Accelerated Education Workshop

FACILITATOR GUIDE DAY 4

Principles 7-10

Day 3: Principles 7 - 10

What you will cover today:

Today you'll cover Principles 7 – 10.

Learning objectives:

At the end of Day 4, participants will be able to:

- Articulate a framework for AEP centre management, including examples of good practice and challenges.
- Identify key components of an effective monitoring, evaluation and learning (MEL) framework for an AEP.
- Identify the most crucial aspects of community involvement for AE programmes.
- Assess strategies for strengthening policy alignment and coordination of their country's AEP.

Quick glance at today's agenda:

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**

Policy & Practice in Accelerated Education

Day 3: Principles 7 - 10

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**

Materials needed for the day:

- ☐ **Computer with projector**
- ☐ **Day 4 PowerPoint slide deck (English)**: Download it and have it ready to use (https://inee.org/resources/accelerated-education-workshop-policy-and-practice-accelerated-education)
- ☐ **Day 4 Agenda**: 1 for each participant (Annex 5 in the Facilitator Guide Introduction & Resources) (or you can draw the agenda)
- ☐ Registration Form (Annex 4 in the Facilitator Guide Introduction & Resources)
- ☐ **Principle 7: AE Centres Effectively Managed**: 5 copies (1 for each group) (Annex 9 in the Facilitator Guide Introduction & Resources)
- ☐ **Community role-play handout**: 1 copy of each page (1 for each of 5 groups) (Annex 10 in the Facilitator Guide Introduction & Resources)
- ☐ **Costumes and props** for the role-play (e.g. hats, wigs, scarfs, fake moustache/beard).
- ☐ **A flip chart** with plenty of paper
- ☐ **Tape** or other method of displaying flip-chart paper

Preparation notes:

In addition to gathering the above materials, follow these guidelines to get ready for Day 4:

- ☐ Add your own information to Slide 1 of the Day 4 PowerPoint.
- ☐ Invite one workshop participant to serve as a panellist for the Principle 8 panel

Policy & Practice in Accelerated Education

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. Write this person's name in Slide 13 of the PowerPoint.

☐ Invite one MoE representative to talk for 15 minutes about how their country's AEP aligns with its formal education system. This representative may be a member of your workshop, or they may be an invited guest. Write this person's name in Slide 23 of the PowerPoint.

☐ To save time during the Principle 7 activity, write the following on segments of flip-chart paper before the day begins (1 term per piece): Intake, Attendance, Graduation, Certification, Transition. These small papers will guide participants to their groups' tables, but participants will complete the activity using the 'Principle 7: AE Centres Effectively Managed' handout.

☐ During the lunch break, set up the room to allow space for the role-plays and for the audience to sit and watch.

☐ Before the day begins, you might want to write these questions for 3.1 Monitoring, Evaluation and Learning for AEPs on a flip-chart paper. This will save you time during the session:

» Why do we do M&E?

» Are you able to use data to inform decisions and adapt as needed?

» What are some of the biggest challenges with setting targets?

» What is the experience with shifting from NGO-run to government-run in terms of M&E?

Day 4 steps:

WHAT TO DO AND SAY	SLIDES AND HANDOUTS
Opening Show this slide as participants enter the room and get settled.	**Slide 1**
1.1 Welcome back and review **Time: 30 minutes** • **Welcome** the group back. • **Say**: Yesterday we covered Principles 3 – 6. What stands out the most about yesterday's activities and conversations? • **Answer** any questions they may have.	**Slide 2**

2.1 Presentation: Introduction to AEP Management (Principle 7)

Time: 15 minutes

- **Show** Slide 3. **Read** (or ask someone to read) Principle 7 aloud.

- **Advance** to Slide 4.

- **Ask** participants to read the Principle 7 action points and the two case studies (Boxes 19 and 20) on pp. 54-57 in the Guide to the Accelerated Education Principles.

- **Review** the following points about Principle 7, asking participants for examples from their own AEPs:

  » The AEP should be **effectively managed in alignment with programmatic goals** (recall yesterday's discussion of Principle 6). This includes establishment of fiscal, supervisory and monitoring and evaluation systems.

  » Set up regular collection and reporting of data on enrolment, attendance, dropout rates and selected learning outcomes.

  » Develop a **shared understanding of how each term is defined and measured**.

  » Ensure that this **data is disaggregated** by gender, age group and disability. This will let you identify impacts on specific groups.

  » Programme management may use **attendance data** to determine whether budgetary or logistical changes are needed. Data showing barriers and challenges to student intake and attendance are particularly useful.

  » When students are **transitioning** to formal education, school welcome days can be organised to **support AEP learners with transition to formal schools**, help them feel comfortable in the school environment, and introduce them to teachers and school rules and processes. These welcome days should be held shortly before the term starts.

Slide 3

Principle 7
Accelerated Education centre is effectively managed.

Slide 4

Effective Management

- Effectively managed in alignment with programmatic goals
- Regular collection and reporting of data
- Shared understanding
- Disaggregate data
- Support with transition
- Tracking graduates

Handouts

- **Principle 7:** (pages 54–57 in the Guide to the Accelerated Education Principles, which they should bring):

PRINCIPLE 7

AE centre is effectively managed

a. Ensure fiscal, supervisory, monitoring and evaluation systems are in place.

b. Set up systems for student record keeping and documentation with data to monitor progress on student enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group.

c. Set up systems to track AEP students who have completed in regard to their transition/integration to formal education, vocational training and/or employment.[16]

d. Ensure the community education committee (CEC) is representative of the community, trained and equipped to support AE management.

» Many AEP evaluations have identified the value of tracking graduates to show whether they are successfully gaining further education or employment. This information is vital to showing whether AEPs are fit for purpose. AEPs should aim to keep records on graduates and dropouts for six months after they leave whenever possible.

2.2 Activity: Management tools

Time: 45 minutes

- **Show** Slide 5, and **explain** that they'll be doing a group activity related to effective management.
- **Advance** to Slide 6.
- **Place** a small segment of a flip-chart paper at each of five tables. Each piece of paper should have one of the following terms written on it, corresponding to stages of AE programmes that require management:
  » Intake
  » Attendance
  » Graduation
  » Certification
  » Transition
- **Ask** participants to choose one of these groups. If too many people choose the same group, some will need to move to another one so group sizes are more or less equal.
- **Give** each group the Principle 7: AE Centres Effectively Managed handout.

Slide 5

Activity: Management Tools

Slide 6

Effective Management

Groups:
- Intake
- Attendance
- Graduation
- Certification
- Transition to formal schools

Handout:

· Principle 7: AE Centres Effectively Managed

Handout: Principle 7: AE Centers Effectively Managed

AEP Management	Tools	Roles & Responsibility
Intake		
Attendance		
Graduation		
Certification		
Transition		

Work in groups

- **Ask** groups to complete the Principle 7: AE Centres Effectively Managed worksheet for their group's topic. To do this, they should discuss and write answers to the following questions:
    » 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?
- **Circulate** amongst the groups as they work, reminding them to think about:
    » Inclusion and equity in their management area.
    » Complexity — what will make monitoring this aspect challenging?
- When all groups have finished, or after 15 minutes, **ask** each group to report on how they completed their section of the worksheet (5 minutes per group).

Slide 7:

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?

3.1 Learning and Adapting in AEPs:

Time: 30 minutes

- **Show** Slide 8, and tell participants that you'll now discuss working with monitoring and evaluation frameworks more closely.
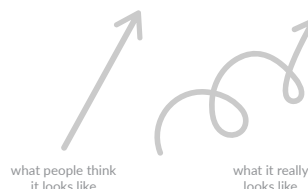
Slide 8

Learning and Adapting in AEPs

Non-linear change

- **Say:** Think back to yesterday, when we looked at the *AEWG M&E* Toolkit and the theory of change.

- **Say**: Let's think more about what a theory of change is. A theory is an understanding we have, based on experience, about how the world works. It helps us predict what will happen. So we use a theory of change to visualise how we intend to make a change.

- **Say**: Yesterday we also spoke briefly about the contexts that AEPs often operate in: conflict, post-conflict and fragile contexts.

- **Explain** that in contexts where AE is appropriate, many factors arise that do not align with our theories, and our assumptions are not met.

- **Provide** these examples:

  » An activity we planned, such as rehabilitating an AE centre, might not be implemented. Perhaps there aren't enough people with technical expertise to reconstruct the building.

  » There could be a lack of social agreement. For example, we might face challenges in identifying teacher candidates because of conflicts between different groups in the community or other political issues. In such situations, change is more like the complex, winding non-linear path on the right than the straight linear path on the left. This can result from:

Slide 9

Why learning & adapting in accelerated education?

Change is non-linear and *messy*!

what people think it looks like
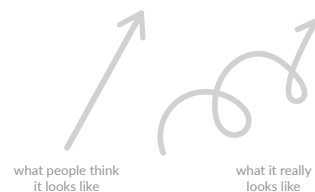
what it really looks like

- Lack of information about the problem, creating challenges in programme design (for example, because of a constantly and rapidly changing crisis).
- Frequent and unexpected changes in the environment during implementation, such as sudden outbreaks in fighting or the onset of natural disasters.
- Breakdown of institutional structures, and lack of infrastructure and/or financial and human resources.
- Lack of social cohesion, or conflict about programme goals or activities.
- And many other reasons.

- **Say**: In these contexts, it is difficult to design an intervention and get it right on the first try. Even the most well-designed and contextually appropriate intervention will likely become ineffective when there is a sudden change in context. This change may require a new strategy.

Slide 9 (continued)

Why learning & adapting in accelerated education?

Change is non-linear and *messy*!

what people think it looks like

what it really looks like

Feedback loops

- **Explain** that in the contexts you've been discussing, M&E is not only for accountability, it is also for learning and adaptation. We can do this through continuous, periodic feedback loops.

- **Say**: Recall the arrows on the side of the theory of change we saw yesterday. One was '**Learning and adaptation'.**

- **State** that the concept of feedback loops is based on iteration. This involves informed experimentation, collection of feedback and adaptation.

- **Explain** that programme designs may need to be adapted based on what has been learned. This may require additional funding and negotiating with the donor or gaining access to new facilities, which may in turn require negotiation and collaboration with the MoE.

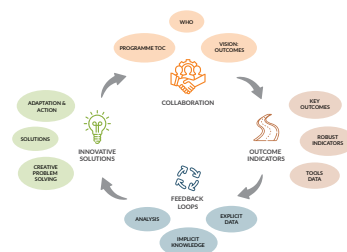**Slide 10**

Feedback loops

Adapted from: World Bank WDR team 2015

Innovative Solutions

- **Say**: Please look at this diagram. It's important to:

  » **Collaborate** with stakeholders.

  » Come up with appropriate **outcome indicators**.

  » And have the important **feedback loops** we've discussed.

- **Say**: You need to do this to ensure that:

  » Your programme design can be **adapted** based on the feedback.

  » You and stakeholders can collaboratively come up with **innovative solutions**.

- **Emphasise** that this is a circular, ongoing process.

- **Ask** participants for some examples of how their AEPs have been adapted based on a change of context or on feedback from stakeholders.

- **Allow** 5 minutes for questions at the end of the presentation.

Slide 11

Feedback loops

Break Time: 30 minutes

4.1 Panel discussion: Community engagement in AEP

Time: 30 minutes

Note: One panellist will give a 10-minute presentation on how their programme works with communities.

- **Show** Slide 12. **Read** (or ask someone to read) Principle 8 aloud.

- **Advance** to Slide 13.

- **Ask** participants to turn to p. 58 of the *Guide to the Accelerated Education Principles* and follow along with the action points as you summarise the main themes.

- **Summarise** the main points of Principle 8:

  » For AEP success and sustainability, community engagement is critical.

  » This engagement often comes in the form of an **organised community education committee or community outreach workers**. These groups or individuals provide an essential link between the AEP and communities, ensuring that the programme is both appropriately managed and relevant to the context.

  » Effective community engagement via such organisation includes **sensitisation and awareness campaigns**, especially those that emphasise the benefits of education, particularly for girls.

  » Effective community engagement also involves **active participation** in programme planning and management.

  » In some locations, **community education committees** (CECs) may already exist. They may provide an important entry point for AEPs. Where they do not exist, they should be established with local support and broad, inclusive representation.

Slide 12

Slide 13

Handouts

- **Principle 8** (pages 58–61 in the *Guide to the Accelerated Education Principles*, which they should bring):

» Where there are frequent movements of IDPs or refugees, needs assessments will need to be continually conducted to ensure the community is aware of the AEP.

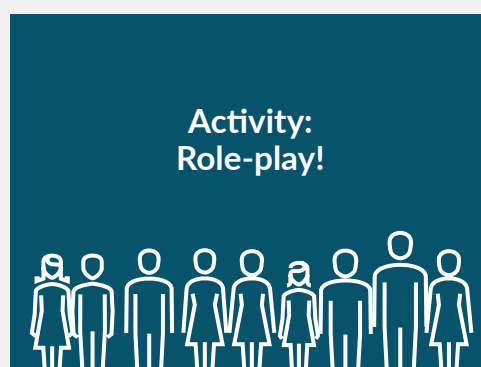- **Invite** the panellist to share his or her experiences.

4.2 Activity: Community engagement role-play preparation

Time: 60 minutes

Note: The time this activity takes depends on the number of groups you have. The instructions below are based on five groups that perform to the entire larger group. If you have fewer groups, or if you divide the groups by language so that more than one group performs at the same time to language-specific audiences, this activity will take less time.

- **Show** Slide 14, and **state** that you'll now be doing a role play activity.

- **Advance** to Slide 15.

- **Divide** participants into five groups. Each group should have people who speak the same language. Each language group will perform their role-play for the rest of the language group (e.g. French to French, English to English).

- **Give** each group a different page of the community role-play handout. If participants are from multiple countries, consider the context, and assign focuses accordingly. Encourage the use of local languages.

- **Ask** groups to find their assigned area of focus at the bottom of the handout, where it says 'The focus of your role-play is...'

- **Review** the handouts in plenary, making these points:

  » The purpose of this role-play is to help you further your understanding of Principle 8, 'Community is engaged and accountable'. As you plan your role-plays, please keep in mind the importance to AEPs of community ownership and engagement. You'll see the Principle 8 action points on your handout.

Slide 14

**Activity:
Role-play!**

Slide 15

Instructions

1. Get into groups.
2. Read the instructions on the handout. 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. These role-plays should be funny and lively. Use the props!

Handout

· Community Role-Play

Group 1
Session handout: 3.3 Principle 8 – Community is Engaged and Accountable

Principle 8: Community is engaged and accountable
Action Points:
a.   Ensure the AEP is located within a community that supports and contributes to the program.
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.

» In your role-play, your group will decide which community members to represent and will act out a community meeting that demonstrates the focus stated on your handout. The slide shows each of the five focus areas, one per group.

» Your role-play should be no longer than five minutes.

» Each group has the same instructions with a different focus.

» Be creative, and have fun!

● **Show** them the props that are available to use.

● **Ask** groups to begin planning their role-plays, and tell them they'll have 45 minutes to prepare. The role plays will be performed after lunch.

● As groups talk, **circulate** to each group, sharing the relevant additional points:

» For group 1:

- Your focus is selection of stakeholders for community representation.
- Your role-play should emphasise gender, religion, students, parents and, if relevant to your context, representation from the displaced community.

Slide 15 (continued)

Instructions

1. Get into groups.
2. Read the instructions on the handout. 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. These role-plays should be funny and lively. Use the props!

» For group 2:

- Your focus is selection of learners.
- Your role-play should emphasise the need for criteria that ensure that most disadvantaged children and youth are selected. Who are these children and youth, and how will they be selected? What criteria might be included? Consider age, out-of-school, young mothers and ensuring diversity (e.g. language, mobile, displaced, religious)? What will you do if there are too many learners who fit the criteria?

» For group 3:

- Your focus is community sensitisation—techniques for engagement.
- Your role-play should emphasise successful techniques you have used in your contexts. These may include community meetings with parents and youth, advocacy campaigns using radio/TV or multimedia, and other techniques. Think about who you should be targeting, and why.

Slide 15 (continued)

Instructions

1. Get into groups.
2. Read the instructions on the handout. 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. These role-plays should be funny and lively. Use the props!

» For group 4:

- Your focus is working with mobile communities.
- Your role-play should emphasise successful techniques you have used in your contexts. These may include community meetings with parents and youths, advocacy campaigns using radio/TV or multimedia, curricula that matches the community's priorities, using teachers from the community, and other techniques. Think about who you should be targeting in these communities, and why.

» For group 5:

- Your focus is community contributions.
- Your role-play should emphasise successful techniques you have used in your contexts, the unique benefits and importance of community contributions, and the specific skills and knowledge that communities can bring.

Slide 15 (continued)

Instructions

1. Get into groups.
2. Read the instructions on the handout. 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. These role-plays should be funny and lively. Use the props!

Lunch Time: 60 minutes
Note: During the lunch break, set up the room to allow space for the role-plays and for the audience to sit and watch.

4.3 Activity: Community engagement role-play performance

Time: 30 minutes

- **Welcome** everyone back.
- **Ask** participants to get into their role-play groups and get ready to perform.
- **Give** each group 5 minutes to perform their role-plays, allowing for about 2 minutes between each group.

5.1 Presentation: Introduction to Principle 9

Time: 5 minutes

- **Refer** participants to Principle 9 on pp. 62–65 of their *Guide to the Accelerated Education Principles*.
- **Click through** slide 17 to reveal one Principle 9 action point at a time. As each action point appears, read it to the group.
- **Show** the entire slide with the graphic.
- **Explain** that this graphic illustrates one pathway.
- **Ask** these questions, and **elicit** responses:
  - » Where on this graphic would you expect to find certification?
  - » Where would you expect to find testing without certification?
  - » What would you add to the graphic to show integration into employment? (One example might be technical training that is not TVET.)
- **Answer** questions they may have about these action points.
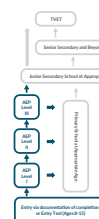
Slide 16

Principles 9 and 10

Slide 17

at the beginning:

Principle 9: AEP is a legitimate, credible education option that results in learner certification in primary education.
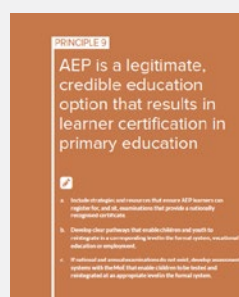
when all parts are revealed:

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.

Handouts

- **Principle 9** (pp. 62–65 in the *Guide to the Accelerated Education Principles*, which they should bring):

5.2 Presentation: Introduction to Principle 10

Time: 5 minutes

- **Refer** participants to Principle 10 on pp. 66–69 of their *Guide to the Accelerated Education Principles*.

- **Ask** participants to read the action points on p. 66 or on the slide.

- **Answer** questions they may have about these action points. Make sure they understand these points:

  » 'Humanitarian architecture' relates to humanitarian crisis, humanitarian response plans (HRP) and similar concepts.

  » Assessment of learning outcomes (action point C) is linked to and part of the curriculum development work that takes place under Principle 2.
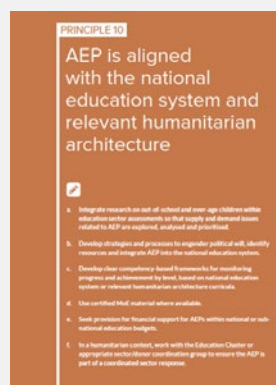
Slide 18

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

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

Handouts

- **Principle 10** (pp. 66–69 in the Guide to the Accelerated *Education Principles*, which they should bring):
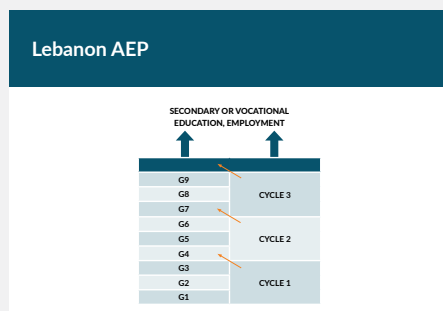
5.3 Presentation: A selection of AEP models

Time: 10 minutes

Lebanon

- **Say**: AEPs use different models in different countries, with various rates of acceleration. We will now look at three models.

- **Ask** them to look at slide 19.

- **Explain** these points about the Lebanon model:

  » Lebanon has a very fast rate of acceleration: 9 years of basic education (primary and lower secondary) into 3 years, and 3 years in one year. These are known as cycles.

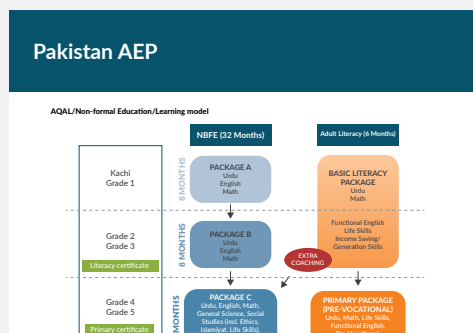 » This model was initiated during the Syrian crisis, for Syrian refugees.

Slide 19

Pakistan

- **Explain** these points about the Pakistan model:

  » In Pakistan, 6 years are accelerated into 2.5 years.

  » There is a focus on basic literacy and numeracy in the first 4 grades, which are completed in 16 months.

  » Package A offers English, math, and Urdu/Sindhi (social studies and science integrated) in 8 months.

  » Package B offers English, math, and Urdu/Sindhi (social studies and science integrated). It covers grades 2 and 3 and lasts 8 months. Additional subjects are then added in the last 16 months for grades 4 and 5.

  » Package C offers English, math, Urdu/Sindhi, science and social studies. It covers grades 4 and 5 and lasts between 14 and 16 months. Students then sit for the primary school leaving examination.
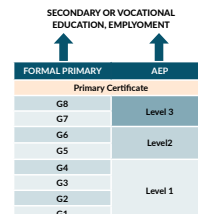
Slide 20

Kenya

- **Explain** these points about the Kenya model:

  » AE students follow the non-formal education curriculum developed by the Kenya Institute of Curriculum Development (KICD). This is a condensed version of the primary curriculum, allowing students to complete 8 years of primary education in 4 years.

  » There are three levels:

    - Level 1, covering grades 1 – 4, which takes two years.
    - Level 2, covering grades 5 and 6, which takes one year.
    - And Level 3, covering grades 7 and 8, which takes one year.

- There are multiple entry and exit points.

- In Kakuma, students move to formal primary at grade 7 and complete in grade 8.

- In Dadaab, students can complete the entire primary cycle in the AEP, then sit for the national primary school exam (Primary School Leaving Examination).

- All AE students sit for the national exam and obtain certification.

Slide 21

5.4 Activity: AEP Alignment

Time: 50 minutes

- **Give** these instructions for the activity:

  » You'll work in the same teams as you're working with for your final presentations.

  » You'll illustrate on flip-chart paper how your AEP aligns with your country's national education system.

  » On this slide you'll see an example of how one group did this.

Slide 22

Activity: Illustrate how your AEP aligns with your country's national education system

Focus on:
- Transition pathways for integration between the formal system and the AEP.
- When certification happens.
- The pathways available to AEP learners after completion of the AEP.
- Any foundational or assessment courses AEP learners take to assess their level before entry into the AEP.
- Look at the Principle 9 and 10 action points, and include what is relevant to your context.

» Focus on the following parts of the process:

- Transition pathways for integration between the formal system and the AEP.
- When certification happens.
- The pathways available to AEP learners after completion of the AEP.
- Any foundational or assessment courses AEP learners take to assess their level before entry into the AEP.
- Look at the Principle 9 and 10 action points, and include what is relevant to your context.

● **Ask** participants to get into their teams.

● **Give** them 30 minutes to work on this activity.

● After 30 minutes, **ask** groups to hang their illustrations on the wall.

● **Ask** one member of each to team stay at their team's station. This person will answer questions from the other participants.

● **Ask** everyone else to move from one station to another, spending three minutes at each (15 minutes total, allowing 5 minutes for movement). Ring a bell when it's time for participants to move to the next station. This gallery walk should be fast and fun and give participants an overview of AEP from every context.

Slide 22 (continued)

Activity: Illustrate how your AEP aligns with your country's national education system

Focus on:
- Transition pathways for integration between the formal system and the AEP.
- When certification happens.
- The pathways available to AEP learners after completion of the AEP.
- Any foundational or assessment courses AEP learners take to assess their level before entry into the AEP.
- Look at the Principle 9 and 10 action points, and include what is relevant to your context.

Adaptation for a single-country workshop

- If participants are all from one country, the diagrams should be the same.

- Divide participants into groups of about 4 – 5 people (so there will be 5 groups).

- Each group will illustrate their AEP as instructed in the manual.

- Instead of moving from station to station to learn about the different models, ask all participants to gather together, and have groups take turns presenting.

- Ask others to comment on the differences they notice from their team's diagrams.

- Encourage discussion about transition points and where AE students can transition to the formal system.

5.5 Guest speaker (MoE Representative)

Time: 20 minutes

- **Welcome** the guest speaker. This MoE representative will talk about how their country's AEP aligns with the formal education system. They should speak for no more than 15 minutes.

- When the speaker is finished, **ask** for any questions or clarifications from participants. Allow 5 minutes for this discussion.

Slide 23

**Alignment with formal education
Guest speaker: XX**

Break Time: 30 minutes

6.1 Team check-in

Time: 30 minutes

- **Ask** teams to convene and do the following:

  » Complete the checklist for Principles 7 – 10 on pages 5 – 7 of the *Accelerated Education Programme Checklist*.

  » Share notes and discuss things to include in their presentation.

- **Tell** them that tomorrow they'll have time to prepare their presentations. This will involve completing Part II on page 8 of the *Accelerated Education Programme Checklist*. If they have time today, they can begin doing this.

- Groups should not leave until they've completed their checklist for Principles 5 – 7, or they should plan a time to do that before Day 5 begins.

Slide 24

TEAM DAILY CHECK-IN

Handouts

- *Accelerated Education Programme Checklist* (which they should bring)

Accelerated Education Programme Checklist: **Aligning your programme with Principles and Action Points**