



ACCELERATED EDUCATION
WORKING GROUP

Accelerated Education: 10 Principles for Effective Practice

These Principles aim to clarify the essential components of effective Accelerated Education Programmes (AEPs). The Action Points under each Principle are suggested key actions to guide AEPs in setting these strategic priorities. Many are feasible, concrete steps to inform the action of different stakeholders, but are not intended to cover all the necessary steps that may be required to meet the ambition of the specified Principle. While the long-term goal should be that AEPs meet all of these Principles, it will not happen immediately and will require the involvement and coordination of different actors. This document should be utilised alongside the Guide to the Accelerated Education Principles, which offers in-depth explanation, highlights examples from the field, and considers key challenges to implementation of quality Accelerated Education programming.

In considering the application of the Principles and Action Points to an AEP, it is essential to recognise the following:

- 1 The Principles are aspirational.** They are not meant to function as minimum standards of practice, but aspirational goals which AEPs should strive towards.
- 2 The Principles and Action Points must be contextualised.** They must be adapted to suit the operating environment of the AEP, and must take into account the programmatic and institutional constraints that create both opportunities and challenges when prioritising action.
- 3 Inherent tensions exist between Principles and amongst Action Points.** AEPs should recognise that such tensions may be unavoidable, and that individual programmes will have to set context-specific priorities for implementation.

LEARNERS

Principle 1:

AEP is flexible and for over-age learners

ACTION POINTS:

- a. Target over-age, out-of-school learners. AEPs are typically for children and youth aged approximately 10-18.
- b. In collaboration with the Ministry of Education (MoE)¹ or relevant education authority, define, communicate and regulate the age range for student enrolment in AEP.
- c. Make AEP class time and location flexible as required by the community, teacher, and above all, the specific needs of both male and female learners in order to ensure consistent attendance and completion.
- d. Provide age-appropriate, introductory-level courses for learners who have never been to school in order to improve readiness skills.

Principle 2:

Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction

ACTION POINTS:

- a. Develop and provide condensed, levelled, age-appropriate, competency-based curricula.
- b. Prioritise the acquisition of literacy and numeracy skills as the foundation for learning.
- c. Integrate Accelerated Learning Principles, pedagogy and practices throughout the curriculum and teacher training.
- d. Adapt the AEP curriculum, learning materials, language of instruction and teaching methods to suit over-age children and reflect gender-sensitive and inclusive education practices.
- e. Integrate psychosocial well-being and life skills' acquisition in the curriculum to address young people's experiences in conflict-affected and fragile contexts.
- f. Ensure AEP timetable allows for adequate time to cover curriculum.
- g. Develop and provide teacher guides.
- h. When funding AE curriculum development, allow sufficient time (1-2 years) and budget, and provide long-term technical expertise.

¹ Please note that when we use the acronym, *MoE*, we are referring to the Ministry of Education or *the relevant education authority* in a given context. The AEWG recognises that the name of such an education authority may differ between contexts.

Principle 3:

AE learning environment is inclusive, safe and learning-ready

ACTION POINTS:

- a. AEP classes are free, and there are no fees for uniforms or materials.
- b. Apply (inter)national standards or guidelines to ensure that relevant specifications for safety and quality for the learning environment are met.
- c. Ensure access to water and separate latrines for girls and boys, and provision of sanitary materials when relevant.
- d. Budget for maintenance and upkeep of facilities.
- e. Resource AEPs with a safe shelter, classroom furniture and teaching and learning supplies and equipment.
- f. Provide information to students and teachers on reporting mechanisms and follow-up of exposure to violence and gender-based violence.
- g. Follow recommended relevant education authority guidelines for teacher–pupil ratio, but not greater than 40 pupils per teacher.

TEACHERS

Principle 4:

Teachers² are recruited, supervised and remunerated

ACTION POINTS:

- a. Recruit teachers from target geographic areas, build on learners' culture, language and experience and ensure gender balance.
- b. Ensure teachers are guided by – and, where appropriate, sign – a code of conduct.
- c. Provide regular supervision that ensures and supports teachers' attendance and performance of job responsibilities.
- d. Ensure teachers receive fair and consistent payment on a regular basis, in line with the MoE or other implementers, and is commensurate with the hours they teach.

Principle 5:

Teachers participate in continuous professional development

ACTION POINTS:

- a. Provide pre-service and continuous in-service teacher professional development courses on subject knowledge and Accelerated Learning pedagogy.

² Please note that, when we refer to *Teachers*, we recognise that programmes may use other terms, such as educator, facilitator or animator.

- b. Build inclusion, gender-sensitivity and protection practices into the AEP teacher training.
- c. Ensure teachers are provided with regular support and coaching to help improve the quality of classroom instruction.
- d. Work directly with teacher training institutes and national structures for AEP teacher training in order to provide certified professional development for AEP teachers.

PROGRAMME MANAGEMENT

Principle 6:

Goals, monitoring and funding align

ACTION POINTS:

- a. Centre the overarching programme goal on increasing access, improving skills and ensuring certification.
- b. Develop, apply, and regularly report using a monitoring and evaluation framework linked to programme goals and plans.
- c. Make monitoring and evaluation systems for data compilation and analysis compatible with the MoE.
- d. Ensure the programme is adequately funded to assure sustained minimum standards for infrastructure, staffing, supplies, supervision and management.
- e. Include exit strategies and/or a sustainability plan in the AEP design.

Principle 7:

AE centre is effectively managed

ACTION POINTS:

- a. Ensure fiscal, supervisory, monitoring and evaluation systems are in place.
- b. Set up systems for student record keeping and documentation with data to monitor progress on student enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group.
- c. Set up systems to track AEP students who have completed in regard to their transition/integration to formal education, vocational training and/or employment³.
- d. Ensure the community education committee (CEC)⁴ is representative of the community, and is trained and equipped to support AE management.

³ For monitoring and evaluation (M&E) purposes, it is useful to track former students in order to assess program impact. In reality, this is often not possible for programmes beyond the initial enrolment of AEP graduates into formal schools. It is important to note that this is aspirational.

⁴ The term *community education committee* (CEC) is used here to designate the management responsibilities and roles that the community plays in the implementation of the AEP. Different terms may be used to designate similar organisations, for example Parent-Teacher Association (PTA) and school management committee (SMC).

Principle 8:

Community is engaged and accountable

ACTION POINTS:

- a. Ensure the AEP is located within a community that supports and contributes to the programme.
- b. Ensure the AEP is locally led and, when necessary, technical expertise is provided externally.
- c. Provide comprehensive community sensitisation on the benefits of AEPs.
- d. In areas with frequent movements of internally displaced persons and/or refugees, conduct continuous needs assessments and community sensitisation on education.

ALIGNMENT WITH MOE AND POLICY FRAMEWORKS

Principle 9:

AEP is a legitimate, credible education option that results in learner certification in primary education

ACTION POINTS:

- a. Include strategies and resources that ensure AEP learners can register for and sit examinations that provide a nationally recognised certificate.
- b. Develop clear pathways that enable children and youth to reintegrate at a corresponding level in the formal system, vocational education or employment.
- c. If national and annual examinations do not exist, develop assessment systems with the MoE that enable children to be tested and reintegrated at an appropriate level in the formal system.

Principle 10:

AEP is aligned with the national education system and relevant humanitarian architecture

ACTION POINTS:

- a. Integrate research on out-of-school and over-age children within education sector assessments so that supply and demand issues related to AEP are explored, analysed and prioritised.
- b. Develop strategies and processes to engender political will, identify resources and integrate AEP into the national education system.
- c. Develop clear competency-based frameworks for monitoring progress and achievement by level, based on national education system or relevant humanitarian architecture curricula.
- d. Use certified MoE material where available.
- e. Seek provision for financial support for AEPs within national or sub-national education budgets.
- f. In a humanitarian context, work with the Education Cluster or appropriate sector/donor coordination group to ensure the AEP is part of a coordinated sector response.