

# Accelerated Education Workshop



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## FACILITATOR GUIDE DAY 5

# Learning Agendas and Team Presentations

### What you will cover today:

Today you'll invite someone to talk about AE research. You'll also share two examples of learning agendas. Participants will then have a chance to finalise their presentations, which they'll present after lunch. You'll conclude by asking participants to evaluate the workshop and do a closing activity.

### Learning objectives:

At the end of Day 5, participants will be able to:

- Identify examples of a good AEP research project and relevant research questions for their country's AEP.
- Identify and describe the key research issues in the AEWG learning agendas.
- Articulate key action items for implementing their team's AE programme, and describe how these action steps can be accomplished..



### Quick glance at today's agenda:

1. Welcome back		
08:30 – 09:00	1.1 Welcome back and review	30 minutes
2. Accelerated Education Research: Field Voices		
09:00 – 9:30	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
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### 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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### Materials needed for the day:

- ☐ **Computer with projector**
- ☐ **Day 5 Slide Deck (English):** Download it and have it ready to use (<https://inee.org/resources/accelerated-education-workshop-policy-and-practice-accelerated-education>)
- ☐ **Registration Form** (Annex 4 in the Facilitator Guide Introduction & Resources)
- ☐ **Day 5 Agenda:** 1 for each participant (or you can draw the agenda) ([Annex 5 in the Facilitator Guide Introduction & Resources](#))
- ☐ **Accelerated Education Working Group Learning Agenda:** Participants will have received this on Day 1, but they'll need it today (available at <https://inee.org/resources/accelerated-education-working-group-learning-agenda>)
- ☐ **Feedback form for the team presentations:** Each participant should get 1 form for each team they will evaluate. ([Annex 11 in the Facilitator Guide Introduction & Resources](#))
- ☐ **Workshop evaluation form:** 1 for each participant. You will create this form, and you may use the template available here: ([Annex 12 in the Facilitator Guide Introduction & Resources](#))
- ☐ (For workshop groups of 30 or less): A **soft ball** that can be thrown around indoors without hurting anyone
- ☐ **A flip chart** with plenty of paper
- ☐ **Markers:** At least 1 for each group



### Preparation notes:

In addition to gathering the above materials, follow these guidelines to get ready for Day 5:

- ☐ Add your own information to Slide 1 of the Day 5 PowerPoint.
- ☐ Invite one participant or guest to present on ongoing or recently completed research in AE, or on the results of an evaluation. Ask the presenter to speak for no more than 20 minutes and to be prepared to answer questions. Write this person's name in Slide 4 of the PowerPoint.

- Prepare to show the links to research during the learning agenda presentation. They can be accessed at <https://inee.org/collections/accelerated-education>.
- Plan how you will arrange teams for the final presentations. This will depend on the number of participants and on whether you're facilitating a multi-country or a single-country workshop.

### For a multi-country workshop:

- You will need to decide in advance how to organise teams for their presentations, considering overall group size and country relevance. For example:
  - » If your workshop group is very large, have several teams get together to present to each other so that more than one team will present at the same time. For example, two teams may combine to present to each other.
  - » Neighbouring countries may be interested in hearing from each other, or countries at different stages of AEP policy may be interested in learning from one another.
- As you have been with them the whole week, you should be in a good position to decide how to group the teams.
- Hide Slide 11, as it's only relevant to single-country workshops.

### For a single-country workshop:

- Not every member of each team will present. Rather, ask each team to choose one or two representatives to present on behalf of the team.
- As there are only four presentations, and since each one covers a different area, it is important that all participants listen to all four presentations.
- Hide Slide 10, as it's only relevant to multi-country workshops.

Remember that these are short, dynamic presentations which should only be 10 minutes each.

Please refer to Day 1 for more details about how to organise these teams.

### Day 5 steps:

WHAT TO DO AND SAY	SLIDES AND HANDOUTS
<p><b><u>Opening</u></b></p> <p>Show this slide as participants enter the room and get settled.</p>	<p><b><u>Slide 1</u></b></p>
<p><b><u>1.1 Welcome back and review</u></b></p> <p><b>Time: 30 minutes</b></p> <ul style="list-style-type: none"> <li>• <b>Welcome</b> the group back.</li> <li>• <b>Say:</b> Yesterday we covered Principles 7 – 10. What stands out the most about yesterday's activities and conversations?</li> <li>• <b>Answer</b> any questions they may have.</li> </ul>	<p><b><u>Slide 2</u></b></p>



### 2.1 Accelerated Education research: Field voices

**Time: 30 minutes**

- **Show** slide 3.
- **State** that you'll be hearing about AE research from someone who has been working in the field, and introduce your speaker.
- **Advance** to slide 4.
- **Invite** the presenter to speak for 20 minutes about ongoing or recently completed research in AE or on the results of an evaluation.
- After the presentation, **allow** 10 minutes for Q&A.
- **Share** these points:
  - » From this presentation, you can see how much we can learn from research and how this can shape our programmes and influence our decisions on programme design, adaptation and evaluation.
  - » Many organisations have learning agendas which outline priority themes and questions they would like to know more about. Next we will look at the AEWG learning agenda.

### Slide 3

Accelerated Education Research: Field Voices



### Slide 4

Panellist

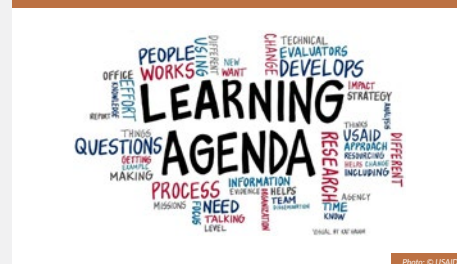
### 3.1 Presentation: AEP learning agenda

**Time: 20 minutes**

- **Share** the following points:
  - » The SDGs clearly articulate the need to reach out to all children and youth with appropriate education opportunities. However, **the evidence base for AEP effectiveness is markedly thin.**
  - » A fundamental challenge is that **there is a very broad array of opinions about what constitutes an AEP.** This has made it difficult to carry out research and evaluations across multiple projects.
  - » **USAID commissioned a literature review on AE** and concluded: *‘There is an incredible diversity of programs labeled AEPs. Not only do AEPs respond to different contexts, but also their objectives evolve alongside the situations to which they are responding...there exists a high-degree of variability in the intensity and quality of implementation of various components of accelerated learning and education’* (NORC 2016).
- This diversity of programmes means it is extremely hard to compare AEPs. The NORC review recommended that standard programme guidance be developed. This has been accomplished through a conceptual framework and release of the AEWG tools and guidance.
- The NORC review also noted that an evidence base using evaluation, research and tracer studies was also needed to help researchers, practitioners and policy makers understand the effectiveness of AE.
- The review found that at that time, very few programmes were systematically collecting and reporting data on improved access to education (including enrolment, completion and dropout), select learning outcomes, and transition to school or work—all key objectives for AE programming.
- There are several other evaluations/ research on AE:

## Slide 5

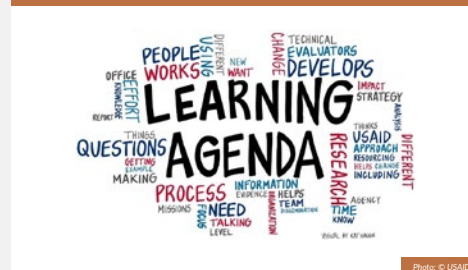
## Learning Agenda



- » **NRC** completed a meta-evaluation on their AEPs, which confirmed that a key challenge for AEPs is post-programme tracking of student outcomes. This finding came despite reintegration into the formal schooling system being a known significant challenge.
- » **Geneva Global and the Strømme Foundation** have also done tracer studies on what happens to learners once they complete AEPs.
- » **Save the Children** completed a research study on AE that explored the perspectives of children, families, teachers and wider educational stakeholders on what supports or hinders education transition along their displacement journey.
- » A recent NORAD-funded **impact evaluation of Strømme Foundation's** Speed School programme in West Africa concluded that the AEP provides an efficient and cost-effective way to bring out-of-school children back into education.
- **Say:** We can provide all these research study reports if you would like to read them!
- **Show** the links to this research, available by linking from <https://inee.org/collections/accelerated-education>. Participants can access these reports later if they are

## Slide 5 (continued)

## Learning Agenda





## AEWG learning agendas

- **Ask** participants to open the AEWG learning agenda. They can look at this as you speak. When you talk about the themes and research questions, please point them out so participants know what to look at.
- Share the following points:
  - » This learning agenda, developed by the AEWG, aims to **organise and generate evidence** to inform strategic planning, project design, project implementation, monitoring and evaluation and in-service training efforts of AE.
  - » It contains a set of **themes and research questions in priority development areas** for which the AEWG intends to organise and disseminate existing knowledge and data, generate new evidence and produce conclusions and recommendations. They will do this through academic research, programme evaluations and multi-method tests of the assumptions and principles that have been developed to guide AE programming.
  - » The learning agenda is for **five years** (mid-2017 to mid-2022), with an annual review.
- **Emphasise** that learning agendas help build the evidence base for AE.
- **Tell** participants that they will have time to look at the learning agendas in more detail later.

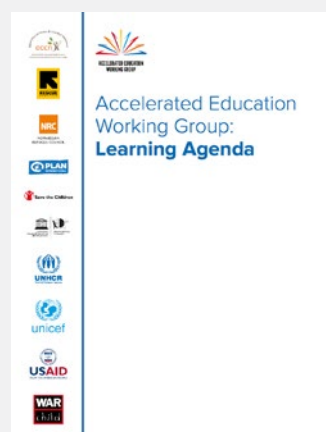
## Slide 5 (continued)

## Learning Agenda



# Handout

- Accelerated Education Working Group Learning Agenda



### 3.2 Activity: Team learning agenda

Time: 15 minutes

- **Ask** participants to get into the teams they'll be with for their final presentations.
- **Give** each team a piece of flip-chart paper and a marker.
- **Ask** teams to consider these four questions:
  1. What do you want to know?
  2. What would be most helpful for your programmes?
  3. What would be helpful for advocacy or funding?
  4. What would be helpful for policy development?
- **Ask** teams to brainstorm the answers and write them on the paper.

### Slide 6

Consider these questions



- What do you want to know?
- What would be most helpful for your programmes?
- What would be helpful for advocacy/funding?
- What would be helpful for policy development?

Photo: © USAID

### Adaptation for a single-country workshop

Follow the directions above, but ask teams to answer the questions based on their presentation focus. For example, the group focusing on teachers should answer these questions in relation to teachers, and the group focusing on learners should answer in relation to learners.

1. What do you want to know? (e.g. about teachers or learners)
2. What would be helpful for the development of policy? (e.g. for teachers or learners)
3. What would be helpful for advocacy or funding? (e.g. for teachers or learners)
4. What would be helpful for policy development? (e.g. for teachers or learners)

### 3.3 Activity: Select priority question

**Time:** 25 minutes

**Note:** Teams should remain together for this activity.

- **Show** Slide 7.
- **Explain** that they'll now be working together to select a research question for their final presentation.
- **Advance** to Slide 8.
- **Ask** teams to do the following (as shown on Slide 8):
  - » Review the AEWG learning agendas.
  - » Refer to their answers to the four questions from the last activity, and think carefully about the most important question they would like to find an answer to.
  - » Select one priority question for their final presentation.

### Slide 7

#### Activity: Select a Research Question



### Slide 8

#### Activity Instructions

1. Review the learning agendas for and AEWG.
2. In your groups, consider:
  - a. What do you want to know?
  - b. What would be most helpful for your programmes?
  - c. What would be helpful for advocacy/funding?
  - d. What would be helpful for policy development?
3. Select ONE research question.

### Adaptation for a single-country workshop

Ask teams to choose a research question based on their presentation focus. For example, the group focusing on teachers should choose a research question related to teachers.

**Break Time:** 30 minutes

### 4.1 Team work to finalise AE team presentations

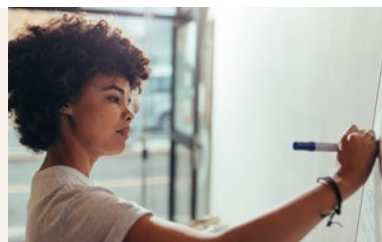
**Time: 60 minutes**

**Note:** If you're working with a single-country group, please see the adaptation instructions below.

- **Show** Slide 9, and **tell** participants that it's time to finish preparing for their final team presentations.
- **Advance** to Slide 10 (for a multi-country workshop).
- **Explain** these instructions:
  - » You'll complete Part II on page 8 of the *Accelerated Education Programme Checklist*. To do this, refer to what you've already done on pages 3 – 7. But you'll only choose **three** prioritised action points for your country to focus on, not five as p. 8 suggests.
  - » Once you've selected your three prioritised action points, discuss and take notes on how you will accomplish these three action steps. Describe:
    - **Key steps:** List 3 – 5 key steps you'll take.
    - **Who is involved:** List the stakeholders who are involved in accomplishing these action points. For example, is it the MoE, the national curriculum development centre or community members? Consider what role each stakeholder plays. For example, if your action point is to work in an AE curriculum, it will involve the national curriculum development centre or equivalent. If your action point is to identify learners, it may involve collaboration between local education authorities and community members. Think about what each stakeholder will need to do and how you will work together to achieve your prioritised action point.

### Slide 9

#### Team Presentation Preparation



### Slide 10

#### Final Presentations (multi-country workshop)

1. Using your checklist (p. 8), select **three** prioritised action points your team will focus on.
2. Describe how you will accomplish this:
  - a. Key steps
  - b. Who is involved?
  - c. Barriers
  - d. Short- or long-term action
3. Describe your chosen research question.
4. You have **ONLY 10 minutes!** Make it fast and exciting.
5. Audience members will provide written feedback for each presentation.

### Slide 11

#### Final Presentations (single-country workshop)

1. Focus on **one** area: teachers, learners, programme management, or alignment with policy.
2. Only refer to the action points on the checklist that relate to your area of focus.
3. Using your checklist (p. 8), select **three** prioritised action points your team will focus on.
4. Describe how you will accomplish this:
  - a. Key steps
  - b. Who is involved?
  - c. Barriers
  - d. Short- or long-term action
5. Describe your chosen research question.
6. You have **ONLY 10 minutes!** Make it fast and exciting.

### Handout

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



- **Barriers:** What might be some of the barriers? For example, might lack of financing, or lengthy time required to change policy, become obstacles?
- **Short- or long-term actions:** List around three short-term actions you can take in the next 12 months. Then list around three long-term actions which may take 12 – 36 months or longer.
- Your presentation should also describe your chosen **research question**.
- You may use the PowerPoint template to organise your presentation, or choose another format.
- Your presentation should be no more than 10 minutes long. This will be timed, and you'll be asked to stop if you go over this time limit. This time pressure ensures there will be enough time for all teams and forces you to emphasise only the most important elements.
- Try to make it fast-paced and fun!

### Adaptation for a single-country workshop

Show Slide 11 instead of Slide 10.

Both multi-country and single-country workshops will follow the main instructions, but for single-country workshops each group will focus on one of these areas:

- » Teachers
- » Learners
- » Programme management
- » Alignment with policy

Teams will only refer to the action points related to their focus area.

Each group should still select three action points and follow the main instructions, discussing and taking notes on how they will accomplish these three action steps. They will describe:

- » Key steps
- » Who is involved
- » Barriers
- » Short- or long-term actions

Each group will present to all other participants.

At the end of the workshop, participants will have 12 prioritised action points to take AE forward within their country.

**Lunch Time: 60 minutes**

### 5.1 AE country team presentations

**Time: 60 minutes**

**Note:** The time frame for these presentations will depend on how many teams you have and whether they'll present to the whole workshop group or to smaller sub-groups. You will need to determine these logistics ahead of time (please see today's preparation notes for more guidance).

- **Give** each participant enough feedback forms to evaluate every presentation they'll be viewing.
- **Explain** that they will fill out a feedback form after each team's presentation and give their completed form to that team.
- **Tell** them that after each 10-minute presentation, there will be 5 minutes for Q&A.
- **Invite** one team at a time to give their presentation (or multiple teams if they'll be presenting to smaller groups). Please see today's preparation notes for more information about how to structure these presentations.
- As each team presents, a facilitator should **keep time**.
- After each team finishes, **allow** 5 minutes for the audience to ask questions designed to help the team strengthen their presentation.
- **Remind** audience members to give a completed feedback form to each team after it presents.
- If time allows, you may hold a plenary session about the presentations after all teams have presented.

### Slide 12

#### Team Presentations



### Handout

#### • Team Presentation Feedback form

**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 Strongly disagree	2	3	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 learner's age.				
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.				

### 6.1 Evaluation

**Time: 15 minutes**

- **Give** each participant an evaluation form.
- **Ask** them to complete the form with their honest feedback.
- **Emphasise** that this feedback is extremely valuable and will help improve the programme for future participants.

### Slide 13





### 6.2 Closing activity

**Time: 25 minutes**

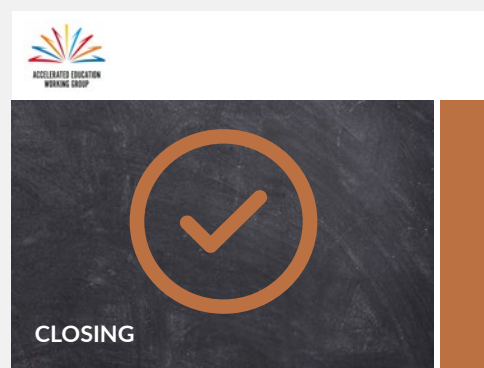
For groups smaller than 30 people:

- **Ask** participants to form a circle. They can be sitting or standing.
- **Give** the following instructions:
  - » When you catch the ball, make one statement. It can be something you learned, something you plan to do or something you didn't expect. It can also be a comment about the facilitators, exercises or group activities. Just say something!
  - » Try not to repeat what has already been said.
- **Give** everyone a brief moment to consider what they might say.
- **Throw** the ball to one person to begin.
- After the person has made their statement, **ask** them to throw the ball to another person.
- Participants should keep throwing the ball to others so everyone has an opportunity to comment.
- **Make sure** everyone gets a turn.

For groups larger than 30 people:

- **Walk** around waving your hand in the air.
- **Say:** When I shout, 'Stop!', tap or high-five the person nearest you, pair up and share the biggest message you will be taking home from this training.
- **Repeat** this process one to three times, depending on how much time you have.

### Slide 13 (continued)



### 6.3 Wrap-up

**Time: 5 minutes**

- **Share** your concluding remarks. These should have a positive and hopeful tone and should be complimentary to the participants and to the process of AE training in general. You want participants to leave with a renewed resolve and a feeling of confidence about AE.
- **Thank** everyone for their participation and contributions.

### Slide 13 (continued)



