



# AEWG 2021 Year in Review

# Dear Accelerated Education Working Group<sup>1</sup> (AEWG) Partners and Supporters,

The ripple effect of the COVID-19 pandemic continued to impact education throughout 2021. At the start of 2022 over 616 million<sup>2</sup> learners remain affected with ongoing school closures and disruption to both formal and non-formal education programs globally. We know, from previous crises, that the most marginalized children are the hardest hit by school closures and that many children and youth may never return to school. It is estimated that 24 million additional students may drop out of education<sup>3</sup>. In 2021 the AEWG continued to leverage our expertise in accelerating learning to guide donors, implementers, and education systems to help all learners catch up as schools reopen and the full impact of the pandemic is realized.

In 2021, the AEWG had five strategic areas:



**COVID-19 Response**



**Quality of Accelerated Education Programs (AEP) Improved**



**AE Evidence Base Strengthened**



**AEPs are Better Resourced by Key Stakeholders for Scale and Quality**



**AEPs included by more Governments National Education Plans and Policies**

1 The Accelerated Education Working Group (AEWG) became part of the Inter-Agency Network for Education in Emergencies (INEE) in January 2022. The AEWG is currently made up of members supporting and/or funding Accelerated Education (AE) Programs: UNHCR, UNICEF, UNESCO, USAID, Save the Children, Plan International, Norwegian Refugee Council, International Rescue Committee, War Child Holland, Education Development Center and DG ECHO

2 UNICEF, 2022, <https://www.unicef.org/press-releases/covid19-scale-education-loss-nearly-insurmountable-warns-unicef>, 2022

3 UNICEF, 2022



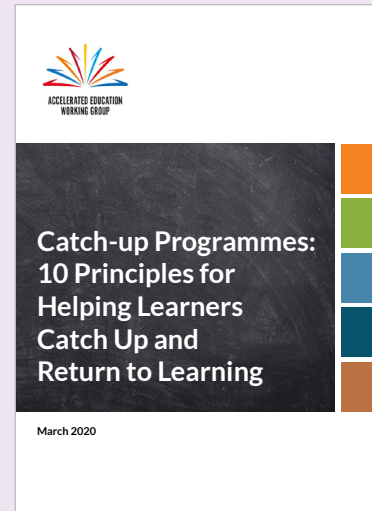
## COVID-19 Response

Throughout 2021, the AEWG strived to work closely with Ministries of Education (MoEs) and key stakeholders to advocate for and provide guidance on Accelerated Education (AE) and catch-up programs in response to COVID-19.

The AEWG continued to disseminate the [COVID-19: Pathways for the Return to Learning](#) to support decision making on the appropriate education responses to COVID-19.

In response to the increased demand for Catch Up programs the AEWG developed the [10 Principles for Helping Learners Catch Up and Return to Learning](#), a set of principles and action points specifically for Catch-Up programs. Hear more about this in this INEE webinar on the [Catch-Up Principles](#).

In addition UNICEF on behalf of the AEWG commissioned a study to explore the impact of the COVID-19 pandemic on AE and Alternative Education Programs. The study found that while enrolment decreased so too did funding opportunities for AE. The report will be published in mid 2022.



## AEPs included by more Governments in National Education Plans and Policies

### NIGERIA

In 2021, Nigeria Education Research and Development Council (NERDC) contextualized the AE Introductory Teachers Training Pack, piloted and adopted the same. The training pack will be presented as part of the national roll out of Accelerated Basic Education in Nigeria in mid 2022.

### UGANDA

In 2021, the Ministry and implementing partners aligned their AEPs with the AE National Guidelines. The guidelines are now in the last approval process with the Ministry of Education and Sports.

### CAMEROON

Between 2020 and 2021, NRC & Plan, in collaboration with the MoE, piloted an AE curriculum in a humanitarian context in the Northern Region of Cameroon.

### SOMALIA

In 2021, the Federal Ministry of Education in Somalia developed an Alternative Basic Education policy and curriculum framework for teachers drawing on several of the AEWG tools and guidance. The MoE also developed textbooks and piloted the AE Introductory teacher training pack.

### COLUMBIA, JORDAN, NIGERIA, PAKISTAN & UGANDA

From March 2021 to March 2022, a team of six ACCESS researchers explored the gaps and opportunities for AEPs to meet the needs of over-age out-of-school children and youth (OOSCY) in five countries—Colombia, Jordan, Nigeria, Pakistan and Uganda. For more about the ACCESS research please see below.

### KENYA

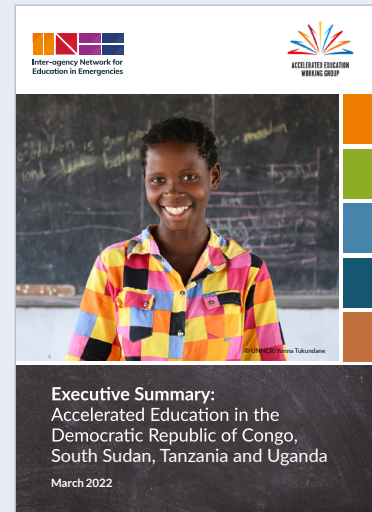
The development of AE Guidelines was initiated in Kenya in 2021 led by the Ministry of Education. The AEWG supported the formation of a national AE task team and continues to provide technical expertise.



## AE Evidence Base is Strengthened

In 2021, one of the AEWGs main areas of focus was strengthening the evidence base.

- The AEWG launched a follow up to the 2019 survey to map the state of AE globally. Findings will be shared towards the end of 2022.
- With funding from INTPA through their Building Resilience in Conflict through Education (BRICE) program, the AEWG conducted an [Education Situation Analysis of AE in Uganda, South Sudan, the Democratic Republic of Congo, and Tanzania](#) with key recommendations for Governments, funders and Implementers. The BRICE reports were launched in March 2022 and are available on the INEE site. To hear more please listen to the [webinar here!](#)
- AEWG members and stakeholders presented on panels at the Comparative International Education Society Conference (CIES), UKFIET [Lessons Learned and Best Practices in Harmonising Accelerated Education Programming in Kenya, Uganda and Somalia - The Education and Development Forum \(UKFIET\)](#), the Collective of Decoloniality, Education and Emergencies (CEDE!) conference and the [ReWired Conference](#) hosted by Dubai Cares.



## ACCESS: Accelerating Change for Children's and Youths' Education through Systems Strengthening:

The AEWG, in partnership with the University of Auckland, funded by Dubai Cares, commenced a 44-month research project, [ACCESS: Accelerating Change for Children's and Youths' Education through Systems Strengthening](#), which investigates the feasibility and process of embedding Accelerated Education Programs (AEP) in national education plans and policies, drawing on the expertise of researchers and educational stakeholders in each.



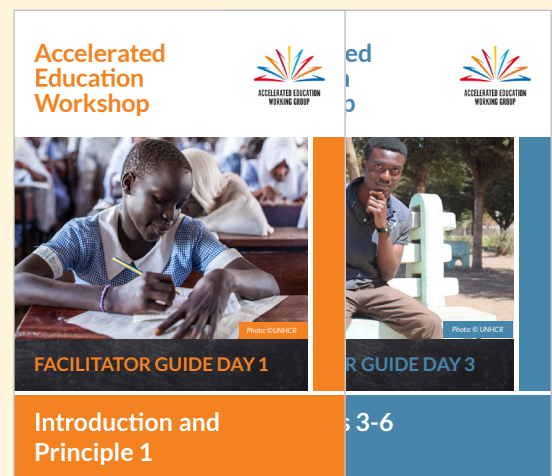
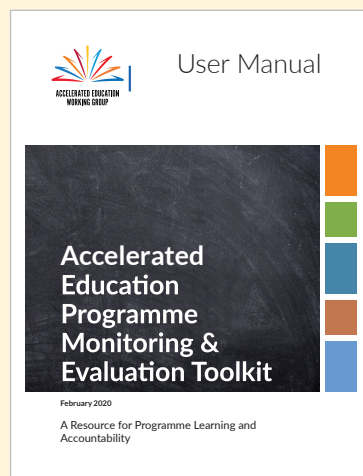
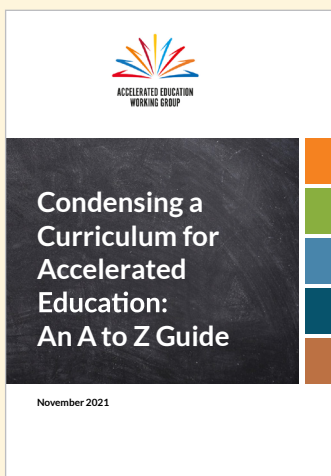
## Quality of AEPs Improved

The AEWG continued to support quality in AE programming, piloting the AE Teacher Training package in Somalia and Nigeria and translating it into French. The pilot in Nigeria was led by the Nigerian Educational Research Development Council (NERDC) with support from AEWG members and in Somalia was piloted with the Ministry of Education, Culture, and Higher Education. The AE Introductory Teacher Training Pack will be published in mid 2022.

The AEWG has continued to explore AE programming at the Secondary level through dialogue and collaboration with the Secondary Education Working Group (SEWG) and including Secondary AE in the revised AE Guidelines in Uganda.

The AEWG focused heavily on curriculum guidance in 2021, finalizing and publishing, in early 2022 [Condensing a Curriculum for Accelerated Education](#) in four languages. The AEWG [Accelerated Education M&E Toolkit](#) was also translated into four languages in 2021 to support wider dissemination and utilization.

We held a webinar on the AEWG Accelerated Education Workshop: Policy and Practice in AE.



## AEPs are Better Resourced by Key Stakeholders for Scale and Quality

The AEWG [10 Principles for Effective Practice](#) have been utilized by several key stakeholders. DG ECHO continues to advocate for alignment with the 10 Principles in their [Education in Emergencies Policy](#) and encourages using the AE M&E Toolkit in AEPs that they fund. [Education Cannot Wait](#) and the [Lego Foundation](#) both made reference to the AEWG tools and guidance in their calls for proposals.

## What is next for 2022?

In 2022, the AEWG became a part of the Inter-Agency Network for Education in Emergencies (INEE)<sup>4</sup>. This is an exciting opportunity to expand our reach, explore different ways of working and diversify the AEWG membership.

To address the growing need for AE Programs, in 2022/23 the AEWG will engage more directly with national policymakers and key donors who are shaping or have the potential to shape the structural conditions within which AE Programs operate.

In 2022/23, the AEWG has five areas of focus as shown in the infographic below:

### Improving Accelerated Education Program Quality



Please see the [AEWG 2022-23 Brief](#) for more information.

All AEWG resources are available in English, Spanish, French, and Arabic on the [INEE Accelerated Education web page](#).

For more information please contact [aewg@inee.org](mailto:aewg@inee.org).

<sup>4</sup> The Inter-agency Network for Education in Emergencies (INEE) is a global open network of members who are working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. INEE's work is founded on the fundamental right to education. For more information and to join INEE, visit [inee.org](http://inee.org).