



ACCELERATED EDUCATION
WORKING GROUP

Accelerated Education Programme Checklist: **Aligning your programme with Principles and Action Points**

The Accelerated Education Programme (AEP) Checklist was created as a tool for programme designers, implementers, evaluators and agencies to use alongside the AEWG *Guide to the Accelerated Education Principles*. The purpose of this tool is to encourage AEPs to examine how their own programmes align with the 10 Principles and suggested Action Points, identify key actions that may be relevant for improving programming and consider both short- and long-term goals towards such improvement and alignment with the AE Principles.

Under each of the AE Principles is a series of Action Points, or suggested key actions to guide AEPs in setting strategic priorities. It is critical to note that some Action Points may be inappropriate or irrelevant for certain contexts, while others may exist in conflict with foundational aspects of a particular AE programme. The Action Points are meant as possible steps to be contextualised by programmes on the ground. Additionally, the AEWG emphasises the following points:

- ❶ Programmes are unlikely to be able to successfully meet all of the Principles concurrently.
- ❷ Certain Principles may be in contradiction with each other.
- ❸ The context often drives which Principles programmes are stronger or weaker in.

Instructions: The following pages outline suggested Action Points under each of the Principles for Accelerated Education. For each Action Point, assess which option most accurately describes your programme, and check that box:

- We are currently meeting this Action Point.
- We are working towards meeting this Action Point.
- We are not yet working towards this Action Point, but may in the future.
- This Action Point is not relevant and/or possible in the context of our AEP.

The purpose of this exercise is not to “evaluate” your programme, but rather to highlight potential areas of improvement, for example, which Principles may be more difficult to meet in your context or which Principles may be currently unmet but attainable. After completion of the Checklist, you will be asked to use this information to list short- and long-term actionable steps to improve programme quality. The purpose of this exercise is reflection and learning, and the AEWG hopes that such an exercise may be useful as you seek to improve Accelerated Education Programme quality.

Part I. Checklist

Principles and Action Points	We are currently meeting this Action Point	We are working towards meeting this Action Point	We are not yet working towards this Action Point, but may in the future	This Action Point is not relevant and/or possible in the context of our AEP
Principle 1: AEP is flexible and for over-age learners				
1a. Target over-age, out-of-school learners. AEPs are typically for children and youth aged approximately 10-18.				
1b. 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.				
1c. 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.				
1d. Provide age-appropriate introductory-level course for learners who have never been to school to improve readiness skills.				
Principle 2: Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction				
2a. Develop and provide condensed, levelled, age-appropriate, competency-based curriculum.				
2b. Prioritise the acquisition of literacy and numeracy skills as the foundation for learning.				
2c. Integrate accelerated learning principles, pedagogy and practices throughout the curriculum and teacher training.				
2d. 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.				
2e. Integrate psychosocial well-being and life skills' acquisition in the curriculum to address young people's experiences in conflict-affected and fragile contexts.				
2f. Ensure AEP timetable allows for adequate time to cover curriculum.				
2g. Develop and provide teacher guides.				
2h. 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.

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Principle 3: AE learning environment is inclusive, safe and learning ready				
3a. AEP classes are free, and there are no fees for uniforms or materials.				
3b. Apply (inter)national standards or guidelines to ensure relevant specifications for safety and quality for the learning environment are met.				
3c. Ensure access to water and separate latrines for girls and boys, and provision of sanitary materials when relevant.				
3d. Budget for maintenance and upkeep of facilities.				
3e. Resource AEPs with a safe shelter, classroom furniture and teaching and learning supplies and equipment.				
3f. Provide information to students and teachers on reporting mechanisms and follow-up of exposure to violence and gender-based violence.				
3g. Follow recommended relevant education authority guidelines for teacher-pupil ratio, but not greater than 40 pupils per teacher.				
Principle 4: Teachers² are recruited, supervised and remunerated				
4a. Recruit teachers from target geographic areas, build on learners' culture, language and experience and ensure gender balance.				
4b. Ensure teachers are guided by – and, where appropriate, sign – a code of conduct.				
4c. Provide regular supervision that ensures and supports teachers' attendance and performance of job responsibilities.				
4d. Ensure teachers receive fair and consistent payment on a regular basis, in line with the relevant education authority or other implementers, and commensurate with the hours they teach.				

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

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Principle 5: Teachers participate in continuous professional development				
5a. Provide pre-service and continuous in-service teacher professional development courses on subject knowledge and accelerated learning pedagogy.				
5b. Build inclusion, gender-sensitivity and protection practices into the AEP teacher training.				
5c. Ensure teachers are provided with regular support and coaching to help improve the quality of classroom instruction.				
5d. Work directly with teacher training institutes and national structures for AEP teacher training in order to provide certified professional development for AEP teachers.				
Principle 6: Goals, monitoring and funding align				
6a. Centre the overarching programme goal on increasing access, improving skills and ensuring certification.				
6b. Develop, apply, and regularly report using a monitoring and evaluation framework linked to programme goals and plans.				
6c. Make monitoring and evaluation systems for data compilation and analysis compatible with the MoE.				
6d. Ensure the programme is adequately funded to ensure sustained minimum standards for infrastructure, staffing, supplies, supervision and management.				
6e. Include exit strategies and/or a sustainability plan in the AEP design.				
Principle 7: AE centre is effectively managed				
7a. Ensure fiscal, supervisory, monitoring and evaluation systems are in place.				
7b. 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.				

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7c. Set up systems to track AEP students who have completed in regard to their transition/integration to formal education, vocational training and/or employment ³ .				
7d. Ensure the community education committee (CEC) ⁴ is representative of the community, trained and equipped to support AE management.				
Principle 8: Community is engaged and accountable				
8a. Ensure the AEP is located within a community that supports and contributes to the programme.				
8b. Ensure the AEP is locally led and, when necessary, technical expertise is provided externally.				
8c. Provide comprehensive community sensitisation on the benefits of AEPs.				
8d. In areas with frequent movements of internally displaced persons and/or refugees, conduct continuous needs' assessments and community sensitisation on education.				
Principle 9: AEP is a legitimate, credible education option that results in learner certification in primary education				
9a. Include strategies and resources that ensure AEP learners can register for, and sit, examinations that provide a nationally recognised certificate.				
9b. Develop clear pathways that enable children and youth to re-integrate at a corresponding level in the formal system, vocational education or employment.				
9c. 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.				

³ For monitoring and evaluation (M&E) purposes, it is useful to track former students in order to assess programme 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 community plays in the implementation of the AEP. Different terms may be used to designate similar organisations, for example Parent-Teacher Associations (PTAs) and school management committees (SMCs).

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Principle 10: AEP is aligned with the national education system and relevant humanitarian architecture				
10a. 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.				
10b. Develop strategies and processes to engender political will, identify resources and integrate AEP into the national education system.				
10c. Develop clear, competency-based frameworks for monitoring progress and achievement by level, based on national education system or relevant humanitarian architecture curricula.				
10d. Use certified MoE material where available.				
10e. Seek provision for financial support for AEPs within national or sub-national education budgets.				
10f. 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.				

Part II. Key steps towards programme improvement

Upon reflecting on your programme via the above Checklist, now identify five prioritised Action Points (likely those in green and blue) that you will pursue in the short and long term to address identified areas for improvement. Again, you will probably not be able to address all gaps simultaneously, and many will require careful consideration of your particular context. When defining goals as short or long term, consider what key actions you may take immediately and what changes will occur further down the road. Keep in mind the necessary timeframe for key actions and goals; both when they may begin, and when they may be attained in your context.

This exercise is designed to help you prioritise the most important actions for your AEP now, in the coming months, and over the duration of the programme. It will be most effective if you revisit this activity on multiple occasions throughout your programme cycle in order to monitor progress and re-prioritise goals.

Key steps towards AEP improvement				
Prioritised Action Points	What are key steps towards accomplishing this Action Point?	Who is involved in accomplishing this Action Point? Internal and external to AEP?	What are potential barriers to accomplishing this Action Point?	Is this a short- or long-term action?
1.	1.			
	2.			
	3.			
2.	1.			
	2.			
	3.			
3.	1.			
	2.			
	3.			
4.	1.			
	2.			
	3.			
5.	1.			
	2.			
	3.			