

# Accelerated Education Workshop



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## FACILITATOR GUIDE DAY 3

# Principles 3-6

### What you will cover today:

Today you'll cover Principles 3 – 6, including two creative activities in the morning.

### Learning objectives:

At the end of Day 3, participants will be able to:

- Articulate key considerations for creating an effective AE learning environment.
- Describe the qualities of an effective AE teacher.
- Identify strategies for identifying, recruiting and retaining AE teachers.
- Explain the importance of continuous professional development (CPD) for AE teacher effectiveness, and identify examples of AE-appropriate CPD.
- Describe key considerations pertaining to the goals, monitoring and funding of AE centres.



### Quick glance at today's agenda:

1. Welcome Back		
08:30 – 09:00	1. Welcome back and review	30 minutes
2. Principle 3: AE Learning Environment is Inclusive, Safe and Learning-Ready		
09:00 – 10:00	2.1 Independent reading	10 minutes
	2.2 Activity: Create an AE safe learning environment	50 minutes
10:00 – 10:30	Break	30 minutes
3. Principle 4: Teachers are Recruited, Supervised and Remunerated		
10:30 – 11:30	3.1 Activity: An ideal AE teacher	30 minutes
	3.2 Discussion: An ideal AE teacher	15 minutes
	3.3 Presentation: Principle 4	15 minutes
4. Principle 5: Teachers Participate in Continuous Professional Development		
11:30 – 12:30	4.1 Presentation: Principle 5	60 minutes
12:30 – 13:30	Lunch	60 minutes

### 5. Principle 6: Goals, Monitoring and Funding Align

13:30 – 14:30	5.1 Presentation: Principle 6	60 minutes
14:30 – 15:00	Break	30 minutes

### 6. Teams

15:00 – 15:30	4.1 Team check-in	30 minutes
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Total time, including breaks and lunch		7 hours
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#### Materials needed for the day:

- ☐ Computer with projector
- ☐ **Day 3 PowerPoint 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 3 Agenda:** 1 for each participant ([Annex 5 in the Facilitator Guide Introduction & Resources](#)) (or you can draw the agenda)
- ☐ **Scissors:** at least 2 pairs per group
- ☐ **Glue:** at least 2 per group
- ☐ **AEWG M&E toolkit:** 1 for each participant (<https://inee.org/resources/accelerated-education-programme-monitoring-evaluation-toolkit>)
- ☐ **Building materials** (e.g. cardboard boxes, shapes, mini-human figures, construction paper, plasticine, clay, glue, tape, empty plastic bottles): 1 'package' of these building materials per group of 4 or 5
- ☐ **Drawing materials**
- ☐ **A flip chart** with plenty of paper
- ☐ **Markers:** At least 2 for each small group
- ☐ **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 3:

- ☐ Add your own information to Slide 1 of the Day 3 PowerPoint.
- ☐ Review the AEWG M&E Toolkit, and make sure you have printed it and are ready to give it to participants. Also give participants the digital copy so they can interact and use it during this session (<https://inee.org/resources/accelerated-education-programme-monitoring-evaluation-toolkit>)
- ☐ Gather all the materials for the creative activities.

### Day 3 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 Principle 2, including pedagogy, curriculum and materials. What stuck with you the most about yesterday's discussion?</li> <li>● <b>Discuss</b> what they've learned so far, and <b>answer</b> questions they may have.</li> </ul>	<p><b><u>Slide 2</u></b></p>

### 2.1 Independent reading

Time: 10 minutes

- **Show** Slide 3. **Read** (or ask someone to read) Principle 3 aloud.
- **Advance** to Slide 4.
- **Say:** You have been learning about AE requirements. It's important to understand what this looks like in a physical space. You'll do that in today's first activity, after you read about Principle 3.
- **Ask** participants to individually read pp. 30 – 35 in the *Guide to the Accelerated Education Principles*.
- Answer any questions they may have.

### Slide 3

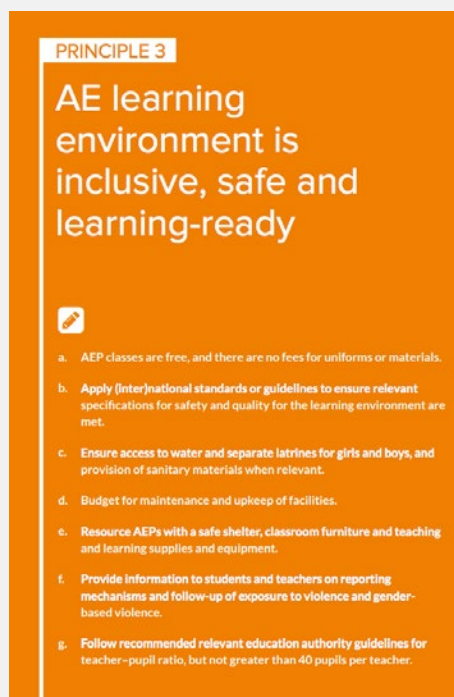


### Slide 4



### Handouts

- **Principle 3** (pp. 30 – 35 in the *Guide to the Accelerated Education Principles*, which they should bring):





### 2.2 Activity: Create an AE safe learning environment

Time: 50 minutes

**Note:** As an alternative to building models, participants can draw their ideal learning environments. If they do this, they'll need flip-chart paper and drawing materials. Here are two examples:



- **Show** Slide 4, and tell participants that they'll be designing an ideal learning environment to illustrate the action points on p. 30 of the *Guide to the Accelerated Education Principles*.
- **Advance** to Slide 5.
- **Divide** participants into small groups of about 4 or 5. Participants may work in their country teams if they want to.

### Slide 4 (continued)

**Activity:**  
Build an AE Environment



- **Direct** their attention to Slide 5.
- **Say:** In a few minutes, you'll work in your groups to create an ideal learning environment, using what you've read on pp. 30 – 35 as a foundation.
- **Discuss** these ideas for about 5 minutes, posing questions to help them think through the concepts they'll be incorporating into their designs:
  - » Learning-ready: If they're a multi-country group, emphasise that this term is country-specific. Can they think of examples from their countries? Can they think of good examples from their own experience?
  - » Inclusive: Does 'inclusive' mean that all learners need to be in the same space together? Are there situations where that would actually make the space unsafe? Emphasise that 'inclusive' is culturally determined and based on norms.
  - » 'Do no harm': Is there any way that harm could come to any of the learners in a learning environment? How can learning environment designers minimise potential harm?
- **Say:** Please keep these questions in mind as you create your learning environments:
  - » How will you show *learning-ready*?
  - » How will you show *inclusive*?
  - » How are you following a '*Do no harm*' approach?
  - » How do you know learners will be safe here?

### Slide 5

#### Activity Instructions

1. Read p. 30–35 in your Guide to the AE Principles.
2. Work with your country groups to build an AE environment suitable for your country.
  - a. How will you show *learning-ready*?
  - b. How will you show *inclusive*?
  - c. How are you following the '*Do no harm*' approach?
  - d. How do you know learners will be safe here?
3. Be creative and have fun!

- **Explain** that, regardless of whether small groups are single- or multi-country, each participant should think about issues that are most relevant in their country or context and try to ensure that these issues are illustrated in the model. For example, if it's common for children to come to school hungry, they can make sure their model has a garden or kitchen to support a school feeding programme. If recreation space is a challenge, the model can include a playground.
- **Show** the examples to illustrate how an ideal learning environment can be either be modelled or drawn.
- **Say:** Do this in a creative way, and have fun!
- **Give** each group the materials to either build or draw a model of their ideal learning environment. Allow groups to choose whether to build a model or draw a picture.
- **Encourage** groups to use the resources you give them but to also creatively use other things they can find, such as cut-up water bottles or an empty soda bottle to represent access to water. Plasticine or clay can be moulded into figures.
- **Tell** them that they should be prepared to discuss why they chose their parameters and how they've designed their spaces to minimise harm.
- **Ask** them to begin.
- **Circulate** through the room as groups work, listening for conversations about how to create an environment that is safe, learning-ready and inclusive. Comment on and reward creative use of resources or excellent delivery of a particular message.
- During the break, **encourage** participants to walk around the room and look at each other's models or drawings. Encourage them to discuss the ways other groups have illustrated their learning environments.

### Slide 5 (continued)

#### Activity Instructions

1. Read p. 30–35 in your Guide to the AE Principles.
2. Work with your country groups to build an AE environment suitable for your country.
  - a. How will you show learning-ready?
  - b. How will you show inclusive?
  - c. How are you following the 'Do no harm' approach?
  - d. How do you know learners will be safe here?
3. Be creative and have fun!

**Break Time: 30 minutes**



### 3.1 Activity: An ideal AE teacher

Time: 30 minutes

- **Show Slide 6. Read** (or ask someone to read) Principle 4 aloud.
- **Advance** to Slide 7.
- **Introduce** the activity by **sharing** these instructions (this will take about 10 minutes):
  - » You will work in groups to visually represent the qualities and attributes of AE teachers.
  - » Share with each other the realities of AE teachers in your country, region or other context. Describe what actually exists, not just a fictional or ideal AE instructor.
  - » Refer to p. 37 of your *Guide to the Accelerated Education Principles*. Discuss the questions on that page, focusing on how these qualities or attributes might help AE instructors be effective. It might be helpful to think about differences or similarities to traditional classroom teachers and to find a way to highlight these differences or similarities using colours, shapes or symbols. These questions are:
    - What level of education do teachers need in order to teach the condensed curriculum?
    - What level of experience with teaching or working with young people would be helpful?
    - What attitudes toward young people, girls, minorities, people with disabilities and other groups will be necessary?
    - What languages do teachers need to speak, read and write?
    - What additional skills or knowledge do teachers need in order to teach the life skills or practical skills which are in demand?

### Slide 6



#### Principle 4

Teachers are recruited, supervised and remunerated.

### Slide 7

#### An Ideal AE Teacher

In your group:

- Discuss and visually represent the qualities and attributes of accelerated education instructors.
- Post your artwork to the wall.
- Gallery walk.



### Handouts

- **Principle 4** (p. 37 of the *Guide to the Accelerated Education Principles*, which they should bring):

AEPs may recruit many different types of teachers:<sup>17</sup> local, untrained educators; individuals with experience in other fields, such as community development and health; retired formal school teachers; employed formal school teachers who are able to take on a second shift; teachers from host communities; and those certified nationally or in their home country.

Where possible, recruit teachers from the local community (the community of the learners), who are qualified to a recognized national standard.

Share the "calls for teachers" or job posting through the CEC. Select a committee to make decisions on recruitment for all teachers, and make the recruitment criteria widely available.

It is important to seek a good balance of female and male teachers, as well as teachers who speak learners' first language. If not enough female teachers can be recruited, consider female assistant teachers instead. In order to ensure that AEPs do not reinforce gender discrimination, support female assistant teachers to achieve full teacher status through training and certification.

Before recruiting teachers, establish preferred AEP teacher qualities and skills in collaboration with partners and community members. Some questions to help identify teacher characteristics include:

- What level of education do teachers need in order to teach the condensed curriculum?
- What level of experience with teaching or working with young people would be helpful?
- What attitudes towards young people, girls, minorities, people with disabilities, etc. will be necessary?
- What languages do teachers need to speak, read and write?
- What additional skills or knowledge do teachers need to teach the life skills or practical skills which are in demand?

Asking these questions can help AEPs and partners identify what types of teachers are appropriate in their context.

Next, consult with partners, particularly CBOs and local leaders, about the availability of these qualities and skills. Use the information to begin identifying areas of teachers' knowledge that need boosting through training.

When recruiting, select teachers using competency-based assessment. Ask candidates to demonstrate teaching skills, and discuss their motivation for teaching. Where national competence criteria exist, use them to assess the teacher's performance when teaching a sample lesson.

<sup>17</sup> Please note that, where we refer to teachers, we recognize that programmes may use other terms, such as educator, facilitator or animator.

- » Each group will have a flip-chart paper and markers. You will have 20 minutes to work.
- » When you have finished, stick your paper on the wall, and please wait patiently at your table for the other groups to finish.
- » Once all groups have finished, we will do a gallery walk.
- **Ask** participants to get into groups of 3 – 5. They should try to work with people they haven't worked with yet, or at least with people who were not in their group for the previous activity.
- **Give** each group a flip-chart paper and markers.
- **Encourage** them to think creatively!
- **Circulate** the room as they work, ensuring that groups are discussing the particular attributes or qualities of an AE instructor.
- After groups have finished (or after 20 minutes have passed), **ask** groups to tape their drawings to the wall.

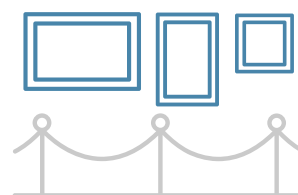
### 3.2 Discussion: An ideal AE teacher

**Time: 15 minutes**

- After groups have finished their drawings and posted them to the wall, ask all participants to join the gallery walk and look at what all groups have done.
- **Gather** all participants around the one drawing in a semi-circle.
- **Discuss** the following questions:
  - » What are your observations?
  - » What stands out to you?
  - » What attributes and qualities are shown?
  - » What attributes and qualities are unique to Accelerated Education instructors?
- **Move** to the next drawing, and repeat the above questions.
- **Continue** until the group has briefly discussed all the drawings.

### Slide 8

Gallery walk

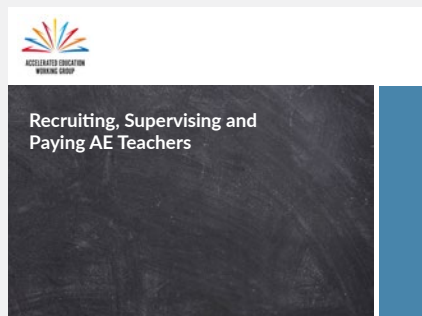


### 3.3 Presentation: Principle 4

Time: 15 minutes

- Tell participants that the following brief presentation covers some of the central points about Principle 4, which they can find on pp. 36 – 41 of the *Guide to the Accelerated Education Principles*. They may look at those pages as you go along if they'd like to.

### Slide 9



### Handouts

- **Principle 4** (pp. 36 – 41 of the *Guide to the Accelerated Education Principles*, which they should bring):



### Recruitment

- **Share** the following points:
  - » When possible, recruit teachers **from the local community (the community of the learners)** who are qualified to a recognised national standard.
  - » Before recruiting teachers, **establish preferred AEP teacher qualities and skills in collaboration with partners and community members**. Look at the bullets on p. 37 of your guide to help identify teacher characteristics. Community members can provide support in identifying teachers and can help with recruitment and interviews.
  - » The selection criteria will need to be developed. AEPs may recruit many **different types of teachers**: local, untrained educators; individuals with experience in other fields; retired formal school teachers; employed formal school teachers who can take on a second shift; teachers from host communities; and those certified nationally or in their home country.
  - » **Teacher recruitment will depend on government policies** and the availability of people who can teach in the operating context. For example, laws and regulations may restrict paying non-national refugee teachers in a camp setting.

### Slide 10

#### Recruitment



- Recruit locally
- Consult with community, partners, leaders and youth
- Selection criteria:
  - Government policies
  - Interim measures
- Competency-based assessment

- » **Share the 'calls for teachers' or job postings through the community education centre (CEC) or equivalent.** Select a **committee** to make decisions about recruitment for all teachers. This committee can include community members. It should make the recruitment criteria widely available.
- » **It is important to seek a good balance of female and male teachers**, as well as teachers who **speak the learners' first language**. If not enough female teachers can be recruited, consider female assistant teachers instead.
- » Asking the questions on p. 37 can help AEPs and partners identify what types of teachers are appropriate in their context.
- » **When recruiting, select teachers using competency-based assessment.** Ask candidates to demonstrate teaching skills and discuss their motivation for teaching. Where national competence criteria exist, use them to assess the teacher's performance when teaching a sample lesson.

### Slide 10 (continued)

#### Recruitment



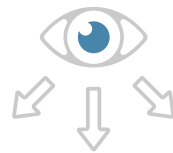
- Recruit locally
- Consult with community, partners, leaders and youth
- Selection criteria:
  - Government policies
  - Interim measures
- Competency-based assessment

### Supervision

- **Share** the following points:
  - » Ensure that all teachers agree to child safety and protection standards. This may mean having teachers **sign a code of conduct (CoC)** that has been developed in collaboration with teachers, or it may mean including an enforceable clause in a teacher's contract so the AEP can hold teachers accountable. There may be an MoE CoC in-country.
  - » Ensure that teachers are provided with **regular support and coaching** to help improve the quality of classroom instruction. Different actors can provide this, but roles and responsibilities must be clearly defined.
  - » **Teachers and trainers** can be encouraged to come together at the centre- and cluster-level to discuss how to help learners who are struggling and how to vary their teaching techniques. **Managers and head teachers** can schedule regular time for teachers to observe each other's lessons and offer constructive feedback. **Local government authorities**, such as inspectors or supervisors, can also visit AE centres.
  - » **Teacher attendance** is key for learners' success. Teacher absence can reduce potential student learning and demotivate students. CECs can also help supervise teacher attendance.
  - » **Supervising teachers** may also mean ensuring that teachers complete all **necessary documentation**, including student attendance logs, grade books, schemes of work, lesson plans and records of work. They may also need support with **classroom management and instruction and pedagogy**.

### Slide 11

#### Supervision



- Teachers sign a code of conduct
- Define roles and responsibilities of various actors
- Supervision supports:
  - Attendance & time on task
  - Classroom management & behaviour
  - Instruction & pedagogy

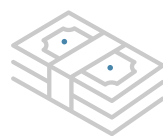


### Remuneration (part 1)

- **Share** the following points:
  - » **Coordinate the salary for AEP teachers with other education actors** — for example, through the education cluster or sector working group.
  - » This means considering the **MoE and civil servant salary scale**.
  - » Advocate for AEP teacher salaries that are **appropriate when compared to teachers within government schools or humanitarian programmes**, taking into account different levels of skill and ensuring it is **commensurate with the hours they work**.
  - » However, ‘appropriate’ AEP teacher salaries **may not be equivalent to formal school teachers’ salaries**. AEPs should consider what is feasible and relevant in their context.

### Slide 12

#### Remuneration



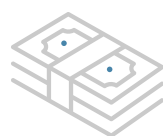
- Harmonise payscale with other education actors:
  - Fair
  - Consistent
  - Regular
  - Commensurate with hours worked

### Remuneration (part 2)

- **Share** the following points:
  - » If teachers are recruited from a host community, **incentives for transportation and/or accommodation** may be required.
  - » For instance, if an AEP is implemented in a refugee camp and teachers have to relocate from cities to villages in that area, they may require financial and **accommodation support** for relocation or a hardship allowance.
  - » Or if teachers live in nearby villages, they may require **daily transport** to camps.
  - » Teachers need **pre-service and continuous in-service teacher professional development** courses on subject knowledge and Accelerated Learning pedagogy. We will look at this next in Principle 5.

### Slide 13

#### Remuneration



- Incentives or supplementary pay may include:
  - Housing
  - Hardship allowance
  - Transportation allowance
  - Training and professional development

### 4.1 Presentation: Principle 5

Time: 60 minutes

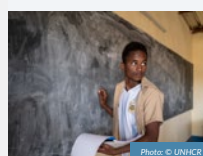
- **Show** Slide 14. **Read** (or ask someone to read) Principle 5 aloud.
- **Advance** to Slide 15.
- **Ask** participants to turn to p. 42 of the *Guide to the Accelerated Education Principles*.
- **Tell** them that you'll be briefly discussing the action points on this page.
- **Refer** to the slide, and **explain** that you'll also be covering these points:
  - » Professional development models
  - » Whether we need to do anything differently in preparing AE teachers
- **Say:** As we discussed in the previous slides, there are numerous things we need to consider for AE teachers that are different to regular teachers. For example, the selection and payment of facilitators may look different to those in formal school, and the skill set required for AE may also be different.
- **Say:** Principle 5 focuses on ensuring that AE facilitators have the skills and knowledge to do their job well.

### Slide 14



### Slide 15

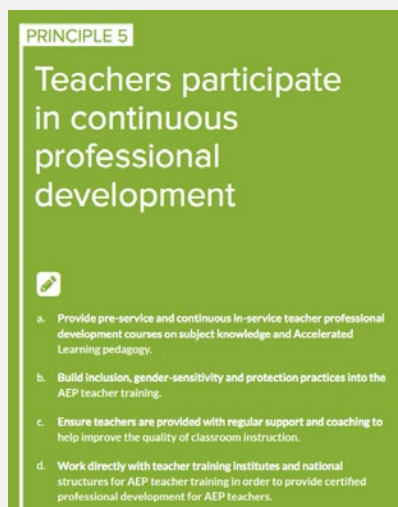
#### Overview of session



- Principle 5 and action points
- Professional development models
- Preparing AE teachers: Do we need to do anything differently?
- Team work

### Handouts

- **Principle 5** (p. 42 of the *Guide to the Accelerated Education Principles*, which they should bring):



### Action point A

- **Share** the following points:
  - » Teachers **can be trained in** Accelerated Learning pedagogy (remember Principle 2) even if they lack formal teacher training. In fact, sometimes formally trained teachers struggle more with Accelerated Learning approaches than do untrained teachers, since their training most often teaches them to use traditional, lecture-style approaches. Both trained and untrained teachers will require substantial support to use more learner-centred methods.
  - » Teachers can also be trained to boost knowledge in **essential content areas**. In some contexts, where teachers have only lower primary or very weak upper primary education, this training will cover most of the upper primary curriculum. It could also cover the written and spoken languages needed for teaching, as well as additional life skills.
  - » Teaching older students who have been out of school for considerable amounts of time and who may have other challenges is difficult. Ensuring AE teachers have the **right training** and can provide these learners with the support they need is critical for learners to succeed.

### Slide 16

#### Principle 5

Provide pre-service and continuous in-service teacher professional development courses on subject knowledge and Accelerated Learning pedagogy.

Vision  
Executive  
Instructor  
Standards  
Goals  
Team  
Experience  
Program  
Method  
Coaching  
Competence  
Ethics  
Standards  
Development  
Participation  
Discipline  
Work  
Results  
Tutoring  
Corporate  
Internet  
Inspire  
Business  
Body  
Success  
Experience  
Skills  
Intelligence  
Techniques  
Motivation  
Conventional  
Practice  
Leading  
Coach  
Support

### Action point B

- **Share** the following points:
  - » **Inclusion, gender sensitivity and protection practices** are important to include in any AE teacher training.
  - » **As AE students are older, protection issues** are often more prevalent than with younger students. These older students may also have **additional responsibilities**, such as child care or work, in addition to their studies.
  - » Remembering that AE students have missed out on school or never entered it is very important to **support them in terms of access**. Their initial reasons for missing out may be due to special needs, lack of child care, having dropped out because of pregnancy or discrimination or a wealth of other reasons. Supporting these students in school will help them to succeed.

### Slide 17

#### Principle 5



Build inclusion, gender-sensitivity and protection practices into AE teacher training.

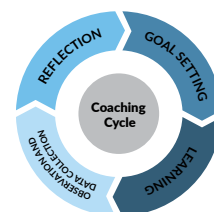
### Action point C

- **Share** the following points:
  - » Ensure that **regular, in-service professional development is provided to all teachers**, including training on Accelerated Learning pedagogy and subject content.
  - » **Cluster-based training**, combined with centre-based supervision and support for teachers, is likely to be more effective than central, cascade training. Build in plenty of opportunity for practice and application of new teaching methods.
  - » All AEP teachers benefit from regularly **meeting in groups and helping each other**. Teachers and trainers can be encouraged to come together at the centre- and cluster-level to discuss how to help learners who are struggling and how to vary their teaching techniques. Managers can schedule regular time for teachers to observe each other's lessons and offer constructive feedback.

### Slide 18

#### Principle 5

Ensure teachers are provided with regular support and coaching to help improve the quality of classroom instruction.



### Action point D

- **Share** the following points:
  - » When possible, **collaborate with teacher training institutes and national teacher training structures** so teachers develop **nationally recognised knowledge and skills**.
  - » **Coordinating with certification bodies** can also help teachers gain important certifications that can improve their teaching and help them find jobs after the AEP ends. This level of coordination can be very difficult to achieve but is an important long-term goal.

### Slide 19

#### Principle 5

Work directly with teacher training institutes and national structures for AE teacher training to provide certified professional development for AE teachers.



### Professional development for AE versus formal school teachers

- **Say:** Think about how you prepare AE facilitators to do their work. Can you think of ways in which these professional development events differ from training for regular teachers? Are any of the topics different?
- **Ask** for quick responses. Don't linger on this, but try to get four or five. Some potential responses include:
  - » Some facilitators may not have been trained as teachers, so they need more support.
  - » Some learners may have never been to school, so facilitators need to know how to work with over-age learners who are at the very beginning level.
  - » Facilitators will be working with students at different developmental and skill levels in the same class, so they need to know how to differentiate instruction and work in a multi-grade setting.
  - » Students and facilitators may have been affected by conflict and trauma, so they need background in creating and maintaining a caring classroom.

### Slide 20

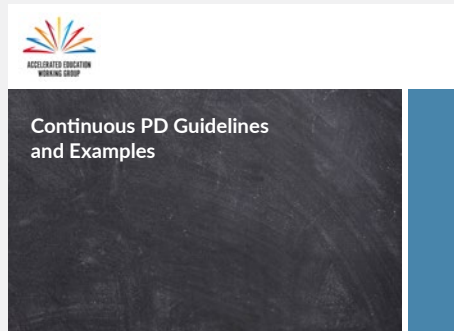
How does AE professional development (PD) differ from PD for formal school teachers?



### Introduction to continuous PD guidelines and examples

- **Say:** For the next few minutes, let's quickly review some of the most common forms of professional development, which you are all familiar with.

### Slide 21



### Introduction to continuous PD guidelines and examples

- **Say:** These are the international best practices in teacher professional development.
- **Review** each of the points on the slide. TPD should:
  - » Address teacher and student needs.
  - » Be long-term, ongoing, sequenced and cumulative.
  - » Focus on student learning outcomes.
  - » Model learner-centred instruction.
  - » Use formative and summative evaluation.

### Slide 22

#### International best practices in teacher professional development

##### Teacher professional development should:

- Address teacher and student needs via approaches that are appropriate for conditions in schools.
- Be long-term, ongoing, sequenced and cumulative, providing teachers opportunities to gain new knowledge and skills and increase their abilities over time.
- Focus on student learning outcomes in ways that enable teachers to use their new knowledge and skills.
- Model learner-centred instruction so that teachers experience and reflect on the learning activities they will lead.
- Use formative and summative evaluation for programme improvement.



### PD models

- **Say:** Let's quickly review the most prevalent forms of professional development or in-service teacher training.
- **Provide** this definition: Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.
- **Ask** participants to take a minute or two to read the slide.
- **Explain** that all of these PD models can be used in very low-resource environments. They can all be supported by ICT, such as using radio or MP3 players, providing on-site video recording of teachers and classrooms or using e-mail or text messaging to help teachers stay connected.
- **Ask** participants to think about how they have adapted, or may need to adapt, professional development for AE facilitators and teachers.
- **Invite** a few participants to share their ideas about adaptation. These ideas may include:
  - » Market/outreach to others
  - » Use practitioners' experience, sharing and using data for improvement
  - » Tap into broader generalisable themes across programmes
  - » Build communities of practice
  - » Provide broader perspective
  - » Model instructional practices
  - » Provide consistency across programmes

### Slide 23

#### Professional development models

- **Standardised PD programmes:** Rapid dissemination of specific skills and content, often via a 'cascade' or 'train-the-trainer' approach.  
Examples: Workshops, institutes, conferences
  - Introduce and demonstrate new concepts, strategies or techniques
  - Reach large groups of practitioners
  - Share expertise
  - Model instructional practices
- **Site-based or school-centred PD:** Longer-term change processes, usually via locally facilitated activities that build on-site communities of practice.  
Examples: Study circles, practitioner research, coaching and mentoring
  - Strengthen teachers' knowledge, competence and skills as a group
  - Build community, reduce turnover
- **Individual or self-directed PD:** Individualised, self-guided PD with little formal structure or support.  
Examples: Individual learning plan, self-study guides (print and/or online)
  - Serves individuals who want to study on their own or who find it difficult to attend PD in person

### Challenges and responses specific to AE (part 1)

- **Explain** that this slide shows special challenges AE teachers face in professional development and some suggestions for how professional development can be adapted for AE teachers.
- **Review** the points on this slide, and ask participants to think about how these relate to their context.

### Slide 24

#### Specific to Accelerated Education teachers

- **Challenge:** Many AE teachers have not received professional teacher training and/or have weak skills.
  - **Response:** Ongoing support and practice in Accelerated Learning pedagogies, review and practice in AE content.
- **Challenge:** Many AE teachers do not have experience with Accelerated Education programmes.
  - **Response:** Orientation to Accelerated Education objectives and methods.
- **Challenge:** Many AE learners may have never been to school.
  - **Response:** Preparation to teach an introductory school readiness course for over-age learners at the very beginning level.

### Challenges and responses specific to AE (part 2)

- **State** that these are two more challenges.
- **Review** the points on this slide, and ask participants to think about how these challenges and responses relate to their context.

### Slide 25

#### Specific to Accelerated Education teachers

- **Challenge:** AE students are at different developmental and skill levels.
  - **Response:** Practice in differentiated instruction methods (or multi-grade teaching methods), guidance in supporting the learning of older youth.
- **Challenge:** Students (and facilitators) may have been affected by conflict and trauma.
  - **Response:** Guidance in creating and maintaining a caring classroom; reflection on own biases; social-emotional learning skills.

Lunch Time: 60 minutes

### 5.1 Presentation: Principle 6

Time: 60 minutes

- **Show** Slide 26. **Read** (or ask someone to read) Principle 6 aloud.
- **Advance** to Slide 27.
- **Ask** participants to read the Principle 6 action points on p. 48 of the *Guide to the Accelerated Education Principles*.
- **Review** the points on this slide, and ask participants to think of examples of their own programme related to:
  - » **Overall Goal** (action point A): What is the overall goal of their AEP?
  - » **Monitoring and evaluation framework** (action point B): What M&E framework do they use? What does it include? How is it linked to programme goals?
  - » **Monitoring and evaluation systems** (action point C): What M&E systems do they use? How are these compatible with the MoE? Are AE students included in the education management information system (EMIS)? What data do they collect? Do they follow students after they have finished the AEP?
  - » **Funding cycles** (action point D): How long is the funding for their AEP? Are their programmes funded so students can complete the whole AE cycle and to ensure infrastructure, staffing and other essential requirements?
  - » **Exit plans** (action point E): Do they have exit strategies or a sustainability plan in place?
- **Invite** a few participants to share their examples, and encourage them to highlight challenges and successes related to the above.

### Slide 26



### Slide 27

#### Principle 6: Goals, monitoring and funding align

##### Action Points:

- a. Centre the overarching programme goal on increasing access, improving skills and ensuring certification.
- b. Develop, apply and regularly report using a monitoring and evaluation framework linked to programme goals and plans.
- c. Make monitoring and evaluation systems for data compilation and analysis compatible with the MoE.
- d. Ensure the programme is adequately funded to assure sustained minimum standards for infrastructure, staffing, supplies, supervision and management.
- e. Include exit strategies and/or a sustainability plan in the AEP design.

### Handouts

- **Principle 6** (pp. 48–53 in the *Guide to the Accelerated Education Principles*, which they should bring):



### AEWG M&E Toolkit


- **Give** each participant the AEWG M&E Toolkit.
  - **Share** the following points:
    - » The *Accelerated Education Programme (AEP) Monitoring and Evaluation Toolkit* was created by the AEWG for AEP implementers, evaluators and agencies. Its purpose is to support the design and implementation of M&E frameworks for AEP.
    - » The M&E Toolkit is aligned with the AEWG's 10 Principles for Effective Practice.
    - » The M&E Toolkit is intended to be used alongside the AEWG's *Guide to the Accelerated Education Principles*, the *AEP Checklist* and other guidance materials.
    - » The toolkit consists of **five tools**, each of which must be contextualised and adapted to meet the needs of your context and your AEP:
      1. Theory of Change
      2. Objectives and Indicator Menu
      3. Logical Framework (LogFrame)
      4. M&E Plan
      5. Indicator Monitoring Table
- There is also a **User Guide**.
- » The toolkit also comes with three annexes to support the development of the M&E Framework:
    1. Adaptable PowerPoint TOC
    2. Suggested Standard Indicator Specifications
    3. Template for a M&E Plan Narrative

### Slide 28

**M&E Toolkit**

**PURPOSE OF THE TOOLKIT**


- **The Toolkit:**
  - » Is a set of tools/guidance for AE designers, implementers, evaluators for developing a MEAL Framework
  - » Aligns with the AEWG Learning Agenda for building evidence base for AE
- **AEPs should be able to use the Toolkit to create or improve their own MEAL Framework or M&E Plan!**



<https://inet.org/resources/accelerated-education-programme-monitoring-evaluation-toolkit>

### Handout

- AEWG M&E Toolkit, one per participant



February 2020

A Resource for Programme Learning and Accountability

### Theory of Change

- **Say:** Let's look at this adaptable theory of change (ToC) in more detail. This is from the *AEWG M&E Toolkit*.
- **Share** these points:
  - » The **overarching goal** focuses on increasing access and emphasises certification in line with action point 6a.
  - » As you can see, this theory of change is based on the 10 Principles. As with most goals, this statement is **aspirational**. No single programme is likely to reach it alone. Rather, it is intended to provide broad guidance so that by 2030 all AEPs and related programmes can contribute to its achievement. With an achievement date of 2030, it is also in line with Sustainable Development Goal [4 \(Quality Education\)](#).
  - » The boxes in **grey** are mid-level outcomes and are aligned with the 10 Principles.
  - » The light **green** boxes toward the top are the higher-level outcomes and align with the four focus areas of the Principles.
  - » Up the side in the **arrows** you can see 'Situation analysis', 'Collaboration with stakeholders' and 'Learning and adaptation'. These are all important parts of any ToC.
  - » The TOC should be developed after conducting a thorough **needs assessment, situation analysis, conflict and context analysis, or other preliminary assessment**. Such initial assessment should examine the needs, opportunities, challenges, existing interventions and resources in the current educational environment.

### Slide 29

#### AEP Theory of Change



- » When developing a TOC, AEPs should **convene a range of stakeholders and ensure a variety of perspectives are represented**. Keep in mind various stakeholders' goals, priorities, roles and available resources. At a minimum, involve funders, local and national governments, local communities (including community leaders, learners and families), local formal schools and other local organisations.
- » The ToC should ideally be a living document, **adapted through learning and feedback**. AEPs are often implemented in dynamic contexts and in conflict, post-conflict, and similar situations. It is important that the ToC can be adapted to reflect the context.
- » AEPs can **use this ToC and adapt it to their own programme**, or use it as inspiration to develop your own. The ToC is in a PowerPoint format that can be changed and comes as part of the [AEWG M&E toolkit](#).
- **Say:** For the rest of this session, please get into small groups of 3 or 4, and discuss the *AEWG M&E Toolkit*. Think about how you might use this toolkit in your own AEP.
- When there are 10 minutes until the break, **invite** a few participants to briefly share their ideas about adaptation.

### Slide 29 (continued)

#### AEP Theory of Change



**Break Time: 30 minutes**



### 4.1 Team check-in

Time: 30 minutes

- Ask teams to convene and do the following:
  - » Complete the checklists for Principles 3 – 5 on pp. 4 and 5 of the *Accelerated Education Programme Checklist*.
  - » Share notes and discuss things to include in their presentation.
- Groups should not leave until they've completed their checklist for Principles 3 – 5, or they should plan a time to do that before Day 4 begins.

### Slide 30



### Handouts

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

