

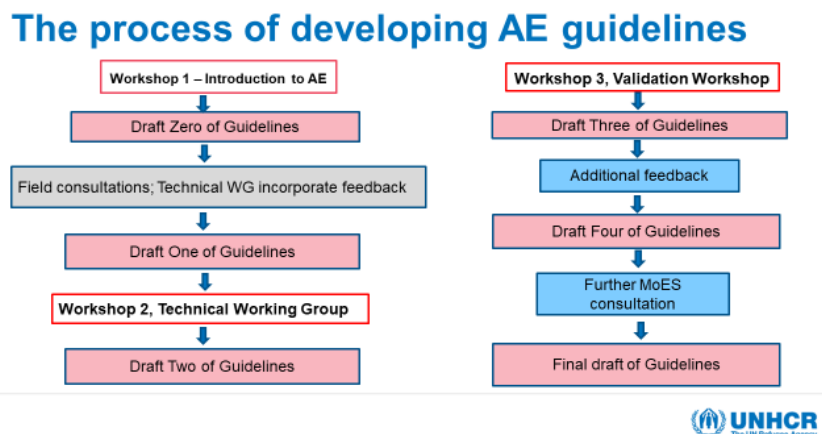
CIES 2019: Roundtable on Accelerated Education Principles in Action:

Development of National Guidelines for Accelerated Education in Uganda

Accelerated Education Programmes (AEPs) have been used to increase access to education for both over age out-of-school national and refugee children and adolescents in Uganda since the mid-1990's. The 2008 Education Act 2008 recognises the role of Accelerated Education (AE) and it has also been included in the recently-approved Education Response Plan for Refugees and Host Communities in Uganda. Despite its long history there was previously no approved AE curriculum and no national guidelines for AE. With the influx of South Sudanese refugees in the wake of the crisis there was a proliferation of AEPs operating in the camps but without any guiding framework to ensure quality and support systematic government oversight these AEPs varied widely in terms of quality and standards across different partners.

Education Cannot Wait (ECW)¹ recently awarded a grant to a consortium led by the Norwegian Refugee Council (NRC) with Save the Children International (SCI) as a partner to tackle some of these issues. The **overall goal** of the project is to: **contribute to ensuring that displacement-affected children and youth realize the right to inclusive quality education and achieve their full potential.** The **expected outcome** is: **increased provision and improved quality of AEP across all partners in Uganda's refugee response through a harmonized approach.** The ECW project places an emphasis on the harmonisation of AEPs based on the Accelerated Education Working Groups (AEWG) 10 Principles for Effective Practice², thereby ensuring that the AEPs in Uganda are reflective of globally agreed good practice. At a national level workshop in 2018 it was agreed that primary-level AEP Guidelines for Uganda would be developed using the AEWG 10 Principles for Effective Practice as a foundation. Initially the AE Guidelines were specifically for the refugee response but a consensus was agreed that these should be national guidelines under the MoES, Department of Special Needs and Inclusive education and come under the umbrella of non-formal education.

The process of developing the Guidelines was carried out through a series of workshops and consultations as outlined below:



¹ The ECW project targets refugee-hosting districts in West Nile region: Adjumani, Arua, Moyo and Yumbe.

² <http://www.ineesite.org/en/resources/accelerated-education-10-principles-for-effective-practice>.

The resulting agreed-upon Guidelines include 7 areas:

- **Area 1: Learner Identification, Enrolment, Retention and Support**
- **Area 2: Curriculum, Pedagogy, and Assessment**
- **Area 3: Teaching and Learning Environment**
- **Area 4: Teacher Recruitment, Professional Development, Support and Remuneration**
- **Area 5: Management and Community Participation and Ownership**
- **Area 6: Monitoring and Evaluation, Research and Evidence**
- **Area 7: Policy and Funding**

The work in Uganda is significant as it utilizes the AEWG tools and guidance, primarily the Principles, to develop National Guidelines. Since that time, however, there are a proliferation of ways and places where the AEWG tools and guidance are being used and applied.

- **Mali:** are developing a National Strategy for Accelerated Education to harmonize programming and measure key performance indicators
- **South Sudan:** Oxfam Ibis recently used the Principles in an evaluation of an AEP, please see [here](#)
- **Nigeria:** an AE action plan to unify curriculum, harmonise programming at the national and state level utilises the AEWG tools and guidance
- **Mali:** EDC used the Principles to evaluate the Education Recovery Support Activity Programme, please see [here](#)
- **Burkina Faso:** have just completed an AE workshop using the AEWG tools and guidance
- **Liberia:** an action plan has been developed around the need for specific AE teacher training and dissemination of the 10 Principles with the MoE

Guiding Questions for Discussion:

1. Based on your knowledge and understanding of the AEP 10 Principles, what are strategic ways that they can be used to support access to education for overage out-of-school children and youth?
2. What do you see as some of the strengths and weaknesses of an AEP model? Do these change in a crisis context?