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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

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Welcome and Introductions

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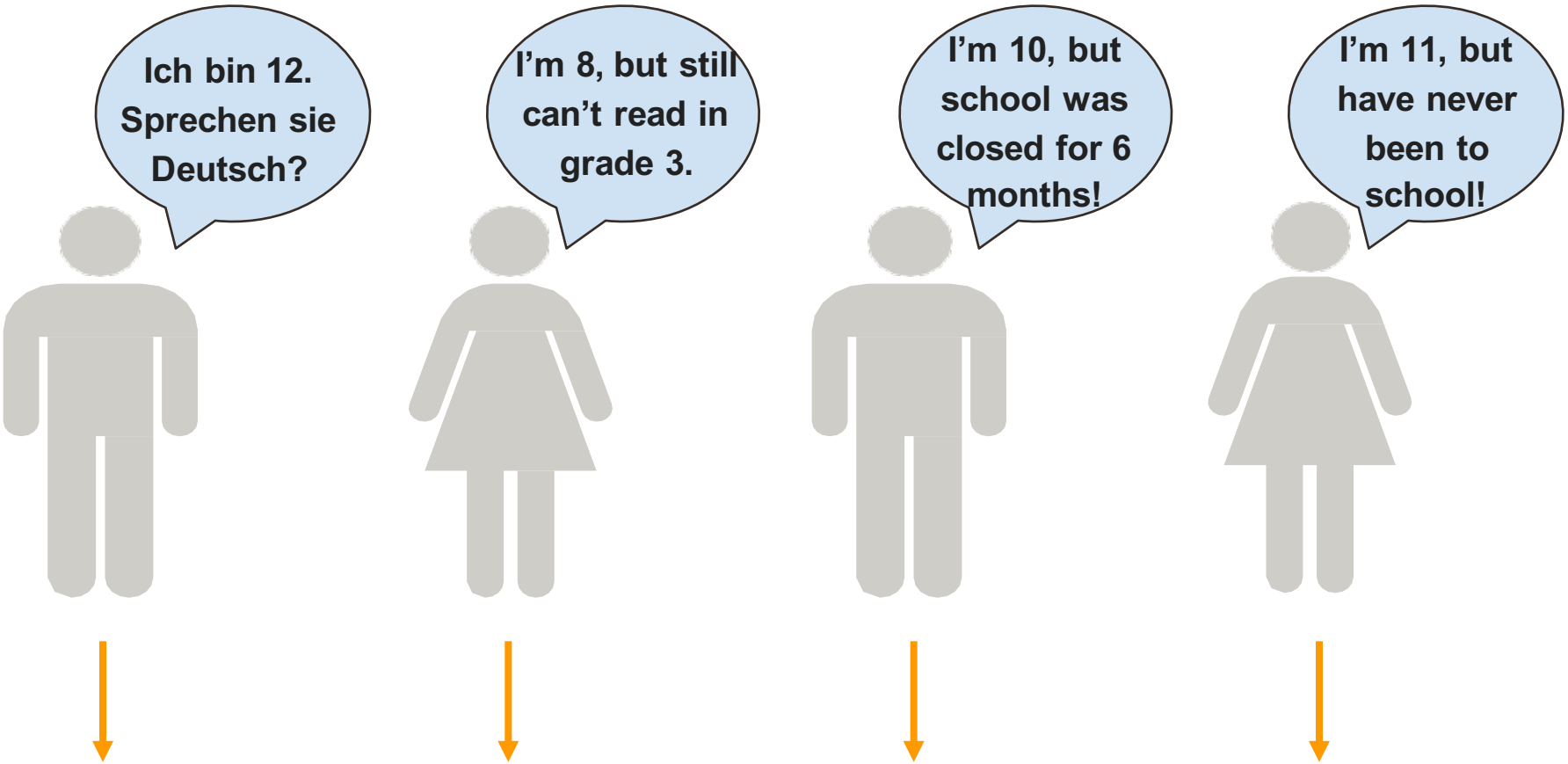
1.1 What is Accelerated Education?

Nina Weisenhorn
Martha Hewison

OUT OF SCHOOL CHILDREN & YOUTH

Pathways for out of school students



Bridging Program

Remedial Education

Catch-Up Program

AE Program

Accelerated Education

A flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on, or had their education interrupted by, poverty, marginalisation, conflict and crisis.

Results of Accelerated Education Programs

Global Engagement

Education 2030

AGENDA FOR HUMANITY
5 CORE RESPONSIBILITIES
24 TRANSFORMATIONS

Activity: Who belongs where?

Mohamud and Fatima

Reheema

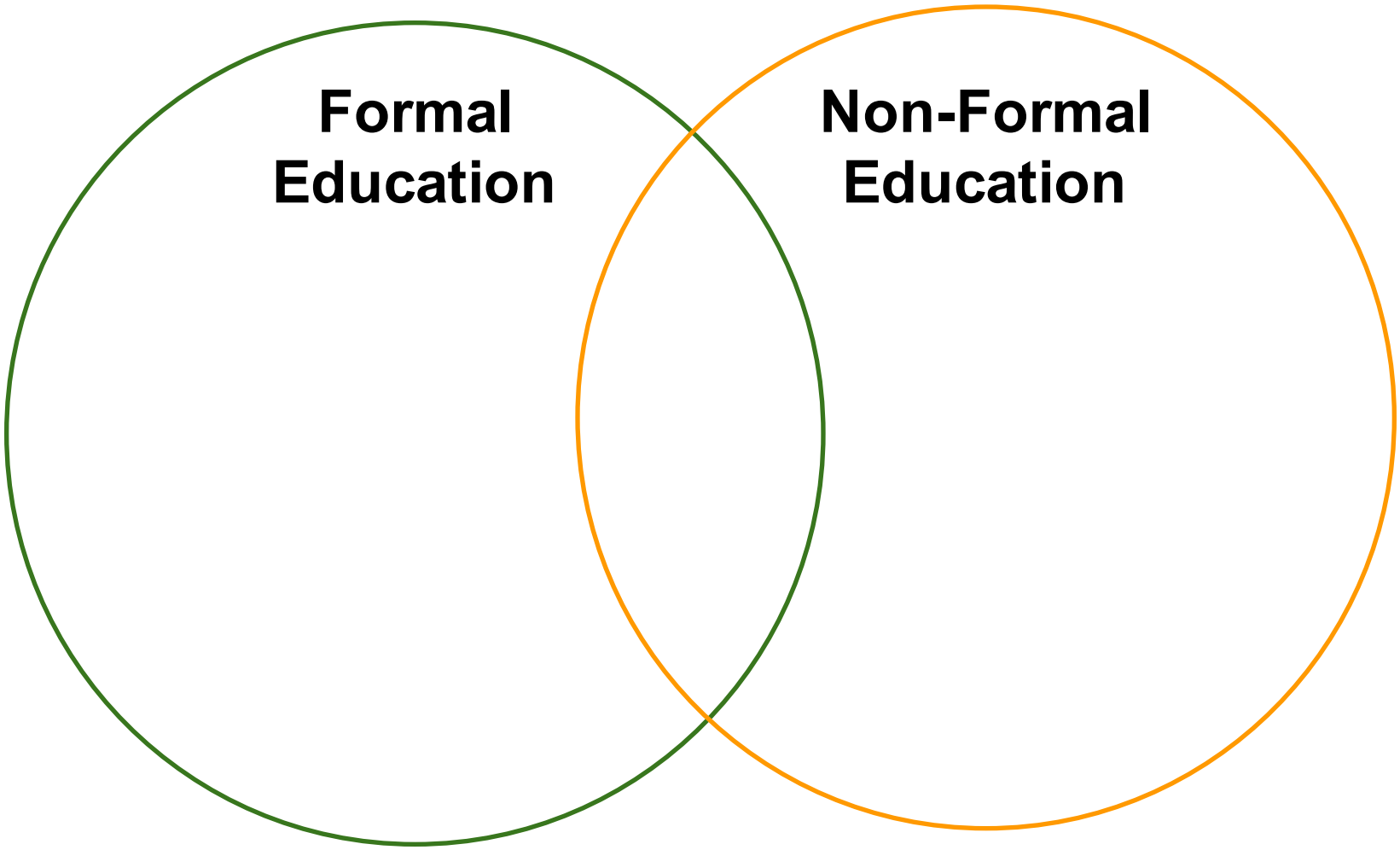
Charles

Rose

Angelo

Activity: Types of Educational Opportunities

Where do Education Programs Fit?



Activity: Jeopardy!

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1.3 Principle 1 - AEP is Flexible for Overage Learners

Nina Papadopoulos

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1.2: Panel - Models of AE

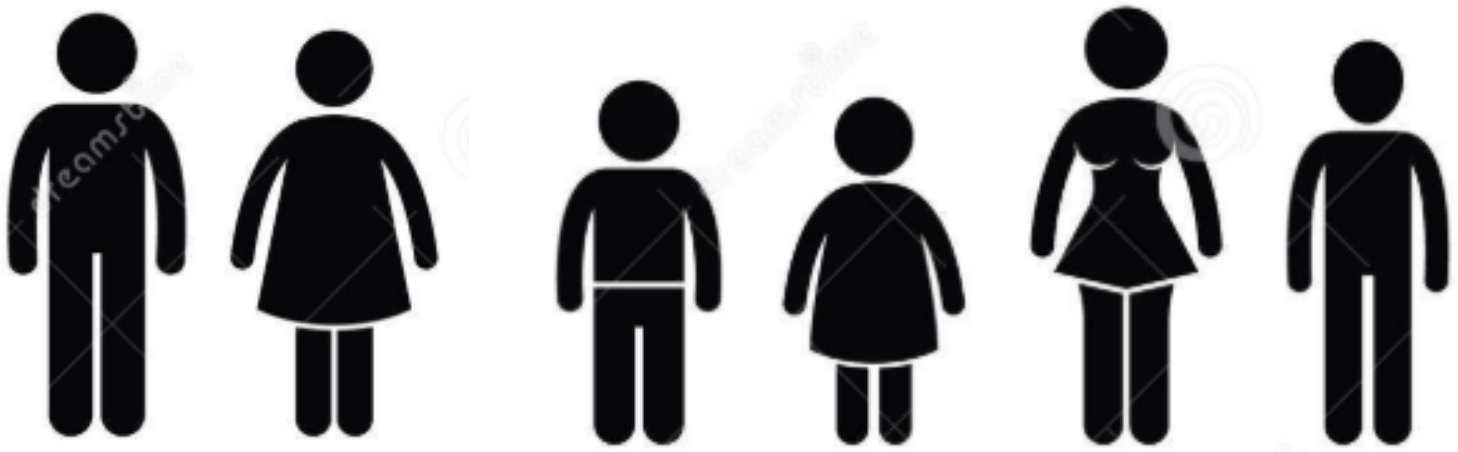
- Augustin Poudiougo, Mali
- Ibrahim Yahaya Fofana, Sierra Leone
- Assoumane Mahamadou, Niger

Moderator:

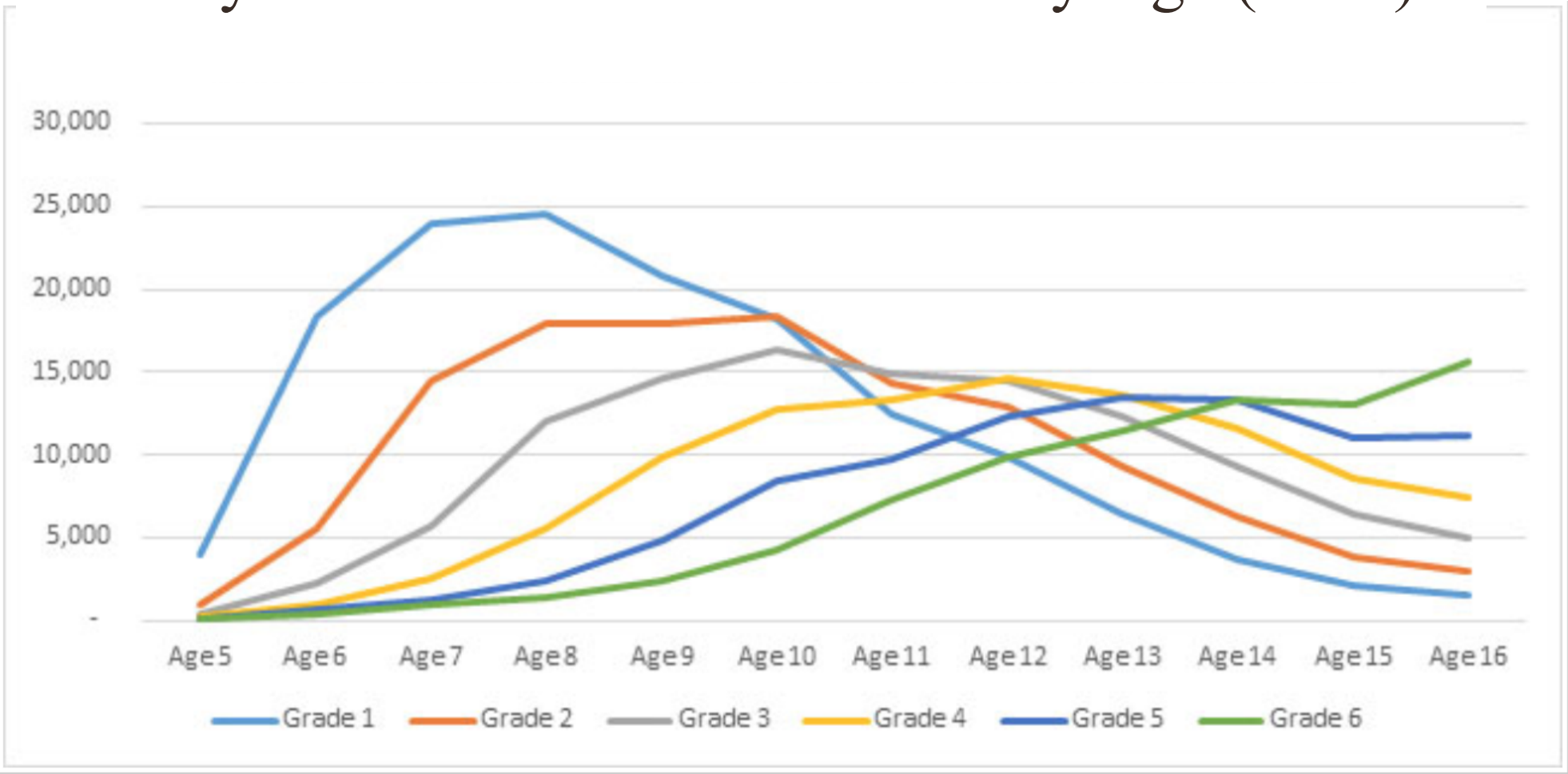
Brenda Bell

Target over-age, out-of-school learners.

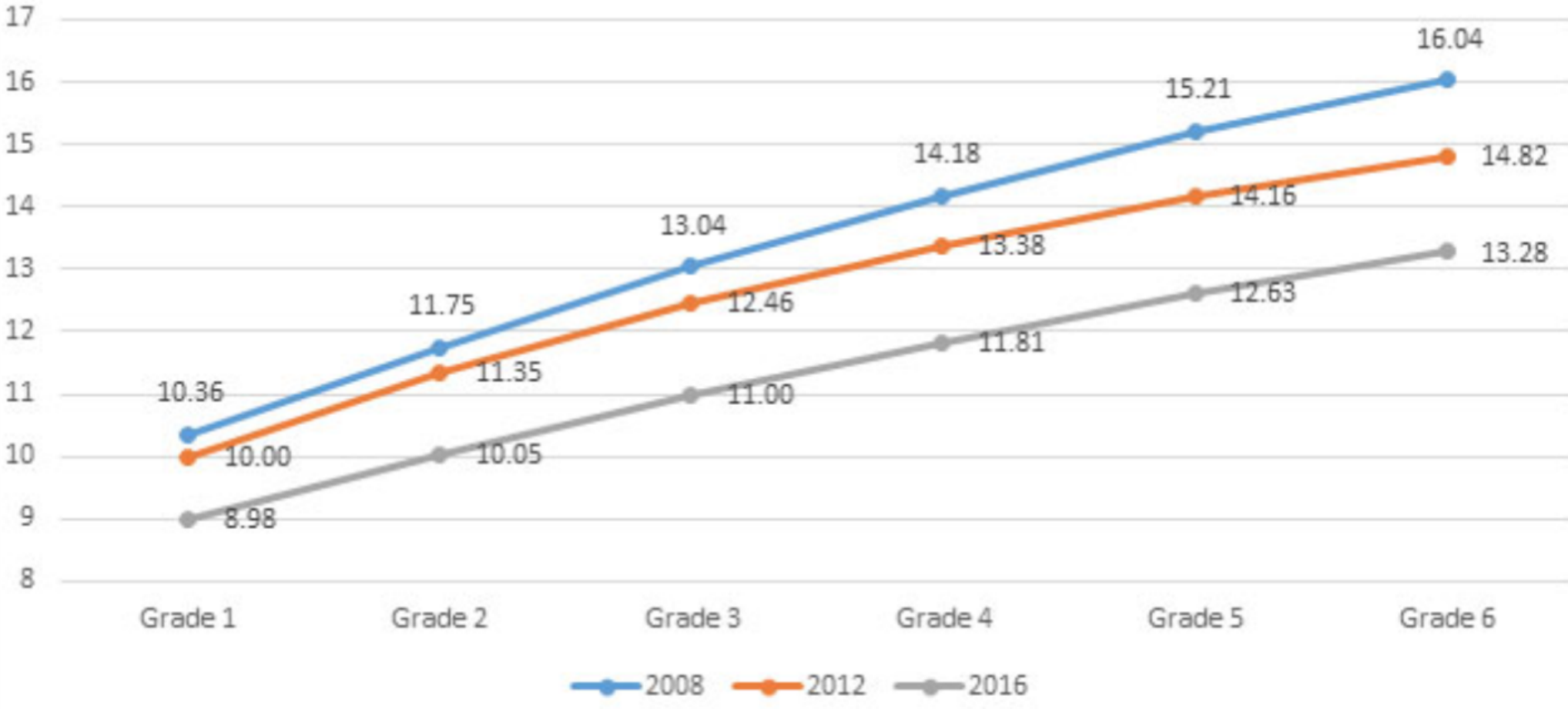
AEPs are typically for children and youth aged approximately 10-18.



Primary School Enrollment Liberia by Age (2016)



Average Age of Primary Students in Liberia (2008 - 2016)



In collaboration with the Ministry of Education (MoE) or relevant education authority, define, communicate and regulate the age range for student enrolment in AEP.

Make AEP class time and location flexible as required by the community, teacher, and above all,
the specific needs of both male and female learners

Provide age-appropriate, introductory-level courses for learners who have never been to school in order to improve readiness skills.

Five Dimensions of 'Out of School'

Dimension 1: Pre-primary age children out-of-school

Dimension 2: Primary age children out-of-school

Dimension 3: Lower secondary age children out-of-school

Children who are out of school

Dimension 4: Primary students at risk

Dimension 5: Lower secondary students at risk

Children who are in school but at risk of dropping out: 2 dimensions

Activity: At your table discuss

1. What is the targeting strategy in your country?
2. How do you enforce this strategy?
3. What steps you take to ensure age appropriate introductory courses?

Country Group Activity

Identify key characteristics of the out-of-school children and youth in their location, the context.

Pay particular attention to:

- Situations of displacement and cross-border migration
- The current education system
- they will determine if/why an AEP is the appropriate response.

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1.4 Principle 2 - Part I

Accelerated Learning Pedagogy

Principle 2: Curriculum, Materials, and Pedagogy are Genuinely Accelerated, AE-suitable and use Relevant Language of Instruction

Kayla Boisvert
Brenda Bell

SELF-REFLECTION

- What is something you have learned outside of the school setting or on your own?
- Why and how did you learn it?
- What facilitated your learning?

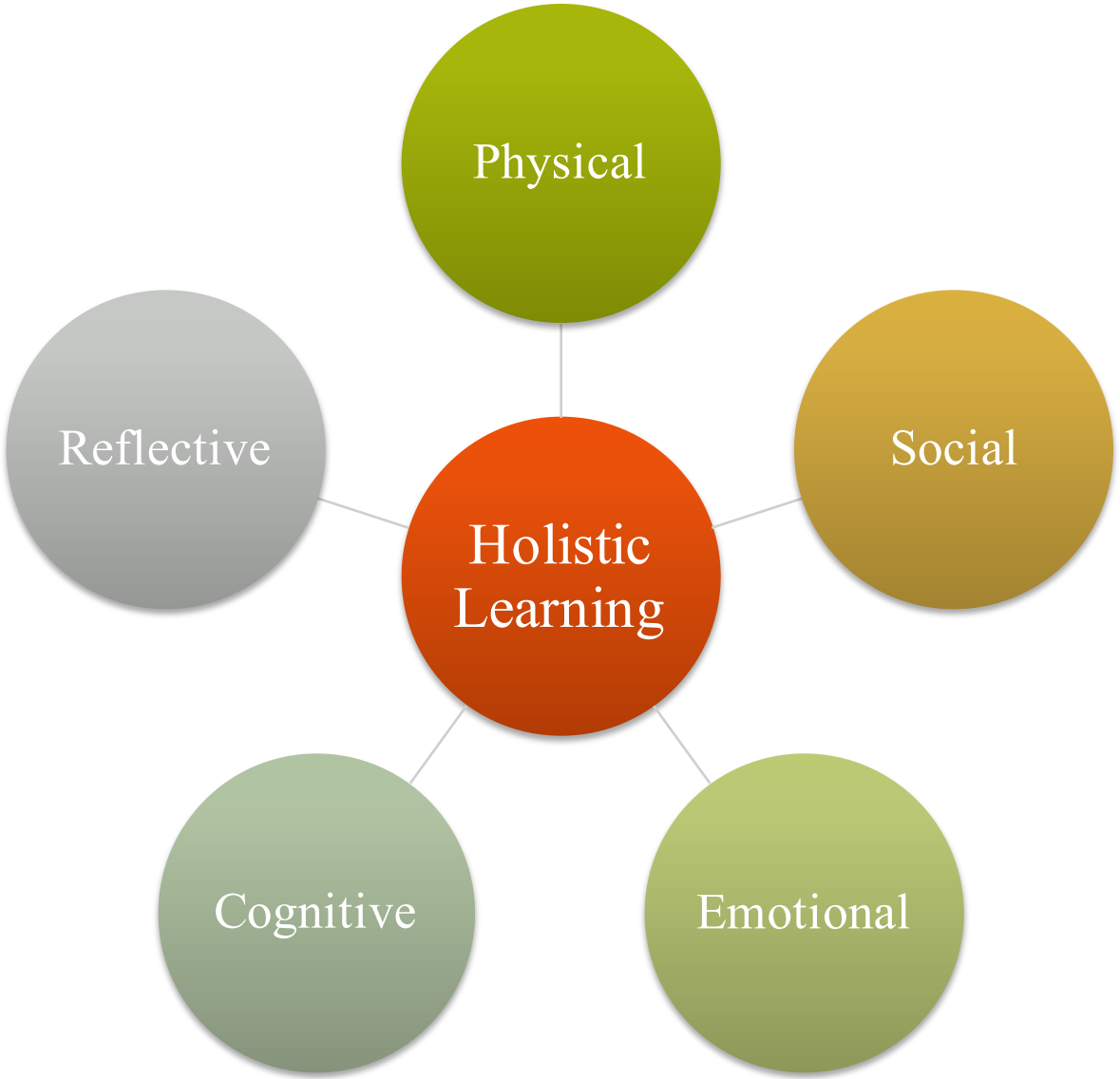
WHO IS THE AE LEARNER?

ACCELERATED EDUCATION, OR ACCELERATED LEARNING?

"The mind is not a vessel to be filled but a fire to be ignited."

-- Plutarch

ACCELERATED LEARNING IS BASED ON HOLISTIC INSTRUCTION



Charlick, J. (2005). *Accelerating Learning for Children in Developing Countries: Joining Research and Practice*.

SCHOOLS AND CLASSROOMS ARE CONDUCIVE TO ACCELERATED LEARNING

- Safe, welcoming space
- Full of visuals and real-life objects
- Facilitates individual, small-group, and large-group work
- Pupil:Teacher ratio is 40:1 or fewer

Charlick, J. (2005). *Accelerating Learning for Children in Developing Countries: Joining Research and Practice.*

Photo credit: Geneva Global

TEACHING IS LEARNER-CENTERED

- Addresses physical, social, emotional needs
- Creates opportunities for experiential learning
- Relevant to students' experiences
- Age-appropriate

Charlick, J. (2005). *Accelerating Learning for Children in Developing Countries: Joining Research and Practice.*

Photo credit: Geneva Global

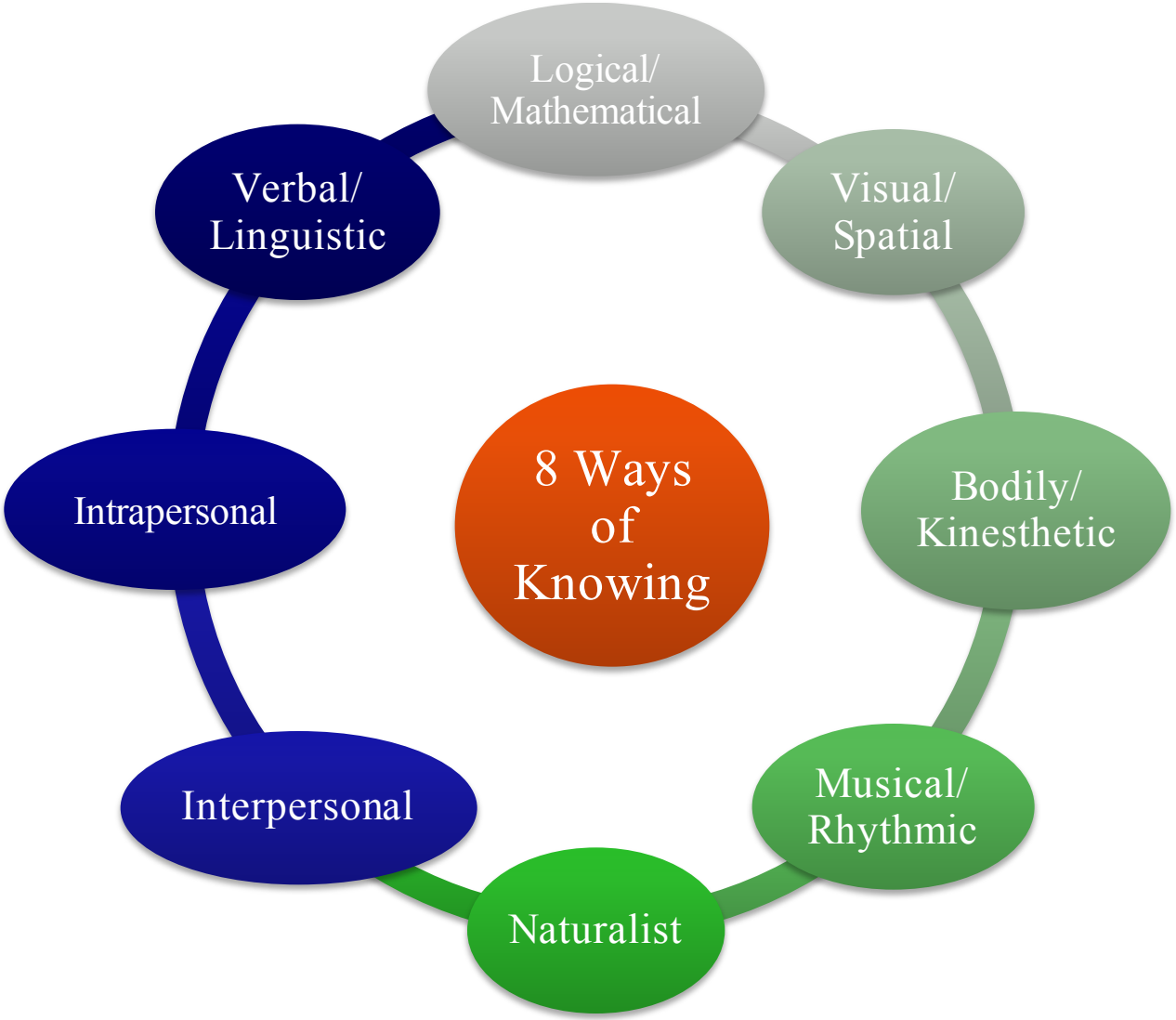
LEARNING IS ACTIVE, PROBLEM- AND PROJECT-BASED

Learning is adventure, with a

challenges.

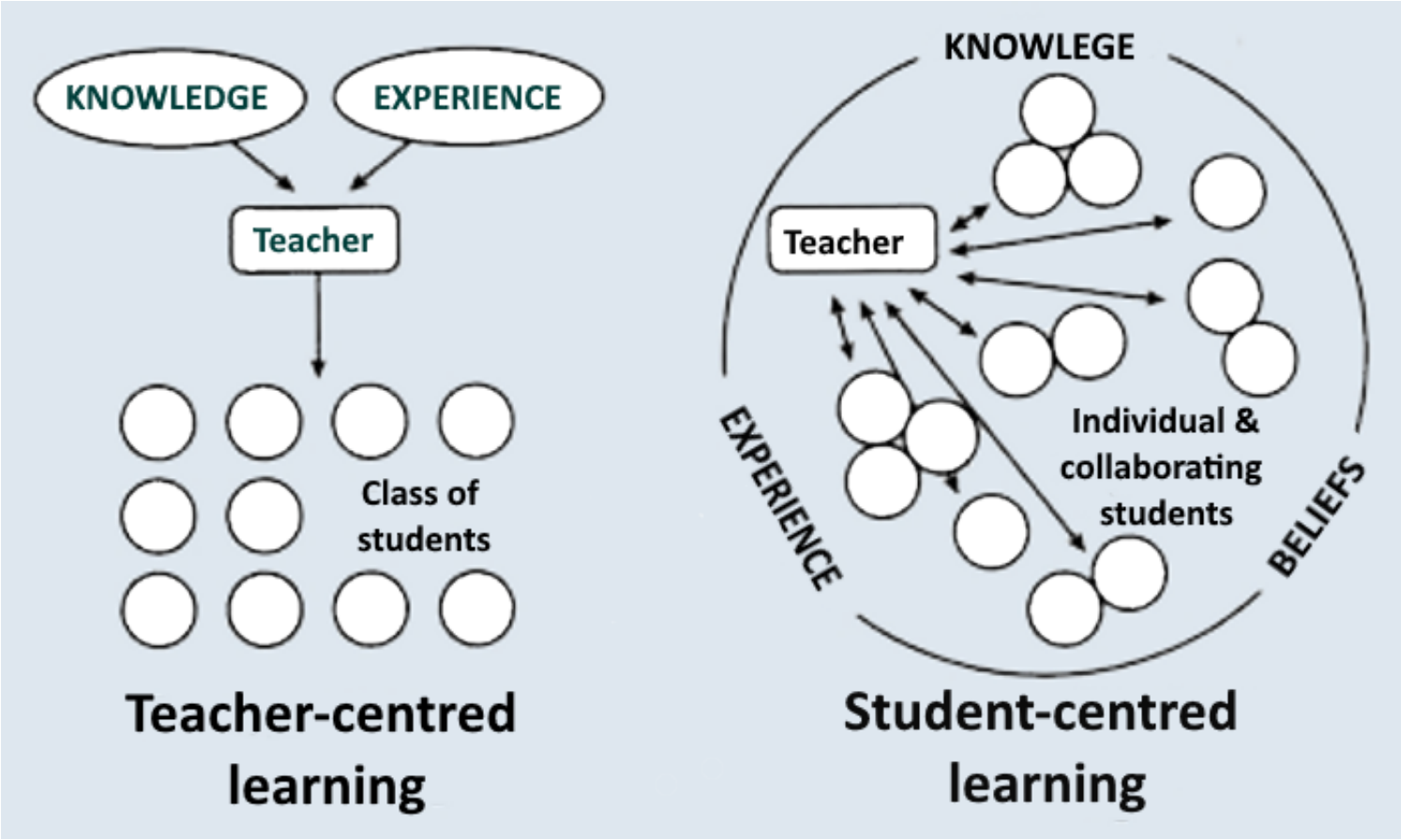
Charlick, J. (2005). *Accelerating Learning for Children in Developing Countries: Joining Research and Practice*.

TEACHING ACKNOWLEDGES MULTIPLE INTELLIGENCES AND DIFFERENT LEARNING STYLES



Charlick, J. (2005). *Accelerating Learning for Children in Developing Countries: Joining Research and Practice*.

LEARNING IS COLLABORATIVE AND INVOLVES PEER-TO-PEER WORK IN ADDITION TO PRESENTATION



Charlick, J. (2005). *Accelerating Learning for Children in Developing Countries: Joining Research and Practice*.

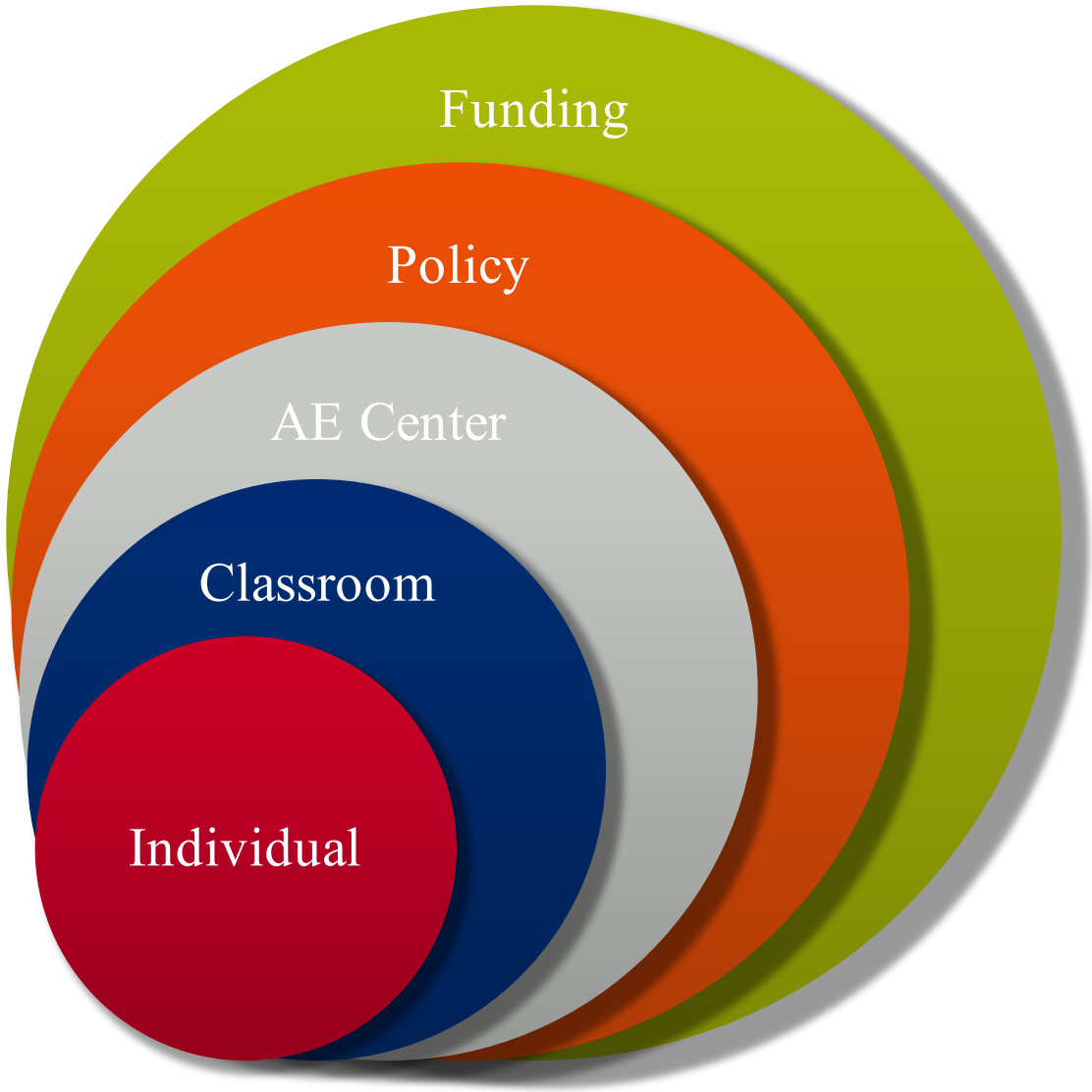
TEACHING USES TECHNOLOGY TO SUPPLEMENT AND ENHANCE INSTRUCTION

Charlick, J. (2005). *Accelerating Learning for Children in Developing Countries: Joining Research and Practice*.

ACCELERATED LEARNING IN PRACTICE

OPEN SPACE:
IMPLICATIONS OF ACCELERATED LEARNING

Goal: *Give concrete examples of the implications of Accelerated Learning at each of the following levels;*
one level per group



SUMMARY: PEDAGOGICAL FOUNDATIONS OF AL

- Accelerated Learning is based on holistic instruction
- Schools and classrooms are conducive to Accelerated Learning
- Teaching is learner-centered
- Learning is active, problem- and project-based
- Teaching acknowledges multiple intelligences and different learning styles
- Learning is collaborative and involves peer-to-peer work in addition to presentation
- Teaching uses technology to supplement and enhance instruction

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1.5 Country Team Daily Check-in

Tracy Cordner

FINAL PRESENTATIONS

- At the end of this training you will give a presentation on the AE plan for your country.
- Every day you will have time to work with your country team to examine which of the principles you will focus on and why.
- You will use the 10 Principles checklist as your guide.
- Today:
  - Fill out checklist for Principles 1 and 2
  - Share notes with your country team members and start to make a plan for your presentation.