



Accelerated Learning: A Tool with a Future for Affordable Education

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Hey, Who or What is AL?

- Education in a context
- Education for emergencies
- Education for 'over age' children
- Education for students 6 to 25
- Compressed education (e.g. 2years into 1)
- **Redesigned education curriculum**
- **Reconfigured education process**
- **One-stop shopping – geared to foster development**

A Solution? For What?

- Increase cost-effectiveness of Education?
- Increased visible return on investment to students, families, communities, and country?
- Better engaged students and communities in the education process?
- An engine for investment and development?
- An engine for community mobilization?
- Improved learning, literacy, and agility in their use to address important personal and community issues?

Chimera or Reality :

Plausible → Possible → Probable or ?

- The issues for Teachers:
 - Teacher subject skills issues
 - Teacher pedagogical skills issues
 - Training effectiveness issues for teacher
 - Facilities issues
 - Flight to the 'better' job
- The AL strategy:
 - Focused issues; short courses; phased training
 - Coaches, structured analysis and incentives
 - Visible outcomes;
 - Shura, Family, Parent, and Student investment

Chimera or Reality: Continued

- The Issues for Students
 - Continued Motivation and Visible Benefits
 - Economic Constraints and Future Gains
 - Preparation, Performance and Perceived Need
 - Effort and Vulnerability
- AL Community School Development Strategy
 - Skill based, student centered, and applied learning
 - Explicit objectives and markers of progress
 - Multi-generational learning; variety of learning strategies accommodated

AL – Not a Panacea; but...

- Powerful when combined with a community-based development approach, e.g.
 - 21st century skills,
 - Workforce and community development
 - A deliberate approach with community design, engagement and support of appropriate standards
- Integrated into the school system, but
 - Not to mainstream students, to provide a pathway
 - Not to reduce quality, to land at a viable literacy level
 - Not to stand alone, to serve as a launch pad

If left as a stand alone

- Jealousy related to constrained resources
- Faltering teacher training
- Lackluster community engagement
- Unapplied skills
- Wasted repeated investments
- Deepening skepticism impeding future
- Community strife potential
- ... limited forward movement

Sobering Numbers (from MoE 1386)

In face of the ‘vision to develop human capital based on Islamic Principles...’

- 5.4 million children enrolled in schools today, nearly 35% of them girls, compared to a little more than a million 5 years ago and almost no girls.
- Half of children estimated to be out of schools
- Teaching pool has grown 7-fold, but only 22% meet the minimum quals (to grade 14, and definition of grade 14 shaky. Only 28% are female
- There is no new curriculum for secondary school; although for primary, yes.
- More than 3,500 schools have been built, but only 25% of our schools have buildings. Thousands of communities have no easy access to schools.
- Thousands of children are being taught in cross-border madrasas.
- Nearly 6% of schools have been burned or closed down due to terrorism in the last 18 months.
- Between 30,000–40,000 students graduate from high school every year; only one-third of them are admitted to universities, the rest join the pool of unemployed.
- An estimated 11 million Afghans are illiterate.
- In 1385, education (primary & secondary) received 19% of the operating budget, 4.3% of the core development budget and 7% of the total core and external, operating and development budget.

Concerns about Both Traditional and AL Methodologies

- Standards for Teacher Education in Afghanistan's Institutions of Higher Education (USAID: Mosenthal, Qargha and Mason, Draft 2008)
- Review of Catch-up Classes in Post-Conflict Burundi (JEID: Cascant I Sempere, April 2009)
- 21st Century Skills, Education & Competitiveness (Partnership for 21st Century Skills, 2008)
- Reading Activities in USAID Supported Basic Education Programs (AIR: Brunette, 2007)
- The Current Status of Afghanistan's Education System (EurasiaCritic: Intili & Kissam, 2008)
- Asian Development Outlook 2008 (ADB, Outlook 2008: Workers in Asia - ADB.org)
- Active Learning in Afghanistan, a Case Study (CARE, Menon, 2008)