

Policy mapping of accelerated education in 50 countries:

A companion analysis for Education.org's transitions synthesis

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Introduction

Accelerated education programmes (AEPs) have emerged as a key strategy to address the educational needs of out-of-school children and youth—particularly in crisis-affected contexts. As an alternative, flexible, and age-appropriate model, AEPs aim to provide learners who have missed out on formal schooling with the opportunity to catch up on learning in foundational skills and integrate into the formal education system. Recognising their growing importance in achieving inclusive and equitable education, this policy mapping identifies and analyses the strategies government are adopting to support, regulate, and institutionalise AEPs within national education systems.

The mapping was conducted in parallel to a more comprehensive synthesis of evidence on accelerated education programmes (AEPs) conducted by Education.org (D’Angelo et al., 2025). The objective of the evidence synthesis was to answer the question: *what can education leaders do to facilitate out-of-school learners’ transition from accelerated education programmes to formal primary or secondary school?* The policy map is one of several publications emerging from this work. Other accompanying pieces include the full synthesis report, high-level policy guidance, a programmatic map, and a series of country case studies.¹

Methodological note

The policy mapping initially focused on 67 countries identified as having active AEPs.² Within this scope, 60 Education Sector Plans (ESPs) from national and subnational levels were collected and reviewed. ESPs were chosen because they represent the foundational policy framework for the education sector, and there has been recognition of ESPs increasingly including AEPs as a strategy to enhance access to education for out-of-school children (Ramakrishnan, 2022). The most recent ESP was selected for each national or subnational government.³ Importantly, however, not all governments had ESPs available online; in some of these cases, a core policy document deemed to be a sufficient substitute for the ESP was included.⁴ For some countries, multiple ESPs were reviewed, to gather a more comprehensive picture of evolving policy trends.⁵

The final 60 ESPs reviewed spanned 50 countries, from Africa (33), Asia (8), Latin America (5), and the Middle East (4). Most ESPs were from national or federal Ministries of Education (54); six

¹ The programmatic map was developed in collaboration with the Inter-agency Network for Education in Emergencies’ (INEE) Accelerated Education Working Group (AEWG).

² The scope of countries included were all lower- and middle-income countries, and those countries classified as fragile or conflict-affected by Education Cannot Wait.

³ Despite this, 15 of the 60 ESPs were not active as of 2024 (i.e. their policy window closed in 2023 or below).

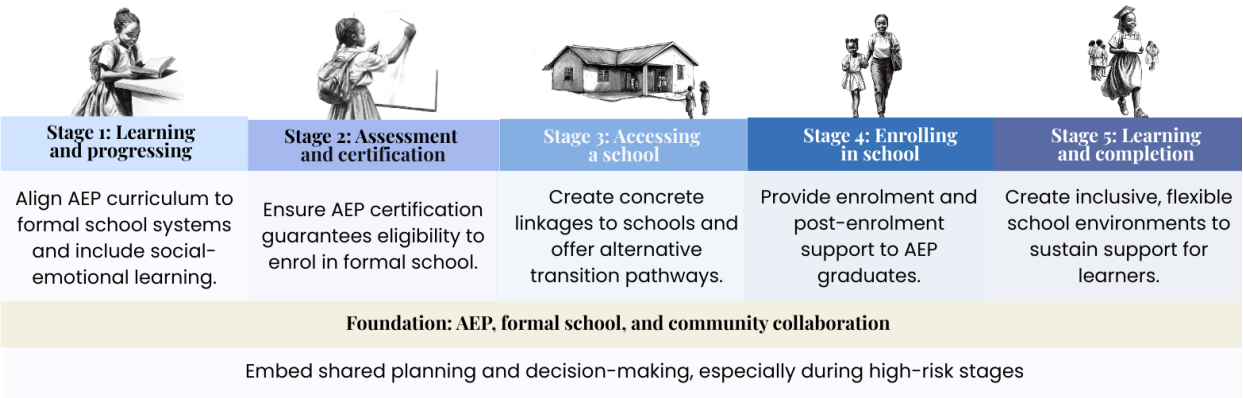
⁴ For example, transitional sector plans in fragile counties such as Niger and Yemen, or education sector programme documents, including in Ethiopia, Guinea, Guinea-Bissau, Mexico and Senegal

⁵ This decision was made because we noticed that some of the most recent ESPs did not mention the AEP, but the previous ESP did (e.g., in Burkina Faso and to a lesser extent, Kenya)

subnational ESPs were also reviewed for Pakistan (Balochistan, Khyber Pakhtunkhwa, Punjab, and Sindh provinces), and Somalia (Puntland and Somaliland). All ESPs were accessed through UNESCO-IIEP’s Planipolis from August to December 2024. A full list of the ESPs reviewed can be found in [Annex 1](#) (ESPs that mention AEPs) and [Annex 2](#) (ESPs that do *not* mention AEPs).

All ESPs were reviewed to see if: (1) they address the needs of out-of-school children and youth (OOSCY), (2) they include non-formal education as a means of supporting OOSCY, and (3) they include AEPs as a type of non-formal education to help OOSCY reintegrated into the formal education system. Where AEPs were mentioned, the ESPs was analysed further using the same analytical framework emerging from the evidence synthesis: the Supporting Transitions through Evidence-based Planning (STEP) Framework. The STEP Framework follows a learner on their transition journey from the AEP into the formal education system (see Image 1 below).

Image 1. The STEP Framework for Supporting Transitions through Evidence-based Planning



As an analytical framework for this policy map the STEP Framework captures:

- **Step 1:** Barriers or strategies to support learners’ access, learning, and progression in AEPs
- **Step 2:** Barriers or strategies to improve AEP assessment and certification processes
- **Step 3:** Barriers or strategies to ensure AEP graduates have access to a formal school, or are provided with alternative transition pathways such as
- **Step 4:** Barriers or strategies to facilitate AEP graduates’ enrolment in formal school
- **Step 5:** Strategies to support AEP graduates’ learning and retention in formal school
- **Cross-cutting** barriers or support strategies impacting AEPs, for example, through improved governance and coordination across key actors—including communities and civil society—enhanced data, evidence, or monitoring systems, or increased financing.

The analysis did not cover broader non-formal education (NFE) strategies beyond accelerated education programmes. However, in some cases, where strategies to support AEPs were described in relation to wider NFE programmes, they are included in the analysis.

A key limitation of this study lies in the lack of clear and consistent definitions of AEPs within policy documents. The scope of our research focuses on programmes that meet three criteria:

- (1) they target out-of-school children and youth (of school-going age)
- (2) deliver a curriculum in an accelerated timeframe
- (3) support learners' transitions into the formal education system.

However, these details are not always clearly articulated in the ESPs or wider documents reviewed. Further, in some instances, NFE programmes target both children and adults, making it challenging to confirm whether the policy actions are intended for school-age learners. Relatedly, some documents discuss broader NFE challenges or policy strategies without specifying whether these relate to AEPs, limiting our ability to map actions to specific programmes. Finally, the scope of this analysis was confined to selected ESPs, and it did not capture all relevant policy documents that could offer further insights. Nevertheless, ESPs are key policy instruments for the formal education sector, and as such serve as a critical source for understanding governments' key education priorities.

Summary of findings

Out-of-school children and non-formal education are both priorities in sector plans, but accelerated education is less frequently mentioned. Of the 60 ESPs initially analysed, almost all 56 (93%) address the needs of out-of-school children and youth (OOSCY) in one form or another. Likewise, nearly all mention non-formal education (NFE) as a strategy to reintegrate learners into the formal education system (57 or 95%). However, 38 ESPs (or 63%) explicitly mention accelerate education as a specific NFE model to support these learners.

Sector plans tend to focus on expanding access and learning in AEPs, with little attention to learners' transition after completion. Of the 38 ESPs that did include AEPs, the majority (n=32) focus on improving access and learning within the programme (Step 1). Less than half (n=14) discuss the importance of improving assessment or certification practices (Step 2), and very few (n=8) discuss the importance of access to formal school or alternative transition pathways (Step 3). Only one ESP identified strategies to support AEP graduates' enrolment in school, while only three include strategies to support AEP graduates' learning or retention in formal school. Table 1 below provides this data, as a proportion of the total scope of the 60 ESPs analysed, pointing to clear policy gaps.

Table 1. ESPs tend to focus on expanding access and learning in AEPs rather than transitions

	Stage 1 strategies	Stage 2 strategies	Stage 3 strategies	Stage 4 strategies	Stage 5 strategies	Cross-cutting strategies
Yes	32 (53%)	14 (23%)	8 (13%)	1 (2%)	3 (5%)	18 (30%)
No	28 (47%)	46 (77%)	52 (87%)	59 (98%)	57 (95%)	42 (70%)
Total	60	60	60	60	60	60

We did not find any ESP that includes strategies across all five stages of the STEP Framework.

The STEP Framework could thus serve as a helpful tool when developing education policies and plans, to ensure strategies are in place to comprehensively support OOSCY along their transition journey from AEPs into formal school. See Annex 3 for a table of ESPs and their respective strategies across the five stages and one cross-cutting element of the STEP Framework.

Strategies to support AEPs

Expanding access to AEPs (Stage 1): Most countries have recognised the need to improve access to AEPs for out-of-school and overaged learners. To do this, countries devised plans to address either the supply-side or demand-side constraints affecting enrolment in AEPs. For example, the establishment or expansion of AEPs was an explicit policy priority for countries such as Afghanistan, Burkina Faso, Cambodia, Central African Republic (CAR), Ethiopia, Ghana, Guinea, Guinea-Bissau, Iraq, Lebanon, Malawi, Pakistan, Sierra Leone, Somalia, South Sudan, and Yemen. Expansion efforts included the construction of new centres as seen in Afghanistan, Burkina Faso and Somalia, while countries such as Afghanistan, Guinea and Guinea articulated plans to repurpose or expand existing school infrastructure to support these non-formal programmes.

On the demand side, several countries recognised the need to improve community awareness in order to drive enrolment. This was seen in Ethiopia, Kenya, Guinea, Liberia, Somalia and Pakistan's Balochistan province. In addition, education leaders in Balochistan recognised the need to develop a "high profile awareness campaign" for senior policy makers, civil society and media, in order to generate greater political commitment towards the expansion of non-formal education programmes. Other interventions were aimed at boosting the participation of girls as seen in Pakistan, Somalia and Guinea, with the latter proposing the distribution of hygiene kits, as a means of promoting girls' participation. Similarly, the Punjab province of Pakistan suggested the introduction of stipends to retain AEP learners.

Improving the Quality of Existing AEPs (Stage 1): The strengthening of existing AEPs was a cross-cutting measure to boost the quality of AEPs. Improving the quality of AEPs was seen as a way to promote AEP enrolment, retention, and completion rates. For example, countries such as Ethiopia, Guinea, and Kenya discussed plans to provide training for instructors. Balochistan and Somalia's ESPs noted the importance of recruiting and training female facilitators to support girls' access. Other strategies included reviewing and revising curriculum within accelerated education programmes especially in Liberia where the curriculum "had not been revised in many years". Strategies to boost the quality of AEPs also included the provision of teaching and learning materials and better compensation for facilitators; these plans were articulated in countries such as Ethiopia, Malawi, Somalia and South Sudan.

Assessment and certification strategies (Stage 2): Fourteen ESPs identified strategies to improve AEP assessment and certification processes. Most notable were the ESPs from Ethiopia, Guinea-Bissau, Jordan, Philippines, Tanzania, Puntland (Somalia) and Pakistan's Balochistan and Sindh provinces which outlined efforts to develop standardised examination or accreditation frameworks for the assessment and certification of learners who complete AEPs to ensure that their achievements in NFE are recognised in a manner that is comparable to formal education systems. The Tanzanian government has also highlighted the need to enhance the use of exam results, to improve assessment systems. In Somalia, Somaliland, and Kenya, policy directives are in place to ensure that AEP learners qualify to sit for national exams upon completion of their programme, while AEP learners in Iraq receive a primary education certificate at the end of their programmes. In the Philippines, micro-credentialling is being explored, as high-stakes final assessments have yielded poor results. Some governments also emphasise the need to ensure these assessment and certification processes are sufficiently flexible, including by providing multiple exit points (e.g., Guinea) and transition pathways that consider learners' age in addition to their academic readiness (e.g., in Liberia). Indeed, some countries have noted plans to expand transition pathways to higher grade levels for older learners, or to skills and vocational training, where transitions to formal school may be less feasible (as seen in Myanmar, and discussed further below).

Strategies to support formal school access and enrolment (Stage 3-4): Eight ESPs mention strategies to enhance AEP learners' access to or enrolment in formal school after completing a programme. Only Mali acknowledged the need to increase the supply of formal primary schools to absorb AEP graduates, while Ethiopia and Guinea-Bissau point to the need for enhancing 'links' between AEPs and formal schools (though these 'links' are not clearly defined or described). Additionally, in five ESPs, where transitions to formal school were not seen as a viable option, governments included plans to explore alternative AEP models to enhance access with technology (Afghanistan), or to extend transition pathways beyond formal schooling to skills and vocational training (e.g., Burkina Faso, Central African Republic, Iraq, Philippines). Only one ESP provided specific strategies to support enrolment in formal schools: Iraq's ESP recognises the need to ensure that displaced learners who lack civil or legal documentation can transition into the formal education system after completing an AEP.

Strategies to improve learning and retention in formal schools (Stage 5): Two ESPs include strategies to support AEP learners after they enrol in formal school. Interestingly, all of these strategies clearly focus on issues of equity and inclusion. In Kenya and Punjab province in Pakistan, strategies are put in place to support learners from low-income households. For example, the Kenya ESP notes the use of capitation grants for refugee learners who mainstream into formal primary or secondary education, while Punjab plans to provide stipends to AEP learners to overcome financial barriers to access, though this is dependent upon the availability

of funds (i.e., 'budget allowing' p.46). In Somalia's Puntland, school feeding and flexible school schedules are used as a method for improving access to education for pastoralist and nomadic communities, especially during droughts

Cross-cutting strategies: Crosscutting strategies generally tend to focus on concerns related to the capacity of governments and partners to implement AEPs, the importance of enhancing data and monitoring systems for AEPs (or NFE more broadly), governance and accountability issues, and to a lesser extent, financing or funding AEPs. Reviewing or developing policies and laws related to AEP was highlighted in Jordan, Kenya, Malawi, Myanmar, Pakistan's KP province, the Philippines, and Somalia's Puntland. In Puntland and Kenya in particular, plans were noted to develop AEP guideline or minimum standard frameworks to help oversee the quality of AEPs across implementation contexts. In Jordan, Malawi, Myanmar, and Tanzania data was improving AEP or NFE data systems highlighted as a key priority. For example, in Tanzania there are plans to develop a coherent national system for the monitoring of learning achievement, covering all relevant sub-sectors (COBET, pre-primary, primary, secondary), while new research, including impact studies, mappings, or baseline evaluations were all mentioned in Ethiopia, Jordan, and Myanmar. Improving AEP governance or the capacity of key actors was also prioritised, as seen in Pakistan's KP province and Somalia. These ESPs, along with Malawi, also emphasised the need for better coordination mechanisms across actors. Enhancing participation of communities was a strategy in three ESPs: Malawi, Mali, and Pakistan's Balochistan province. Meanwhile, various ESPs articulate plans to develop new governance structures to oversee AEP or NFE planning and implementation. Examples include:

- In Liberia, the development of 'a single, effective national system for the planning, implementation, monitoring and evaluation of alternative education services'
- Myanmar plans to establish a Department of Alternative Education and a 'national Alternative Education Coordination Committee (AECC) to support effective and efficient coordination of government and non-government providers, community-based organisations and the private sector.'
- In Central African Republic, a national technical committee was established, composed of the Emergency Unit, executives from the Teacher Training College, Regional Pedagogical Centres, the National Institute for Educational Research and Outreach, and Academic Inspectorates to ensure the development and application of the condensed curriculum.
- Puntland's ESP describes 'a partnership growth programme,' led by the Ministry to coordinate government, community and NGO actors.
- A unique output in the Philippines is the establishment and operationalisation of 'multisectoral youth development alliances... in support of ALS implementation' (p.165)

Funding or financing of AEPs was also mentioned in four ESPs (Afghanistan, Guinea-Bissau, Pakistan KP, Somalia Puntland). Guinea-Bissau offers a unique example, with aims of establishing a national fund for literacy and non- formal education financing, management and evaluation.

Annex 1. Full list of ESP and additional documents mentioning AEPs

#	Country/ Province	ESP Title	Name of AEP mentioned
1.	Afghanistan	National Education Strategic Plan (2017-2021)	Community-Based Education (CBE)
		Community based education policy and guidelines (2018)	
2.	Bangladesh	Education sector plan (ESP) for Bangladesh Fiscal years 2020/21-2024/25	Alternative second chance primary/basic education
3.	Burkina Faso	Plan d'action pluriannuel (PAP) 2017-2020 du Plan sectoriel de l'éducation et de la formation (PSEF) 2017-2030	<i>Accelerated Schooling/Gateway Strategy (SSA/P)</i>
4.	Cambodia	Education strategic plan 2019-2023	Accelerated learning programme
5.	Central African Republic	<i>Plan sectoriel de l'éducation 2020-2029</i>	Accelerated schooling (<i>scolarisation accélérée</i>) or accelerated classes (<i>classes accélérées</i>) delivered in NAFA Centres (or 'Second Chance Schools')
6.	Colombia	<i>Pacto por la Equidad, Pacto por la Educación: Avances estratégicos y respuesta de política ante la emergencia sanitaria por el Covid-19 – Plan Sectorial 2018-2022</i>	Flexible education models (<i>módelos de educación flexible</i>); <i>Programa de Aceleración de Aprendizaje (PAA)</i>
7.	Ethiopia	Education Sector Development Programme VI (ESDP VI): 2013-2017 E.C., 2020/21-2024/25 G.C.	Speed School
8.	Ghana	Education strategic plan 2018-2030	Complementary-Basic Education (CBE)
9.	Guinea	Programme Décennal de l'Education en Guinée (ProDEG) 2020-2029	Accelerated schooling (<i>scolarisation accélérée</i>) or accelerated classes (<i>classes accélérées</i>) delivered in NAFA Centres (or 'Second Chance Schools')
10.	Guinea-Bissau	Programme sectoriel de l'éducation de la Guinée-Bissau pour 2017-2025	<i>Accelerated basic education (éducation de base accélérée)</i>
11.	Iraq	National Education Strategy for Iraq 2022-2031	<i>Accelerated learning programme (ALP)</i>
12.	Jordan	Education strategic plan 2018-2022	Catch-Up Programme
13.	Kenya	National Education Sector Strategic Plan 2023-2027	Accelerate learning programmes
		National education sector strategic plan for the period 2018-2022	Adult and Continuing Education (ACE) and Accelerated Education Centres
14.	Lebanon	Lebanon five-year General Education Plan 2021-2025	Accelerated learning programme (ALP)
15.	Liberia	Education Sector Plan 2022/23 - 2026/27	Accelerated learning programme (ALP)
16.	Malawi	National Education Sector Investment Plan 2020-2030 (NESIP)	Complementary Basic Education (CBE)

17.	Mali	Plan décennal de développement du secteur de l'éducation et de la formation professionnelle 2019-2028	<i>Accelerated Schooling/Gateway Strategy (SSA/P)</i>
18.	Mozambique	Plano Estratégico da Educação 2020-2029	Accelerated learning programme (<i>programa de aceleração de aprendizagem</i>)
19.	Myanmar	National Education Strategic Plan 2016-2021	Non-formal Primary Education Equivalency Programme (NFPE EP)
20.	Pakistan	National Education Policy Framework 2018	Accelerated learning programme
21.	Pakistan (Balochistan)	Balochistan Education Sector Plan 2020-2025	Accelerated Learning Pathway (ALP)
22.	Pakistan (Khyber Pakhtunkhwa)	Khyber Pakhtunkhwa Education Sector Plan 2020/21 - 2024/25	Alternative Learning Pathways / Accelerated Learning Programmes (ALP)
23.	Pakistan (Punjab)	Punjab education sector plan 2019/20-2023/2024	Accelerated Education Programme (AEP)
24.	Pakistan (Sindh)	School education sector plan and roadmap for Sindh (2019-2024)	Non-Formal Basic Education (NFBE)
25.	Philippines	Basic Education Development Plan 2030 (BEDP 2030)	Alternative Learning System (ALS)
26.	Sierra Leone	Sierra Leone Education Sector Plan: transforming learning for all 2022-2026	Bridge programmes or accelerated learning
		National Guidelines on Accelerated Education for Out-of-school children and youth (2024)	Accelerated education
27.	Somalia	National Education Sector Strategic Plan: 2022-2026: Rebuilding Somalia through educational planning	Accelerated Basic Education (ABE)
		National Accelerated Basic Education (ABE) Policy Framework (2021)	Accelerated Basic Education (ABE)
28.	Somalia (Puntland)	Puntland Education Sector Strategic Plan (ESSP) 2017-2021	Alternative Basic Education (ABE)
29.	Somalia (Somaliland)	Education Sector Strategic Plan (ESSP 2017-2021) Somaliland	Accelerated learning programme (ALP) or accelerated learning opportunities, as part of Alternative Basic Education (ABE)
30.	South Sudan	General Education Sector Plan 2023-2027	Alternative Education Systems (AES)
		Policy for Alternative Education Systems (2014), Alternative Education Systems: Implementation Guide (2014), and A Guide to Implementing the New Curriculum for Accelerated Learning Programmes (ALPs) (2024)	Alternative Education Systems (AES) and accelerated learning programmes (ALPs)
31.	Tanzania	Education sector development plan 2016/17 – 2020/21 Tanzania mainland	Complementary Basic Education and Training (COBET)
32.	Yemen	Transitional education sector plan 2019/20-2021/22 Yemen	'Alternative learning programmes' including 'accelerated and remedial learning' (no official name given)
33.	Zimbabwe	Education Sector Strategic Plan 2021-2025	Accelerated learning or 'Second chance education'

Annex 2. Full list of ESPs reviewed not mentioning AEPs

#	Country/ Province	ESP Title
1.	Angola	<i>Plano nacional de desenvolvimento da educação: Educar – Angola 2030</i>
2.	Burkina Faso	<i>Plan sectoriel de l'éducation et de la formation (PSEF) 2017-2030</i> (bridging programmes in general are mentioned, but not the SSA/P programme itself)
3.	Burundi	<i>Plan sectoriel de l'éducation. Burundi. 2022-2030</i>
4.	Cameroon	<i>Document de Stratégie du Secteur de l'Education et de la Formation (2013-2020)</i>
5.	Chad	<i>Plan intérimaire de l'éducation 2018-2020</i>
6.	Cote D'Ivoire	<i>Plan Sectoriel Education/Formation 2016-2024</i>
7.	DRC	<i>Stratégie sectorielle de l'éducation et de la formation 2016-2025</i>
8.	DRC	<i>Plan d'action 2016- 2025</i>
9.	DRC	<i>Plan quinquennal du ministère de l'éducation nationale et nouvelle citoyenneté (2024-2029)</i>
10.	Djibouti	<i>Plan sectoriel de l'éducation 2017-2020</i>
11.	Gambia	Education Sector Strategic Plan 2016 – 2030
12.	Guatemala	<i>Plan Estratégico Institucional 2020-2024</i> (accelerated education only mentioned for adults)
13.	Honduras	<i>Plan Estratégico del Sector Educación 2018-2030</i>
14.	India	<i>National Education Policy 2020</i> (The importance of ensuring OOSCY have opportunities to catch-up, and re-enter school is mentioned)
15.	Madagascar	<i>Plan sectoriel de l'éducation 2018 - 2022</i>
16.	Mauritania	<i>Plan national de développement du secteur éducatif (PNDSE) 2011-2020</i>
17.	Mexico	<i>Programa Sectorial de Educación 2020-2024</i>
18.	Nepal	School education sector plan 2022/23-2031/32
19.	Niger	<i>Plan de transition du secteur de l'éducation et de la formation 2020-2022</i>
20.	Nigeria	<i>Education for Change: A Ministerial Strategic Plan (2018-2022)</i>
21.	Peru	<i>Proyecto Educativo Nacional, PEN 2036: el reto de la ciudadanía plena</i>
22.	Rwanda	Education sector strategic plan 2018-2024
23.	Senegal	<i>Programme d'amélioration de la qualité, de l'équité et de la transparence – Education/ Formation (PAQUET-EF) 2018-2030</i>
24.	Sudan	Sudan General Education Sector Strategic Plan 2018/19–2022/23
25.	Türkiye	<i>Turkey's Education Vision 2030</i> (Mention of certifying non-formal education (p.127), but nothing specific to accelerated learning)

26.	Uganda	Education and sports sector strategic plan 2017/2018-2019/2020 (ESSP) - (Accelerated Learning Programme mentioned in the acronym list only)
27.	Zambia	2022-2026 Strategic Plan – Republic of Zambia Ministry of Education

Annex 3. Country analysis using the STEP Framework

Country	Cross-cutting	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Afghanistan	Yes	Yes	No	Yes	No	No
Angola	No	No	No	No	No	No
Bangladesh	No	Yes	No	No	No	No
Burkina Faso	No	No	No	No	No	No
Burkina Faso	Yes	Yes	Yes	Yes	No	No
Burundi	No	No	No	No	No	No
Cambodia	No	Yes	No	No	No	No
Cameroon	No	No	No	No	No	No
CAR	Yes	Yes	No	Yes	No	No
Chad	No	No	No	No	No	No
Colombia	No	Yes	No	No	No	No
Cote D'Ivoire	No	No	No	No	No	No
Djibouti	No	No	No	No	No	No
DRC	No	No	No	No	No	No
DRC	No	No	No	No	No	No
DRC	No	No	No	No	No	No
Ethiopia*	Yes	Yes	Yes	Yes	No	No
Gambia	No	No	No	No	No	No
Ghana*	No	Yes	No	No	No	No
Guatemala	No	No	No	No	No	No
Guinea	Yes	Yes	Yes	No	No	No
Guinea-Bissau	Yes	Yes	Yes	Yes	No	No
Honduras	No	No	No	No	No	No
India	No	No	No	No	No	No
Iraq	No	Yes	No	Yes	Yes	No
Jordan	Yes	Yes	Yes	No	No	No
Kenya*	No	Yes	No	No	No	Yes
Lebanon	No	Yes	No	No	No	No
Liberia*	Yes	Yes	Yes	No	No	No
Madagascar	No	No	No	No	No	No

Malawi	Yes	Yes	No	No	No	No
Mali	Yes	Yes	No	Yes	No	No
Mauritania	No	No	No	No	No	No
Mexico	No	No	No	No	No	No
Country	Cross-cutting	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Mozambique	No	Yes	No	No	No	No
Myanmar	Yes	Yes	Yes	No	No	No
Nepal	No	No	No	No	No	No
Niger	No	No	No	No	No	No
Nigeria*	No	No	No	No	No	No
Pakistan (Balochistan)	Yes	Yes	Yes	No	No	No
Pakistan (Khyber Pakhtunkhwa)	Yes	Yes	No	No	No	No
Pakistan (National)	No	Yes	No	No	No	No
Pakistan (Punjab)	No	Yes	No	No	No	Yes
Pakistan (Sindh)	No	Yes	Yes	No	No	No
Peru	No	No	No	No	No	No
Philippines	Yes	Yes	Yes	Yes	No	No
Rwanda	No	No	No	No	No	No
Senegal	No	No	No	No	No	No
Sierra Leone*	Yes	No	No	No	No	No
Somalia	Yes	Yes	Yes	No	No	No
Somalia (Puntland)	Yes	Yes	Yes	No	No	Yes
Somalia (Somaliland)	No	Yes	Yes	No	No	No
South Sudan*	No	Yes	No	No	No	No
Sudan	No	No	No	No	No	No
Tanzania	Yes	Yes	Yes	No	No	No
Türkiye	No	No	No	No	No	No
Uganda*	No	No	No	No	No	No
Yemen	No	Yes	No	No	No	No
Zambia	No	No	No	No	No	No
Zimbabwe	No	Yes	No	No	No	No

Annex 4. Country-specific analyses

The following sections provide country-specific summaries of the document(s) analysed, including for the most part Education Sector Plans (ESPs). The analysis focused mostly on policy-related strategies to support OOSCY learners along the five stages of the STEP Framework. Where available, evidence of reach or impact is also included.

1. Afghanistan

Document(s) Analysed: [National Education Strategic Plan 2017-2021](#); [Community based education policy and guidelines \(2018\)](#)

Name of AEP(s) Referenced: Community-Based Education (CBE) and Accelerated Learning Centres

Description of AEP Referenced:

Evidence of AEP(s) Referenced:

Cross-cutting strategies:

- Ensure AEP providers work closely with school principals and district education offices in **local planning, monitoring, reporting and transition of students** and CBE teachers to formal hub-schools
- Conduct a **school mapping and out-of-school-children survey** at the district level to determine the gap in access to service delivery to inform the establishment of AEPs, which will be outreach classes of nearby formal hub-school
- Establish a joint mechanism to review CBE/ALP proposals through **off-budget funding**
- Revise CBE/ALP policy and define a **cost-effective package (ToR) for the service delivery**, including a service delivery model with a focus on national service delivery capacities (NGOs/CDCs), transition, and sustainability

Stage-specific strategies:

- **Stage 1:** Expand **infrastructure** and establishment of AEP classes, especially in **rural areas**, and in areas where formal schools are currently not available for returnees or displaced children; ensure AEP **curriculum is relevant** to the needs of females, IDPs, and other disadvantaged students
- **Stage 3:** expand the availability of **alternative learning pathways**, making use of existing facilities in new ways, **opening AEP centres** where possible or exploiting information **technology** solutions to overcome the challenges of geography and restrictions on access by girls, IDPs and minorities

2. Bangladesh

Document(s) Analysed: [Education sector plan \(ESP\) for Bangladesh Fiscal Years 2020/21-2024/25](#)

Name of AEP(s) Referenced: Alternative second chance primary/basic education and equivalency programmes

Description of AEP Referenced: Second chance and equivalency programmes target out-of-School Children and youth from 8 to 14 years, as well as older youth (up to age 18) as universal education is extended to secondary level if affirmative decision taken,

Evidence of AEP(s) Referenced: None

Cross-cutting strategies: None

Stage-specific strategies:

- **Stage 1: Expand NFE and life-long-learning** for out-of-school children and youth; in line with the NFE Act of 2014, bring out-of-school children aged 8-14 into alternative second chance primary/basic education, as well as older youth (up to age 18) as universal education is extended to secondary level if affirmative decision is taken; use a **phased approach** to expand access, reaching 100,00 in the first year and reaching a stable enrolment of 400,000 in the final year of the ESP 2025

3. Burkina Faso

Document(s) Analysed: [Plan d'action pluriannuel \(PAP\) 2017-2020 du Plan sectoriel de l'éducation et de la formation \(PSEF\) 2017-2030*](#)

*The PSEF 2017-2030 was also analysed, but did not include any mention of AEPs. (Plan sectoriel de l'éducation et de la formation (PSEF) 2017-2030)

Name of AEP(s) Referenced: Accelerated Schooling/Gateway Strategy (SSA/P)

Description of AEP Referenced: The ESP consists of a specific objective: Develop the system of gateways between the different levels and/or levels of education and training. As part of the operationalization of the gateways and in the field of non-formal education, it is planned to provide NGOs with resources for i) the opening of Accelerated Schooling Strategy/Gateways (SSA/P) centers. Additionally, there is an objective to increase access to NFE for out-of-school and non-school-aged youth and adults through Non-Formal Basic Education Centers (*Centres d'éducation de base non formelle* or CEBNF) and Permanent Literacy and Training Center (*Centre permanent d'alphabétisation et de formation* or CPAF)

Evidence of AEP(s) Referenced: None

Cross-cutting strategies:

- Make resources available for NGOs to (1) the opening of accelerated schooling strategy/gateways (SSA/P) centers, (2) the drafting of a guide document for operationalization between formal basic education and NFE and vice versa, (3) the

supervision of SSA/P centres; and (4) the development of a system for monitoring and evaluating the implementation of the SSA/P (see targets and budget allocation, p.94)

- Conduct a study on the impact and financing methods of FTS in CPAFs and CEBNFs (see target and budget allocation, p.100).

Stage-specific strategies:

- **Stage 1:** Plan and facilitate **social mobilization campaigns** to encourage widespread support amongst communities, associations, and NGOs; construct and equity centres of alphabetisation (CPAF for their name in French) (see targets and budget allocation, p.74) and provide training for CPAF facilitators (see targets and budget allocation, p.99)
- **Stage 2:** Better organise the **assessment of learner achievement**, through standardised tests at all levels of learning (CPAF, CEBNF, etc.), including by validating the assessment and certification guide and tools, organising certification assessment sessions with standardised tests for all CPAFs, and organising learner achievement assessment sessions in CEBNFs and similar institutions, and reproducing certificates and attestations (see targets and budget allocation, p.104).

Stage 3: At the **vocational training level**, the aim will be to define the methods for operationalizing bridges (SSA/P) between technical education and vocational training on the one hand, and between NFE and vocational training on the other.

4. Cambodia

Document(s) Analysed: [Education strategic plan 2019-2023](#)

Name of AEP(s) Referenced: Accelerated learning programme

Description of AEP Referenced: None – accelerated learning mentioned alongside re-entry programmes ‘to ensure equitable education’ (p.26).

Evidence of AEP(s) Referenced: None

Cross-cutting strategies: None

Stage-Specific strategies:

Stage 1: Increase **access to accelerated learning** and re-entry programmes to ensure equitable education; implement the accelerated learning programme

5. Central African Republic

Document(s) Analysed: [Plan sectoriel de l'éducation 2020-2029](#)

Name of AEP(s) Referenced: Accelerated education programmes (Programmes d'éducation accélérée) offered in Centres de Formation Professionnelle et d'alphabétisation (CFPA) or Vocational Training and Literacy Centres

Description of AEP Referenced: Vocational Training and Literacy Centres (CFPAs) will be able to offer services tailored to each target population (children, adolescents, or adults) based on their needs, and will include: accelerated education programmes (followed by re-integration in the formal system), literacy programmes, vocational training (if they already have sufficient basic education), and combinations of basic education (i.e. functional literacy) and vocational training. The accelerate education programme allows children of a certain age to complete the first two grades of primary school in a single school year and then integrate into the formal school system. In 2017, the Ministry of Primary and Secondary Education (MEPS), with the support of the Norwegian Refugee Council (NRC), developed a condensed curriculum for the Single Preparatory Course (CPU; level 1), which corresponds to the curricula for grades 1 and 12.

Evidence of AEP(s) Referenced: The pilot project by MEPS and NRC (2017-2018) involved 101 children and adolescents aged 9 to 14 years old²³⁴ from the Dékoa community, in the Central School Inspectorate. Of a total of 97 students who took the final exam, 94 were admitted and enrolled in grade 3. The remaining three students were admitted to grade 1. The main recommendations of the pilot's evaluation report were to continue the PEA, extend it to other conflict-affected areas, and develop curricula for the next two levels to enable older children to complete a quality basic education. In 2018 and 2019, respectively, the PEA for level 1 was implemented by the NRC in two centers and four centers, benefiting 210 and 420 children. Finally, as part of the project funded by the European Commission's Humanitarian Aid Department (ECHO), 150 children benefited from a PEA during the 2019-2020 school year (Mandao school, Basse-Kotto prefecture) and 130 children are expected to benefit in 2020-2021.

Cross-cutting strategies: A **national technical committee** composed of the MEPS Emergency Unit, executives from the Teacher Training College (ENI), Regional Pedagogical Centers (CPR), the National Institute for Educational Research and Outreach (INRAP) and Academic Inspectorates (IA) has been established to define accelerated education in the Central African context and to ensure the development and application of the condensed curriculum across the three primary levels.

Stage-Specific strategies:

- **Stage 1:** CFPAs offer the advantage of allowing efficient use of **infrastructure, equipment, and human resources**. The centers could operate throughout the day and year, with children and adults (available at different times). Literacy instructors and vocational training **teachers** would be trained to be multi-skilled. The former could teach literacy classes to youth and adults, and the latter would provide vocational training to youth and income-generating activities to adults. The CFPAs must be adapted to the local context and needs, and integrated into the local economic environment: (i) for the training offer: to ensure that young people will be employed upon completion of their training; (ii) for exchanges with artisans: they will host young people on internships but should also have access to the centers' technical facilities. During the PSE preparation workshops, the following proposals were made for these future CFPAs: (i) the centers should include a boarding school to allow young people to receive training while living in adequate conditions when they come from rural areas and do not have a host family

in the city; (ii) training modules should be specifically aimed at young people with special needs, such as teenage girls with dependent children or other family responsibilities.

- **Stage 3: Expand AEP pathways and develop appropriate curriculum** (i.e. for the next two levels) to enable older children to complete a quality basic education.

6. Colombia

Document(s) Analysed: [*Pacto por la Equidad, Pacto por la Educación: Avances estratégicos y respuesta de política ante la emergencia sanitaria por el Covid-19 – Plan Sectorial 2018-2022*](#)

Name of AEP(s) Referenced: Flexible education models, and the Programme for Learning Acceleration (*Programa de Aceleración del Aprendizaje*)

Description of AEP Referenced: Colombia uses the term 'flexible education models' to refer to a wide range of non-formal education modalities. Within these flexible education models, the one targetting out-of-school children to re-integrate into the formal school system is the *Programa de Aceleración de Aprendizaje (PAA)*, which targets learners who already have foundational skills in literacy and numeracy.

Evidence of AEP(s) Referenced: Increasing enrolment rates of the PAA were observed from 2010 when 21,581 learners were enroled to 2018, when 35,164 learners were enroled, suggesting an increase of 13,583 enrolled learners.

Cross-cutting strategies: None

Stage-specific strategies: **Stage 1:** Printing learning materials were distributed to 2,252 centres delivering flexible education models; 5,558 teachers, teacher supervisors, and subnational authorities were trained and certified

7. Ethiopia

Document(s) Analysed: [*Education Sector Development Programme VI \(ESDP VI\): 2013-2017 E.C., 2020/21-2024/25 G.C*](#)

Name of AEP(s) Referenced: Speed School

Description of AEP Referenced: None provided – Speed School only mentioned in Annex within the Component 2 objective: "Student equitable access, participation, and completion of primary education (Grades 1-6) will improve significantly" (p.87) to "Adopt and introduce the Speed School accelerated learning classrooms, instructional methods and holistic teacher training model to cater for out-of-school primary school-age children in the mainstream primary school, thereby enhancing quality and relevance to achieve greater efficiency in internal and external education" (p.89).

Evidence of AEP(s) Referenced: None

Cross-cutting strategies: Conduct an **impact study** on AEP effectiveness

Stage-Specific Strategies:

- **Stage 1:** In contexts of new **curriculum reform**, revise and update the AEP curriculum to align with the national curriculum (Ethiopia, Lebanon); Upgrade and equip AEP centres with

appropriate **teaching and learning facilities and materials**; Link AEPs to **cluster resource centres**; Build the **capacity of AEP facilitators** through in-service training; Encourage **community participation** in AEPs

- **Stage 2:** Develop a **standardized framework for assessment and certification** of AEP and other alternative modalities of transfer to formal school
- **Stage 3:** Strengthen the **link between the AEP training centres and primary schools**

8. Ghana

Document(s) Analysed: [Education strategic plan 2018-2030](#)

Name of AEP(s) Referenced: Complementary Basic Education (CBE)

Description of AEP Referenced: None provided – CBE only described in relation to mainstreaming education and improving access to school for out-of-school children (p.22)

Evidence of AEP(s) Referenced: CBE programme is providing education in the community to thousands of out-of-school children to allow them to transition into mainstream education and so improve access to school (p.22).

Barriers: Limited government involvement and leadership in implementing CBE; efforts of the Non-Formal Education Division (NFED) are hamstrung by the division not having agency status, and thus not receiving funding or being able to implement its mandate.

Cross-cutting strategies: None

Stage-specific strategies: **Stage 1:** Continuing the implementation and, if necessary, expansion of the CBE will ensure that no child is left out of education, and that every child has the opportunity to join the mainstream system. As such, the government will **increase provision** of the CBE as an interim measure to deliver mainstream primary education to hard-to-reach children

9. Guinea

Document(s) Analysed: [Programme Décennal de l'Éducation en Guinée \(ProDEG\) 2020-2029](#)

Name of AEP(s) Referenced: accelerated schooling (*scolarisation accélérée*) or accelerated classes (*classes accélérées*) delivered in NAFA Centres (or 'Second Chance Schools')

Description of AEP(s) Referenced: Accelerated education as one of the offerings within non-formal education (NFE), and delivered in NAFA Centres. NFE is described as a programme that targets children who have never attended school or who have dropped out of school, aged 9 to 14. It lasts three years, with each year representing a level of study corresponding to each sub-cycle of primary school. At the end of each level of study, each student is assessed. If their knowledge is deemed sufficient and they so desire, they are directed to formal education. At the end of the third year, the student chooses to take either the class assessment, which entitles them to a certificate upon successful completion, or the Elementary Studies Certificate (p.8).

Evidence of AEP(s) Referenced: All levels of education have seen an increase in enrolment between 2006 and 2018, with the exception of the NAFA Centres (second chance schools) (p.10). The ESP notes a plan to expand access. For example, enrolment for children (aged 9-14) from

2,700 to 10,000 learners over the period of 2020-2029 (p.60, p.78). It also sets targets for not only enrolment (disaggregated by gender), but also transitions from accelerated classes to formal education (reaching 48% by 2029) (p.78).

Cross-cutting Strategies: Increase **capacity** for NFE/AEP

Stage-Specific Strategies:

- **Stage 1:** Diversify the NFE offer through the **expansion of accelerated schooling** and the reorganisation of training in NAFA centres, accompanied by raising **community awareness** of the available options (p.26); review and reorganise **class timetables** to optimise the use of existing infrastructure (p.26); **build and equip training centres** with materials, trained instructors, and ensuring food is provided to learners in the school cafeterias or nearby institutions; Provide **hygiene kits**, including sanitary napkins, to girls at all education levels, including in NAFA centres (p.39)
- **Stage 2:** Provide flexible options for **assessment and certification**, e.g., at the end of each level of study, each student is evaluated (see description above, or p.8 for more).

10. Guinea-Bissau

Document(s) Analysed: [Programme sectoriel de l'éducation de la Guinée-Bissau pour 2017-2025](#)

Name of AEP(s) Referenced: Accelerated basic education (*éducation de base accélérée*)

Description of AEP(s) Referenced: Accelerated basic education described as an 'experimental' activity, focused on the lower and upper basic education school level to provide children in non-formal education with the necessary reading and numeracy skills. It Additional activities involve: (1) the identification and establishment of pathways to enable children and young people who have acquired basic skills and who wish to enter formal education or vocational training to do so, (2) the identification and establishment of a strategy for monitoring learners and ensuring data availability, and the definition of a strategy for the dissemination and popularization of good practices and innovative learning methods; (3) the development of a strategy to encourage initiatives to pool human and material resources (partnerships around schools, etc.); (4) identification of potential trainers and their training on non-formal programs (p.33)

Evidence of AEP(s) Referenced: None

Cross-cutting Strategies: Set up a **national fund** for literacy and non- formal education (financing, management and evaluation methods, etc.)

Stage-Specific Strategies:

- **Stage 1:** Search for **funding and partnerships to extend existing infrastructures**
- **Stage 2:** Develop **training certification and validation mechanisms** for AEP centres
- **Stage 3:** strengthen the **links between alternative education models and the formal education system** (general and vocational training) and apprenticeships

11. Iraq

Document(s) Analysed: [National Education Strategy for Iraq 2022-2031](#)

Name of AEP(s) Referenced: Accelerated learning programme (ALP)

Description of AEP(s) Referenced: The Accelerated Learning program provides a fast-track second-chance opportunity for learners age 12-18. The schools provide a three-year course of study that condenses the six-year primary curriculum into half the time. Upon completion, students receive a formal certificate and (if they are still within the age of schooling) can enrol in secondary school.

Evidence of AEP(s) Referenced: As of 2017/18, 33,149 students were enrolled in this program across 351 schools.

Cross-cutting Strategies: None

Stage-Specific Strategies:

- **Stage 1:** Strengthen established non-formal education programmes, including the accelerated learning programme.
- **Stage 3:** Further coordination is needed with the Ministry of Labour and Social Affairs which offers training courses for out of school youth to ensure that young people receive not only literacy and numeracy skills but also **vocational skills** which will allow them to enter the labour market
- **Stage 4:** The document explains that more work is needed to ensure that displaced learners who lack civil or legal documentation can transition to the formal education system after completing the accelerated learning programme.

12. Jordan

Document(s) Analysed: [Education Strategic Plan 2018-2022](#)

Name of AEP(s) Referenced: Catch-Up Programme

Description of AEP(s) Referenced: The Catch-Up Programme is an intensive educational program aimed at providing basic education for children who are out of school, within the age group of 9 to 12 years. It is a compensatory opportunity given in three intensive levels of education for the first six primary grades (grades 1-6) over three years (p.10).

Evidence of AEP(s) Referenced: In 2017/2018, the Catch-Up Programme reached 2,607 enrolled learners across 99 centers (p.10)

Cross-cutting Strategies:

- Review the educational legislations concerning non-formal education
- Collect **data** on the number of children (9-12, girls/boys) who graduate from accredited non-formal education (Catch-Up Programme) who enrol in formal education; integrate NFE data into the open EMIS
- Conduct a comprehensive survey study about NFE reality

Stage-Specific Strategies:

- **Stage 1: Expand** the establishment of centres for non-formal education, including by providing educational opportunities for out-of-school children who are between 9-12 years old through the Catch-Up Program over the next five years at an annual rate of 1,500 children (750 males and 750 females)
- **Stage 2:** Reach marginalised girls and boys, by adapting education delivery at the local level, including through the **accreditation** of non-formal education to enable the integration of marginalised girls and boys into formal schooling

13. Kenya

Document(s) Analysed: [National Education Sector Strategic Plan 2023-2027](#); [National education sector strategic plan for the period 2018-2022](#)

Name of AEP(s) Referenced: Accelerate learning programmes (new ESP), and Accelerated Education Centres for refugees and Adult and Continuing Education (ACE) for non-refugee out-of-school children and youth (old ESP)

Description of AEP(s) Referenced: No clear description, but the most recent ESP notes that accelerated learning programmes are meant to enhance access for out-of-school children particularly in 'vulnerable and marginalised areas' (p.57). The older ESP, on the other hand, provides more details (p.X): There are currently 18 primary level Accelerated Education Centres that provide opportunities for a limited number of out-of-school and over-age refugee adolescents and youth. All these refugee children follow the Kenyan curriculum and sit for end of cycle examinations for primary, secondary, technical, vocational education and training, as well as tertiary and university education. Refugee children attending public schools outside the refugee camps, especially in urban areas, are fully mainstreamed and benefit from Government programmes such as capitation grants for Free Primary Education and Free Day Secondary Education, among other initiatives. To date, 109 education services in refugee camps have been largely managed by the international community under the coordination of UNHCR. The Government also recognises the important role played by Adult and Continuing Education (ACE) in catering for the needs of out-of-school children, youth and adults by providing them with functional knowledge and work-oriented skills to empower them as individuals and communities for transformation and effective participation in national development. ACE therefore forms an alternative pathway with tailored programmes that meet educational needs of out-of-school children, youth and adults who for whatever reasons missed out on formal education.

Evidence of AEP(s) Referenced: 18 primary level centres, and 109 programmes offered

Cross-cutting Strategies: None

Stage-Specific Strategies:

- **Stage 1:** Develop **guidelines** on accelerated education (p.192); develop a framework for accelerated learning for OOSCY (p.92); **recruit and deploy** more ACE facilitators; Review **curriculum and training materials for ACE instructors** (i.e. pre-service teacher education); Build the **capacity of ACE facilitators** through in-service training; review **ACE curriculum**

and support materials to integrate community education empowerment and development programmes; **sensitise educators** on accelerated education (p.93)

- **Stage 5:** Provide capitation grants for refugee learners who mainstream into formal primary or secondary education

14. Lebanon

Document(s) Analysed: [Lebanon five-year general education plan 2021-2025](#)

Name of AEP(s) Referenced: Accelerated learning programme (ALP)

Description of AEP(s) Referenced: The ALP was established by the Ministry of Education and Higher Education (MEHE) under RACE< with the support of UNICEF. It targets learners ages 9 years or older (especially Syrian refugees) who have never been enrolled in school, or who have been out of school for more than 2 years (p.30).

Evidence of AEP(s) Referenced: None

Cross-cutting Strategies: None

Stage-specific Strategies: **Stage 1:** Increase access—strategy 1.5.3 seeks to provide accelerated learning programmes to out-of-school students, though the percentage of targeted students enrolled is “to be determined” (p.68)

15. Liberia

Document(s) Analysed: [Education Sector Plan 2022/23–2026/27](#)

Name of AEP(s) Referenced: Accelerated Learning Programme (ALP)

Description of AEP Referenced: ALPs target students aged 8–15 who are already enrolled in basic education but are more than two years over age for their class. ALP provides them with a three-year condensed cycle of lower primary education, after which they can either transition back to formal education or begin working. ALPs are taught by mainstream teachers (on the payroll or volunteer) in primary schools, predominantly those with a lighter workload. There are three levels of ALP, requiring two teachers per level, so a total of six teachers are needed for the full, three-level ALP program.

Evidence of AEP Referenced: The Accelerated Quality Education (AQE) program, funded by USAID, increased ALP access for 63,893 8–15-year-olds across six counties (Bong, Grand Bassa, Lofa, Margibi, Montserrado, and Nimba). In collaboration with the MoE the program supported accelerated education in 264 school sites, provided professional development for 1,229 teachers and 657 education officers, supported 275 PTAs, and renovated 968 classrooms. Resources were provided to the 264 sites, including furniture and operational supplies. An evaluation of the AQE program conducted in 2021 (NORC, 2021) found that overall, the ALP model was well-received, particularly the curriculum, with positive views on sustaining and scaling up the model. Constraints included limited funding, availability of TLMs, and merging of classes. A total retention rate of 65% was achieved, with 22% of ALP students transitioning to conventional

school and 43% staying in the ALP. Stipends for ALP teaching staff were perceived to be linked to retention of staff and valued as compensation.

Cross-cutting Strategies:

- Expand registration, inspection visits and licensing/permit system for **non-government alternative education providers**. Coordinate with school inspectorate and DEOs.
- Develop a single, effective **national system for the planning, implementation, monitoring and evaluation of alternative education services** throughout the country, targeting OOSCY, and based on joint planning at the county and district level so that alternative education is aligned with the annual Government of Liberia and Ministry of Education budget allocation.

Stage-Specific Strategies:

- **Stage 1:** Increasing access to alternative education programs, such as ALP is a key strategy to reduce overage students throughout the school system, and to decrease the number of OOSCY. This will be achieved, in part, by revising the Alternative Learning Framework, scaling-up ALP classes in lower basic schools, conducting awareness-raising activities, and providing top-up incentives for lower basic teachers working on ALP after class hours. Moreover, ensuring on-age enrollment and expansion of ALP are the two key leveraging strategies for the MoE to tackle the over-age issue in a sustainable way. To explore how the AQE program could be integrated into conventional schools under the lead of the government, a pilot was conducted, which revealed three possible scenarios for ALP integration – the MOE decided the schools can choose the model that best fits their situation based on demand and available resources: (1) Schools that have enough adequate classrooms (at least three extra classrooms for the three ALP levels), as well as enough teacher time and demand for ALP, can offer full ALP–CS provision, with all three levels of ALP provided within existing schools. (2) Schools can also provide partial ALP–CS, providing basic education Grades 3–6 and level 1 of ALP or Grades 5–6 and levels 1 and 2 of ALP. (3) Schools that have a majority of over-age students could exclusively provide ALP classes.
- **Stage 2:** A key component of ALP is facilitating students' transition back to formal education, which could be basic/secondary education or TVET. At the end of each ALP level, students take a **summative assessment**. If they pass the assessment and are less than two years over age for their next grade level, they will be able to transition back into the formal system. If they are more than two years over age after passing the assessment, they progress to the next ALP level (level 2 or 3). When students graduate from level 3 and are 15 years old or older, they can transition to adult education or TVET, or are supported to transition to the workplace. Key policies were also developed within multiple technical working groups for the institutionalization of ALP: an Alternative

Education School Quality Assessment; an integrated Learner Eligibility Assessment and Certification Policy to assess ALP learners' eligibility, assessment, and certification in one set of guidelines, and a revised curriculum. The structured ALP curriculum revision was also carried out to align ALP curriculum with the new national curriculum.

16. Malawi

Document(s) Analysed: [National Education Sector Investment Plan 2020-2030 \(NESIP\)](#)

Name of AEP(s) Referenced: Complementary Basic Education (CBE) programme

Description of AEP(s) Referenced: Through the CBE Programme, Malawi aims to provide education opportunities to out-of-school children between the ages of 9 and 17. CBE is accelerated learning programme with an emphasis on literacy and numeracy, healthy living, citizenship, livelihoods, agriculture and environment (p.20).

Evidence of AEP(s) Referenced: Since 2006, there has been an increase in CBE enrolment from 450 students to 56,450 students in 2018/19 school year operating in 10 districts in the country (p.9). Despite increase in CBE enrolment, a number of challenges are affecting the programme as highlighted in the ESP (p.21)

Cross-cutting Strategies:

- Develop and implement **AEP policy**
- Strengthen **data and evidence to capture out of school children**
- **Strengthen coordination mechanisms** among stakeholders, including community participation in programme implementation

Stage-Specific Strategies:

- **Stage 1:** Expand equitable CBE to all districts; strengthen the provision of CBE programmes through improved quality of teaching and adequate digitalized teaching and learning materials; Review CBE package to reflect the needs of children of different ages and prior knowledge and skills

17. Mali

Document(s) Analysed: [Plan décennal de développement du secteur de l'éducation et de la formation professionnelle 2019-2028](#)

Name of AEP(s) Referenced: Accelerated Schooling/Gateway Strategy (SSA/P)

Description of AEP(s) Referenced: The objective of the SSA/P is to offer disadvantaged and out-of-school children an opportunity to integrate into the education system starting in grades 3 or 4, following nine months of exposure to academic learning (p.69-70). The SSA/P has been implemented for several years by NGOs with the participation of grassroots communities (p.46)

Evidence of AEP(s) Referenced: None

Cross-cutting Strategies: Develop **community-based approach to the management** of SSA/P and other direct reintegration strategies (p.70)

Stage-specific Strategies:

- **Stage 1: Scale** the SSA/P by: capitalizing on existing achievements, building and equipping facilities, and supporting beneficiary communities by providing trained teachers and teaching materials (p.46)
- **Stage 3: Plan infrastructure and equipment interventions** in areas concerned by the reintegration of OOSCY; implement **support measures** to promote access to the school system for dropouts/OOSCY (p.70)

18. Mozambique

Document(s) Analysed: [Plano Estratégico da Educação 2020-2029](#)

Name of AEP(s) Referenced: Accelerated learning programme (*programa de aceleração de aprendizagem*)

Description of AEP(s) Referenced: Minimal information provided, but it appears that the accelerated learning programme falls under the Adult Literacy and Education programme (*Alfabetização e Educação de Adultos*).

Evidence of AEP(s) Referenced: The document. Notes a key challenge to be the growing population of children 14 years or younger participating in the Adult Literacy and Education programme; from 2014-2018, a total of 2,188,061 students were enrolled in the programme, of which 452,403 (or 21%) were children under 14 years (57% female).

Cross-cutting Strategies: None

Stage-specific Strategies: **Stage 1:** Develop and implement accelerated learning programmes, to reduce the illiteracy rate and to support children under 14 years of age to return to primary education (and to reduce the number of learners enrolled in the Adult Literacy and Education programme)

19. Myanmar

Document(s) Analysed: [National Education Strategic Plan 2016-2021 Myanmar](#)

Name of AEP(s) Referenced: Non-formal Primary Education Equivalency Programme (NFPE EP)

Description of AEP(s) Referenced: The MOE currently implements two core AE programmes: the Non-formal Primary Education Equivalency Programme (NFPE EP) and a Summer Basic Literacy and Functional Literacy Programme for youth and adults. The NFPE EP is currently the main alternative learning pathway for out-of-school youth (p.162). Local and international NGOs and Community-Based Organisations (CBOs) also implement the NFPE EP (p.159), while other government ministries are also involved in alternative education programmes, predominantly in the provision of non-formal skills training.

Evidence of AEP(s) Referenced: The NFPE EP was implemented in 89 townships in 2015, reaching 11,234 learners. Less than one-quarter of NFPE EP learners transition to formal middle

school. Low transition rates caused the government to expand the programme to include a pilot Non-Formal Middle School Equivalency Programme (NFMS EP). The ESP also notes that there is limited data on the scope and impact of these programmes and their co-ordination with the MOE is weak (p.159)

Cross-cutting Strategies:

- **Policy:** Develop a comprehensive alternative education (AE) policy in close consultation with alternative education stakeholders across the country; the policy will clearly and concisely address challenges discussed in the AE sub-sector report. Note the ESP mentions a draft Basic Education Sub-sector Law which includes three key policy commitments: (1) Strengthening AE governance through forming an AE Co-ordination Committee. (2) Ensuring equivalency of standards between formal and nonformal education systems to enable learners to easily transition between both systems. (3) Expand access to quality AE pathways for out of school youth
- **Governance:** Establish a national Alternative Education Coordination Committee (AECC) to support effective and efficient coordination of government and non-government providers, community-based organisations and the private sector. The AECC will consist of a committee of alternative education specialists who can provide strategic professional advice to support the successful implementation of alternative programmes, including the NFPE EP. Establish a Department of Alternative Education (DAE); the alternative education sub-sector report highlights the need to establish a separate department that is a fully staffed in order to successfully implement and sustain and expanded range of government-funded programmes.
- **Data:** Create a national alternative education database, first by conducting a national baseline study of all government and non-government alternative education providers. DAE will develop a quantitative survey tool, which can be tested and rolled out systemically, to capture data on a range of key indicators relating to alternative education. The database must be fully linked to the updated national education management information system (EMIS).

Stage-Specific Strategies:

Stage 1:

- Expand access to the NFPE EP through increasing the number of government, non-government service providers and private sector organisations formally accredited to deliver this programme by the MOE. The initial focus of the expansion will be in disadvantaged areas with the highest number of children dropping out of primary school and remote areas.
- Partner with NGO providers, including community-based organisations and the private sector, who have the expertise, to establish a standards-based quality assessment framework, teacher competencies framework, and teacher training programme

- Encourage implementation of out-of-school education programmes with ward and village-based associations and NGOs
- Improve the oversight and management of AE programmes by undertaking quality assurance assessments and establishing a standards-based quality assessment framework for all government and nongovernment AE service providers, community-based organisations and the private sector; use findings from the annual Quality Standards Assessments to improve the implementation of AE programmes and achieve minimum national quality standards; these standards provide the quality foundation upon which providers can incorporate locally relevant content.

Stage 2:

- Put in place a range of **quality, accessible, flexible and certified AE programmes** that respond to the diverse needs of learners at different stages of their education and career pathways (see Diagram 10.1, 'Alternative Education Pathways Map' on p.162).
- In 2013-2014 a **standardised test** was introduced for the NFP EP. Learners enrolled in NFP EP and middle school education programme and other government-approved AE programmes, graduate and receive MOE-approved completion certificates, which recognise their achievements and enable continuous learning
- **Pilot and expand nationwide the recently developed Non-formal Middle School Education Programme (NFMS EP)** with through a combination of government, non-government and private sector organisations. All partners involved in the delivery of the NFMS EP will be accredited by the MOE. Learners who graduate from the NFMS EP will be issued with an MOE-recognised completion certificate so they can enrol in high school or other AE programmes page 167 - summary of results framework

20. Pakistan (National)

Document(s) Analysed: [National Education Policy Framework 2018](#)

Name of AEP(s) Referenced: Accelerated learning programme

Description of AEP(s) Referenced: None

Evidence of AEP(s) Referenced: Mentions challenge of low-quality of accelerated learning programme and other non-formal education for OOSCY

Cross-cutting Strategies: None

Stage-specific Strategies: Stage 1: Restructure and improve existing programmes to deliver Accelerated Learning Programmes in targeted areas

21. Pakistan (Balochistan)

Document(s) Analysed: [Balochistan Education Sector Plan 2020-2025](#)

Name of AEP(s) Referenced: Accelerated learning pathways (ALPs)

Description of AEP(s) Referenced: None provided

Evidence of AEP(s) Referenced: Enrolment has reached 12,459 across Packages A, B, and C, with girls making up 38% of enrolled learners, and boys 62% (see Table 4-4, p.42-43). Various challenges related to capacity were also noted (see p. 138).

Cross-cutting Strategies:

- Increase capacity of NFE /ALP programs to accommodate diverse and excluded segments of out-of-school children, including by exploring and implementing 'local solutions'
- Improve **coordination** between NFBE and formal schools
- Facilitate **community involvement** in NFE programmes, including enhancing their potential to support enrolment and expansion, by helping to mobilise enrolments in these programs and beyond.
- Develop and implement a high-profile **awareness campaign** on NFE for senior policy makers, civil society and the media.

Stage-Specific Strategies:

Stage 1

- **Map out of school children at the local level** by collecting extensive demographic data that helps in supplying relevant NFE/ ALP program
- Map the current ongoing program in NFE /ALP and identify potential areas for expansion (geographically and program wise): (1) introduce measures to target the **participation of children ages 9 and above**, to the extent possible, in NFBE classes. Children below 9 years of age will be accommodated in formal schools unless there are no alternatives; NFE programmes will not include children who can be provided with options in formal schools. (2) Expanding opportunities for **post-primary NFE and skill programs**. Currently, NFBE programs have been for primary levels only. Post-primary NFE and skill programs will be expanded in view of the requirements of Balochistan Compulsory Education Act 2014 which targets ages 5 to 16.
- Develop and implement a **phased expansion plan** for the next five years (to target at least 100% more participation)
- **Enhance female participation** in NFE through by setting specific targets in each district and engaging the community to increase enrolment (e.g, 60% female enrolment as target)
- **Recruit and train more female teachers** in NFE programs to support girls' participation.
- Move from scattered piecemeal NFE interventions to an **institutionalised need-based approach** to development of curriculum, learning material, assessments and teacher professional development.

Stage 2

- Develop and implement a **structured NFE assessment and examination** system to ensure standardised learning and the ability to measure and monitor learning. This will help in improving the quality of teaching and learning in NFE, as well as transiting graduates to various paths.
- Introduce **career counselling** guidelines in NFE centres to help learners make informed choices for careers and continuing education. Career counselling can play an important role in improving the chances of employment. If successful, the counselling will not only enhance livelihood opportunities but also attract more participants to NFE programs for both NFBE and adult literacy.

22. Pakistan (KP)

Document(s) Analysed: [Khyber Pakhtunkhwa Education Sector Plan 2020/21 - 2024/25](#)

Name of AEP(s) Referenced: Alternative Learning Pathways / Accelerated Learning Programmes (ALP)

Description of AEP(s) Referenced: No description provided – ALP referenced as an NFE model for ‘illiterate youth and children who have dropped out of school for whatever reason’ with ‘a commitment to the mainstreaming of children from non-formal education back into the formal system’ (p.51). ALP programmes, along with other NFE models, will ‘provide equitable access to all children, especially the over-age, left-behind children and girls’ (p.21).

Evidence of AEP(s) Referenced: None

Cross-cutting Strategies:

- Strengthen **NFE governance structure, financing system, and mechanism of design and quality delivery of NFE programs** in line with the systems and setup in place for education in the province; develop the technical capacity, expertise and skills of ESRU to undertake its role and the future proposed areas including a PMU-type function and to take on functional management of NFE and ALP programming; operationalize the ALP project implementation unit - Capacity building of relevant staff on management and implementation of ALP initiative at provincial and district level
- The draft Khyber Pakhtunkhwa NFE **policy** was developed to guide the NFE sub-sector in the province and suggests effective programming for alternative and accelerated education for different age groups (including adult literacy through a blend of technology and market-oriented initiatives)

Stage-Specific Strategies: Stage 1: Scale up existing ALP programmes and E&SEF’s community schools programme to provide access to the left-behind children; the target enrolment rate for ALP/NFE programmes between 2024 -2025 is 115,000 students (60,000 boys), to be implemented in at least 15 districts with higher number of left-behind children.

23. Pakistan (Punjab)

Document(s) Analysed: [Punjab education sector plan 2019/20 –2023/2024](#)

Name of AEP(s) Referenced: Accelerated education programme (AEP)

Description of AEP(s) Referenced: The ESP only mentions that the Non-Formal Basic Education Board will 'explore the potential of introducing an accelerated education programme (AEP). These programmes will target children who were unable to enrol into school due to demand-side constraints, and will bridge them to the relevant grade level in formal school' (p.46).

Evidence of AEP(s) Referenced: None

Cross-cutting Strategies: None

Stage-Specific Strategies:

- **Stage 1:** Target OOSC and **dropouts who can access a neighbouring primary or middle school**, and support them to enrol into a relevant AEP; respond to the needs of students when developing **AEP schedules**; align the **academic calendar** of AEPs with the formal school system, e.g.: "To enable smooth transition to the formal system, students should be retained in their AEP centres till the start of the formal academic year. This would help provide continuity and minimize the chances of them dropping out during transition."; develop a **curriculum** integrated both horizontally (across subjects) and vertically (across grade levels) to accelerate the speed of learning
- **Stage 5:** Budget allowing, consider providing **stipends to AEP students** so that they are encouraged to continue their courses [unclear if referring to AEP courses or formal school, but because it says 'continue' we have assumed it means in formal education]

24. Pakistan (Sindh)

Document(s) Analysed: [School education sector plan and roadmap for Sindh \(2019 –2024\)](#)

Name of AEP(s) Referenced: Accelerated learning programmes (ALP), accelerated programmes, or accelerated education as part of broader non-formal basic education (NFBE)

Description of AEP(s) Referenced: None provided – accelerated learning is only mentioned as a model of non-formal education with the aim to '[provide] opportunities [to learners who have dropped out or are over-age] to complete primary and post-primary education.' This includes "catch up" accelerated programmes within the mainstream system, as well as creating linkages with technical and vocational skills to improve employability and opportunities for students in NFE programmes, among other strategies.

Evidence of AEP(s) Referenced: None

Cross-cutting Strategies: None

Stage-specific Strategies: Strategies are mostly in relation to NFE broadly, rather than ALP

- **Stage 1:** Develop **teachers' guides and training manuals** to empower NFBE facilitators; develop post-primary **curriculum** to cater the access issue of overage drop out children

to continue post-primary education along with an option of linkages with technical and vocational skill opportunities;

- **Stage 2:** Define the **clear pathways** for NFE programmes to avoid overlapping with formal education system; link NFE programmes with the formal stream (primary and post primary), including certification and equivalency, so that children who complete an accelerated type of modality can continue their education in the formal stream, or students who drop-out of school can re-enter or move between different education streams.

25. Philippines

Document(s) Analysed: [Basic Education Development Plan \(BEDP\) 2030](#)

Name of AEP(s) Referenced: Alternative Learning System (ALS)

Description of AEP(s) Referenced: The ALS is a parallel learning system to formal education that provides a viable alternative and a second chance education option for out-of-school youth and adults to complete basic education study. ALS learners are assessed through Functional Literacy Test (FLT), assessment of basic literacy (for basic literacy ALS learners), recognition of prior learning, formative assessments, accreditation and equivalency (A&E), readiness test, and portfolio assessment. The A&E Program provides an alternative pathway of learning for out-of-school children in special cases and adults who have not completed basic education. This program allows school dropouts and early school leavers to complete elementary and lower secondary education outside of the formal system and obtain certification as elementary and JHS completers through A&E tests for each level. Though a form of non-formal education, the ALS sits under the Department of Education's mandate, along with formal kindergarten, elementary, and high school (junior and senior).

Evidence of AEP(s) Referenced: During the 2019-2020 school year, 759,723 learners were enrolled in the ALS; in the 2020-2021 school year this number dropped to 478,672 enrolled learners. Reasons for reduced enrolment include COVID-19 and learners' need to focus on work (60% of enrolled learners also work) or provide remote learning support to their children. Approximately two-thirds of ALS learners are male, showing a reverse trend from the formal school system, where more girls are enrolled. According to ALS tests (called Accreditation and Equivalency tests, described more below) average scores for elementary and junior high school (respectively) were 58.7 and 64.7, meeting "average mastery" for both levels. For both Elementary and JHS levels, the learners scored highest on Strand 4 - Development of Self and a Sense of Community (moving towards mastery) and the lowest on Strand 2 - Critical Thinking and Problem Solving (average mastery).

Cross-cutting Strategies:

- The new **Alternative Learning System Act** was enacted on December 23, 2020, aiming to provide out-of-school children—and in special cases adults—with opportunities to improve their knowledge, values, life skills, and readiness for higher education, work, or self-employment through a system of non-formal or indigenous education or both,

which are tailored to respond to their learning needs and life circumstances. The Act also aims to design specialized programs for learners with disabilities, taking into consideration their different levels of learning needs and other functional difficulties in the development of instructional materials and learning resources in accessible formats (Sec. 3)

- The ALS Act includes the creation of a **Bureau of Alternative Learning System**, and specifies which government agencies will assist DepEd in the implementation of ALS, e.g., CHED will promote among higher education institutions the admission of ALS Accreditation and Equivalency (A&E) test passers; TESDA will assist DepEd “in equipping ALS learners with technical-vocational skills and provide access to national certification, as applicable, to improve their work readiness.” The coordination with the LGUs and local school boards is also regulated in that Act.
- A key output is the establishment and operationalisation of a ‘multisectoral youth development alliances... in support of ALS implementation’ (p.165)
- A key strategy is to enhance **planning, monitoring and evaluation** capacities in up to 8,830 field offices (region, division and schools) over the course of 5-years. This will include developing a tool for tracing ALS learners who completing basic education, tracking these learners after completion, and aligning ALS M&E systems with Basic Education Monitoring and Evaluation Framework at all governance levels. The ALS M&E system is also described as a ‘mechanism for mobilizing community support to address issues like disasters, social and health issues, and threats to empowerment’ (p.199)

Stage-Specific Strategies:

- **Stage 1:** The ALS Act further strengthened other aspects of the programme such as the provision of conducive teaching and learning environments for ALS including establishment of school-based Community Learning Centres (CLCs) and mandating at least one CLC in every municipality and city. CLCs are also expected to develop their respective ALS implementation plan as a compliment to School Improvement Plan (SIP). Additional strategies include: improving access to print and digital resources in CLCs, training more ALS teachers in online teaching platforms, deploying more ALS teachers to high-demand areas, and expanding services to contract and engage non-governmental ALS providers.
- **Stage 2:** Accreditation & Equivalency Test (A&E) for Alternative Learning System occurs at grades 6 (end of elementary) and grade 10 (end of junior high school). Certification is provided to accredit completion of Elementary or Junior High School requirements within the program. The tests cover 21st century skills across five strands— Communication Skills, Critical Thinking and Problem Solving, Sustainable Use of Resources and Productivity, Development of Self and a Sense of Community, and Expanding One’s World Vision. An accreditation and equivalency test to accredit

completion of Senior High School is also intended to be developed. In addition to the A&E tests, DepEd will continue to explore innovative assessment methods for ALS learners, including authentic assessments such as portfolio-based assessment, project-based assessment and performance-based assessment (e.g., writing essay), along with the micro-certification of acquired competencies to help them gain better employment opportunities.

- **Stage 3:** The ALS act seeks to enhance post-program options/ transition pathways.

26. Sierra Leone

Document(s) Analysed: [Sierra Leone Education Sector Plan: transforming learning for all 2022-2026](#); [National Guidelines on Accelerated Education for Out-of-school children and youth \(2024\)](#)

Name of AEP(s) Referenced: Bridge programmes or accelerated learning programmes

Description of AEP(s) Referenced: Accelerated learning programmes or 'bridge programmes' provide opportunities for children and youths who never completed primary to re-enter the system (p.21). This includes including pregnant girls and lactating adolescent mothers (p.38)

Evidence of AEP(s) Referenced: None

Cross-cutting Strategies: Provide bridge programmes (e.g., accelerated learning) that prepare out-of-school children, including pregnant girls and lactating adolescent mothers, to re-enter formal school

Stage-Specific Strategies: None

27. Somalia

Document(s) Analysed: [National Education Sector Strategic Plan: 2022-2026: Rebuilding Somalia through educational planning](#); [National Accelerated Basic Education \(ABE\) Policy Framework \(2021\)](#)

Name of AEP(s) Referenced: Accelerated Basic Education (ABE)

Description of AEP(s) Referenced: Accelerated Basic Education provides the opportunity for overage and disadvantaged groups (ages 9-18) such as IDPs and pastoralists in Somalia to receive a basic education and a primary leaving certification. ABE in Somalia is currently implemented by partners across a limited geographic area has also been offered through a distance-learning radio programme. ABE is a modification of the formal primary cycle and condenses the formal primary cycle into four years (instead of 8 years) with each ABE level covering equivalent learning competencies of two formal grade levels. Following completion of the ABE programs, students are able to sit for the grade 8 primary national examination and obtain a primary certificate. The Ministry developed the ABE Policy and Curriculum Framework in 2021, officially establishing a national standard for ABE and ensuring that the ABE sub-sector is part of the formal education system. Following the approval of the Policy and Curriculum Framework, the Federal Ministry also developed the appropriate teaching and learning materials

(textbooks & teacher guides) for ABE Level 1 to Level 4 (equivalent to grade 1 to 8). ABE is a modification of the formal primary cycle and condenses the formal primary cycle into four years (instead of 8 years) with each ABE level covering equivalent learning competencies of two formal grade levels.

Evidence of AEP(s) Referenced: In 2020, 40,440 learners were enrolled; despite institutional improvements, access remains limited due to various challenges, including limited community awareness of ABE programs and low engagement. Key targets to reach by 2026 include increasing ABE enrollment to 200,000 children and youth, with 180,000 completing the full ABE cycle; developing radio-based programming for ABE distance learning in rural areas, and distributing 20,000 radios to children in hard-to-reach communities. By the end of the plan period, the proportion of female students enrolled in ABE centres will be 40%. Currently 421 teachers receive stipends, with plans to expand this to 1,573 teachers (50% female) (p.69). Projected costs of ALP activities also reported (p.100, 103). The quality of the ABE is also to be monitored with baseline (2020) and endline (2026) targets, though these were noted as 'to be determined' (TBD) in the ESP (p.66).

Cross-cutting Strategies:

- **Build capacity of MoECHE's and FMSs staff** on developing radio-based programs for ABE
- Strengthen **coordination and management** of ABE, including by working with development partners

Stage-Specific Strategies:

- **Stage 1:** Establish and **expand ABE provision**; work with **development partners** to expand the implementation of ABE; improve access through community awareness and promotion of the ABE programme, as well as by conducting a **needs assessment** to identify where ABE centers are in the highest demand; develop **communication and community outreach** strategy for ABE; provide **school feeding** programme to ABE students; improve the supply of learning supports including **textbooks, teacher guides, and trained teachers**; distribute curriculum to ABE teachers, and provide in-service training for ABE teachers (50% female); provide **teachers with stipends, especially female teachers**; enhance support for radio learning by **developing more radio-lessons** and **distributing radios** to hard-to-reach places
- **Stage 2:** Following completion of the ABE, students are able to sit for the grade 8 primary national examination and obtain a primary certificate; however, no strategies are mentioned on how to support students to access and pass these exams.

Additional Relevant Resources: [National Accelerated Basic Education Policy Framework \(2021\)](#) defines the scope of alternative basic education in the country, and outlines the curriculum structure to be used for learners in this pathway.

28. Somalia (Puntland)

Document(s) Analysed: [Puntland Education Sector Strategic Plan \(ESSP\) 2017-2021](#)

Name of AEP(s) Referenced: Alternative Basic Education (ABE)

Description of AEP(s) Referenced: ABE and non-formal education (NFE) both generally seek to target those children, youth, and adults with limited access to traditional education (namely pastoralists, internally displaced persons, and isolated rural communities).

Evidence of AEP(s) Referenced: Puntland had a total of 58 ABE institutions, and 107 NFE institutions spread across the state. As of 2015, there were 8,939 learners enrolled in ABE schools, and increase from 7,204 learners enrolled in 2011. Pastoralist communities make up a very small portion of the enrolled population (5%-15%). The rate of growth in ABE has been low in the last four years, indicating potentially unbalanced investment. It may be appropriate to retarget resources to meet the needs of the traditionally disadvantaged groups ABE seeks to support. However, given above challenges cited relating to availability of funds to unilaterally achieve these ends, community partnership/scholarship models may be necessary to achieve intended targets. Table 17 (p.109) also notes the estimated cost per student (including books, uniforms, and materials) at \$25 as of 2016 (see p.115 for estimated costs for ABE/NFE activities).

Cross-cutting Strategies:

- Increase investments into ABE and NFE more broadly, in order to allocate resources equitably across formal and non-formal education models
- Implement a partnership growth programme, led by the Ministry of Education and Higher Education, seeking to coordinate government, community, NGO, and NSA structures to promote growth in the education sector
- Develop and implement a minimum standards framework

Stage-Specific Strategies:

- **Stage 1:** Increase **ABE schools** to 75 schools, and enhance **ABE enrolment** (by 40% including 50% girls and 30,000 pastoralist children); a combination of state, community and NSA provisions of more innovative, flexible, and mobile methods of educational delivery will have to be undertaken; create a practicing **teachers' certification** and provide **training** for new 50 new ABE/NFE teachers per year; train 1010 practicing ABE/NFE teachers per year; develop and print Level 3 and 4 of **NFE textbooks**—since the Ministry reviewed, analysed, identified the gaps of the existing Levels(1&2) and aligned with the curriculum framework, it will develop and print the remaining two Levels (3&4) of NFE curriculum distribute 2,000 textbooks per core subjects annually
- **Stage 2:** Create pathways between ABE/NFE and formal education, including by promoting linkages between education structures and setting concrete targets against which providers and education sector administrators will be held; create end-of-year examinations, linked to the Minimum Standards Framework, for each year of ABE/NFE.

- **Stage 5:** Explore the implementation of flexible school timing programmes as a method for improving access to education for pastoralist communities; provide school feeding to meet acute needs of pastoralist and nomadic communities, especially during droughts

29. Somalia (Somaliland)

Document(s) Analysed: [Education Sector Strategic Plan \(ESSP 2017-2021\) Somaliland](#)

Name of AEP(s) Referenced: Accelerated learning programme (ALP) or accelerated learning opportunities, which are part of the Alternative Basic Education (ABE).

Description of AEP(s) Referenced: None provided – the ESP notes that the Government of Somaliland ‘recognizes the importance of alternative and accelerated learning opportunities as a policy and sector strategy to reduce numbers of OOSC, in line with SDG4’ (p.28). It also notes that access to ABE learning programs will be increased in order to facilitate a smooth transition to formal secondary schools and that the ABE curriculum matches the formal Primary curriculum but is accelerated in order to better serve older out of school children (p.22)

Evidence of AEP(s) Referenced: None

Cross-cutting Strategies: None

Stage-Specific Strategies: Most strategies are in relation to ABE (or NFE more broadly):

- **Stage 1: Expand and improve availability of AEP facilities** and staff to meet needs of the numbers of out-of-school children; enhance the construction, expansion and rehabilitation of ABE and NFE centres and regional and district offices, all aimed at widening opportunities for access to education, particularly for those who are most excluded; construct ABE centres in, or close to, communities and **increase the numbers of primary schools that are used as ABE learning centres;** to increase the demand for ABE, conduct **a national mobilization of stakeholders**, from families and communities to teachers and management staff on the importance of ABE. Place particular emphasis on marginalized children, including giving special attention to the enrolment of girls, especially in low-income and remote areas; Pilot **school feeding programmes** in ABE facilities, based on evidence and lessons learned regarding the much higher rates of enrolment in rural and pastoralist communities in arid and semi-arid lands; align ABE **curriculum** to match the formal primary curriculum but in an accelerated manner, in order to facilitate transitions to secondary school; review ABE curriculum to incorporate **culturally relevant material for the Pastoralists and nomadic education;** Produce a qualified teaching staff at all levels, including ABE; to reach all citizens, including those who are disadvantaged, train teachers in the basic concepts of **differentiated instruction** for students with diverse learning needs in the classroom; recruit and provide **hardship allowance** to 975 primary and ABE teachers in rural areas
- **Stage 2:** Ensure AEPs use the **same graduation exams** to complete primary and enter secondary schools

30. South Sudan

Document(s) Analysed: [General Education Sector Plan 2023-2027](#); [Policy for Alternative Education Systems \(2014\)](#), [Alternative Education Systems: Implementation Guide \(2014\)](#), and [A Guide to Implementing the New Curriculum for Accelerated Learning Programmes \(ALPs\) \(2024\)](#)

Name of AEP(s) Referenced: Accelerated Learning Programme (ALP) is one of several alternative education systems (AES)

Description of AEP(s) Referenced: The ALP condenses eight years of formal primary education into four years and targets children and youth aged 12 to 18 years who either dropped out from lower primary classes or never accessed education as well as youth aged 18 to 30 who were part of the armed forces.

Evidence of AEP(s) Referenced: No evidence; target to establish 722 AES programmes (including ALPs) in existing primary schools

Cross-cutting Strategies: None

Stage-Specific Strategies: Stage 1: Expand access to the ALP and other school-based alternative education systems; facilitate this expansion through the **provision of qualified instructors and the necessary teaching and learning materials**; extend ALP support to **internally displaced individuals** who may have experienced disruptions in their education due to migration

31. Tanzania

Document(s) Analysed: [Education sector development plan 2016/17 – 2020/21 Tanzania mainland](#)

Name of AEP(s) Referenced: Complementary Basic Education and Training (COBET)

Description of AEP(s) Referenced: COBET offers two courses: (i) a two-year Cohort I course, for children aged 9 to 13 years to re-integrate formal school at primary Standard IV or V; and (ii) a three-year Cohort II course, preparing youth aged 14 to 17 years for the PSLE and potential transitioning them into formal secondary education (O-Level Form 1) or vocational education and training.

Evidence of AEP(s) Referenced: In COBET, enrolment was steadily declining from 2005 to 2013, but again increased between 2014 and 2016, dropping off again in 2017. Although girls' enrolment in COBET is 16 percentage points less than boys' (GPI = 0.72), this reflects their respective dropout levels, and while a greater share of female participants are mainstreamed into Std IV, greater shares of boys are mainstreamed into Standard V and Form 1, and accepted into vocational training. Component 4, on the Expansion of COBET I and II has an Outcome of "Enrolment and successful completion of COBET I and II improved" to be measured with the following indicators: (i) Numbers enrolled in COBET, by cohort, gender and region (1D06); and (ii) Mainstreaming success rate, by cohort, gender and region (1D07)

Cross-cutting Strategies: Develop and implement a coherent **national system for the monitoring of learning achievement**, covering all relevant sub-sectors (COBET, pre-primary, primary, secondary)

Stage-Specific Strategies:

- **Stage 1:** Ensure availability of infrastructure and facilities for COBET, including through effective use of existing facilities in the formal system; ensure availability of necessary teaching staff; provide professional development to teachers
- **Stage 2:** Improve the assessment system of COBET learners, including through a more systematic use of its findings

32. Yemen

Document(s) Analysed: [Transitional education sector plan 2019/20-2021/22 Yemen](#)

Name of AEP(s) Referenced: 'alternative learning programmes' including 'accelerated and remedial learning' (no official name given)

Description of AEP(s) Referenced:

Evidence of AEP(s) Referenced: No evidence; target to reach at least 2,500 at risk children and youth during the first phase of roll out

Cross-cutting Strategies: None

Stage-Specific Strategies:

- **Stage 1:** Various partners have set up accelerated and remedial learning opportunities to reach out-of-school children and youth so that they can enter the formal school system at grade level or achieve functional literacy and numeracy for the workplace; alternative learning programmes will be piloted in selected governorates with the aim of reaching at least 2,500 at-risk children and youth during the first phase, and expanding and rolling out the programme following the pilot phase

33. Zimbabwe

Document(s) Analysed: [Education Sector Strategic Plan 2021-2025](#)

Name of AEP(s) Referenced: 'accelerated learning' or 'second chance education'

Description of AEP(s) Referenced: Limited information provided—the document only says that non-formal education service delivery may include accelerated learning and extension services, second chance education for premature leavers and dropouts, which may include a focus on basic and functional literacy (p.50).

Evidence of AEP(s) Referenced: No evidence

Cross-cutting Strategies: None

Stage-Specific Strategies:

- **Stage 1:** Enhance curriculum and assessment, with regard to radio lessons and the use of technologies for blended learning; NFE may play an increasingly important role for those unable to attend school due to constraints on mobility and those who have missed significant amounts of schooling, due to humanitarian challenges or the impact of the COVID-19 pandemic (p.51).