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ACCELERATED EDUCATION  
WORKING GROUP

Education In Crisis & Conflict Network



Dedicated To Increasing Equitable Access To  
Education In Areas Affected By Crisis And Conflict



**POLICY & PRACTICE IN ACCELERATED EDUCATION**  
**Nov 12-15, Kampala, Uganda**



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# Welcome back

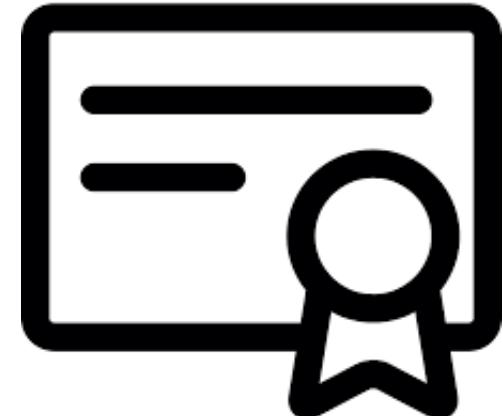


## 3.1 Principle 7

**Accelerated Education center is  
effectively managed**

# **Effective Management**

- Monitoring & Evaluation Systems
  - Intake
  - Attendance
  - Graduation & Certification
  - Transition
- Community Education Committee
- Local education authorities





# Activity: Management Tools

# **Effective Management**

Groups:

- Intake
- Attendance
- Graduation & Certification
- Transition to formal schools

# **Effective Management**

Complete the Handout for your group, defining...

- What are the **tools** you need to properly manage and track this aspect of your AEP?
- What are the **roles and responsibilities** of different stakeholders in the management of this element?
- What **best practices** can you share with the group about how to set up an efficient system to track this element?



## Session 3.2

# Monitoring, Evaluation, and Learning for AEPs

What is your experience working with M&E frameworks for AEPs?



# Monitoring

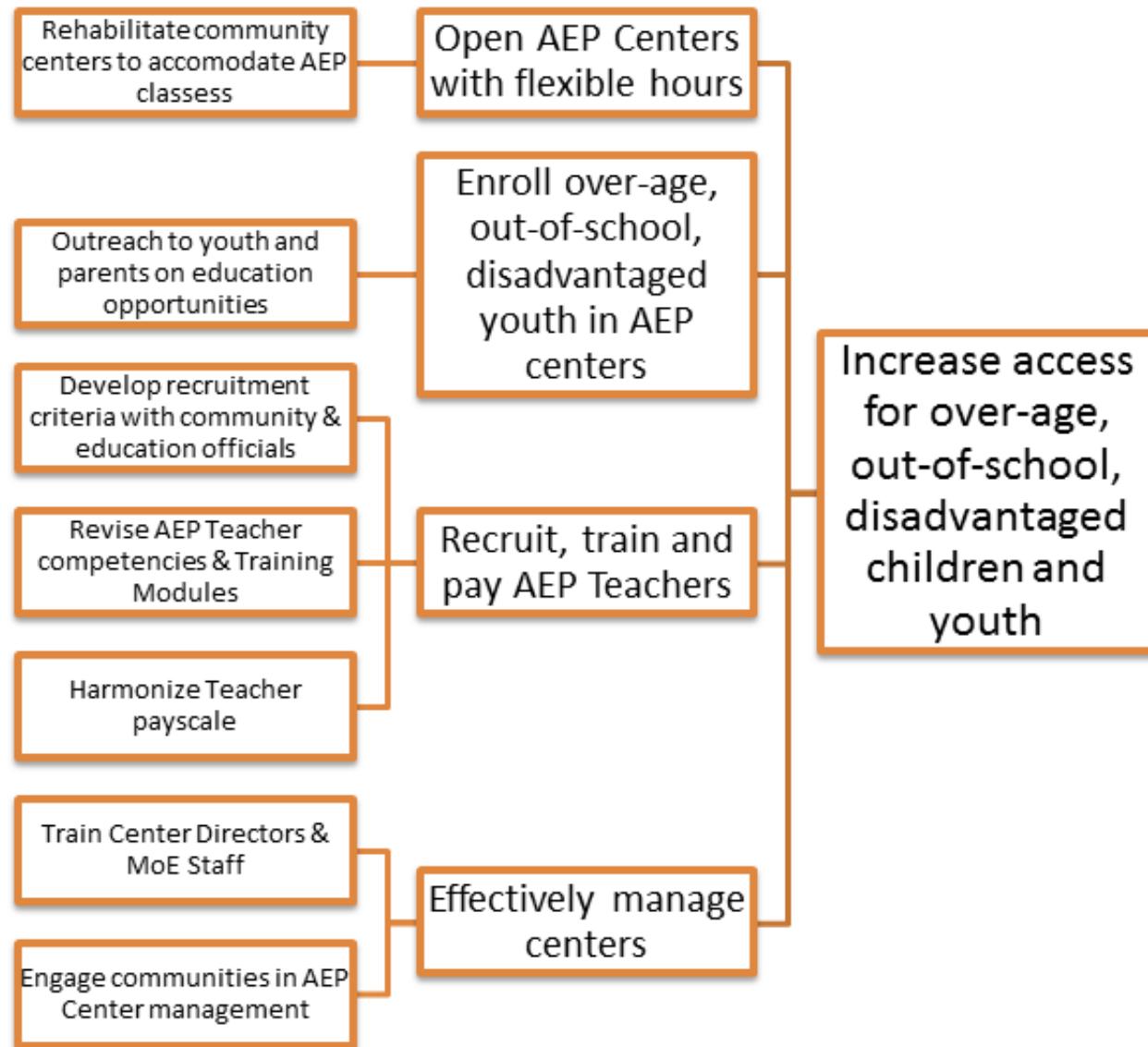
- Performance Monitoring:
  - Output
  - Outcomes
  - Cost

*Quality, Quantity and Timeliness*

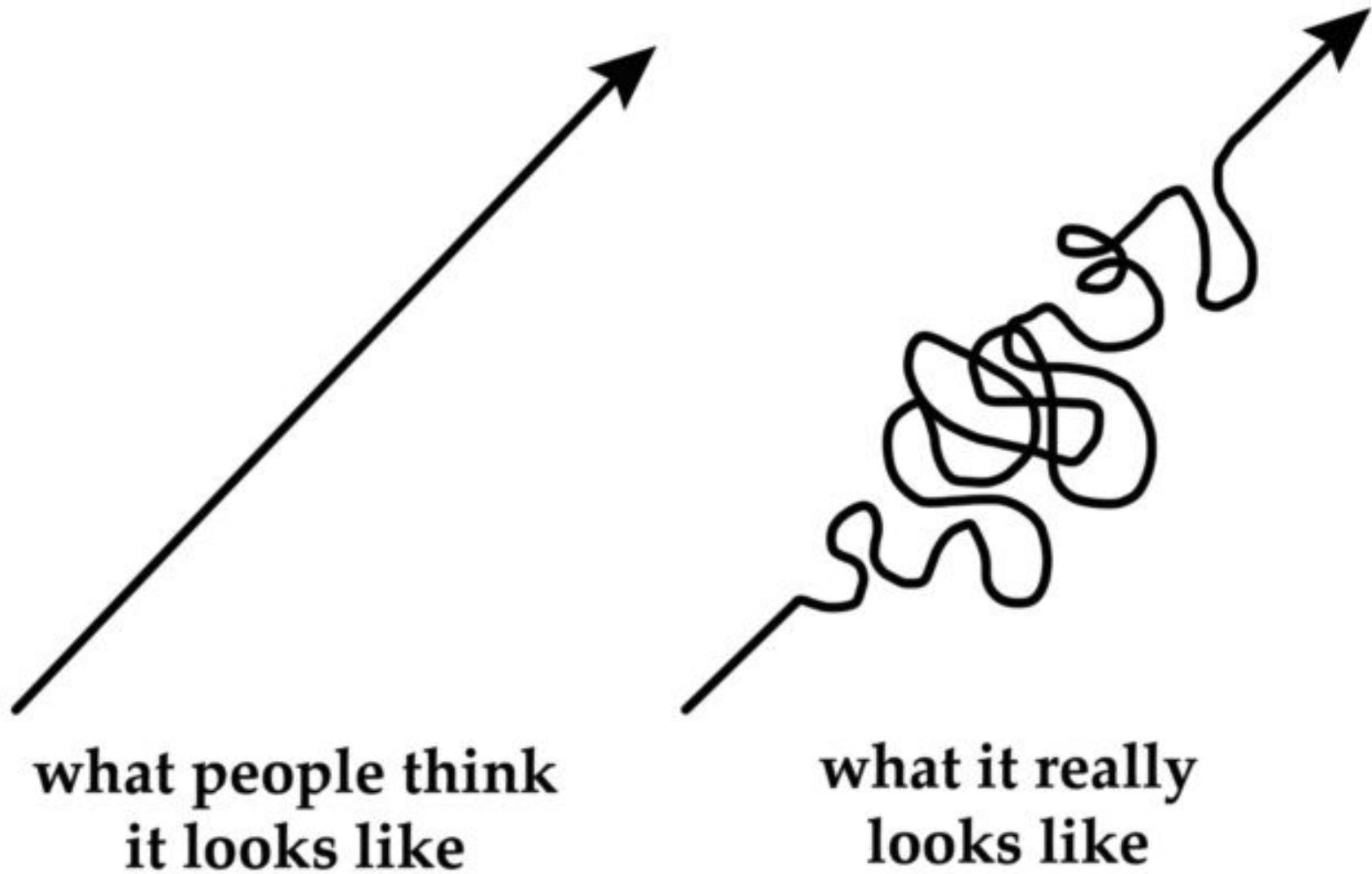
- Context Monitoring
  - Conditions
  - External factors
  - Assumptions & Risks



# Theory of Change



# WHY LEARNING & ADAPTING IN ACCELERATED EDUCATION?? CHANGE IS NON-LINEAR AND MESSY!



# WHAT IS COLLABORATING, LEARNING, AND ADAPTING?

[C]

**Collaborating** intentionally, with the right partners at the right time

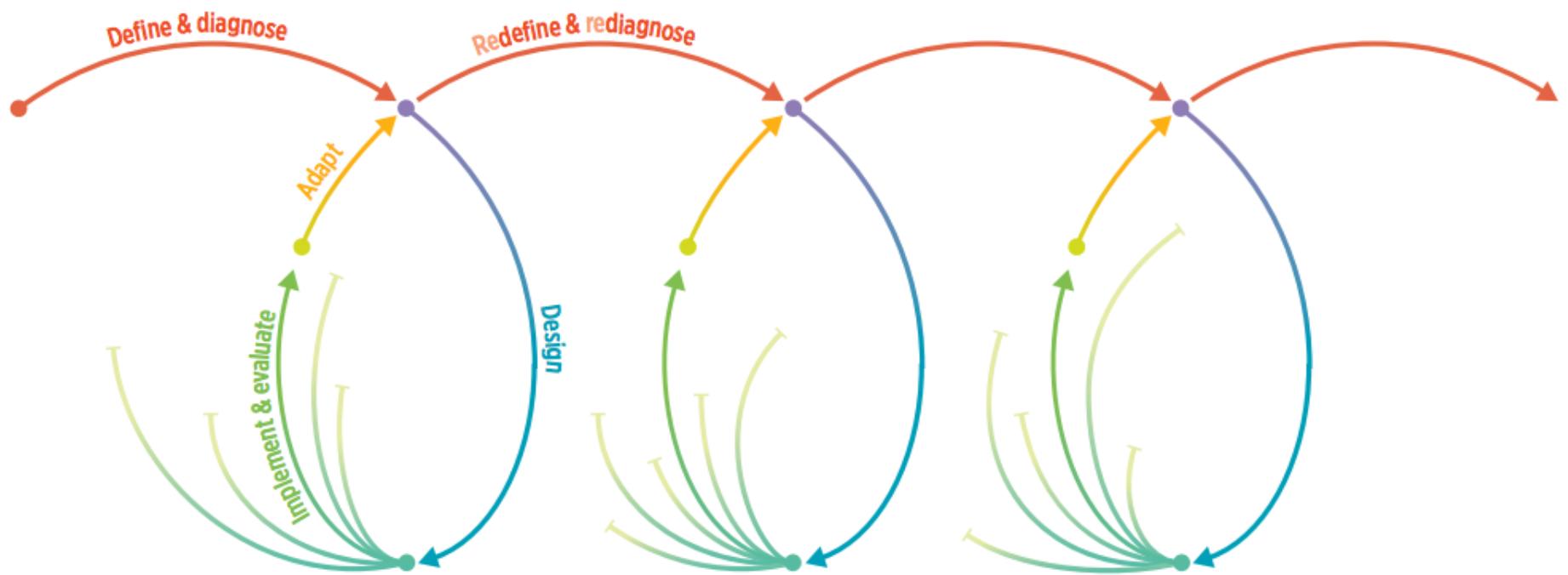
[L]

**Learning**; asking the most important questions and finding answers that are relevant to decision making

[A]

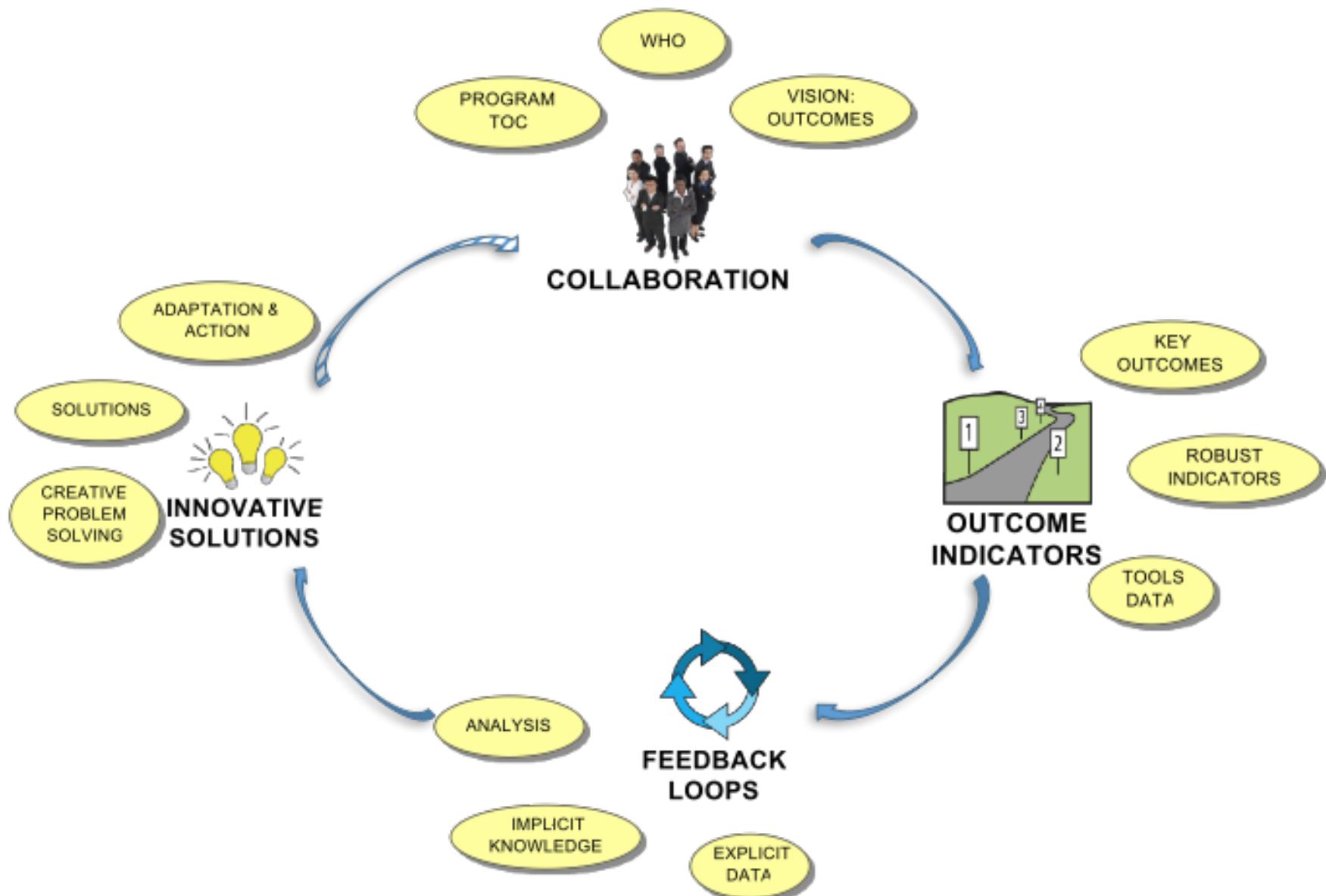
**Adapting**; using information gathered through collaborating and learning to make adjustments as necessary

# FEEDBACK LOOPS



World Bank Group (2015). World Development Report.

20 October 2018



# MEL for Accelerated Education

1. Review the Nigeria: Borno State Expansion Program M&E Activity Plan.
2. Which indicators will provide an opportunity for rapid feedback?
3. What other indicators or data would you include to maximize feedback loops for improved program outcomes?





## 3.3 Principle 8

**Community is engaged and accountable**

## PANELISTS

- ❑ Mattu (Save the Children Sierra Leone)
- ❑ David (UNHCR South Sudan)



Save the Children

# SIERRA LEONE



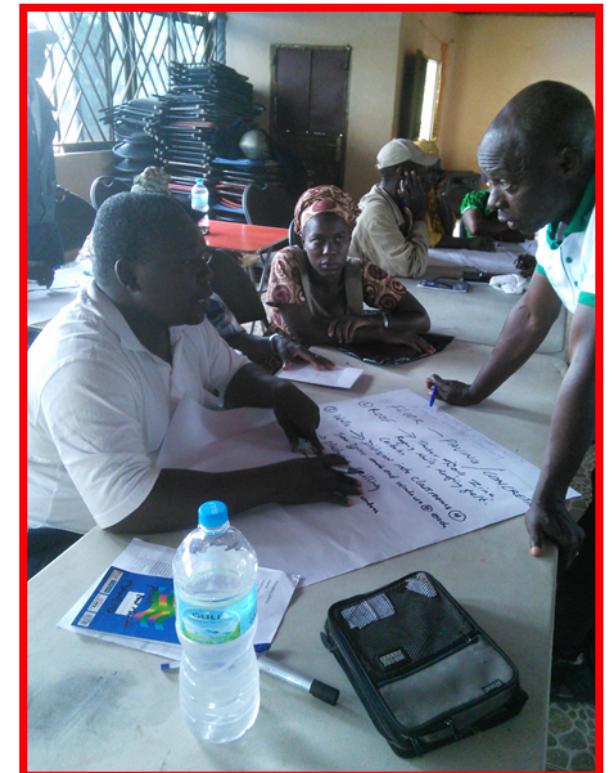
# CONTEXT

## Two Objectives

- I. Support 720 students (50% girls) to complete primary education, pass the National Primary School Examination (NPSE), and transition to junior secondary school
  
- I. Pilot test the 10 Principles for Effective Practice in Accelerated Education



# AEP MANAGEMENT COMMITTEE COMPOSITION and INVOLVEMENT IN DESIGN



# AEP COMMITTEE



# What does the AEP Management Committee Do?





**PRESENTATION AEP KAMPALA WORKSHOP 12 – 15 NOVEMBER, 2018**

# Areas of AEP coverage in South

- SD

SPLA mobile learning center



Inmates of Rumbek prison in ALP being address



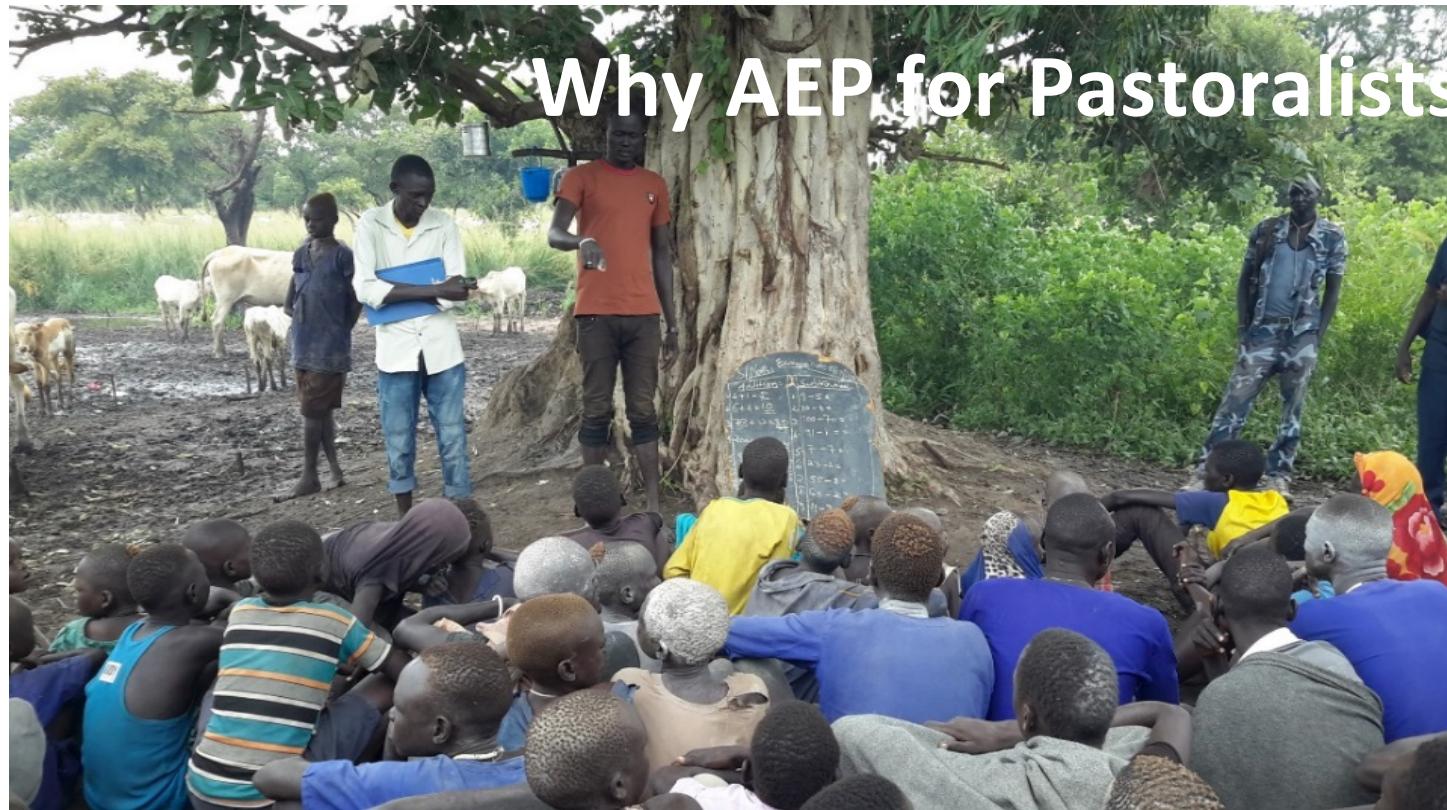
Teachers quarters for Rwooto primary



PEP mobile center in Pul-Kuc



# Why AEP for Pastoralists



# Why community engagement in AEP?



# How to engage community in a cattle camp





# Activity: Role Play!

# Instructions

1. Country Groups - French in one area, English in another
2. Read the handout with instructions - you will act out a community meeting according to a certain focus:
  - a. Selection of stakeholders for community representation
  - b. Selection of learners
  - c. Community Sensitisation - techniques for engagement
  - d. Mobile Communities
  - e. Community Contributions
3. This should be funny, lively, humorous. Use the props!



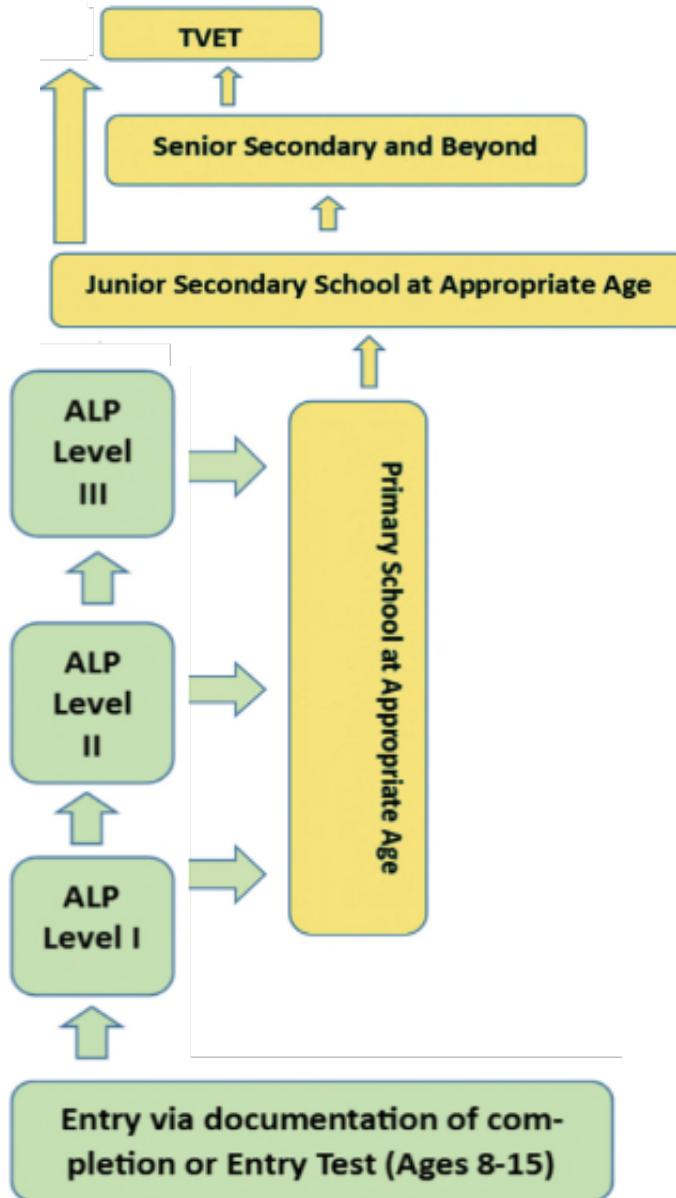
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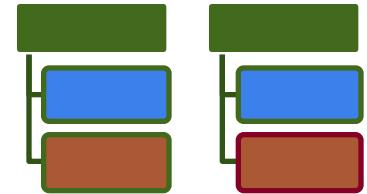
## 3.4 Policy Principles: 9 and 10

# Principle 9: AEP is a legitimate, credible education option that results in learner certification in primary education



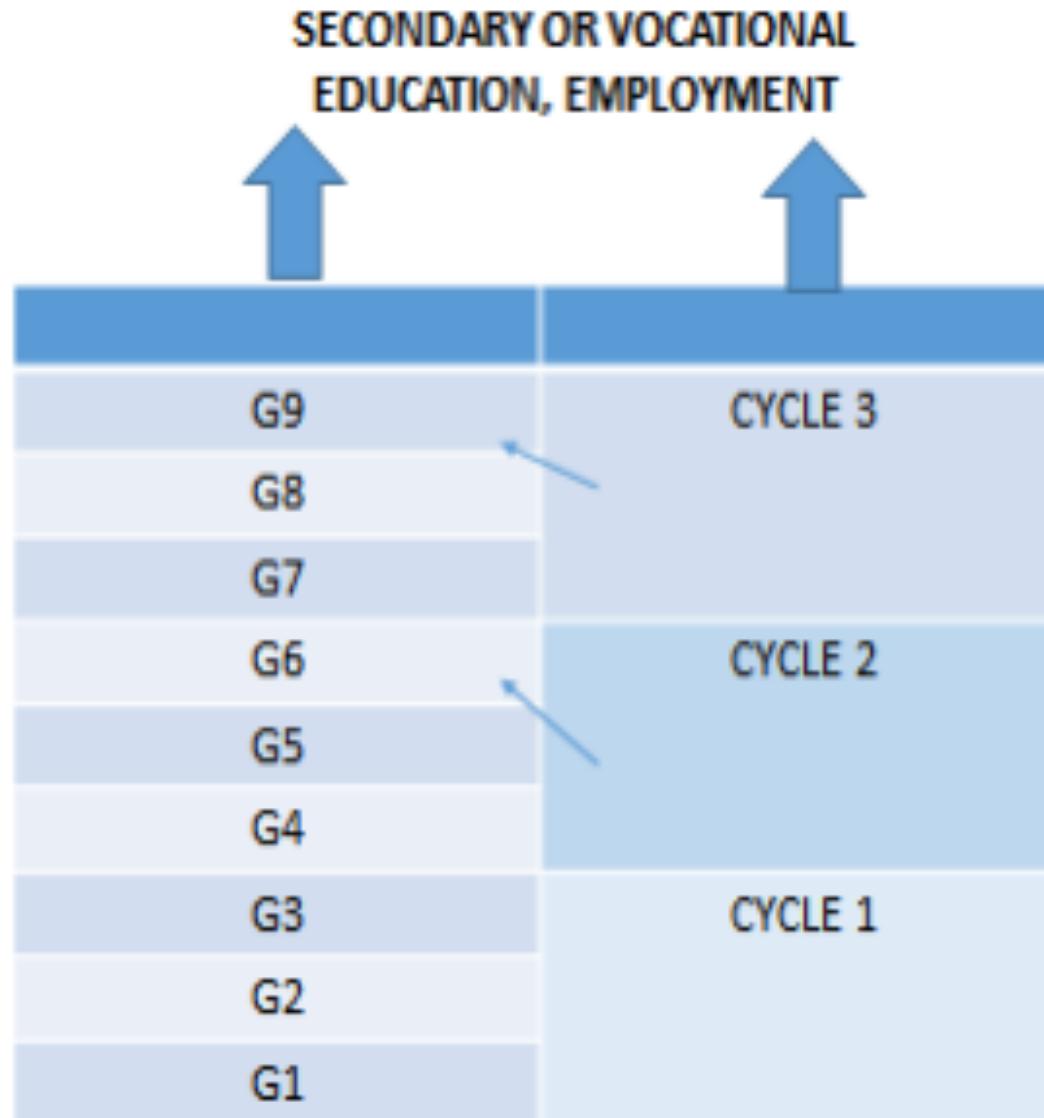
- Include strategies and resources that ensure AEP learners can register for, and sit, examinations that provide a nationally recognized certificate.
- Develop clear pathways that enable children and youth to reintegrate in a corresponding level in the formal system, vocational education or employment.
- If national and annual examinations do not exist, develop assessment systems with the MoE that enable children to be tested and reintegrated at an appropriate level in the formal system.

# Principle 10: AEP is aligned with the national education system and relevant humanitarian architecture

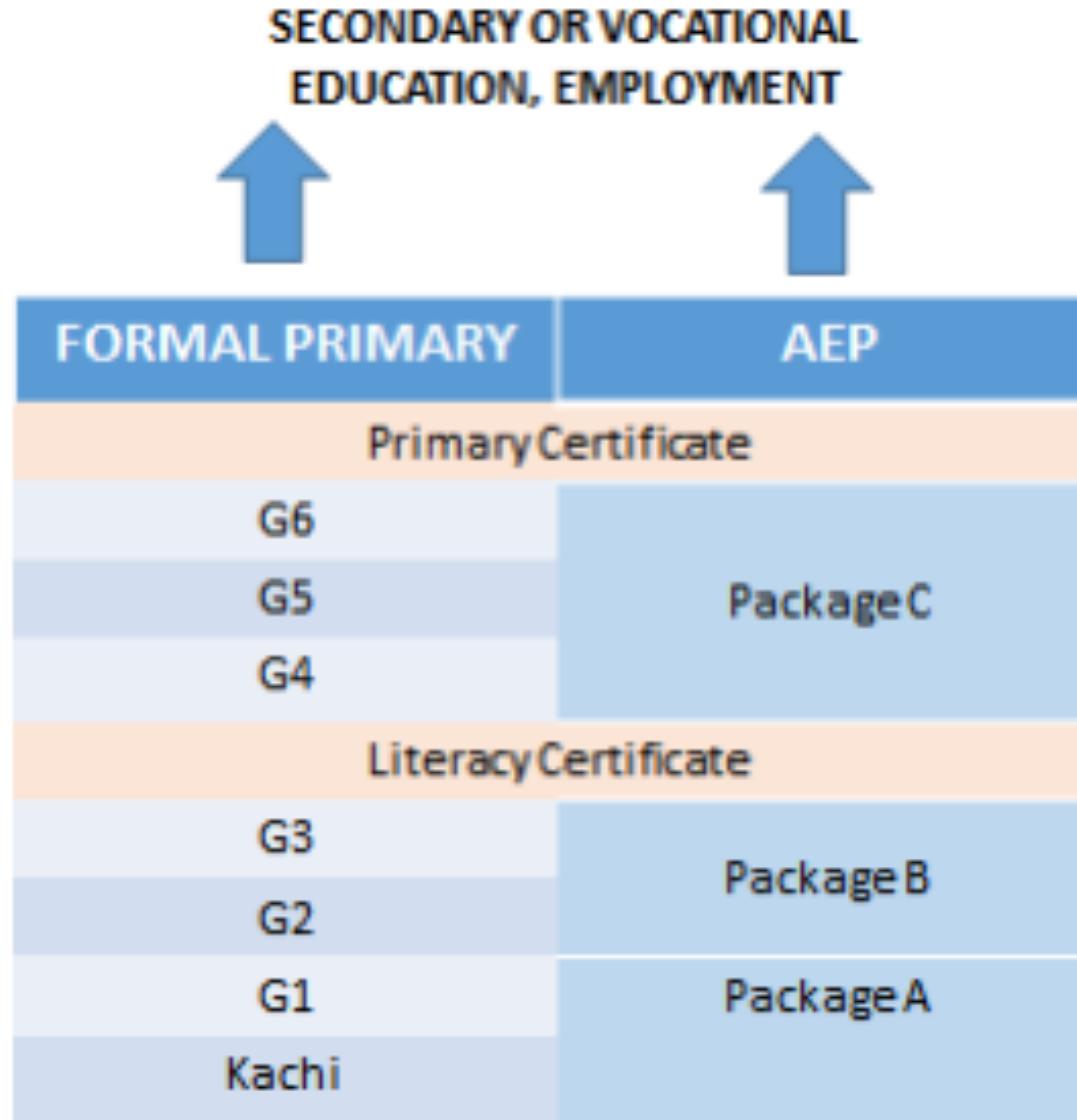


- Integrate research on out of school and over-age children within education sector assessments
- Develop strategies and processes to engender political will, identify resources and integrate AEP into national education system
- Develop competency-based frameworks for monitoring progress and achievement by level
- Use certified MoE material where available
- Seek provision for financial support for AEPs within national or sub-national budgets
- Work with Education Cluster or appropriate sector coordinating group to ensure AEP is part of a coordinated sector response

# LEBANON AEP



# PAKISTAN AEP



# KENYA AEP

SECONDARY OR VOCATIONAL  
EDUCATION, EMPLOYMENT



FORMAL PRIMARY	AEP
Primary Certificate	
G8	Level 3
G7	
G6	Level 2
G5	
G4	
G3	Level 1
G2	
G1	

# AEP in Uganda's policy Framework

- ❑ Uganda's Education Act 2008, recognises AE as one of the non-formal education approaches intended to reach disadvantaged Out of School children.
- ❑ AE falls under the non-formal education (NFE) department in MoES (merged into Inclusive Education and Special Needs department)
- ❑ AE has been in Uganda since the mid-1990 in different parts of the country.
- ❑ Recently approved Education Response Plan Sept 2018 – recognizes AE as one of the approaches for overaged OOSC

# Gaps in AEP implementation in Uganda?

- ❑ No guidelines to follow and no fully approved AE curriculum
- ❑ Lack of harmonisation/standardisation of AEPs across the different partners in the refugee response
- ❑ Key variations across partners included; age, purpose, entry, transitions, assessments, etc.

# Challenges posed by the gaps

- No guiding document to provide a framework for MoES to monitor & ensure quality
- Lack of oversight by the government- largely left to the partners and each implemented it their own way
- Variation in quality and standards across the different partners
- AEP curriculum being had not gone through the due process- not considered legal.

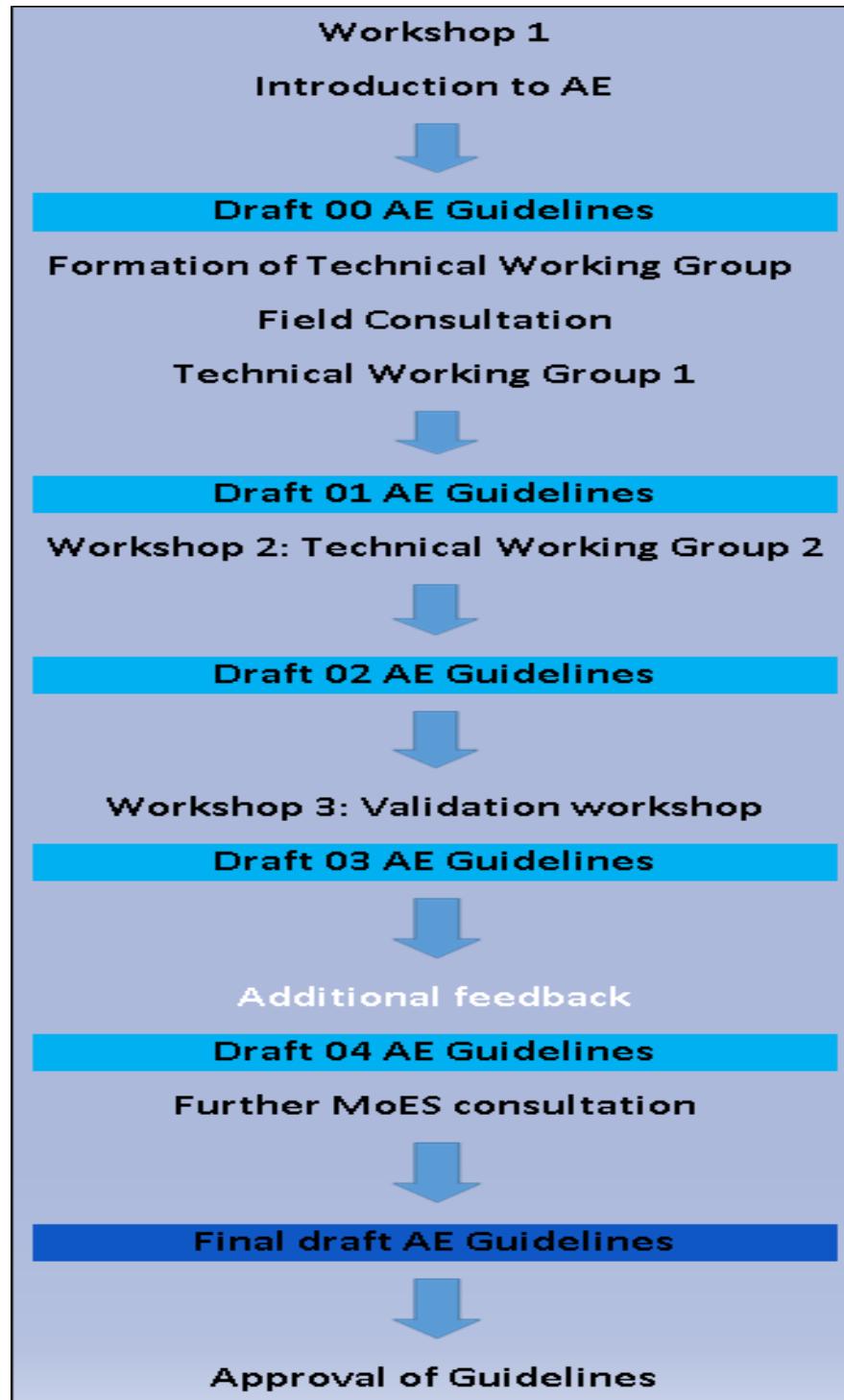
# Why the need for AE guidelines and a revised /approved curriculum

- ❑ The increased demand for AE across the refugee response – many partners providing this in an uncoordinated manner
- ❑ To ensure a harmonised and coordinated approach to Accelerated Education across all partners in Uganda
- ❑ To ensure that all partners are adhering to similar quality standards in planning and implementation of AEP in Uganda
- ❑ Provides a framework for MoES to ensure quality and compliance to set standards
- ❑ Provides a framework for monitoring AE programmes

# The process for AE guidelines for Uganda

- ❑ The process was consultative
- ❑ Involved key stakeholder- NGO, GOVT at field and National level
- ❑ Worked with a task team
- ❑ Technical support from AEWG

Below summary of process.



# **Emerging issues/areas of contention.**

- Scope of the guidelines- National or refugee specific?
- Level of details-how much details visa vie page limitation- do we need foot notes, guidance notes to accompany?)
- Linking to existing policies- examples teacher policy, positive disciplining ,Basic requirements & minimum standards of schools etc.
- Areas of intersections/contradictions with existing policies like UPE policy on age restrictions visa-vie rationale for AFP age range

# Challenges/Areas of contention

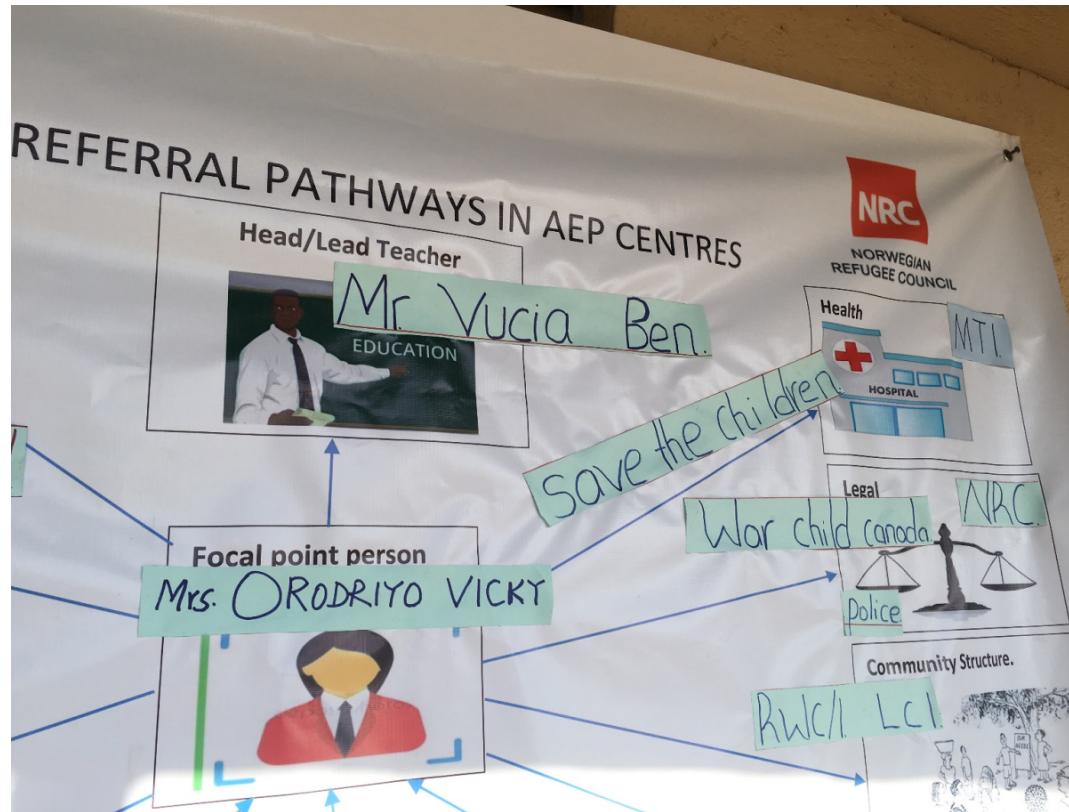
- Contextualization of certain aspects- most contentious were: age, definition of over age.
- Discussions on what goes on foot notes and what goes in the guidance notes
- Harmonisation is a process- hence a table of harmonization developed with stakeholders

# HARMONISED Enrolment Criteria:

- 10-18 at ENROLMENT
- Overage = 3 years older than the age of the grade they should enrol in
- Out of school = missed >3 terms (1 year)
- Not already attending school / vocational skills training
- Vulnerable groups prioritised
- Refugee + host community

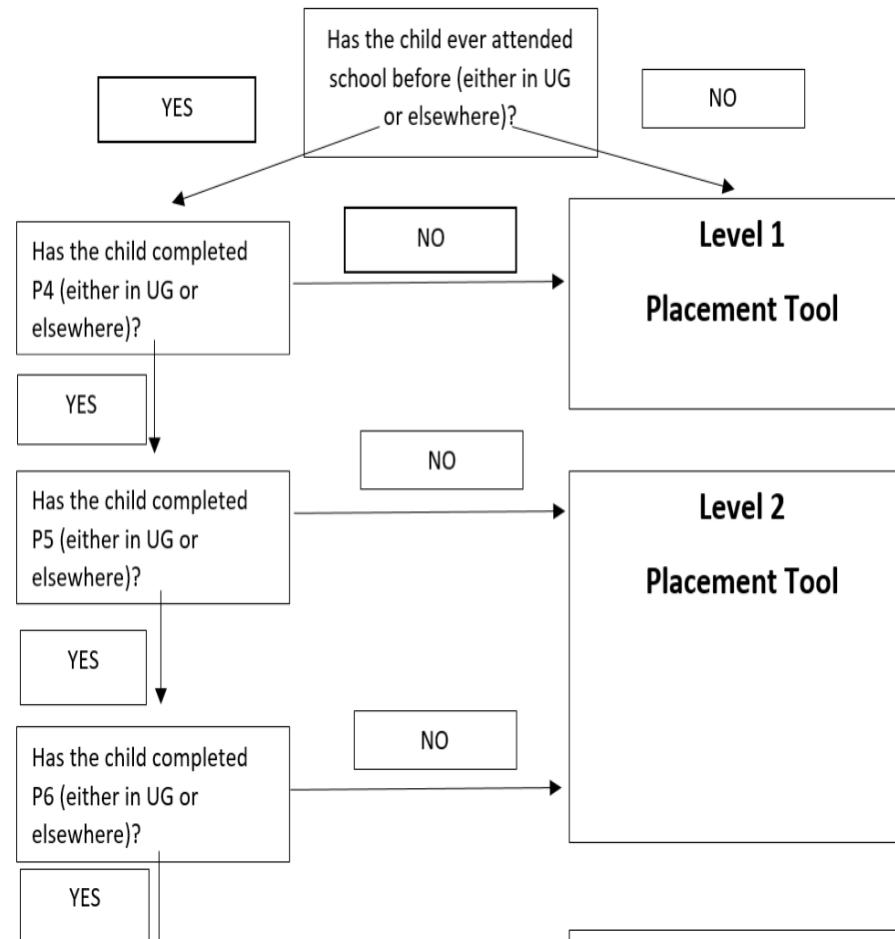
# Supporting Transition Pathways...

# Supporting Referral for Protection & Other Needs...

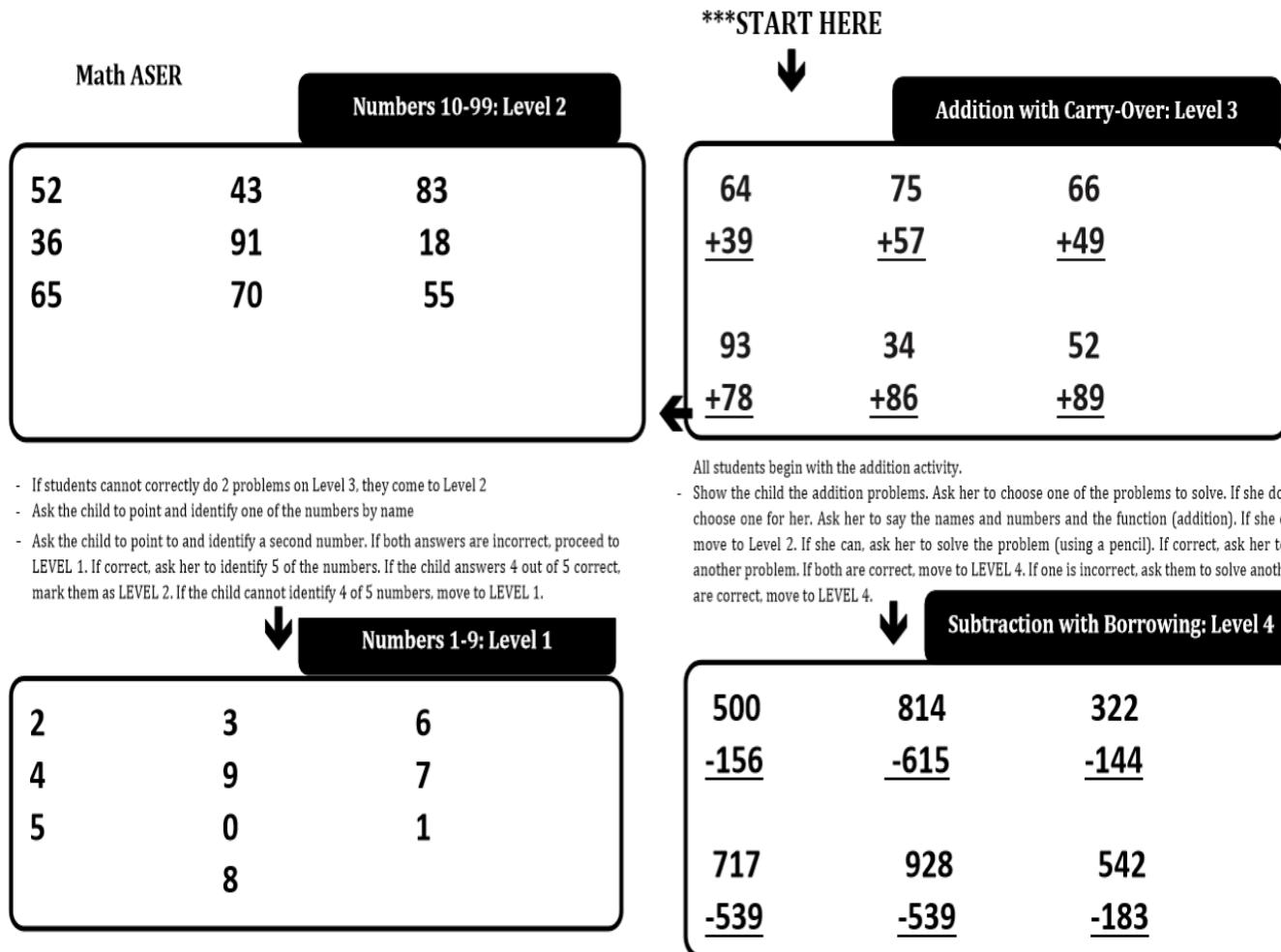


# Supporting appropriate placement...

AEP PLACEMENT TOOL FLOWCHART



# Monitoring Learning Outcomes...



- Students should point to a number and identify its name.
  - Ask them then to point to a second number and identify by name.
- If both are incorrect, move the child to LEVEL 1 (One Number Recognition).

- Given to students who correctly performed the addition problems (Level 3)
  - Show the child the subtraction problems
- Each problem has a blank box for the student to write their answer.

# Classroom Observation Tools...



# Teacher training modules & assessment tools...

AEP Teacher Training Modules

*INCLUDE: INnovative and inCLUSive accelerated eDucation programme  
for refugee and host community children*



Save the Children



Finn Church Aid



NORWEGIAN  
REFUGEE COUNCIL



Funded by  
European Union  
Civil Protection and  
Humanitarian Aid

## Module 1: Accelerated Education Programme – Introduction, Curriculum, Pedagogy, Scheming/Lesson Planning and Formative Assessment

### Content

- Self-assessing personal well-being, ability to plan, use of appropriate teaching methodologies, effective classroom management, subject knowledge competence, use of formative assessment and identifying teaching strengths/challenges/ways to improve.
- Understanding Accelerated Education, its purpose, its emphasis on transition pathways and key principles and guidance for implementation.
- Navigating the AEP curriculum with particular attention focused on themes, topics/sub-themes, content and number of period, and learning outcomes and competencies.
- Knowing and demonstrating teaching methods (pedagogies) that are age-appropriate, active and learner-centred, mindful of language acquisition needs and differentiated for a mixed-ability classroom.
- Designing formative assessment questions at varying levels of difficulty.
- Developing schemes of work and lesson plans using appropriate frameworks and incorporating specific, measurable, achievable, relevant, time-appropriate competencies.

### Introduction

- Accelerated Education Programmes (AEPs) are a non-formal education opportunity for children and adolescents who missed a primary school education due to a variety of factors (see definition to the right).
- The AEP curriculum in Uganda is divided into Levels 1-3. Each level is designed to last the duration of one academic year.

### Definitions:

**Accelerated Education Programme (AEP):** a flexible, age appropriate programme that promotes access to education in an accelerated timeframe for disadvantaged groups: overaged, out of school children and adolescents who missed out or had their education interrupted due to poverty, marginalization, conflict, crisis, or other hardships.

**Pedagogy:** the practice of teaching and how these practices influence pupil learning. Pedagogy informs teacher actions, judgments, and teaching strategies by taking into consideration understandings of pupils and their needs, and the backgrounds and interests of individual pupils.

**Formative Assessment:** continuous methods that teachers use to determine progress of learner comprehension, learning needs, and academic progress during a lesson, unit, or term.

**Acquisition:** the learning or developing of a skill

# Challenges...

*“preparing learners with the competencies to transition, but not preparing the formal system to receive the learners”*

*“not overcoming the socio-economic barriers for a learner to (re)enter the formal system”*

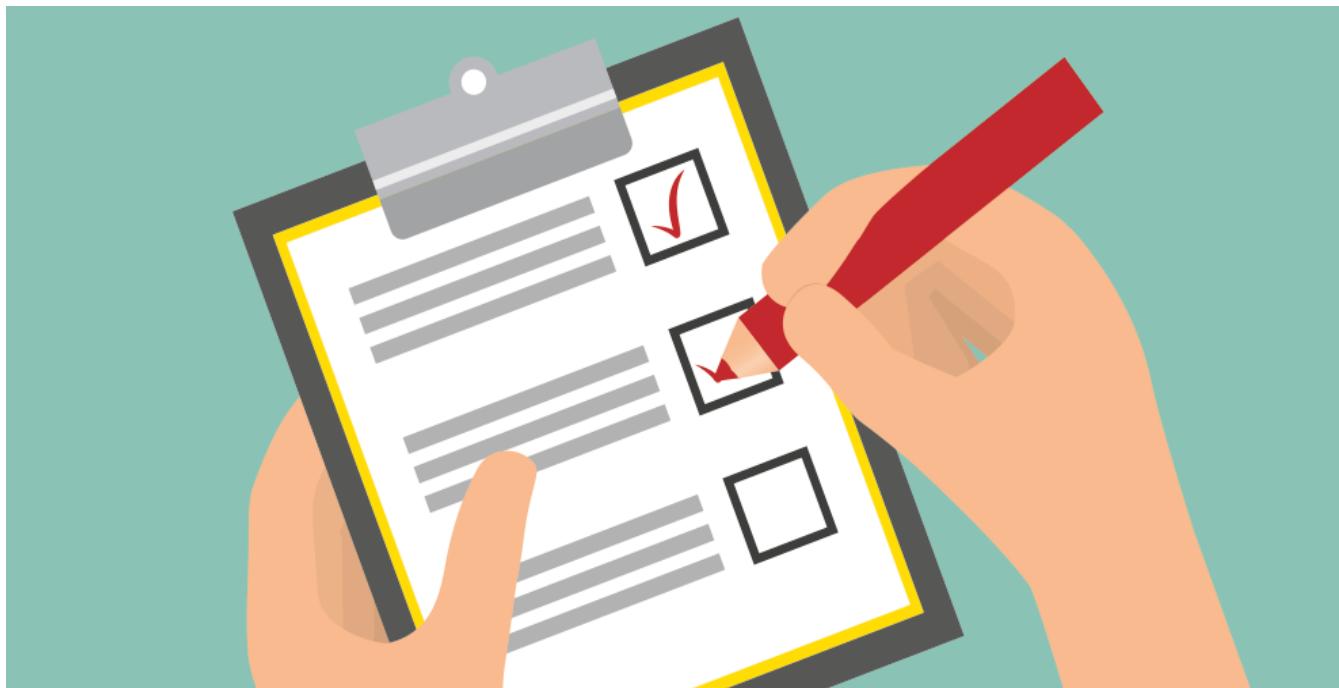
*“tools are nice and good but we don’t have time to use them!”*

# What next...?

- Guidance notes / SOPs for transition, language of instruction...
- Teacher guides, learner text books
- Harmonised job descriptions for teachers and assistant teachers
- Teacher training on AE curriculum
- Staff training on AE (Ministry, partners)
- Placement tests!



## 3.5 Country Team Daily Check-in



Tracy Cordner