Accelerated Learning Program (ALP) in Post-Conflict Sri Lanka
Part One: Assessment of Students’ Competency Levels in Grades 3-9 in Northern and Eastern Provinces
Northern Province (NP)
98,000 students

- Jaffna
- Valikamam
- Thenmaradchchi
- Vadamaradchchi
- Island
- Mannar
- Madhu
- Kilinochchi
- Mullaitivu
- Thunukkai
- Vavuniya North
- Vavuniya South

UNICEF
Eastern Province (EP) 23,000 students

- Trincomalee – Kuchchaveli, Thampalahanam
- Mutur- Eechchilampattu, Mutur
- Kalkudah – Koralaiapattu, Koralaiapattu N
- Batticaloa- Manmunai N, Manmunai W
- Thirukkovil
- Paddirippu- Manmunai SW, Porathivupattu

UNICEF
Key Findings: EP

On average, displaced learners showed a significant achievement deficit.

Results suggested that target school students were about four years behind the learning achievement levels of the Reference Group.
Compared with a Reference Group 11,500 students

Not intended to reflect national standard of achievement - NP and EP are the two lowest-achieving in the nation.

Selected to reflect the typical performance of Tamil-medium students in NP and EP who had not suffered significant ill-effects from the conflict (e.g. what the displaced students might have been expected to achieve if they had not been displaced).

Eravur (Batticaloa Central Zone)
Manmunai South Eruvilpattu (Paddirippu Zone)

UNICEF
Key Findings: NP

Students who were still in IDP camps at time of assessment (March 2010) or in schools which had been evacuated and subsequently restarted showed an overall level of learning deficit of about **3 years**.

Students who had been displaced but found places in schools which had continued to function normally showed about half this level of achievement deficit (**1.5 years**).
Key Recommendations

In both Tamil and mathematics there was a consistent pattern of relatively high levels of learning deficit amongst displaced learners in grades 3-5 and a rather lower level of learning deficit in grades 6-9. This suggested a need for remedial action to assist learners in grades 3-5.
Key Recommendations

A large minority of grade 6-8 learners in EP and amongst IDP test takers in NP failed to achieve the minimally acceptable standard of the ABC test. There was a need for remedial action to help those already in secondary school who lack the required level of literacy.
UNICEF assisted MOE to develop an Accelerated Learning Program (ALP)

**ALP:**
- Provided students who had fallen behind their age-appropriate competency with the opportunity to catch up and mainstream into formal school.
- Students received instruction in core subjects promoting literacy and numeracy and covered 2 years of standard curriculum in 1 year.
- Helped reduce likelihood of dropout and provided teachers with key skills and resources to promote inclusive education.
Accelerated Learning Program

ALP uses national curriculum, national textbooks and 18 ALP teachers’ handbooks containing practical information on how to teach the condensed syllabus effectively.

Key Subjects:

Primary: Tamil, mathematics, English

Secondary: Tamil, mathematics, English, science
Children are placed by competency not by age or previous grade.

Children enter at the level they need and exit once they have caught up with their age group.

Some children need to join a lower level first but once they improve they can move forward quickly.
ALP (December 2011)

- 120,000 students’ competency levels assessed
- 18 teacher’s handbooks developed
- 49,000 handbooks printed
- 7 in-service training modules developed
- 50 In-Service Advisors (ISAs), 48 provincial Assistant Directors of Education and 142 teachers from NP and EP trained
- Regular planning workshops conducted with key stakeholders from MOE, NPDE and EPDE
- Strategies to implement ALP developed
- Planning workshops March 2012 to finalize roll-out of in-service training for primary teachers in April.

UNICEF
ALP (November 2012)

- Increased ownership by zones and interest in expansion
- All of EP involved with ALP
- Data collection discussions in NP and EP (qualitative and quantitative data) – questionnaire
- Continuous in-service teacher training
- Regular zonal monthly ALP meetings (EP)
ALP - Challenges

Managing resources:
• Early resettlement → 2012 (not enough teachers and increased logistical challenges)
• Limited supervision throughout system (provincial, zonal, divisional)
• Not enough formal teachers → varied manifestations of ALP: (1) after-school ALP; (2) Multi-level/multi-grade in regular classrooms; (3) Separate ALP classes in schools (requires space and more teachers)
• Things Take Time
ALP Opportunities

- Leveraging resources
- Teachers and education personnel recognize continued need for ALP focusing on competencies
- Positive feedback from teachers on handbooks as key resources (discussions in Quality Circles)
- Discussions of ALP beyond post-conflict settings
- Teacher Assistants – can help manage ALP
**PEACEBUILDING AND EDUCATION PROGRAMME**

### OVERALL GOAL
To strengthen resilience, social cohesion and human security in conflict affected contexts, including countries at risk of, or experiencing and recovering from conflict

### Strategic Result
Strengthened policies and practices for education and peacebuilding in conflict affected contexts

### Outcomes (Results)

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<th>Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Increased inclusion of education into peacebuilding and conflict reduction policies, analyses and implementation</td>
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<tr>
<td>2</td>
<td>Increased institutional capacities to supply conflict sensitive education</td>
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<td>3</td>
<td>Increased capacity of children, parents, teachers and other duty-bearers to prevent, reduce and cope with conflict and promote peace</td>
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<td>4</td>
<td>Increased access to quality and relevant conflict sensitive education that contributes to peace</td>
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<td>5</td>
<td>Increased contribution to generation and use of evidence and knowledge in policies and programming related to education, conflict and peacebuilding</td>
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### Impact Indicators

- # of peacebuilding and conflict reduction policies, analyses and implementation with education integrated
- # of countries with institutions having measurably increased capacity to supply conflict sensitive and peace education
- % change in perceptions among representative samples of children and adult community members of their own ability to prevent, reduce and cope with conflict and promote peace
- # of children (M/F) reached by quality, relevant education that contributes to peace
- # of relevant policies and programmes adopted at country level informed by programme supported evidence base

### Target Countries
West and Central Africa: Chad, DRC, Sierra Leone, Liberia, Cote D’Ivoire; East and Southern Africa: Burundi, Ethiopia, Somalia, South Sudan, Uganda; East Asia and Pacific: Myanmar; South Asia Pakistan; Middle East and North Africa: Yemen, oPt