Accelerated Education Workshop

ACCELERATED EDUCATION WORKING GROUP

Photo: ©UNHCR

FACILITATOR GUIDE DAY 1

Introduction and Principle 1

Day 1: Introduction and Principle 1

What you will cover today:

Participants will get to know each other and will learn about the Accelerated Education Working Group (AEWG). They will explore the fundamentals of Accelerated Education programmes (AEPs) and begin learning the AEWG 10 Principles for Effective Practice in detail, starting today with Principle 1.

Learning objectives:

At the end of Day 1, participants will be able to:

- Define Accelerated Education (AE) using the AEWG's definitions.
- Differentiate AE programmes from other alternative or non-formal education programmes.
- Describe the contexts and audiences for which AEPs are most appropriate.
- Identify the key policy issues that AEPs address.
- Describe various AEP models and the differences between them.
- Articulate Principle 1 and its importance.

Quick glance at today's agenda:

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 – 15:45	4.1 Team check-in	30 minutes
Total time, including breaks and lunch		**7 hours, 15 minutes**

Materials needed for the day:

☐ **Computer with projector**

☐ Day 1 Slide Deck (English): Download it and have it ready to use (https://inee.org/resources/accelerated-education-workshop-policy-and-practice-accelerated-education).

☐ Day 1 Agenda: 1 for each participant (Annex 5 in the Facilitator Guide Introduction & Resources). As an alternative, you can present today'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 Form (Annex 4 in the Facilitator Guide Introduction & Resources)

Day 1: Introduction and Principle 1

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

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

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

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

☐ **Pre-course evaluation**: 1 for each participant (Annex 6 in the Facilitator Guide Introduction & Resources).

☐ **People Bingo worksheet**: 1 for each participant. Use the template to create this worksheet. You will need to change the questions based on information you know or can surmise about each participant and the organisations/countries attending the workshop (Annex 7 in the Facilitator Guide Introduction & Resources).

☐ A **small prize** for the People Bingo winner. This could be a ball, sweet or small toy.

☐ **Scenarios for the 'Who belongs where?' activity** (Annex 8 in the Facilitator Guide Introduction & Resources acilitator). Determine how many of each one to print based on the total number of participants. They'll be working in five small groups. Each group will work with one scenario, and there should be one copy for every two group members. Before you print these, please check the young people's names and edit them if necessary for appropriate contextualisation.

☐ **PowerPoint template** to share with teams: Have this file available to share when they form their teams at the end of the day, or email it to all participants between Day 1 and Day 2 (available at https://inee.org/resources/accelerated-education-workshop-policy-and-practice-accelerated-education).

☐ **A flip chart** with plenty of paper.

☐ **Markers**: At least 2 per small group, plus one for you.

☐ **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 1:

- Add your own information to Slide 1 of the Day 1 PowerPoint.

- Please read through the steps for the entire day, and change and contextualise as appropriate for your group.

- 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 be workshop participants or outside guests and may include:

  » A government representative (or someone who plays a similar role). This person should speak to the importance of AE.

  » 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 a group involved in Education in Emergencies or local education) to speak to the global importance of AE and to the strength of collaboration.

Day 1 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 and introductory statements

Time: 20 minutes

- **Welcome** all participants to the workshop.

- **Introduce** the three people who will give introductory statements. (Please see the preparation notes for guidelines about who to invite and what they should talk about.)

- **Ask** each representative to speak for five minutes.

Slide 2

Welcome and Introductions

1.2 Workshop overview

Time: 10 minutes

- **Inform** participants of these workshop logistics:
    - » Where the bathrooms are
    - » When you'll take breaks and how long the breaks will be
    - » Lunch
    - » Language(s) of instruction
    - » Facilitators' names and roles
    - » Any other relevant things they should know about
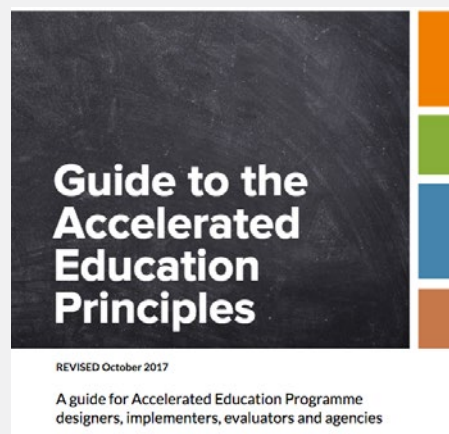
Slide 2 (continued)

Welcome and Introductions

- **Ask** participants to make sure they have each of these workshop materials, and provide a brief overview of what each one is:

  » **Workshop Agenda**: This is the agenda for today's workshop.

  » *Guide to the Accelerated Education Principles*: This guide for Accelerated Education programme designers, implementers, evaluators and agencies provides a detailed overview of AE and the 10 principles.

  » *Accelerated Education Programme Checklist*: This checklist was created as a tool for programme designers, implementers, evaluators and agencies to use alongside the *Guide to the Accelerated Education Principles*. Participants will use it to plan and organise their final presentations

Handouts

· Workshop Agenda

· *Guide to the Accelerated Education Principles*

· *Accelerated Education Programme Checklist*

- **AEWG 10 Principles Poster**: This is a visual snapshot of the 10 Principles.

- **Explain** that you'll be referring to these materials throughout the workshop, so they should bring them every day.

- **Tell** participants that today they'll get to know each other and will learn about the Accelerated Education Working Group (AEWG). Throughout the workshop, they'll gain a solid understanding of the AEWG's 10 Principles for Effective Practice. They'll start today with Principle 1.

- **Tell** participants that their ultimate goal in this workshop is to leave with a solid action plan for their country. (You can change this terminology if necessary. For example, they might be creating a provincial plan.)

- **Explain** that each day they will work with a team to contextualise the 10 Principles for Effective Practice. At the end of the workshop, they'll give a short, dynamic 10-minute presentation designed to share with their country's policy makers.

- **Establish** a set of behavioural norms for group work, including making room for all voices and participating in a balanced way.

· 10 Principles Poster

1.3 Pre-course evaluation

Time: 5 minutes

- **Administer** the pre-course evaluation.

Slide 2 (continued)

Handouts

· Pre-course evaluation

1.4 Introductory game - People Bingo

Time: 25 minutes

Notes:

> » This game will help participants get to know each other.

> » This game works well for larger groups, but it's not the only get-to-know-you game. If you know of another one that can be done in the same time frame, feel free to use it instead.

- **Give** each participant a People Bingo sheet. Make sure everyone has one sheet and a pencil or pen.

- **Tell** the group these instructions:

  1. Move around the room, talk to each other, and find someone who meets the criteria for each question.

  2. When you find a person who meets the criteria, write that person's name in the second column, 'Name of person'.

  3. Names may be repeated if one person meets more than one criterion.

  4. When you complete your sheet with a name for each question, shout 'Bingo!' The first person who has names for all the questions wins.

- After someone has won, **stop** the game, and ask the winner to stand at the front of the room with you.

- **Read** each question out loud, and have the winner read the name of the person.

- As each name is read, ask that person to stand up and confirm that the fact is true. This is an opportunity for everyone to get to know people.

- **Award** the winner a small prize, such as a ball, sweet or small toy.

Slide 2 (continued)

Handouts

· People Bingo

2. Presentation: Who is the AE learner?

Slide 3

Time: 30 minutes

- **Tell** participants that you'll now spend some time introducing the global and regional challenges that out-of-school children and youth face. This will ensure they have a global perspective on these important issues.

AEWG video

Slide 4

- **Click** on the slide to open the Accelerated Education Working Group video in YouTube. (It's available at https://inee.org/collections/accelerated-education).

- **Click** on the video in YouTube to show it.

  » After the video has ended, **close** the browser and **return** to the PowerPoint.

  » **Emphasise** these points:

  • The AEWG was established in 2014.

  • The AEWG consists of education partners working to strengthen the quality of AE programming.

  • The partners do this by developing guidance to promote an evidence-based and harmonised approach to Accelerated Education.

The context of out-of-school children and youth

- **Share** the following points while showing Slide 5:

  » UNESCO estimates that in 2018, 258 million children, adolescents and youth were out of school. This is one-sixth of the global population of this age group.

  » This number includes:

    • 59 million children of primary school age (about 6 to 11 years old)

    • 62 million adolescents of lower secondary age (about 12 to 14 years old)

    • 138 million youth of upper secondary age (about 15 to 17) years old

  » In addition, in April 2020, 1.6 billion learners from pre-primary to tertiary age were out of school due to COVID-19 school closures, and 24 million were expected not to return when schools reopened.With each missed school year, children are at greater risk of being unable to return to formal education, which often results in greater risks to their protection.

  » With each missed school year, children are at greater risk of being unable to return to formal education, which often results in greater risks to their protection.

  » Responding to the needs of these learners has increasingly led governments and agencies to provide more flexible forms of education, such as Accelerated Education.

Pathways for out-of-school children and youth

- **Show** Slide 6 with only the title appearing. Don't click on it yet.

- **Ask** participants to open the *Guide to the Accelerated Education Principles* to p. 10 and read the key programme definitions, which show different alternative education options.
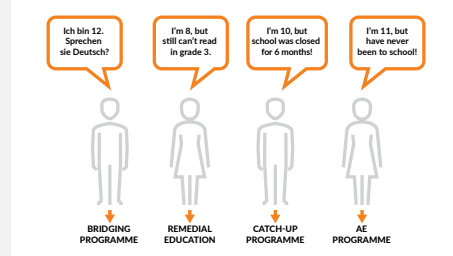
Slide 5

Out-of-school children & youth

PRIMARY LOWER SECONDARY UPPER SECONDARY

Slide 6

When slide first appears:

Pathways for out-of-school students

- **Click** Slide 6 one time to show the first child saying 'Ich bin 12. Sprechen sie Deutsch?' ('I am 12. Do you speak German?')

- **Ask** participants which of the alternative education options on p. 10 they think would be best for this child.

- **Click** Slide 6 again to reveal the answer. A bridging programme would be the best option for this child.

- **Repeat** the above steps for the three other children on Slide 6.

After all elements on slide have been revealed:

Pathways for out-of-school students

Handouts

- *Guide to the Accelerated Education Principles*, p. 10

Term	Definition
Accelerated Education Programme (AEP) (Replaces Accelerated Learning Programme [ALP] and other terminology as the standard descriptive term)	A flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on, or had their education interrupted, due to poverty, marginalisation, conflict and crisis. The goal of Accelerated Education Programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.
Accelerated Learning	Approaches to teaching and learning, informed by research in the cognitive and neuro-sciences, that provide more engaged, proficient and faster development of learned knowledge and basic skills.[7]
Catch-up programme	A short-term transitional education programme for children and youth who had been actively attending school prior to an educational disruption, which provides students with the opportunity to learn content missed because of the disruption and supports their re-entry to the formal system.
Bridging programme	A short-term targeted preparation course that supports students' success taking various forms such as language acquisition and/or other existing differences between home and host education curricula and systems for entry into a different type of certified education.
Remedial programme	Additional targeted support, concurrent with regular classes, for students who require short-term content or skill support to succeed in regular formal programming.

Accelerated Education definition

- **Show** the slide, and ask participants to read it. Ask them to pay particular attention to the words highlighted in orange.

- **Share** these points about the key terms that are highlighted in orange:

Slide 7

Accelerated Education

A flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on or had their education interrupted due to poverty, marginalisation, conflict and crisis.

The goal of Accelerated Education Programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.

» Flexible, age-appropriate: AEPs should be flexible in terms of times and location. It's important to consider times and locations that fit with child care or market days or, in a refugee context, with food distribution or other important parts of daily life. This allows the AEP to fit with learners' lives.

» Accelerated timeframe: AEPs should go faster. The goal is for over-age learners to complete their basic education or to catch up and transition back into formal education. The pace of an AEP must therefore be faster than formal education.

» Disadvantaged, over-age, out-of-school children and youth: AE is for out-of-school and over-age children. Over-age is very important. If a learner has missed out on short amounts of school, they don't need a full AEP. Instead, they likely need a catch-up programme. AE learners have missed out on school for so long that they have become over-age, or they have never entered school.

» Equivalent, certified competencies: AEPs should result in equivalent certified competencies. This is very important. AEPs should result in learners doing the same primary school leaving exam as those in formal education to allow transition to secondary education or other opportunities. If a learner catches up and is the right grade for the right age, they can then transition back into formal education. Exams or assessment at the end of grades must also be recognised so as to ease transition.

» Match their level of cognitive maturity: The classroom pedagogy should be appropriate for these older learners. You do not teach a 6- or 7-year-old the same way you teach a 16- or 17-year-old. Examples should change, more real-life examples can be used, peer-to-peer learning and peer assessment can be used, and older learners can share their many life experiences.

- **Explain** that AEP differs from ALP (Accelerated Learning Programme). Highlight these points:

    » The term AEP replaces Accelerated Learning Programme (ALP) and other terminology as the standard descriptive term.

    » Accelerated Learning involves approaches to teaching and learning, informed by research in the cognitive and neurosciences, that provide more engaged, proficient and faster development of learned knowledge and basic skills. Although Accelerated Learning is a desirable goal for Accelerated Education programmes, in reality most AEP teachers in humanitarian and development contexts use standard teaching-learning methods due to limited Accelerated Learning training and experience.

    » Accelerated Education programmes are able to accelerate learning by condensing the curriculum, concentrating on basic skills and competencies, having smaller classes and permitting more time on learning tasks.

Results of Accelerated Education programmes

- **Explain** that once young people have completed an AEP, they may:

  » Obtain a diploma or certification.

  » Pursue work.

  » Pursue further education, including vocational education, secondary school, or higher education.

Slide 8

Results of Accelerated Education Programmes

Global engagement

- **Say**: Accelerated Education helps meet global educational goals, including:

  » Universal primary and secondary education by 2030.

  » Increased emphasis on providing education options for those affected by crisis and conflict.

  » Provision of multiple and flexible learning pathways and entry points and re-entry points at all ages and all educational levels.

  » Strengthened links between formal and non-formal structures.

  » Recognition, validation and accreditation of knowledge, skills and competencies.

  » Support gaps in education for children, adolescents and young people (leave no one behind).

Slide 9

Global Engagement

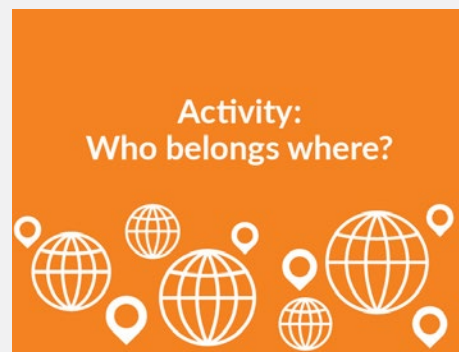Policy & Practice in Accelerated Education

2.1 Activity: Who belongs where?

Time: 40 minutes

- **Ask** participants to turn to p. 11 of the *Guide to the Accelerated Education Principles* and look at the decision tree.

- **Say** the following points:

  » AE is not for all out-of-school children and youth. We will now look at several profiles of out-of-school young people, and we'll see which education option is the most appropriate for each child.

  » This decision tree shows some of the education options available to out-of-school children and youth. These include bridging programmes, catch-up programmes, remedial programmes and Accelerated Education programmes. Please note that this is not a list of *all* non-formal or alternative education programmes.

- **Divide** the large group into smaller groups of 3 – 5, and indicate where each group should sit.

- **Ask** participants to take their *Guide to the Accelerated Education Principles* with them to their groups.

- **Distribute** a different 'Who Belongs Where?' young person's profile to each group. One profile can be shared between two people.
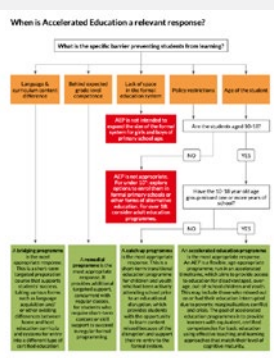
Slide 10

Activity:
Who belongs where?

- **Explain** these instructions:

  » In your group, read the young person's profile.

  » Using the decision tree on p. 11, decide which programme is most suitable for this young person.

  » Think about why you have made this decision.

  » You'll have 15 minutes for this task.

  » I will then ask each group to present the decision they have made and the reasons why. They will have 2 minutes for this.

- **Circulate** among the small groups as they do this activity. If a group has already reached a decision, ask them to consider these additional questions:

  » What other things should we think about in this programme? (e.g. psychosocial support).

  » Who else might we want to support? (e.g. communities, parents, teachers).

  » Is there more than one programme that might be useful or that might be a prerequisite for success in transitioning to another programme?

- After 15 minutes, ask each group to present its young person's profile and their decision. One member from the group should read the profile out loud, and the group should then state the programme they think is most appropriate and explain their reasoning. As each group shares its answers, show the relevant person's slide.

Handouts

· *Guide to the Accelerated Education Principles*, p. 11, Decision Tree

· 'Who belongs where?' young persons profiles

This part of the activity should take about 20 minutes.

The answers are:

Omar: Catch-up programme

- There's no space in the schools.
- There are policy barriers, because he has no papers.
- He is 10 – 11 years old, so he is the right age for the right grade. He is not over-age.
- He was in school before.
- He has been out of school for a relatively short period of time — a little over six months, which is less than a year.

Amira: Remedial programme

- She is in school, so she is the right age and the right grade.
- She needs some help in keeping up (perhaps this is a new curriculum).
- She may need some psychosocial support or counselling.

Reheema: AEP

- She is over-age and has only completed some of grade 1.
- She has been out of school for over two years. She is embarrassed to be in a class with younger learners.
- AE will give her the flexibility to attend the food distribution and carry out her domestic responsibilities.
- She had difficulty with the language of instruction in school when she arrived in Kenya, but in AEP classes she will learn the language of instruction with other second and third language speakers.

Slide 11

Omar and Amira

Slide 12

Reheema

- She may need some help getting to the school, as it is far away.
- Perhaps conduct some awareness-raising with her parents on the value of education.

Charles: Bridging programme

- Charles is the right age for the right grade and is in school, but he is struggling with the language.
- He is not out of school or over-age.
- His teachers need support in identifying his lack of language comprehension. He is not lazy. Rather, he does not understand the language of instruction.
- He is clever, so he will learn quickly in a bridging programme.
- Perhaps conduct some awareness-raising with his parents on the value of education.

Rose: AEP

- Rose is over-age for the grade.
- She has been out of school for four years.
- The formal school may not allow young mothers to attend school.
- She has a child and a business and needs some flexibility in her classes.
- Rose is the correct age for AEP, and the flexible times would allow her to continue her business and domestic chores.

Angelo: Adult literacy and numeracy —a trick question!

- Angelo has been out of school 15 years and is too old for formal school or AEP. It would be very hard for him to catch up, even with AEP.
- His aim is to learn to read or write so that he can help his children and do better in his business.
- He is a good candidate for a literacy and numeracy course, especially one that could offer business skills.

Slide 13

Charles

Slide 14

Rose

Slide 15

Angelo

2. 2 Activity: Reflection

Time: 5 minutes

- **Share** the following points:

  » It is important that young people wanting to re-join education attend the right programmes to suit their needs.

  » AE classes are for young people who have missed substantial amounts of education (as a guide we normally say more than a year) and are over-age for their grade but are between ages 10 – 18.

  » It is important to have the right learners in AEPs, since they are more likely to succeed.

  » As you can see, there are more appropriate options for other learners.

  » AE learners face many challenges because they have been out of school for some time. They lack basic foundational skills of literacy and numeracy. They may have family responsibilities or have suffered trauma. But they also have many strengths. They are older, are more responsible, often have strong ties to the community, can be mentors to younger children, can work in groups more easily, and are often highly motivated to learn.
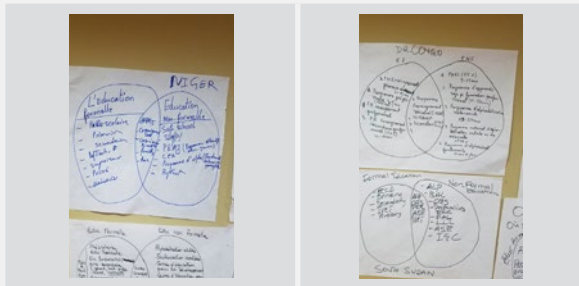
Slide 15 (continued)

Angelo

Photo: © UNHCR

Break Time: 30 minutes

2.3 Activity: Where do education programmes fit?

Time: 45 minutes

Note: Here are four sample Venn diagrams from this activity:
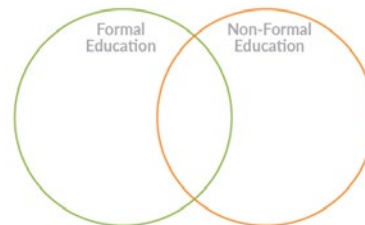
Note: The instructions below are for a multi-country workshop. Please see the orange box below if you're facilitating a single-country workshop.

- **Show** slide 16.

- **State** that the next activity addresses types of educational opportunities.

- **Tell** them that they'll now get into their country teams that they'll be working with for their final presentations. You'll explain more about those presentations later. For now, ask participants to form one team per country.

- **Give** each country team a sheet of flip-chart paper and a marker, and ask them to copy the Venn diagram from the screen onto their papers.

- **Ask** teams to brainstorm all the levels and types of education in their country and to write them in the formal circle, the non-formal circle, or the intersection between the two. They should spend about 10 minutes doing this.

Slide 16

Where do Education Programmes Fit?

Formal Education   Non-Formal Education

- When teams have finished, **hang** their Venn diagrams on the wall so everyone can see them.

- **Discuss** the following concepts and questions for up to 20 minutes:

  » AE is often in the non-formal category, but it has characteristics of formal education. For example, it involves certification and curriculum.

  » Where did different teams place AE in their diagrams? Highlight the differences between countries. Who has responsibility for AE in the various contexts?

  » Did any teams place AE in the non-formal circle and then changed their minds and placed it in the intersection? Ask them to explain why they did this.

Adaptation for a single-country workshop:

- Divide participants into small groups. These will not necessarily be the teams they'll work with for their presentations.

- Since this is one country, all the diagrams will probably look similar.

- In the discussion, focus on teams that have placed different levels and types of education in different circles, and ask them why. Teams may have also included different types of education.

- Ask the same questions as for a multi-country workshop, but divide the questions between the groups rather than asking all groups every question. Make sure all groups have a chance to answer a question.

Lunch Time: 60 minutes

3. Presentation: Introduction to Principle 1

Time: 30 minutes

- **Ask** participants to turn to p. 18 of the *Guide to the Accelerated Education Principles*.

- **Tell** them that Principle 1 is covered on pp. 18 – 21. You'll review some of the important points now, but they should read the pages on their own later.

Slide 17

Principle 1
AEP is flexible and for over-age learners.

Handouts

· *Guide to the Accelerated Education Principles, p. 18*

PRINCIPLE 1

AEP is flexible and for over-age learners

a. Target over-age, out-of-school learners. AEPs are typically for children and youth aged approximately 10–18.

b. In collaboration with the MoE or relevant education authority, define, communicate and regulate the age range for student enrolment in AEP.

c. Make AEP class time and location flexible as required by the community, teacher, and above all, the specific needs of both male and female learners in order to ensure consistent attendance and completion.

d. Provide age-appropriate, introductory-level course for learners who have never been to school to improve readiness skills.

Who do AEPs target?

- **State** that AEPs reach over-age, out-of-school learners ages 10 – 18.

Slide 18

Target over-age, out-of-school learners.

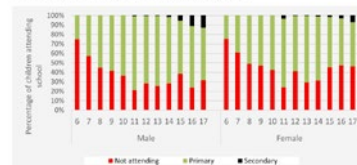AEPs are typically for children and youth aged approximately 10–18.

Age and Sex

- **Say**: Now let's look at some data on out-of-school children and youth in South Sudan. These data come from several sources, including the national EMIS system and several nationwide household surveys, and were analyzed by the Global Initiative for Out-of-school Children.

- **Ask**: What does this graph tell us about out-of-school rates by age in South Sudan?

- **Discuss** their answers. Some answers may include:

  » There are many out-of-school children at the younger ages, but higher enrollment as you get to 10 or 11 years old. This suggests that many learners are enrolling and beginning primary 1 at a later age.

  » As the ages increase, the percentage of children not attending increases, so a higher proportion of older learners are out-of-school.

  » At all ages (or nearly all ages) the out-of-school rate is higher for girls than for boys.

- **Ask:** What does this data suggest if we were designing an AEP in South Sudan?

- **Discuss** their answers. Some might say:

  » We might target 10-11 year olds who never entered school to complete the primary school cycle

  » We might target those older learners who have dropped out or never went to school

Slide 19

Out-of-school Children in South Sudan
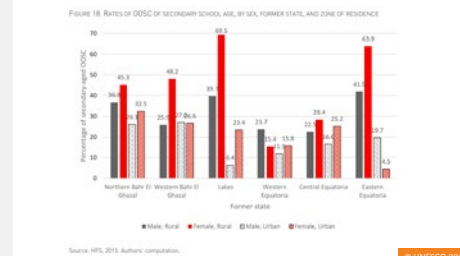
Location, Geography, and Sex

- **Say:** Now let's look specifically at secondary school-age learners. In South Sudan, those are adolescents between the ages of 14 to 17 years old. There is significant variation in out-of-school rates between states, sex, and geography at this age group.

- **Ask:** What does this graph tell us?

- **Discuss** their answers. Some answers include:

  » Lakes and Eastern Equatoria have wide variation between rural and urban, where the rural-urban divide is less pronounced in other states.

  » In all states except for Western Equatoria, the group with the highest rate of out-of-school children of secondary age are girls in rural areas.

  » In nearly all states/geographies (rural/urban) girls tend to be at a greater disadvantage than boys, except for in urban areas in Western Bhar El Ghazal and in rural areas in Western Equatoria, where boys are out-of-school more frequently.

- **Ask:** What do these data suggest that might help to plan for AEP?

- **Discuss** their answers. Some answers may be:

  » There may be a high need in Lakes, Eastern Equatorial to target rural children more so than urban children

  » There may be a greater need in Northern and Western Bahr El Ghazal to specifically target rural girls

- **Ask:** Imagine you have identified that AEP will be piloted in Eastern Equatoria. What else do you want to know about learners that would help you make initial decisions about AEP design?

Slide 20

Out-of-school Children in South Sudan

Working with the MoE and other education authorities

- **Explain** that it is important to work with the MoE and other education authorities to define, communicate and regulate the age range of students enrolled in AEPs. AEPs should consider the needs of learners and the community, regulations of the MoE or relevant education authority, and other contextual factors to determine the age range for children in a programme.

- If you are familiar with the concepts of 'Do no harm' and conflict-sensitivity, please also **talk** about these concepts as they relate to this action point about defining age range. (You can find more information about conflict sensitivity here: https://inee.org/resources/accelerated-education-workshop-policy-and-practice-accelerated-education

Slide 21

In collaboration with the Ministry of Education (MoE) or relevant education authority, define, communicate and regulate the age range for student enrolment in AEP.

Time and location flexibility

- **State** that AEPs can provide flexible options for children and youth who are outside the formal education system.

Slide 22

Make AEP class time and location flexible as required by the community, teacher and, above all, the specific needs of both male and female learners.

Additional support

- **Explain** that in cases where learners have never been to school or have spent a long time out of school, they may require additional support to prepare for level 1 of an AEP.

Slide 23

To improve readiness skills, provide age-appropriate, introductory-level courses for learners who have never been to school.

3.1 Activity: Targeting AE learners

Time: 45 minutes

- **Divide** participants into groups. Make sure each group contains members from a mix of countries, locations or organisations.

- **Ask** groups to discuss the following questions (25 minutes):

  » What is the strategy for targeting learners in your country?

  » How do you enforce this strategy?

  » What steps do you take to ensure age-appropriate introductory courses?

- **Ask** each group to share highlights from its discussion in plenary (20 minutes).

Slide 24

Activity: Discuss at your table

1. What is the targeting strategy in your country?
2. How do you enforce this strategy?
3. What steps do you take to ensure age-appropriate introductory courses?

3.2 Key characteristics of out-of-school children and youth

Time: 30 minutes

- **Divide** participants into new groups, again mixing them by country, location or organisation.

- **Ask** groups to identify key characteristics of the out-of-school children in their country (25 minutes). They should pay particular attention to the following factors:

  » Displacement and cross-border migration.

  » The current education system.

- **Ask** groups to determine if, and why, an AEP is the appropriate response.

- **Ask** groups to share their decisions in plenary (20 minutes).

Slide 25

Group Activity

Identify key characteristics of the out-of-school children and youth in your location or context.

Pay particular attention to:

- Situations of displacement and cross-border migration
- The current education system

These will determine if/why an AEP is the appropriate response.

Break Time: 30 minutes

4.1 Team check-in

Time: 30 minutes

Note: Below are instructions for a multi-country workshop. Please see the orange box below for single-country workshop instructions.

- **Show** Slide 26 for a moment. Allow participants to read the instructions.

- **Advance** to Slide 27.

- **Remind** participants that they will be working in country teams at the end of each day to prepare an AE plan for their country. At the end of the workshop, they will select three action points to focus on. These will be the three key actions that they feel are the most important to move AE forward in their country. They'll present their plans at the end of Day 5.

- **Ask** participants to get into their country teams. Each country should form a team.

- **Ask** each team to take out the *Accelerated Education Programme Checklist*.

- **Explain** that they'll use this checklist as a guide to create their AE plan.

- **Share** these additional guidelines for the presentations, explaining that they will get started today and will develop their presentations at the end of every day of the workshop:

  » After you've learned about all 10 principles, you will choose three action points for your AE plan.

  » The *Accelerated Education Programme Checklist* will help you do that.

  » Your final presentation will be 10 minutes long. You may use a PowerPoint template that we will provide, a flip chart or another format of your choice.
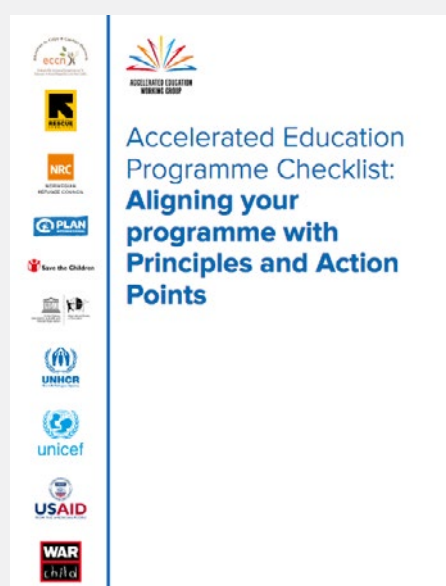
Slide 26

Final Presentations

- At the end of this training you will give a presentation on the AE plan for your country or region.
- Every day you will have time to work with your team to examine which of the principles you will focus on and why.
- You will use the 10 Principles checklist as your guide.
- Today:
  » Fill out the checklist for Principles 1 and 2.
  » Share notes with your team members, and start to make a plan for your presentation.

Slide 27

TEAM DAILY CHECK-IN

Handouts

· *Accelerated Education Programme Checklist*

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

- **Direct** participants' attention to pp. 3 – 7 of the checklist, and **explain** that each day they'll complete the part that corresponds to the principles they've learned about on that day.

- **Give** groups the following instructions:

  » Read page 2 of the *Accelerated Education Programme Checklist*.

  » Complete 1a – 1d of the checklist on page 3, for Principle 1.

  » Discuss and share notes with your team, and begin to discuss how you might present an AE plan.

- **Circulate** the room to monitor groups for on-task conversation and work. Watch to see if they are filling out the checklist and exchanging notes. Encourage them to take notes on the back of each page or on flip-chart paper.

- Groups should not leave until they've completed their checklist for Principle 1, or they should plan a time to do that before Day 2 begins.

- Be sure to **give** each group a PowerPoint template. You can do this during today's session or email it to them tonight.

Adaptation for a single-country workshop

There will be four teams. Each team will focus on one of these areas related to the 10 principles:

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

You can have participants self-select according to interest in an area or nominate participants to teams. Try to ensure teams are made up of a mixture of MoE, NGO, UN, local NGO's, etc.

Please see Annex 2: Teams and Team Presentations for more information about how these teams should be organised.

- All teams will complete the checklist based on their own programmes or national policy, but they must come to a consensus about which box to check in the checklist.

- When it comes to selecting the three action points at the end of the workshop, each group will only select action points from the principles that focus on their area.