



**Inter-agency Network for
Education in Emergencies**



**ACCELERATED EDUCATION
WORKING GROUP**

Pathways for Change & Learning Agenda

Introduction

This document articulates how the [INEE Accelerated Education Working Group \(AEWG\)](#) aims to achieve the change it wants to see in educational opportunities for out-of-school children and youth and contribute to *ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all* (SDG4).

The INEE AEWG Pathways for Change and Learning Agenda is aligned to INEE strategic priority 3: provide, curate, and organize knowledge to inform policy and practice. It also supports and builds on INEE's Data & Evidence work, specifically the INEE Learning Agenda by responding to gaps in evidence and data analysis that were identified by the [INEE Learning Agenda](#) regional consultations (2019-2020). In all regions consulted (Middle East, Central and South America, and South Asia), there was mention of gaps in evidence around flexible programs to cater for marginalized youth; curriculums that respond to disruptions; teachers, and, community participation; all of which are highlighted as learning areas and topics in the INEE AEWG learning agenda (see below).

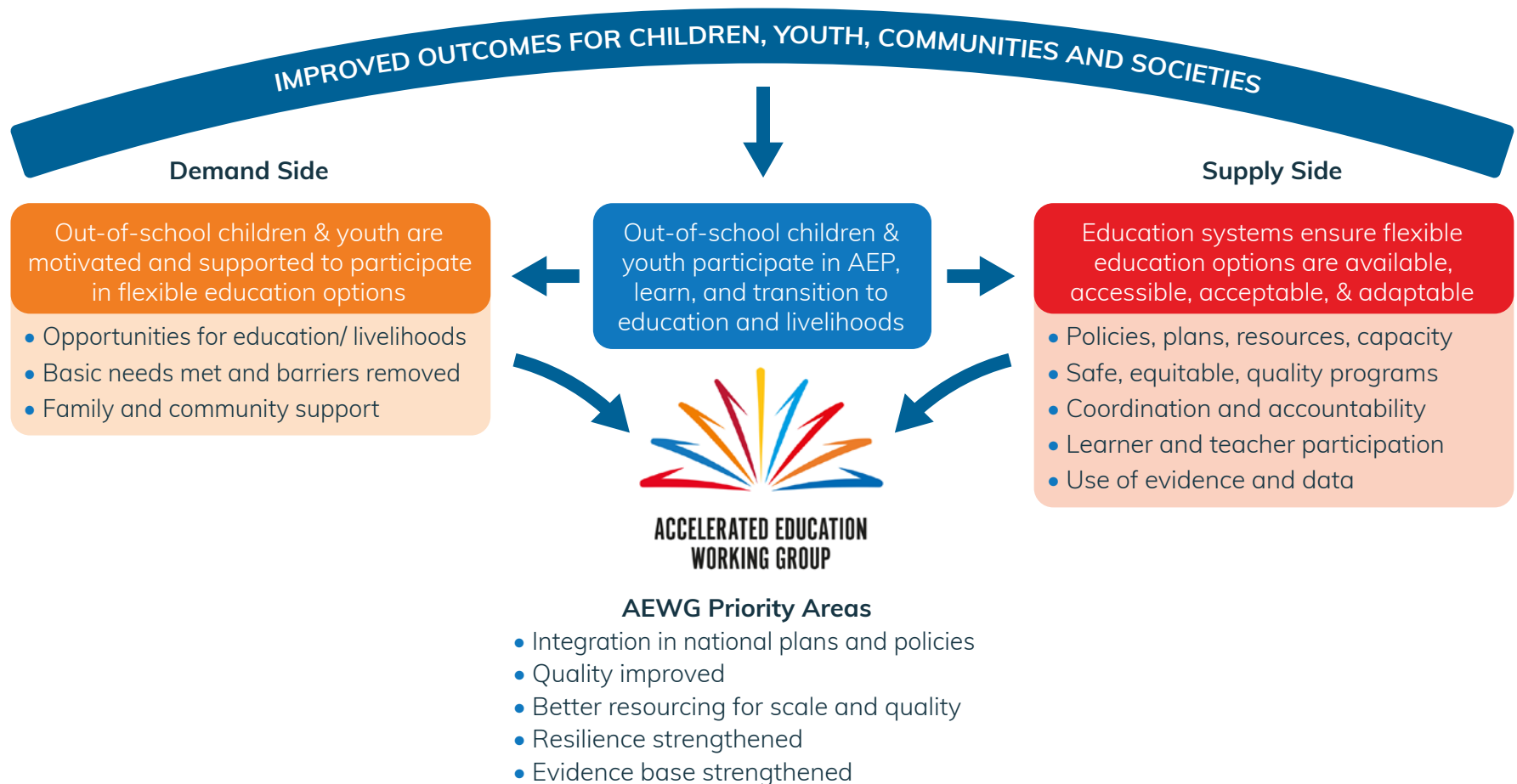
Who are the INEE AEWG?

The AEWG is a global, inter-agency working group led by INEE and composed of UN agencies, donors, NGOs, and other stakeholders that support [Accelerated Education Programs \(AEP\)](#) and other flexible education opportunities for out-of-school children and youth. Since 2015, the AEWG has developed a framework for high-quality accelerated education and tools and guidance to support funding, design, implementation, and monitoring and evaluation of AEPs. The group also works with national education systems to institutionalize AEP and strengthen systemic resilience to crises.

The AEWG's main focus is on AEPs, but also on the range of flexible education opportunities for out-of-school children and youth to gain skills and competencies equivalent to basic education and transition to further formal or non-formal education, training, or livelihoods—such as catch-up programs, remedial education, bridging, and alternative/non-formal education programs. The AEWG works to support stakeholders to design, implement, fund, and evaluate these flexible program models and meet the varied needs of out-of-school children and youth globally.

What are the INEE AEWG Pathways for Change and Learning Agenda?

The AEWG Pathways for Change explains how the AEWG will contribute to its long-term goal—that *all children and youth have improved social, economic, and life outcomes and holistic wellbeing and can contribute positively to their communities.*¹ The AEWG Pathways for Change shows the change we hope to see and how we will get there. It shows how the AEWG defines the problems to be solved and actions needed for sustainable change. The Pathways for Change is accompanied by a Learning Agenda that sets out how the AEWG will build the evidence base around AE and other flexible education opportunities and advocate for more evidence-based programming.



¹ It is not a Theory of Change for AEPs themselves, which can instead be found in the [AEWG's M&E Toolkit for AEPs](#).

The Change We Hope to See

In line with SDG4 and every child's right to education and wellbeing, the AEWG aims to ensure that:

All children and youth have improved social, economic, and life outcomes and holistic wellbeing and can contribute positively to their communities.

In order to achieve that, the AEWG seeks to see:

Out-of-school children and youth actively participate in Accelerated Education Programs or other flexible education opportunities, gain holistic learning outcomes, and transition to further formal or non-formal education, training, or livelihoods activities.

While literacy and numeracy are foundational academic skills, children and youth also need to develop a **holistic set of skills** across several domains: social-emotional/life skills, work/employability, health and safety, religion and spirituality, citizenship, environment, and more. This will help them acquire the necessary competencies to transition into further formal or non-formal education, training, or livelihoods opportunities, as well as have improved life outcomes and holistic wellbeing for themselves, their families, and their communities.

How We Will Get There

In order to achieve these changes, the AEWG believes that we need to see:

Out-of-school children and youth are motivated and supported to participate in flexible education opportunities, and

Education systems ensure flexible education opportunities are available, accessible, acceptable, and adaptable.

Motivation to participate in flexible education opportunities, like AEP, is more than an intrinsic quality. Motivation happens when the learner perceives that:

- Education is relevant and of high quality
- Education is valuable for them in their future and in the contexts in which they live
- Their social networks value and support participation in these programs
- Obstacles to their participation are removed

If children and youth are to realize their right to education, then programs must be available, accessible, acceptable, and adaptable (Tomaševski, 2001):

- **Availability & accessibility:** Programs exist in proximity to learners and barriers (fees, insecurity, social exclusion of certain groups) to enrollment/participation are removed.
- **Acceptability & adaptability:** Programs are high-quality and relevant, learners can develop needed competencies, and programs are flexible to meet the needs of learners over time.

Achieving these high-level objectives requires changes on the **demand-side**:

- **Opportunities for education and/or livelihoods.** Future opportunities exist that graduates of AEPs and other flexible education opportunities can take advantage of and benefit from, in line with their long-term goals for further education, training, or livelihoods.
- **Basic needs met and barriers removed.** Governments, humanitarian/development actors, and other social service providers ensure systems and structures support learners' basic needs and address barriers to accessing and benefiting from AEP and other flexible education opportunities.
- **Family and community support.** Families, communities, and wider societal values and norms support all children and youth to participate in and benefit from flexible education opportunities.

And the **supply-side**:

Policies, plans, resources, capacity. Governments and humanitarian/development actors have policies, plans, and funding in place to support flexible education opportunities, including AEP, and they have the capacity to operationalize this. Programs are institutionalized in and aligned with national education systems so that there are a range of educational options that meet the varied needs of children and youth in their context. Whole cycles of AEP are properly funded and resourced.

- **Safe, equitable, quality programs.** Education providers ensure safety, equity, and quality of education programming with adequate infrastructure. Curriculum and pedagogy are appropriate and relevant and support learning and wellbeing.
- **Coordination and accountability.** Funders, providers, government, and communities are aligned on their priorities. Activities are coordinated, and all actors are accountable to shared goals for out-of-school children and youth.
- **Learner and teacher participation.** Children, youth, families, communities, teachers, and administrators meaningfully participate in the design, implementation, management, and evaluation of AEPs and other flexible education opportunities. Governments and humanitarian/development actors establish meaningful mechanisms for real participation, including removing social, economic, and political barriers.
- **Use of data and evidence.** Government and humanitarian/development actors generate and use a wide range of data and evidence about the needs of out-of-school children and youth and what works to meet those needs, with a focus on equitable participation and outcomes. Learners, teachers, and communities meaningfully participate in data generation and use.

Change is needed not only to policies, practices, and funding, but also to systemic barriers, power hierarchies, and values/belief systems of all actors. All of this requires change and alignment across multiple scales—subnational, national, and global.

INEE AEWG Areas of Focus & Ways of Working

The AEWG will contribute to these Pathways for Change in the following ways:

Areas of Focus	Ways of Working
<p>Integration Integration of AEPs and other flexible education opportunities by national governments in national education plans and policies</p> <ul style="list-style-type: none"> • Accelerate engagement with national and regional level stakeholders through workshops, advocacy, supporting country action plans, and technical assistance <p>Quality Quality of AEPs and other flexible education opportunities improved</p> <ul style="list-style-type: none"> • Support communities of practice, especially for south-south exchange and learning • Advocate for use and contextualization of AEWG tools, guidance, and terminology • Support pathways for teacher professional development <p>Resourcing AEPs and other flexible education opportunities are better resourced by all key stakeholders for scale and quality</p> <ul style="list-style-type: none"> • Advocate, where appropriate, for inclusion of AE and other flexible education opportunities within country funding mechanisms • Strategically target key donors and advocate to support institutionalization <p>Resilience Resilience strengthened for learners, schools, and systems to respond to crisis</p> <ul style="list-style-type: none"> • Gather and promote good practices on community engagement and learner-centric programming • Advocate for integration of AE and other flexible education opportunities as a sustainable solution to meet the needs of learners who cannot participate in mainstream schooling <p>Evidence Base Evidence base on AE and other flexible education opportunities is strengthened</p> <ul style="list-style-type: none"> • Promote creative modalities for disseminating promising practices • Bring together key actors to share experiences and learn from each other • Support generation and use of evidence and good practices by all key stakeholders 	<p>Localization</p> <ul style="list-style-type: none"> • Recognize and support the importance of government/local ownership of these processes • Assess country readiness for change in decision making that influences if/how to engage <p>Systems-focus</p> <ul style="list-style-type: none"> • Support policy, practice, and evidence that engages with deeper structural, political, and economic factors that affect outcomes in AE and other flexible education opportunities <p>Learner-centered</p> <ul style="list-style-type: none"> • Support, where appropriate, other flexible education opportunities in addition to AEP • Emphasize cross-sector work in conjunction with education, livelihoods, health, child protection, and MHPSS • Support AE and other flexible education opportunities across the humanitarian-development nexus <p>Collaborative</p> <ul style="list-style-type: none"> • Collaborate and coordinate with other working groups, networks, and communities of practice • Partner with and support existing coordination mechanisms leading in-country work <p>Diversity</p> <ul style="list-style-type: none"> • Diversify AEWG membership • Broaden focus countries where flexible education opportunities may benefit out-of-school children and youth

INEE AEWG Learning Agenda

The AEWG will learn about our Pathways for Change and build the evidence base in several areas to influence the work we do:

Learning Area	Possible Topics
Equity	<ul style="list-style-type: none"> • Reaching the most marginalized • Addressing gender inequalities and taking a gender-responsive/gender-transformative approach • Challenging structures/systems that marginalize children and youth due to race, gender, ability, sexual orientation, religion, ethnicity, etc.
Learner-centered approach	<ul style="list-style-type: none"> • Ways to foreground the voice of children, youth, families, and teachers in design/implementation • Pedagogical and curricular features to meet the needs of over-age out-of-school children and youth
Transition pathways	<ul style="list-style-type: none"> • Goals and desired transition pathways of out-of-school children and youth • Factors to support successful transition • How teachers and programs can address those factors and/or develop a coordinated response with other providers
Community	<ul style="list-style-type: none"> • Peer, family, and community supports to help out-of-school children and youth succeed • Fostering engagement, collaboration, ownership by families/communities • Strengthening families/communities and removing barriers so out-of-school children and youth can succeed
Holistic learning	<ul style="list-style-type: none"> • What learning outcomes out-of-school children and youth, families, and communities prioritize, and how those outcomes are defined locally • Ways programs/teachers can support the development of holistic learning outcomes, especially within a condensed curriculum • Teachers/facilitators skills needed to support holistic learning • Quality of national curricula to support development of literacy, numeracy, and other holistic learning outcomes
Integration	<ul style="list-style-type: none"> • Factors that enable/constrain integration of AE and flexible education opportunities in national education systems • Effective ways to convene key stakeholders to catalyze policy change • How a global working group (like the AEWG) can contribute to these processes
Use of Evidence	<ul style="list-style-type: none"> • Evidence around holistic learning outcomes and transition • Evidence on quality/appropriateness of the curriculum • How to promote use of evidence to influence decision-making • What knowledge products and what processes of data generation, dissemination, and use are most likely to foster evidence-based decision-making • How to co-generate evidence with a diverse range of stakeholders, especially at the country level