Policy & Practice in Accelerated Education

Facilitator Guide
Introduction & Resources
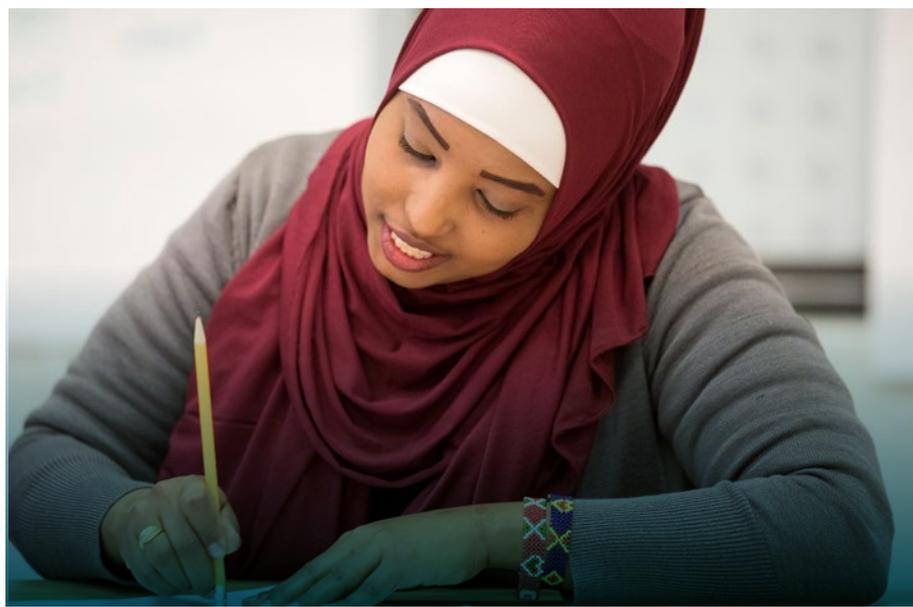
Acknowledgments

This work was commissioned by the Accelerated Education Working Group. The content of this workshop came from a multi-country Accelerated Education workshop facilitated by members of the AEWG: Martha Hewison (UNHCR), Nina Papadopoulos (USAID), Nina Weisenhorn (USAID), Brenda Bell (EDC), Kayla Boisvert (ECCN) and Tracy Cordner (ECCN). The facilitation guides were written by Betsy Hedberg.

The Accelerated Education Working Group is made up of the following members:

UNHCR
UNICEF
UNESCO
United States Agency for International Development (USAID)
European Civil Protection Humanitarian Aid Operations (ECHO)
Education Development Center (EDC)
Norwegian Refugee Council (NRC)
Plan International
International Rescue Committee (IRC)
Save the Children
War Child Holland

The **Accelerated Education Working Group** (AEWG) is an inter-agency working group made up of members supporting and/or funding Accelerated Education Programmes (AEPs). The AEWG aims to improve the quality of AEPs through the development and dissemination of guidance and tools. This workshop draws on all the AEWG tools and guidance.

Introduction

Welcome to Policy and Practice in Accelerated Education. This training was developed by the Accelerated Education Working Group.

The Accelerated Education Working Group (AEWG) is comprised of education partners working in Accelerated Education (AE). It is currently led by the United Nations High Commissioner for Refugees (UNHCR), with representatives from UNICEF, UNESCO, the United States Agency for International Development (USAID), European Civil Protection and Humanitarian Aid Operations (ECHO), the Education Development Center (EDC), the Norwegian Refugee Council (NRC), Plan International, the International Rescue Committee (IRC), Save the Children and War Child Holland.

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 over-age learners within the formal education system. Yet many differences exist 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.

The AEWG's goal is to improve the quality of AEPs through the development and dissemination of tools and guidance to support a more harmonised, standardised approach to Accelerated Education. Please see https://inee.org/collections/accelerated-education for all the AEWG tools and guidance in English, Arabic, French and Spanish.

The AEWG has made significant investment and efforts to develop a conceptual framework for what constitutes good practice in AE. The development of the 10 Principles for Effective Practice and accompanying *Guide to the Accelerated Education Principles* have created a foundation for improving programme quality, design, implementation and assessment.

The AEWG works in four main areas:

1. AEPs included by more governments in national education plans and policies
2. AE evidence base strengthened
3. Quality of AEPs improved
4. AEPs better resourced by all key stakeholders for scale and quality

Course Description

The purpose of this five-day training is to build participants' knowledge and skills in the fundamentals of Accelerated Education (AE) programming.

During the training, participants will:

- Reflect on AE in their country context.

- Apply knowledge and skills to improve programme design and to implement, manage and evaluate AE programmes.

- Work toward a harmonised approach to AE with other national stakeholders through alignment with the 10 Principles for Effective Practice and additional tools and guidance.

The workshop will utilise the AEWG tools and guidance as well as evidence about Accelerated Education from AEWG case studies and the experience of Accelerated Education policy and implementation in several countries. However, the principles, best practices and skills apply to a variety of contexts.

This training is intended for anyone involved in designing and implementing AE programmes and technical-level staff working on AE or non-formal education policy within a ministry of education.

Overall Goal: To strengthen the quality of Accelerated Education policies and programmes through a harmonised, standardised approach aligned with the AEWG definition of Accelerated Education and the 10 Principles for Effective Practice.

Course Objectives:

At the end of this course, participants will be able to:

1. Identify the unique characteristics of Accelerated Education, its intended targets and goals, and its distinction from other forms of alternative/non-formal education.

2. Assess quality of Accelerated Education programmes using the 10 Principles for Effective Practice.

3. Adapt and contextualise the 10 Principles for Effective Practice to their specific context.

4. Design Accelerated Education programmes and policies that utilise a globally recognized harmonised approach.

5. Support a harmonised approach to Accelerated Education policy and systems development or reforms at the national level.

How to use this guide

The next few pages cover important information about how to use this facilitator guide. Please read these pages thoroughly before planning your workshop.

Who should facilitate this workshop?

To successfully facilitate this workshop, you should be an experienced facilitator with a strong knowledge of Accelerated Education and specific knowledge of the AEWG tools and guidance and the 10 Principles for Effective Practice.

What background materials should a facilitator read to prepare for this workshop?

Facilitators should be very familiar with the information in these materials, which will also be given to workshop participants:

- Accelerated Education: Guide to the Principles (available at https://inee.org/resources/accelerated-education-guide-principles) .
- Accelerated Education Working Group Learning Agenda (available at https://inee.org/resources/accelerated-education-working-group-learning-agenda).
- Accelerated Education Programme Checklist (available at https://inee.org/resources/accelerated-education-programme-checklist).
- 10 Principles Poster (available at https://inee.org/resources/10-principles-effective-practice-poster).

What can you expect in this facilitator guide?

Here are the most important features of this guide:

- The guide is divided into days. Since this is a five-day workshop, you'll see five 'chapters', colour coded, corresponding to the five days: Day 1-orange; Day 2-green; Day 3-blue; Day 4-dark blue; Day 5-brown. There is also an accompanying PowerPoint deck, again colour coded, for each day.
- The guide for each day gives you an overview, learning objectives, a quick glance at the day's agenda, required materials, preparation notes, and detailed steps to take. It's essential that you carefully **read everything in advance**. As you go through each day, envision yourself facilitating the various presentations and activities.
- The detailed steps provide instructions for what to do and say during each part of the day. This does not mean you are expected to present each word verbatim as if you're reading a script, but you will need to convey every point clearly.
- Each day has a mix of **presentations and activities**. Presentations require you to share information, while activities require participants to discuss content and ideas with each other.
- Each section corresponds to a slide on that day's PowerPoint deck. All the PowerPoints are available at (https://inee.org/resources/accelerated-education-workshop-policy-and-practice-accelerated-education).

- Next to the instructions, you'll see screenshots from the relevant slides.

- You'll also see images of the various **handouts and printed materials** participants will be using. You'll give most of these materials to participants on Day 1, and they'll be asked to bring them each day. A few of the handouts will only be distributed on the day they are used. Handouts are included in the Annexes of this guide or hyperlinks are provided. The **handouts in the Annexes are all editable** so you are able to edit if necessary, according to your needs.

- Within the instructional steps, you'll see timing guidelines for presentations and activities. These guidelines correspond to the timing structure presented in the day's agenda.

- For presentations, you'll only see the timing guideline for the entire presentation, not for individual slides. For this reason, you'll want to **practice giving presentations** in advance and become comfortable with how much time each slide takes to cover.

- When using the PowerPoints, you'll notice that some slides must be clicked a few times to reveal everything on them. Unless the instructions in this manual specify otherwise, you can choose whether to click a slide one or more times to reveal all images and text before you speak, or to reveal one item at a time as you speak. This is another reason it's a good idea to **practice**.

- At the end of each day, participants will meet in teams to prepare a final presentation that they'll give the afternoon of Day 5. **Grouping these teams will take some planning on your part**. More information about how to prepare for this can be found in Annex 2: Teams and Team Presentations.

- When presenting instructions for these teams and a few other group activities, the guide **first describes steps for a multi-country workshop**. When relevant, it then presents a coloured sidebar with an **adaptation for a single-country workshop**. Please take particular note if you are facilitating a single-country workshop to look for the adaptation.

What logistics must be considered?

As an experienced facilitator, you understand the basic logistical and 'housekeeping' requirements of a facilitated workshop, but here are some reminders:

- Please remember to bring **name tags** on the first day, with pens appropriate for writing on them.

- Print out the **Registration Template** (Annex 4), adding in appropriate logos to keep a record of attendance.

- If possible, become familiar with the **setting** before the workshop begins. Figure out where the toilet facilities are, how to adjust the room's lighting and temperature, where participants can get water and other drinks or snacks and where to go for lunch.

- Be very familiar with how to use the **projector and screen**.

- Two 30-minute **breaks** and one 60-minute lunch break are written into each day's agenda. Consider the logistics of these breaks based on your particular location and group. It's fine to adjust the timing based on your group's needs and energy levels.

- Have a '**parking lot**' in which to place outstanding questions and issues that arise during the course of the workshop. This is typically a piece of flip-chart paper taped to the wall in a place where everyone can see it. Many questions that participants ask will be appropriate to address as you go along, but some may be more appropriate to hold in the 'parking lot' until the end of the day or the next day. Of course, be sure to address these questions and not to forget about them.
- At the beginning of Day 1, establish some workshop rules and guidelines to help everyone enjoy the workshop and to ensure that it goes smoothly for you as well.

What else must be done when preparing to facilitate this workshop?

In addition to carefully reading through the entire guide and planning logistics, there are a few other things you'll need to do to prepare. These include:

- Inviting **panellists** to speak. Please see Annex 1: Arranging Panellists for details about these panels.
- Preparing and gathering **materials**. Please see the materials list at the beginning of each day.

What else is important to know?

Please bring your own style and creativity to this workshop! It's not intended to be presented in a rote or mechanical way, although you do want to stick to the main points and follow the guidelines for the activities.

If you have particular icebreakers, energisers and other helpful brief activities, feel free to use them. Do keep in mind that these are already long days, and you don't want to keep participants longer than the designated time, even for something fun.

The beginning and end of each day are especially good times to interject your own creativity.

▉ Annex 1: Arranging Panellists

Days 1, 4 and 5 include presentations from guest speakers. Some of these guest speakers may already be participating in your workshop, but you'll want to prepare everyone beforehand, so they know exactly what you're expecting them to talk about and for how long. Of course, please communicate clearly with your guest speakers about timing, location and other logistics.

Day 1

Invite three people to give five-minute introductory statements or opening remarks at the beginning of the day. These people should be appropriate for your context/country. They may include:

- A **government representative** (or someone who plays a similar role) who should speak to the link between policy and the role of AE in meeting policy goals.

- A **representative from the hosting organisation**, who should speak to the link between policy and the role of AE in meeting policy goals.

- An **AEWG representative** (or another representative of a working group in the country, such as the Education in Emergencies working group or local education group) to speak to the global importance of AE and to the strength of collaboration.

Day 4

- Invite **one workshop participant** to serve as a panellist for the Principle 8 panel discussion. This person should be able to illustrate community-embedded AEPs and to answer questions about this topic. They should plan to speak for 10 minutes.

- Invite **one MoE representative** to talk for 20 minutes about how the AEP in a selected country aligns with the formal education system. This representative may be a member of your workshop, or they may be an invited guest.

Day 5

Invite one **participant or guest** to give a presentation on ongoing or recently completed research in the area of AE or the results of an evaluation. Ask the presenter to speak for no more than 20 minutes and to be prepared to answer questions.

▉ Annex 2: Teams and Team Presentations

Overview

At the end of the workshop, teams of participants will give 10-minute presentations on three prioritised action points to implement in their country, region or province.

You'll divide the workshop group into these teams on Day 1.

Teams will work together for 30 minutes at the end of each day to prepare for their presentations. During this time, they will complete the parts of the *Accelerated Education Programme Checklist* that correspond to the principles they've discussed that day.

These end-of-day team meetings can be flexible. If participants are tired and need a break, for example, they may want to meet in the evening instead. The only requirement is that they complete the relevant parts of the checklist and have a brief discussion each day.

Before lunch on Day 5, teams will spend time finalising their presentations. They may use PowerPoint, flip-chart paper or another format of their choice. Please give them the PowerPoint template ahead of time, available at (https://inee.org/resources/accelerated-education-workshop-policy-and-practice-accelerated-education).

They'll give their presentations after lunch on Day 5.

How to organise the teams

Participants will begin working with their teams on Day 1. You'll want to think carefully about how to organise the teams beforehand.

The structure of these teams and presentations will be different depending on whether you're facilitating a multi-country or a single-country workshop.

For a multi-country workshop:

Organise participants by country. Each group should have approximately 4 – 5 members.

If a country has only one or two participants, consider combining them with a similar country or with another country that is not well-represented. The two countries can work together at the end of every day, but ultimately each country will need to present their AE plan individually.

At the end of each day, groups should complete their checklist for the principle(s) covered that day, based on the realities of their country. They should then discuss what their checklist responses indicate about the most pressing AE needs in their country. These discussions will in turn inform which three prioritised action points they choose on Day 5.

For a single-country workshop:

Organise participants into four teams based on the 10 Principles' four areas of focus:

1. Learners
2. Teachers
3. Programme Management
4. Alignment with MoE and Policy Frameworks

You can have participants self-select according to interest in a particular area, or you can nominate participants to teams. Try to ensure that each team has representatives from a mixture of organisations (e.g. MoE, NGOs, UN, local NGOs).

All teams will complete the checklist at the end of each day based on their own programmes/national policy, but with a focus on how the principles covered that day affect their focus area. For the final presentation, they will only select principles and action points from their area of focus.

There should be no more than around 25 participants in a single-country workshop so that each team will have no more than about six people.

How to structure the presentations on Day 5

If your workshop group has no more than about 25 participants, each group should present to the plenary group.

If your workshop group has more than about 25 participants, it's a good idea to pair up groups so they present to each other. In this way, more than one group will present at the same time. Although all workshop participants will not get to see all presentations, this structure will ensure that you keep the presentation time to 60 minutes total, including transition time and feedback.

If you do decide to divide a large workshop group in this way, please keep in mind language and context considerations. For example, if a group presents in French, it should present to another group whose members understand French. Likewise, you may want to pair up groups that share other characteristics or interests.

▢ Annex 3: Materials You'll Need

This is a comprehensive list of materials you'll need to facilitate this training. You'll also see materials lists in the chapter for each day, with more details when necessary.

☐ Computer with projector

☐ PowerPoint slide decks for Days 1 – 5 (available at https://inee.org/resources/accelerated-education-workshop-policy-and-practice-accelerated-education)

☐ The PowerPoint template to share with teams on Day 1 for the team presentation (available at https://inee.org/resources/accelerated-education-workshop-policy-and-practice-accelerated-education).

Handouts that you'll need to print:

☐ Daily Agendas for Days 1 – 5 (Annex 5)

As an alternative, you can present each day's agenda as a journey that you draw on flip-chart paper or display on the projector. Here is an example of this type of agenda presentation:
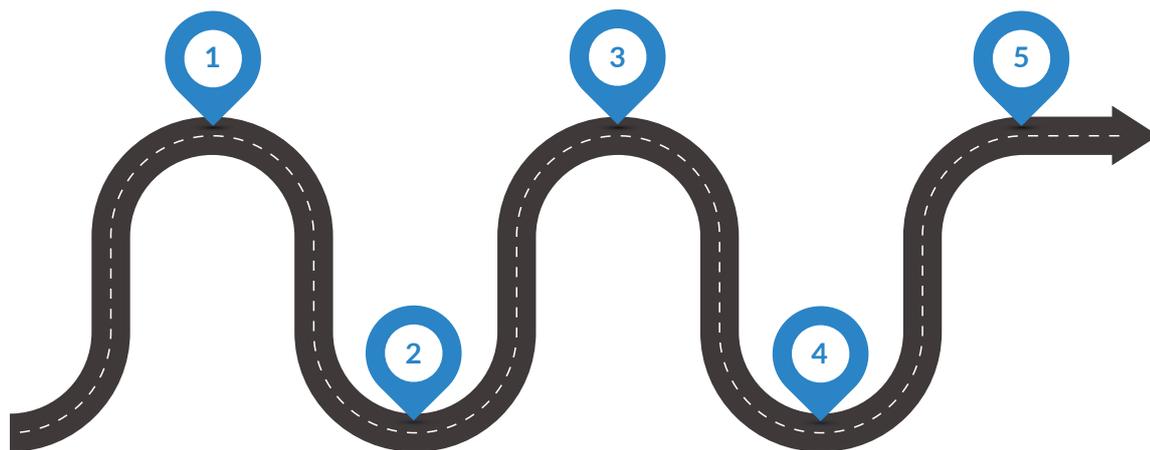
☐ Registration Template (Annex 4) (Everyday)

☐ Guide to the Accelerated Education Principles: 1 for each participant (available at https://inee.org/resources/accelerated-education-guide-principles) (Day 1)

☐ Accelerated Education Working Group Learning Agenda: 1 for each participant (available at https://inee.org/resources/accelerated-education-working-group-learning-agenda) (Day 1)

☐ Accelerated Education Programme Checklist: 1 for each participant (available at https://inee.org/resources/accelerated-education-programme-checklist) (Day 1)

☐ 10 Principles Poster (English): 1 for each participant (available at https://inee.org/resources/10-principles-effective-practice-poster) (Day 1)

☐ Pre-course evaluation: 1 for each participant (Annex 6) (Day 1)

☐ People Bingo worksheet: 1 for each participant (Annex 7) (Day 1)

- [ ] Scenarios for the 'Who belongs where?' activity (Annex 8) (Day 1)

- [ ] AEWG M&E toolkit: 1 for each participant (available at https://inee.org/resources/accelerated-education-programme-monitoring-evaluation-toolkit) (Day 3)

- [ ] Principle 7: AE Centres Effectively Managed: 5 copies (Annex 9) (Day 4)

- [ ] Accelerated Education Working Group Learning Agenda: 1 for each participant (available at https://inee.org/resources/accelerated-education-working-group-learning-agenda) (Day 5)

- [ ] Community role-play handout: 1 copy of each page (Annex 10) (Day 4)

- [ ] Feedback form for the team presentations: Each participant should get 1 form for each team they will evaluate (Annex 11) (Day 5)

- [ ] Workshop evaluation form: 1 for each participant. You will create this form, and you may use the template available here: (Annex 12) (Day 5)

Materials you will need to prepare:

- [ ] A small prize for the People Bingo winner. This could be a ball, sweet or small toy. (Day 1)

- [ ] AE curriculum overviews (general scope and sequence) and selected teaching and learning materials from several countries: 1 set per small group (please see the Day 2 preparation notes for more information)

- [ ] Scissors (about 1 pair for every 2 participants)

- [ ] Glue (about 1 for every 2 participants)

- [ ] Building materials (e.g. cardboard boxes, shapes, mini-human figures, construction paper, plasticine, clay, glue, tape, empty plastic bottles): 1 'package' of these building materials per group of 4 or 5 (Day 3)

- [ ] Drawing materials (Day 3)

- [ ] Costumes and props for the Day 4 role-play (e.g. hats, wigs, scarfs, fake moustache/beard)

- [ ] (For workshop groups of 30 or less): A soft ball that can be thrown around indoors without hurting anyone (Day 5)

- [ ] Several flip charts with plenty of paper

- [ ] On a few occasions, pre-written flip-chart papers (please see individual days for those instructions)

- [ ] Markers of different colours: At least one marker per person, and several for you

- [ ] Tape or other method of displaying flip-chart paper

▮▮▮▮▮ Annex 4: Registration Template (Every day)

Accelerated Education Workshop

Day/Time: _____
Location: _____

	Name	Title and Organisation	E mail contact or Phone number
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Day 1

1. Welcome and Introductions		
08:30 – 09:30	1.1 Welcome and introductory statements	20 minutes
	1.2 Workshop overview	10 minutes
	1.3 Pre-course evaluation	5 minutes
	1.4 Introductory game - People Bingo	25 minutes
2. What are Accelerated Education Programmes?		
09:30 – 10:45	2.1 Presentation: Who is the AE learner?	30 minutes
	2.2 Activity: Who belongs where?	40 minutes
	2.3 Activity: Reflection	5 minutes
10:45 – 11:15	**Break**	**30 minutes**
11:15 – 12:00	2.4 Activity: Where do education programmes fit?	45 minutes
12:00 – 13:00	**Lunch**	**60 minutes**
3. Principle 1: AEP is Flexible and for Over-age Learners		
13:00 – 14:45	3.1 Presentation: Introduction to Principle 1	30 minutes
	3.2 Activity: Targeting AE learners	45 minutes
	3.3 Activity: Key characteristics of out-of-school children and youth	30 minutes
14:45 – 15:15	**Break**	**30 minutes**
4. Teams check-in		
15:15 – 16:00	4.1 Team check-in	30 minutes
Total time, including breaks and lunch		**7 hours, 15 minutes**

Day 2

1. Welcome back		
08:30 – 09:00	1.1 Welcome back and review	30 minutes
2. Principle 2 – Curriculum, Materials and Pedagogy are Genuinely Accelerated, AE-suitable, and Use Relevant Language of Instruction (Part 1: Pedagogy)		
09:00 – 11:15	2.1 Activity: Self-reflection	15 minutes
	2.2 Presentation: Accelerated Learning pedagogy	60 minutes
	2.3 Activity: Implications of Accelerated Learning pedagogy	30 minutes
	2.4 Discussion: Policy and funding to support Accelerated Learning	30 minutes
11:15 – 11:45	**Break**	**30 minutes**
3. Principle 2 – Curriculum, Materials and Pedagogy are Genuinely Accelerated, AE-suitable, and Use Relevant Language of Instruction (Part 2: Curriculum and Materials)		
11:45 – 12:20	3.1 Presentation: Curriculum and materials	35 minutes
12:20 – 13:20	**Lunch**	**60 minutes**
13:20 – 14:15	3.2 Activity: Curriculum review	55 minutes
14:15 – 14:45	3.3 Discussion: AE curriculum examples	30 minutes
14:45 – 15:15	**Break**	**30 minutes**
4. Country team		
15:15 – 15:45	4.1 Team check-in	30 minutes
Total time, including breaks and lunch		**7 hours, 15 minutes**

Day 3

1. Welcome back		
08:30 – 09:00	1.1 Welcome back and review	30 minutes
2. Principle 3: AE Learning Environment is Inclusive, Safe, and Learning-Ready		
09:00 – 10:00	2.1 Independent reading	10 minutes
	2.2 Activity: Create an AE safe learning environment	50 minutes
10:00 – 10:30	**Break**	**30 minutes**
3. Principle 4: Teachers are Recruited, Supervised, and Remunerated		
10:30 – 11:30	3.1 Activity: An ideal AE teacher	30 minutes
	3.2 Discussion: An ideal AE teacher	15 minutes
	3.3 Presentation: Principle 4	15 minutes
4. Principle 5: Teachers Participate in Continuous Professional Development		
11:30 – 12:30	4.1 Presentation: Principle 5	60 minutes
12:30 – 13:30	**Lunch**	**60 minutes**
5. Principle 6: Goals, Monitoring, and Funding Align		
13:30 – 14:30	5.1 Presentation: Principle 6	60 minutes
14:30 – 15:00	**Break**	**30 minutes**
6. Teams		
15:00 – 15:30	6.1 Team check-in	30 minutes
Total time, including breaks and lunch		**7 hours**

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Day 4

1. Welcome back		
08:30 – 09:00	1.1 Welcome back and review	30 minutes
2. Principle 7: AE Centre is Effectively Managed		
09:00 – 10:00	2.1 Presentation: Introduction to AEP Management (Principle 7)	15 minutes
	2.2 Activity: Management tools	45 minutes
3. Monitoring, Evaluation, and Learning for AEPs		
10:00 – 10:30	3.1 Presentation: Learning and adapting in AEPs	30 minutes
10:30 – 11:00	**Break**	**30 minutes**
4. Principle 8: Community is Engaged and Accountable		
11:00 – 11:30	4.1 Panel discussion: Community engagement in AEP	30 minutes
11:30-12:30	4.2 Activity: Community engagement role-play preparation	60 minutes
12:30 – 13:30	**Lunch**	**60 minutes**
13:30 – 14:00	4.3 Activity: Community engagement role-play performance	30 minutes
5. Principles 9 and 10: Alignment with Ministry of Education and Policy Frameworks		
14:00 – 14:20	5.1 Presentation: Introduction to Principle 9	5 minutes
	5.2 Presentation: Introduction to Principle 10	5 minutes
	5.3 Presentation: A selection of AEP models	10 minutes
14:20 – 15:10	5.4 Activity: AEP alignment	50 minutes
15:10 – 15:30	5.5 Guest speaker (MoE representative)	20 minutes
15:30 – 16:00	**Break**	**30 minutes**
6. Teams		
16:00 – 16:30	6.1 Team check-in	30 minutes
Total time, including breaks and lunch		**8 hours**

Day 5

1. Welcome back		
08:30 – 09:00	1.1 Welcome back and review	30 minutes
2. Accelerated Education Research: Field Voices		
09:00 – 09:30	2.1 Accelerated Education research: Field voices	30 minutes
3. Learning Agendas		
09:30 – 9:50	3.1 Presentation: AEP learning agenda	20 minutes
09:50 – 10:30	3.2 Activity: Questions to consider	15 minutes
	3.3 Activity: Select priority question	25 minutes
10:30 – 11:00	**Break**	**30 minutes**
4. Design AE Country Team Presentations		
11:00 – 12:00	4.1 Team work to finalise presentations	60 minutes
12:00 – 13:00	**Lunch**	**60 minutes**
5. AE Country Team Presentations		
13:00 – 14:00	5.1 AE country team presentations	60 minutes
6. Evaluation and Closing		
14:00 – 14:45	6.1 Evaluation	15 minutes
	6.2 Closing activity	25 minutes
	6.3 Wrap-up	5 minutes
Total time, including breaks and lunch		**6 hours, 15 minutes**

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Annex 6: Pre-Course Evaluation (Day 1)

Dear workshop participant,

Before beginning the session, we would like you to complete a short survey. The survey is broken up into two parts.

Part A specifies a number of statements about accelerated education, as well as your level of familiarity with managing, implementing or supporting accelerated education programming or policy. Please indicate your level of agreement to each of these statements, based on your current knowledge of what accelerated education is. This is not a quiz, and there are no "right" answers.

Part B asks a few open-ended questions. Please respond to these questions as openly and candidly as you can. These will help to shape the workshop and ensure that each participant gains maximum value from attending.

To begin, please tell us about yourself:

What organisation do you work for?

_____

What role/function do you have in this organisation?

_____

PART A: Please tick the box which aligns most closely with your level of agreement to the following statements, keeping in mind that 1=strongly disagree, 4=strongly agree.

Instructions: Please indicate your level of agreement to the following statements	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
Accelerated education is an appropriate response for any child who is out of school.				
All accelerated education programming should aim to reintegrate children into the formal schooling system within one to two years, irrespective of learners' ages.				
All accelerated education programming should strive to be recognized, validated and accredited by national education authorities.				
Accelerated education programming should be aligned with the formal education system, as much as possible. The main difference between accelerated education and formal education provision is the pace at which curriculum is covered.				
Providers of accelerated education programming should use certified teachers where possible.				
Most accelerated education programming is based entirely on accelerated learning pedagogy.				

Accelerated education programs should target out of school learners between the ages of 9-12.				
There is a need to ensure consistency in how accelerated education programs are being implemented and delivered.				
Accelerated education programs need to consider and respond to the particular barriers that have prevented children and adolescents from accessing or remaining in school.				
Parents and other community stakeholders should be consulted but not directly involved in the management and oversight of accelerated education programs.				
At present, I feel confident in my ability to design, implement, and/or oversee accelerated education programs.				

PART B: Please write a short response to each of the following questions

1. Why were you interested in attending this workshop today?

2. By the end of the workshop, what do you hope to have learned about accelerated education programming?

3. What are some of the questions or concerns you have at the moment about accelerated education programming?

4. What experience do you have to date in designing, implementing, managing and/or overseeing accelerated education programs?

Annex 7: People Bingo! (Day 1)

Find someone who meets the criteria in the questions below. Write their name in the second column. You can repeat names.

When you have found someone for each question shout BINGO!

Question	Name of person
Works in (choose a city/country)	
Name begins with an (choose letter)	
Has visited the (choose location/local famous landmark)	
Works for (choose an organization)	
Has a grandparent/parent over (# of) years	
Works for the Ministry of Education in (choose location/country)	
Exercises (choose a number) a week	
Is from (choose a city/country)	
Works for (choose an organization) and whose name begins with an (choose letter)	
Supports (choose local football/cricket or sports team)	
Speaks (choose a language)	
Works at (choose an organization)	
Works for (choose a MoE or a department in Government)	
Can speak (choose a number) languages	
Speaks (choose a language)	
Has (choose a number) children or more	
Is wearing something (choose a colour)	

Rose

I live in Sierra Leone. When I was young my parents wanted me to attend school, but because cultural norms prioritize boys' education over girls' and because my family experienced extreme hardship, it was my brothers who went to school, not me. I wasn't able to enroll at the normal age 6, but I did manage to enroll in primary school at age 8, attended until I was 11 and completed grade 3. I had to drop out because I became pregnant during the Ebola crisis. Since dropping out I have been caring for my daughter, working selling snacks in the markets, looking after three of my younger brothers, and taking care of the household.

Now I'm 15 and I'm keen to attend school as long as I am able to continue to carry out my chores in the home, engage in petty trading before school, and continue to support my child.

Angelo

I started grade 1 in South Sudan and remember really liking school. I was doing well and finished grade 2 but then the war broke out and my school was closed.

I am now 24 years old and have been out of school for 15 years. I work in construction and make enough money to survive and support my wife and four children. I would like to go back to school, I just want to be able to read and write so I am able to better do business and also help my children in school.

I remember we started learning to read but it was so long ago I've forgotten and I'm embarrassed to tell my children that I don't know how to read and write.

Charles

I finished Grade 5 in Burundi but then when I came to Uganda and enrolled in school I couldn't manage because I couldn't understand the language. I am trying to learn but it is really hard for me because we speak French at home and no one speaks English.

I am really frustrated, I know that I can do well in school, back home I was number 3 in my class, my teacher at home said I was clever and hardworking but here the teachers ignore me and say I am lazy and don't want to learn. I do want to learn but I just don't understand anything that is being taught. Now I feel like giving up. My mother says I should find work instead.

Omar and Amira

My name is Omar. I was close to completing grade 5 when my school back in Syria was bombed. Luckily, the bombing happened on a weekend, but three of my teachers were killed.

For 3 months we were waiting for another school to take us, but it never happened. Schools had become dangerous places. That's when my cousin and I decided to flee. It took us 3 weeks to reach the border to Jordan.

It is 3 months since we came to Jordan. We live with a family friend, in a house he has rented. I am trying to get back into school but it is difficult, the schools are so crowded and not very welcoming to refugees. I also left my transcripts behind.

My cousin, Amira managed to join school. She is happy to be back, but says it is difficult to cope with the pace. It is difficult to concentrate. We are always worring about our loved ones at home.

Reheema

My name is Reheema. I am 11 years old. I fled Somalia when I was 8 years old, together with my mother, two younger brothers and our grandfather. I started grade 1 in Somalia when I was 6, but when fighting came to our village I dropped out. 7 months after, we fled to Kenya.

I have not had any education since I came to the refugee camp. I tried to join the primary school the first year, but I could not understand the language and the school was too far away. My mother and grandfather are weak, so I need to attend the food distribution every second Tuesday. So I dropped out in the end.

I really want to go to school. When the "Go back to School" campaign was arranged recently, I nearly enrolled in school again. But I just couldn't; I would be ashamed to start G1 with the six year olds. As if I know nothing. Now I feel like my chances of school have passed.

Annex 9: AE Centres Effectively Managed (Day 4)

Principle 7: AE Centres Effectively Managed

AEP Management	Tools	Roles and Responsibilities
Intake		
Attendance		
Graduation		
Certification		
Transition		

Annex 10: Community Role-play Handout (Day 4)

<u>**Group 1**</u>

Principle 8: Community is engaged and accountable

Action Points:

a. Ensure the AEP is located within a community that supports and contributes to the programme.

b. Ensure the AEP is locally led and, when necessary, technical expertise is provided externally.

c. Provide comprehensive community sensitisation on the benefits of AEPs.

d. In areas with frequent movements of internally displaced persons and/or refugees, conduct continuous needs assessments and community sensitisation on education.

Activity:

Your group will do a role play. In your group decide on the community members you will represent and act out a community meeting that demonstrates the focus below.

The role play should only last 5 minutes.

Be imaginative, make us laugh, use the props to dress up!

The focus of your role play is:

- **Selection of stakeholders to ensure community representation**

Consider here who should be selected to ensure representation of the community that you work in and who has influence.

Group 2

Principle 8: Community is engaged and accountable

Action Points:

a. Ensure the AEP is located within a community that supports and contributes to the programme.

b. Ensure the AEP is locally led and, when necessary, technical expertise is provided externally.

c. Provide comprehensive community sensitisation on the benefits of AEPs.

d. In areas with frequent movements of internally displaced persons and/or refugees, conduct continuous needs assessments and community sensitisation on education.

Activity:

Your group will do a role play. In your group decide on the community members you will represent and act out a community meeting that demonstrates the focus below.

The role play should only last 5 minutes.

Be imaginative, make us laugh, use the props to dress up!

The focus of your role play is:

- **Selection of learners for the AEP**

Consider the kind of learners that AEPs target; who are these children and youth; how will this community ensure they select the right learners; what will they put in place?

Group 3

Principle 8: Community is engaged and accountable

Action Points:

a. Ensure the AEP is located within a community that supports and contributes to the programme.

b. Ensure the AEP is locally led and, when necessary, technical expertise is provided externally.

c. Provide comprehensive community sensitisation on the benefits of AEPs.

d. In areas with frequent movements of internally displaced persons and/or refugees, conduct continuous needs assessments and community sensitisation on education.

Activity:

Your group will do a role play. In your group decide on the community members you will represent and act out a community meeting that demonstrates the focus below.

The role play should only last 5 minutes.

Be imaginative, make us laugh, use the props to dress up!

The focus of your role play is:

- **Community sensitisation—techniques for engagement**

Consider here what techniques might be successful for sensitising and engaging the community in AE.

Group 4

Principle 8: Community is engaged and accountable

Action Points:

a. Ensure the AEP is located within a community that supports and contributes to the programme.

b. Ensure the AEP is locally led and, when necessary, technical expertise is provided externally.

c. Provide comprehensive community sensitisation on the benefits of AEPs.

d. In areas with frequent movements of internally displaced persons and/or refugees, conduct continuous needs assessments and community sensitisation on education.

Activity:

Your group will do a role play. In your group decide on the community members you will represent and act out a community meeting that demonstrates the focus below.

The role play should only last 5 minutes.

Be imaginative, make us laugh, use the props to dress up!

The focus of your role play is:

- **Working with mobile communities**

Consider here what techniques might be successful for working with mobile communities; what responsibilities does this population have that may pose challenges in attending an AEP and how might you overcome these?

Group 5

Principle 8: Community is engaged and accountable

Action Points:

a. Ensure the AEP is located within a community that supports and contributes to the programme.

b. Ensure the AEP is locally led and, when necessary, technical expertise is provided externally.

c. Provide comprehensive community sensitisation on the benefits of AEPs.

d. In areas with frequent movements of internally displaced persons and/or refugees, conduct continuous needs assessments and community sensitisation on education.

Activity:

Your group will do a role play. In your group decide on the community members you will represent and act out a community meeting that demonstrates the focus below.

The role play should only last 5 minutes.

Be imaginative, make us laugh, use the props to dress up!

The focus of your role play is:

- **Community contributions**

Consider what contributions the community can make to the AEP, e.g. proving labour for building physical infrastructure, cooking, child care or hardware that can be contributed to the school; software in terms of skills such as language support, support to psychosocial needs, extra-curricular activities, supervision.

Annex 11: Feedback Form for Team Presentations (Day 5)

Team Presentation Feedback

Like	Useful to use in your context

Questions?	New ideas

Annex 12: Workshop Evaluation (Day 5)

Dear workshop participant,

Now that the workshop has finished, we would like you to complete a short survey, similar to the one you took at the beginning of the day. The survey is broken up into three parts.

Part A specifies a number of statements about accelerated education. These are the same statements you responded to earlier. Please indicate your level of agreement to each of these statements, based on your current knowledge of what accelerated education is. This is not a quiz, and there are no "right" answers. The aim is for us to understand if your opinion or understanding has changed on any of your earlier responses.

Part B asks a few open-ended questions. Please respond to these questions as openly and candidly as you can.

To begin, please tell us about yourself:

What organisation do you work for?

_____

What role/function do you have in this organisation?

_____

PART A: Please tick the box which aligns most closely with your level of agreement to the following statements, keeping in mind that 1=strongly disagree, 4=strongly agree.

Instructions: Please indicate your level of agreement to the following statements	1	2	3	4
	Strongly disagree	Disagree	Agree	Strongly agree
Accelerated education is an appropriate response for any child who is out of school.				
All accelerated education programming should aim to reintegrate children into the formal schooling system within one to two years, irrespective of learners' ages.				
All accelerated education programming should strive to be recognized, validated, and accredited by national education authorities.				
Accelerated education programming should be aligned with the formal education system, as much as possible.				
The main difference between accelerated education and formal education provision is the pace at which curriculum is covered.				
Providers of accelerated education programming should use certified teachers where possible.				
Most accelerated education programming is based entirely on accelerated learning pedagogy.				

Accelerated education programs should target out of school learners between the ages of 9-12.				
There is a need to ensure consistency in how accelerated education programs are being implemented and delivered.				
Accelerated education programs need to consider and respond to the particular barriers have prevented children and adolescents from accessing or remaining in school.				
Parents and other community stakeholders should be consulted but not directly involved in the management and oversight of accelerated education programs.				
At present, I feel confident in my ability to design, implement, and/or oversee accelerated education programs.				

PART B: *Please write a short response to each of the following questions*

1. What were two key messages or ideas that you feel you will take away from this workshop about accelerated education programming? Why do you feel these messages/ideas are important for your work and/organisation?

2. What did you enjoy most about this workshop and why?

3. If you could recommend changes to anything about the workshop content or activities what would it be?

4. Of the accelerated education principles discussed today, which ones do you feel will be the most challenging to implement in your context and role? Why?

Annex 13: Facilitator Evaluation (Day 5)

This is to be completed by the team facilitating the workshop.

Dear AE workshop facilitator/facilitation team,

The AEWG would like to continuously improve the orientation workshop structure, content and materials. Your feedback on how the workshop went will help to do this. Please take the time to respond to the following questions below and please return it to Martha Hewison (hewison@unhcr.org). If you would prefer please write to Martha Hewison to set up a call to give feedback. We would really like to hear from you! **Please use one facilitator feedback form per workshop.**

Name of workshop facilitator(s)

_____

Organisation(s) of facilitation team

_____

Location of the training

_____

Date(s) of training _____

Total number of participants who attended training _____

1. Who attended the workshop you conducted (numbers of individuals, organisations they represent, roles in organisation)? If possible, append a full list of participant names, organisations, and contact details.

2. Based on both the participant responses to the pre-survey, and their engagement/ participation during the workshop, do you think the material presented was equally relevant and useful to each of them? In particular, was the content of each session equally accessible and relevant to all participants? Why/why not?

3. Did you find the workshop facilitation guide and accompanying resources easy to use? Why/why not?

4. What adaptations did you make to the workshop structure, content and materials to suit your participants' needs, interests and/or prior experiences?

5. What activities/sessions worked best in the workshop? Why?

6. What activities/sessions did not work well in the workshop? Why?

7. What changes or adaptations would you make to the workshop content, structure or materials to improve future workshops of a similar nature?

8. Please share any lessons learned on the organisation, administration, and logistical matters related to this workshop that may be helpful for future trainings.

9. Based on participant evaluations, what were the key messages or pieces of information which they indicated they gained about accelerated education programming from this workshop?

10. What were some of the key challenges raised by participants about implementing or supporting the implementation of accelerated education programming in their context? What might the Accelerated Education Working Group do to address these challenges?