Accelerated Education Working Group 2019

If the world is to realize SDG 4, it must accelerate progress. The UN Secretary General's annual Sustainable Development Goals Report (2017) found that while progress has been made, the pace is "insufficient and advancements have been uneven." Millions of children remain out of school, especially where educational systems are struggling with the implementation of universal education, growing populations and increasing displacement and migration. In recent years Accelerated Education programmes (AEPs) have been employed with greater scope and scale as one of several solutions to the intractable issues of attracting and retaining out of school and overage learners within the formal education system. Yet, widespread variation exists in how AEPs are planned, implemented and approached, with little or no overarching objectives, guidance, standards or indicators for what effective accelerated education (AE) provision looks like.

In response to this challenge, a small number of education partners[1] (including civil society, academics and multi-laterals) supporting and/or funding AEPs formed the **Accelerated Education Working Group** (AEWG). The AEWG aims to improve the quality of AEPs through developing guidance and tools to support a more harmonised, standardised approach to accelerated education.

To date, significant investment and efforts have been made by the AEWG in developing a conceptual framework[2] 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 assessing results. Strategically, this means that the AEWG, must engage more directly with national policy makers and key donors who are, or have the potential to, shape the structural conditions within which AEPs operate.

In 2019 the AEWG are working in three major areas:

1. Systems-level engagement and uptake for Quality AE
In the medium-term, the AEWG wants donors and governments to recognise AE as an important strategy for connecting humanitarian, early-recovery and development programming.

In 2019 we will **target key stakeholders to promote and advocate for the inclusion of AE** within national policy, donor strategies, and programmatic responses to address the issue of out of school over-aged learners.

The AEWG will focus on developing **an investment and policy case for AE**. The investment case will focus on identifying the scope of the problem regarding out of school children and youth, and will articulate ways in

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[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 and Conflict Crisis Network and War Child Holland.

[2] All AEWG tools and guidance are available on the INEE website here

which AE is a cost-effective, inclusive and equitable response to this problem. The policy case will focus on a similar set of concerns, but also stress the 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 its strategies and policy actions.

2. Influencing quality provision through the development and dissemination of tools and guidance

The AEWG proposes the development of a more harmonized approach to monitoring and evaluating the effectiveness of AEPs. The AEWG will pilot a **monitoring, evaluation, accountability and learning (MEAL) framework for AEPs** that can be adapted to specific programme designs, but with a set of common indicators and outcome statements that could feed into a broader-scale value for money assessment. Additionally, the working group believes it will be important to assess which components (or inputs) within AEPs yield greatest successes within identified programme outcomes.

In 2019 the AEWG will also pilot a draft **AE teacher training**, develop an **AEP 'start-up' check list** and establish an **AE curriculum repository.**

We will continue to focus on ensuring the effective dissemination and utilisation of the Principles and accompanying guidance amongst donors, key stakeholders and implementing partners at field-level through facilitating **country level workshops and orientation on the AEWG tools and guidance and translation of materials**. In 2019 we will be disseminating the **workshop facilitation manual**.

3. Strengthening the evidence base

Developing a **value for money case for AE** is a critical missing component of the evidence base at present and something we will explore developing in 2019.

The AEWG will also continue to support and **nurture existing and new research partnerships** as it has a key role in managing knowledge generated from current and upcoming AEP evaluations. This includes **mapping AE research and evaluations in line with our Learning Agenda;** our collaboration with the **Peace Research Institute Oslo (PRIO) and NRC under the Dubai Cares E-Cubed grant** and presenting the growing evidence for AE at key conferences such as CIES and UKFIET.

We will also update and expand our **AE mapping** so we have a global picture of where AEPs are implemented, by whom and for whom.

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