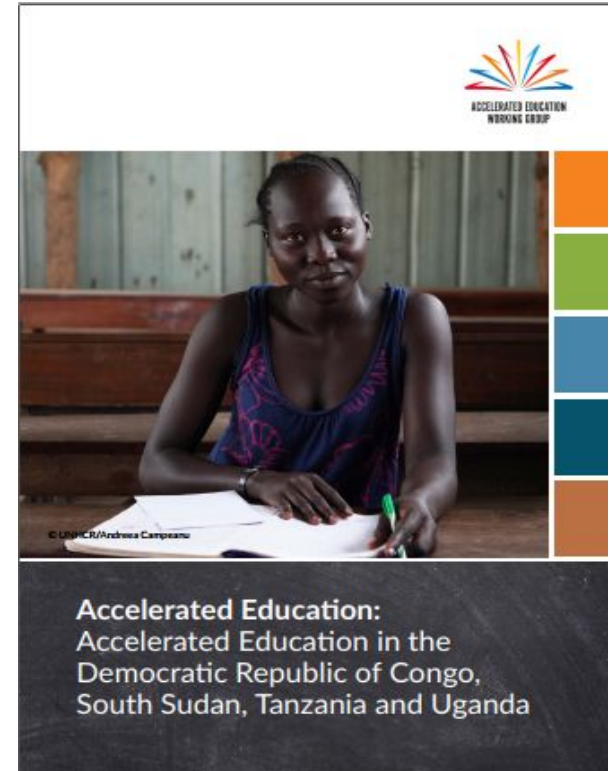


The recording and presentations will be shared on the INEE website – inee.org



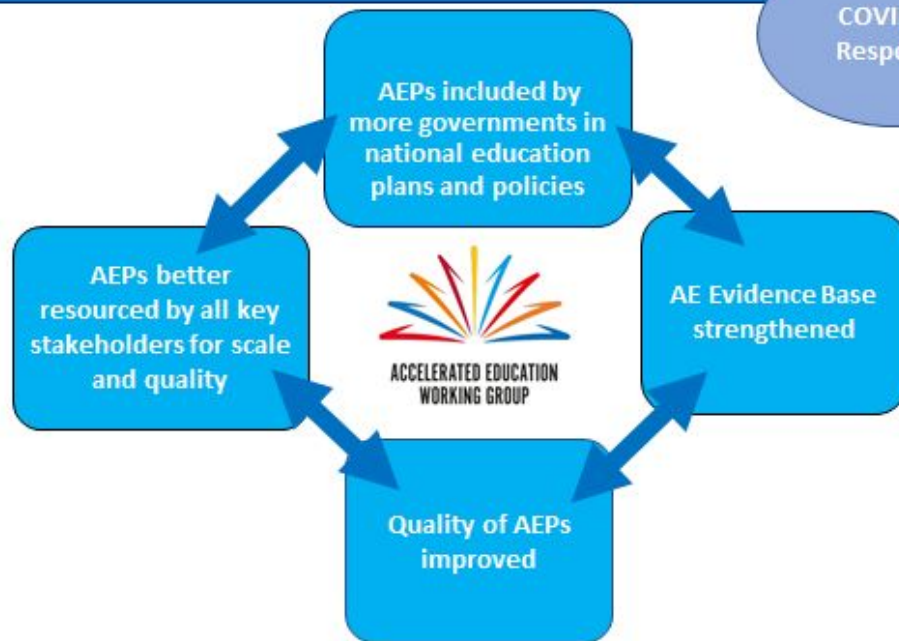
Webinar overview

- Introduction: [Martha Hewison](#)
- Key Findings: [Jessica Oddy](#)
- Pastoralist Education: UNESCO - [Dr Tap Raj Pant](#)
- Accelerated Secondary Education: Windle Trust - [Loke Justin](#)
- Accelerated Education for Girls Plan International - [Harriet Tino & Michael Taban](#)
- Q&A



Improving Accelerated Education Programme (AEP) Quality

COVID-19
Response



AEPs included by more governments in national education plans and policies



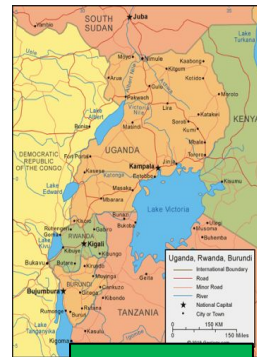
Somalia



Tanzania



Kenya



Uganda



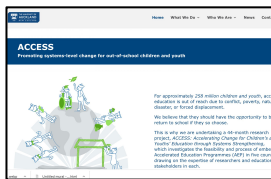
DRC



Pakistan



DRC
South Sudan
Tanzania
Uganda



Nigeria
Columbia
Jordan
Pakistan
Uganda

Venezuela



BRiCE -Building Resilience in Crises through Education

- Through BRiCE the European Union will improve access to quality education in pre-school, primary and lower secondary levels for children in fragile and crisis-affected environments.
- Its specific objective is to deliver safe quality basic education and to strengthen societal and institutional resilience to make these actions sustainable overtime.
- Research on teaching and learning in safe learning environments is an important element of BRICE in order to build the evidence base of what works best in crises.
- BRICE in DRC, Ethiopia, Niger, Somalia, South Sudan, Tanzania, and Uganda from 2018 to 2021 and totals EURO 24 million.
- AE in **DRC, South Sudan, Tanzania and Uganda**

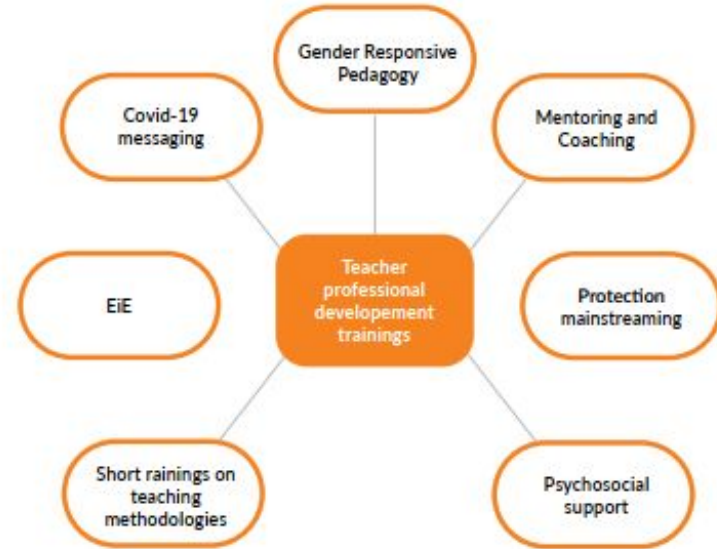


Who are the learners across BRiCE?



Teachers: Quality of teaching and learning

- Diverse (Male/Female, refugees, host, qualified and non-qualified)
- Teacher PD featured in all programmes
- Not linked to national CPD
- Not always accredited (LGHiE and Teachers Union in Uganda)
- Qualified and non-qualified teachers
- Less subject-specific training
- Not linked to increment in salaries
- Teacher attrition and pay



Financing

- **In all of the contexts**, AE was primarily funded by INGOs/donor agencies
- In some contexts teachers were on payroll, in other contexts, teachers received incentives
- **Sustainable funding for AE** is needed.

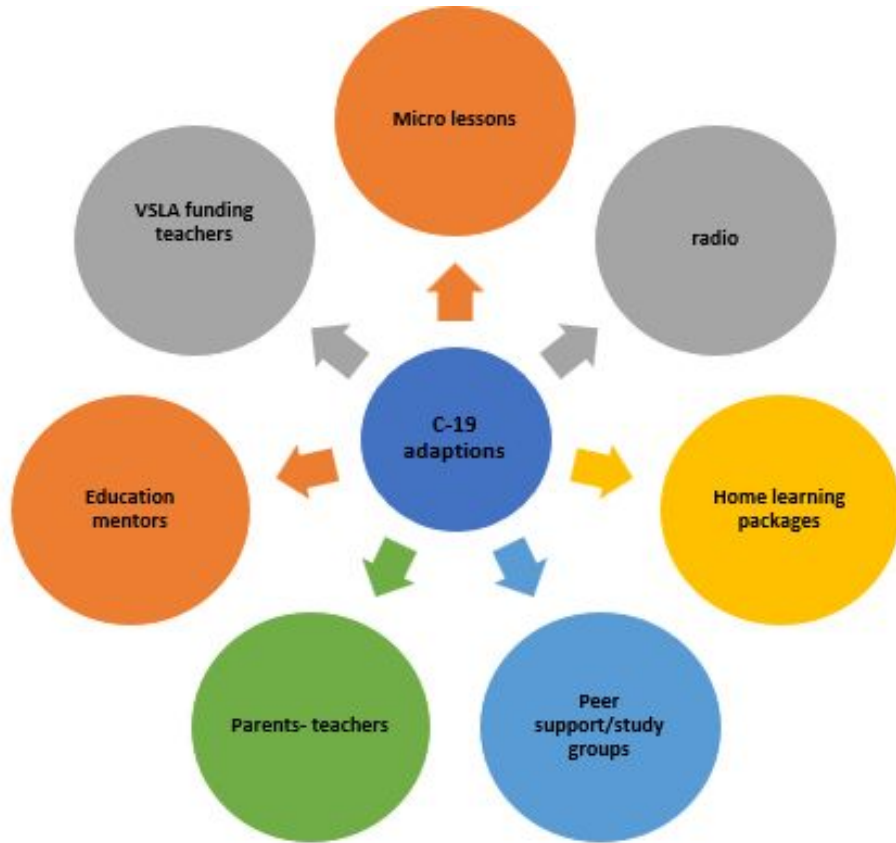


Evidence and Learning

- Evidence of enrolment, retention, and transition between primary levels and post-primary opportunities was lacking across all contexts.
- **Learning assessments in all contexts** highlight that even though children may be accessing education, EGMA and EGRA statistic suggests that many children are falling behind. More concerted efforts need to examine why many children struggle to progress through AEPs. However, there is very little consideration on the part the language of instruction may play in the learning crisis.
- **Partners need to strengthen their monitoring and evaluation within AEP programmes.** Donors should also consider building funds for tracer studies as there is a severe lack of information on post-AEP pathways. Understanding how many students can continue their education or vocation training would provide insights into how AEPs are and should be structured.



Covid 19 adaptations



- Whilst there is a lack of data to assess the impact of Covid-19 on AE retention rates across all contexts, implementing partners credited teachers, parents and teachers associations and school management committees for continuing to support home-based learning initiatives.
- Consider what can be continued and strengthened going forward.



Summary : Common themes across all contexts

- **All learners** have been impacted by school closures but there are good lessons to continue post-covid
- **Transition rates** between levels and to secondary school decline, particularly for girls, CwD?
- There is a clear need to review, strengthen, and support **multilingual instruction** in all contexts. How do you accelerate language learning?
- **Parent and wider community engagement** is key
- **An equity-centred approach** is needed to ensure the most vulnerable are able to enrol and thrive in AE



Accelerated Education: Experience from the Resilient Pastoral Livelihood and Education Project (PLEP) in South Sudan

UNESCO – Juba, South Sudan



**Inter-agency
Network for Education
in Emergencies**



unesco

UNESCO- JUBA Accelerated Education: Experience from the Resilient Pastoral Livelihood and Education Project (PLEP) in South Sudan



Food and Agriculture Organization
of the United Nations



Norwegian People's Aid
South Sudan





Project Background

- About 60 – 80% of the population of South Sudan is said to be pastoralist
- Mobility in search of pasture and water for their livestock has placed the pastoralist communities beyond the reach of education and other livelihood services,
- Pastoralist communities in South Sudan receive limited services to improve their livelihoods.
- In the spirit of Leaving No One Behind, and to achieve the 2030 Agenda, there is need to extend livelihoods, literacy, numeracy life skills & basic skills training interventions to the pastoralist communities.
- UNESCO and FAO in partnership with government line-ministries and through the generous support of the EUD, designed and adopted the PLEFS project model, one of the best innovative partnerships to improve pastoralist knowledge and skills
- Pastoral Field School (PFS) approach provides excellent entry point & platform to improve pastoralist knowledge & skills.
- Pastoralist Livelihood and Education Field School (PLEFS) approach initiated the combine livelihood interventions with an education component.
- The project integrates the PFS with pastoral education to enhance resilience of pastoralist communities livelihoods.
- Implemented by FAO and UNESCO, 3 line ministries, Norwegian People's Aid (NPA) and International Institute of Rural Reconstruction (IIRR)
- Currently 63 learning groups comprising of 4,503 learners (2,865 male 1,384 female) including children, youth and adults enrolled and participating in regular PLEFS learning sessions.



Beneficiaries and Partners

Operation areas/ Counties :

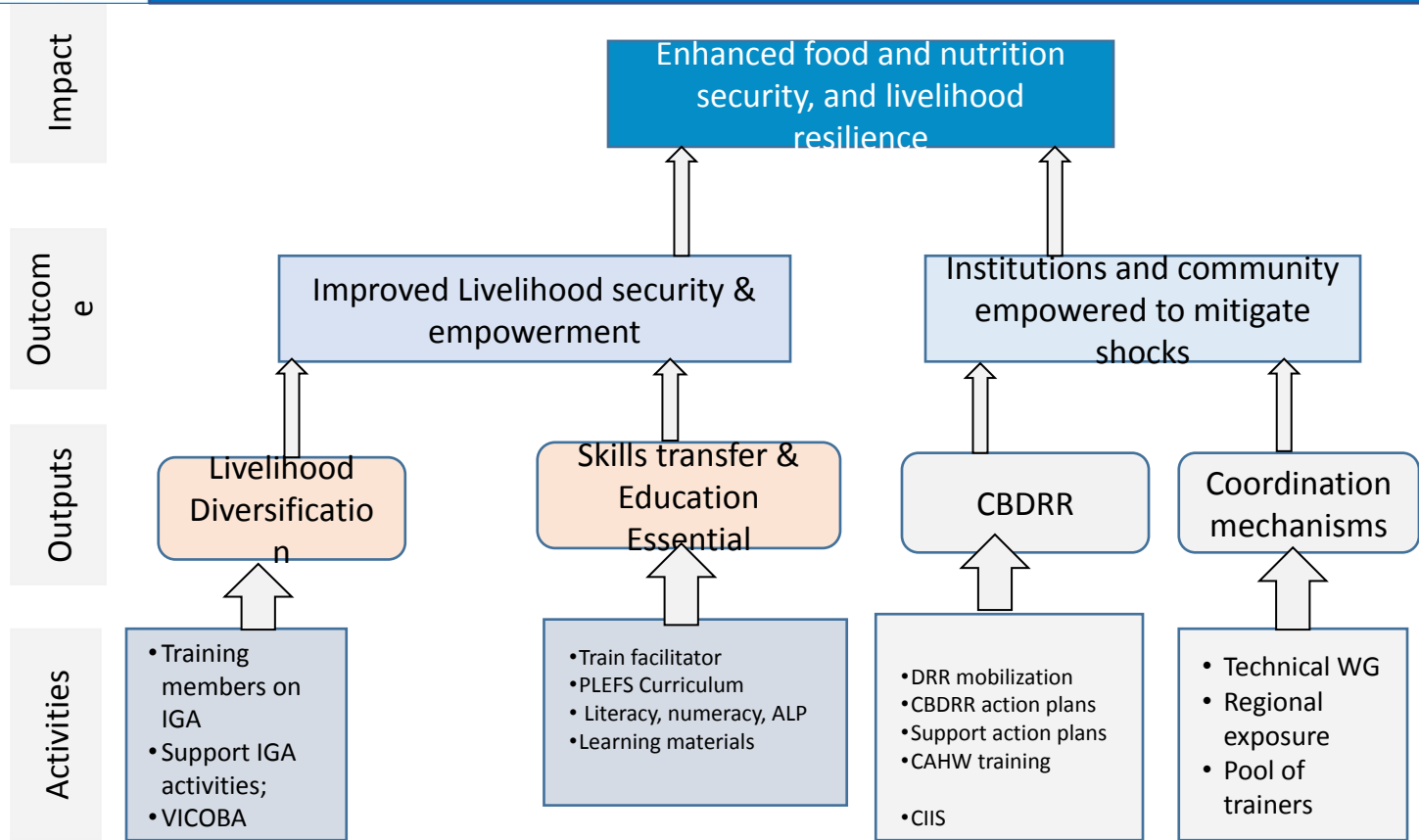
- **Lakes State:** Yirol East, Yirol West, Awerial, Rumbek Center, Rumbek East, Cueibet and Rumbek North
- **Central Equatoria:** Terekeka

Target Beneficiaries

- Pastoralist in 21 cattle camps: Young children (8-12ys); Youth (13+ years); Adults (>18)
- Ministries staff and community facilitators/teachers

Project Partners

- **National level:** MAFCRD, MLFI, MoEST;
- **State:** SMAF, SMARF and SMOEST; NGO's.
- **IPS:** NPA & IIRR



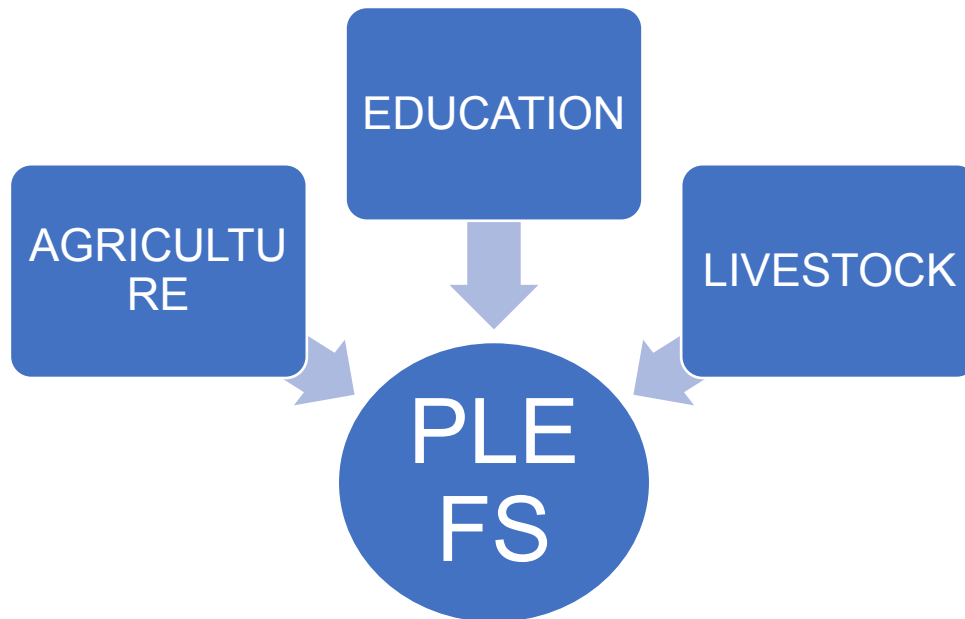


Why PLEFS

- Is not a new curriculum. Is a high breed-adopted from the existing curricula.
- Is flexible, contextualized and adopts a holistic approach to the pastoralists' livelihood diversification.
- Experiential, age appropriate & activity based.
- Tailored to the needs of the pastoralists.
- PLEFS is premised and geared towards attaining the National Goals of Education in the Republic of South Sudan.
- It is directed by the objectives and principles of Alternative Education Systems (AES)



Sectoral pillars/support





Structure

The Curriculum is in three levels of learning:

- Children
- Youth
- Adults

It integrates information on cross cutting issues such as:

- Gender
- Environmental care and conservation
- Climate Change
- Health and Hygiene
- HIV, AIDS and other common diseases
- Community Based Disaster Risk Reduction
- Inclusion/Disability sensitivity
- Peace Building Education and conflict resolution

Approach

Apart from the Adult module which has the facilitators' book only, all others have a set of three namely:

- A syllabus for every subject and grade.
- A learners book for every subject and grade.
- A teachers /facilitators' guide for every subject and grade.

Curriculum for children

Subject area



English

Maths

R.E

Science

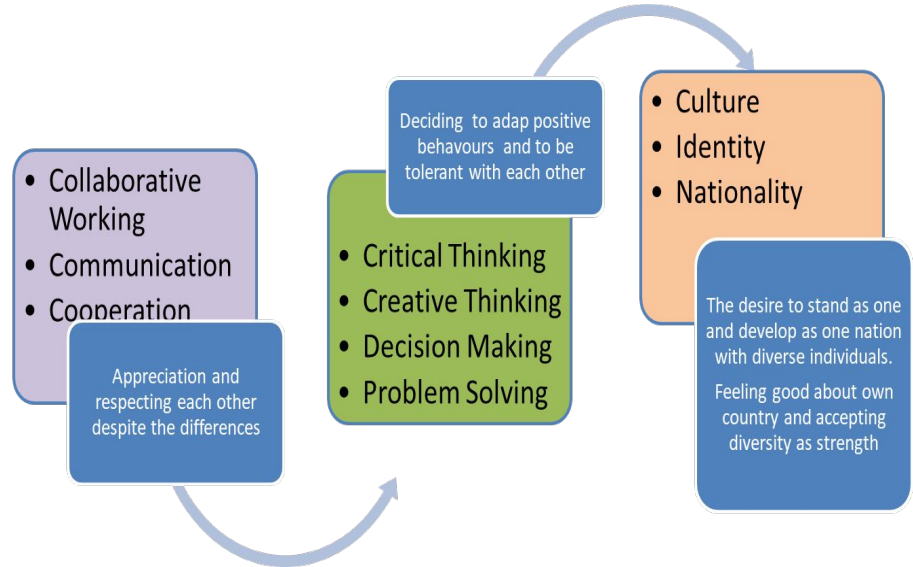
Social
studies

Cross cutting issues are addressed in all the subject areas at appropriate points.

Curriculum for youth



Competencies



Curriculum for adult learners



Modules

MODULE 1: CONCEPTS

- UNDERSTANDING PLEFS
- UNDERSTANDING PASTOLISM

MODULE 2: TECHNICAL AREAS

(Animal Production, Crop production,
Herd and Range Management, Diseases (human, animal &
crops), Fodder Production)

MODULE 3: CROSS CUTTING ISSUES

(Gender, HIV, Climate Change, Health & Hygiene, CBDRR, IGAS-
VICOBA, Peace Building, Life skills)

Key success & challenges

Achievements

- PLEFS Curriculum Framework in place
- Syllabi in place
- Curriculum support materials with adapted and contextualized content in place.
- Institutional capacity and structure for skills transfer and replicability / in place
- Mentors/facilitators trained
- Inter-sectoral cooperation/ministerial collaboration strengthen
- Access to alternative education opportunities for pastoralist
- Stimulated learners' interest to pursue learning in formal schools

Challenges

- Continued insecurity associated with cattle raiding, revenge killing, and inter-communal conflicts
- Impact of Global/national outbreak of COVID-19 pandemic
- Limited number of 'qualified' facilitators within the cattle camp context
- Inaccessibility due to poor road condition and seasonal flooding
- Over expectation and constant demand for an incentive raise by community facilitators
- Cultural belief, early/forced marriages affecting retention of girl learners in school
- Funding constraint to scale up intervention approach in reaching larger portion of cattle camp population
- Inadequate data on cattle camp population
- Limited participation of women as facilitators and teachers in the project activities



Recommendation

- Increase advocacy, awareness and visibility of the PLEFS approach among partners and donors
- Network and map out potential partners and donors support and collaboration on the PLEFS approach
- Expansion and harmonized scale up of the PLEFS integrated approach in reaching the larger portion of the cattle camp population in Lakes State and beyond
- Engage with policy and decision makers at all levels to support the institutionalization of the PLEFS



Accelerated Secondary Education Programme (ASEP)



INTRODUCTION

- WTI conceived the idea after conducting a research on secondary education in 2017.
- We also found out that most primary school teacher did not complete secondary education
- WTI engaged education experts in the Ministry of Education on what can be done to support especially teachers acquire secondary education
- In March 2019 WTI organised a stakeholders workshop to discuss accelerated secondary education as an option
- The workshop was attended by the Ministry of Education Under Secretary and Director Generals in which the principle of expanding the accelerated education to secondary was agreed.
- In late 2019, working with the Ministry of Education, we reviewed Alternative Education Policy to include Accelerated Secondary Education Programme (ASEP).
- In late 2019 WTI working with the Ministry of Education condensed the four year Secondary Education Curriculum for ASEP to be delivered in 2 to 2.5 years.
- WTI then presented both revised Alternative Education Policy and the condensed curriculum to the Ministry of Education and both the policy and condensed curriculum were approved by the government.



Accelerated Secondary Education Programme (ASEP).

- ASEP targets adults who have successfully completed their primary education through either the formal or non-formal systems but were unable to continue to secondary level.
- ASEP expects to serve unqualified teachers who did not transition to, or who dropped out of Secondary school and are now teaching due to their economic circumstances or age.
- It also target other groups in similar situations and occupations and in all cases shall prioritise vulnerable women, especially young mothers.



Levels and progress

- After the approval of the policy, these became the new levels for AEP.

- | | |
|-------------|----------------------|
| • AE | Formal school |
| • Level 5 | = Secondary 1 and 2 |
| • Level 6 | = Secondary 3 and 4 |



Selection of learners

- Currently the target is untrained teachers and thus all learners must be teaching in a primary school. In addition they should fulfil the following:
- have qualified for secondary school entry i.e. have **passed the primary school leaving exams** or equivalent.
- provide **letters of support** from their present and previous schools, unless circumstances.
- have been out of **formal schooling for at least 24 months**.
- be adult and therefore over age for the formal secondary schools.
- **pass a basic literacy and numeracy entry** test to show that they have sufficient skills to benefit from a secondary level course. This is a diagnostic test of skills and will not test content knowledge.



ASEP facilitators/tutors

- The facilitators (tutors) should be:
 - Qualified secondary school teachers qualified to teach the subject they offer
 - Have at least two years recent experience of teaching their subject at secondary level
 - Undergo a five day orientation course on how to teach an accelerated program, how to teach using an approach which increases learner independence and how to handle the condensed curriculum.
 - They should be remunerated as part time teachers based on the actual number of subjects and hours they teach.
 - They should be responsible for their subject including its assessment, record keeping, managing learning materials as well as teaching in the classroom



Recommended Annual Timetable

- 1. 20 hrs a week delivered by having 3 hours a day Monday to Friday and 5 hours Saturday
- 2. Minimum of 42 contact teaching weeks in a year + examination weeks
- 3 2 to 2.5 years course duration depending on context and experience of learners.
- 4. Subject allocation reflects the time distribution in Secondary Schools



IMPACT

- Volunteer teachers will be upgrade for further studies.
- It reduces the number of OOSC and adults as many adults join the programme
- The quality of education will improve in terms of delivery as many teachers become trained after joining TTIs.
- The teachers will have increased salaries after upgrading.
- The learners are an important resource in teaching and learning process.
- Many children get enrolled in school because of quality teaching and improved environment as a result of professional development of the teachers
- Reduction in the illiteracy levels in the country.



PROMISING PRACTICES: **Accelerated Education System** **In an Emergency Setting**

Plan International-South Sudan



**Inter-agency
Network for Education
in Emergencies**



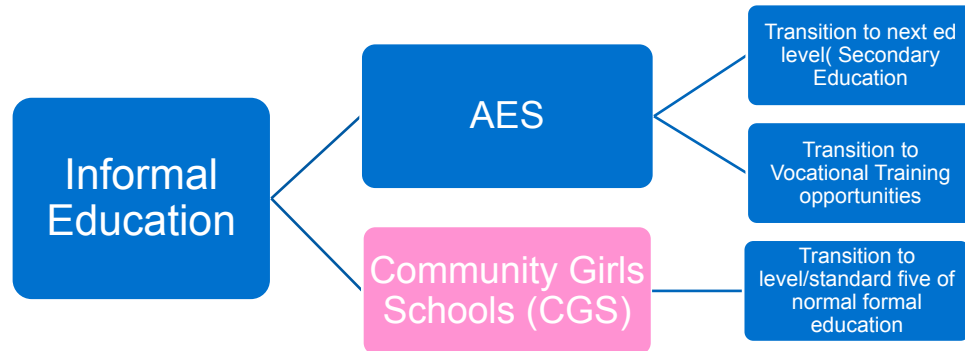
Overview of AES in South Sudan

- ❑ Humanitarian needs continued growing in South Sudan of Out of population of about 13 M, about 7 M requires humanitarian assistance of whom 4m are children. 2M are refugee and over 1.6 internally displaced.
- ❑ Plan International is implementing different EiE/AES Programs in three location of South Sudan; Yei in central Equatoria, Kapoeta in Eastern Equatoria and GPAA.
- ❑ The projects targets war affected communities as well as locations where cultural barriers limits children especially girls access to education.
- ❑ Most of the AE programs are integrated within the Govt formal education system.



Supported by

AE/ AES Programme Provided



Funded by
European Union
Civil Protection
and Humanitarian Aid



EDUCATION
CANNOT
WAIT

The global fund for education in emergencies

SSHf

South Sudan
Humanitarian
Fund



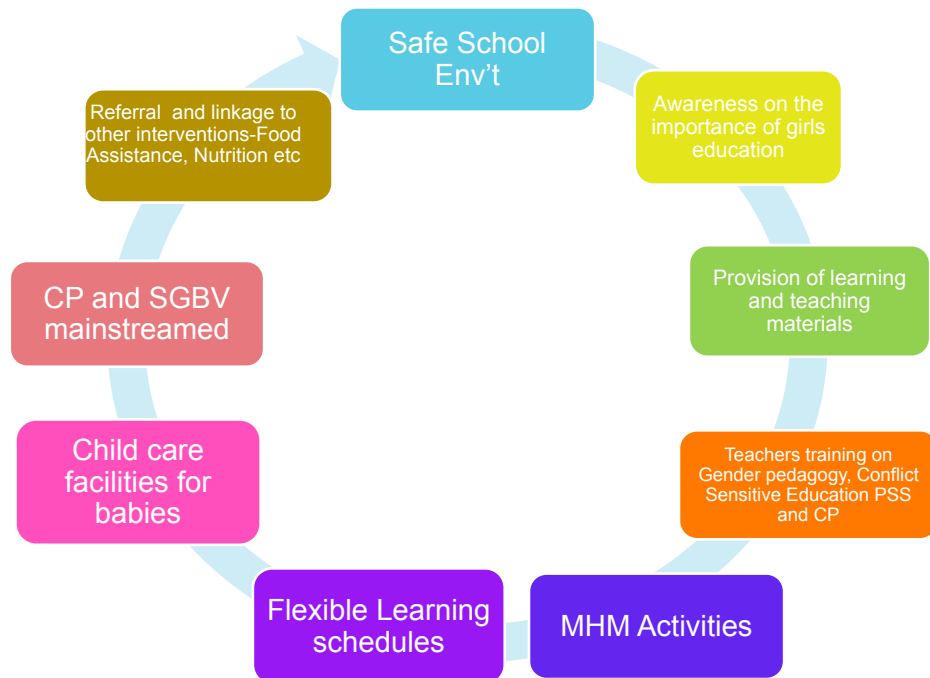
Key Success



Program Integration-EiE/CPIE & WaSH

- ❑ With funding from European Union Civil Protection and Humanitarian Aid (ECHO), PI is implementing Integrated program to expand education opportunities for conflict affected children and Youth in Yei, South Sudan.
- ❑ AES Program provides certified education opportunities for out-of-school children and youth (12-18) targeting;
 - Girls and Women forced into Marriage (CEFM)
 - Children associated with Armed Forces and Armed Groups (CAAFAG)
 - Other Vulnerable children (UASC)
 - Children Affected by Armed Conflict (CAAC) receive PSS, CPIE Services and Access Education

High rate in enrolment and retention of girls in AES

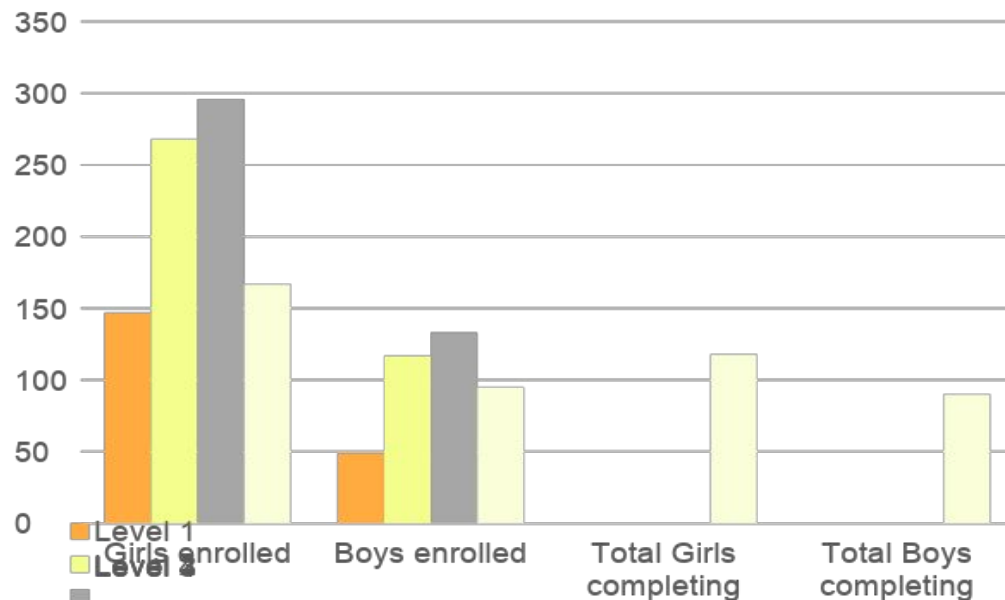


AES Enrolment and completion rate



High completion rate among girls

Enrollment trend



Community Girls Schools



Project Overview

Plan International with funding from Education cannot wait” is implementing Multi year resilience program in Eastern Equatoria State;

- ❑ Project Targets children out of school in the pastoral community in Kapoeta North
- ❑ The project is using Community Girls School AES initiative targeting 350 AES learners in Magwi and 200 learners in Kapoeta North

Promising practices

Tacking cultural barrier through CGS

Focused gender transformative programs to scale education opportunities for girls and young women to improve their social position in their society-CGS

Champions of Change (CoC) model Improving adolescent girls' level of protection, confidence, safeguarding them and supporting their meaningful participation in education for achieving full potentials.

Culturally sensitive education being used to address gender disparities;

- CGS as a modality of change to address cultural barrier to accessing education.
- Condensed curriculum (AEP uses the condensed, syllabus for primary 1 and 2 is condensed).



Achievements



- ❑ Young mothers and pregnant adolescents feel comfortable to access CGS as they can attend lessons with their children.
- ❑ The Schedule for AES is in the afternoon is conducive and favourable for young adults who have other domestic work and livelihood activities to attend to attend
- ❑ Parents feel confident to send girls to school as they have opportunity to monitor their children in schools.
- ❑ To combat Covid 19, PI Provided hand washing and cleaning materials to 10 supported ALP centers in Magwi and 2 CGS in Kapoeta North
- ❑ Covid 19 awareness; A total of 1,012 learners (446 males and 566 females and 7 PWD (4 males and 3 females) and 75 teachers were sensitized on Covid 19 mitigation measures.

- ❑ **Education interventions during and after COVID-19** must be equitable & inclusive to meet learners' specific needs- methods used should be contextualised.
- For South Sudan, **learning spaces** are not safe, programs EiE/AE programs should include safe school plans, EORE/MRE Education.
- **Special consideration for CAFAAG** in schools, teachers to be trained on how to handle this categories of learners
- **Gender transformative education programs** would be ideal for areas where cultural barriers to education are prevalent

Recommendations

- ❑ EiE/AE program to consider **developing transition pathways** for AES learners
- ❑ **Provide more capacity building and trainings** for AES teachers.
- ❑ **Development of Literacy and numeracy programs** remains key priority for the Country due to high rate of illiteracy rate in the Country.
- ❑ **To strengthen referral and link with other livelihood interventions** to enable AE learners learn additional skills and secure their livelihoods.
- ❑ **Program Integration of CPiE, PSS** greatly contribute to increasing education outcomes for AE programs.
- ❑ **CGS to be structured/set up** in away that enables easy transition to formal education.

Recommendations

- ❑ **Program Integration model** to meet multiple needs of children and young people is key in South Sudan.
- ❑ **Education interventions during and after COVID-19** must be equitable & inclusive to meet learners' specific needs- methods used should be contextualised.
 - For South Sudan, **learning spaces** are not safe, programs EiE/AE programs should include safe school plans, EORE/MRE Education.
 - **Special consideration for CAFAAG** in schools, teachers to be trained on how to handle this categories of learners
 - **Gender transformative education programs** would be ideal for areas where cultural barriers to education are prevalent

For Governments

1. **Prioritize embedding AE in national systems, institutions and budgets.**
2. **Integrating AE training into national teacher training.**
3. **Institutional coordination and partnerships** are critical to ensure AE programmes are harmonized and standardised. Ministries should establish AE task teams or working groups in conjunction with broader education stakeholders



For Donors



1. **For the interim, multi-year funding for AEP is needed**, alongside partnership approaches that advocate for national governments to transition to directly funding AE.
2. **Fund research and evidence to determine** what works and where learners transition after completing AE. Given the high level of investment in AE programmes, more evidence is critically needed to ascertain the number of learners enrolled nationally and identify what is working.
3. **Educational inequity is a huge issue**, and disaggregated transition rates and tracer studies of students who have returned to the formal primary or secondary education system are desperately needed to measure the impact of AE on educational trajectories. In addition, data and evidence could provide critical insight into what is working for male/female learners and teachers in different locations.

For Implementers



1. **Parental and caregiver engagement is vital.** COVID-19 has highlighted the critical role parents, caregivers, and the wider community play in keeping students learning.
2. **Language bridging programmes** are needed to ensure that the multilingual, multi-ethnic AEP cohorts have the language skills necessary to complete the AEP curriculum. AEP partners should conduct language mapping to identify the home languages represented within AEP centres and seek to recruit teachers and assistants who can support and nurture a multilingual classroom environment.
3. **An equity-centred approach** to AEP is drastically needed. This would entail implementing gender- responsive and conflict-sensitive approaches to education design, looking into the specific barriers that boys and girls face in AEP, and seeking to address the issues, in addition to more comprehensive markers that can lead to exclusion from AE.

Thank you



Methodology

BACKGROUND

EDUCATION IN SOUTH SUDAN: GOVERNMENT PLANS AND POLICIES

NATIONAL OVERVIEW OF EDUCATION ACCESS AND INEQUITY

QUALITY OF TEACHING AND LEARNING IN NON-FORMAL EDUCATION SPACES

NON-FORMAL EDUCATION AND AE IN SOUTH SUDAN: GOVERNMENT STRUCTURES

INSTITUTIONAL COORDINATION OF NON-FORMAL EDUCATION

FUNDING AND KEY STAKEHOLDERS

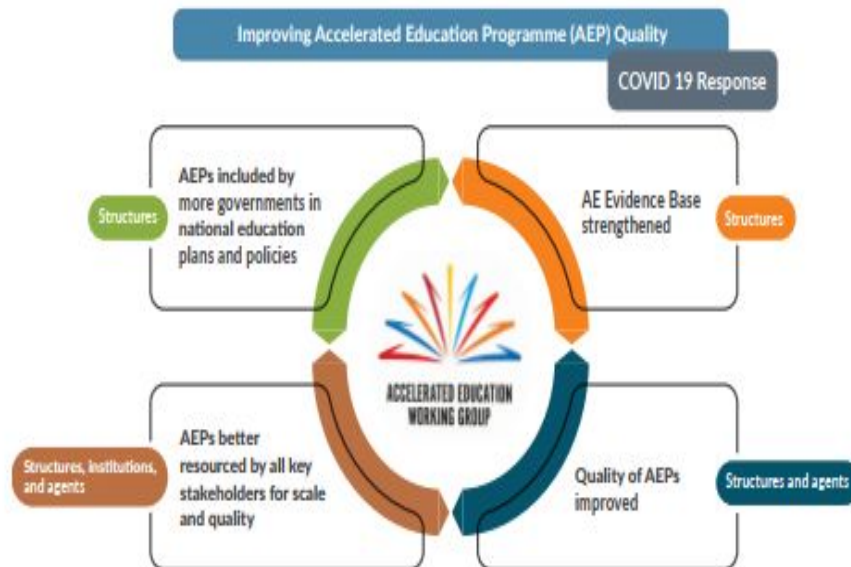
QUALITY OF TEACHING AND LEARNING IN NON-FORMAL EDUCATION SPACES

RESEARCH AND EVIDENCE: WHAT WORKS

COVID-19 ADAPTATIONS

CONCLUSION

KEY RECOMMENDATIONS:



Snap shot of AE in Uganda

AE- Enabling environment , with significant investment through the ERP.

AE coordination : Active task team at national level, with participation from the MoE.

Learning data is available : the transition rate from AEP to formal education (primary and secondary) was very low (32%, n=2,971)

Transitioning of female learners from AEP into secondary schools was particularly low with only about 2 out of 10 learners transitioning.

Post-primary AEP opportunities: Three of the partners, War Child Canada, FCA, and the Windle Trust have started a lower secondary AEP to address the chronic shortage of secondary education provision and the vast demand from students wishing to continue their education.

Uganda AE have introduced teaching assistants in AE centres however Language bridging programmes are needed to ensure that the multilingual, multi-ethnic AEP cohorts have the language skills necessary to complete the AEP curriculum. AEP partners should conduct language mapping to identify the home languages represented within AEP centres and seek to recruit teachers and assistants who can support and nurture a multilingual classroom environment. . In particular, there is a need for a language bridging programme for secondary AEP learners who were previously taught in French or Arabic

Teaching and learning: No AEP teachers are on government payroll in the settlement areas. Additionally, teacher attrition is high, due to a multitude of reasons including lack of accommodation(particularly an issue for female teachers), challenging conditions, and poor remuneration

An equity-centred approach to AEP is drastically needed. This would entail taking a gender-and disability responsive approach to education design, looking into the specific barriers that different groups of boys and girls face in AEP, and seeking to address the issues.



Snap shot of AE in South Sudan

AE is a recognised component of the Alternative Education Directorate (AES) of the Ministry of General Education and Instruction (MoGEI) in South Sudan

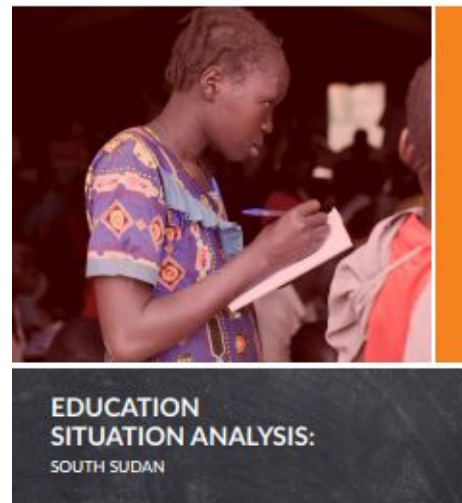


Extensive data and evidence mapping are needed to understand the current AE needs in South Sudan. Whilst there are a variety of EMIS systems, there is little up-to-date data on AE. This mapping exercise would support the GoRSS education vision for 2030.

Urgent funding is needed to restart the ASEP. This would enable the existing cohort to continue and complete their secondary education next year. Additionally, a revised AES policy document must be developed and circulated to include secondary education.

Review and support multilingual instruction. More concerted efforts are needed to examine why many children struggle to progress through the South Sudanese education system. As more global evidence indicates the importance of mother-tongue and multilingual instruction, the South Sudanese education system, with its transition to English language beyond grade four/Level 3 ALP, may have a significant and negative impact on teaching quality and learning. As suggested by UNICEF, international agencies helping build South Sudan's education system could be instrumental in bringing about vital mother tongue-based multilingual education if they were to prioritize and support it unanimously.

Review and standardise ALP teacher professional development. Teachers and other education personnel should receive continuous support to ensure learning, pedagogy, and materials are differentiated and support different learners' needs. The AES directorate has developed an AES teacher guidebook. However, a newly revised document is needed in light of the recent conflict, the addition of ASEP to the AES system, and several years of AES programmes being implemented across the country. Given the cyclical nature of conflict in South Sudan, **any comprehensive ALP training should be conflict-sensitive.** For example, in areas with language, ethnic and religious diversity, it is essential that culturally, socially, and linguistically relevant curricula are used. In multilingual settings, community-informed decisions will need to be made on the most appropriate primary language of instruction for the lower levels of ALP.



Snap shot of AE in DRC

Enabling policy environment however AE Sits between MoE and MoSA, implications for teaching quality and coordination

Advocacy for renewed state funding for AE/CRS: As the Accelerate!1 and BRICE programmes are drawing to a close over the next couple of years, the government's long-term commitment is required to ensure sustainability and reduce dependency on educational aid.

Standardising teacher professional development for AE Teacher professional development (TPD) was a prominent feature across AE interventions.

Strengthening the evidence base around what works in AE: Given the high level of investment in AE programmes, more evidence is critically needed to find out the number of learners enrolled nationally and what is working. Furthermore, updated national-wide AE data on learners with disabilities, refugee students, or EGRA/EGMA outcomes in mother-tongue languages could not be located for this study. Addressing this lack of data will require a provincial/**regional education-level management information System (EMIS) focusing on accelerated education**—the last non-formal nationwide non-formal education overview was published in 2015. While regional circulars have outlined AE enrolment, the total number of AE learners in DRC is hard to establish because AE/CRAs are often funded and supported by external partners. One way to address this would be to compile AE data at a provincial level

Incorporate a conflict-sensitive lens when designing AEPs Due to the cyclical nature of violence in many areas where partners implement AE, conflict-sensitive education should be seen as a critical element of programme design and be embedded in teacher and community participation training. This manifest in teacher retention.



EDUCATION SITUATION ANALYSIS:

ACCELERATED EDUCATION PROGRAMMING
IN THE DEMOCRATIC REPUBLIC OF CONGO (DRC)

Snap shot of AE in Tanzania

Strong national AE framework however refugees do not have access to primary/secondary education outside of the camp

Continued advocacy for CRRP: International organisations should continue to advocate for the government of Tanzania to reconfirm its commitments to the CRRP and include refugees in the national education system

Learning assessment data available: 41% of all students in camps had to repeat grades as a result of displacement

Collaboration with partners working across borders: While mindful of protection concerns, partners should continue to connect with their cross-border counterparts. The 2021 Burundi Refugee return and reintegration plan aims to address existing and anticipated challenges to ensure the reintegration of refugee returnee children into primary, secondary and tertiary education. **Catch up sessions will be offered, and learning programs will be established for out-of-school children.** In addition, the education materials, assessments, and challenges could be shared with partners operating in DRC and Burundi to support returnees' reintegration into their country of origin's school system.

Collaboration to improve teaching and learning: Upon finalising the AE curriculum, partners should continue to work collaboratively, including teacher training. In addition, more advocacy is needed to revise teachers terms, benefits, and conditions and increase staff psychosocial and well-being support services.

Research and evidence on what works, specifically research that empowers children, young people, and communities: AEP aims to support the most marginalised children, but without improved monitoring, evaluation, accountability and learning practices and conducting longitudinal research, implementers will lack the knowledge required to make sound decisions about the most effective programmes in which to invest scarce time and resources.



EDUCATION SITUATION ANALYSIS			
Aep Level	Grade	Subjects	Language of Instruction
Level 1	1 and 2	1. Kirundi	Kirundi
		2. Mathematics	
		3. Human Sciences	French
		4. French	
Level 2	3 and 4	1. Kirundi	Kirundi
		2. Mathematics	
		3. Human Sciences	French
		4. French	
		5. English	English
Level 3	5 and 6	1. Kirundi	Kirundi
		2. Mathematics	
		3. Human Sciences	French
		4. French	
		5. English	English
		6. Kiswahili	Kiswahili



inee.org