



Synthesis report Accelerated Education Working Group: **Accelerated Education Principles Field Studies**

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Study background

The global context for Accelerated Education provision

Recent estimates suggest that there are approximately 262 million children and youth out of school globally.¹ Put another way, 1 out of 11 primary school age children, 1 out of 6 lower secondary school age adolescents, and 1 out of 3 upper secondary school age youth are not in school.² The reasons for being out of school are varied. In Sub-Saharan Africa, for example, the majority of the 29.8 million out of school primary aged children in this region (57%) are unlikely to ever enter into school; while in other regions, such as South Asia, Southwest Asia, and East Asia/Pacific, more than a third of the out of school primary-aged children have left school early.³ Children living in conflict and crisis affected contexts are particularly vulnerable to this issue. More than 75 million children and young people (aged 3-18) are currently out of school in 35 crisis-affected countries. Girls are particularly disadvantaged, being 2.5 times more likely to be out of school than boys in countries affected by conflict.⁴ In sum, while millions more children are in school today than were in school in 2000, the educational needs and rights of learners hardest to reach or access remains unmet.⁵

The passage of the Sustainable Development Goals (SDGs) reaffirms a global commitment to ensuring that all boys and girls will have access to and complete free, equitable, and quality primary education by 2030. It also starts with the fundamental premise to leave no one behind and start with those further behind. Yet, for many overage out of school children and youth, the formal schooling system may no longer be a viable option. National education policies often preclude learners from enrolling after a certain age. Additionally, over age learners who do enrol in formal education systems are found to be much more likely to drop out early, with this phenomenon particularly true amongst households in poverty.⁶

Accelerated education (AE) programming, is one of several complementary or alternative mechanisms for reaching populations poorly served in the first instance by the formal education system. AE is a flexible age-appropriate programme that promotes access to education in an accelerated time-frame for disadvantaged groups, over -age out-of-school children and youth who missed out or had their education interrupted due to poverty, marginalisation, conflict and crisis. The goal of AE is to provide learners with equivalent certified competencies for basic (primary) education using learning approaches that match their level of cognitive maturity.⁷

¹ UNESCO-UIS (2016). Leaving no one behind: How far on the way to universal primary and secondary education? (Policy Paper 27/Fact Sheet 37). Available at <http://unesdoc.unesco.org/images/0024/002452/245238E.pdf>.

² Six countries are home to more than one-third of all out-of-school children, according to UIS data. Nigeria has 8.7 million out-of-school children of primary age followed by Pakistan (5.6 million), India (2.9 million), Sudan (2.7 million), Ethiopia (2.1 million) and Indonesia (2.0 million). Additionally, there are a number of other countries where it is known that there are large numbers of children out of school, such as Afghanistan and the Democratic Republic of Congo, but where precise data is unavailable.

³ See UNESCO-UIS (2013). Schooling for Millions of Children Jeopardised by Reductions in Aid. (UIS UIS/FS/2013/25). Available at <http://www.uis.unesco.org/Education/Documents/fs-25-out-of-school-children-en.pdf>.

⁴ Education Cannot Wait (2016). The Situation. Available at <http://www.educationcannotwait.org/the-situation/>

⁵ There has been significant international research on this. See for example Tarabini, A. (2010). Education and Poverty in the global development agenda: Emergence, evolution, and consolidation. *International Journal of Educational Development* 30 (2), pp. 204-212 or Lewin, K. 2011, *Making Rights Realities: Researching Educational Access, Transitions and Equity*. Research Report of the Consortium for Research on Educational Access, Transitions and Equity. Brighton: University of Sussex.

⁶ See footnote 1.

⁷ This definition is one that has been agreed to by the membership of the Accelerated Education Working Group (AEWG), and is the one specified within the INEE Term Bank. See <http://tgo.org/Sxi1Xt>.

Background to the development of the AE principles and guidance

Globally, AE programmes are employed with more and more frequency to address the overwhelming numbers of out of school children and youth. However, while there is widespread agreement on the need for such programming among agencies and governments, there is insufficient validated documentation that provides guidance, standards and indicators for efficient programme planning, implementation and monitoring. In practice, AE takes different forms in different countries, and even within countries. Moreover, there is little significant documentation on the impact of such programming, including how far they contribute to learning achievement and how successful they are at facilitating pathways into formal education. In 2014, to address some of these specific challenges related to AE, starting with the lack of guidance and standards, UNHCR invited a small number of education partners working in the area to participate in the formation of a working group known as the Accelerated Education Working Group (AEWG).⁸

The AEWG comes together bi-annually to share experiences and expertise in AE and provides an opportunity for dialogue around a more harmonised, standardised approach. Since its formation, the AEWG has focussed on developing guidance materials based on what research and existing evidence suggests as sound practice for AE. The objectives of the AEWG are to: (1) leverage expertise and experience on accelerated education within partner agencies; (2) build broad based ownership and credibility for tools and recommendations on issues of accelerated education, focusing on the eventual production of guidance materials based on international standards and sound practice; and (3) open a dialogue space for a more harmonised, standardised approach to accelerated education. The AEWG works closely with the Inter-Agency Network for Education and Emergencies (INEE) to advance this agenda.

The principles and guide

In 2016, the AEWG developed *Accelerated Education: 10 Principles for Good Practice* (Principles or AE Principles), and an accompanying *Guide to the Accelerated Education Principles* (also referred to as Guide) which specifies key definitions, essential information, recommended actions based on good practice, indications of challenges and other points to consider, examples and case studies, and suggested reading.⁹

Originally, a set of 20 principles of good practice for AE were developed by Save the Children and tested through a review of a Save the Children International AE programme in South Sudan. Based on this experience, the principles were reduced to 12 which were identified through a review of AE literature and programme evaluations by Save the Children. The AEWG then reviewed the principles during a meeting in February 2016 and made significant modifications including re-writing, re ordering and reducing the principles in order to align AE work across the 10 participating working group members. This resulted in the 10 principles noted below:

⁸ The AEWG is currently led by UNHCR with representation from UNICEF, UNESCO, USAID, NRC, Plan, IRC, Save the Children, (Education in Crisis and Conflict Network) ECCN and War Child Holland.

⁹ This Guide was developed by Enabling Education Network (EENET), and was based on an extensive review of the literature and partner programme documentation.

Principle 1:

AEP is flexible and for older learners.

Principle 2:

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

Principle 3:

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

Principle 4:

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

Principle 5:

Teachers participate in continuous professional development.

Principle 6:

Teachers are recruited, remunerated and supervised.

Principle 7:

AE centre is effectively managed.

Principle 8:

AE learning environment is inclusive, safe, and learning-ready.

Principle 9:

Community is engaged and accountable.

Principle 10:

Goals, monitoring and funding are aligned.

Using the Guide, it is hoped that programmes will evolve and strengthen to meet the above 10 Principles of good practice. The Principles and Guide are also intended to be used for advocacy purposes to promote improvements in AEPs. The Guide was written for a wide range of stakeholders, including those who finance, plan, design, manage and evaluate AEPs, including NGOs, community-based organisations (CBOs), government education authorities, donors, policy makers, and other education actors.

Purpose of the field testing and approaches to field testing

Testing of these tools commenced in mid 2016. A checklist, based on the 10 AE principles and associated subprinciples was developed, piloted with seven programmes, and refined based on comments received. It was then disseminated more widely through the AEWG members globally to: (1) explore users understanding of/ agreement with the principles and the utility of a scoring rubric to assess performance of AEPs; and (2) provide a baseline assessment of how various AE programmes perform at present against the principles. Further detail on the ways in which these data were analysed, as well as limitations are included in this report, and are specified in a subsequent section.

Concurrent to that, the *Guide to the Accelerated Education Principles* was sent out to a panel of eight global AE experts, six of whom responded¹⁰ and provided substantive feedback on the guide. This included an assessment on the overall usefulness of the guide and its intended audience(s), particular strengths of the guide itself, and recommendations for improvement. Some of their feedback is also included in this report.

The final stage of field testing was the design and conduct of field visits to various AE programmes. The intent was that the Guide should be field tested through a limited number of focussed case studies for a deeper analysis as to how the Guide can be used – in various contexts, with different target populations, and at various stages of the programme cycle – to strengthen AE programming. Additionally, the field studies aimed to capture deeper knowledge of how well each programme was aligned to the AE principles, and reasons for this. Finally, the case studies sought to understand whether there was a link between the application of the principles and key AE programme outcomes of: (1) increased access of out-of-school children and youth to the programmes; (2) the completion rate of pupils in the programmes; and (3) the proportion of pupils who receive officially recognised end of grade or primary exam certification. Further details on the case studies is specified in the below sections, and a full report on each of the case studies against these objectives accompanies this synthesis report.

Methodology, reflections and recommendations on the AE principles survey checklist

22 completed checklists were received from eight different implementing non-government organisations. The 22 programmes are all currently operational (with programme start dates ranging from 2008-2017) in 17 unique locations. 73% of the programmes were located in Africa (14% Asia, 9% Middle East, 5% Latin America). Based on the Principles Checklist, the average alignment to principles across all programmes was 67%, with a range of 45-82% (overview table presented in a further section).

Analysis

The research team found many challenges in analysing the Principles Checklist. These challenges represent both methodological and substantive issues (elaborated on below) that inhibit conclusions regarding the AEPs themselves, and limit the overall utility of the Checklist. Integral to these challenges was the original scoring system. To resolve this issue, responses were recoded into ordinal scores of 0, 1, or 2 (minimally, partially, mostly) for each question. This was then aggregated to the Principle level by totalling the total number of points that

¹⁰ They include: Margaret Sinclair, Team Lead/Technical Advisor, Education Above All; Colette Chabbott, Senior Researcher, ECCN; Sue Nicholson, Education Consultant, Accelerated Education; Pamela Baxter(PB), Independent Consultant, AEP; Joe DeStefano, Director of Policy, Systems & Governance in Education, RTI; and the Stromme Foundation.

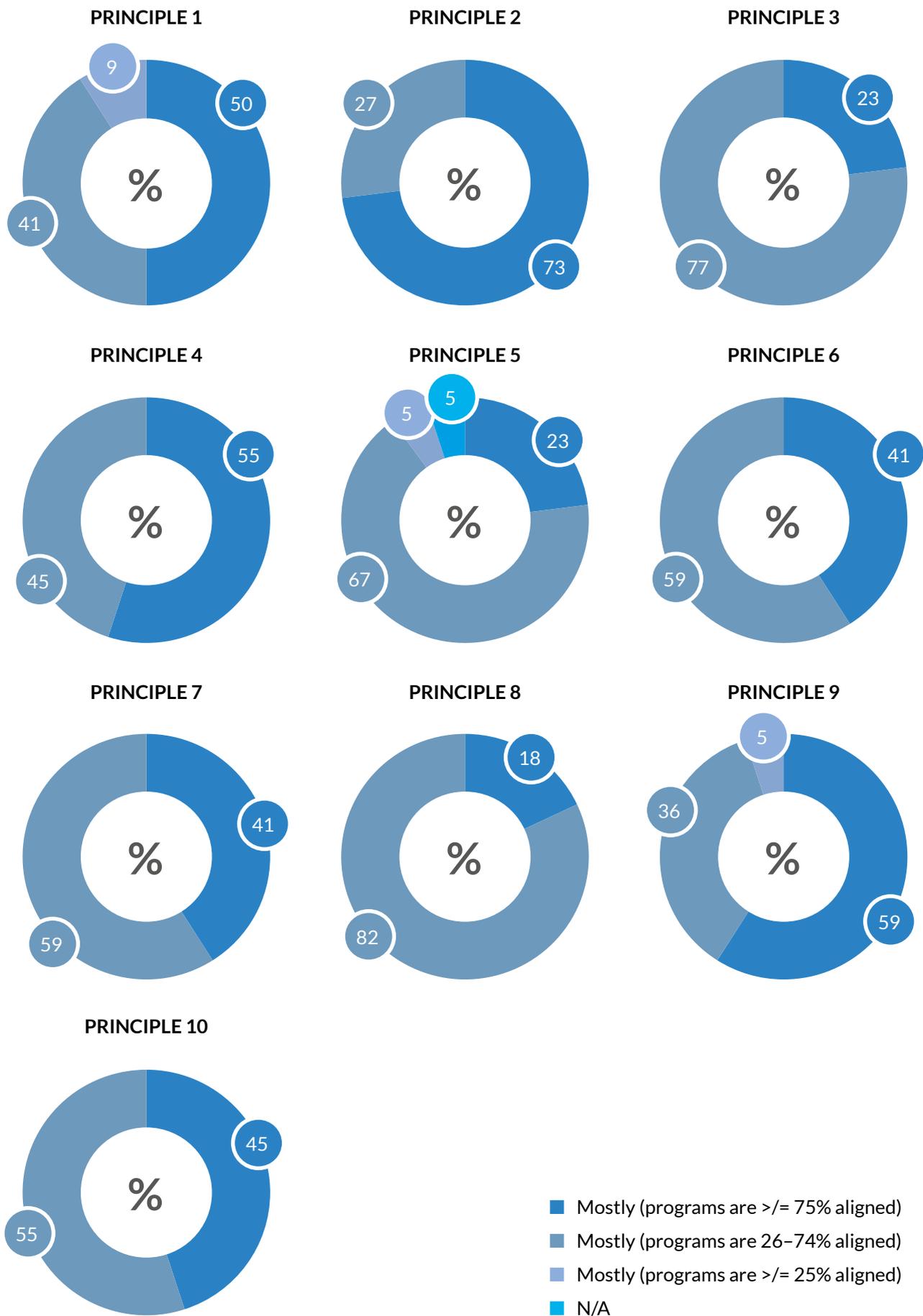


Figure 1. % of programmes mostly, partially or minimally aligned with each principle

could be obtained and then dividing a programme's total score for all questions within that Principle against that to generate an overall percentage score. Programmes noted as "mostly aligned" scored 75% or higher overall; "partially" 26-74% overall; and "minimally" 25% or less.¹¹ This assessment was made for each individual principle, and the results are displayed in Figure 1 below.

At the Principle level, the data may be useful in providing a general overview of the AEP's that participated. It suggests that while most programmes partially or mostly align with all of the principles, *no programme fully aligns with all principles*. The scoring by principle and programme is included in a subsequent section. Additionally, while the intent of the Checklist was to gain overall understanding of the landscape of AEP's in relation to the principles, the real utility may be as a formative tool for programmes, a point that was reflected within numerous comments on the completed Checklists. If that is to be the intended use of the Principles Checklist going forward, certain revisions will be necessary to reflect a less evaluative, more constructive scoring approach.

Methodological Challenges

The design of the survey left room for human error and misinterpretation of particular questions. This became evident when perusing the optional comments, where the explanations offered by some respondents illuminated these issues. The most common of such errors are listed below (though it should be noted that this is not an exhaustive list):

- ➔ **Incorrect self-scoring.** For example, Question 5b asked "Does the programme facilitate student access to national examinations?" One respondent self-scored "0", indicating "no facilitation of access", but with the comment that "*The ALP is attached to the school where the exams are held so no facilitation needed.*" The intent of this question was to ascertain how well the AEP supports the students to access and complete national exams. In the mind of the research team, this AEP is very much accomplishing this, and would have been scored a "2", or "strong facilitation of access".
- ➔ **Incorrect response to multiple choice questions.** A second significant design flaw was the use of multiple-choice questions with different instructions for completion. In particular, some questions requested a single response (and, thus, the single score indicated) while others asked the respondent to check all that apply and "add the indicated scores." Again, explanation offered in the comments section allowed the researchers to conclude that much error took place in interpretation of these instructions.
- ➔ **Little use of the N/A box.** While case studies revealed that there are many situations in which particular sub-principles may not be applicable to the programme context, on the Checklist itself, respondents rarely checked the N/A box. Instead, they would score themselves as "0", which served to reduce their overall score against a particular principle.
- ➔ There were numerous instances of incorrect self-scoring elaborated on in comments, but also many Checklists with few or no comments filled in. The research team feels it is necessary to assume that other errors of interpretation were present and not indicated.

Substantive Challenges

The product of the Principles Checklist is an overall score indicating a programme's alignment with the principles. This was found to be problematic in the following ways:

- ➔ **Inability of checklist to reflect context.** Scores which suggests stronger/weaker alignment with particular principles may be a product of the context, rather than intentional programme designs or approaches. The case studies suggests that an AEP's alignment and use of certain principles are significantly affected by the context within which they operate. This may be reflected more so in some principles than others. For example, Principle 4 is strongly affected by the policy context for alternative education programmes in a

¹¹ The decision to assign three categories was to recognise that differentiating between levels of "partial" alignment was not substantively useful and, in fact, inaccurately assigned value (see limitations below).

country, while Principle 10 is mainly dictated by the implementing organisation itself. These external and mediating factors are not reflected in the Checklist.

- ➔ **Evaluative nature of “scoring” a programme without in-depth interaction.** While this research project has largely been described as “non-evaluative”, it is unlikely that the Principles Checklist scores will be read that way in the absence of guidance and facilitation. Further, it is not the case that greater alignment equates to higher quality. As one respondent noted, “*the questions [in the checklist] are quite broad they are also quite forgiving, meaning I can imagine most projects could score highly without necessarily being very good.*” That stated, when accompanied by guidance and support, the Checklist has the ability to support a process of reflection and improvement, by highlighting areas of strength and weakness, and priority domains for improvement.

Recommendations for further use of a Checklist are outlined below:

1. For contexts where there is reliable internet access (either by mobile phone or computer), the Principles Checklist should move to an online survey platform, which affords greater space for real-time adaptation to questions asked, and a more user-friendly interface. Irrespective of whether it continues to be administered as an Excel spreadsheet, or online, the respondentsThe survey should be designed to assure that respondents use the “n/a” feature and are not responsible for calculating elements of their own programme score. Additionally, such software would support more efficient analysis of survey data.
2. Better guidance and support needs to accompany the Principles Checklist to ensure that it is being used for formative purposes. Eliminating the current scoring guide, and replacing it with more general indicators or bands (minimally, partially, mainly meets), will help to convey that message.
3. The Principles Checklist should also collect data on programme outcomes, particularly if it is to be collated and used for research and advocacy purposes by the AEWG. As prior research conducted by the AEWG suggests, there is a critical need to strengthen the evidence base on how many out of school children AEPs serve, and how many from these programmes re-enter or re-integrate into formal schooling systems. This should be collected in any future global survey exercise.
4. If the aim of a survey checklist is to assess the alignment of AE programmes globally to core tenets, it may be necessary for the AEWG to consider collecting data on a few key principles or sub-principles that are at the core of the purpose of Accelerated Education, as specified in the INEE Term Bank. This might include assessing programme alignment to:
Principle 1a (whether they target exclusively out of school, overaged children and youth between 10-18 years old);
Principle 2 (whether the programme is a legitimate, credible option that leads to recognised learning certification); and **Principle 4g** (whether the programme focusses on core competencies of literacy and numeracy).
5. The domains currently specified in the Guide and the Principles Checklist (learner, systems/policy, programme management) may need reorganising to better reflect the specific intent behind each of the Principles. A suggested reorganisation is to use the categories of learners, programme management (which includes community engagement), alignment, and teachers.¹² This regrouping is seen to better reflect the key domains which the Principles and accompanying guidance focus on. Doing so may also assist the AEWG’s in undertaking future research of associating alignment to particular domains within the 10 Principles to key AE outcomes (a matter discussed later in this report).

¹² In each of the case study reports, the following grouping was used: **Learner** – Principles 1, 4, 8; **Teacher** – Principles 5 and 6; **Programme Management** – Principles 7, 8, 10; **Alignment** – Principles 3, 9.

Methodology for the case study field visits

Initially, the intent was for the AEWG to select case studies for the field visits based on the results of the completed AE Checklists. Timing, however, did not allow for this to happen as checklists were returned late, and planning for the case studies needed to be managed within a tight timeframe of five weeks in January and early February 2017. As a result, case studies were discussed and selected within the AEWG based on knowledge and connections into programmes, as well as a programme willingness to participate in the study in the timeframe afforded. Consideration was given to having a diversity of contexts, target populations and geographical locations.

In December, the AEWG finalised the research team for the field visits. A Lead Researcher/Principle Investigator (Dr. Ritesh Shah), from the University of Auckland (funded through UNICEF and War Child Holland) was supported by two research assistants (Kayla Boisvert and Jenn Flemming), from the University of Massachusetts/EDC (under ECCN funding). The Principle Investigator was tasked with conducting one of the field visits, and managing the entire research process, which included development of research protocols and processes, drafting of the synthesis report, liaising with the AEWG, and quality assuring products produced by the Research Assistants; while the Research Assistants were given responsibility for conducting two case studies each, as well as drafting the reports from each of the case studies.

Communication commenced with potential programmes in late December through the AEWG, and followed up by members of the research team responsible for each case. This proved to be an inopportune time to initiate conversations due to holidays (Christmas and New Years). As a result, the finalisation of cases did not occur until early in January. Initially the intent was to visit five programmes – two NRC programmes, one in Dadaab Kenya and another in Dollo Ado Ethiopia; one RET programme in Dadaab, Kenya; one Save the Children (SCUK) programme in Sierra Leone; and a Children in Crisis (CiC) programme in Kabul, Afghanistan. Due to security concerns, the case in Dollo Ado was unable to be completed. Instead, a decision was made to include a desk-based case study on the PARIS AEP (Programme Adapté pour la Résilience et la Réinsertion Scolaire) in Mali, the only Francophone country in the sample, as well as the only setting where the AEP is located in an active conflict zone (see Table 1).

Table 1. Summary of in-depth field study programmes

Location (and organization)	Target population	Programme start date	Researcher responsible
Kenya: Dadaab Refugee Settlement (NRC)	Refugees (mainly Somali) who have either did not complete or have never accessed primary education	2012	Jenn
Kenya: Dadaab Refugee Settlement (RET)	Refugees (mainly Somali) who lack access to other secondary options	2013	Kayla
Sierra Leone: Pujehun District (SCUK)	Vulnerable rural children and youth who have never been to primary school or dropped out early	2016	Kayla
Afghanistan: Kabul (CiC)	Peri-urban IDPs and other vulnerable children and youth who have never been to primary school or dropped out early	2012	Ritesh
Mali: Northern Mali (ECCN)	Children and youth affected by conflict who have never been to primary school or dropped out	2015	ECCN

Concurrent to planning and communication with the programmes above, the research team also worked to develop associated research protocols and processes for collecting data against each of the key objectives for the field studies. In doing so a range of qualitative approaches were developed to obtain data in meaningful ways as both focus group discussions and individual interviews. In designing the protocols, the research team was mindful of gender, cultural, language, and ethical concerns, and sought to maximise opportunities for the collection of rich data while minimising risks to participants and the programme. The full set of protocols has been shared with the AEWG separately. The research protocols and field study approach were submitted for ethical review to the Independent Research Board (IRB) at the University of Massachusetts, and approval was granted by the IRB early in January.

Greater description of protocols were subsequently adapted and utilised in each context is specified in the case study reports.¹³ Data collection was designed with the idea of triangulating information from more than one source, and using more than one method (see table below).

Table 2. Summary of data collection approaches against field study research questions

Key research question	Monitoring data or internal reporting	Internal or external evaluation(s)	Project proposals	Interviews or FGDs with programme management	Initial and final workshops	Interviews or FGDs with on-site programme staff	Interviews or FGDs with beneficiaries	Interviews or FGDs with community and/or parents	AE principles checklist
To what degree is the programme currently aligned with the principles? What are the reasons for this?	X	X	X	X	X	X	X	X	X
How might the AE principles and accompanying guidance be used by the programme other AE providers and partners in this context to develop, refine, or assess programme quality? What are the challenges and limitations to doing so, and what could be done to address this by the AEWG or others?				X	X				X
Based on the evidence collected by programmes to date on key AE outcomes of improving access to education for out of school learners, ensuring their successful completion and of earning an equivalent qualification, to what degree are these outcomes a reflection of the programme's current strengths/weaknesses of all or some of the 10 AE principles?	X	X		X	X				X

¹³ With the PARIS case study, the protocols were sent through to the programme team in Mali. It was unfeasible for the team there to carry out the full scope of research due to the programme teams' inability to visit AEP sites because of ongoing security risks. Instead, they completed the survey checklist (which had been translated into French), and also provided an overview of their programme, which provided some level of detail on how PARIS is aligned at present to the principles, as well as challenges the programme faces. No feedback was received on the Guide to the Principles. Due to fact that much less data was available from PARIS in Mali, a separate case study report was not written up for this, but relevant information is included on this synthesis report.

Due to the compressed timeframe from when communication commenced with programmes, and the field visits themselves, there was limited opportunity for: (1) programmes to collate and send through relevant documentation ahead of time to assist the research team with the document review; and (2) time for programme staff, who were often unfamiliar with both the AE Principles and Guide to the Principles, to deeply engage with them. As a result, a decision was made by the research team to spend time at the outset of each visit introducing the AE principles and allowing time for discussion on how relevant each principle was for their setting, and ways it could be adapted to meet their needs.

At each field study site, attempts were made to speak with a range of stakeholders including beneficiaries (current and former, male and female), members of the community education council or management committee, programme management staff (on and off-site), a representative from the Ministry of Education, other AE providers or coordinating bodies for AE provision (as relevant), and AE programme teachers. Additionally, time was spent walking through the AE facilit(ies) visited, and observing classroom interactions. Below is a summary of the number of individuals were spoken to in each case study setting.¹⁴

Table 3. Number and range of stakeholders spoken to during field visits

Stakeholder group	Number of individuals spoken to			
	Afghanistan (CiC)	Dadaab (RET)	Dadaab (NRC)	Sierra Leone (SCUK)
Teachers ¹⁵	11	7	9	4
On site programme management	3	3	2	4
AEP Committee Members (from community)	17	4	8	5
Former AE students	31	12	0	6
Current AE students	9	16	16	6
Offsite programme management	3	1	1	1
Ministry Officials	0	1	1	0
Other implementing AE actors/coordinating bodies	2	0	2	0

In the majority of field study locations, most or all of the intended stakeholder groups were interviewed (either in person or via Skype). Some challenges occurred in speaking to Ministry officials or other implementing AE partners in two of the field study sites due to either limited time, or an inability to schedule meetings with the appropriate individuals. One of the more significant challenges faced across most field study sites was programme engagement with the Guide. Most programmes had not used or seen the Guide prior to the field visit, and the limited time of fieldwork meant they did not have sufficient time to read through the 80-page document in depth. As a result, the feedback provided on the Guide itself was minimal in some instances, and when thinking about the use of the Guide, it was discussed more in the hypothetical than as actually used at present. It would have been preferable to conduct the field study some months after the Guide had been socialised and contextualised with particular programmes, to better understand its potential and limitations.

¹⁴ A breakdown by gender is provided in each individual case study report.

¹⁵ In the cases of Dadaab and Sierra Leone, this includes the head teachers and center managers, while in Afghanistan the Team Leader, who does not have any direct classroom responsibilities, was considered on-site management and classified as such.

Key findings and implications from the field study

The findings and recommendations below are presented differently to that of the case studies, where they are organised largely by the key research questions. To avoid repetition, it was decided to consider the themes which recurred across the field visits, survey data and expert reviews and to present the findings within these broader categories.

It should be noted at the outset that comments from the expert reviews, the survey checklist and the field visits all confirm the value of having AE principles and guidance to accompany this. From the programmes themselves, there was a sense that for too long, there has been a high level of inconsistency in terms of what constitutes a 'quality' AE programme, and approaches to delivering AE programmes have varied significantly. This was a point that was reiterated by a number of experts. One expert felt the Guide was *"useful and timely document that organisations working in this field can utilise to improve planning and evaluation of their programmes,"* and another noted that the Guide and principles are, *"a welcome addition and I am sure will be widely accessed by a range of stakeholders."* In that way, the guidance in particular is seen as relevant in that it elucidates the 10 principles in some depth, and *"provides definitions, key points, essential information, examples of experience, and challenges"*, as another reviewer noted.

Particular appreciation was noted by some of the programmes visited in regards to the guidance's focus on identifying common problems faced by AE programmes, and providing some potential solutions – such as the challenge of recruiting qualified female teachers and ways to address this by using quasi-professional teachers instead. Expert reviewers and programmes visited also remarked that the focus in the Guide on matters of community engagement/participation, inclusion of all learners, and teacher support/professional development, provided useful parameters which would ultimately improve the quality of AE provision. The Guide was also noted to provide programmes with clear structure in terms of key design features for AEPs, and important considerations when undertaking internal or external assessments of activity conducted to date. Across all four field study sites visited, there was also a clear sense that the principles in accompaniment with the Guide, could serve a critical role in advocacy work. As one individual from Afghanistan commented, *"the guide makes it very clear that accelerated education is more than doing things faster,"* a perception that is still prevalent within many of the donors and government contexts within which AE provision operates.

Yet, what also becomes clear is that there remain some critical gaps if the principles and guidance are to be utilised most effectively across a range of contexts. Given that the main intent of these field studies was to provide the AEWG with some formative information which will shape its next steps in taking the principles and Guide forward, it is these concerns that the findings give most attention to. For greater detail on how specific programmes viewed and used the principles and Guide, the individual case study reports provide that depth.

Interpreting the purpose and expectations behind the principles

Responses to both the survey checklist and the in-depth field studies done with four programmes make it clear that as of now, no AE programme is fully meeting all 10 principles. As Table 4 suggests, no programme achieved over 75% across all 10 principles, and none of the 22 programmes who completed the checklist had a 100% cumulative score.

Table 4. Alignment of individual programmes by AE Principle and overall

Location	Principle (% score achieved)										Project overall score
	1	2	3	4	5	6	7	8	9	10	
Save the Children, Afghanistan	38%	100%	63%	79%	80%	100%	89%	87%	81%	100%	82%
NRC, Somalia	63%	100%	60%	74%	87%	67%	89%	69%	75%	73%	76%
NRC, Dadaab Kenya	88%	100%	61%	68%	56%	67%	61%	54%	83%	70%	71%
Save the Children, Bangladesh	94%	100%	75%	98%	73%	67%	89%	75%	83%	79%	83%
NRC, Yemen	19%	50%	47%	31%	n/a	33%	50%	47%	75%	65%	46%
UNHCR, Kakuma Kenya	50%	50%	71%	90%	80%	83%	58%	58%	69%	92%	70%
Save the Children, Uganda	75%	100%	64%	85%	67%	67%	74%	37%	83%	80%	73%
UNHCR, Pakistan	100%	58%	56%	68%	30%	50%	54%	62%	94%	80%	65%
UNHCR, Ethiopia	81%	100%	47%	55%	30%	50%	69%	37%	56%	49%	57%
NRC, South Sudan	69%	75%	68%	77%	47%	67%	53%	54%	75%	67%	65%
NRC, Uganda	75%	100%	69%	65%	47%	83%	65%	71%	94%	74%	74%
RET, Dadaab Kenya	25%	67%	60%	42%	80%	100%	96%	79%	69%	63%	68%
Plan, El Salvador	75%	67%	61%	92%	27%	67%	39%	52%	25%	53%	56%
UNHCR, Yemen	88%	100%	49%	83%	7%	83%	83%	75%	94%	73%	76%
UNICEF, South Sudan	63%	100%	83%	82%	53%	33%	61%	37%	50%	67%	63%
Plan, Burkina Faso, Mali, Niger	69%	100%	53%	44%	87%	33%	46%	44%	75%	33%	60%
UNHCR, Ghana	94%	100%	74%	89%	57%	83%	58%	60%	88%	85%	79%
UNHCR, CAR	31%	50%	75%	58%	58%	100%	69%	48%	67%	90%	65%
Save the Children, Liberia	75%	83%	75%	92%	73%	83%	92%	60%	67%	76%	78%
IRC, DRC	95%	100%	77%	79%	38%	50%	90%	40%	75%	80%	72%
EDC, Mali	69%	100%	61%	88%	53%	67%	85%	63%	69%	77%	73%
NRC, West Nile Region	31%	75%	44%	54%	30%	83%	78%	68%	69%	68%	60%
Average	67%	85%	63%	72%	55%	69%	70%	58%	73%	72%	69%

This fact that no programme may fully meet all Principles is one foreshadowed in the Guide itself, which states, “*This guide helps establish what is considered good practice, and is intended to evolve into a standard. Existing AEPs may not reach this standard. However, it is hoped that programmes will evolve and strengthen to meet the AEP principles of good practice set out here.*” The above statement, however, suggest an important semantic confusion – that of the difference [between] principles and standards. Principles, are generally perceived as general concepts and ideas that apply across a range of contexts. Standards, on the other hand, are seen as a norm or measure that all programmes should attain.

Overall, the perception from both the expert reviewers and the field studies visited is that the principles are, general concepts and ideas which are aspirational in scope, rather than minimum standards, and should not be conflated with each other. As described by one stakeholder in the field, his reading of the principles is that they are a set of “*maximum rather than minimum standards*” and are “*key principles that in many ways are really aspirations for the education system as a whole.*” This is where the Guide, as currently constructed, may conflate principles (which may be aspirational) with standards (which are baseline expectations). As one expert reviewer noted, “*It is difficult to claim aspirational and then claim (or infer) field-based. Some of the contradictions in the guide come because there is a mix of the truly aspirational and then field-based practices.*” Her recommendation was that “*As it is a guide...stick with the aspirational and provide a clear profile of AE to aspire to.*” Likewise, another reviewer commented that, the comprehensive nature of the Guide (by covering all principles), made it somewhat confusing for programmes. He noted that, “*since it covers everything it doesn’t indicate which aspects are more important/of highest priority. Therefore, at the end of the document I had a feeling that it was telling me that a successful programme had to do everything (all 10 principles), rather than indicating what could be a piece-by-piece approach to getting all the principles in place (over time).*”

Additionally, what became amply evident after completion of the in-depth case studies is that programmes are: (1) unlikely to be able to successfully meet all of the principles concurrently; (2) certain principles are in contradiction with each other; and (3) the context often drives which principles programmes are stronger or weaker in. For example, in Afghanistan, related to all three of the points above, INGOs are required to work within the existing policy framework set out for AEPs in the Community Based Education Policy if they are to obtain an MoU from the Ministry of Education. This policy has a high level of specificity when it comes to the timetabling, scheduling, and curriculum coverage. It significantly reduces programmes' ability to be flexible to the needs of learners (Principles 1 and 4), but having this MoU typically allows learners to be accredited and enter into the formal education system on completion (Principle 2). The result is that AEPs in Afghanistan are often aligned with Ministry policy, but that alignment leads to the programmes being condensed formal schooling, with little room for flexibility or the inclusion of AE specific pedagogy (as depicted in Figure 2).

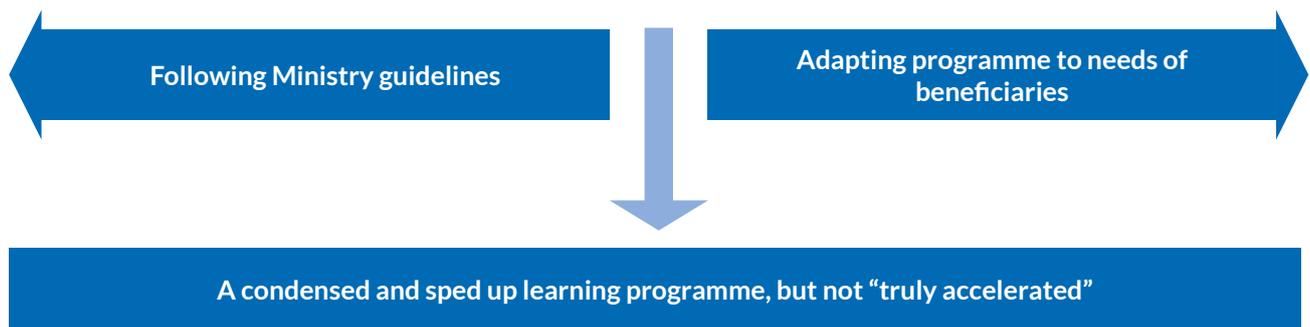


Figure 2. A common tension between alignment and flexibility

Likewise, for NRC in Dadaab, the AEP's are required to use the Kenyan NFE curriculum, which ultimately serves the goal of AEP students sitting for (and performing well on) national examinations (Principles 2/3). Simultaneously, this alignment with national standards affects the programme's agency in utilising AE-specific pedagogy, curriculum, or materials (Principle 4). Again, alignment with one of the principles correlates with a lesser alignment with another, related principle.

Similarly, in Save the Children's Sierra Leone programme, staff noted a potential contradiction between flexibility for older learners and alignment with the formal education system. It was noted that when programmes are aligned with the national curriculum and assessment structures, programmes were somewhat constrained in how much flexibility they could offer. This was largely due to the need to cover the required material within the condensed timeframe, and using a school calendar similar to that of the formal schools. In RET's secondary programme, the pressures to ensure that most students receive accreditation for learning at the completion of the programme, by passing a national exam, meant that the assessed subjects were given more emphasis, even though other subjects might provide foundational life skills.

Additionally, across all of field study visits it was found that programmes struggled to enact AE pedagogy and strategies as specified in the Guide because teachers, teacher trainers, Ministry officials and programme management staff did not have the necessary expertise, background or training to understand how to shift current teaching practice. Within NRC's programme in Kenya, for example, a constraint is that teacher trainings, co-facilitated and aligned with national teacher standards and teacher education providers, focusses exclusively [on] teaching methodologies, NFE curriculum implementation, multi-grade and multi-shift systems of learning, and pedagogy generally. Nothing related to the specifics of accelerated education pedagogy, as specified in the Guide are included. In part, this is because little expertise and knowledge exists within Kenya on AE-specific pedagogy. Similar perceptions were also voiced within SCUUK's programme in Sierra Leone.

These findings imply that the Guide must make it clear that the principles should not be treated as a “checklist” of sorts, but rather adapted to the parameters and constraints faced by the programme within a particular context. Unfortunately, this is not the interpretation that programme teams on the ground had of the principles, largely due to the specificity of the subprinciples, and the Principle Checklist.

Additionally, the Guide needs to make clear that contradictions can and do exist within the principles. The example given in relation to Figure 2 is good illustration of this. Other tensions and contradictions were identified by the expert reviewers. One reviewer identified, for example, that Principle 4’s very high standards for what ‘good’ AE curriculum should have within it may often be better than the national curriculum, and create downstream tensions or issues either at the Ministry or community level because it is unaligned. Likewise, Principle 8’s requirement that AEPs provide a certain learning environment to all learners (i.e. by specifying particular student: teacher ratios), ignores the fact that these conditions are often not existent in the formal schooling system. This could again create higher, and possibly unrealistic expectations on AEPs and teachers.¹⁶ This same individual notes that there is a danger that some principles are read as the INEE Minimum Standards were – as absolute expectations – that may in fact not be possible at present time, and lead to “*huge difficulties in the field with inexperienced personnel.*”

Key Implications

1. The AEWG must decide if the message to be conveyed to the AE community of practice globally is that the Principles are aspirational and must be contextualised to meet the context and conditions, or are minimum standards that all AE programmes should meet. Taking the INEE Minimum Standards as an example, programmes apply them differently. Some see them as measures of minimum practice and benchmark programme performance against them, while others see them as norms or expectations for what education provision in emergency settings should be, recognising their aspirational nature.
2. The Guide needs to clarify that there are inherent tensions between the 10 Principles, that sometimes cannot be easily resolved. Examples in the Guide need to provide clear examples of how specific AEP’s reconcile these tensions to achieve the principles that might be in conflict with each other.
3. A clear message must be conveyed within the Guide whether the ambition is that programmes need to strive towards achieving all 10 Principles at once, or whether they choose a subset of principles that are relevant and critical for the needs of their learners and programme quality improvement at present time.

Taking the time to socialise the principles

As discussed in the methodology of the field visits, one of the significant activities undertaken by each member of the research team to introduce both the principles and guide to a range of programme stakeholders at the outset of the visit. These discussions proved invaluable, as it afforded them a space to consider what these principles look like within their programme and particular institutional and policy context.

¹⁶ The higher quality standards specified for AEPs is one reason acceleration of learning is possible, as there is often more time on task, and lower rates of student/teacher absenteeism. There is, however, the challenge of ensuring that due to its perceived “better quality”, AEPs do not inadvertently enter into competition with the formal schooling system, with parents/caregivers making strategic choices to keep their children out of school in hopes that they can later enter into the AEP.

This experience suggests that face-to-face discussions with AE programme implementers, policy makers, and donors at a national or regional level about the principles provides an opportunity to:

1. Clarify the AEWG's intent and aim behind the development of the principles and guidelines, as well as the way they are expected to be used by a range of stakeholders;
2. Identify what role different stakeholders may have in advancing or advocating systems-level change related to the principles to create a more enabling environment for some of the principles to be realised;
3. Specify and identify some of the contradictions and tensions that might exist between various principles within a particular context and ways which programmes might navigate these tensions;
4. Catalyse opportunities for shared learning and reflection on approaches already being used to reflect or align with particular principles; and
5. Encourage discussion on what the key objectives should be for AE programmes operating in a particular context and with specific groups of learners, given that this might vary.

One of the biggest benefits from the field visits was the opportunity for the research team to engage with key AE programme staff of the hosting organisation and other organisations on some of these matters. The previous section has already identified why some of the objectives above are an important component of introducing the 10 Principles and Guide globally. What became clear to the research team, in its engagement in the field, is that the opportunity for a range of AE providers to gather and discuss their programmes and the context in light of the principles was a new opportunity that proved beneficial to all involved. Feedback received afterwards from both Afghanistan and Dadaab suggest this to be the case, and the trip report from Afghanistan specifically notes this point: *"It would appear that discussing these principles and guidance with not only CiC, but NRC and ACTED, who also implement AEP, provided a new opportunity for different AE providers to engage with these principles and guidance, and in doing so also share knowledge about their programme activities."*

The workshops and subsequent interviews/engagements with the programme team also afforded opportunities for programmes to better understand the rationale behind some of the subprinciples in particular.¹⁷ To give a simple example, with CiC in Afghanistan, questions were raised by the programme team about how relevant/applicable it was that there were separate WASH facilities for boys and girls. The Education Programme Manager for CiC argued that *"with so few boys in our programme, I don't think the girls would feel uncomfortable."* Yet, when the girls themselves were asked about the things they liked and didn't like about the programme, one of the key issues that came out were the bathrooms and the fact that they were perceived to not be clean and had to be shared with boys. Additionally, the Education Programme Manager wasn't aware of the shame which girls might feel on sharing a bathroom with boys around their menstruation time. After having understood the rationale for this, he agreed that it would be good to ensure that their facilities had separate toilets in the future.

The fact that the Guide might simplify or neglect the rationale and research behind specific principles, was a concern noted by some of the expert reviewers. One of the reviewers felt,

... [there is a lack] of discussion early in the [Guide] on what AE really is. A definition is insufficient. A short explanation is given under principal 4 on curriculum but as many programme designers may not be involved with curriculum they may not read this section. Without this understanding, programmes using a condensed curriculum tend to be delivered using tradition methods rather than more participatory forms of learning.

¹⁷ While the Guide does this to some degree, what also is evident from the field study is that many programme staff do not or will not have the time to read through the document and are unlikely to feel compelled to do so.

Another reviewer, recognising that many of those, even in management positions, may not be experienced educators suggests that this then necessitates better and more specific guidance along with stronger theoretical grounding. She notes that, “*Relatively few field-based education personnel are experienced teachers or educators*”, and “would like to see some very practical tips on strategies and implementation, as well as cross-referencing.” For example, in SCUUK’s AEP in Sierra Leone, the M&E Officer, who had not previously worked in education, noted that the Guide was useful to him because it provided foundational definitions that oriented him to the sector.

The need for clearer process guidance came out strongly in the field visits, where feedback was consistent in noting that the Guide was short on details on how programmes could shift their approaches to work towards these principles if they were not yet at that point. While the Guide offers examples of “good practice”, they felt what was missing was sufficient narration of the process of change which programmes went through to achieve these practices. It may be that this narration cannot be included in a guide, but could be discussed as part of a facilitated socialisation and contextualisation process, drawing on the experience and expertise of internal or external education advisors.

Key implications:

1. A clear process for socialising the AE Principles and Guide should be developed by the AEWG so that the broader AE community understands the rationale and purpose of having the Principles and Guide, as well as the need to contextualise these Principles to their context. Within this plan, consideration needs to be given by the AEWG of how key messages from the Guide/Principles may need to vary, depending on the context and audience. In introducing these principles, the AEWG should aim to provide greater detail on the evidence which each of the Principles is based on and examples of how specific programmes have worked towards achieving these Principles.
2. Socialisation may not be a one-off process, but a multi-year investment with ongoing dialogue and differentiated communication/support to various AE stakeholders, as was the case with the roll out of the INEE Minimum Standards.¹⁸

Contextualising and making sense of the principles and Guide

Initial workshops at all field study sites were structured around introducing each of the broad principles in the absence of the specificity of the subprinciples or accompanying Guide. What was interesting about approaching the work in this way was that it afforded opportunities to: (1) assess current interpretations and understandings about what particular ideas mean conceptually; and (2) contextualise these concepts in their programme setting. Table 5 (on next page) provides a summary of these responses.

¹⁸ See <http://www.ineesite.org/en/minimum-standards/support> for examples of various case studies and tools developed for the implementation of the INEE Minimum Standards.

Table 5: Interpretations/understandings of each of the Principles

Afghanistan	Dadaab	Sierra Leone*
AEP is flexible and for older learners		
<ul style="list-style-type: none"> ✓ Need to recognize and address the factors which have pushed learners out from school in the first place ✓ Timetabling should be flexible and adapted to needs/demands of the learners ✓ Need to address older (15-17 years old) learners ✓ Flexibility applies to all aspects of programme design: student selection, age, being flexible in how government guidelines approached ✓ Accommodating learner needs ✓ Learning materials need to be adapted for interests and age of learners of the programme ✓ Need to recognize gender-related constraints ✓ Focus on peacebuilding, non-violent communication, rights based education 	<ul style="list-style-type: none"> ✓ Older learners are admitted at schools ✓ Learners with families are supported ✓ Learners grouped by ability ✓ Timing/schedule takes care of learners who are involved in livelihood activities ✓ Acceptable timing structure that works with home responsibilities ✓ Attendance and enrolment improved ✓ Stress free learning environment (support to females with children) 	<ul style="list-style-type: none"> ✓ 720 out-of-school children ages 10-16 who are teenage mothers, working, or attending Koranic education are enrolled in the programme ✓ Centre facility selected and donated by communities ✓ Class time determined in consultation with communities, including youth who completed a timeline activity to demonstrate when they can attend AEP
AEP is a legitimate, credible education option that results in learner certification in primary education		
<ul style="list-style-type: none"> ✓ Accreditation of learning difficult, particularly for returnees/IDPs from other countries (Pakistan, Iran) ✓ MoE certification, but only if credible service provider ✓ Adherence to Principle 2 would mean establishing in essence, a system that in many ways mimics the formal education system, rather than is distinct to it ✓ While “a good aspiration”, should not invalidate process of learning in and of itself. Accreditation and formal recognition of learning for what purpose must be asked, as there can also be value of learning for other purposes/aims 	<ul style="list-style-type: none"> ✓ Opportunity to increase access and retention ✓ Help in upstream movement in education ✓ Inclusion of AE learners in national GER ✓ Uses recognised national examinations ✓ National government certificates used ✓ Transitions into formal education possible ✓ DEO regularly visits the AEP schools for quality control 	<ul style="list-style-type: none"> ✓ Goal of AEP is for 720 students to successfully transition to junior secondary school ✓ Included local formal school head teacher on AEP Committee to facilitate student transition ✓ Students will sit the exam at the formal school, if not able to sit at the AEP Centre
AEP is aligned with the national education system and relevant humanitarian architecture		
<ul style="list-style-type: none"> ✓ Obtaining MoU from Ministry ✓ Understanding policies of MoE ✓ Lack of coordination of actors an issue in Afghanistan ✓ Unclear in Afghanistan context whether AEPs are a humanitarian/development response or both ✓ Principle helps to distinguish between CBEs (more informal, less regulated, less demands for accreditation) and AEPs (where there may need to be stronger alignment with government) 	<ul style="list-style-type: none"> ✓ Recognition of the AEP ✓ Quality improved of AEP ✓ Structure improved of the AEP ✓ Increased funding ✓ Sustainability of the programme considered and funding to AEPs increased ✓ National syllabus and policy on AEP available and useful ✓ Aligned to education in emergencies principles ✓ Resources and services are provided at no cost to the refugee community 	<ul style="list-style-type: none"> ✓ MEST was involved in the design of the AEP, including selecting students, teachers, and designing the programme ✓ Aligned 3 AEP levels with 6 primary grades and developed curricula for levels 1 and 2 ✓ SC is working with MEST to remove barriers to access to formal schools

Afghanistan	Dadaab	Sierra Leone*
Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable, and use relevant language of instruction		
<ul style="list-style-type: none"> ✓ Timetabling, to increase speed of delivery is a key aspect of acceleration ✓ Acceleration means using same text but moving through it faster ✓ Learning materials needs to be adapted ✓ Curriculum needs to be compressed, and texts adapted ✓ Using time more efficiently to teach ✓ Learners have different learning capacity, so you need to adapt to the needs of the learners 	<ul style="list-style-type: none"> ✓ Friendly teaching techniques and materials fit for AEP ✓ Timely completion of syllabus 	<ul style="list-style-type: none"> ✓ The national curriculum was condensed to meet the AE programme timeframe ✓ Curriculum was adapted from the accelerated curriculum used after the Ebola crisis ✓ Have developed curricula for Levels 1 and 2 ✓ All teachers are certified, and they aim to integrate traditional and AE pedagogical practices
Teachers participate in continuous professional development		
<ul style="list-style-type: none"> ✓ Sets a very high standard for AEPs, in a context where CPD as a systematic approach does not exist within the formal education systems ✓ There is no process for accreditation/ recognition of CPD undertaken within AEPs within Ministry ✓ This should be a universal aspiration for Afghanistan, rather than limited to just AEPs 	<ul style="list-style-type: none"> ✓ Teacher training programmes should be available ✓ Teacher capacity assessment and improvement mechanisms should be in place ✓ Teachers have opportunity to undertake a Bachelor in Education course at university ✓ Baseline surveys carried out to determine training needs ✓ Regular weekly in-service provided for teachers ✓ Online learning portal for teachers ✓ Teachers should be exposed to new thinking / ideas in how to deliver content 	<ul style="list-style-type: none"> ✓ Teachers have been trained on lesson note planning ✓ Teachers trained on effective AEP Centre management ✓ Teachers trained on how to mark the registers, sign the attendance list
Teachers are recruited, supervised and remunerated		
<ul style="list-style-type: none"> ✓ Need to pay teachers in AEPs more, as you need them to be more qualified, greater expertise, and more motivated than in the state schooling system ✓ Pay parity with government school teachers may be a minimum rather than maximum expectation 	<ul style="list-style-type: none"> ✓ Teachers recruitment is open and based on qualifications ✓ Remunerations are according to UNHCR and GoK labour laws ✓ Gender roles considered ✓ Cultural diversity and inclusivity considered ✓ Advertisements for positions are placed in community halls and spaces ✓ Remuneration follows / adheres to UNHCR scales at the camp level ✓ Recruitment policies in place at NGO level ✓ Teacher code of conduct to help maintain standards ✓ Needs to be an adequate and sustainable supply of teachers ✓ Needs to be increased retention of teachers 	<ul style="list-style-type: none"> ✓ AEP teacher recruitment done and spearheaded by the District Deputy Director of Education ✓ AEP management committee identifies teachers based on experience and within the community ✓ All the AEP teachers have signed to the teacher code of conduct as well as the child safeguarding policy ✓ All teachers of the AEP are strictly monitored by the AEP committee ✓ AEP teachers regularly receive incentive payment from the start of their teaching

Afghanistan	Dadaab	Sierra Leone*
AE centre is effectively managed		
No comments as time did not allow for this	<ul style="list-style-type: none"> ✓ Effective utilization and optimization of existing resources ✓ Strong accountability mechanisms ✓ Head teachers and other school administrators in all centres ✓ Disciplinary issues are dealt with at school level ✓ The school management boards / PTA's play an active role in school affairs 	<ul style="list-style-type: none"> ✓ Formation of the AEP Committee. Members were drawn from all walks of life ✓ Experienced teachers teaching at the AEP centre. ✓ Data collection and monitoring tools in place for effective centre management.
AE learning environment is inclusive, safe, and learning-ready		
No comments as time did not allow for this	<ul style="list-style-type: none"> ✓ Facilities are available in school for both genders (e.g. toilets) ✓ Schools have secure compounds, with security guards at gates ✓ Attractive environment that is stimulating ✓ Friendly learning spaces ✓ Distance and locations of schools ideal ✓ Disability friendly facilities available ✓ Physical infrastructure sufficient 	<ul style="list-style-type: none"> ✓ SC has renovated three buildings to use as AEP Centres ✓ Water provision buckets are available. Supplied water buckets and cups. ✓ Assistant teacher to respond to GBV/child abuse issues. A teacher is attached to child support. ✓ Teaching/learning materials distributed to individual children. ✓ Students given free T-shirt, and can use other pants/dress ✓ SC ensures there are no fees for attending the AEP
Community is engaged and accountable		
<ul style="list-style-type: none"> ✓ A very important principle in the context of Afghanistan because AEPs will not be successful without strong community engagement/support 	<ul style="list-style-type: none"> ✓ Acceptance by the community ✓ Community understands its role in education ✓ Establishment of school board managers (BOM) and parent teacher associations (PTA) in AEP centres ✓ Building the capacity of the BOM and PTA's ✓ Monthly centre coordination meetings held in all camps ✓ Parents are actively involved ✓ SMB's assist in teacher interviews 	<ul style="list-style-type: none"> ✓ Community engagement is said to be one of the project's biggest successes ✓ AEP Committees have been established and oriented; they contributed largely to the design of the programme, student recruitment, and continue to contribute to monitoring and management activities ✓ Communities recognize the AEP as a viable education option
Goals, monitoring, and funding align		
No comments as time did not allow for this	<ul style="list-style-type: none"> ✓ Standardization and quality ✓ Sustainability of the programme ✓ Use of EMIS in data management ✓ Data is collected on weekly basis ✓ Aligning AEP in quality checks and standards ✓ Part of Dadaab education strategy so funding and monitoring is overseen and scheduled 	<ul style="list-style-type: none"> ✓ SC has developed and begun collecting data towards a MEAL framework ✓ SC is conducting baseline, midline and end line assessments of their programme against the 10 AE Principles

* Prior to this research, SC had engaged deeply with the principles in a baseline in which they assessed their programme against the Principles. Because of their level of familiarity with many of the Principles, it was not possible to ask them abstractly about many of them, and responses provided are indications of how their programme aligns with what is stated in the 10 Principles. For some Principles (4,5,6,7,8) where less information was collected in the baseline survey, independent interpretations were able to be solicited in the initial workshop.

Responses from the workshops suggest that the stakeholders already understood many of the key components of the principles, and were also able to articulate and contextualise it with much greater specificity than the Guide or subprinciples are able to do on their own. In the case of Sierra Leone, programme staff had engaged deeply with the principles during the design phase and were aware of the need to target the AE programme at the most appropriate group(s) of beneficiaries. SC staff worked with community members to decide which groups of children to target – those who were working, teenage mothers, and those attending Koranic education. This decision was out of recognition that in southern Sierra Leone, economic conditions and teen pregnancy often drive children out of school; in other words, the focus was on students who had been “pushed out of school” for a range of different reasons.

Secondary Accelerated Education: RET International, Dadaab, Kenya

RET International has been implementing a secondary AEP in Dadaab, Kenya since 2013. The programme’s objective is to increase enrolment and completion of secondary education by youth in Dadaab who otherwise do not have this opportunity. Students in the RET programme are between 16 and 35 years, most are working, and most did not make the cut-off score on the national primary exam for entrance into the formal secondary school.

RET staff explain that globally the definition of basic education has been expanded to include junior secondary education, and that the signing of the SDGs affirms the world’s commitment to achieving *basic* education for all, not just primary. This, coupled with the large numbers of children overage and out of school at the secondary level, signals that AE may be appropriate at the secondary level as well.

In working through the Principles during this research, RET staff explain that the Principles, which were designed with primary education in mind, are largely applicable to the secondary context as well, if contextualised. Particularly, Principles related to flexibility for learners; teacher recruitment, supervision, and remuneration; advocacy for policy; and alignment with the national system are important for secondary AEPs.

RET explains that “overage” in the secondary context extends beyond the 10-18 years identified by the AEWG. They suggest that the definition of youth as between 10-35 is more appropriate if they want to capture those who are in secondary AEPs. This expanded age range also impacts the way age-appropriateness of the AEP is conceptualised. RET staff explain that because they use the secondary curriculum, they hardly need to adapt the age level of the materials, but rather use adult-friendly teaching methods rather than child-friendly techniques. Additionally, while a school readiness course is not appropriate for secondary AEPs since youth have completed primary school, there may be a need for a preparatory course for those who have been out of school for a long time.

The RET case study suggests that secondary AEPs may face greater difficulty with recruiting and retaining qualified teachers because of the higher level of qualifications that are required. Additionally, this case indicates that tensions between some of the Principles may be greater for secondary AEPs. For example, Principle 1 on flexibility is constrained by Principle 3 on alignment with the national system and Principle 2 on learner certification, perhaps even more so than in primary AEPs because of the greater difficulty of the curriculum to be covered at the second level. Despite these differences between primary and secondary AEPs, RET explains that the Principles are largely useful to them and that, if contextualised, can serve to support secondary AEPs as well.

The workshops and subsequent interviews also prompted significant debate on the overall objective of AE programmes in a particular context. It became apparent in Afghanistan, for example, that while many of CiC’s learners who complete the programme do go onto lower secondary, many also drop out within 18 months of entry to the formal schooling system (approximately 40%). The programme team questioned if this is a failure of the AE programme, or rather is a reflection of aspiring for the wrong outcome of re-entry into

the formal education system. In the course of the week, and speaking with former beneficiaries and their caregivers, the value of learning for the sake of daily functioning came out quite strongly. Students discussed their pride in helping their families to read text messages, assisting with transactions in their family kiosk, and being able to fill out official government forms. One father described with pride how after his daughter came to the AE programme, she was able to assist him in reading wedding invitations. This saved their family the embarrassment of showing up to the wedding venue on the wrong day, something he noted had occurred frequently in the past. The self and family pride of being 'educated' is something that also came up in the research carried out in the Democratic Republic of Congo by ECCN last year.¹⁹

Likewise, in the case of the RET AEP, students and teachers raised concerns about the ability of the AEP to support students to get better jobs or continue on to tertiary education – the primary outcomes of the programme – because of supply-side constraints within Dadaab. Instead, they noted that the social benefits from attending the AEP, such as having a sense of purpose, improved self-esteem and higher social status, might be more important outcomes for AEPs to work towards. Measuring these outcomes could be done through measures of social-emotional well-being, individual resilience or self-efficacy/self-esteem.

Thus, some concern was raised in the field studies that the Guide and principles may conceive of education too instrumentally (i.e. re-entry into formal schooling, vocational education or employment) and ignore the context which may not actually afford such opportunity. Instead, it was felt that AE programmes need the space and time to identify, beyond accrediting learners with basic learning competencies, what the longer-term objectives of their might be AEP, including the notion that they may strive towards the Delors Report's ideas of "learning to do, learning to live together, learning to live with others, and learning to be".²⁰

Another critical component of contextualising the principles is to do what one reviewer stated was necessary earlier – prioritise the right entry points for action and decide on what to do to refine or improve programme activity. In the case of Afghanistan for example, where CiC's programme is positioned very clearly as a "demand side" response, results of the field study led to CiC identifying that it wanted to make their programme more focussed on learner and community interest. This meant better considering, for example, how they obtain ongoing information from students' and parents on their experiences and challenges within the AE programme, rather than just at the outset as part of a needs assessment.

The contextualisation process also serves a critical role for all parties to assess what opportunities and challenges arise in operationalising the various principles to their full effect. In all of the field study sites, and most likely in all AE programmes globally, resource and institutional constraints mean that programmes will not be able to tackle all aspects of the principles at once. Investing in one priority or principle may mean choosing not to focus energies on another. This decision-making process was observed first hand in a number of the field sites.

In Kenya, for example, contextualisation of the AE Principles is inextricably linked to a number of current institutional constraints towards non-citizens. For example, current policy caps the salaries of non-Kenyan working citizens (e.g. teachers), dictates to the use of particular curriculum, and bans the construction of new permanent structures in the refugee camps of Dadaab.²¹ For AEP implementers, programmatic decisions that relate to the principles will be dictated primarily by these contextual constraints.

¹⁹ USAID-ECCN (2016). *USAID ECCN Alternative Education in the DRC Final Research Report*. http://eccnetwork.net/wp-content/uploads/DRC.Final_.pdf

²⁰ See UNESCO (1996). *Learning: The Treasure Within*. <http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf>

²¹ The construction ban is regionally-specific to Dadaab and is dictated by the Ministry of the Interior. This ban is not in place, for example, in Kakuma.

Prioritising conflict-sensitivity: The PARIS AE Programme in Mali

Contextualising the principles and Guide in the case of an AE programme operating in a zone of active conflict requires a different approach as well. The PARIS case from Northern Mali noted that several key considerations had to be taken into account for an AE programme to be “inclusive, safe and learning ready” as Principle 8 states, and “address the issues young people experience in fragile contexts” under Principle 4. Specifically, the PARIS programme, has a strong focus on conflict-sensitivity in both its curriculum, and in its engagement with community. A specifically designed curriculum component, known as *vivre-ensemble* (or living together), has been developed in consultation with MoE technical staff. The aim was to bring together varied content related to life-skills, peacebuilding, conflict mitigation and prevention, WASH, arts and physical education drawing on UNICEF’s guide to peace promotion and IRC’s Healing Classroom approach. Pedagogically the curriculum is designed on utilising “multiple intelligences” and approaches, including drama, art, and discussion. A third of the instructional time is devoted to this, out of recognition of the importance of this focus for students living in conflict. AE facilitators are also trained explicitly in psychosocial support – the various causes of child and youth distress, in detecting symptoms of distress, and in attitudes and behaviours to adopt towards vulnerable children – to support their ongoing work with students in the classroom.

PARIS also undertook a Rapid Education Risk Assessment (RERA) to ensure that it was doing no harm, and maximising benefits within its activities. The RERA revealed high levels of horizontal inequality within communities leading to rivalry and tension, as well as a perception that NGOs further such division by providing support in unfair ways. To mitigate this, the selection of communities for the project was done transparently, within a clearly defined set of criterion focussed on serving communities with the highest percentages of out of school children, who were most vulnerable to violent extremism and taking up arms, and who were not already served by other organisations. Once a decision was made to set up an AEP in the community, it was decided all eligible children in a selected village would be enrolled in the programme, to prevent conflicts within intervention communities. This meant that the programme’s initial intent to have no more than 30 students to one teacher had to be altered, to address the level of actual need. As documentation from the programme notes, *“For the first cohort of PARIS centers, we initially envisioned opening 145 centers, each hosting 30 students, to achieve a population of 4350 children. These projections have been revised to 153 centers hosting from 21 to 40 students.”* Budgeting constraints did not allow for the programme to build more centres or employ more teachers than this. Here an explicit decision was made to prioritise conflict-sensitivity in targeting, versus prioritising the optimum learning conditions for students.

Finally, staff from the PARIS programme felt that the Guide implies that mother tongue should be used as the language of instruction at the outset for new to school learners, an approach they noted would stand against a conflict-sensitive approach to programming, because of the following: *“First of all, the formal schools into which ALP graduates will transfer are French language schools. Thus, they will need to learn skills in French in 9 months, which is insufficient time to start with a mother tongue and gain adequate skills to transfer to a second language. The second reason is conflict-sensitivity. In multilingual communities, choosing a single national language would lead to frustrations for a part of the community, even if all community members are able to speak the selected language. In some communities, the mother tongue is not even a written language (e.g., Daoussahak communities, in the circles of Ansongo and Ménaka). The third reason is that the parents evoked the use of the national language as a reason not to enrol children in school: They want their children learn French.”*

The issue and potential confusion which is created in the Guide around language of instruction is also one noted by one of the expert reviewers who felt that, *“The essential to know on p35 should also note that if the learners have a variety of mother tongues (e.g. many refugee situations) then a ‘neutral’ “Mother tongue” or language of instruction is necessary. It may also mean that a language course needs to be a pre-AE course, which unfortunately adds to the time sequence.”*

Key implications:

1. Contextualisation of the principles and Guide is an important and necessary step for their effective utilisation. Programmatic and institutional constraints will create both opportunities and challenges which must be taken into account when prioritising action. These constraints are most familiar to those working in the country or region, and need to be discussed collectively before taking action.
2. The key Accelerated Education outcomes, specified in the Guide, may not fully capture the non-instrumental outcomes of education. For learners and communities in particular contexts intrinsic values (such as improved self-esteem, self-confidence) and the capacity to better function in society may be important values in and of themselves. Contextualisation can serve an important role in identifying what long-term objectives are most appropriate for specific AE programmes and targeted groups of beneficiaries.
3. Context also drives the prioritisation of action, and choices about which principles (or subprinciples) to focus attention on. Given that it is not expected that programmes can feasibly work towards all 10 Principles at once, this prioritisation process is a critical component of contextualising the Principles and Guide to the context. In doing so programmes will need to ask questions such as: *(a) what is desirable with our target population? (b) what is feasible within our current institutional context; and (c) what is possible within the funding and capacity constraints we face?*

Utilising and assessing the effectiveness of action against the principles

One of the key limitations of the field study in its entirety was its ability to assess the ways that AE programmes are currently using the principles and Guide. Completion of the Checklist afforded some ways in which the principles could retrospectively be applied to programmes that were not designed with these in mind, and the field studies helped to contextualise both the Principles and Guide in various settings, highlighting both possibilities and limitations of using them moving forward. The exception, amongst the field studies, was the Sierra Leone programme by SCUUK, which was purposefully designed around the principles. The experiences of doing so are noted in the text box.

Using Principles for Design, Monitoring, and Evaluation: Save the Children Sierra Leone

Identifying programme aspirations

Save the Children (SC) has used the 10 AE Principles in design of their new AEP in Pujehun, in southern Sierra Leone. The programme aims to support those most in need of AEP – namely children working to support themselves and their families, teenage mothers, or boys attending Koranic education – which they determined through a comprehensive and participatory needs assessment. It was also determined that integration into junior secondary school was the most appropriate end outcome for this AEP rather than employment or vocational education.

Socialization & Contextualisation

After articulating the project's aspirations, the SCUUK advisor (who is also part of the AEWG) introduced SC staff in Sierra Leone to the Principles. She came to Pujehun and began working with SC to become familiar with the Principles. Together they identified which community stakeholders could best support them in contextualizing the Principles.

During the design phase, SC engaged ministry officials, community members, and youth in a 3-day workshop to assess how the Principles could be adapted to fit their context. SC facilitated a number of activities to encourage participation by all stakeholders, including body maps, child timelines, human Likert scales, and plenary and focus group discussions. Stakeholders contributed to conducting a

needs assessment and stakeholder analysis; identifying target beneficiaries and teachers; planning for community engagement, teacher professional development, student accreditation; planning for curriculum and materials development; and planning for management, monitoring, and evaluation.

Measurement & Evaluation

SC has also begun to pilot test the 10 AE Principles. They hypothesise that adherence to the Principles will lead to better outcomes for students. To test their hypothesis, they have begun to undertake an in-depth baseline to assess their programme across the Principles and sub-Principles. They again engaged the ministry, community members, and youth to create research questions related to each Principle and sub-Principle and determine from whom and how to collect the information they need to make a judgment about their adherence to their contextualization of the Principles. The baseline assessment will be compared with a mid-line and end-line assessment to measure their adherence to and adaptation of the Principles, as well as relationship between adherence to the Principles and student outcomes.

Iteration

So far, engaging in this process of design and evaluation using the Principles has helped them to identify and consider how they might support children to transition to the formal schools. SC recognizes that since poverty is a push-out factor for most of the youth in the programme, there is a need to support children and families to be able to pay school fees upon reintegration to the formal school. They are beginning to consider ways that they can do this, such as supporting training for youths' and families' livelihoods.

What can be learned?

Engaging with the Principles in this way was a time-intensive process. The design phase lasted nearly all of 2016. Additionally, having funding from an unrestricted source, their own internal Strategic Breakthrough Investment Fund, allows for the long design phase and in-depth pilot process. Programs with restricted funding may not be able to engage with the Principles in the same way due to external constraints.

It was acknowledged, in more than one field study site, that after a process of socialisation and contextualisation, the principles with accompanying Guidance could be used for programme (re)design. In Afghanistan, for example, one AE provider felt these tools could be used to design some of its education responses to the influx of Afghan returnees from Pakistan and other surrounding countries. Yet, this same individual also felt that thought needed to be given to whether AE was the “right response” to the situation at hand, particularly when considering the institutional context and learner demands. It was strongly recommended that the Guide needed to include in it the flowchart, similar to one developed in 2016 by the AEWG²² (see below), to help education specialists and programme designers answer this question.

Feedback from the field studies suggests that the Guide, as currently constructed, does not make it sufficient clear who the primary actors for each of the principles should be. While many of the principles were perceived to be most relevant to those planning, designing, managing and evaluating AEPs (i.e. the AE implementers), it was less clear what role/responsibility donors and government might have if they were not directly engaged in these activities. Many principles (3, 4, 5, 6) when explored in more depth in the Guide – specify alignment or engagement of AEPs with education sector assessments, a functioning coordinating mechanism or body for education actors, systems for professional development and accreditation of teachers, and EMIS – make assumptions about the conditions that are in place in countries where AEPs are operating. Yet, as was demonstrated in the case of Kenya, where data on non-citizens is purposefully excluded from EMIS, or in Afghanistan which has no systematic apparatus for continuing teacher professional development, it may be impossible for AE implementers themselves to work towards particular aspects of each principle. For this reason, there was a strong sense from the programme implementers that government and donors had to

²² This is taken from the USAID/NORC (2016) publication *Accelerated Education Programmes in Crisis and Conflict: Building Evidence and Learning*, p. 77.

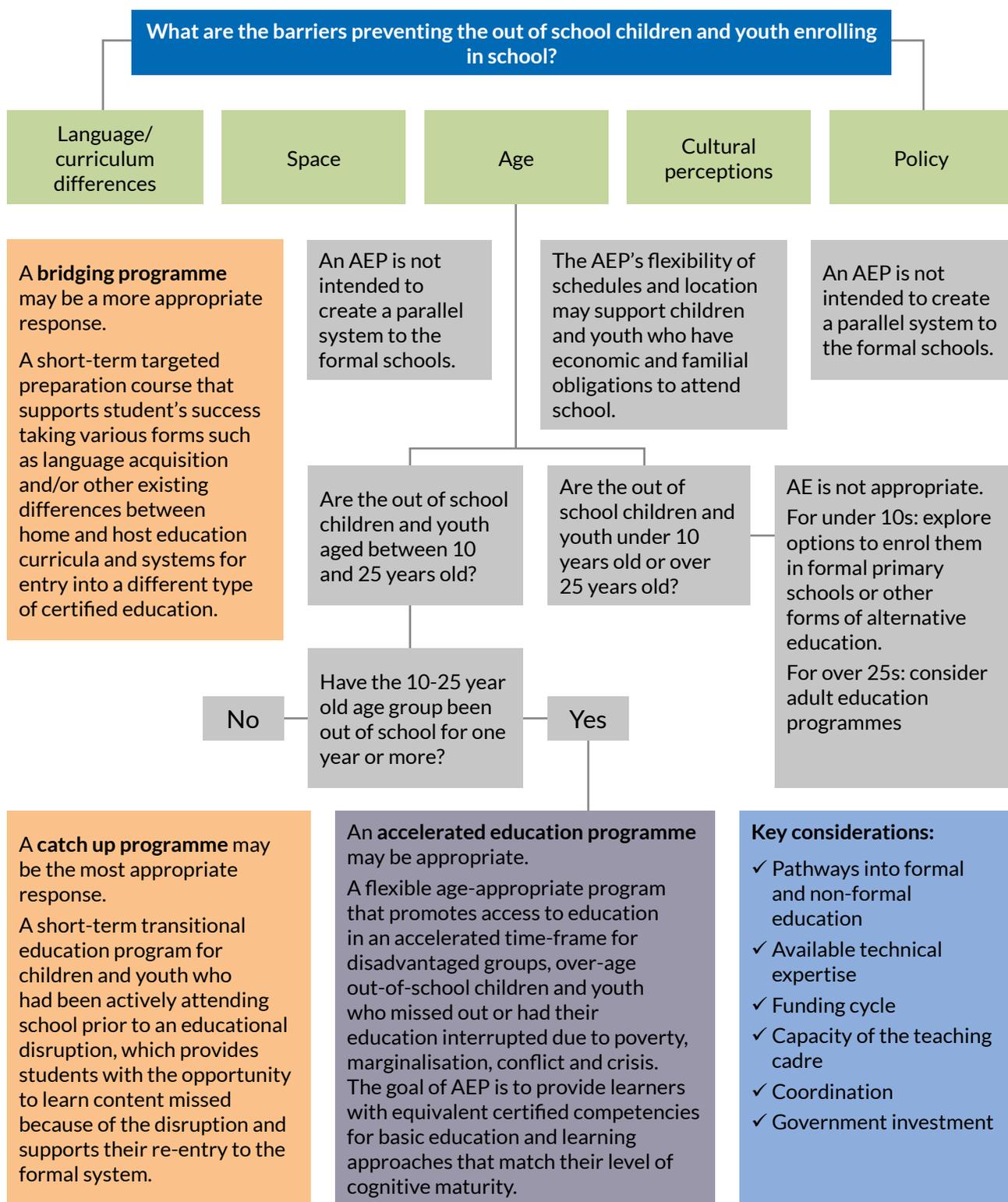


Figure 3. Flowchart for AE Programmes (developed by the AEWG in 2016)

engage with and use the principles and Guide, but from a different vantage point; namely to (re)shape the institutional context to enable AEPs to better work towards the principles themselves.

To do so, the implementing actors of AEPs saw a critical starting point for roll-out of the Guide around advocacy, with donors, Ministry officials and/or coordinating humanitarian bodies. It was felt that the Guide provided some clear messages on how AEPs could fit in and sit alongside the formal education system, but also clear specifications on the institutional environment that needs to be in place for this to happen. What

was lacking, however, was some clear and explicit guidance to those shaping or reforming the policies which effect AE programmes – whether it be non-formal/formal education, curriculum and assessment regulations, or teacher accreditation policies – about what they needed to be mindful of when doing so. Additionally, it was felt that those in government need to be aware of some of the ‘unintended consequences’ of some of its policies on AEPs, and to better include these programmes within the fold of the education system. Comments from the RET programme in Kenya, for example, suggested that unsupportive government policies and a lack of recognition for secondary AEPs in government were the two biggest constraints they were facing. Those on the ground with NRC’s programme in Dadaab, likewise felt that the policy environment was the most constraining aspect of realising the principles²³. And in Sierra Leone, the challenge was a weak Ministry policy architecture and infrastructure around AE.

Those on the ground felt that if policies were reformed to better accommodate AE provision, they would ultimately serve to also improve the formal education system as well. The challenge, however, is engaging government in such conversations particularly when it is perceived that non-formal education system is doing things better than the formal education system. In Kenya, for example, UNHCR noted that it has been difficult for government to see the need to reform its non-formal education policy, in part because the performance of the districts of Kakuma and Dadaab, where the refugee populations are housed, perform the best on national assessments. And in Afghanistan, the challenge has been an unwillingness of the Ministry to even entertain incorporating community based schooling and AE programmes into its structures due to a lack of capacity.

Changing Kenyan Policy Using the Guide and 10 Principles

Refugee education policy in Kenya is currently in flux, with development of an official national refugee education policy under development in 2017. UNHCR and NRC both emphasised the value of the 10 Principles and the Guide in informing and advocating for that new policy. In particular, these documents offer evidence of the impact of accelerated education programmes globally, as well as legitimacy as a standardised approach supported by UNHCR, the AEWG, and numerous INGO’s that have a long history of good work in the country. Nairobi-based UNHCR education staff emphasised the critical timing of these documents as effective tools to potentially shape new policy and, thus, a changing landscape for refugee education programming across Kenya.

Utilization of both the Principles and the Guide are hugely contingent on a friendly political environment. In Kenya, while there are certainly acknowledged challenges associated with working within current policy frameworks (felt most acutely on the ground), the situation is generally positive and promising. According to UNHCR, anticipated changes for 2017 should address many of the most pressing concerns related to implementing AE in Kenya. Critical to this is the solid working relationship between both the NGO’s implementing AEP’s and UNHCR, as well as between UNHCR and the GoK. UNHCR officials in Nairobi explicitly referenced use of both the Principles and the Guide in informing new policy frameworks. As such, Kenya may become a solid example of what these programmes can look like with good supporting policy.

Alongside this advocacy push with government, is a concurrent need to socialise and encourage donors to understand the purpose and intent of the Principles, and the ways they can support them being utilised. This could happen by encouraging and funding programme designs that take the Principles into account. Until this occurs, the motivation of programmes to independently prioritise and take ownership and responsibility for these Principles may be limited. In Afghanistan, while it was believed that the Principles provided a useful set

²³ This viewpoint was not shared by those off-site in Nairobi who are cooperatively working with government on reshaping policy (see box)

of considerations for implementing actors to shape their AEPs around, one organisation made it clear that they were unlikely to do so “unless there was a clear compulsion from either a donor or the government.”

Principles and outcomes

The in-depth field studies, in combination with the results of the Principles Checklist, also explored whether any association could be gleaned from programmes that were performing well against the Principles and key AE outcomes of improved access, programme completion and attainment of a recognised qualification. The ability for the field studies to make any conclusive statements based on the data obtained (which was often limited, and not always aligned to the outcomes above), and the scoring on the Principles was limited. In some cases, like Afghanistan, it also appeared to be contradictory, where for example, the programme scored very high on the pilot checklist it completed (97%), but data reviewed suggested that only 63% of the learners starting the 3-year programme completed it. That noted, 99% of the students who did complete the programme did in fact earn a recognised qualification.

What did emerge, however, upon closer analysis of outcome data against current alignment to the principles, was the idea that particular principles may be linked to particular outcomes. For example, in the case of NRC’s programme in Kenya, the team there saw clear alignment between Principle 1 and the outcome on access and completion. Similarly, Principle 2 was seen to be most closely aligned with the outcome on learners earning a recognised qualification. This suggests that what might required is a mapping of particular Principles to key AE outcomes, as Table 6 below begins to do. Based on this mapping, and through the process of contextualisation where particular Principles are prioritised, the key outcome areas on which data could and should be collected could be understood and more systematic and consistent approaches to data collection advocated for.

Table 6. Mapping of AE Principles against key AE outcomes

	(1) Increased access to educational opportunity for over-age, out-of-school children	(2) Students completing full AE programme	(3) Students earning a recognised qualification	(4) Students transitioning to formal/ vocational education or employment
1. AEP is flexible and for older learners	X	X		
2. AEP is legitimate, credible education option that results in learner certification			X	
3. AEP is aligned with national education system & humanitarian architecture				X
4. Curriculum, materials, predatory are accelerated, AE-suitable, and use relevant language	X	X	X	
5. Teachers participate in continuous PD		X	X	
6. Teachers are recruited, supervised, and remunerated		X	X	
7. AE centre is effectively managed	X	X	X	X
8. AE learning environment is inclusive, safe, and learning-ready	X	X		
9. Community is engaged and accountable	X	X	X	X
10. Goals, monitoring, and funding align	X	X	X	X

Finally, the myriad ways in which programmes currently collect data on key AE outcomes suggests a need either within the Guide, or as part of the process of socialisation, to discuss M&E activities more explicitly than it currently does within the discussion on Principle 10 – particularly on “best practices” for data collection, and the systematic and ongoing analysis of information being collected to support programme learning.

Key implications:

1. The Guide may need to be adapted or supplemental guidance produced if it is to support the range of different stakeholders, and different stages of AE design, delivery and assessment. Specifically, further guidance is needed on the role and responsibility of policy makers and donors in supporting the Principles, as well as specifications in areas such as design (namely whether AE is the right response in a particular context), and M&E.
2. Engagement with donors, relevant government and/or humanitarian actors is critical for the Principles to have relevance and immediacy for AEP designers and implementers.
3. Linking AE outcomes to the 10 Principles in aggregate may not be possible or wield useful information. Rather, thought may need to be given to mapping the relationship between particular principles and specific AE outcomes.

Summary

Through the process of conducting the piloting and field testing of the Principles Checklist, soliciting expert reviews on the Guide, and engaging with programme teams and other AE stakeholders in a range of context, the field testing of the Guide and Principles yields some important information for the AEWG to consider moving forward. There is a critical need for the AEWG to see the development of the Principles and Guide as the first step of many in improving the quality of AE provision globally, and producing a stronger evidence base on which advocacy for AE can better occur in international and regional arenas. As the figure below notes, as the Principles and Guide are socialised and utilised, and programmes gather evidence against key AE Principles, it will continue to shape and refine this body of work moving forward.

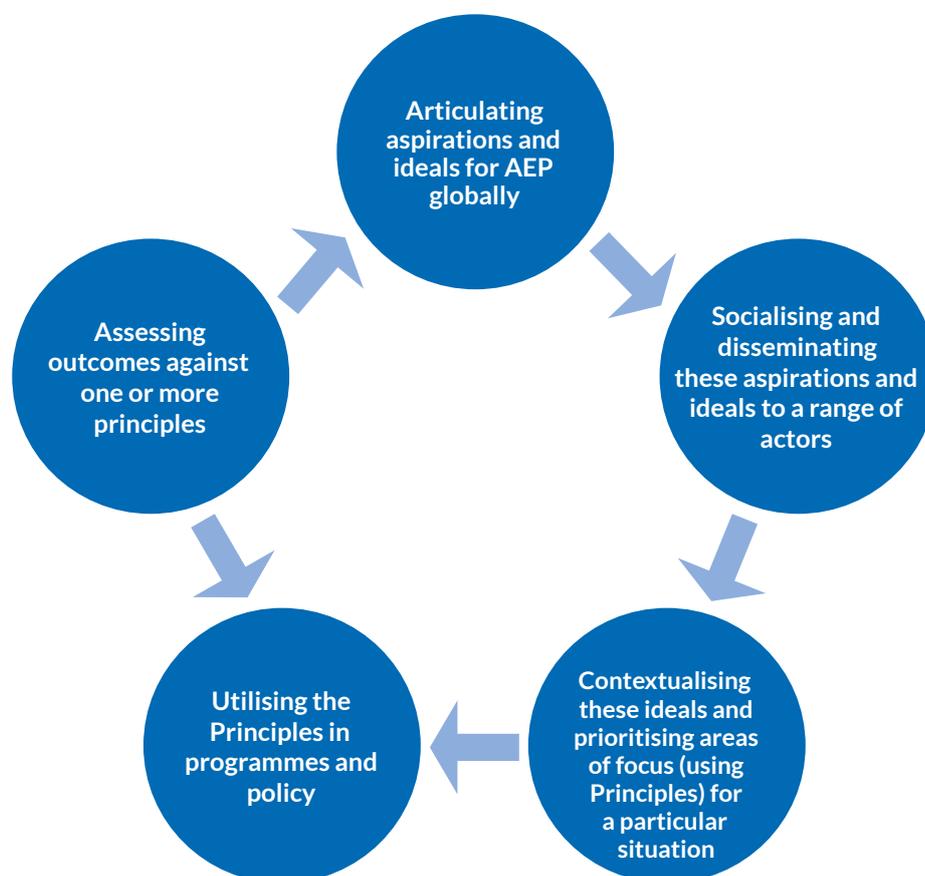


Figure 4: Improving AE practice and policy globally

Findings from the field study make clear that:

- ① In most settings where AE programmes occur at present, the Principles need to be viewed as aspirational rather than common standards of practice. There are institutional, contextual and programmatic constraints which may not immediately be resolvable. This necessitates a long-term view to supporting and strengthening AE provision globally.
- ② The production and distribution of the Principles and Guide on their own are unlikely to wield sufficient traction. For this reason there is a critical need for the AEWG members to consider an initial and ongoing process for supporting the socialisation and contextualisation of the Principles. This process will allow AEP implementers, policymakers and donors to identify possible constraints to achieving particular principles or to identify key tensions within the local context between the principles, and to work together to resolve these issues.
- ③ Results from both the Principles Checklist and the in-depth field studies suggest that interpretation (and subsequent enactment) of each of the 10 Principles will vary significantly with the broad parameters set out. There is some danger that the specificity of the subprinciples and an interpretation of the Principles as standards rather than guidance, may work against this critical aspect of contextualisation.
- ④ Each of the 10 Principles requires different levels of action from various actors involved in AEP funding, policy, implementation and assessment. Further guidance and support will be needed to ensure that these actors understand what this might look like and tangible actions and steps they can take.
- ⑤ Linking programme performance against the AE Principles with key AE Outcomes should not be done in totality, but with clear articulation of how particular principles link to specific outcomes for the programme.
- ⑥ As the Principles and Guide are increasingly utilised by a range of AE programmes, policies, donors and supporting institutions, a stronger evidence base, as well as key learnings will emerge. These should then be incorporated into subsequent versions of the Principles and Guide, to ensure they remain relevant and appropriate to changing contexts.