



EARLY CHILDHOOD EDUCATION POLICY ACADEMY: UGANDA



The [Early Childhood Education Policy Academy](#)¹ is a multi-year effort by the World Bank designed to help countries identify needs and generate options to improve early childhood education (ECE) at the country level. It offers a unique opportunity for country teams to strengthen policymaker capacity, problem-solving within a global network of peers, and engage in South-to-South learning along some of the world's leading ECE practitioners and academic experts. The program's first cohort supported 12 countries² from April 2021 to November 2022. This case study showcases how the program specifically supported the Uganda country team.

CONTEXT

In recent years, **Uganda** has made important progress in advancing quality early learning. For example, the National Integrated Early Childhood Development Policy (NIECDP) was adopted in 2016. The Children (Amendment) Act 2016, Early Learning and Development Standards, and the 2019 National Teachers Policy have been crucial steps towards establishing an effective enabling environment. The Ministry of Education and Sports (MoES) has also established minimum requirements for ECE professionals (including tertiary education and a specialized course in ECE) and is looking at ways to improve the attractiveness of the teaching profession and to increase the amount of training that each teacher receives. The MoES is also working towards a system to measure the quality of the early learning environment and setting up a consistent framework that promotes high-quality education across all ECE centers, regardless of the type of provision. The ways in which the program has supported these efforts are detailed below.

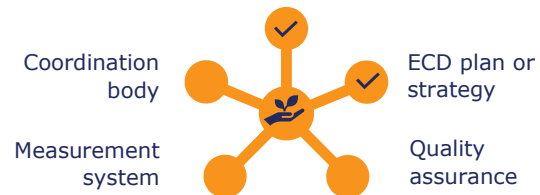
ECE SNAPSHOT

Access

GER: 14% ([UIS, 2017](#))

Enabling environment

Learning standards/curriculum



PROGRAM CONTRIBUTION

GOAL 1

BUILD
EFFECTIVE
EARLY
LEARNING
SYSTEMS



- **Contribution:** In a period of ongoing change in ECE policy, the program has provided the opportunity for the country team to participate in learning exchanges with peer countries, gather evidence on good practices and to reflect on system challenges, such as the fragmentation of private sector led programs.
- **Next steps:** Moving towards a whole system approach, assuring quality standards across all providers.

GOAL 2

IMPROVE THE
LEARNING
ENVIRONMENT



- **Contribution:** A Technical Assistance (TA) provided by the program has supported the country team to better understand quality in the early learning environment. The TA has helped the country team to adapt the [TEACH ECE](#) classroom observation tool to the Ugandan context, harmonize it with existing tools, and develop a tool suitable for the country's needs.
- **Next steps:** Initiate training and implementation of the TEACH ECE tool.

GOAL 3

STRENGTHEN
THE ECE
WORKFORCE



- **Contribution:** The program course on Quality Early Learning provided advice to the country team on how to attract, prepare, support, and retain ECE teachers to address some of the country's key challenges facing the early learning workforce.
- **Next steps:** Pilot and iterate new training programs to strengthen ECE teacher competencies and provide online registration of ECE Teachers to regularly measure certification.

¹ The Early Childhood Education Policy Academy is managed by the World Bank's Early Learning Partnership (ELP), a multi-donor trust fund that provides resources and technical assistance to support early childhood development and early learning around the world.

² Participating countries included: Cambodia, Central African Republic, El Salvador, Liberia, Morocco, North Macedonia, Paraguay, Senegal, South Africa, Türkiye, West Bank and Gaza, and Uganda.