



The Paradox of Accelerated Education Programmes (AEPs) for Out-of-School Children and Youth: What Comes Next?

At a time when Ministries of Education around the world strive to provide Accelerated Education Programmes (AEPs) as a mechanism for strengthening access, opportunities and outcomes for the 244 million and growing numbers of over-age out-of-school children and youth, an apparent paradox is emerging: growing enrolments in AEPs are rarely matched by successful post-AEP transitions to formal primary or secondary school.

Building on Education.org's earlier AEP [evidence synthesis](#), and the work of the Inter-agency Network for Education in Emergencies Accelerated Education Working Group ([INEE AEWG](#)), we aim to answer this question: **What evidence-informed actions can education decision-makers take to support successful transitions from primary level Accelerated Education Programmes to formal primary and formal lower secondary school?**

Building an "Education Knowledge Bridge" for AEPs

Employing a new [Education Evidence Pathway](#) that was trialled in our previous AEP work, Education.org is conducting a **qualitative evidence synthesis about post-AEP transitions based on published and unpublished evidence**. Our aim is to build an 'Education Knowledge Bridge' for AEPs, linking the best evidence to policymakers so they can produce policy frameworks that most effectively guide and support education practitioners. Our ultimate purpose is to reduce inequalities in AEP outcomes and opportunities for the hardest-to-reach children and youth, such as girls, displaced learners and learners with disabilities or learning differences.

The objectives of this work are to produce:

- 1. Contextual, evidence-informed guidance for education leaders and decision makers** on policy actions to strengthen successful transitions for the hardest-to-reach learners.
- 2. In collaboration with the Accelerated Education Working Group, a comprehensive interactive map of AE programmes and evidence** from low-, lower-middle income and crisis-affected countries from 2016 to the present.
- 3. An interactive policy map of national education policies addressing AEP transitions to formal school.**



How you can help:

- **Are you aware of any reports related to AEPs?** We'd be delighted to receive reports such as programme evaluations, agency briefs or policy working papers, ministerial briefs, etc.
- **Are you interested in collaborating?** We are seeking input from education policy leaders, researchers, funders and implementers to develop a comprehensive understanding of the transition process and barriers in different countries.

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If you have AEP reports to share or are interested in collaborating, please write to us at: aep@education.org. Read here for more information on the [INEE AEWG Pathways for Change & Learning Agenda](#).

Education.org is an independent, non-profit initiative, dedicated to bringing the best available evidence to education leaders worldwide. Our mission is to improve the learning of every child and young person by helping leaders access and use the best evidence to guide their national policies and plans. Use the QR Code above to find out more about us.