



European Union
Civil Protection and
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Accelerated Education Working Group: 2021 Brief

Accelerated Education Working Group 2021

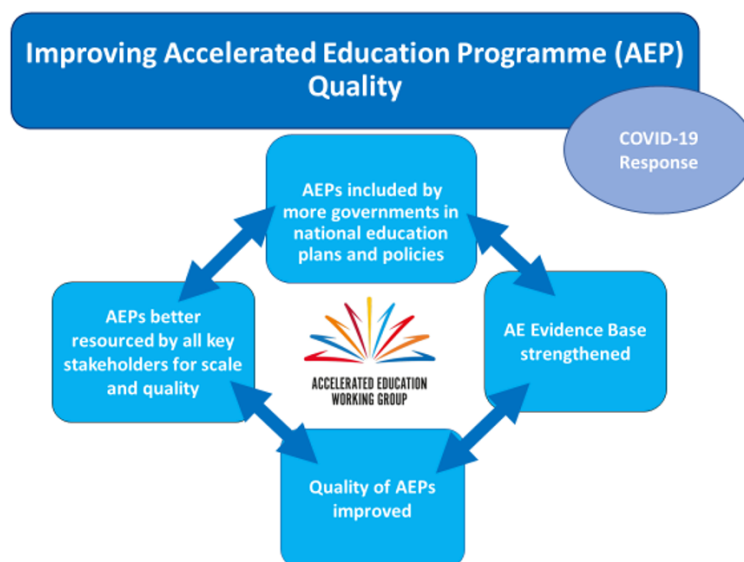
If the world is to realise SDG 4, it must accelerate progress. Millions of children remain out of school, especially where educational systems are struggling to achieve universal education and growing populations face increased displacement and migration. The Covid-19 pandemic has created an unprecedented disruption to education. We know, from previous crises, that the most marginalised children are the hardest hit by school closures and that many children and youth may never return to school.

In recent years, Accelerated Education Programmes (AEPs) have been employed with greater scope and scale as one solution to the intractable issues for over-age out-of-school children and youth. Once schools re-open post Covid-19, it is likely that there will be many more learners in need of Accelerated Education (AE).

The [Accelerated Education Working Group](#)¹ (AEWG) is an inter-agency working group made up of members supporting and/or funding AEPs. The AEWG aims to improve the quality of AEPs through developing guidance and tools to ensure AE is a relevant response and to support a more harmonised approach to AE.

To date, significant investment and efforts by the AEWG have resulted in a conceptual framework² for what constitutes good practice in AE. The development of the [10 Principles for Effective Practice](#) and accompanying [Guide to the Principles](#) have set a foundation for improving programme quality, design, implementation and assessment of results. To address the growing need for AEPs, in 2021 the AEWG will engage more directly with national policy makers and key donors who are shaping, or have the potential to shape, the structural conditions within which AEPs operate.

In 2021 the AEWG have four areas of focus plus COVID-19:



1 The AEWG is currently led by UNHCR with representation from UNICEF, UNESCO, USAID, Norwegian Refugee Council, Plan, International Rescue Committee, Save the Children, Education Development Center, ECHO and War Child Holland.

2 All AEWG tools and guidance are available on the [INEE website](#).

AEPs included by more governments in national education plans and policies

In the medium-term, the AEWG envisions that more governments recognise AE as a cost-effective, inclusive and equitable response for over-age out-of-school children and youth (OOSCY). We will continue to facilitate **national workshops and collaborate with governments** to increase the quality of AEPs and include them in national education plans and policies. Through developing an **investment and policy case**, we will focus on identifying the scope of the problem regarding OOSCY and will articulate ways in which national governments can take a lead in regulating non-formal education provision through the more systematic recognition and inclusion of AE within government strategies and policy actions.

AE evidence base strengthened

The AEWG seeks to strengthen the evidence base for AEPs to better inform programme design and implementation for AE providers and supporters and to better serve the needs of over-age learners. In 2021, building on our recent [Evidence Review](#), we are starting a research project, **Mapping the policy terrain for educating the hardest to reach in EiE contexts**, identifying the key factors affecting implementation of AEPs at the national, regional and local level. We will also continue to support and **nurture existing and new research partnerships** and present the growing evidence for AE at key fora, building on our [Learning Agenda](#). We will also update and expand our **AE mapping** to have a global picture of where AEPs are implemented, by whom and for whom.

Quality of AEPs improved

We will continue to focus on ensuring the effective dissemination and utilisation of our [tools and guidance](#) amongst donors, national governments, key stakeholders and implementing partners. In 2021, we will disseminate our [M&E Toolkit](#), continue the pilot of the **AE teacher training pack** in additional locations, develop a repository for **AE Programming Tools** and **AE curriculum**, and launch our **Guidance to Develop an AE Curriculum**.

AEPs better resourced by all key stakeholders for scale and quality

In 2021, we will **target key stakeholders to promote and advocate for the inclusion of AE** within donor approaches and programmatic responses by fostering recognition of AE as an important strategy for connecting humanitarian, early-recovery and development programming.

COVID-19 Response

In 2021, we will build on our response to the **Covid-19 pandemic**, in which the AEWG developed technical notes to support Ministries and key stakeholders in deploying AE as an effective response to the needs of learners who have missed out on education. See our [COVID-19 Pathways for the Return to Learning](#) and [COVID-19 Guidance on Condensing a Curriculum](#). We will also be launching our **Principles for Catch-up Programmes**.

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