Geneva Global's Speed School Program

CIES 2019
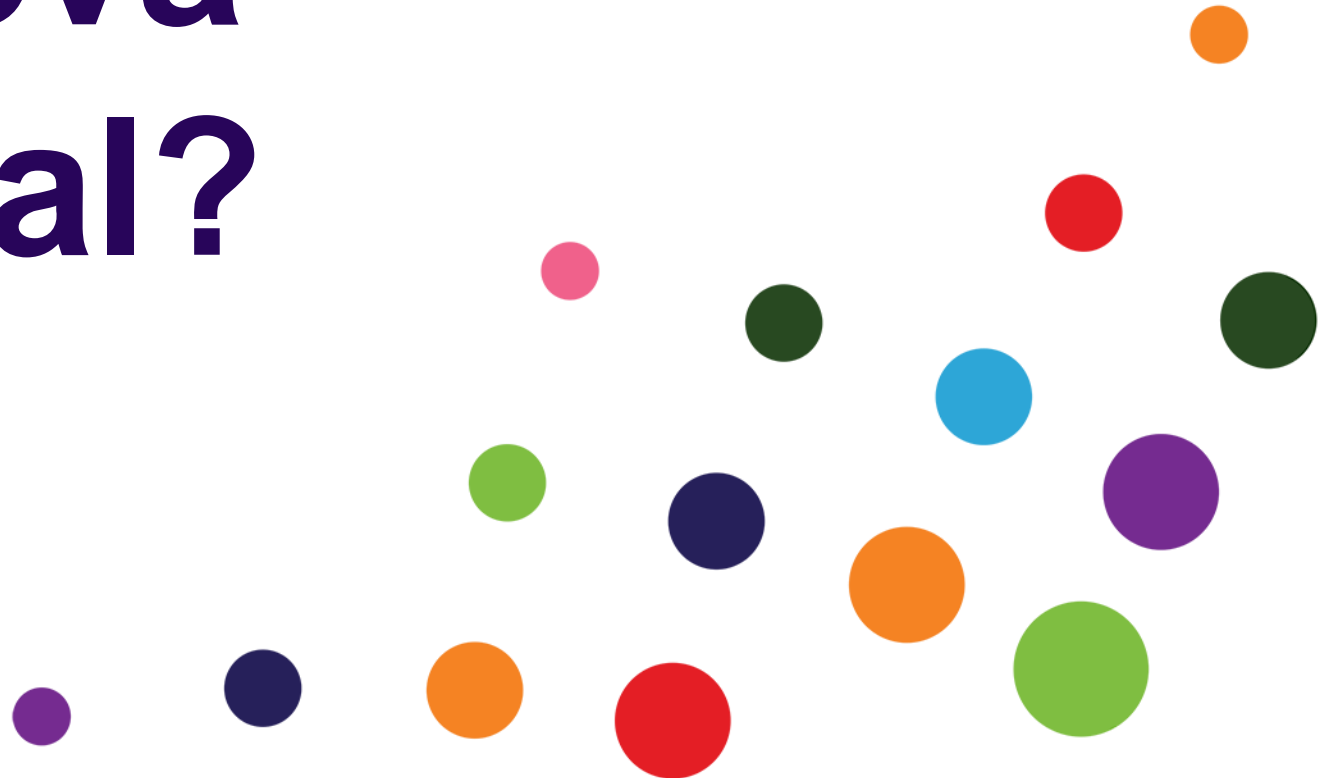
April 16, 2019

Jessica Lowden

Program Director

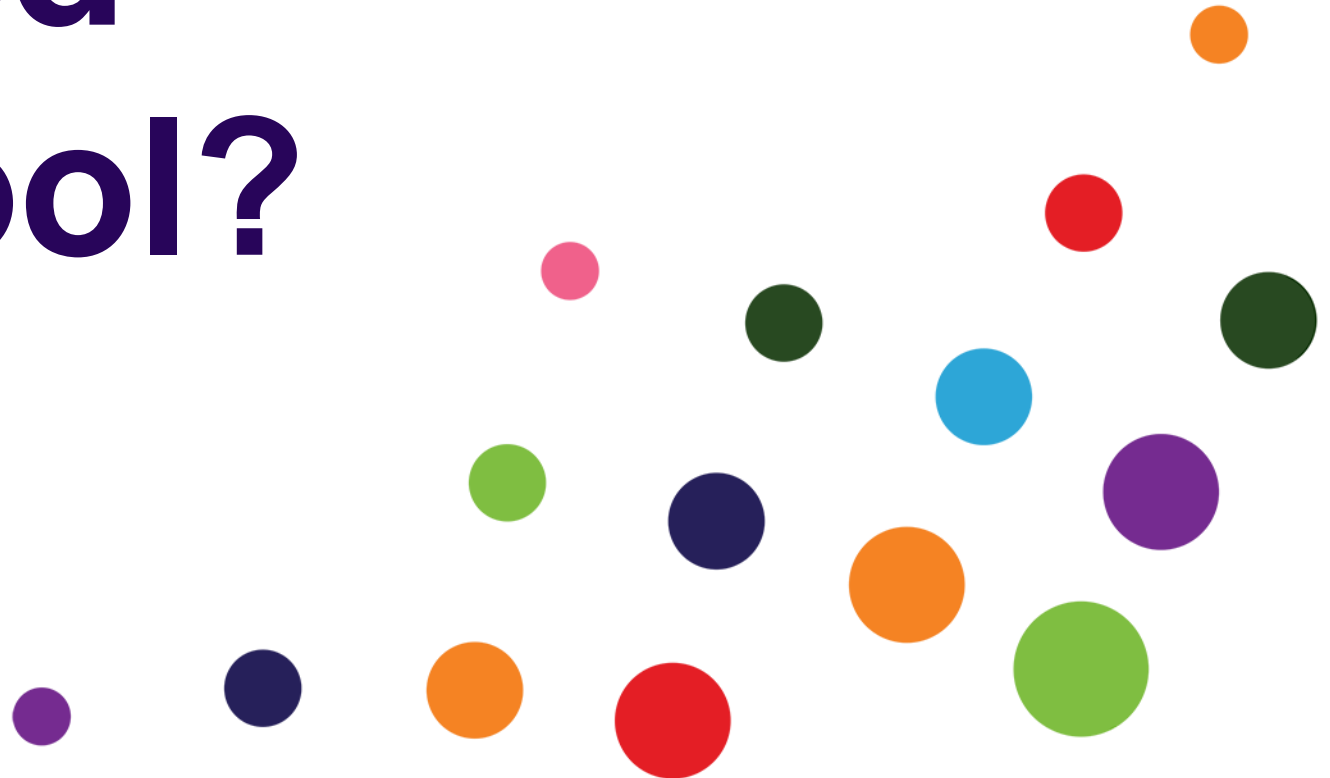# What is Geneva Global?

Who Are We?

Geneva Global is a **philanthropic consulting** company that works with philanthropists, charitable organizations, and corporations to help them **achieve the extraordinary**.

100 MILLION LIVES IMPACTED ON BEHALF OF OUR CLIENTS

DESIGNED AND IMPLEMENTED PROJECTS IN 100+ COUNTRIES

INFLUENCED OVER $1 BILLION IN GIVING

MANAGED $165 MILLION IN GRANTS

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What is Speed School?

What is Speed School?

- Speed School is an accelerated education program implemented by Geneva Global and funded by private donors

- Goal is to help out-of-school children reenter the formal school system

- 3 years of primary school content condensed into 10 months

- Currently operational in Ethiopia and Uganda

- Contextualized for each country
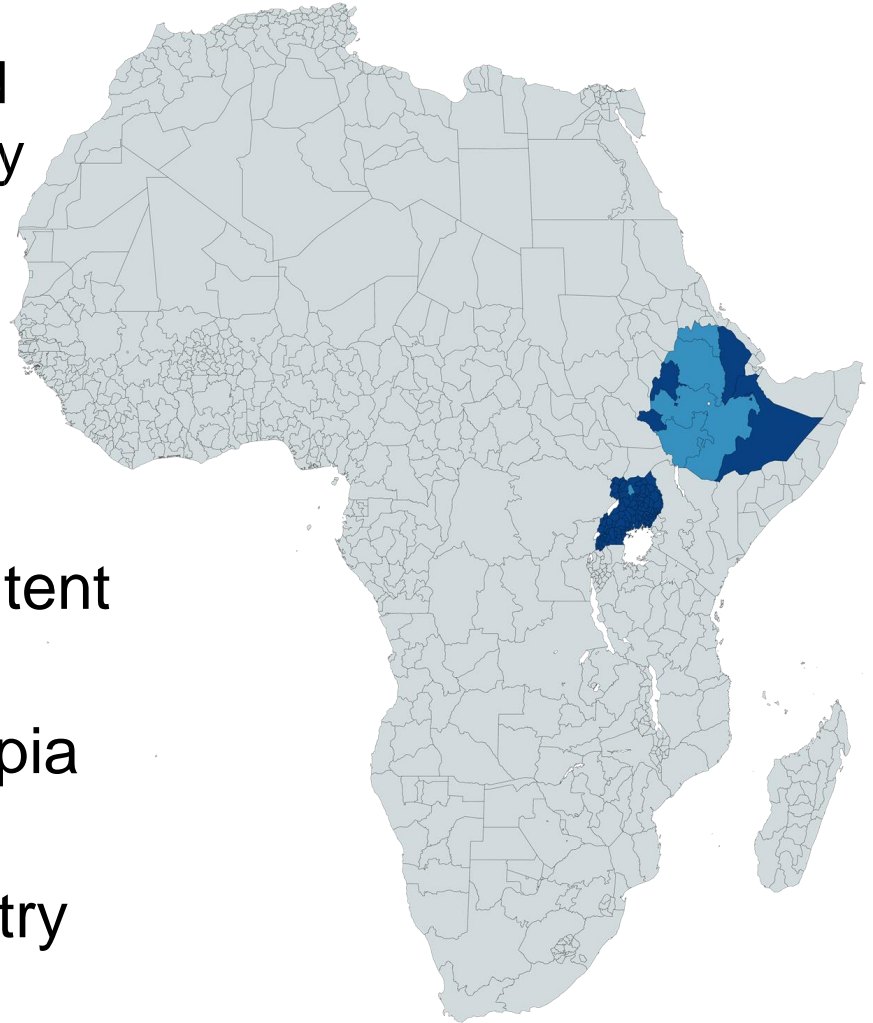
How is Speed School Implemented?

Implementing Partners

- Geneva Global identifies and vets local implementing partners (IPs) to execute the Speed School model

- IPs engage the local community to conduct outreach, recruit facilitators and identify classroom spaces

- IPs serve as a critical link with local government authorities

DANFE, a local partner in Ethiopia

Who Attends Speed School?

- IPs identify out-of-school children to enroll in the Speed School classes
- Speed School targets children between 8 and 14 years old
- Aim is for students to enter formal primary school in 4th grade

Who is the facilitator?

- Local community member

- Speaks the same mother tongue as the students

- Has at least a Grade 10 education

- Receives 21 days of intense training in Speed School model

- Creates learning tasks and opportunities

"When the children came, they were empty. Now they are learning fast with the activities... Every day I can see they learn new things and I learn new things. Every day we are both learning."

- Mebrahtu Birhanu, facilitator

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What is a Speed School Classroom?

- Led by a local facilitator
- 25-30 students per class
- Seated in 5 groups of 5-6 students each
- Taught in the local language
- Condensed curriculum is based on the formal school curriculum
- Focus on literacy and numeracy with an inter-disciplinary approach

What is a Speed School Classroom?
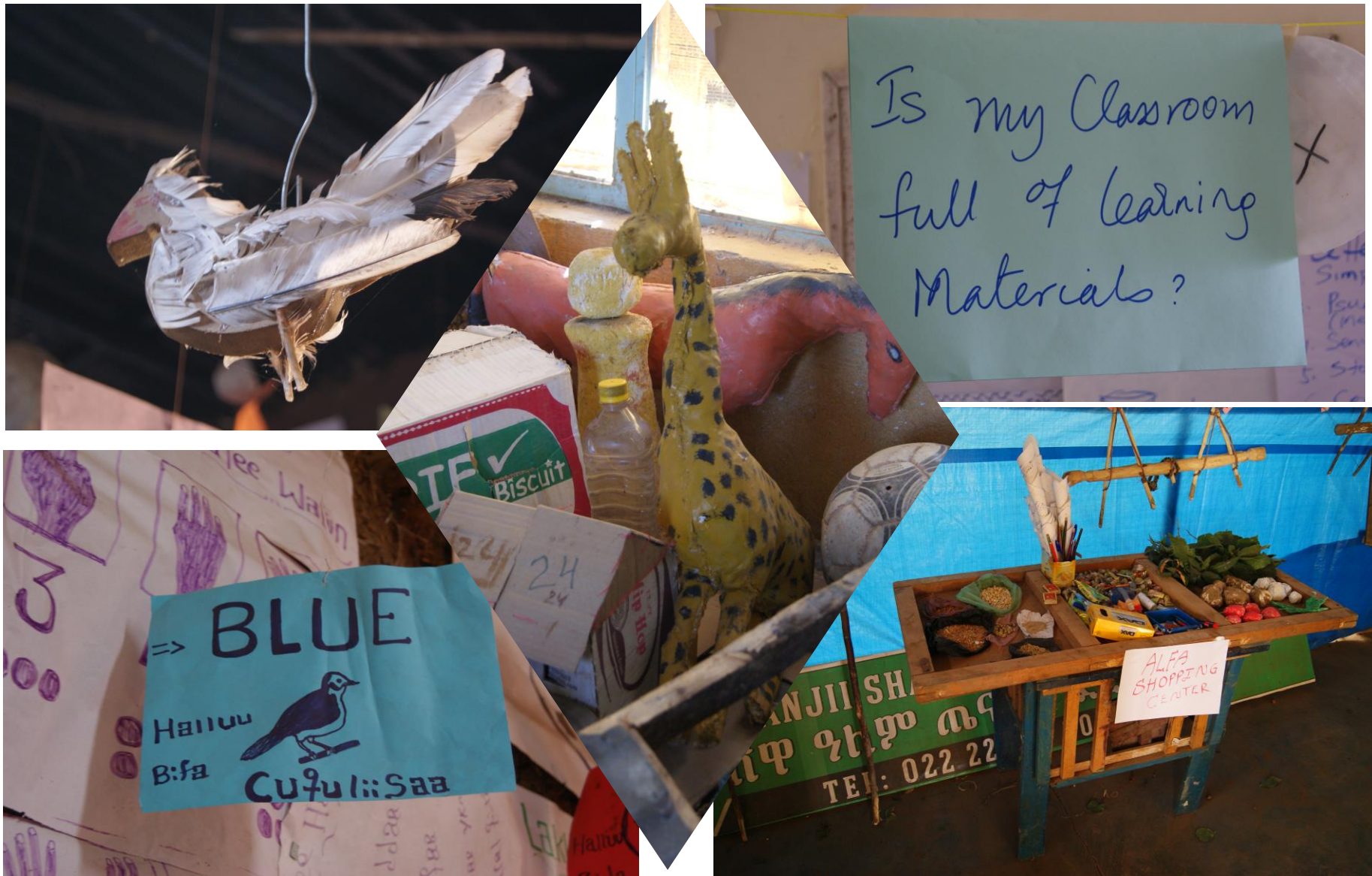
- A vibrant dynamic classroom where students are surrounded by learning materials

- A noisy classroom where students are active and engaged

- A collaborative space where students work in groups

- A classroom where facilitators are also active and empowered to establish a safe, creative classroom

Is my Classroom full of learning Materials?
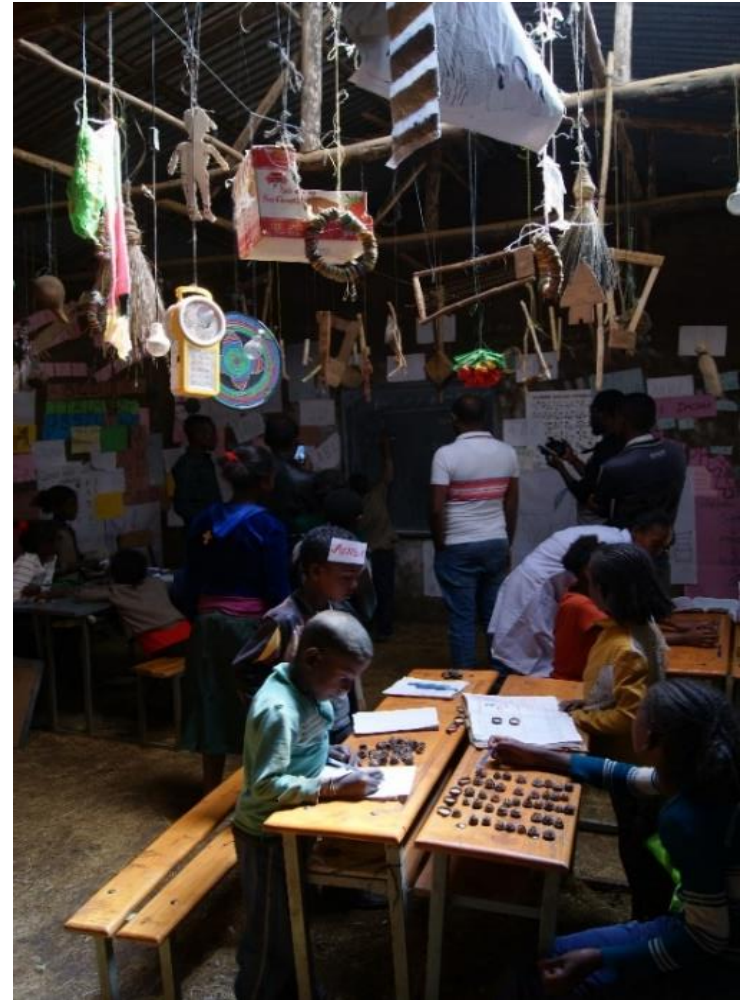
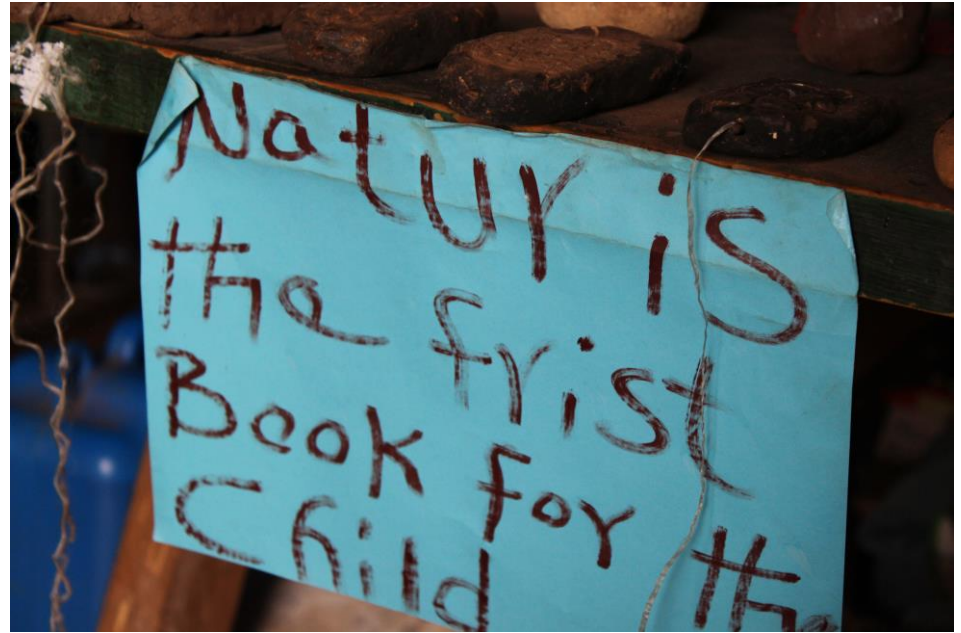# What is the Pedagogical Model?

Pedagogy

- Student-centered, activity-based learning through:
    - Games
    - Music
    - Nature
    - Family interaction
- Independent & group work
- Peer instruction
- Projects and activities
- Low-cost and no-cost materials

What are the Complementary Components?

The Speed School Model

Children
Who Have Never Attended School

Preschoolers
Child-to-Child Learning

4

Speed School Facilitators
Trained in Activity-Based Learning Techniques

1 Speed School

Primary School
Link Schools

3 Teachers
Primary School Capacity Building

Mothers
Self-Help Groups

2

Children
Who Have Dropped Out of School
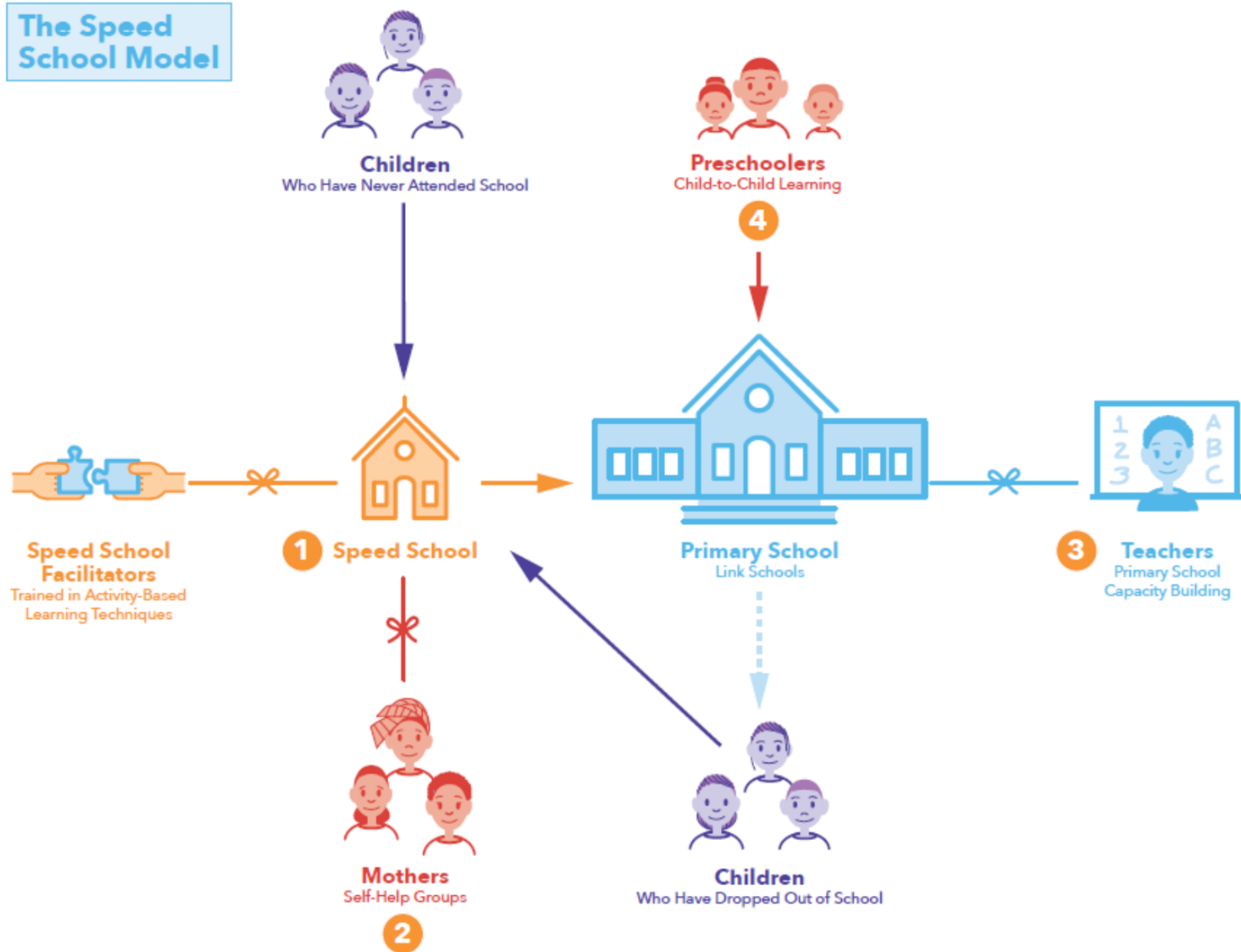
Moving Towards Sustainability

Government Engagement

- Relationship building with all levels of government
- Involvement of Ministry of Education as well as local government structures
- Development and review of curriculum materials
- Most Speed School classes are co-located on government school campuses

Primary School Capacity Building

- Geneva Global and IPs identify schools that will enroll Speed School students when they transition to formal school, referred to as "Link schools"
- Provide ongoing support
- Includes training for Link School teachers in student-centered methodology
- 15 guiding conversations where the principal and teachers discuss how to use student-centered methodology in the classroom – these form the basis for professional development trainings
- 3 formal trainings per school year from IPs

Teacher Training

- In Uganda, Primary Teacher College (PTC) officials have been training facilitators since 2017

- Working to create formal pathways for facilitators to become trained teachers

Government Adoption
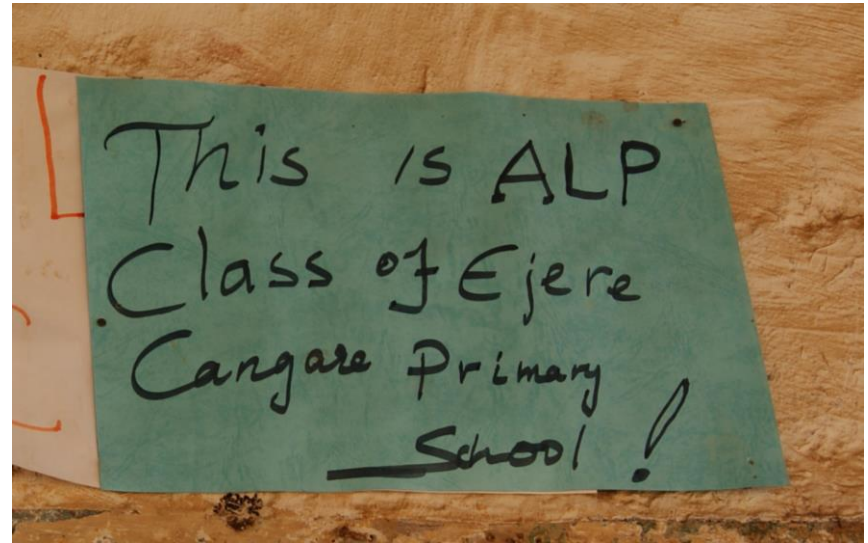
- Geneva Global has a long-term strategic plan for government adoption working over the next five years to gradually transition the program to full government ownership

- In Ethiopia in 2017/18 there were 32 government run Accelerated Learning classes in one region of Ethiopia (Tigray)

- In Ethiopia in 2018/19 there are 110 ALP classes in three regions (Tigray, SNNPR and Oromia)

Partner Support

- Engagement in medium and long-term planning
  - Local education offices need to plan for school budgets which are often submitted a year or more in advance
- Provision of training and curricula materials
  - Development of an accelerated education "Toolkit" is ongoing
  - Revision of accelerated curriculum
- Site visits to introduce new officials to the program
- Dissemination of research findings

What are the Results to Date?

Evidence Base

- Six-year longitudinal study complete by University of Sussex
- Tracked students from the first Ethiopia Speed School student cohort in 2011
- Sample of 625 students from 25 Speed School classrooms
- Control group of 1,250 students from government schools

Research Results

- Speed School students attended school more regularly:

Absent 1.2x per week

vs.

Absent .26x per week

Control Group
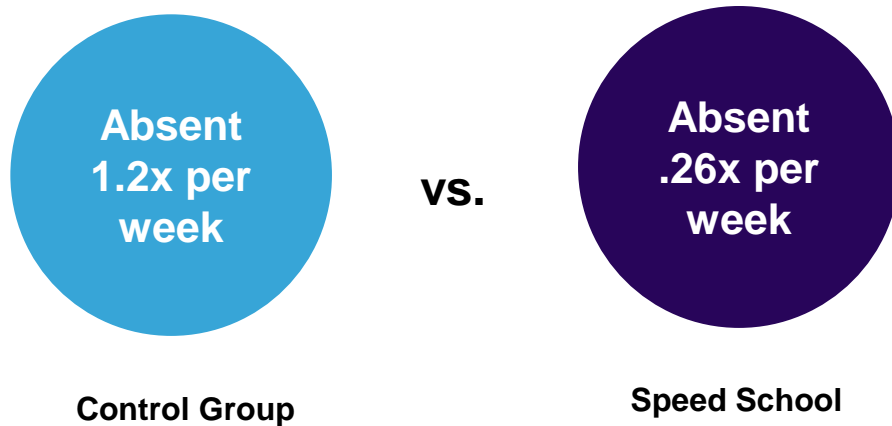
Speed School

- Speed School students were more likely to stay enrolled:

60% remained in school

vs.

75% remained in school

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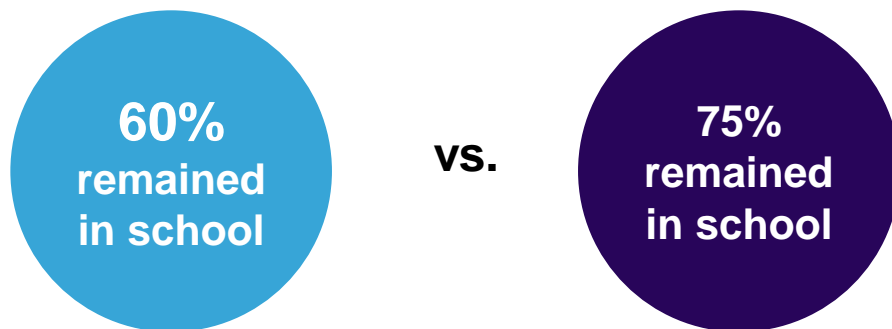
Research Results

Impact of Speed School after 10 months - Cumulative change in score for literacy test

- Children enrolled in Speed Schools achieved 19 cumulative points (out of total of 45 points) between the baseline and the endline.

- Children enrolled in Link School achieved 12 cumulative points

- Children enrolled in government schools achieved 7.7 cumulative points between the baseline and the endline surveys.

Data source: Speed School Survey
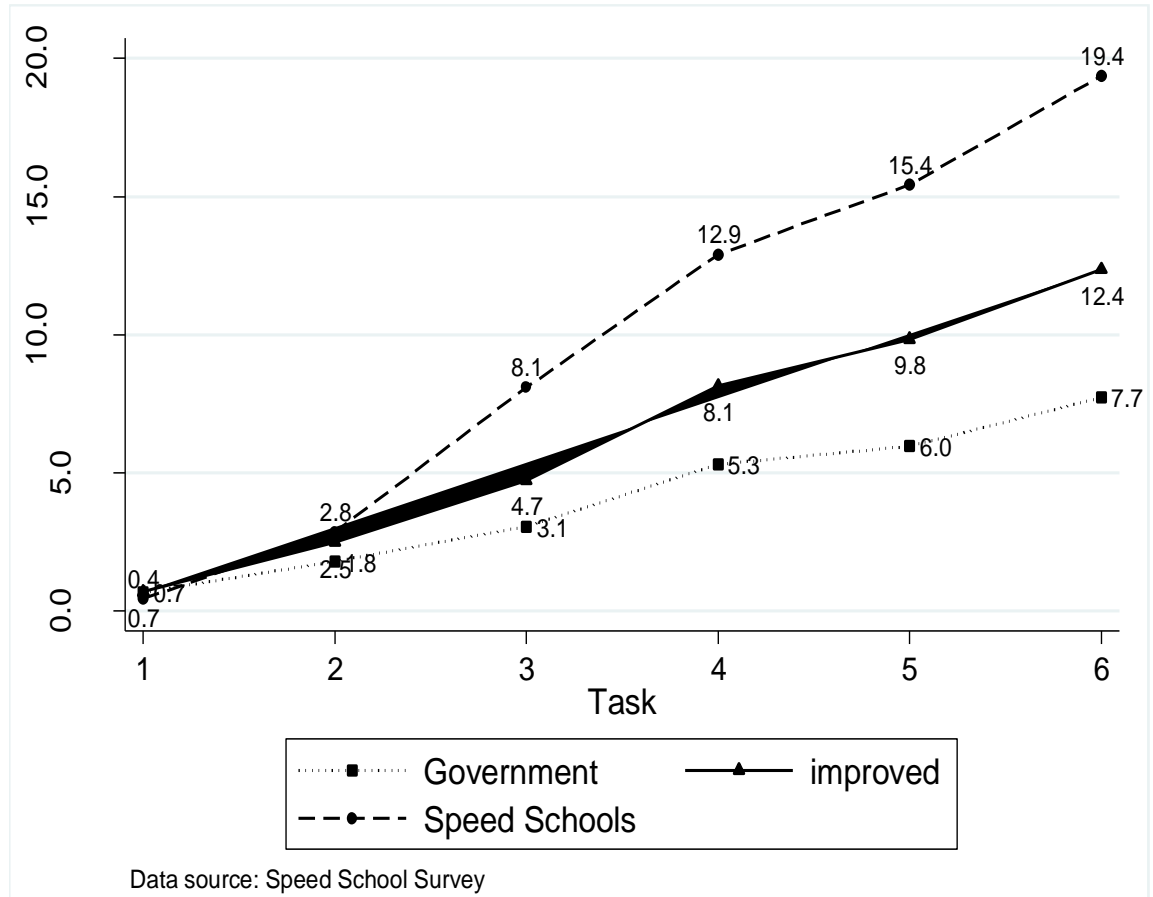
Research Results

Impact of Speed School after 10 months - Cumulative change in score for numeracy test

- Results show a cumulative improvement in the numeracy test with the greatest improvement achieved for children in the Speed Schools (11 points), followed by children in government schools (7.5 points) and finally children in improved schools (5.1 points).

Data source: Speed School Survey
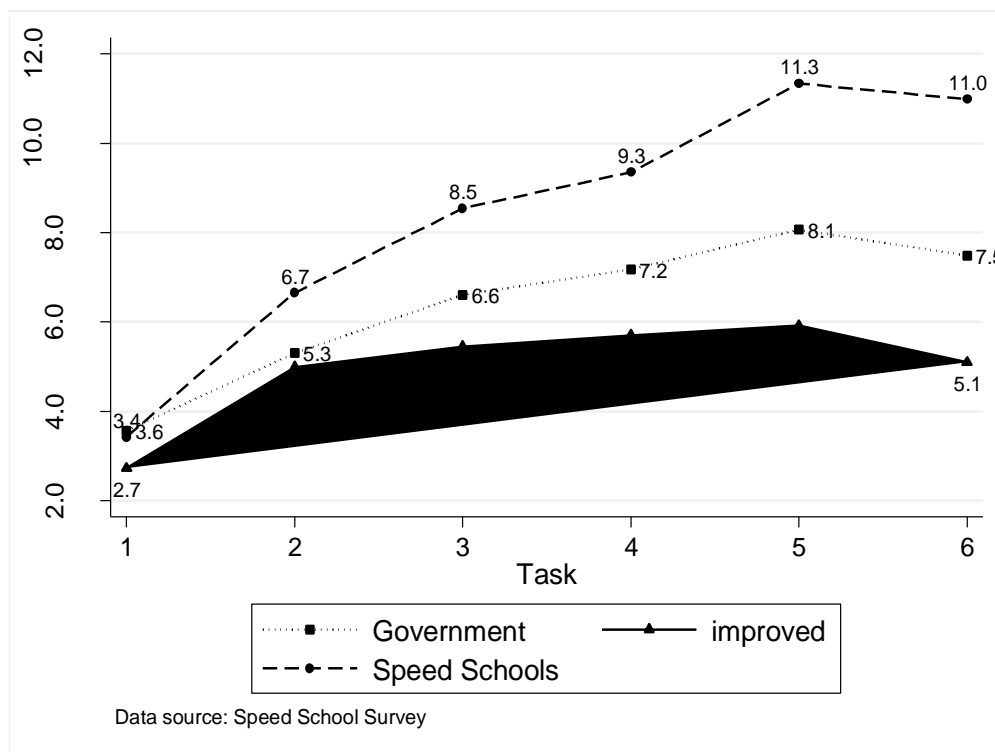
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Research Results

- Speed School students have higher aspirations to progress beyond primary education

69%
desire to go
beyond G12

Speed School

vs.

49%
desire to go
beyond G12

Control Group
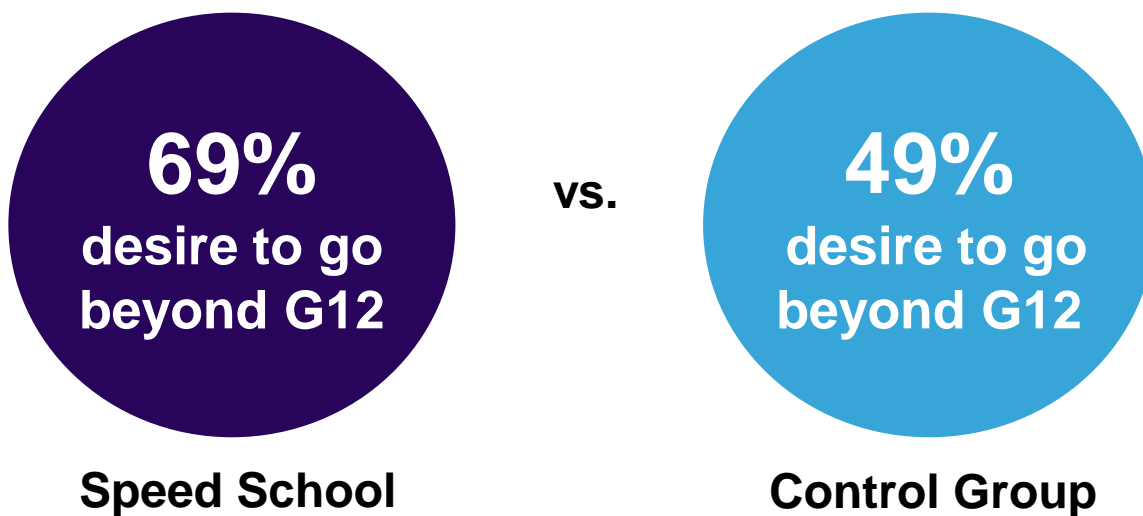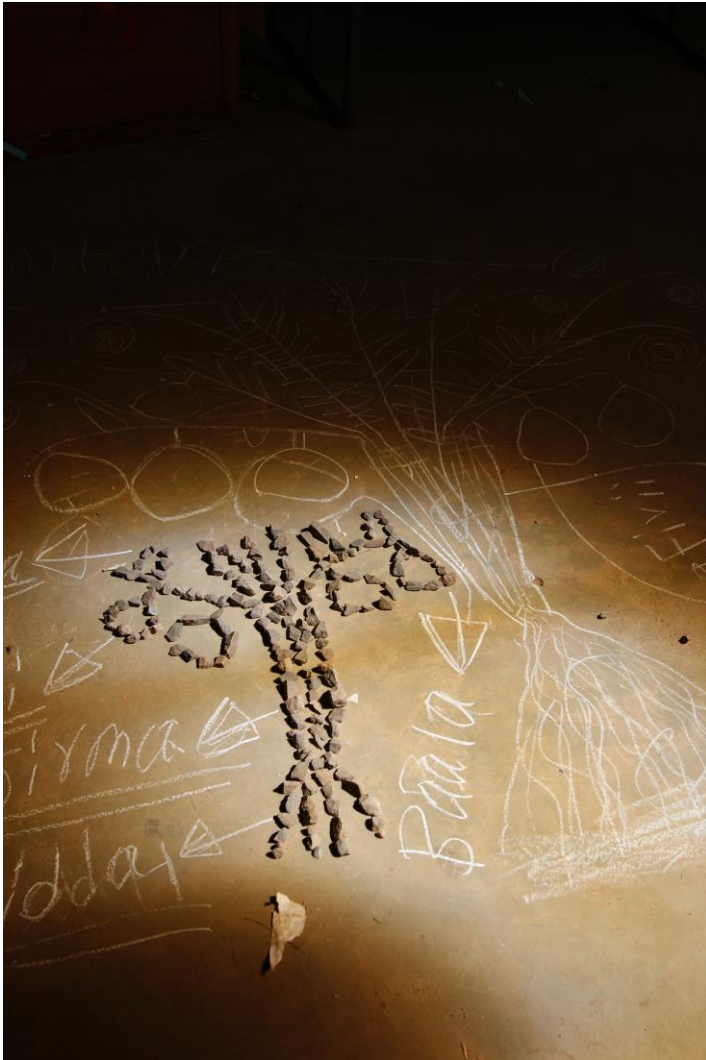
Geneva
Global.

Thank you

Jessica Lowden
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PASS+ PROJECT:
AN ANALYSIS THROUGH THE LENS OF THE
ACCELERATED EDUCATION 10 PRINCIPLES

CIES Conference, San Francisco, 16 April 2019
Romain Cardon, PASS+ Regional Chief of Party
Romain.Cardon@plan-international.org

علّم طفلًا EDUCATE A CHILD
A programme of education above all™

Strømme Foundation

PLAN INTERNATIONAL

PASS+ Primary School Access through Speed Schools

PRIMARY SCHOOL ACCESS THROUGH SPEED SCHOOLS (PASS+)
Objectives and Key Targets

Ultimate goal: Increased access for 181,074 girls and boys to gender-responsive and inclusive education in Speed Schools and targeted primary schools in 15 regions of **Burkina Faso**, **Mali** and **Niger**

Life of the project: July 2016 – Sept. 2020

Implemented by **Plan International** & **Strømme Foundation** with the support of **Educate A Child**, a global program of Education Above All Foundation

Partners: 18 local NGOs, communities, government officials & school staff

ACCELERATED EDUCATION
The Speed School model

01

General

Focuses on **out-of-school children aged 8 to 12** (50% girls)

Catching up to **3 years of education** in 9 months

5.5 days & 34 hours per week during 34 weeks

02

2 months local language

Preparation phase towards the national education language

Learning materials available in **15 languages** across 3 countries

Skills acquired:
- o Basic literacy
- o Introduction to Mathematics
- o "Life skills"

03

7 months French

Similar pedagogical approach and alignment with the national primary school curriculum.

Skills acquired:
- o French, including basic grammar
- o Mathematics
- o "Life skills"
- o Sports & arts

04

Evaluation

Institutionalized placement test at the end of the program administered by MoE officials: no official certification

Automatic transfer into primary school

05

Transfer into Primary School

Transfer into grade 4, 3 or 2.

SCALING UP THE MODEL - A REGIONAL APPROACH
Results to date

🏪	**3,271**	**Number of Speed Schools**
👫	**85,582**	**Number of enrolled learners in Speed Schools (49% girls)**
	90% **83%**	**Evaluated** **Transferred to primary school**
🏫	**66,611**	**OOSC directly enrolled into primary school (49% girls)**
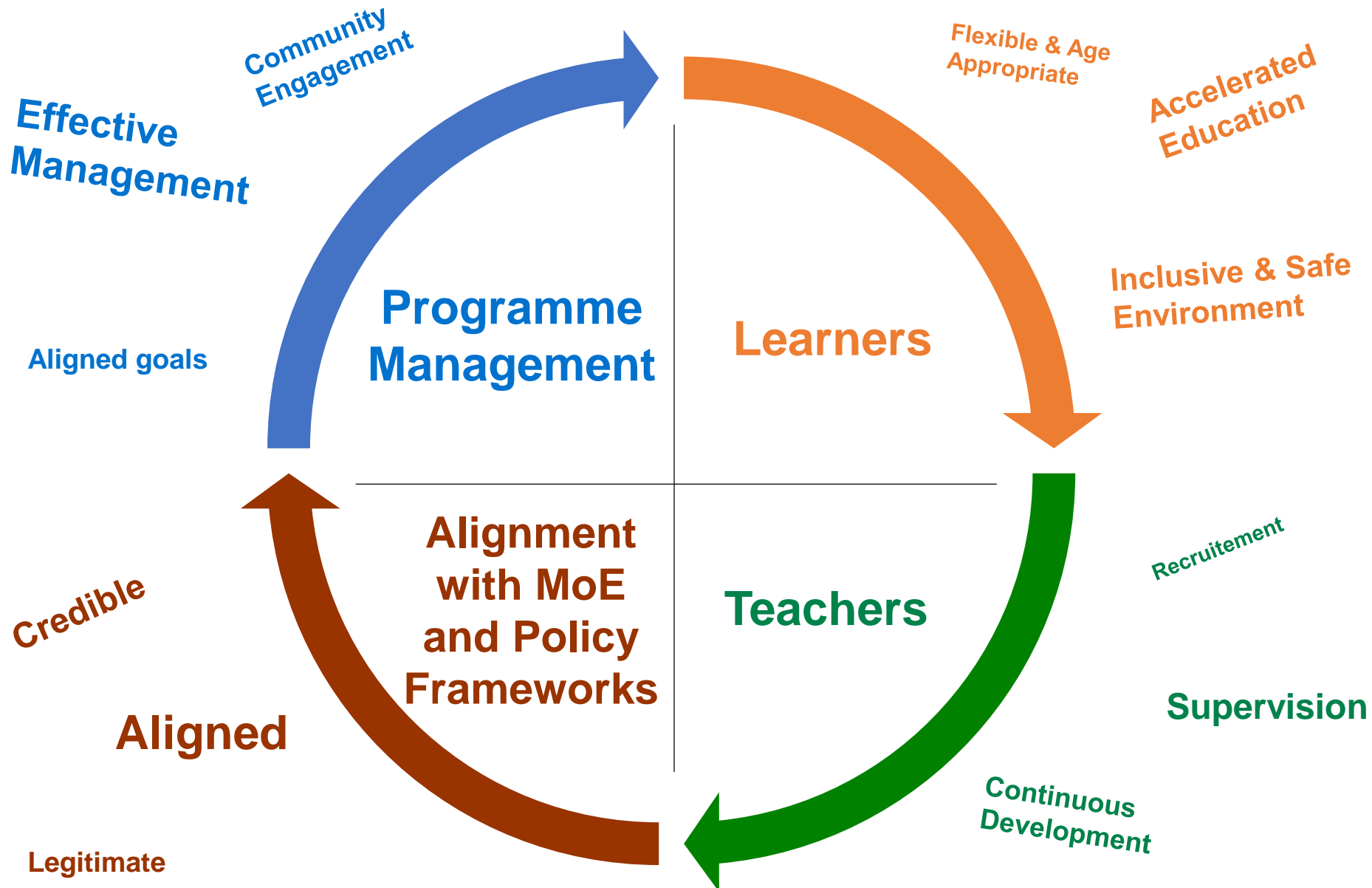
DOMAIN: PROGRAM MANAGEMENT
Community engagement

Community sensitization

01 **Targeted, contextualized and innovative sensitization approach** informed by a gender analysis and baseline

02 **Strong community participation and support**

03 **Synergies of actions between actors:** NGO, communities and government partners
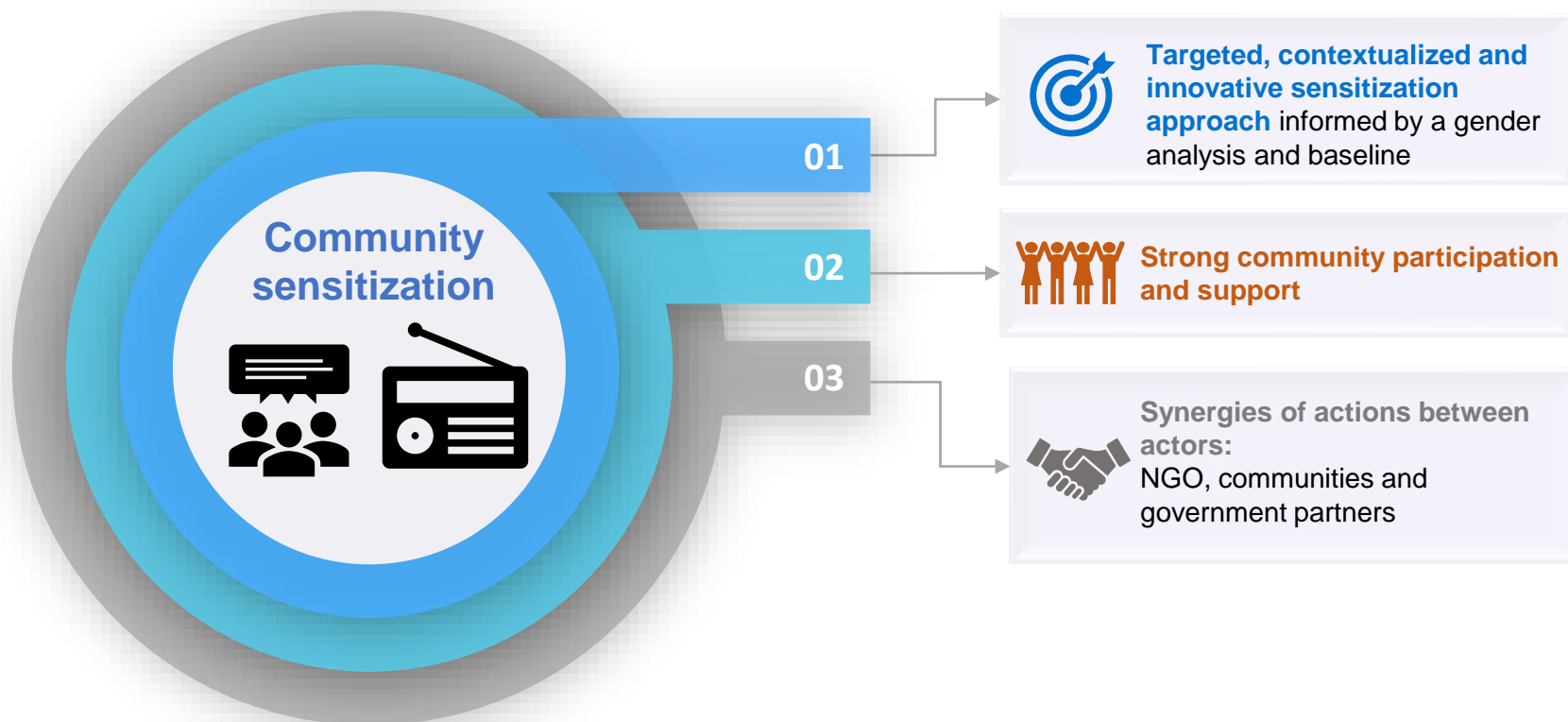
Birth certificates are a requirement to access or complete education
Solution: Only 28% of Speed School learners can confirm having a birth certification. PASS+ supports sensitization on formal primary school enrollment requirements and encourages community-led advocacy.

OOSC at higher risk of dropping out
Solution: 90% of learners enrolled in Speed Schools pass the final exam thanks to a strong community commitment and support; for example, Speed School Management Committee household visits to follow up on learners absences

Accelerated Education Centers are Effectively Managed
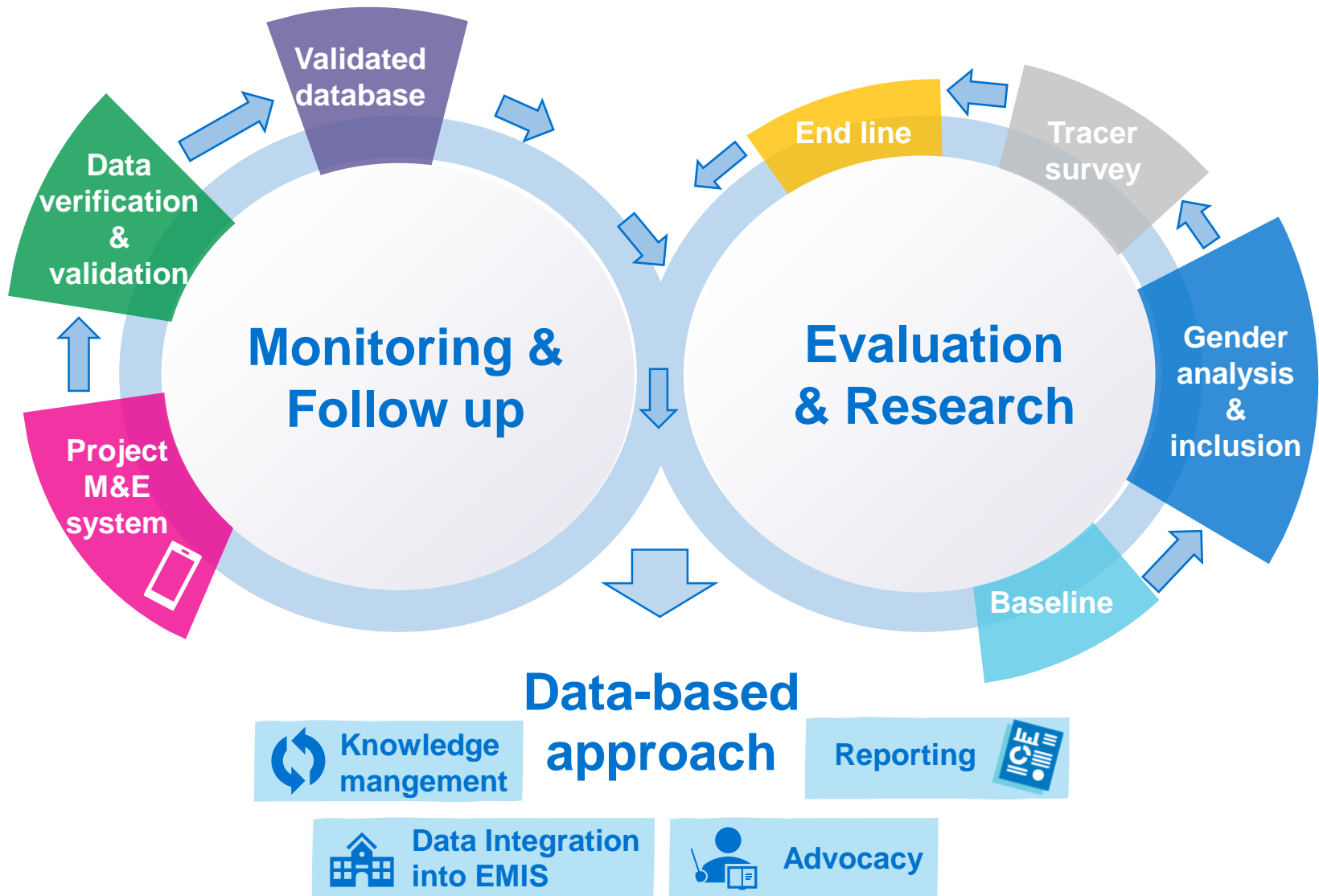
Goals, Monitoring & Funding Align

Coordinated **partnership** approach

Leveraging and optimizing **resources** for education

DOMAIN: TEACHERS

Teachers recruited, supervised & remunerated

Ensuring access and participation of female teachers
44% of Speed School teachers in PASS+ are female

Close community and institutional supervision, support and follow up

Retention of teachers and importance of substitutes
1 teacher substitute for every 10 Speed Schools

Initial, refresher training and continuous professional development
Harmonized capacity assessment

Gender and inclusion training
A contribution of PASS+ to the model

Teachers participation in continuous professional development

DOMAIN: LEARNERS

PASS+ accelerated education program model is **flexible and addresses needs of children** between 8-12 years old, nevertheless, institutional integration reduces the flexibility

PASS+ centers provide an **inclusive, gender sensitive, safe and learning ready environment**: a difficult balance due to the temporary nature of the model

Institutionalized placement test at the end of the program, however no official certification

Making temporary learning spaces safe, inclusive & gender sensitive
Solution: checklist for site selection; finding local community sanitation solutions; SSMC monitoring of the Speed School environment; advocacy for integration Speed School learners into nearby primary school feeding program

A volatile & evolving security context
Solution : Improving conflict sensitivity to guarantee access to and quality education; ensuring protection/do not harm.

DOMAIN: ALIGNMENT WITH MOE & POLICY FRAMEWORKS

PASS+ and the Speed School approach are **aligned and integrated with the national education system and strategies** of the 3 countries of intervention.

Accelerated education a **legitimate, credible education option**, which enable children to reintegrate at an appropriate level in the formal system through a MoE recognized/accredited assessment system.

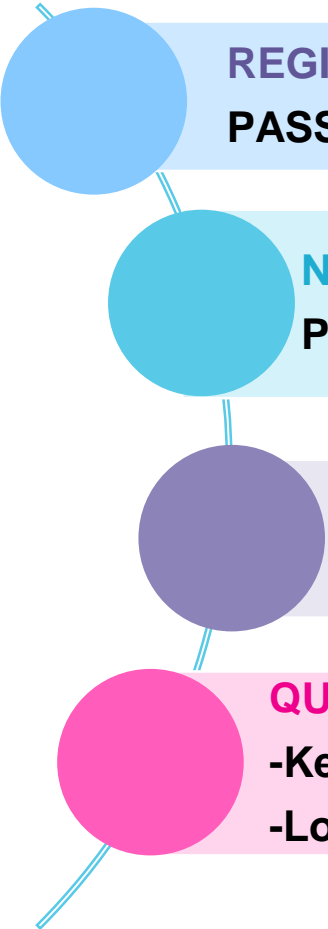**Ensuring capacity of absorption of OOSC in primary schools**
Solutions – Infrastructure and a supportive environment: Donation of learning equipment; Provision of remedial classes; Leveraging of Government support for more teachers and books.

A REGIONAL COMMITMENT TO STRENGTHENING OOSC ACCESS TO QUALITY EDUCATION

PASS+ embraces the aspirations of the 10 principles for fostering quality & sustainability

REGIONALLY: Quality assurance & transfer of competencies to MoE

PASS+ experience and lessons learned are being shared

NATIONALLY: Integration of learners into national education system

PASS+ advocacy interventions supporting enrolment retention & transfer

OPPORTUNITIES: Links with National Action Plans

Accelerated learning approaches - M&E - Emergencies

QUALITY & SUSTAINABILITY: further research and evidence-gathering

-Keys drivers of success for Speed School learners?

-Longterm impact of accelerated learning programs in communities?

Save the Children

Participation in Research: Accelerated Education Programmes and post-primary opportunities in protracted refugee/host community contexts in Uganda

Overview of session

1) AEP in Uganda
2) Child Participation in Emergency settings- rational and background
3) Tools and methods
4) Findings

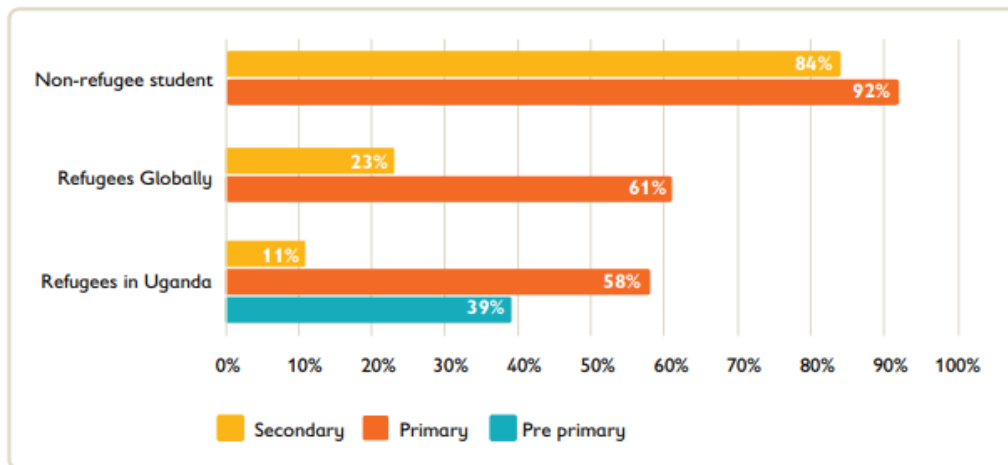Jessica Oddy
j.oddy@savethechildren.og,uk

The importance of AEP in Uganda

By October 2018, close to 1.1 million refugees were verified as residing in Uganda. A total of 13 countries are represented, with more than 1 million refugees from South Sudan and significant numbers from DRC, Burundi, Rwanda and Somalia. More refugees continue to arrive daily

Importantly, many of the displaced children have already spent prolonged periods outside school.

Refugee Education Access in Uganda vs Globally

Non-refugee student: 84% (Secondary), 92% (Primary)
Refugees Globally: 23% (Secondary), 61% (Primary)
Refugees in Uganda: 11% (Secondary), 58% (Primary), 39% (Pre primary)

Legend: Secondary, Primary, Pre primary

Data sourced from UNHCR (2018) and Uganda Education Response Plan (2018)
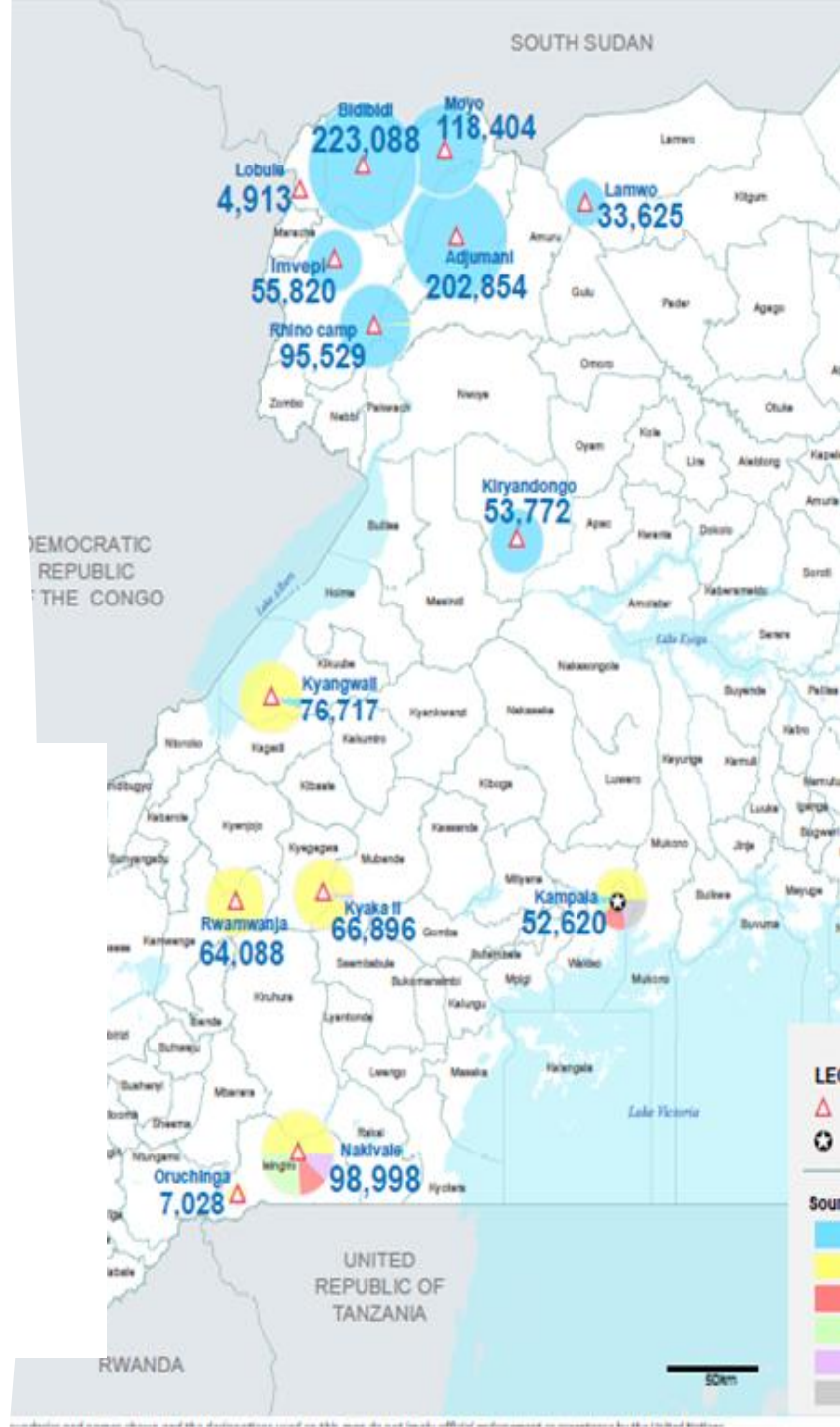
	Level 1	Level 2	Level 3	Total
Girls	678	666	189	1533
Boys	559	577	315	1451
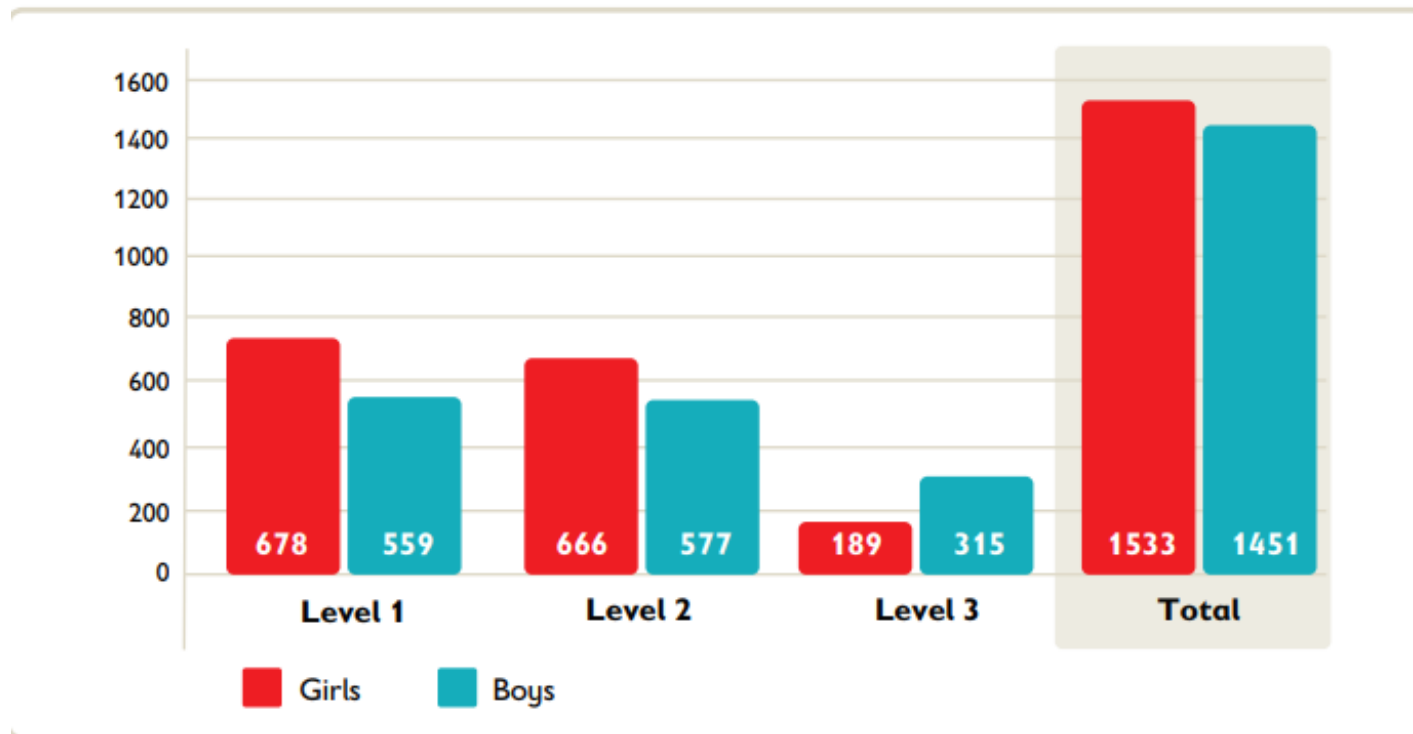
51% of enrolled learners are female

49% of enrolled learners are male

41% of learners are in Level 1

42% of learners are in Level 2

17% of learners are in Level 3

Of the 504 (17% of total learners) students enrolled in Level 3, female learners make up 37.7%. This is slightly higher than the national average, where national level survival rate to Primary 7 is 32% (32.3% girls and 31.7% boys). However, the table also demonstrates a substantial decrease in the number of girls enrolled at L3 compared to L1 and L2. Whilst this could be attributed to girls having less access to education prior to displacement, it also correlates with findings shared later in the report which suggests that girls are more likely to drop out than boys, due to a multitude of vulnerabilities.

A total of 118 teachers are employed in the AEP centres, with a teacher-to-student ratio of 1:25. The teaching force is 61% male and 39% female.

The overall objective of the study is to generate understanding of ways to better support refugee children and their host communities in AEP :

- To gain a deeper understanding of children's (aged 10-18 years) experiences and perspectives of accelerated education programmes and post-primary opportunities in protracted refugee/host community contexts.

- To gain a deeper understanding of teachers' experiences and perspectives of accelerated education programmes.

- To gain a deeper understanding of parents' and communities' attitudes towards AEP provision and transition.

Multi-agency AEP response: ECW INCLUDE consortium

Grade	Level
(P1 to P3) Primary Grades one to three	Level 1
(P4 and P5) Primary Grades four to five	Level 2
(P6 and P7) Primary Grades six to seven	Level 3

No study had asked children their thoughts and perspectives of AEP and transition to formal/post-AEP opportunities

Save the Children

Overview of child participation

KEY TERMS

Consultative participation: adults seek children's views in order to build knowledge and understanding of their lives and experience. It recognises children's beliefs as well as their expertise but is adult-led and managed.

Collaborative participation: there is a greater degree of partnership between adults and children, with the opportunity for active engagement at any stage of a decision, initiative, project or service. It can be characterised as adult-initiated, involving partnership with children, and empowering children to influence or challenge both process and outcomes.

Child-led participation: children are empowered to initiate activities and advocate for themselves. Its characteristics are that the issues of concern are identified by children themselves, adults serve as facilitators rather than leaders, and children control the process.

Tokenistic/manipulative participation: either adults manipulate the process to suit their own agendas (for example, they may coach children to voice what they want or cleverly interpret what children say/do to suit their own interests.); or adults treat children as 'decoration' to make it seem like a process is participatory when it isn't.

Save the Children

General comment by the Committee on the Rights of the Child on children's right to be heard (2009) includes a section on emergencies:

"Children affected by emergencies should be encouraged and enabled to participate in analysing their situation and future prospects. Children's participation helps them to regain control over their lives, contributes to rehabilitation, develops organisational skills and strengthens a sense of identity."

Children affected by emergencies should be encouraged and enabled to participate in identifying and analysing their situation and prospects. However, we are yet to see a paradigm shift in humanitarian responses that put children at the centre of the humanitarian programmatic cycle (O' Kane, 2013). This matters because children's participation can minimise risks and ethical challenges, strengthen ethical and methodological precision, and recognises children's rights as active agents (Groundwater-Smith, Dockett & Bottrell, 2015). According to Boyden (2018), "very often children understand the problems they face, the dilemmas they are in, the dilemmas their families face, the difficult decisions that must be made, but they also have ideas about solutions."

SELECTION OF PARTICIPANTS

A total of 352 children, parents, teachers, District Education Officers and INGO/UN stakeholders participated in participatory workshops, key informant interviews (KII) and focus group discussions (FGD) and/or filled in diaries for this study.

145 (n=71 male) (n=74 female) children who participated in the study came from Uganda, DRC, South Sudan, Rwanda, Ethiopia and Sudan, with most participants from South Sudan and DRC.

Rwamwanja (4 AEP centres)	Rhino (4 AEP centres)	Adjumani (4 AEP centres)
4 x KII with Headteacher	4 x KII with Headteacher	4 x KII with Headteacher
4 x Teacher FGD	4 x Teacher FGD	4 x Teacher FGD
4 x Parent FGD	4 x Parent FGD	4 x Parent FGD
1 x participatory workshop: Girls aged 10-14	1 x participatory workshop: Girls aged 10-14	1 x participatory workshop: Girls aged 10-14
1 x participatory workshop: Boys aged 10-14	1 x participatory workshop: Boys aged 10-14	1 x participatory workshop: Boys aged 10-14
1 x participatory workshop: Girls aged 15-18	1 x participatory workshop: Girls aged 15-18	1 x participatory workshop: Girls aged 15-18
1 x participatory workshop: Boys aged 15-18	1 x participatory workshop: Boys aged 15-18	1 x participatory workshop: Boys aged 15-18
20 x Teacher diaries (filled in over one month)	20 x Teacher diaries (filled in over one month)	20 x Teacher diaries (filled in over one month)

36% of the participants identified as unaccompanied asylum-seeking children (UASC). This is significantly high compared to the number of UASC in Uganda, however AEP specifically targets the most marginalised students in a settlement area

Informed consent	Ice breaker	Ground rules	Puppetry /Role play (10-14)	Life Line drawings (15-18)	Helping Hands	Certificate of achievement

ENERGIZER and INFORMED CONSENT

Guidelines for Participatory Action Research with children

Explain informed consent:

"I am here today as part of a research project about AEP schools in Uganda. I would like to talk to you all about your experience of going to school here. I am going to use what you tell me to learn more about what it is like to go to school in Uganda. My friend—will be helping me by writing notes on what you say.

This is a picture of a flower. Each of the flower petals represents one of us here today. There are three words in the middle of the flower. These represent some important things about our talk today. [Point to each word and ask them what they think it means] (Informed means everyone understands what we're talking about) (Confidential means I'm not going to tell your parents or teachers what you say unless it is something that could put you in danger) (Voluntary means you can leave whenever you like). If you agree to talk to me today, please print your finger and write your name and grade next to your petal. I'll do me first.'"

Alternatively, seek verbal consent.

2) Remember to start the workshop by setting ground rules

3) Thank the participants for their generosity of time and contributions during the activity, explaining to them how the research will be used in the future.

4) Give the participants a signed Certificate of Participation as our appreciation for taking part in the workshop.

Verbal Consent person 1: ☐

Verbal Consent person 2: ☐

Verbal Consent person 3: ☐

Verbal Consent person 4: ☐

Verbal Consent person 5: ☐

Verbal Consent person 6: ☐

Verbal Consent person 7: ☐

Verbal Consent person 8: ☐

Verbal Consent person 9: ☐

Verbal Consent person 10: ☐

Verbal Consent person 11: ☐

Verbal Consent person 12: ☐

Staff witness informed verbal consent _____

Date

Informed Confidential Voluntary

Life Line

Time required: 1 hour developing the lifelines and 20 minutes for discussing them.

How does it work? Divide your group in 2. The lifeline would begin with "birth," at the top of the page; and end with "18," at the bottom of the page. The participants draw or write happenings in the life of a girl/boy between those two major events.

Second stage: Focus on the child in school. Ask how their characters compare to the opposite sex. Are their characters likely to finish?.

Third stage: Focus on the 18 year old. What is the character doing now? Have they completed ALP? Do girls and boys have different barriers that can stop them from transitioning?

What does it achieve? Provide a possible look into the future. Although this exercise can be used for many purposes, the one thing it is especially good for is identifying and dealing with gender issues.

Puppetry

How could we adapt it? Some visually impaired children may need to have materials that are of different textures and be encouraged to make puppets by touch or to make a model rather than decorate an envelope.

What do we need?

• Envelopes or flip chart

• Coloured pens and crayons

• Scrap materials – textiles, paper, card, plastic

• Glue, tape and scissors (kept with adults)

What happens if….? If children find it hard to decorate their puppets, make your own puppet and get the children to ask your puppet

Footsteps or helping hands
30 minutes (End of workshop)

How does it work? Children/adolescents are split into pairs and given a large piece of paper and a pen each. They draw around each other's feet so that they have a right and left footprint on each of their pieces of paper. On one footprint, they write what they think children/adolescents can do to address the problems they have raised in their previous activity . On the other footprint, they put what the community and/or SC and partners can do. The footprints are laid out as a journey or pathway along the floor and the Facilitator talks the group through them as steps we can all take to improve AEP for displaced children/adolescents.

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What does it achieve? The action of getting into pairs and drawing around feet gets people moving about and engaged. Children and adolescents are involved in thinking about solutions as well as about the problems that they face. This is important for their well-being and the mood of the workshop towards the end.

Capturing data from participatory research

Name of facilitator	
Name of note taker	

Settlement		Nationality	
Date		Number of participants	
Gender of participants		Age range of participants	
# of UASC		Children with disabilities (please specify # and impairment (if known)	

Icebreaker	
Name of Activity one	
What were the main findings from the Activity? (please insert quotes, photos)	
Name of Activity two	
What were the main findings from the Activity? (please insert quotes, photos)	

Children's experiences of AEP	
What transition pathways they would prefer and why? Their perceptions of viable economic options.	
What do they perceive as barriers to transition?	
Feedback from facilitator on session	

Thank the participants for their generosity of time and contributions during the activity, explaining to them how the research will be used in the future.

Child Participation with children aged 10 - 14 years

Research tool kit and certificates

The data collection tools drew heavily on UNHCR's Listen and Learn: Participatory Assessment with CThe data collection tools drew heavily on *UNHCR's Listen and Learn: Participatory Assessment with Children and Adolescents* (Skeels, 2017), which promotes consultations with children that "contribute to their feelings of self-worth and control over their own lives, both critical for their psychosocial well-being" (Skeels, 2012).

Findings

The findings from the children's workshops enabled the SC research team to gain a rich understanding of the everyday lived experiences of children and young people in the settlements and, in part, this can be attributed to the participatory methods that were used.

Key points

- Stark difference between stakeholders perception of the role of AEP and transition vis-à-vis children and families.

- Girls were identified by all parties as the least likely to complete AEP

- Sexual Reproductive Health Education was requested by learners.

- Post AEP opportunities, including secondary school and accredited vocational pathways must be explored and prioritised.

- A deeper analysis of the lived experiences of children with disabilities is needed.

- Many of the children raised concerns about safety to and from school. Clear need to infuse risk reduction throughout the curriculum.

97% of boys aged 10-14 years of age want to go to secondary school after completing AEP

Save the Children

Impact evaluation: Speed School program

CIES conference
San Francisco,
16 April 2019
Anne Breivik,
Education Advisor

Strømme Foundation

Empowering people.

Contents

- The Speed School model
- Structure of impact evaluation
- Overview of results
- Summary and lessons learnt

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The Speed School model

Structure of impact evaluation

1. Impact study
2. Tracer study
3. Value for money assessment

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Results by donor

Norad grant (2014-2018)
910 Centers
23 634 Enrolled

AKO Foundation
170 Centers
4 447 Enrolled

Erikshjelpen
170 Centers
4 530 Enrolled

Norad new grant (2017)
150 Centers
3 890 Enrolled

European Union
500 Centers
13 608 Enrolled

Kavli
96 Centers
2 171 Enrolled

Educate a child
345 Centers
9 388 Enrolled

Fund source
- Norad grant (2014-2018)
- European Union
- Educate a child
- AKO Foundation
- Erikshjelpen
- Norad new grant (2017)
- Kavli Trust Fund

Access to education for OOSC

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- **2,351** Speed Schools established
- **61,900** out-of-school children enrolled
- **90%** completed the program
- **69%** had never been to school before
- **48%** were girls

Challenge: education status of enrolled children

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Long-term impact: learners

- **53 %** of 2014-15 cohort attending formal primary school
- **Half of graduates** are in the expected grade level
- Tracer study: **44%** of 2011-12 cohort in Mali **still in school**

Challenge: weak quality of formal schools

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Long-term impact: communities
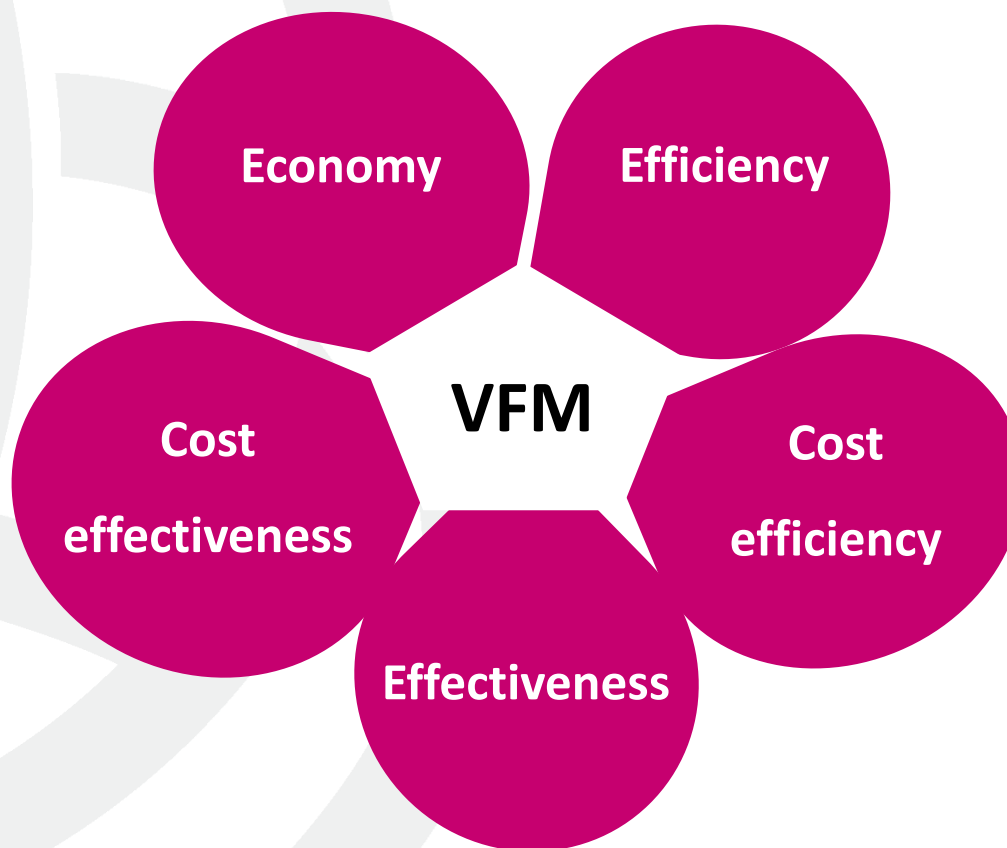
Long-term impact: local education systems

– Use of **local language** seen as highly relevant

– **No evidence of negative impact** on formal school system

– Unintended **positive consequences**

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Value for money framework

Value for money assessment

Cost per Unit	Description
3,431 USD	Establishing and running a Speed School centre
132 USD	Cost per enrolled child
146 USD	Cost per transferred child
0.4 USD	Cost per enrolled child per day

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Summary and lessons learnt

- **Implementation:** Ensure partners apply program standards
- **Scope:** Stronger focus on transfer to formal school
- **Capacity building:** Strengthen local education structures
- **Create synergies:** Link Speed Schools with women's savings groups
- **Build strategic partnerships:** Both at the local and national level

Long-term impact is fragile in a context with weak public education systems and a deteriorating security situation

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Questions for discussion

1. How do we create lasting attitudinal change at community level?

2. How can we ensure successful transition to and completion of primary education in fragile contexts?

3. How do we best build strategic partnerships to improve the quality of education in the formal system?

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