USAID
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UNITED STATES AGENCY INTERNATIONAL DEVELOPMENT

ACCELERATED EDUCATION
WORKING GROUP

Education In Crisis & Conflict Network

eccn

Dedicated To Increasing Equitable Access To
Education In Areas Affected By Crisis And Conflict

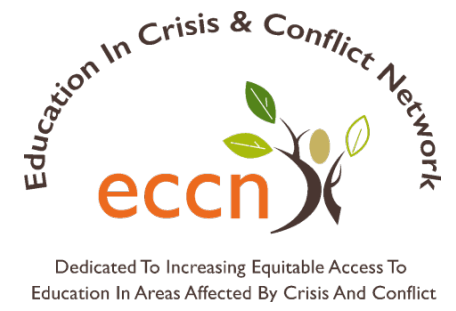# POLICY & PRACTICE IN ACCELERATED EDUCATION
Nov 12-15, Kampala, Uganda

4.1 AEP Learning Agendas

Consider these questions

- What do you want to know?
- What would be most helpful for your programmes?
- What would be helpful for advocacy / funding?
- What would be helpful for development of policy?

Activity: Select a Research Question

Activity Instructions

1. Review the learning agendas for both USAID and AEWG

2. In your country groups, consider:

   a. What do *you* want to know?

   b. What would be most helpful for your programmes?

   c. What would be helpful for advocacy / funding?

   d. What would be helpful for development of policy?

3. Select ONE priority question for inclusion in your final presentation
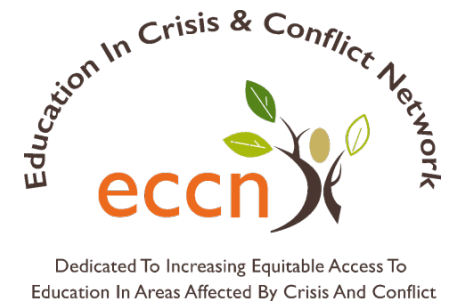
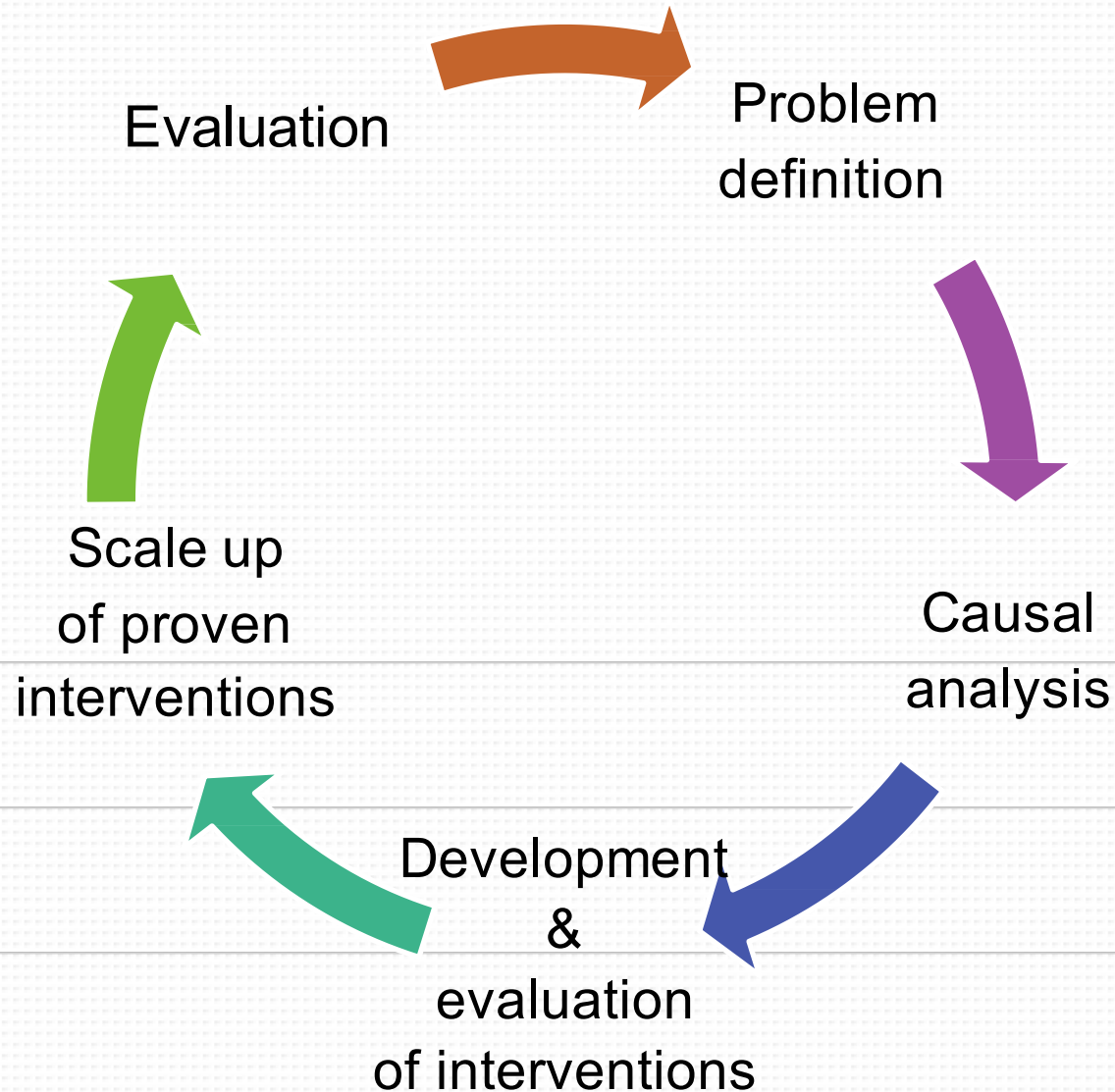# 4.2 AEP Research

PANELISTS

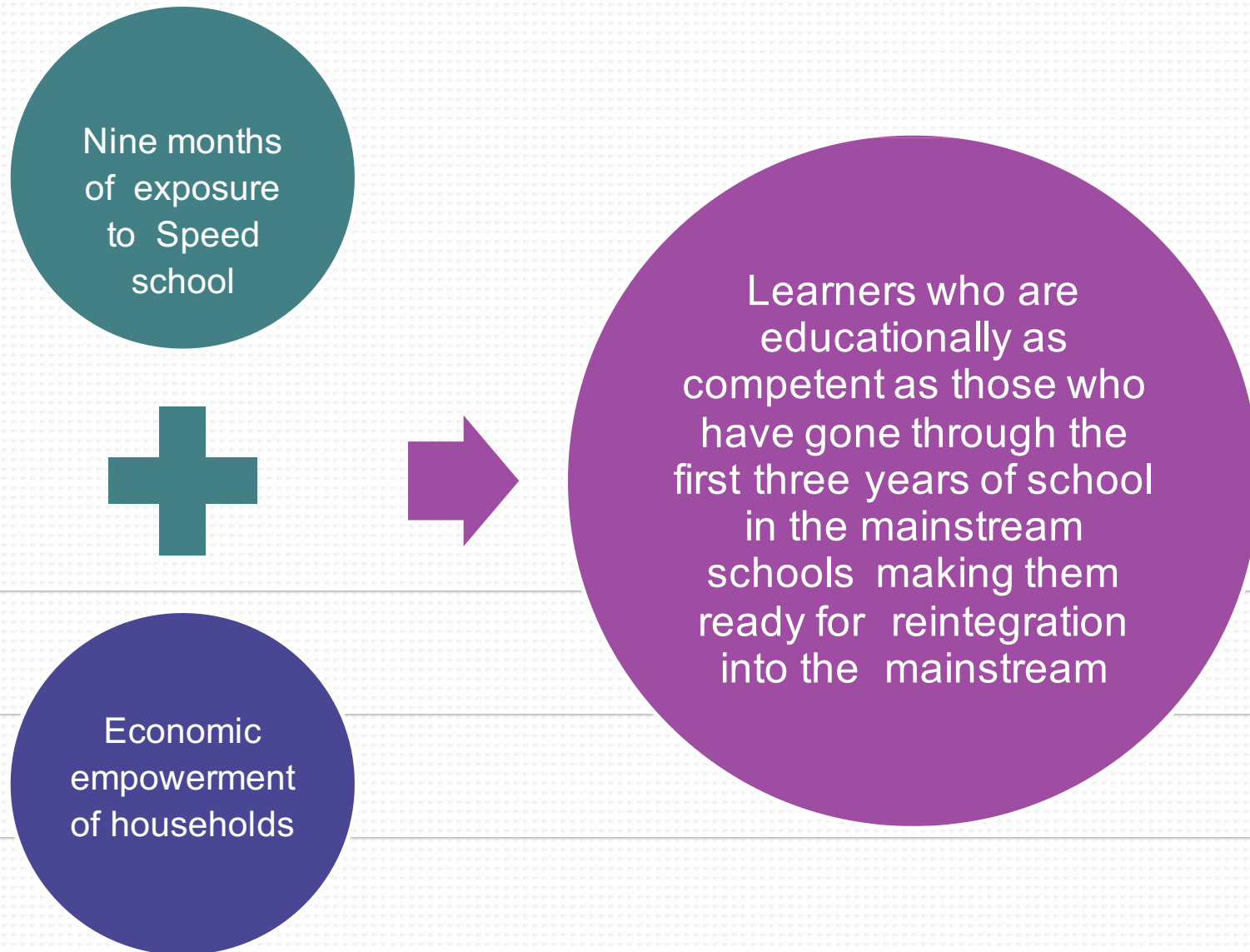❑ Pincer and Geneva Global

❑ PRIO

Towards evidence-led accelerated education programming in Uganda: the experience of Speed School

Mutto Milton, PhD, PGD-GHR

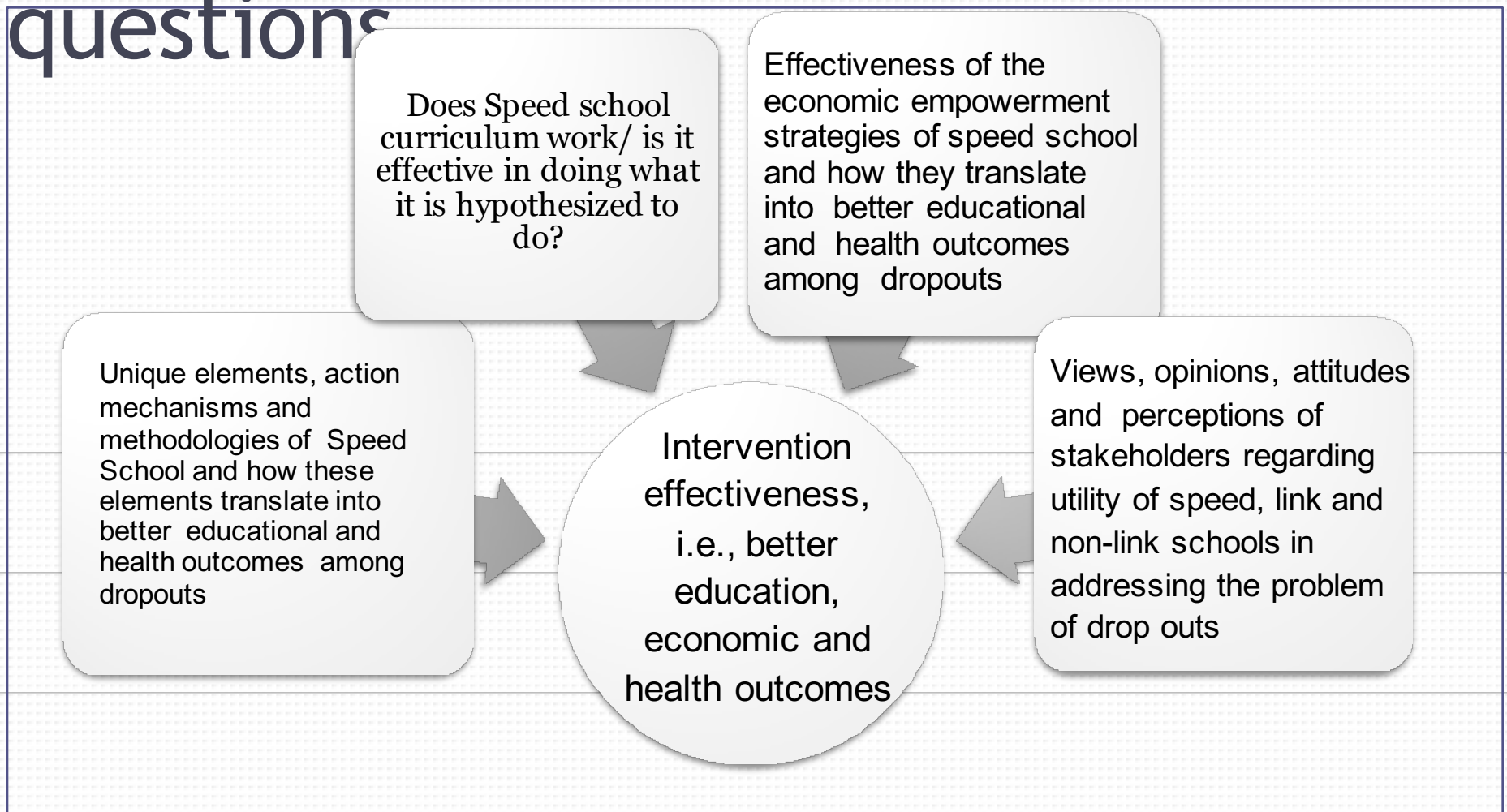# Approach & process adopted by Speed School

Evaluation → Problem definition → Causal analysis → Development & evaluation of interventions → Scale up of proven interventions → Evaluation

Project ToC

Nine months of exposure to Speed school

Economic empowerment of households

Learners who are educationally as competent as those who have gone through the first three years of school in the mainstream schools making them ready for reintegration into the mainstream

Characteristically visible

Key evaluation questions

Does Speed school curriculum work/ is it effective in doing what it is hypothesized to do?

Effectiveness of the economic empowerment strategies of speed school and how they translate into better educational and health outcomes among dropouts

Unique elements, action mechanisms and methodologies of Speed School and how these elements translate into better educational and health outcomes among dropouts

Intervention effectiveness, i.e., better education, economic and health outcomes

Views, opinions, attitudes and perceptions of stakeholders regarding utility of speed, link and non-link schools in addressing the problem of drop outs
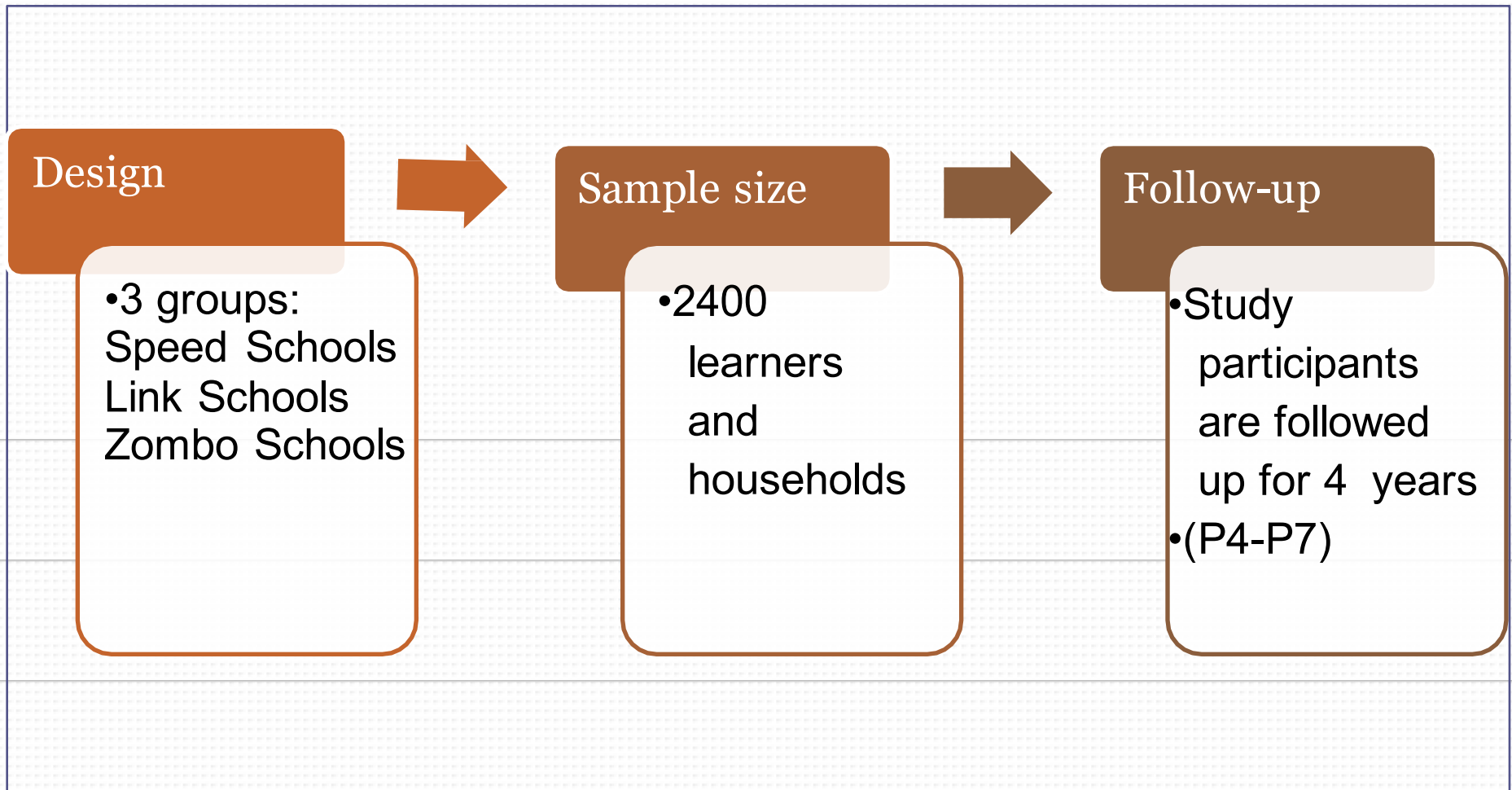
General Objective

To determine the effectiveness of the Speed School program in sustainably restoring, retaining, equipping and transitioning school dropouts within the formal system

Hypotheses

- Children in Speed School have better learning attendance, performance and completion proportions than those in link schools
- The economic empowerment initiatives lead to tangible economic improvements in households and household capacity to pay for education
- The above economic gains have resulted in improvements in educational & health outcomes
- Speed school training improves teachers attitudes and towards school dropouts

Key features of study

Design
- 3 groups: Speed Schools Link Schools Zombo Schools

Sample size
- 2400 learners and households

Follow-up
- Study participants are followed up for 4 years
- (P4-P7)

Learning Outcomes

	Mean Score
Overall	
Speed School	140.7
Link	127.3
Zombo	110.7
Literacy (EGRA)	
Speed School	15.08
Link	9.852
Zombo	9.364
Numeracy(EGMA)	
Speed School	117.1997
Link	116.2403
Zombo	92.0982

Performance in literacy

	P-value
Overall mean EGRA score	0.001
Letter name knowledge	0.001
Phonemic awareness	0.001
Letter sound knowledge	0.001
Familiar word reading	0.001
Unfamiliar word reading	0.001
Passage reading	<0.001
Reading comprehension	0.041
Listening Comprehension	0.053

Performance in numeracy

	P-value
Overall mean EGMA score	0.001
Counting fluency	0.001
Counting one to one correspondence	0.001
Other sections of EGMA	0.001

Conclusions

- Children in Speed School have similar or better learning outcomes, than their counter parts in link and control schools

- Participation in speed school improves attitudes and practices of teachers

- Training in activity based teaching improves overall quality of teaching

What might these developments imply?

- That Speed school is fixing a major problem that eluded redress.

- The ministry was definitely aware of the problem having taken a lot of criticism on the problem but it lacked solutions.

- The ministry needs to prove it can salvage its fledgling UPE policy

- Speed School might just be one of the magic pills that could solve the problem

- The Speed School experience could be pointing to the need to revisit the overly resource heavy approach education service delivery

Suggested directions for the future

- Speed needs to leverage the good will and get the necessary policy and program commitments when the good will is here

- Speed school is a temporary measure, the education system
needs to
size up and work on its pupil attraction and retention capability

- A four strand process could be adopted

  ❑ Refine and demonstrate how the concept works

  ❑ Realignment to context

  ❑ Unique elements and action mechanisms

  ❑ Policy implications

Education and displacement:

An impact evaluation of an Accelerated Education Programme in Uganda

Dr. Kendra Dupuy, Senior Researcher

kendra@prio.org

Project presentation, Uganda, November 2018

Independent • International • Interdisciplinary

Peace Research Institute Oslo

Project basics

- 5 year project (January 2019 – December 2023)
- Funded by Dubai Cares
- Research team:
  - *PRIO*
  - *Makerere University (EPRC)*
  - *University of Oslo*
  - *Oslo Metropolitan University*
  - *Norwegian Institute of Public Health*

- In collaboration with
  - *Norwegian Refugee Council (NRC)*
  - *Accelerated Education Working Group (AEWG)*

Motivation

- Emergencies and forced displacement represent major barriers to education
  - *Access, quality, inequalities*
- Accelerated Education programmes (AEPs) are used in situations of crisis and displacement to assist over-aged, out-of-school young people to access schooling
- Accelerated learning programmes (AEPs) have been implemented in over 30 conflict-affected countries
- But the evidence base about their outcomes is very limited, and we need rigorous, systematic studies to understand the variation in program outcomes

PRIO

Need to enhance the evidence base

"The momentum to increase funding for education is promising and urgently needed. But without a more robust evidence base..., funders, implementers and policy-makers will lack the knowledge required to make sound decisions about the most effective programs in which to invest scarce time and resources. Without evidence, decisions will continue to be based on intuition, and most importantly, children in crisis contexts will continue to be denied the opportunity to receive a quality, safe education that we know offers them the chance to build the ...skills they need to survive and thrive."

– *From a recent International Rescue Committee research study*

Need to enhance the evidence base

- A recent USAID literature review pointed out that "the paucity of evidence and documentation around AEPs, particularly in crisis and conflict-affected environments, requires a step back to establish a deeper understanding of how AEPs are currently implemented and whether and how programs measure success"

- The review pointed out many knowledge gaps about AE programs, including those our study aims to answer in the context of Uganda:

1. Do AE programs increase education access?
2. What are the learning outcomes of AEP participants, and how do they compare to other education tracks such as formal schooling?
3. What are the long-term outcomes of AEPs, including transition to formal schooling, employment and wages?

PRIO

Contributing to the AEWG learning agenda

The project contributes to AEWG's learning agenda, specifically to 4 questions:

1. What contribution do AEP's make to basic education enrolment, learning outcomes, and completion rates in fragile contexts?
2. To what extent are AEPs successful in reaching marginalized and disadvantaged groups?
3. How successful is AE in integrating students into formal education, vocational education or livelihoods?
4. What is the effect of AEPs on student psychosocial wellbeing and mental health?

PRIO

The existing evidence base about AEPs

- To date, only a handful of rigorous meta-analyses of program evaluations
- Very little knowledge about impact on access, retention, sustainability, and exactly which programme components impact what outcomes
- From a study for UKAID (DFID), published in 2015: "…although there is a great deal of grey literature that evaluates accelerated learning programmes, the majority consists of programme evaluations that may not be empirically rigorous. **No experimental or quasi-experimental studies attempt to measure the effect of accelerated learning programmes on access, and we found no longitudinal studies**…The impact of AEPs needs to be more rigorously analyzed..."

Existing evidence

- Mixed results for access and learning indicators
- AEPs are often good at facilitating access, including for vulnerable and marginalized, such as girls and child combatants
  - *But: disabled students not always well represented among learners*
- Variation in successful retention of students through the full cycle of primary education, especially of girls
  - *But: girls and young students more likely to drop out*
- Variation in facilitating transition into formal education
- Variation in learning outcomes:
  - *Good results in Sierra Leone and Liberia, but poorer outcomes in Afghanistan*
  - *But: an RCT of speed schools in Mali showed poorer math and language skill acquisition among girls than among boys*

PRIO

Research objective & questions

Main objective: *To provide rigorous evidence about whether the NRC AEP is effective in providing over-age out-of-school children with quality education?*

Research question	Method
What is the impact of an AEP on education access and retention?	Quantitative access data, qualitative interviews, documents
What is the impact of an AEP on learning outcomes?	RCT, pre/post learning outcomes test, qualitative interviews, classroom observation, documents
What are the transition prospects of AEP learners?	Post-programme survey and qualitative interviews
How do local communities perceive AEPs?	Survey and qualitative interviews
How do AEPs shape learner attitudes, preferences, and future aspirations?	Survey and qualitative interviews, classroom observation

PRIO

Why an RCT for learning outcomes?

- Random assignment of potential learners into an NRC AE program OR into the control group, 3 cohorts
  - *Tracking of these two groups over the five years of the study*
  - *Study both one-year and full cycle (3-year) effects*
- A randomised controlled trial uses a lottery to randomly assign potential learners to a *treatment* group (who are offered to participate in the NRC AEP) and a *control* group (who are not given an offer for the current year)
  - *If the sample is large enough, the treatment and control groups will be similar in all other respects*
- We can answer the counterfactual: *what would have happened in the absence of the program? What is the true effect of the program on learning outcomes?*
- And we can answer the question of the effect magnitude: *how much does the program influence outcomes?*

PRIO

Why Uganda?

3 main reasons:

1. The country currently has the **highest number of refugees** of any country in Africa (UNHCR, 2017)

1. NRC has **implemented AEPs in the country since 2010**, first to support internally displaced children and youth, and now to support refugees (mostly from South Sudan)

1. Due to large unmet education needs among South Sudanese refugees, where only 66% access primary and 12% access secondary education (UNHCR, 2017), the project team is confident that conducting an RCT of the existing AEP is **methodologically possible**

PRIO

NRC's AEP locations in Northern Uganda

Refugee settlements in Western Nile:

- *Several near Adjumani*
- *Rhino*
- *Bidibidi*
- *Imvepi*
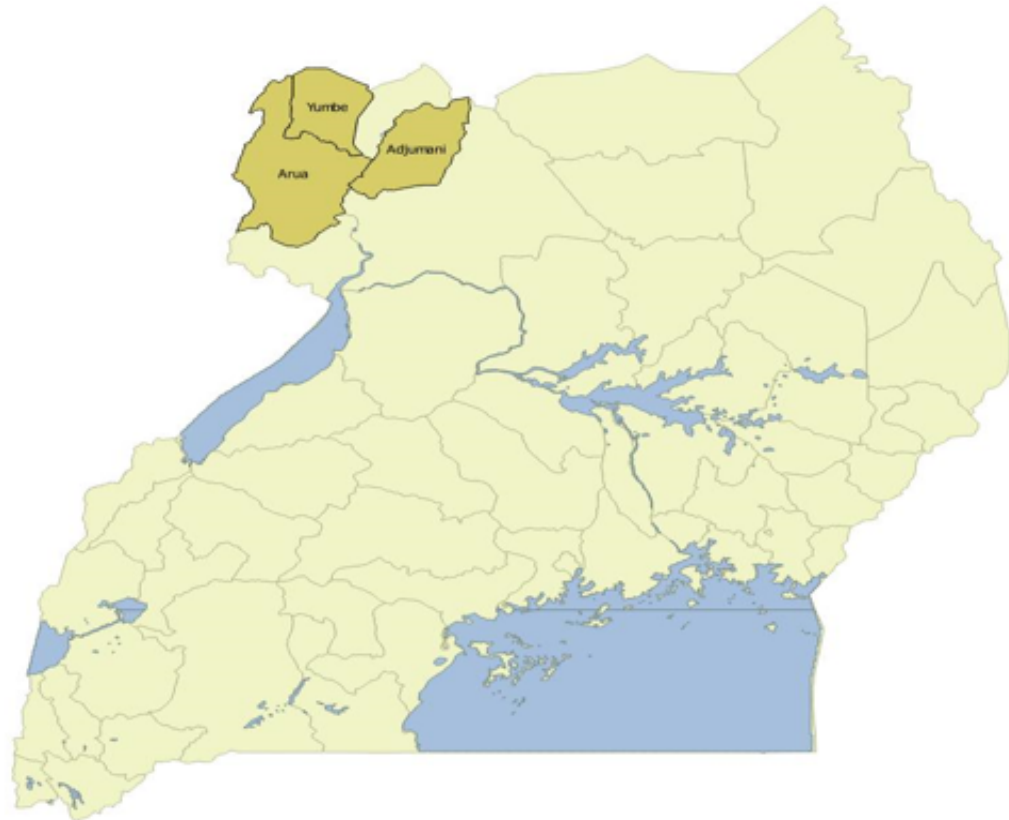
Planned project outputs

- Capacity-building activities with Makerere University and NRC
- Presentations to academic and policy audiences
- Academic and non-technical publications
- Op-eds and blog posts
- Project web page
- Documentary film

Thank you

Our research design & data collection

- Random assignment of potential learners into an NRC AE program OR into the control group, 3 cohorts
  - *Tracking of these two groups over the five years of the study*
  - *Study both one-year and full cycle (3-year) effects*
- Survey participants in the 2 groups before, during, and after the program
  - *Assess progress on learning outcomes*
  - *Understand participant attitudes towards the program*
  - *Know more about transition pathways (formal schooling, employment, etc.)*
  - *Participant characteristics, retention factors, psychosocial wellbeing*
- Community survey: *perceptions of AEPs and learners*
- Interviews with beneficiaries and sector stakeholders, & classroom observation to help explain the RCT findings
  - *Understand experiences with the program: why & how the program has effects*
- Document analysis: systematic literature reviews (AEPs, RCTs)
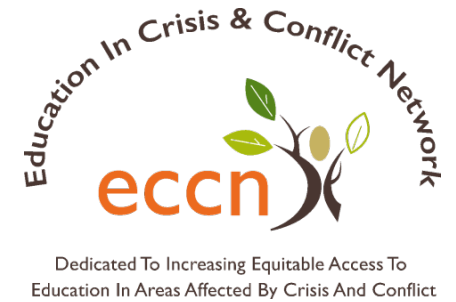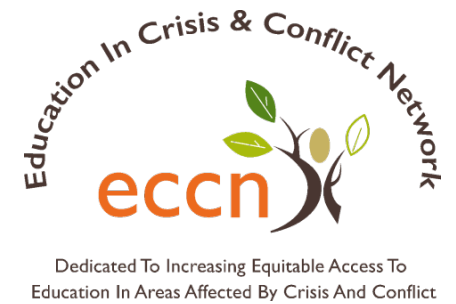
# 4.3 Country Group Presentation Preparation
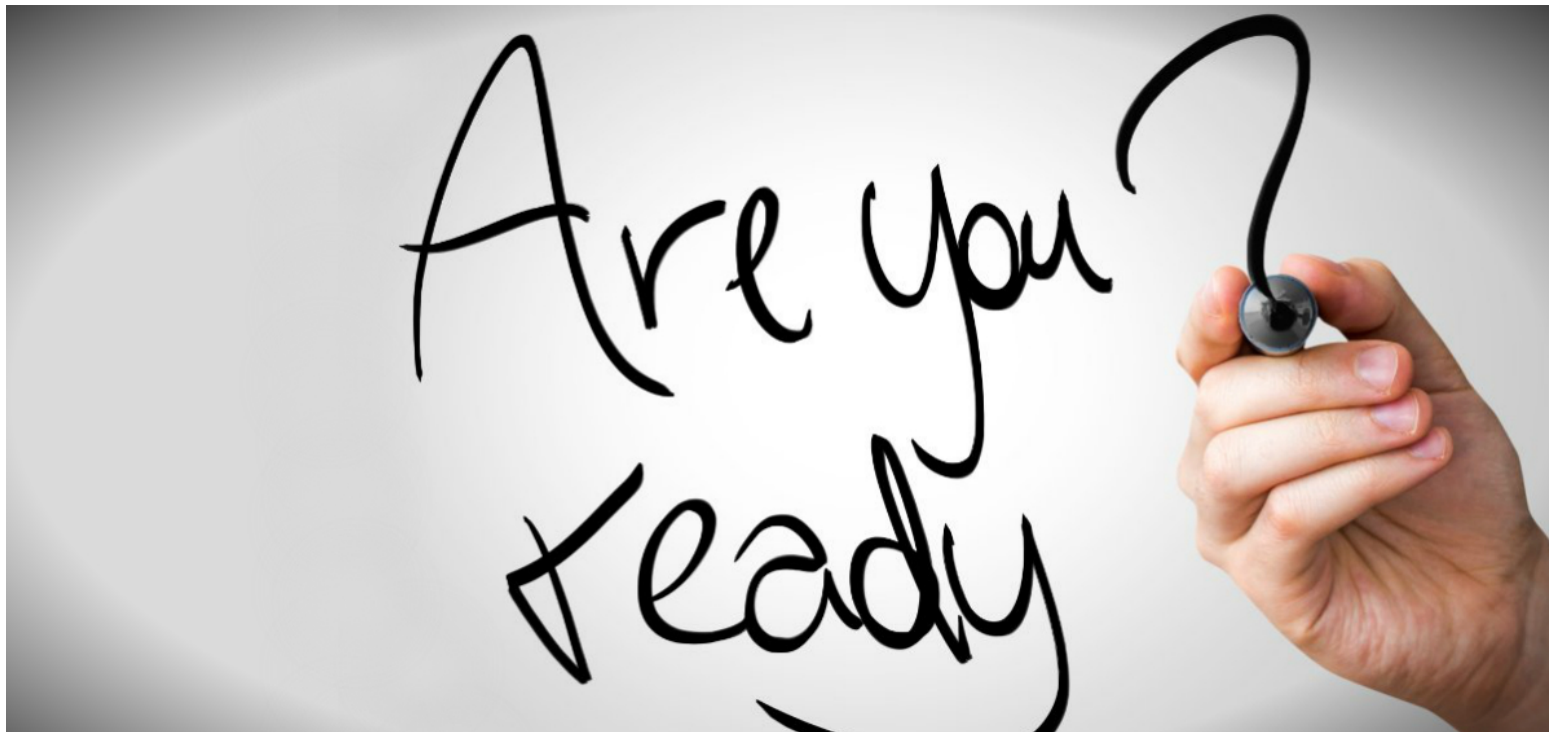
Final Presentations

1. Using your checklist (p. 8) select **three** prioritized action points your country will focus on

2. Describe how you will accomplish this

   a. Key steps

   b. Who is involved

   c. Barriers

   d. Short or long-term action

3. Describe your chosen research question

4. You have ONLY 10 minutes! Make is fast and exciting

5. Audience members: provide written feedback for each presentation

4.4 Country Group Presentations
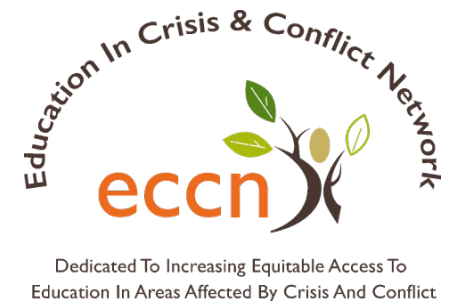
4.5 Resources and Evaluation

Event

« All Events

Accelerated Education Training, Uganda 2018

November 12 - November 15

ECCN members in Africa are invited to participate in a **four-day training on** Accelerated Education,

Webpage

1. eccnetwork.net >> EVENTS >> Accelerated Education Training

2. You all have [the link](#), and I'll send it to you again!

3. You will receive a contact list with names, organizations, and email addresses of all participants and facilitators.

Evaluation

go.edc.org/AEenglish

go.edc.org/AEfrancais