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Accelerated Education Introductory Teacher Training Pack

Introduction to AEP

Introduction to AEP

This is Session 1 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

1: Introduction to the Accelerated Education Programme

SESSION OVERVIEW

| | |
|------------------------------|---|
| Session time | 3 hours |
| AE teacher competency | 1: Has accurate knowledge of the AEP 5: Can identify learners needs and assets 19: Promotes learner transition to formal education, vocational training and/or livelihoods |
| Learning outcomes | By the end of the session participants will be able to: <ol style="list-style-type: none"> 1. Follow agreed class rules 2. Identify potential learners 3. Understand and communicate the advantages of the to the community and encourages enrolment in the centre |
| Materials | <ul style="list-style-type: none"> » Handout 1.1: Learning pathways for AEP (1 copy per participant) » Handout 1.2: Overview of the AEP (1 copy per participant) » Handout 1.3: Children who want to join AEP (2 copies per group) » Trainer Resource 1.1: Pictures of girl and boy » Trainer Resource 1.2: Community roles (cut up) » Learning pathways for AEP chart (1 copy per participant) » Tally chart (drawn on a board or flip chart) » K-W-L chart (drawn on a board or flip chart) » Training schedule chart: Create a chart that includes: <ul style="list-style-type: none"> ▪ Start and end times of the day and breaks and lunch. ▪ Topics for the day as per the overview: <ul style="list-style-type: none"> ▷ Introducing ourselves ▷ Class rules ▷ Learning about the AEP ▷ Pathways into and out of AEP ▷ Getting the community on board for AEP and reflection » Flip chart paper and markers |

| OVERVIEW | | | |
|---|-----------------------|------|---|
| Steps | Method | Time | Materials |
| Introduction | Presentation | 10 | Training schedule chart Session Outcomes |
| 1: Introducing ourselves | Making groups | 20 | Tally chart |
| 2: Class rules | Group discussion | 10 | Flip chart paper |
| 3: Learning about the AEP | K-W-L Reading | 40 | K-W-L chart Handout 1.1: Learning pathways for AEP Handout 1.2: Overview of the AEP |
| BREAK | | | |
| 4: Pathways into and out of AEP | Group problem solving | 40 | Learning pathways for AEP chart Trainer Resource 1.1: Pictures of girl and boy Handout 1.3: Children who want to join AEP |
| 5: Getting the community on board for AEP | Role play | 30 | Trainer Resource 1.2: Community roles. Cut up |
| Reflection | Think-pair-share | 10 | Session Outcomes |

STEPS



Introduction

1. Welcome the participants to the 'Accelerated Education Introductory Teacher Training' Course.
2. Introduce yourself and your co-trainers.
3. Refer to the training schedule chart.
4. Point out:
 - the start and finish times for the sessions
 - breaks
 - location of the toilets and handwashing facilities
 - exit routes in case of emergency (fire etc)
5. Say:
 - On this course we start on time and finish on time.
6. Say:
 - We are starting with the first session: An introduction to the Accelerated Education Programme or AEP.
 - In the first part of this session, we will find out more about the accelerated education programme and ourselves. We will set our class rules and look in detail at the structure and pathways into and out of the AEP.
7. Write the session outcomes on the board/wall from **Trainer Resource 1.1**.
8. Say:
 - By the end of the session, you will be able to:
 - ▷ follow agreed class rules
 - ▷ identify potential AEP learners
 - ▷ understand and communicate the advantages of the AEP to the community and encourages enrolment in the AEP centre



1: Introducing ourselves

1. Say:

- I want you to think of your favourite fruit.

2. Explain task:

- Listen while I explain the task.
- I want you to find other participants with the same favourite fruit and make a fruit group.
- In your group, introduce yourself and say how many brothers and sisters you have.
- When you have finished, I will ask a fruit group to introduce themselves to the whole class with their name and how many brothers and sisters they have.

3. Check with the participant to make sure they have understood the instructions. Ask:

- What do you have to do?

4. Ask participants to stand, move to the space and make fruit groups.

5. Draw the outline of the tally chart on the board/chart paper see example tally chart

6. When the groups have finished, ask each group in turn to introduce themselves with their name, and the number of brothers and sisters they have.

7. Complete the chart as each participant tells the number of brothers and sisters they have. Use tally marks.

8. Ask participants to sit.

9. Ask:

- Which group has the most brothers? Sisters?
- Which group has the fewest brothers? Sisters?
- How many brothers are there in total?
- How many sisters are there in total?
- Are there more brothers than sisters or more sisters than brothers?
- How many siblings (brothers and sisters) do we have in total?
- How did you work the answer out?



Trainer tip:

You can change the task to favourite food, colour or animal. You need to have 3-6 participants in a group



Trainer tip:

If there is a group with only 1 participant join them with another group.

Example Tally Chart

| | Brothers | Sisters |
|--------|----------|---------|
| Apple | | |
| Orange | | / |
| Banana | | |
| Etc | | |
| | | |

10. Ask:

- What did we learn from this activity?

Possible answers

- Participants' names
- What fruit they like
- Learnt about participants' families
- Learnt some maths activity using the participants own knowledge
- Practiced some maths skills (tally chart, addition, < >)

11. Say:

- A tally chart is part of AEP Maths.
- The tally chart is a numeracy/maths activity using the participants own knowledge and practices maths skills



2: Class rules

INTRODUCTION: REASON FOR RULES (5 MIN)

1. Ask:

- Why do we have rules?

Example answers:

- To know what is expected of us
- Helps make effective use of time
- Creates a good atmosphere in the classroom
- For everyone to feel safe to speak
- So that nobody will be hurt, physically or emotionally

PRACTICE: MAKE GROUP RULES (10 MIN)

1. Explain task:
 - For the next activity I will put you in groups.
 - In your group I want you to discuss the rules we expect everyone to follow during our time together on this course
 - You will have 2 minutes for this task.
2. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
3. Make groups of 3 sitting next to each other.
4. After 2 minutes, join 2 groups together.
5. Explain task:
 - In your group of 6, discuss and agree the rules.
 - You have 2 minutes for this task.
 - Then each group will present their rules.
6. After 2 minutes stop the groups.
7. Ask each group in turn to present their rules.
8. Listen to the rules from each group and write the rules on the board/chart. If a group gives a rule that uses negative language, ask how they can say the rule using positive language. For example:
 - Negative: 'Turn mobile phones off'
 - Positive: 'Mobile phones on silent'
 - Negative: 'Don't be late'
 - Positive: Arrive on time



Trainer tip:

We change the rules to positive language to encourage participants to follow them.

Example of rules

- Arrive on time.
- Use mobile phones and laptops only during breaks.
- Take urgent calls outside
- Be polite and listen to one another
- Respect each other.
- Give everyone an opportunity to respond.
- Raise your hand and wait for your turn before speaking.

- Be open to new ideas.
- Feel free to ask questions.
- Provide feedback.
- Participate actively.

Definition:

Consequences are a response to a learner's behaviour or action. The point of a negative **consequence** is to associate a behaviour with something the learner does not like, so they will not repeat that action and other learners will see they are not supposed to act that way either.

9. Discuss and agree consequences for breaking the rules

Examples of consequences:

- Forgive the participant and remind of the rule
- Ask the participant to apologise to the group
- Give a warning
- Write their name on the board,
- Ask them to sing a song/ tell a joke or dance.

REFLECTION

1. Ask:

- Will you follow the rules you helped create, more or less?

2. Say:

- What we have done is an example of how you can introduce classroom rules in the classroom. When learners participate in creating rules and agree the consequences in advance, they are more likely to keep to them. Older AEP learners will be able to contribute easily and have experience or firm views of how they want the class to behave.

3. Ask for a volunteer to write out the agreed rules on chart paper in the next break.

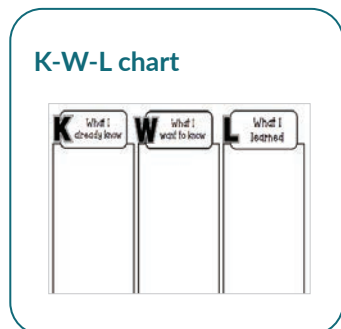
4. Ask all participants to sign the new chart of class rules after the next break.

5. Put the chart on the wall for all to see.



3: Learning about the AEP

INTRODUCTION: K-W-L CHART (5 MIN)



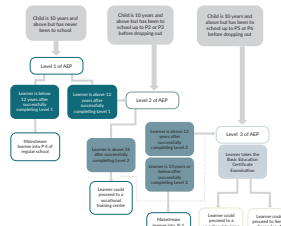
1. Put up the K-W-L chart.
2. Ask:
 - Does anyone know what this chart is used for?
3. Listen to participants ideas.
4. Say:
 - The K-W-L chart is an effective assessment tool to find out what learners already know about a topic. It also looks at questions they have and at the end checks what they have learned.
 - The headings on the chart are:
 - ▷ What I already know = K
 - ▷ What I want to know = W
 - ▷ What I learned = L

INPUT: QUESTIONS ON AEP (10 MIN)

1. Ask:
 - What do you already know about the AEP?
2. Write participant answers in the K section of the chart.
3. Explain task:
 - For the next activity I will put you in groups.
 - In your group discuss any questions you may have about the AEP. Write these in your notebook.
 - You have 2-3 minutes for this task.
4. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
5. Make groups of 4 sitting next to each other.
6. After a few minutes, ask each group in turn, for one of their questions. Write these in the W section of the chart. Continue until all questions are on the chart.

Handout 1.1

Handout 1.1: Learning pathways for AEP (Nigeria)



Handout 1.2

Handout 1.2: Overview of the Accelerated Education Programme

- Goal:** To provide quality basic education to out-of-school children and youth that is flexible and age appropriate in an accelerated time frame that provides learners with certification to enable transition to formal education, vocational and/or livelihood opportunities. This means transition of children from AEP to their age-appropriate grade in primary school or after AEP level 3 taking the Basic Education Certification Examination (BECE).
- AEP centre**
 - Community and programme management will identify site of learning centre.
 - AEP class time and location is flexible.
 - AEP centres can be in government or private schools, vocational centres or other public, private or community buildings.
 - AEP centres located in formal primary schools are encouraged to share management structures, materials and human resources for smooth transition of learners.
 - Where no buildings are available, an AEP centre can be a temporary construction, tent or under the shade of a tree.
- Community Education Committee (CEC)**
 - Each AEP centre has a CEC.
 - The CEC helps to identify the location for the AEP centre, AEP teachers and agree the class time.
 - CEC members raise awareness of AEP and encourage children to enrol in AEP classes.
 - CEC members are responsible to monitor AEP teacher and learner attendance.
 - CEC members encourage children who are absent to return to AEP classes.
 - CEC keep community informed of AEP activities.



Trainer tip:

Give some handouts to each row and ask participants to take one and pass it on.



Trainer tip:

Write down any questions that cannot be answered so they can be addressed by the programme management team at the beginning of the next session.

Definition:

Certification: The process of providing documentary proof of a learner's competency in and successful completion of an education program.

PRACTICE: FINDING ANSWERS (15 MIN)

1. Explain task:

- For the next activity I will use the same groups.
- Each group will try to answer the questions on the AEP using **Handouts 1.1 and 1.2**.
- You have 10 minutes for this task.

2. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

3. Distribute **Handouts 1.1 and 1.2**.

4. Check everyone has received the correct number of pages for Handout 1.2.

5. After 10 minutes stop the activity.

6. Read out each question in turn in the **W** section of the chart and ask for the answers.

7. Ask:

- Did you have any questions that could not be answered by the handout?
- Can anyone answer that question?

8. Give the answer to the question if you can.

9. Say:

- I will set Handouts 1.1. and 1.2 as homework. If you have more questions, we will answer them at the beginning of the next training session.
- It is important that you fully understand the AEP and can explain it to potential learners, their family, and the community. Giving the correct information means that the community, parents and potential learners can make suitable choices about their learning.
- The AEP provides a certified education which is recognised by the Ministry of Education. This means that AEP learners can re-join basic education at the age-appropriate class level or complete their basic primary education and join other education programmes.
- Certified education is also the basic qualification required for many jobs and vocational training opportunities.

REFLECTION

1. Ask:

- What skills are developed in the K-W-L activity?

Possible answers

- Using your own experience and knowledge
- Developing questions
- Reading for a purpose

- Can you use the K-W-L activity in your AEP class?
- What subjects is this type of activity suitable for?

Possible answers

- Science, Technology, Social studies /geography /history



4. Pathways into and out of AEP

INTRODUCTION: WHO BELONGS WHERE? (15 MIN)

1. Put up the chart on the learning pathways for AEP.

2. Say:

- Let's look at the children that can join AEP. Take out Handout 1.1. this is an example from Nigeria

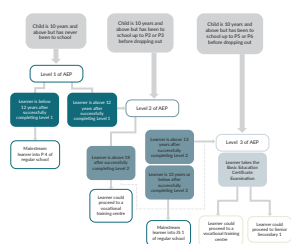
3. Explain the chart. Point out:

- The different entry points into AEP.
- The age and level of education for entry into AEP.
- The transitions between levels.
- The points of mainstreaming to regular school or exit into vocational training centres.

4. Say:

- Out of school children and youth can join AEP if they are the correct age for the AEP Level.

Handout 1.1



- AEP is aligned to the formal school curriculum which means it covers the same curriculum learning outcomes. There may be fewer subjects and the textbooks may look a bit different, but the same core learning takes place over each level.
- At the end of each level there is an assessment to make sure AEP learners have reached the same standard as children in formal schools.
- At the end of level 3, AEP learners will take the Basic Education Certificate Examination (BECE) administered by the State Ministry of Education.

5. Ask:

- What other educational options are available locally?

6. Write the educational options onto the chart.

Possible answers:

- Government school
- Private school
- Literacy & Numeracy classes
- Vocational training
- Evening classes on a subject
- Youth training
- Private tuition
- Computer training
- Online programmes

Trainer Resource 1.1



7. Say:

- Out of school children can join AEP if they are the correct age for the AEP Level. (Show Trainer Resource 1.1.)
- This girl is called Fatuma. She is 11 years old. She has never been to school.
- She can join AEP in Level 1. (Put the picture on Level 1.)
- At the end of Level 1 she will be 12 years old. Can she transfer to primary school?
- No. She is 12. So, she moves to AEP Level 2. (Move the picture to Level 2.)
- At the end of Level 2 she will be 13 years old. Can she transfer to junior secondary (JS) school?
- Yes. She is 13 and can join JS 1. (Move the picture to JS 1)

- After JS 1, Fatuma can move to JS 2 and so on. At the end of JS 3 she can take the Basic Education Certificate Examination (BECE).

8. Check that the participants understand.

9. Ask one participant to show how Fatuma can join AEP and move to primary school or junior secondary school.

10. Say:

- This boy is called Mohamed. He is 14 years old. He dropped out of primary school after Primary 2 when his family had to leave their village. Now he is too old to join Primary 3.
- He can join AEP in Level 2 if he passes the test. (Put the picture on Level 2.)
- At the end of Level 2 he will be 15 years old. Can he transfer to junior secondary school?
- No. He is too old. So, he moves to AEP Level 3. (Move the picture to Level 3.)
- At the end of Level 3 he will be 16 years old. Can he transfer to Senior Secondary (SS) after taking the BECE?
- Yes. He is 16 and can join SS 1. (Move the picture to SS1.)
- After SS 1, Mohamed can move to SS 2. At the end of SS 3 he can take the Senior Secondary Certificate Examination.

11. Check that the participants understand.

12. Ask one participant to show how Mohamed can join AEP and move to senior secondary school.

Handout 1.3

Handout 1.3: Children who want to join AEP classes

Read about the children and decide what the best pathway in and out of AEP is for them.

- A. Furtle is 12 years old. She has a problem hearing. She joined a large grade 1 class in Oyo when she was 8 years old but children made fun of her so she dropped out. What should she do?
- B. Amika joined the AEP in level 2 when she was 10 years old. She has managed to run her hotel business in Maiduguri and support her daughter as well as attend AEP classes. Her business is doing well and she would like to expand it to pay for school fees for her daughter. What should she do?
- C. Enaka is 8 years old and has seen his older sister join Level 1 AEP. He also wants to join. What should he do?
- D. Alqas is 17 years old and an orphan supporting his 3 younger brothers. Alqas attended primary school and successfully passed his Primary 5 exams when he parents were alive. What should he do next?
- E. Uska aged 29 works as a porter in the hospital. He dropped out of school many years ago and cannot read or write. He has recently married and has 3 kids on the way. He wants to get promotion to earn more money. What should he do?
- F. Mary is an 11-year-old girl who was forced to relocate with her parents 3 years ago from Abuja. She joined AEP Level 1, 2 years ago. She has done well in her level 2 exams. What should she do now?



Trainer tip:

Answers may vary depending on the point of view of the participant. Make sure that choices are explained by the participant

PRACTICE: IDENTIFYING AEP LEARNERS (20 MIN)

1. Explain task:

- For the next activity I will use the same groups.
- I will now give each group Handout 1.3 which has a list of different children who want to join AEP.
- Using the diagram of 'Learning pathways for AEP', decide on the best possible pathway available for each AEP learner.
- You have 10 minutes for this task.

2. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

3. Distribute **Handout 1.3**.

**Trainer tip:**

Children under 18 should join the primary school. They are not able to learn at the same rate as older children.

Youths and adults over 18 should join adult literacy classes.

4. After 10 minutes, check the answers. Ask a participant from each group to show the learning pathway for one child on the chart.

Answers

- A: Funke: Join AEP level 1 The AEP teacher will help her.
- B: Amina: Complete AEP levels – go to further training in business
- C: Emeka is too young for AEP classes. He should join the primary school 1.
- D: Akpan – Akpan is within the entry age to join AEP Level 3. He can complete AEP levels 3 and then get a job.
- E: Udu: He cannot join AEP as he is too old. He should join an adult literacy class.
- F: Mary: Transfer to JS 1 (an age appropriate level) in junior secondary school.
- G: Odigie : He is too old for primary 1. Join AEP Level 1 then transfer to primary 4 (age appropriate level) in primary school
- H: Halima: Graduate from AEP, marry and go to vocational training and set up business with her friend.
- I: Ado: Complete AEP levels 1 and 2 and join JS 1, then go to senior secondary school

5. Check if the participants have any questions regarding the learning pathways.

6. Say:

- Now that you have a diagram for the AEP, you can also consider the options for potential learners to join the AEP in your locality. There may be many children out of school or who dropped out of higher grades. They can join AEP at the appropriate level.
- It is important that those young people wanting to re-join education attend the right classes to suit their needs. AEP classes are for children who have never attended education or who have missed over a year of school and have become over age for their grade. It is also important that we have the right learners in AEP's as they are more likely to succeed.
- AEP learners face a lot of challenges because they have never been to school or 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, more responsible, often have strong ties with the community, can be mentors to younger children, work in groups more easily, and are often highly motivated to learn.

REFLECTION (5 MIN)

1. Ask:

- In the group activities what were you doing to learn about the AEP?

Possible answers

- Discussing if children are able to join AEP
- Using the Learning Pathways for AEP diagram
- Working together
- Problem solving

2. Say:

- The group activity demonstrates how we can use problem solving and working together to learn new information. Many older learners prefer to learn this way.



6. Getting the community on board for AEP

INTRODUCTION/INPUT (10 MIN)



Trainer tip:

Allow the participants playing the role of the teacher to refer to Handout 1.1 and 1.2.

Trainer Resource 1.2

Trainer Resource 1.2: Community roles

- A. The parents don't value education for girls and only send their sons to school. Their daughter aged 11 is responsible for the household chores.
- B. The parents have a boy who is 16 but has polio. He has never attended school.
- C. The parents are very poor so didn't send their son to school. They are worried that they have no money for fees and uniform. Their son helps to pick rubbish to sell.
- A. The parents don't value education for girls and only send their sons to school. Their daughter aged 11 is responsible for the household chores.
- B. The parents have a boy who is 16 but has polio. He has never attended school.
- C. The parents are very poor so didn't send their son to school. They are worried that they have no money for fees and uniform. Their son helps to pick rubbish to sell.

1. Say:

- We will now practice your new knowledge of AEP and conduct some role plays.

2. Make new groups of 5 sitting next to each other.

3. Explain task:

- In your group, one participant is the AEP teacher. The remaining participants will play the community member roles given them by the trainer from Trainer Resource 1.2: A, B or C.
- The AEP teacher must persuade the community members to join the AEP or allow their children to join AEP classes.
- The role play should be 3 minutes maximum!
- You have 5 minutes to practice your role play.

4. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

5. Distribute the roles in Trainer Resource 1.2 to each group
 - A. The parents don't value education for girls and only send their sons to school. Their daughter aged 11 is responsible for the household chores.
 - B. The parents have a boy who is 16 but has polio. He has never attended school.
 - C. The parents are very poor so didn't send their son to school. They are worried that they have no money for fees and uniform. Their son helps to pick rubbish to sell.

PRACTICE: ROLE PLAY (20 MIN)

1. After 5 minutes ask 3 different groups to conduct their role play to the class. They have 3 minutes each.
2. If there is time, ask the remaining groups to perform their role play.

REFLECTION

3. Ask:
 - What was the most difficult part of AEP to explain?
 - What additional support would you need to help you persuade the community that AEP classes are a good opportunity for their children?



End of Session Reflection

1. Refer to the learning outcomes on the board/wall.
2. Ask:
 - Have the learning outcomes been achieved?
3. Make groups of 2 for think-pair-share.
4. Say:
 - We will practice think-pair-share.
 - First, I want you to think about the questions as an individual, then to discuss them with a partner.
 - Finally, we will share our ideas with the whole group.
5. Say:
 - Discuss with your partner the questions.
 - What did you learn in this session?

- What did you enjoy in this session?
 - What will you try in your classroom?
6. Ask some groups to share their answers in a few words.
 7. Ask:
 - Why did I use the think-pair-share method?
 8. Listen to some ideas.
 9. Say:
 - This method is very participatory and engages everyone. Each one of you had the chance to think about your answers and discuss them with a partner. You are then fully prepared and confident to share your ideas with the whole group. This is an effective method to use in an AEP class.

----- **END OF SESSION** -----

Ideas for coaching

- The trainer or AEP head teacher can conduct an AEP teacher learning circle to discuss any issues with identifying potential learners for the AEP.
- The trainer or AEP Head teacher can accompany AEP teachers when they engage with the community to provide support and help with identifying and persuading potential learner's families to give permission for their children to join the AEP.
- The AEP head teacher can lead an AEP teacher learning circle to list the items and tasks required to prepare fully for starting the AEP class.

Ideas for collaborative learning/self-study

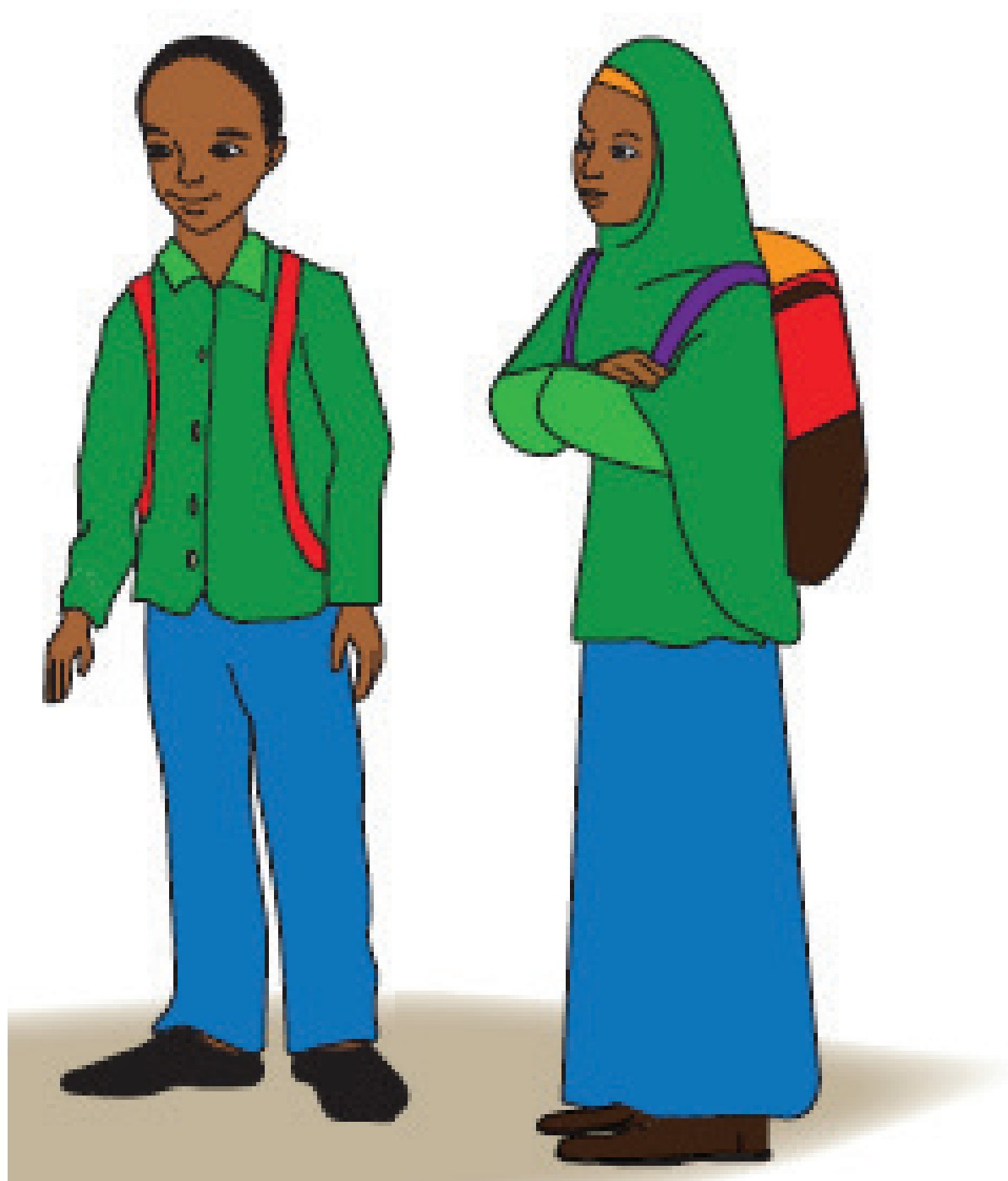
- AEP teachers can re-read Handout 1 and 2 and ensure they are fully informed about the AEP.
- AEP teachers can work together and with the Community Education Committee to identify potential AEP learners. They can develop a plan of action on how to encourage their enrolment in the programme.

Session Outcomes

By the end of the session you will be able to:

1. Follow agreed class rules
2. Identify potential AEP learners
3. Understand and communicate the advantages of the AEP to the community and encourage enrolment in the AEP centre

Trainer Resource 1.1: Pictures of girl and boy



Trainer Resource 1.2: Community roles

- A.** The parents don't value education for girls and only send their sons to school. Their daughter aged 11 is responsible for the household chores.

.....✂

- B.** The parents have a boy who is 16 but has polio. He has never attended school.

.....✂

- C.** The parents are very poor so didn't sent their son to school. They are worried that they have no money for fees and uniform. Their son helps to pick rubbish to sell.

.....✂

- A.** The parents don't value education for girls and only send their sons to school. Their daughter aged 11 is responsible for the household chores.

.....✂

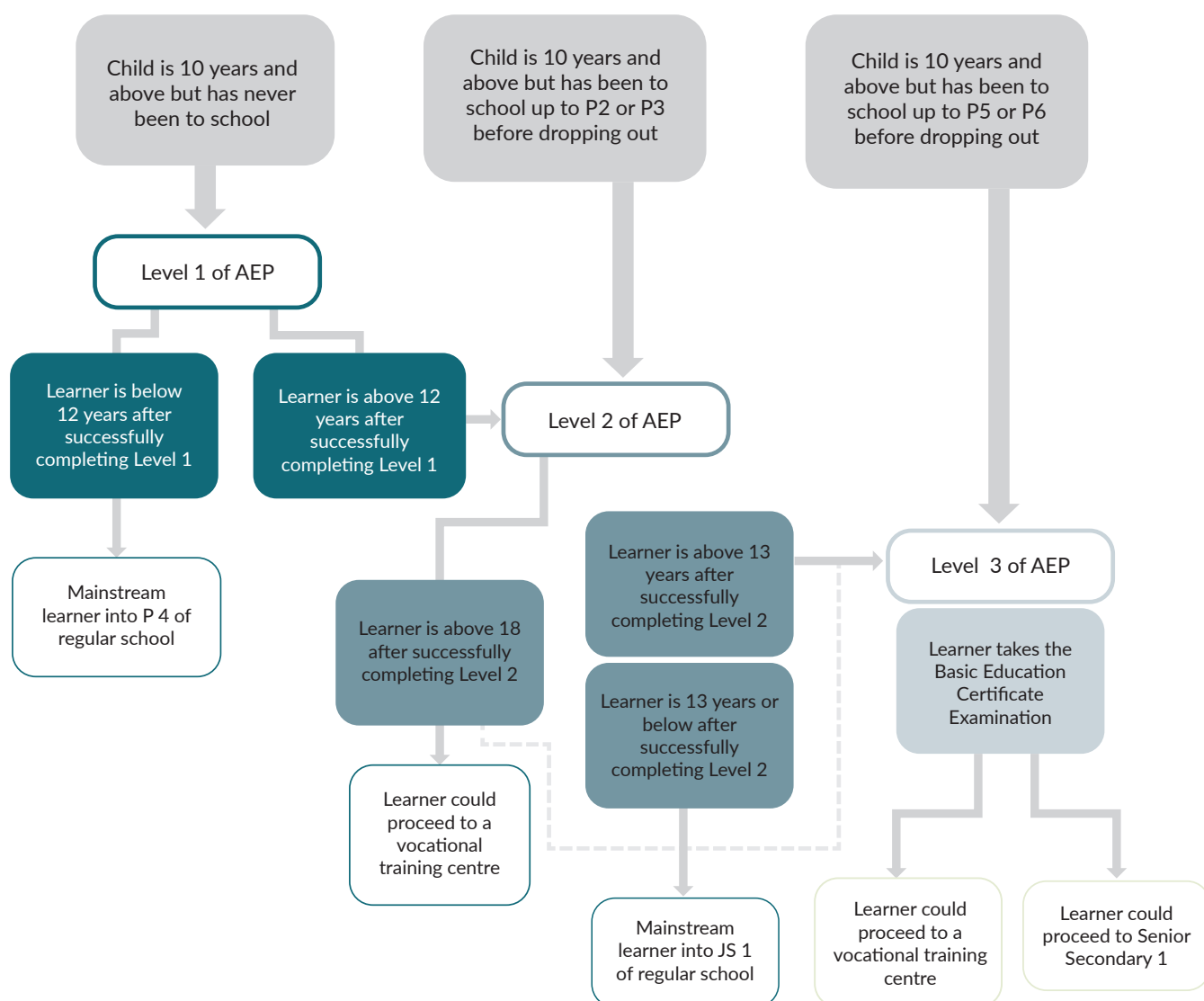
- B.** The parents have a boy who is 16 but has polio. He has never attended school.

.....✂

- C.** The parents are very poor so didn't sent their son to school. They are worried that they have no money for fees and uniform. Their son helps to pick rubbish to sell.

.....✂

Handout 1.1: Learning pathways for AEP (Nigeria)



Handout 1.2: Overview of the Accelerated Education Programme

- 1. Goal:** To provide quality basic education to out-of-school children and youth that is flexible and age-appropriate in an accelerated time frame that provides learners with certification to enable transition to formal education, vocational and or livelihood opportunities. This means transition of children from AEP to their age-appropriate grade in primary school or after AEP level 3 taking the Basic Education Certification Examination (BECE).
- 2. AEP centre**
 - Community and programme management will identify site of learning centre.
 - AEP class time and location is flexible.
 - AEP centres can be in government or private schools, vocational centres or other public, private or community buildings.
 - AEP centres located in formal primary schools are encouraged to share management structures, materials and human resources for smooth transition of learners.
 - Where no buildings are available, an AEP centre can be a temporary construction, tent or under the shade of a tree.
- 3. Community Education Committee (CEC)**
 - Each AEP centre has a CEC.
 - The CEC helps to identify the location for the AEP centre, AEP teachers and agrees the class times.
 - CEC members raise awareness of AEP and encourage children to enrol in AEP classes.
 - CEC members are responsible to monitor AEP teacher and learner attendance.
 - CEC members encourage children who are absent to return to AEP classes.
 - CEC keep community informed of AEP activities.
- 4. Learners**
 - Children aged 10- 18 years who have been out of school and who are over age for the appropriate basic education class level to which they should enrol.
 - AEP learners' entry point and age for each level is:

| LEVEL | ENTRY POINT AND AGE |
|---------|--|
| Level 1 | Those who have never been to school aged 10 and above. |
| Level 2 | Those who are above 10 years and have been to school up to primary 2 or 3 but dropped out due to one reason or the other. Learners who have completed level 1 and are 12 years and above. |
| Level 3 | Those who are above 10 years have been to school up to primary 5 or 6 but dropped out due to one reason or the other. Learners who have completed level 2 and are 13 years and above. |

- AEP learners can be girls or boys from the pastoralist community, from remote areas, IDP children, working children, returnees from other countries, orphans, child mothers, children with disabilities or chronic diseases, child heads of household, and urban and rural children who live in poverty.
- Learners over 18 years should be referred to other opportunities such as vocational education, adult literacy/numeracy programmes, livelihood opportunities as appropriate for their age and ambition.
- Potential AEP learners take a placement test prior to entry to AEP to establish the appropriate level.
- Class size ranges from 30 to 50 learners, depending on the size of the learning space or classroom.

5. AEP teachers

- Must meet the criteria for AEP teacher and be recruited in a transparent way.
- AEP teachers must be over 18 years old.
- Must sign the teacher Code of Conduct.
- Must register with the TRCN.
- AEP teachers are paid in line with the AEP National Implementation Guidelines.
- There is one AEP teacher per class of 30 to 50 learners, depending on the size of the learning space or classroom.
- AEP teachers receive a training course before they begin and regular refresher courses.
- AEP teachers attend monthly teacher learning circles for ongoing support.
- Support to teachers is provided by the MoE education supervisor, SAME supervisors and programme education officer. They visit regularly to provide support for teachers and learners and check attendance.
- Teacher responsibilities:
 - taking attendance
 - preparing and managing learning materials
 - teaching classes, managing learning activities

- ▷ Assessing learners
- ▷ conducting recreation activities in the break
- ▷ involving parents in their child's learning
- ▷ Provide psychosocial support to learners
- ▷ Complete report cards and other AEP forms
- ▷ Help AEP learners transition to primary schools

6. Levels, subjects and classes

- AEP consist of three levels, with Level 1 being equivalent to primary 1-3, Level 2 to primary 4-6 and Level 3 to junior secondary 1 - 3.
- There are 5 subjects to be taken at each level. These are English Studies, Mathematics, Nigerian History and Values, Basic Science and Technology and 1 Nigerian language.

Note

- The English Studies and Language curricula are focused on reading and are prepared to help the recipients to develop reading skills in the language as a foundation for early grade learning, acquire the rudiments of the language as an expected medium of instruction at the early grade, cultivate the skills for effective interaction in the community and acquire basic cultural values as a basis for interaction with members of their immediate community.
- The mathematics curriculum is focused on helping learners acquire demonstrable mathematical abilities comparable to their mates in the regular school programme; develop basic constructional and computation skills applicable to their daily living as well as build a strong foundation in mathematics for future studies.
- Lessons are held 5 days per week in the morning or afternoon shift.
- Each lesson is 60 minutes long. This is to allow learners to engage in some social emotional learning activities during lessons.
- The structure of the curriculum and teaching periods makes provision for review and catch-up lessons.
- For each subject there is a mandatory number of hours and lessons that must be covered.

Instructional hours per level for a 5-day week

| LEVEL | # HOURS PER DAY ¹ | # LESSON PER WEEK | # HOURS PER WEEK | # LESSONS PER LEVEL | # HOURS PER LEVEL |
|-------|------------------------------|-------------------|------------------|---------------------|-------------------|
| 1 | 4 hr | 19 | 19 | 510 | 510 |
| 2 | 4 hr | 19 | 19 | 510 | 510 |
| 3 | 4 hr | 19 | 19 | 510 | 510 |

¹ Lessons on Friday is for 3 hours

7. Accelerated Education Programme materials:

- Teachers receive:
 - ▷ Basic stationery
 - ▷ Class attendance register and assessment book
 - ▷ Set of textbooks with teacher guides
- Learners receive:
 - ▷ Textbooks (to be returned at the end of the level)
 - ▷ Basic stationery
- Classroom
 - ▷ Set of reading books
 - ▷ Blackboard/whiteboard and chalk/marker
 - ▷ Flipcharts and markers

Handout 1.3: Children who want to join AEP classes

Read about the children and decide what the best pathway in and out of AEP is for them.

- A. Funke is 12 years old. She has a problem hearing. She joined a large grade 1 class in Oyo when she was 8 years old but children made fun of her so she dropped out. What should she do?
- B. Amina joined the AEP in level 3 when she was 16 years old. She has managed to run her hotel business in Maiduguri and support her daughter as well as attend AEP classes. Her business is doing well and she would like to expand it to pay for school fees for her daughter.
- C. Emeka is 8 years old and has seen his older sister join Level 1 AEP. He also wants to join. What should he do?
- D. Akpan is 17 years and an orphan supporting his 3 younger brothers. Akpan attended primary school and successfully passed his Primary 5 exams when his parents were alive. What should he do next?
- E. Udu aged 19 works as a porter in the hospital. He dropped out of school many years ago and cannot read or write. He has recently married and has a baby on the way. He wants to gain promotion to earn more money. What should he do?
- F. Mary is an 11-year-old girl who was forced to relocate with her parents 3 years ago from Abuja. She joined AEP Level 1, 2 years ago. She has done well in her level 2 exams. What should she do now?
- G. Odigie is 10 years old. He sees his friend in primary school and wants to join him. What should he do?
- H. Halima, aged 17, is engaged to Hassan. She attends the AEP level 3. Her father will not allow her to marry until she has graduated. All her friends are married now. Her best friend wants her to set up a hairdressing business with her. What should she do?
- I. Ado was forced to look after cattle when he was 6 years old following the death of his father. He could not attend the local school as he was far in the grazing land with the cattle. He is now 10 years old. Ado has dreams of becoming a doctor when he is older. What should he do?