

Strømme Speed School Fafo Evaluation

Gerd-Hanne Fosen
Education Policy Director
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Outline

- Backdrop: Why Norad supports Speed Schools, why interest in the concept
- Comments on the evaluation, reflections on findings
- Overview of Norwegian support to education in the Sahel region

SDGs  **Leaving No One Behind**

«Reaching the furthest
behind first»

World Inequality Database on Education

Database that facilitates analysis of disparities in education.
Disaggregated education data according to:

- Gender
- Location
- Region
- Wealth
- Ethnicity
- Religion
- Speaks instruction language at home

Burkina Faso: regions largest determinant, wealth quintiles second

Mali: wealth quintiles biggest determinant on OOSC

Niger: challenge you to have a look yourself

Greatest danger you're not in school or not learning if you:



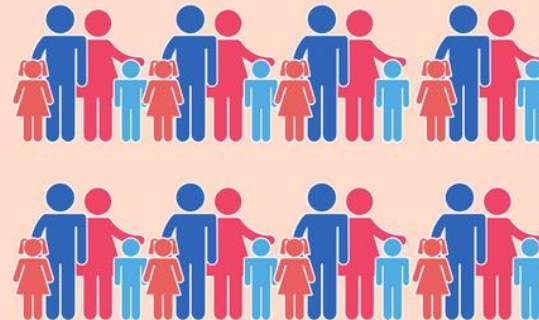
- Are among the poorest quintile
- Live in rural areas in poor countries
- Are a girl
- Belong to minority group, minority religion/world view, minority language group etc
- Live in area affected by conflict

Education is key to reaching the SDGs, but only if...

Education can reduce poverty...
...but only if it's provided equally



x8



Poorest

Richest

The poorest families are 8x less likely to be enrolled
in primary school as the richest



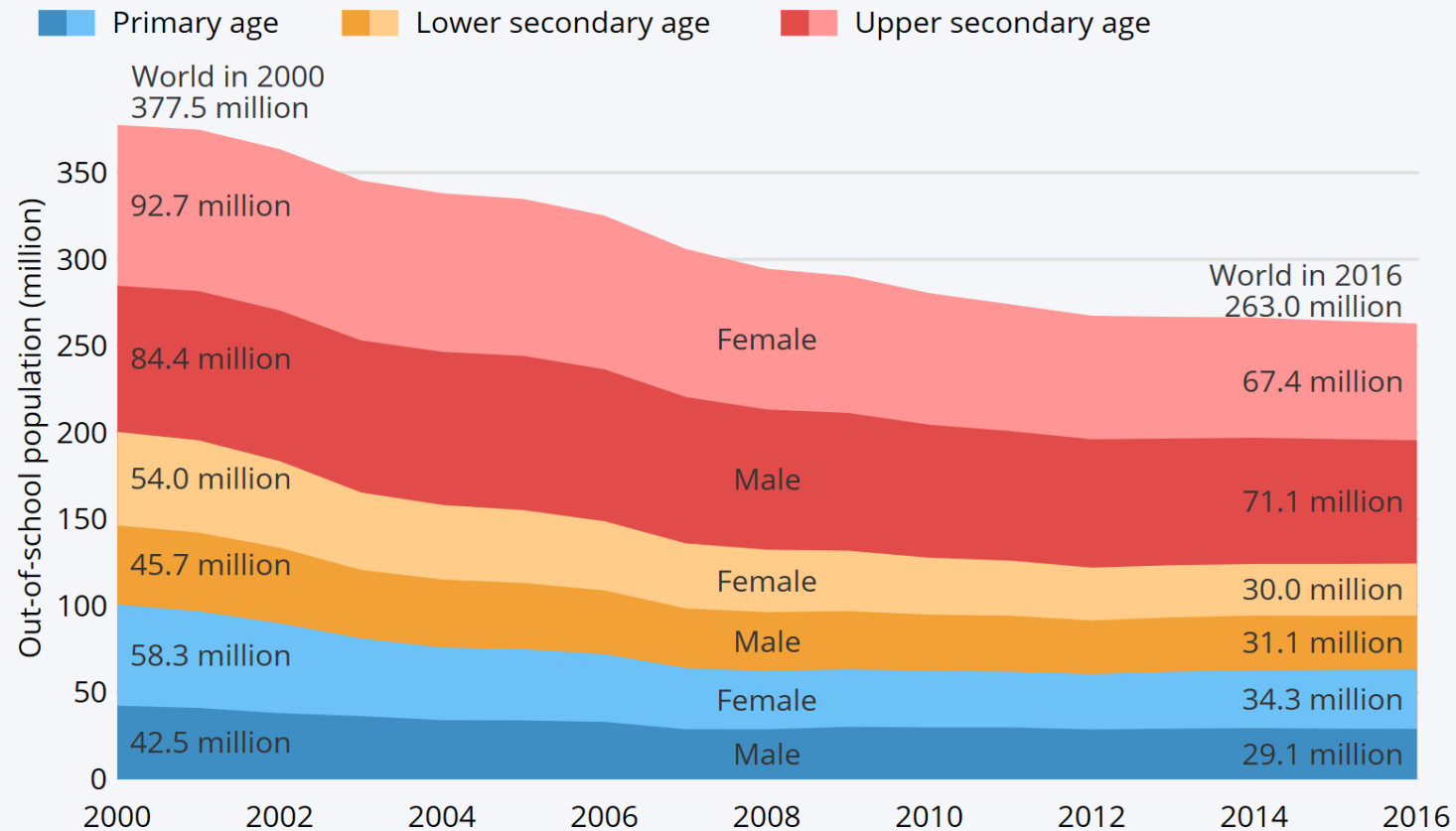
[Bit.ly/edfightspovetry](https://bit.ly/edfightspovetry)
#EdFightsPoverty



Trend analysis OOSCs 2000 - 2016

FIGURE 1

Global number of out-of-school children, adolescents and youth, 2000-2016



Source: UNESCO Institute for Statistics database.

Comments on evaluation

Attempting to fill knowledge gap:

- Impact beyond transition into the public schools
- Impact on the public schools that Speed School students transfer into (and education system?)
- Impact on families, communities, attitudes
- Cost efficiency and effectiveness

Comments (cont.)

Learning agenda identified by the Accelerated Education Working Group includes the following research questions:

- What contribution AEPs make on enrolment, learning outcomes and completion rates
- Extent to which AEPs reach the most marginalized
- Effect on gender disparity
- Impact of compressed curriculum on learning outcomes and retention
- Time on task in AEPs compared to formal system
- Teacher characteristics, training, supervision related to learning outcomes
- Accelerated Education - 10 Principles for Effective Practice

<https://www.ineesite.org/en/resources/accelerated-education-10-principles-for-effective-practice>

Comments (cont)

Accelerated Education Working Group: 10 Principles for Effective Practice:

1. Flexible and for over-aged learners (10 – 18 years)
2. Curriculum, materials and pedagogy genuinely accelerated, suitable and in relevant language
3. Inclusive, safe and learning-ready learning environment
4. How teachers are recruited, supervised and remunerated
5. Continuous professional development
6. Goals, monitoring and funding align
7. Effective management of the learning center (/school)
8. Community is engaged and accountable
9. AEP is legitimate, credible education option that results in certification in primary education
10. Alignment with the national education system

Comments (cont.)

- Impact beyond Speed School for
 - Students
 - Families
 - Communities
 - Public/formal school
 - Broader education system
- Costing –

Comments (cont.)

- Reaches the most marginalized?
- Comparison with cohort in regular schools?
- Costing – comparing apples and oranges?

Norwegian Support to Education in Sahel

❑ **Global Partnership for Education (GPE):**

Niger: Education & Training Sector Plan 2014-2024, priority to quality, teachers, girls education, ECD, construction, learning environment. GPE grant: USD 84,2 million over 2014-19. Grant supports access and retention, quality, capacity development.

Burkina Faso: Sector Plan 2017-2030: ECD, UPE, TVET, HE reform, governance. GPE grant: USD 33,8 million for 2018-22. Equity target: increase enrolment in 2 priority provinces.

Mali:

❑ **Unicef-agreement** – 3-year 2017-2019 – basic education public schools, focus on OOSC – most marginalized areas in the three countries

Norwegian support to Sahel (cont.)

- ❑ Working on support to an education fund in Niger

- ❑ ECD-agreement with Unicef – all three countries – pilot of inter-sectorial model including nutrition, health and ECE – just entered into

- ❑ UNESCO:
 - Niger: CapEd contributing to the development of a teaching policy
 - Mali: CapEd supporting work education data in Mali, input to new 10 year plan for the education sector 2019 - 2028
 - Burkina Faso: CapEd contributed to curriculum reform 2012 – 2016

- ❑ Civil Society: Save the Children, ADRA, Handicap International



263 million

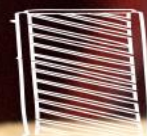
children and youth out of
school globally

61M



Primary
school
age (6-11)

60M



Lower
secondary
school age
(12-14)

142M



Upper
secondary
school age
(15-17)

More than half of out-of-school children and youth live in Southern Asia and Sub-Saharan Africa



Photo credit: ILO/H Berger

[Bit.ly/263million](https://bit.ly/263million)
#263million
@UNESCOStat @GEMReport

Girls
are the
FIRST
to be
excluded from
EDUCATION



25 M
children
will NEVER
START SCHOOL

25 M includes

Girls & Boys
15 Million **10** Million

In Sub-Saharan Africa
18.6 M girls
are not in school

9 M of whom will never
start compared to 6 M
boys



Credit: ILO/M Crozet

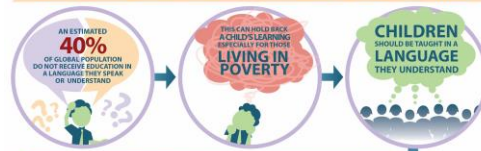
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#263million

@UNESCOStat @GEMReport



UNESCO GLOBAL EDUCATION MONITORING REPORT HIGHLIGHTS THE IMPORTANCE OF MOTHER TONGUE EDUCATION FOR QUALITY EDUCATION:



IN MULTI-ETHNIC SOCIETIES, IMPOSING A DOMINANT LANGUAGE IN SCHOOL SYSTEMS HAS FREQUENTLY BEEN A SOURCE OF GRIEVANCE LINKED TO WIDER ISSUES OF SOCIAL AND CULTURAL INEQUALITY

ACCORDING TO THE WORLD INEQUALITY DATABASE ON EDUCATION... **W I D E**

ETHIOPIA
SCHOOLS COMBINE...
...MOTHER TONGUE INSTRUCTION WITH AMHARIC AND ENGLISH
THIS IMPROVES LEARNING IN SUBJECTS SUCH AS MATH BIOLOGY CHEMISTRY & PHYSICS

GUATEMALA
STUDENTS IN BILINGUAL SCHOOLS HAVE:
HIGHER... ATTENDANCE RATES
LOWER... REPETITION RATES
HIGHER SCORES IN ALL SUBJECTS INCLUDING SPANISH

MALI
CHILDREN STARTING SCHOOL WITH MOTHER TONGUE INSTRUCTION...
...END UP WITH BETTER MASTERY OF THE OFFICIAL LANGUAGE, FRENCH
THEY SCORE 32% HIGHER ON FRENCH TESTS AT THE END OF PRIMARY SCHOOL

BURKINA FASO
CHILDREN FROM BILINGUAL SCHOOLS
SCORE EQUALLY OR HIGHER THAN THOSE WHO ATTEND FRENCH-INSTRUCTION SCHOOLS

LANGUAGE IS THE MOST POWERFUL TOOL WE HAVE TO PRESERVE AND DEVELOP OUR SHARED CULTURE. TEACHING THROUGH MOTHER TONGUES ENCOURAGES LINGUISTIC DIVERSITY MOREOVER, IT PROMOTES TOLERANCE, DIALOGUE AND ULTIMATELY PEACE

AT LEAST **6 YEARS** OF MOTHER TONGUE INSTRUCTION IS NEEDED TO REDUCE LEARNING GAPS FOR MINORITY LANGUAGE SPEAKERS

EDUCATION POLICIES SHOULD RECOGNISE THE IMPORTANCE OF **MOTHER TONGUE LEARNING**

LINGUISTIC DIVERSITY... CREATES CHALLENGES WITHIN THE EDUCATION SYSTEM, NOTABLY IN AREAS OF TEACHER RECRUITMENT, CURRICULUM DEVELOPMENT AND THE PROVISION OF TEACHING MATERIALS.

LET'S CELEBRATE LIFE-LONG LEARNING IN OUR OWN LANGUAGES!



INTERNAL DISPLACEMENT SEVERELY UNDERMINES EDUCATION

IN NIGERIA



In June 2015, across 19 camps children displaced due to Boko Haram did not have access to any form of education.

IN IRAQ

only 32% of internally displaced children and adolescents in 2015 had access to any form of education informal or formal.



IN YEMEN



Only one third of school age displaced children in Lahj governorate were enrolled in school.

@Refugees and @GEMReport

bitly.com/nomoreexcuses #NoMoreExcuses