

Increasing Access to Quality Learning Opportunities: AKDN Lessons and Experiences



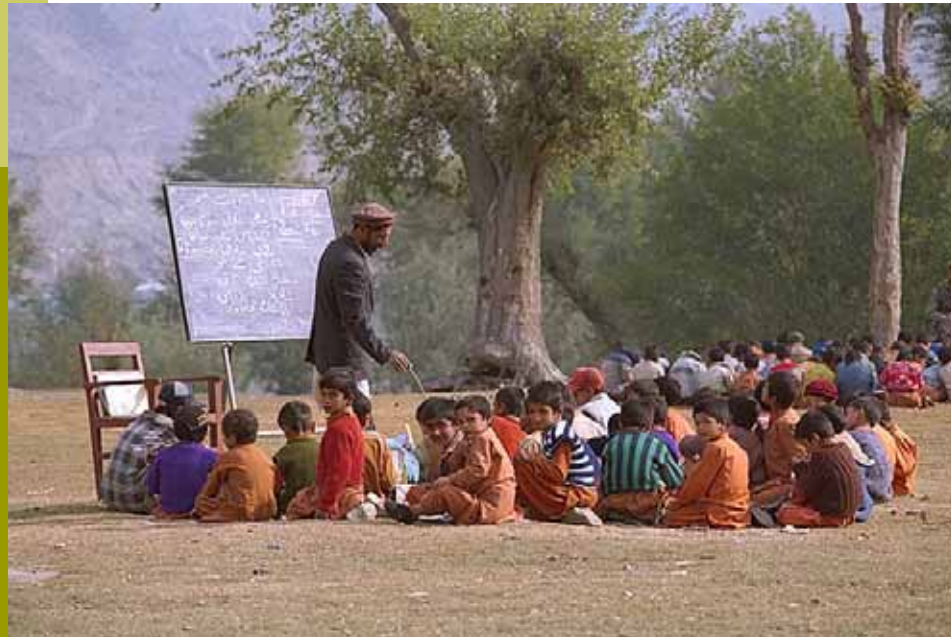
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Photos: AKF/Jean Luc Ray

Northern Areas of Pakistan

Over 20 years of work with public and private education

- Self-help School Construction
- Field Based Teacher Development
- Female Human Resource Development



- Primary community schools
- From Coaching Centres to Middle & Secondary community schools
- Kachi classes

Mozambique - CRSP



ECD – improving child readiness
Adult-Youth Literacy
School Improvement

Around 6 years work in Cabo Delgado

Education is within broader Integrated
Rural Development Programme



India – Bodh Shiksha Samiti

AKF support since 1993

Non-formal/Gov't primary schools
+ Pre-primary
+ Middle
+ Vocational/Technical for Rural Girls



Building trust and effective relations with communities is first step
Respect for child, active learning, use of local culture, stories
Long-term link with and to Government system



Push and Pull Factors Include.....

- ❑ Distance to school
- ❑ Parents' perceptions of their child's "readiness" for school and school's relevance and quality
- ❑ Transition into and out of different levels of education – timely enrolment in grade 1
- ❑ Need for assistance in and around household and agriculture work
- ❑ Availability of further education and livelihood opportunities down the line
- ❑ Previous experiences with education by parents and siblings

Lessons – Observations

- Long-term, comprehensive view is required overall but critical for rural marginalised communities
 - Allow programmes to evolve to meet the changing needs and realities of communities, e.g. from coaching centres to community middle/high schools.
 - Establish alternative approaches are needed for rural students and youth that will keep open the possibility of further education opportunities

Lessons cont'd

- ❑ Continuity in learning is needed – Fostering this in rural areas where infrastructure and resources are often more limited is challenging
- ❑ New and/or more flexible policies and systems can enable multiple entry and re-entry points for students over time – how to best promote their development?

AKDN (and others) needs to look more systematically at the cost-effectiveness and impact of their different approaches as they emerge

Lesson cont'd

- Meaningful community and parent involvement is essential – but requires intense efforts, transparency, patience and time in order to build trust and ways of working across development actors and diverse communities
- There are usually resources e.g., existing schools or community spaces, community members, local materials that can be used for increasing and improving learning

How can such practices be fostered more broadly e.g. during pre and in-service teacher training and professional development of education officers?