

# WEBINAR

## Alternative Education Beyond Accelerated Education: A Suggested Taxonomy and Program Examples

21 May 2020



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

# Panelists



Cornelia Janke, EDC



Martha Hewison, UNHCR



Kayla Boisvert, University of  
Massachusetts



Jennifer Flemming,  
University of Massachusetts

# Panelists



Julia Finder Johna,  
Save the Children



Allyson Krupar,  
Save the Children



Jackie Kiernan,  
EDC



Pete Simms,  
Plan International

# Background

In 2019 the INEE Accelerated Education Work Stream hired Jenn and Kayla for a consultancy that aimed to:

- articulate the existing needs and constraints of conflict and crisis-affected adolescents and youth aged 12-24 for accessible, continued, quality, accredited alternative education
- provide initial guidance considerations to policy makers and providers related to these needs and challenges
- build a shared language and understanding around alternative education through the development of a taxonomy and related definitions of the various types of alternative education currently being used in crisis and conflict-affected contexts

# Background

The INEE AEWS consultancy resulted in two products:

- A Background Paper and Landscape Review: Proposing a Taxonomy of Non-formal Education for Adolescents and Youth in Crisis and Conflict
- A Discussion Paper: Issues and Considerations for Non-formal Education for Adolescents and Youth in Crisis and Conflict

---

Proposing a Taxonomy and Definitions of Non-formal Education for  
Adolescents and Youth in Crisis and Conflict:  
A LANDSCAPE REVIEW

---

Prepared for the INEE Alternative Education Work Stream by:  
Kayla Boisvert and Jennifer Flemming  
May 21, 2020

# Overview



## Purpose

Respond to the lack of singular definitions and taxonomy of non-formal and alternative education programming in crisis and conflict settings. .

## Objective

Develop a background paper and propose definitions and taxonomy to support efforts towards a shared understanding of programming;  
Develop issues and considerations paper.

## Consideration

Lack of clarity between NFE and alternative education; lack of common understanding of terms and program type outside of the formal sector

## Consideration

Language and context matter.



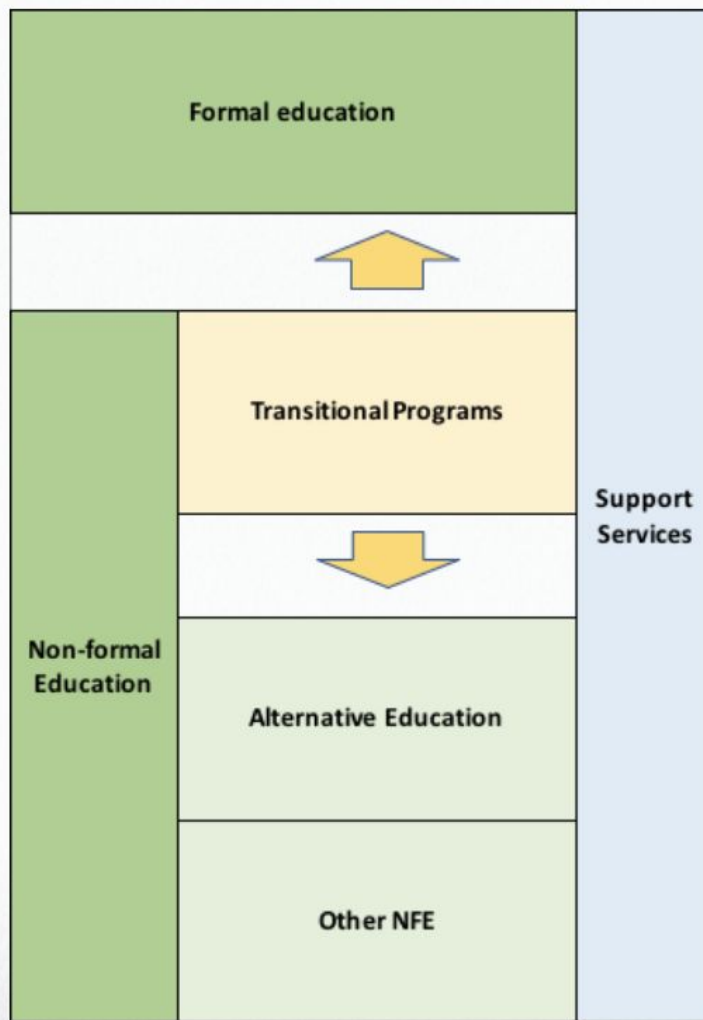
## Two Contemporary Issues

Shift of NFE towards providing an alternative education pathway for out-of-school children and youth; and

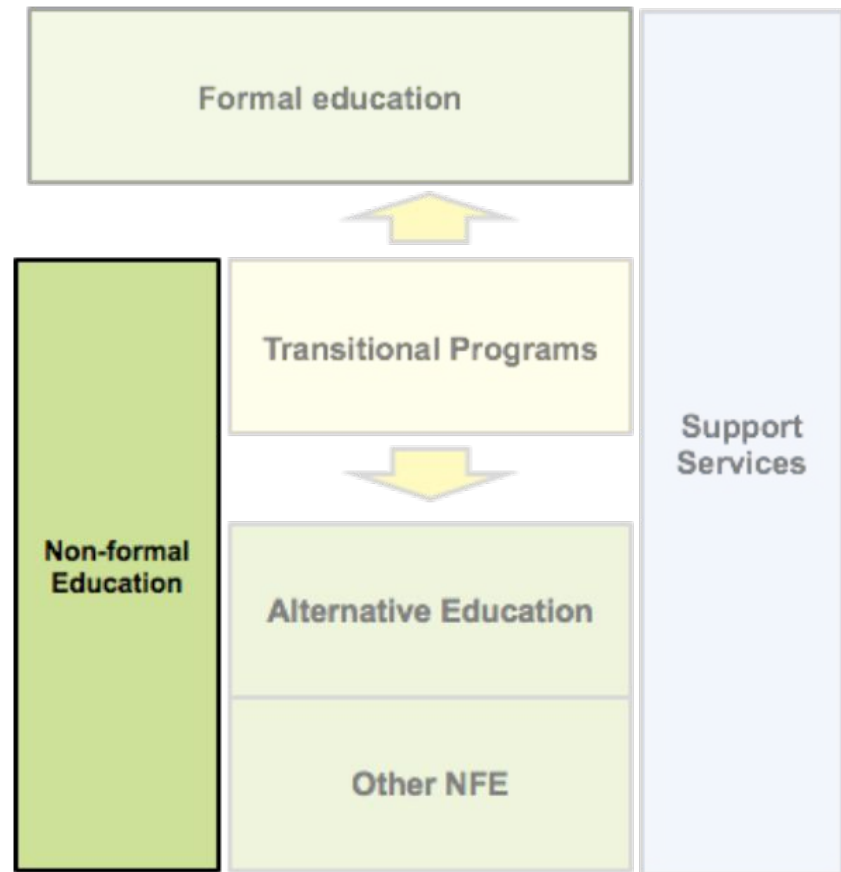
The emergence of the significance of recognition, validation, and accreditation of learning outcomes.



# Taxonomy




## Definitions: Non-formal Education



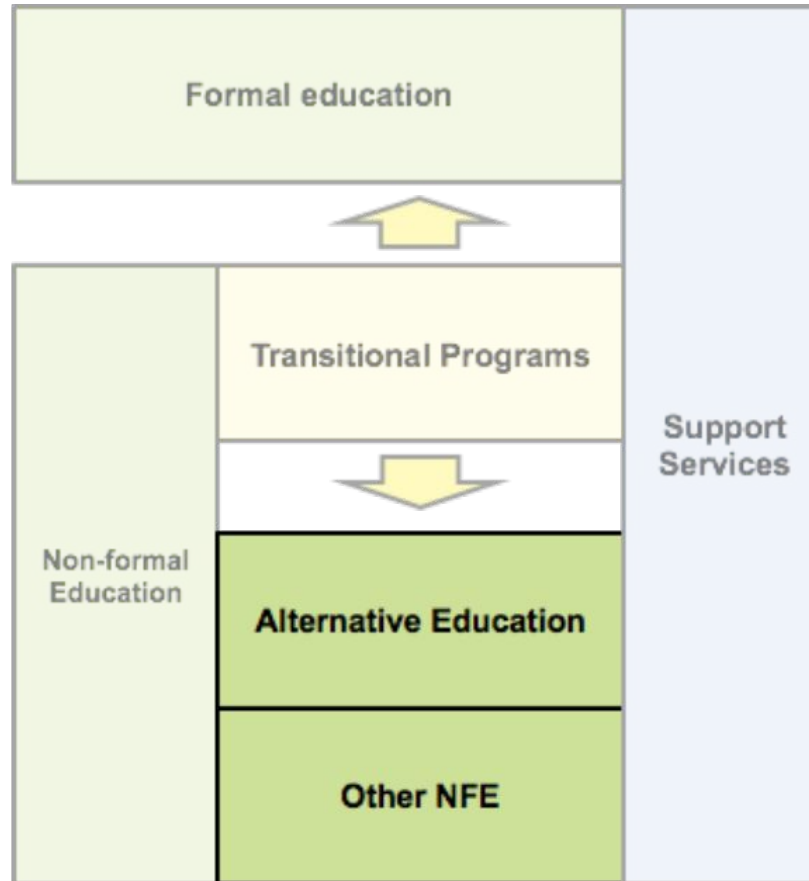


## Definitions: Non-formal Education



Non-formal Education (NFE) is the overarching term that refers to planned, structured, and organized education programming that is outside of the formal education system. Some types of NFE lead to equivalent, certified competencies, while others do not. Non-formal education programs are characterized by their variety, flexibility, and ability to respond quickly to new educational needs of learners in a given context, as well as their holistic, learner-centered pedagogy.

Definitions:  
Alternative and  
Other NFE



## Definitions: Alternative Education

The **GOAL** is to obtain primary, basic, or secondary certificate and/or transition to further education or livelihoods OR transition to employment and improved livelihoods opportunity.

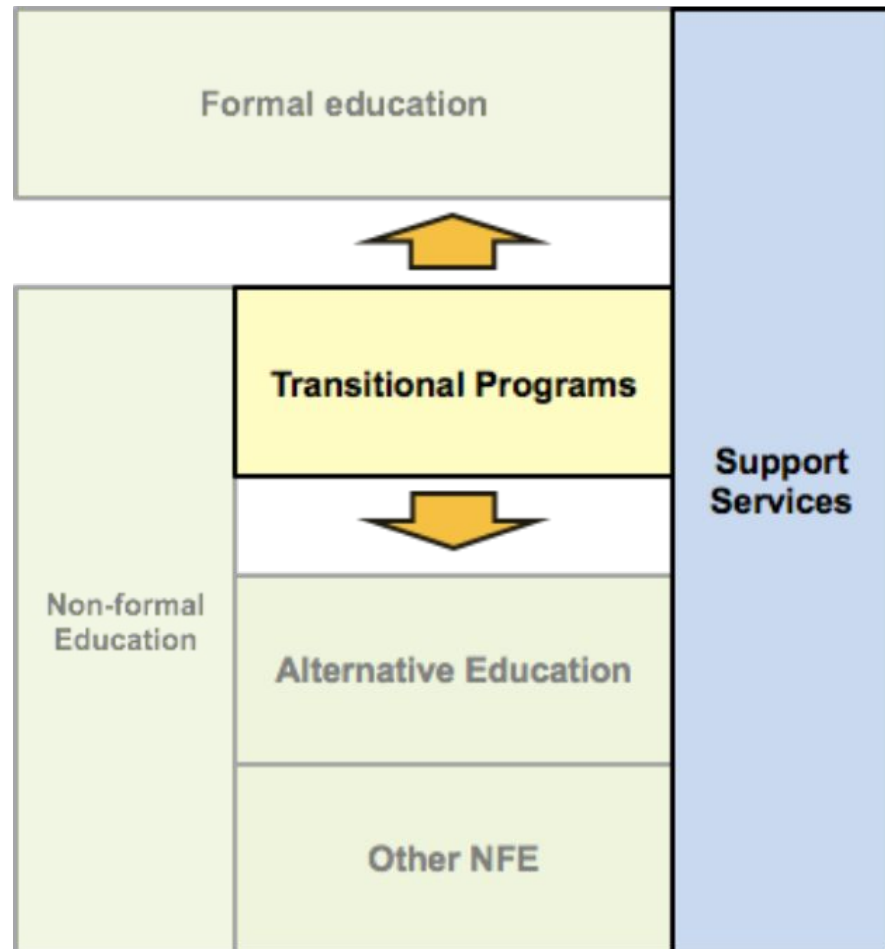
The **OBJECTIVE** is to attain equivalent competencies as formal schooling OR to attain technical / vocational skills, employability skills, and often basic literacy / numeracy.

## Definitions: Other NFE

The **GOAL** is to provide various kinds of education and learning environments for children and youth who lack access to formal and alternative programs. Often, these programs are found in acute humanitarian contexts wherein there has not yet been the time or resources to establish alternative education options.

The **OBJECTIVES** vary, but typically relate to OOSAY access to a structured environment; may relate to education trajectories or PSS/SEL; may include, for example, language of host country in order to support ultimate transition to formal or alternative options.

Definitions:  
Transitional Programs  
and Support Services



## Definitions: Transitional Programs

The **GOAL** is to transition to further education (formal or alternative) or livelihoods training programs.

The **OBJECTIVE** is to attain skills and competencies that allow for transition into formal (or alternative) schooling.

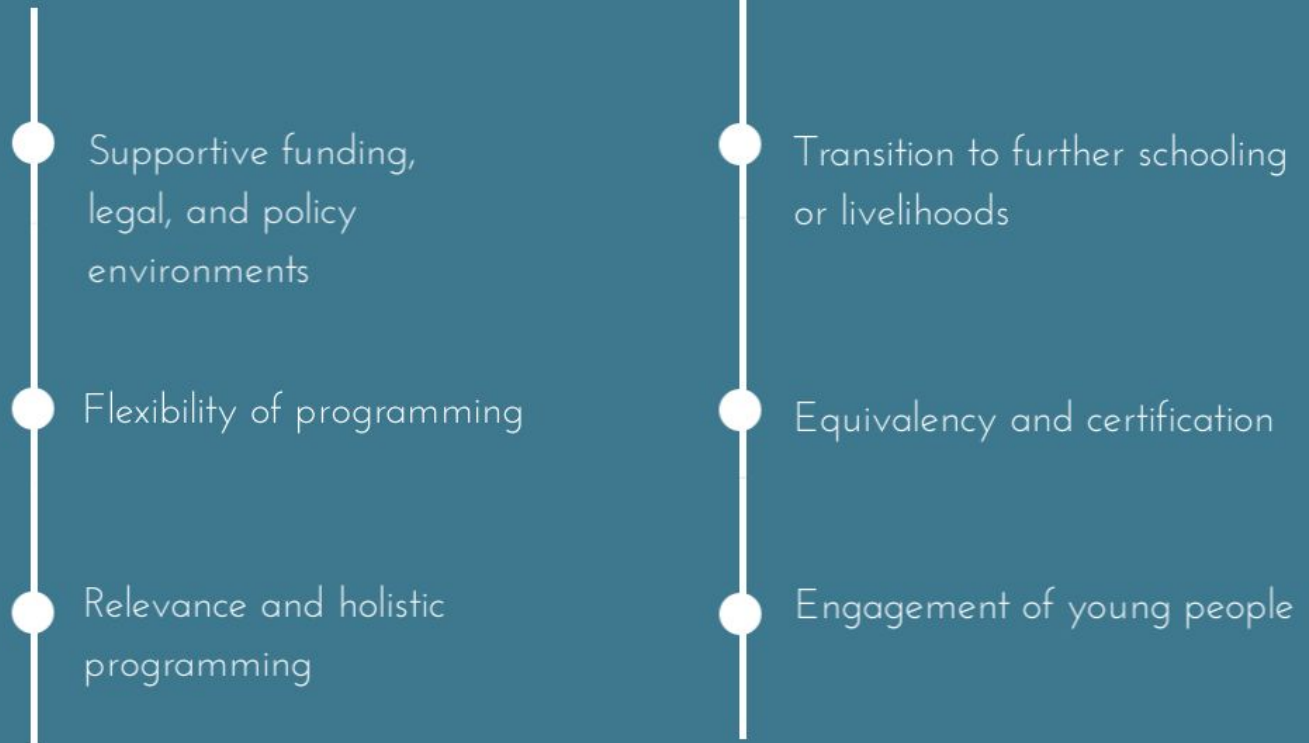


## Definitions: Support Services

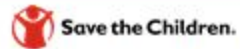
The **GOAL** is to provide various types of additional learning support, in addition to curriculum, for either all students or students targeted as in need.

The **OBJECTIVES** vary, but in crisis and conflict settings will typically revolve around the specific conflict-aware needs of the learners in that context.

# Issues and Considerations



# Presentation 2



## **Bridging the learning gap in displacement: Lessons from Lebanon**



# Bridging the learning gap in displacement: Lessons from Lebanon



# Agenda

1. Learning gap identification in Lebanon
  - a) Out-of-school children's needs
2. Project design
  - a) Program content
  - b) Evaluation methodology
3. Findings
  - a) Project Results
4. Discussion
  - a) Implications for school readiness



# Return to Learning Design

---

**What:** Short term intervention that supports school readiness

**Where:** Child Friendly Spaces, Temporary Learning Spaces/ Transit Centers

**Who:** Out-of-school children, ages 4-12

**How:** Play-based learning: literacy, numeracy, SEL

**Why:** Global Compact on Refugees- providing access to education within first 90 days



# Methodology: Quantitative HALDO

- Emergency settings
- Refugee environments
- Rapid onset and assessment
- Target age group: 4 - 12 years
- # Items: 12 sub-tasks, items that cover 3 domains + 2 executive function items
- Time: 30-40 minutes
  - 4-5 assessments a day
- Emphasizes yes/no responses



# Methodology: Data-driven programming and Qualitative measures

---

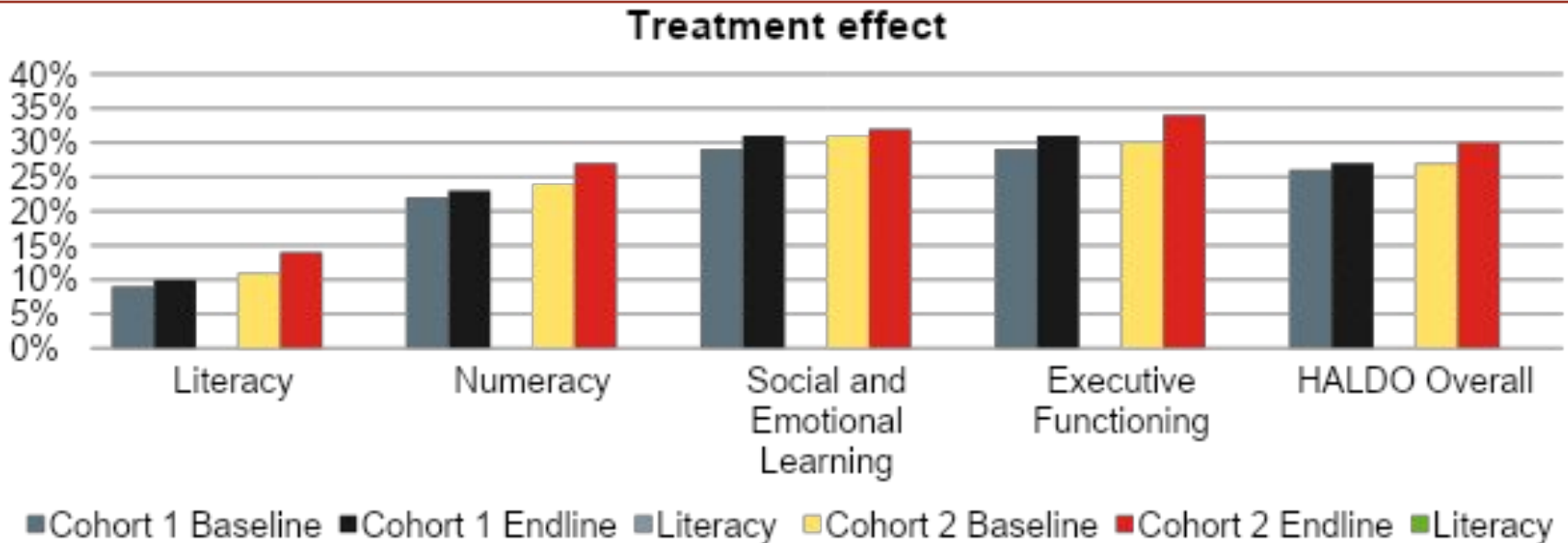
- Emergent, Foundational, Intermediate, and Advanced skill levels
  - Shared on [PowerBi Dashboard](#) to support facilitators
- Feedback from all participants through focus group discussions
- Classroom observations



# Findings: Quantitative Results

## Main Findings

- High Inter-rater reliability (ICC/ Kappa > 0.80)
- High Internal consistency
- Small significant gains for each cohort and comparing cohort 1 to cohort 2 in experimental design (n=516, cohort 1 n=262, cohort2 n=254)



# Findings: Qualitative Results

| Focus groups with children   | School Readiness Themes  |
|------------------------------|--|
| Children under 10            | Literacy activities were specifically referenced with interest in more literacy activities and hands-on activities such as those involving clay and crafts   |
| Children over 10             | Child labor and competing pressures on children’s time.<br>SEL activities were specifically referenced<br>Look for real-life math and literacy activities (reading labels, using math in the market, etc.) |
| Focus groups with caregivers | School Readiness Themes  |
| Female caregivers            | Illiteracy, lack of at-home learning practices, recognition that child labor keeps children out of school (both groups)  |
| Male caregivers              | Specifically wanted to see further access to education. Emphasis on children having opportunities beyond agricultural work (both groups)   |

# Quantitative: School Readiness Measure

- After RtL, 66 children participated in a government-accredited ECCD with 126 other children.
- RtL participation resulted in higher standardized gains from pre to posttest (see table below)

| ECCD              | Gains from pre to post test |         |
|-------------------|-----------------------------|---------|
|                   | $\beta$                     | SE      |
| Sex               | 0.056                       | (0.110) |
| ECCD Level        | <b>0.774***</b>             | (0.115) |
| Age               | -0.139                      | (0.090) |
| RtL Participation | <b>0.390**</b>              | (0.142) |
| _cons             | -0.106                      | (0.375) |
| R-sq              | 0.435                       |         |
| N                 | 192                         |         |

## Discussion: Readiness

---

- RtL Program Design
- RtL quantitative and qualitative outcomes
  - Emphasis on SEL, Literacy and Numeracy
- ECCD program outcomes: a first glance at bridging
- Further study about the impact of bridging programs in formal/non-formal school outcomes

# References

---

- Baxter, P. & Bethke, L. (2009). *Alternative education: Filling the gap in emergency and post-conflict situations*. Paris, France: International Institute for Educational Planning. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000184938>.
- Burde, D., Guven, O., Kelcey, J., Lahmann, H., & Al-Abbadi, K., (2015). What works to promote children’s educational access, quality of learning, and wellbeing in crisis-affected contexts. Education Rigorous Literacutre Rview. Department for International Development. Retrieved from [https://assets.publishing.service.gov.uk/media/57a0897ee5274a31e0000e0/61127-Education-in-Emergencies-Rigorous-Review\\_FINAL\\_2015\\_10\\_26.pdf](https://assets.publishing.service.gov.uk/media/57a0897ee5274a31e0000e0/61127-Education-in-Emergencies-Rigorous-Review_FINAL_2015_10_26.pdf).
- Duncan, G.J., Claessens, A., Huston, A.C., Pagani, L.S., Engel, M., Sexton, H., Dowsett, C.J., Magnuson, K., Klebanov, P., Feinstein, L., Brooks–Gunn, J., Duckworth, K., & Japel, C. (2007) School Readiness and Later Achievement. *Developmental Psychology*, 2007, Vol. 43, No. 6, pp. 1428–1446.
- Hamadeh, S. (2019). A critical analysis of the Syrian refugee education policies in Lebanon using a policy analysis framework. *Journal of Education Policy*, 3(34). Pp. 374-393.
- UNHCR. (2019). Education. UNHCR Lebanon. Retrieved from <https://www.unhcr.org/lb/education>
- Pagani, L.S., Fitzpatrick, C., Archambault, I., & Janosz, M. (2010). School Readiness and Later Achievement: A French Canadian Replication and Extension. *Developmental Psychology* 2010, Vol. 46, No. 5, pp. 984–994.



**THANK YOU**



**Save the Children**



**USAID**  
FROM THE AMERICAN PEOPLE

**EDC** Education  
Development  
Center

# Integrated Youth Development Activity

**YOUTH DRIVEN PROGRAMMING**  
in contexts of volatility and protracted crisis

# YOUTH PERSPECTIVES IN EASTERN DRC

- ➔ Youth are vibrant, with strong views and aspirations.
- ➔ Strong potential to tap into youth as role models, mentors, or leaders to support other youth.
- ➔ **Earnings** (jobs/ incomes) is by far the largest priority for youth. Education comes in second—usually vocational education for youth >15 yrs



- Access to social services is limited and of poor quality- Prolonged conflict and violence have **DEVASTATED THE EDUCATION SYSTEM** in Congo
- **ADULT PERCEPTION OF YOUTH** victims, delinquents, idlers
- Youth have grown up under the perpetual threat and actual reality of **VIOLENCE AND DISPLACEMENT**
- Displacement affects communities and individuals at multiple levels: It destroys the **SOCIAL FABRIC** of communities, introduces **TERROR, TRAUMA** and **DISTRUST**, and complicates the dynamics of already **TENSE ETHNIC RELATIONS**.

*Youth are largely disenfranchised and socio-economically distressed with little to no relief coming from the government...young people can be made subject to political manipulation, fed messages of intolerance, and incited or forced to violence by the leadership of varying armed groups and militias.*



# INTEGRATED RESULT FRAMEWORK

Integrated Youth  
Development Activity

GOAL: Increased youth resilience to conflict and violence in eastern DRC

Household  
Grants

IR1:  
Youth gain and  
apply relevant  
skills for improved  
educational and  
social outcomes

IR2:  
Youth positively  
engaged in  
community  
activities

IR 3:  
Youth engaged in  
economic  
activities

IR 4:  
Youth  
receive  
cash  
transfers  
for  
improved  
socio-eco  
nomic  
well-being

IR 1.1:  
Increased  
access to  
basic  
education

IR 1.2:  
Increased  
access to  
skills for  
Positive Youth  
Development

IR 2.1:  
Strengthened  
capacity of  
youth-led and  
youth-serving  
organizations





IR 2.2:  
Increased  
opportunities  
for positive  
youth  
engagement

IR 2.3:  
Improved  
community  
and  
caretaker  
support for  
positive  
youth  
engagement

IR 3.1:  
Increased  
skills and  
resources for  
entrepreneurship  
and income  
generation

IR 3.2:  
Increased  
market  
linkages for  
youth and  
youth-serving  
institutions

# IYDA At-A-Glance

| Goal  | Increased youth resilience to conflict and violence in eastern DRC |  |
|---|--|--|
|     | Vulnerable youth aged 13-35  |  |
|     | <b>PATHWAY 1:</b> Accelerated education centers                    | Alternative education-covering grades 5 and 6 to pre for primary school exit exam      |
|   | <b>PATHWAY 2:</b> Vocational training centers                      | Other NFE-no nationally recognized certificate or minimum standard oversight mechanism |
|   | <b>PATHWAY 3:</b> Community based literacy programs                | Other NFE run by civil society   |
|   | <b>PATHWAY 0:</b> SILC groups                                      | Support services   |
|  | 3 years (April 2018 – April 2021)                                  |  |
|  | Eastern DRC (Goma, Bukavu, Kabare, Walungu, Kalehe)                |  |


# SNAPSHOT OF THE NEED

- **18%** of teachers who feel they have lost control and yelled or used physical aggression against a student in past 3 months
- **41%** of teachers believe their own experiences with violence still affect them
- **41.5 %** percent of IYDA baseline respondents perceived student to teacher relationship as highly positive
- **80%** of teacher have had direct discussion with at least 1 student in the last 3 months about the student's trauma
- **99%** of teachers say they need more training on how to support their students who have histories of trauma



# TEACHERS' RESILIENCE TRAINING CURRICULUM

- 16 hours
- Evidence-based concepts designed for non-clinical staff
- Trainer Tips
- Accompanying Participant Guide
- Audio Instruction for Mindful Meditation to reduce Anxiety and Depression

|  Activity |
|--|
| <b>Module Overview</b>   |
| Welcome, Orienting Teachers, Facilitators and Youth Volunteers                               |
| <b>☐ Session 1: Becoming Aware</b>   |
| 1: Boundaries and Approaches that Keep Us Safe   |
| 2: Healthy and Unhealthy Feelings  |
| 3: What's in My Mind and Why is it there?  |
| 4: Struggle is Part of Life  |
| 5: Difficult Experiences Don't Have to Hold Us Back  |
| 6: Thoughts, Feelings, and Behaviors are Connected!  |
| 7: Building Flexible Thinking Skills   |
| <b>☐ Session 2: Taking Care of Ourselves</b>   |
| 8: Noticing My Warning Signs   |
| 9: My Current Coping Skills  |
| 10: Mindfulness to Gain Perspective and Focus  |
| 11: Progressive Muscle Relaxation to Calm Myself   |
| 12: Anger Management to Control My Anger   |
| 13: Reaching Out to Others for Support   |
| <b>☐ Session 3: Supporting Our Students</b>  |
| 14: Identifying Signs of Struggle  |
| 15: Ways to Talk Safely about Violence and Trauma  |
| 16. How and Where to Refer Students for Support  |

Percentage of teachers who know how to control their anger, worry, and/or sad feelings, when needed.

**Pre-test**

**47.9%**

**Post-test**

**72.3%**

Percentage of teachers who believe they can talk about a student's abuse/traumatic experience in a way that helps and does not harm the student.

**Pre-test**

**42.5%**

**Post-test**

**72.8%**

Percentage of teachers who believe that their personal experiences with family or community violence continue to affect them.

**Pre-test**

**29.8%**

**Post-test**

**58.5%**



Percentage of teachers who would like more training on how to better support learners and on how to deal with psychosocial and trauma-related issues.

**Pre-test**

**98.9%**

**Post-test**

**98.9%**



# USAID

FROM THE AMERICAN PEOPLE

**THANK YOU!**

For more information on IYDA,  
please contact:

Jackie Kiernan  
Project Director, EDC  
[Jkiernan@edc.org](mailto:Jkiernan@edc.org)

# Addressing inequality in education through **flexible learning** strategies

Lessons from the Philippine  
RAISE Project

Funded by Dubai Cares



# Key issues in basic education

- Increasing but still low government education spending relative to other countries and needs of **>25M students**
- Gains in education access, but little improvements in education quality
- Disparities remain
  - gender (young boys, female youth)
  - income (poor)
  - location (rural, disaster, conflict)
- Need for greater focus on marginalized groups left behind: **at risk of dropping out and out of school** children and youth



# Marginalized groups left behind

## Who are they?

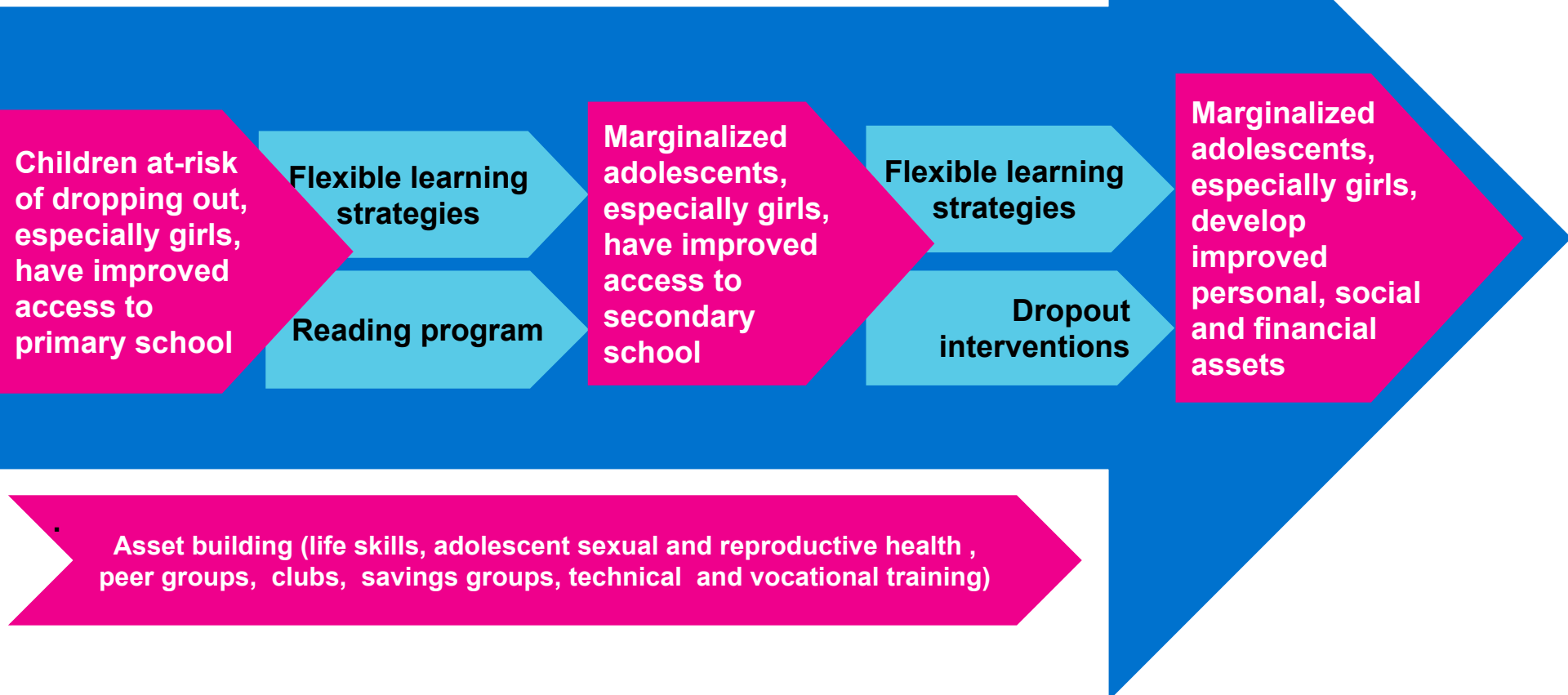
- Girls married early
- Teen mothers/parents
- Poor and remote
- Working children and youth
- Minority groups
- Live in disaster or conflict-affected areas
- With disability/illnesses

## Why are they not in school?

- Adolescent pregnancy
- Gender norms and stereotypes
- Poverty and child labor
- Inaccessible schools
- Quality and relevance of education



# Real Assets and Improved Skills and Education for Girls (RAISE) Project



Children at-risk of dropping out, especially girls, have improved access to primary school

Flexible learning strategies

Reading program

Marginalized adolescents, especially girls, have improved access to secondary school

Flexible learning strategies

Dropout interventions

Marginalized adolescents, especially girls, develop improved personal, social and financial assets

Asset building (life skills, adolescent sexual and reproductive health, peer groups, clubs, savings groups, technical and vocational training)

# RAISE Project

## Strategies and activities

### Improved access to primary school

- Community/Parent advocacy
- Advocacy and monitoring groups
- Education grants to poorest
- Reading programs
- MISOSA
- Alternative Learning System
- Community savings groups

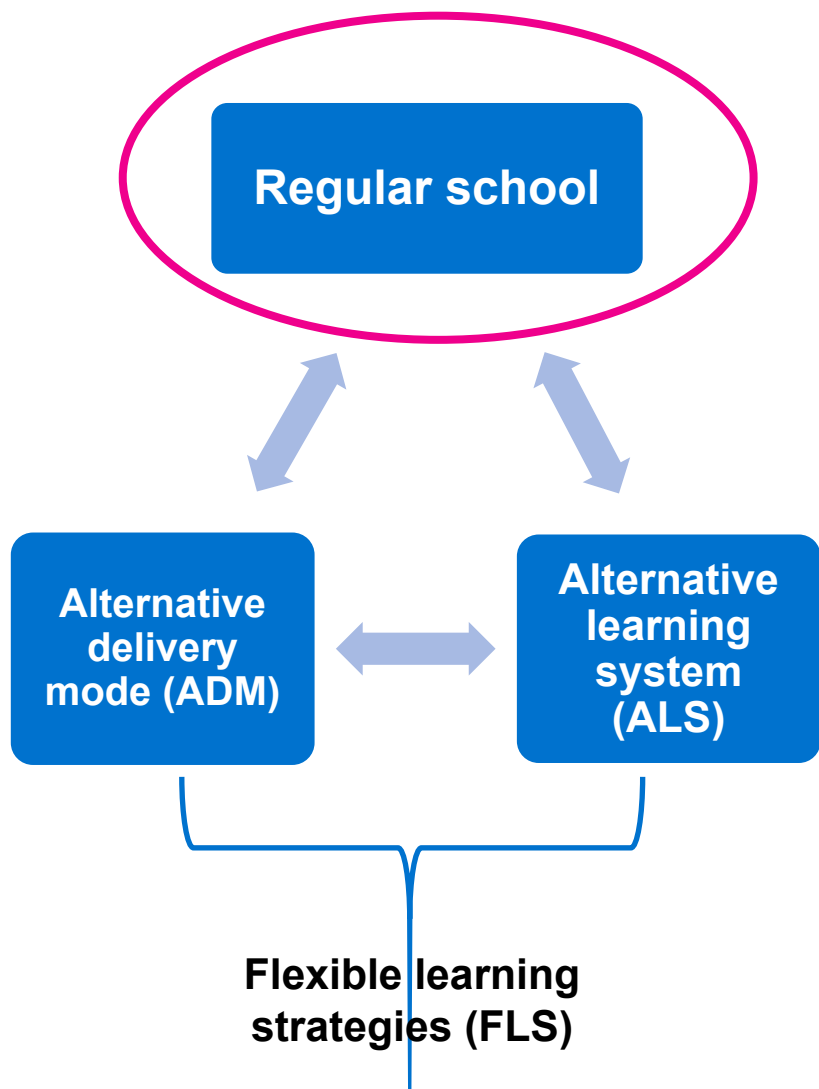
### Improved access to secondary school

- Community/Parent advocacy
- Monitoring groups
- Education grants to poorest
- Youth groups and leadership trainings
- Community savings group
- Open High School Program
- Alternative Learning System
- School-based dropout initiatives

### Improved personal, social and financial assets

- Youth groups, children's associations, school councils
- Youth peer education (ASRH, life skills, decision-making skills)
- Youth savings groups
- Technical and vocational skills training

# Pathways to basic education



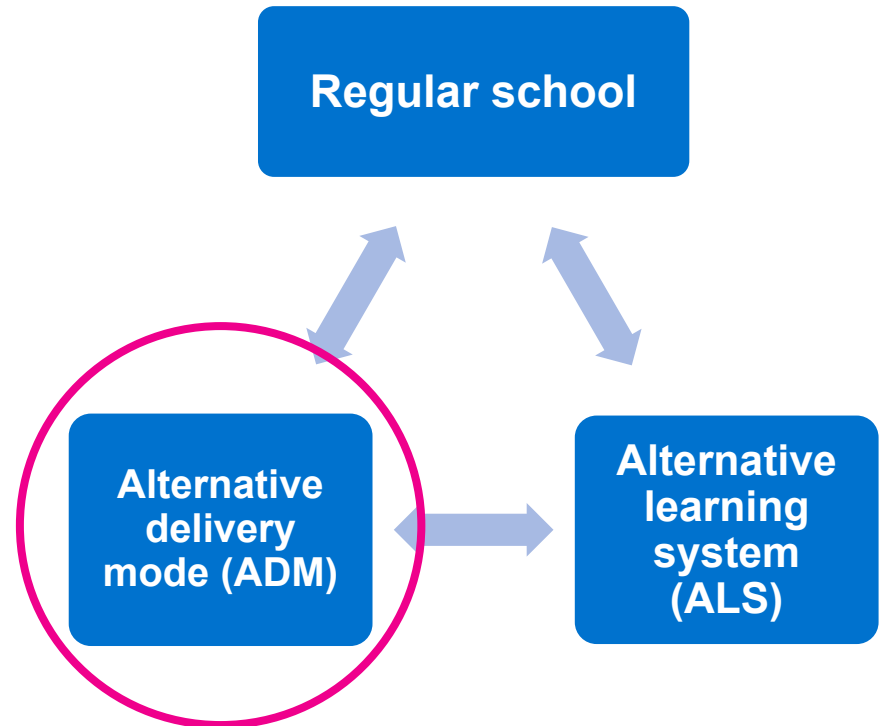


# Pathways to basic education

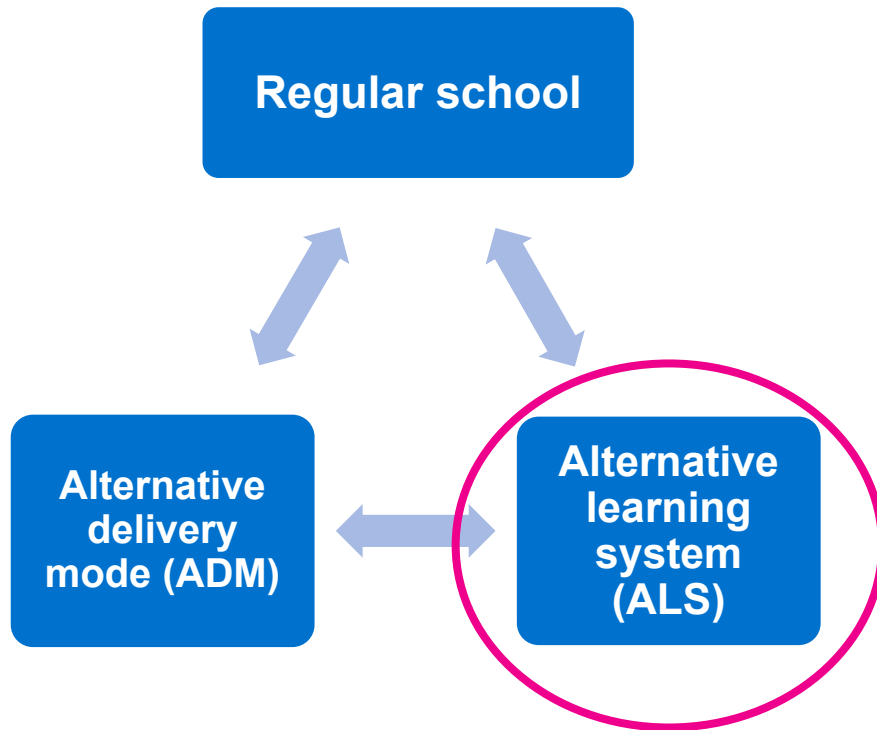
## RAISE supports alternative programs

### 1. Open High School Program

- For those who can not attend regular **secondary** school (i.e. due to work, disaster, conflict, poverty)
- Distance and flexible education
- Student managed learning
- Self-instructional modules
- Children who complete program awarded JHS completion and able to enroll in SHS, TVET or join workforce



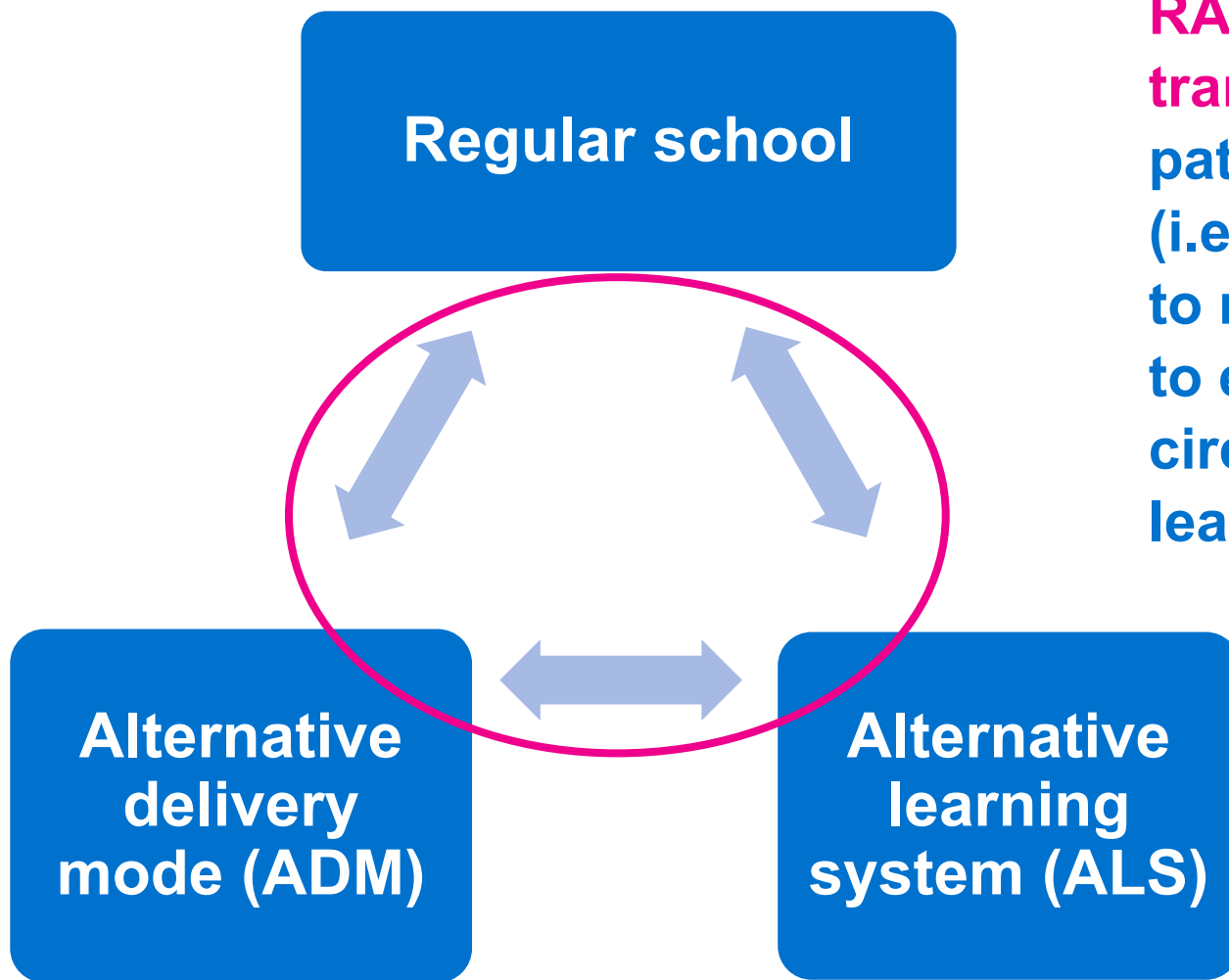
# Pathways to basic education



## RAISE supports alternative programs

- Parallel to formal system
- Caters to **OOSCY**
- Uses self-instructional modules (SIM)
- Flexible (location, schedule)
- Outside classrooms, facilitator-led
- Accreditation and equivalency
  - ✓ certifies learning as equivalent to that in formal system
  - ✓ qualifies passers to shift to formal
- Link to vocational and technical skills

# Pathways to basic education



**RAISE** facilitates **transition** from one pathway to another (i.e. ADM to ALS; ADM to regular), to respond to evolving circumstances of learner.

# Achievements

- **Alternative learning system** has reached most difficult to reach learners
- **Alternative delivery modes**
  - Effective in bringing back dropouts to schools
  - Contributed to lower drop-outs in school
  - Teachers report becoming more sensitive, understanding and nurturing of students
  - Children report increased confidence and motivation to study
  - Improved interaction among school actors
- **RAISE supported alignment of ADM/ALS modules to new K to 12 curriculum**



# Lessons from RAISE

## 1. Reaching marginalized: not business as usual

- Address multiple barriers facing marginalized population
- Flexible learning
  - ✓ place of study
  - ✓ schedule
- Accessible
- Compressed course
- Certification of learning
- Acquisition of job-ready skills



# Lessons from RAISE

## 2. OSY are more concerned with getting jobs rather than completing education

- Education programs with closest link to job market is attractive to youth
- Integration of vocational and technical skills training in ALS increases enrolment and retention



# Lessons from RAISE

## 3. Youth peer education contributes to improvement of personal assets of girls and boys

- Gender-based issues identified by children themselves
- Increased knowledge of ASRH; improved self-esteem, decision making
- Youth developed IEC materials
- YPE 'corners' in schools
- YPEs can be cascaded in school and outside schools
- Insufficient linkage to health services; dissemination of ASRH may not be appropriate via peer-to-peer



# Some take-away messages

## Addressing education inequality requires

- **Increased focus and attention on marginalized population**
  - Out of school and non-literates
  - In school but at-risk of dropping out of school
- **Understanding of barriers and bottlenecks facing marginalized population**
- **Flexible, accessible and innovative strategies catering to needs of marginalized population**
  - Alternative learning programs within formal school system (OHSP)
  - Alternative learning programs outside of formal school system (ALS)
  - Transition between formal and non-formal systems

**Addressing inequality requires equal attention to developing personal, social and financial assets of marginalized populations**



Thank you

Lessons from the Philippine  
RAISE Project

Funded by Dubai Cares

# Discussion



[www.inee.org](http://www.inee.org)