Evaluation of Speed School program

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Evaluation and follow up

- A Strømme Foundation **flagship program**
- Opportunity for **learning**, not just control
- Looking at **longer term impact** on children and households
- Bringing out the **children's voice**
- **Comparison** across three countries
- **Value for money** analysis

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Main lessons learnt

- **Efficiency**: The program itself is efficient.
- **Scope**: Our job is not done when a child completes the program.
- **Impact**: Long term impact is fragile in a context with weak public education system and a deteriorating security situation

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Challenge 1: Recruitment of children

- Ensure that implementing partners apply **program standards** (age, education status)
- Carry out thorough **assessments of OOSC situation** in the implementation areas
- Establish community structures: **School Management Committes**
- Location of nearest primary school

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Challenge 2: Transfer to primary school

Strømme stiftelsen

- **Digitalisation** of data collection
- Provide **support to Speed school graduates**
- **Community mobilisation** and **synergies**
- Assess **capacity of host primary school**

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Challenge 3: Completion of primary school

- **Capacity building** of both host schools and local education structures (municipalities)
- **Strategic partnerships** at the local level
- Ensure **sustainable community structures** that can advocate for quality education
- **Speed School instructors** as a potential resource for formal school

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Bigger picture: weak public education systems and a deteriorating security situation

- Importance of **strategic partnerships at the national/regional level**

- **Humanitarian/development nexus** – need to look at new types of collaboration

- **Digitalisation** – remote monitoring

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