



ACCELERATED EDUCATION  
WORKING GROUP



Inter-agency Network for  
Education in Emergencies

# Accelerated Education Introductory Teacher Training Pack

## Knowing your AEP Learners

# Knowing your AEP Learners

This is Session 3 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.

### 3: Knowing your AEP Learners

TRAINER OVERVIEW	
Session time	3 hours
AE teacher competency	<p>6: Can identify AEP learner needs and assets</p> <p>7: Creates a safe and supportive AEP learning environment</p>
Learning Outcomes	<p>At the end of the session participants will be able to:</p> <ol style="list-style-type: none"> <li>1. List assets that AEP learners can bring to AEP classes</li> <li>2. Identify the barriers AEP learners have to attend school and/or learn in the classroom</li> <li>3. Explain the meaning of safe, inclusive education</li> </ol>
Materials	<ul style="list-style-type: none"> <li>» Trainer Resource 3.1: AEP learner case studies (3-4 copies per group depending on group sizes)</li> <li>» Handout 3.1: Inclusive learning environment (1 copy per participant and 1 copy for the wall)</li> <li>» Handout 3.2: Strategies for learners with sight, speech and hearing disabilities (1 copy per participant)</li> <li>» Handout 3.3: Learning Pathways for AEP (1 copy per participant)</li> <li>» Handout 3.4: Overview of the AEP (1 copy per participant)</li> <li>» Goalposts (drawn on a board or flip chart)</li> <li>» Outline of a body (drawn on a board or flip chart)</li> <li>» Signs: <ul style="list-style-type: none"> <li>▪ Inclusive education</li> <li>▪ physical, emotional, psychological protection</li> </ul> </li> <li>» Pieces of paper (10 per group)</li> <li>» Flip chart paper, markers and masking tape</li> </ul>

OVERVIEW			
Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
1: Understanding the AEP learner	Think-pair-share Case study group work Gallery walk	80	Chart: Goalposts Chart: Outline of a body Trainer Resource 3.1: AEP learner case studies Pieces of paper, masking tape / post-it notes Signs physical, social/community, psychosocial
BREAK			
2: Safe inclusive space for learning	Case study group work Presentation demonstration	55	Flipchart paper and marker Handout 3.1: Inclusive learning environment Signs: Inclusive education, physical, emotional, psychological protection
3: Creating your own safe place	Mindfulness Reading	15	K-W-L chart. Handout 3.3: Learning pathways for AEP Handout 3.4: Overview of the Accelerated Education Programme
Reflection		10	Handout 3.2: Strategies for learners with sight, speech and hearing disabilities. Session Outcomes



## STEPS

### Introduction

1. Write the title of the training session on the board: *3: Knowing your learners.*
2. Say:
  - Welcome to session 3: Knowing your learners.
  - This session focuses on the AEP learners. It investigates the learners' goals, what they bring with them and the barriers they face to learning. It looks at how to address AEP learner needs to create a safe inclusive learning space.
3. Write the session outcomes on the board/wall.
4. Say:
  - By the end of the session, you will be able to:
    - ▷ List assets that AEP learners can bring to AEP classes
    - ▷ Identify the barriers AEP learners have to attend school and/or learn in the classroom
    - ▷ Explain the meaning of safe, inclusive education

### 1: Understanding the AEP learner

#### INTRODUCTION/INPUT: TYPES OF AEP LEARNER (20 MIN)

1. Ask:
  - What are the age rules for learners to join the AEP?
2. Make groups of 2 for think-pair-share.
3. Explain task:
  - In your pairs think about the members of your community that will become AEP learners.
  - Where do they come from? What are they doing? How old are they?
  - You have 2 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. After 2 minutes ask each group to tell you who in the community can become an AEP learner. Write these on a flipchart.

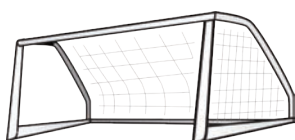
**Possible answers**

- Out-of-school boy or girl aged between 10-18
- School dropouts who have not completed primary education
- Young mother
- Young father
- Internally displaced person who has missed school
- Ex-combatant
- Orphans
- Young person from very poor family
- Disabled person with movement difficulties, sight or hearing difficulties
- Child suffering from a learning disability
- pastoral child
- Street and working children
- Returnees from conflict zones

6. Ask:

- What is the goal of the learners when they join the AEP?

7. Write the ideas on a chart with goalposts.



**Goalpost chart**

**Possible answers**

- To complete primary education
- To complete some grades to catch up their friends in primary and secondary school
- To learn to read and write
- To make friends
- To learn skills to help them earn a livelihood
- To gain a certificate so they can do more education, training or enter a profession/service
- Their parents told/asked them to attend
- To receive books and other incentives



**8.** Say:

- From your experience and knowledge of the local community your AEP class will be made up of many different people with different backgrounds, characteristics, and goals.

## **PRACTICE: AEP LEARNER ASSETS (40 MIN)**

### **Definition**

**Assets:** The skills, experiences and knowledge that a person has

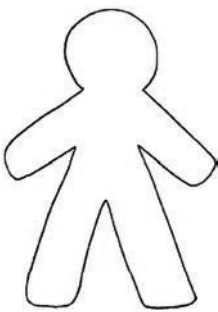
**1.** Say:

- The AEP learners that come to our class will be different ages and come from a variety of backgrounds and circumstances. They also bring a variety of assets or abilities with them. Many have unique strengths and interests. They are very competent in the settings that are important to them, and they have much to offer other learners in our AEP classes. These assets are their skills, experiences and knowledge.
- Skills could include negotiation, organisation, and conflict resolution. As teachers we have skills and experiences, so do the learners.

**2.** Explain task:

- For this activity I will put you into groups.
- Each group will have a case study of an AEP learner.
- Read the case study and identify the assets that the AEP learner will bring with them to class
- On a flipchart draw the outline of a body.
- Draw the outline
  - ▷ Write the AEP learner skills near the hands.
  - ▷ Write AEP learner knowledge near the head.
  - ▷ Write AEP learner experience near the feet.
  - ▷ One group member will collect the materials for the task.
  - ▷ Groups will have 20 minutes to complete the task.

### **Outline of a body**





### Trainer tip:

If you have a group of experienced teachers, put them together to think about actual AEP learners in their class. New teachers will benefit from using the case studies

### Trainer Resource 3.1

#### Trainer Resource 3.1: AEP learner case studies

##### FATIMA

Fatima is 11 years old. She fled the crisis in Borno when she was 8 years old, with her mother, two younger brothers and grandfather. She started grade 1 in her Goma village, Borno state, Northeast Nigeria but dropped out due to insurgency. Her family fled to an Internally Displaced People's (IDP) Camp in Anso, Edo state, South-South region of Nigeria. Fatima joined primary 1 in a primary school but couldn't understand the language and was absent in school most of the time. She had problems sleeping due to nightmares about the crisis back home and worried about her village. Fatima was also needed to attend the food distribution each week. In the end, Fatima dropped out. Her mother was happy to have Fatima with her in the tent called home. Her mother and grandfather were illiterate and didn't always see the value of education. Fatima was becoming a woman. During the back-to-school campaigns, Fatima really wanted to go to school. But she had to wait to start primary 1 with the six-year-old children.

##### NNEKA

Nneke lives in Abia State, Southeast region of Nigeria. Her parents believed in education but because they were poor, they couldn't afford the school fees for both Nneke and her brothers. They sent her brothers to school, but she had to stay at home to help her parents. Nneke was eventually able to go to school but dropped out when she was 9 years and not 6 years. She attended school to the end of Primary 3 but had to drop out because she became pregnant during the COVID-19 lockdown. Since she dropped out, she has been caring for her daughter and 3 young brothers. She started a snack selling business and is making good profit. She is now an attractive 15-year-old and wants to attend school. But she also wants to be able to continue to run her business and do her chores at home.



### Trainer tip:

If some groups finish early ask them to humanise the shape and make them into the AEP learner in the case study.

3. Check the instructions with a participant to make sure they have understood. Ask:
  - What do you have to do?
4. Indicate where each group will sit for the task and where the materials are.
5. Make groups using the counting off method. Give each participant a number. Ask all the '1's to work together, the '2's to work together and so on. Groups should be made of 4-5 participants. See the end of the session for how to make groups.
6. Give each group one of the case studies from Trainer Resource 3.1:

- A. Fatima
- B. Nneke
- C. Hassan
- D. Akpan
- E. Funmi
- F. Joseph

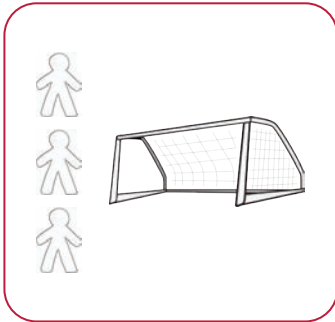
7. After 20 minutes, ask groups to stop.
8. Ask the group leader to put their flip chart on the wall.
9. Explain task:
  - We want to see all the assets that AEP learners can bring to class.
  - You are going to complete a gallery walk.
  - This means you will stand up and walk around the room to look at all the flip charts.
  - You will have 5 minutes for this task.
10. Check the instructions with a participant to make sure they have understood. Ask:
  - What do you have to do?
11. Instruct participants to do the gallery walk.
12. Walk around the room with the participants and take note of the ideas on the flip charts. Give participants a 1-minute warning as the 5 minutes are coming to an end.
13. Ask:
  - Did any of the assets that AEP learners can bring surprise you?



**14.** Add any AEP learner's assets that are missing.

**Possible assets**

- Motivation
- Ability to question
- Communication skills
- Wide vocabulary
- Cultural stories, poems and songs
- Self-control
- Dexterity (ability to use their hands)
- Ability to organise and take responsibility
- Leadership skills
- Knowledge of the environment
- Two or more language skills
- An understanding of how things work and processes



**15.** Move the charts and place them near the goalposts..

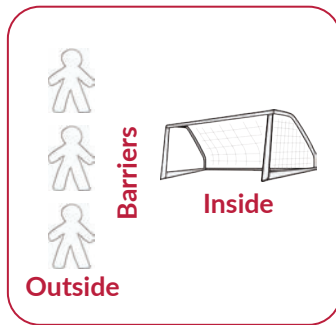
**16.** Say:

- As you can see from the charts, the AEP learners will bring a wealth of experience, knowledge and skills with them. This will make it easier for them to reach their goal. As the AEP teacher we want to take advantage of the assets the AEP learners bring with them to make our classes more interesting.
- Using a chart like this with the outline of a body makes the activity more interesting. It is a method that can be used in the AEP class

## PRACTICE: BARRIERS TO CLASS/LEARNING<sup>1</sup> (20 MIN)

### 1. Say:

- Most of the AEP learners will be motivated to attend AEP classes. For many it is the first chance they have to learn, and for others it helps them catch up their missing years of education. However even the most motivated learner may face challenges to attend classes and learn.



### 2. Explain task:

- You will remain in your groups.
  - Use the same AEP learner case study, discuss the following 2 questions:
    - ▷ What can prevent an AEP learner attending class?
    - ▷ What can prevent an AEP learner from learning in class?
  - In your group, think about the physical reasons, the social or community reasons and the psychosocial reasons.
  - Write each idea you have on a separate piece of paper/post it note. These papers will go on the wall. One group member will collect the materials for the task.
  - You have 5 minutes to write your ideas.
3. While groups are working put the following headings on the wall: Barriers, Outside class, Inside class, Physical, Social/Community, Psychosocial.
4. After 5 minutes, ask each group to read out their ideas for question 1: What prevents an AEP learner attending class? They then put the papers on the wall under the appropriate heading.
5. When all the groups have put up their ideas, repeat for question 2: What prevents an AEP learner from learning in class?

#### Possible answers

##### What prevents an AEP learner attending class?

##### PHYSICAL

- Distance from class
- Problems on the way to class – transport/rivers or need to pass army barracks
- No female toilets/wash facilities
- Class with no ramps or wide door for disabled learners

### SOCIAL/COMMUNITY

- Time of class
- Responsibilities at home
- Work responsibilities
- Pressure from family – fathers on daughters, young children
- Family don't value education
- Friends/peers don't attend class
- Attracted to negative influences and behaviours e.g., more exciting to be with friends at the market or smoking drugs
- Lack confidence
- Lack of role model

### PSYCHOSOCIAL

- May have suffered trauma and stress
- Fear of failure and feel they have no value

### **What prevent an AEP learner from learning in class?**

#### PHYSICAL

- Classroom environment, lack of suitable furniture, lighting, temperature
- Lack of textbooks and stationery
- The teacher is not present
- Tiredness

#### SOCIAL/COMMUNITY

- Overcrowding
- Mixed ages or abilities
- Mixed boys and girls

#### PSYCHOSOCIAL

- Feeling isolated due to age, gender, religion, language or ability
- Fear of failure
- Stress causing distraction
- Worries about family or work responsibilities

## REFLECTION

### 6. Say:

- Being aware of the assets that an AEP learner can bring and the possible challenges they face can help AEP teachers provide better support, protection and teaching. To do this we need to create a safe space. A safe space where learners will not be harmed physically or mentally and where they can develop their confidence and ability to progress in their learning.



## 2. Safe inclusive space for learning

### INTRODUCTION/INPUT: IDENTIFYING NEEDS (10 MIN)

#### 1. Point to the flip chart of different backgrounds of AEP learners from the beginning of the session.

#### 2. Say:

- In AEP we have a range of learners many of them are more vulnerable than children that attend formal education schools. Many learners are adolescents undergoing the changes and confusion of puberty, some have responsibilities for siblings or their own children. They may be more poverty stricken, from groups that have been stigmatised (street children, unmarried mothers), have dropped out of school due to learning difficulties or are disabled.
- It is the teacher's job to know each learner as an individual, so that learners can be encouraged and supported in the right way.
- AEP is an 'inclusive' education programme.

#### 3. Ask:

- Does anyone know what inclusive education means?

#### 4. Say:

- Inclusive education is defined as a learning environment or classroom that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability, religion, learning styles and language.
- This means all the learners we identified on this chart can attend AEP. No-one should be excluded at all.

#### 5. Say:

- I want you to close your eyes and think about your community.
- Look around you community.

#### Definition:

##### Inclusive education:

a learning environment or classroom that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability, religion, learning styles and language

- Can you see any children who are excluded from community activities?
- Can you see any children who are kept in the home because their family are ashamed of them? Look carefully.
- Now open your eyes.

**6. Ask:**

- Are there any children who have been excluded from taking part in activities?
- Are there any children who are kept in the home?
- Could these children be included in AEP?

**7. Say:**

- To include all children, we need an AEP class that feels safe for them
- For a safe AEP class, we need to address the AEP learner needs; physical, emotional and psychological.
- Responding to each learner's needs can be challenging especially in a large class.
- But that does not mean that teachers can do nothing at all.

## **PRACTICE: FINDING SOLUTIONS (25 MIN)**

**1. Explain task**

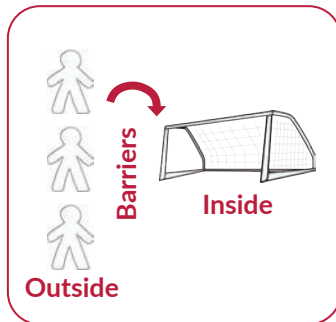
- You will remain in your groups.
- Use the same case study.
- Discuss how you can help this learner to participate and learn in your class. Remember this may be the type of learner you already know that will attend your class. Be realistic about what can be done.
- Write each idea on a separate piece of paper/post it note. These papers will go on the wall.
- One member of the group will collect the materials.
- You have 10 minutes for this task.

**2. After 10 minutes ask each group in turn to give their ideas and put their paper/post it note on the board above the protection sign.**

**3. Allow 2-3 minutes after the ideas from each group for any comments or questions.**

## REFLECTION (20 MIN)

### 1. Say:



- For a safe inclusive AEP class, we need to address the AEP learner needs; physical, emotional and psychological.
- Physical protection means providing a safe place to learn. It also means having structures and rules in place for everyone's protection.
- Psychological protection means helping the learners feel valued and protected from harm. We can provide a predictable daily routine and integrate life and learning skills into our lessons to help vulnerable learners express themselves freely. It also provides all learners with an opportunity for social interaction and talking with learners of their own age and background. This supports the learners psychologically.

### 2. Cognitive protection means developing learners' academic skills and giving learners knowledge and awareness about what their rights are, and what behaviour is acceptable or not.

### 3. Put the signs physical, emotional and psychological protection on the wall above the 'barriers for learning'.

### 4. Say:

- I want you to read Handout 3.1 about an Inclusive Learning Environment.
- Make a note of any questions you might have about it.

### 5. Distribute Handout 3.1.

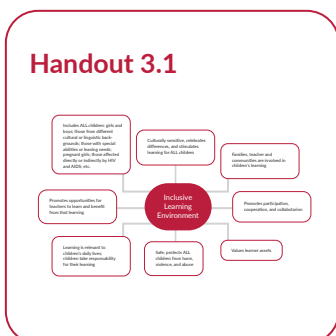
### 6. Answer any questions the participants have.

### 7. Say:

- AEP centres and AEP teachers play an important role in protecting AEP learners from harm.
- Creating a safe inclusive space where the AEP learners can trust the teacher means that AEP learners will confide or bring up their needs/problems.

### 8. Put the sign Inclusive education next to the physical, emotional and psychological protection signs on the wall. Add a copy of Handout 3.1.

### 9. Summarise what is on the wall and what the participants have learnt about their AEP learners and the support they can give.





### 3. Creating your own safe place

1. Say:

- Many teachers and learners may still feel stressed and suffer from feeling of fear at home or on the way to the AEP centre. The visualisation we are going to do is a method to help teachers and learners become calmer and feel safer.

2. Say:

- I want you to close your eyes and then follow the instructions to make pictures in your minds about making a safe, comfortable and happy space. (See below)



#### Trainer tip:

This activity is very important for AEP learners and teachers. It will need practice. It helps to calm people so you can practice it during the training in any time before training starts or when it ends.

#### Visualisation: Calming technique – Creating a safe space<sup>2</sup>

In a calm voice say the following:

This exercise will show you how to use your imagination to find a scene or place that makes you feel safe, comfortable and happy. This could be a real place where you felt good and were in control, or it could be a place from your imagination or a picture that you have seen.

Make yourself comfortable. Close your eyes or look at the tip of your shoes. Take a few deep, steady breaths.

In your mind, bring up a picture of a place where you feel secure, calm and happy. Imagine that you are standing or sitting there. Can you see yourself there? In your imagination, take a look around. What do you see? What can you see close to you? Look at the details. Notice the different colours. Imagine reaching out and touching. How does it feel?

Now take a look further away. What can you see around you? What's in the distance? Try to see the different colours and shapes and shadows. This is your special place and you can imagine whatever you want to be there. When you're there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? Walk around slowly, trying to notice the things there. Try to see what they look like and how they feel.



And what can you hear? Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? What can you smell? Maybe it's the sea air, or flowers, or your favourite food cooking? In this special place, you can see the things you want, and imagine touching and smelling them, and hearing pleasant sounds.

As your mind becomes more peaceful, your body will begin to relax. You feel calm and happy.

Now imagine that someone special is with you in your place. This is someone who is there to be a good friend and to help you, someone strong and kind. He or she is there to help you and look after you. Imagine walking around and exploring your special place slowly with this person. You feel happy to be together. This person is your helper and is good at sorting out problems. Just look around in your imagination once more. Take a good look. Remember that this is your own special place. It will always be there. You can always imagine being there whenever you want to feel calm and secure and happy. Your helpers will always be there when you want them. OK? Now take a deep breath and get ready to open your eyes and leave your special place for now. You can come back whenever you want to.

Slowly, slowly, become aware of your surroundings here and now. Notice the chair underneath you and feel your feet touching the ground. Gently move and stretch your limbs. When you feel ready, open your eyes. As you do so, notice how you feel calm, relaxed, and happy.



**Trainer tip:**

Evidence has shown that daily mindfulness activity can have a huge impact on stress levels.

Many teachers in Palestine have found this exercise was the most helpful when they experience stressful times on the way to their classes.



**Trainer tip:**

If there is time you can ask a participant to read out the visualisation: Creating a safe space to practice it.

**3. Ask:**

- How do you feel now?

**4. Say:**

- Some of you may find this exercise unfamiliar and you may not recognise the feelings you have. You may feel sleepy. Or you might laugh or even feel embarrassed about the way you feel.
- This means your imagination is taking you to a safe place. This is the first time you have gone on this journey, so it is a bit bumpy. But with practice you will find it easier to go to your safe place and feel the stress slip away.

**5. Say:**

- There is a connection between our imagination and feelings. We have control over what we see in our imagination and therefore over how we feel.
- You can imagine your safe place whenever you feel unhappy or frightened and it will help to calm you and make you feel better.

- This activity is often called a mindfulness activity. It needs practice but it is a positive thing to do and gets easier over time.
- This is an effective activity for AEP teachers and learners and helps to calm learners before learning begins.
- The AEP curriculum includes these types of activities.
- If we have spare time in the training we will practice this visualisation for safe space.

## End of Session Reflection



If you have time, you can do the reading activity for Handout 3.2 in class.

1. Say:
  - I will give you Handout 3.2 to read tonight on how to identify children that might have some small disabilities and how you can help them in class.
  - In the next session I will ask some participant to demonstrate some of the strategies.
2. Distribute Handout 3.2..
3. Refer to the learning outcomes on the board/wall.
4. Ask:
  - Have the learning outcomes been achieved?
5. Make groups of 2 for think-pair-share.
6. Ask groups to answer the following questions:
  - What did you learn in this session?
  - What did you enjoy in this session?
  - What will you try in your classroom?
7. Ask some groups to share their answers.

## End notes

<sup>1, 3</sup> Adapted from Save the Children and Enabling Education Network (EENET). (n.d). The Foundations of Teaching: Training for educators in core teaching competencies. [https://www.eenet.org.uk/resources/docs/The\\_Foundations\\_of\\_Teaching.pdf](https://www.eenet.org.uk/resources/docs/The_Foundations_of_Teaching.pdf)

<sup>2</sup> University of Tromso and NRC. (2013). Better Learning Programme 1: Increasing learning capacity among Pupils in Ongoing Crises, Manual for Improving Self-Regulation: Classroom Sessions.

## Ideas for coaching

- AEP centre managers or trainers can bring teachers together on a regular basis, to share their experiences, challenges, and achievements of including everyone in learning. Agree a plan for this with AEP centre managers or trainers. During these meetings, teachers should be encouraged to share how they have helped learners with problems, and to suggest what they will do differently in future.
- If teachers are experiencing challenges with a particular learner or group of learners, the AEP centre manager or trainer can observe the class and provide feedback. Alternatively, they could step in as a co-teacher to experience the problem and help address it.
- AEP centre managers could recommend for higher recognition those teachers who have made good efforts to include all learners. They could be put forward for competitions, awards, letters of commendation, and so on.

## Ideas for collaborative learning/self-study

- Teachers should regularly meet or communicate through texts and phone calls, to discuss experiences, achievements, and challenges. They can also learn about strategies that others have found successful.
- Teachers can observe each other's lessons, to better understand and resolve challenges.
- Teachers can meet with school management committees to ask the community to help with supporting the participation and learning of particular learners who are having problems.

## Session Outcomes

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

1. List assets that AEP learners can bring to AEP classes
2. Identify the barriers AEP learners have to attend school and/or learn in the classroom
3. Explain the meaning of safe, inclusive education

## Trainer Resource 3.1: AEP learner case studies

### FATIMA

Fatima is 11 years old. She fled the crisis in Borno when she was 8 years old, with her mother, two younger brothers and grandfather. She started grade 1 in her Gwoza village, Borno state, Northeast Nigeria but dropped out due to insurgency. Her family fled to an Internally Displaced People's (IDPs) Camps in Auchi, Edo state, South- South region of Nigeria. Fatima joined primary 1 in a primary school but couldn't understand the language and was silent in school most of the time. She had problems sleeping due to nightmares about the crisis back home and worried about her village. Fatima was also needed to attend the food distribution each week. In the end Fatima dropped out. Her mother was happy to have Fatima with her in the tent called home. Her mother and grandfather were illiterate and didn't always see the value of education. Fatima was becoming a woman. During the back-to-school campaign, Fatima really wanted to go to school. But she feels ashamed to start primary 1 with the six-year-old children.



### NNEKA

Nneka lives in Abia State, Southeast region of Nigeria. Her parents believed in education but because they were poor, they couldn't afford the school fees for both Nneka and her brothers. They sent her brothers to school, but she had to stay at home to help her parents. Nneka was eventually able to go to school but enrolled when she was 9 years and not 6 years. She attended school to the end of Primary 5 but had to drop out because she became pregnant during the COVID-19 lockdown. Since she dropped out she has been caring for her daughter and 3 young brothers. She started a snack selling business and is making good profit. She is now an attractive 15-year-old and keen to attend school. But she also wants to be able to continue to run her business and do her chores in the home.



### HASSAN

Hassan is 17 and an orphan. He was forced to relocate from his village due to banditry attack where his father was killed, and all their property and animals looted. Hassan managed to leave with his 3 younger brothers and moved to Kano town. Hassan is strong and healthy, so he was easily able to get jobs from hotels and restaurants in the Kano. Hassan could earn enough money to support himself and his brothers and even send one of them to school. It is hard to look after his brothers and work, but Hassan also wanted to continue his education. With a qualification he could get a regular and better paid job.



## AKPAN

Akpan is 10 years old. He was involved in a road accident when he was 6 years old. He lost both his parents and suffered a permanent damage to his legs. He could not attend the local school as it was too far away. Akpan was looked after by his grandparents for many years and learnt all about their village traditions and the many people who lived there. Akpan was a friendly boy and liked to sit in the centre of the village. He was always happy to talk to anyone and had many friends. His grandparents knew that Akpan was a bright boy capable of learning quickly. He asked many questions and had a very good memory. Through his friendliness with many different people, Akpan was also able to speak in 3 different languages. However, his grandparents were too old to carry him to the local school. Akpan has dreams of getting a job when he is older, getting married and having a family.



## FUNMI

Funmi, a 14-year-old girl, lives in Oyo state of Southwest region of Nigeria. She used to live with her family – her father, mother, two brothers and two sisters – but problems and difficulties facing her parents resulted in their separation.

Funmi and her siblings live with their father. Because Funmi is the eldest, she had no choice but to leave school when she was in Primary five, to help at home. Funmi was disappointed to lose her education and her friends. Instead, she started the life of a young girl responsible for house cleaning, cooking, and raising her siblings. Funmi is also at risk of early marriage. Her father has been approached by many men wanting to marry her. Her father needs Funmi to run the house, but the dowry is very tempting. Funmi has spent five years at home without interaction with adolescents and young people of her own age. She had forgotten everything and as a result her reading and writing skills are very weak. She is worried that she can't see the words well. However, she is still good at maths and enjoys managing the family budget.

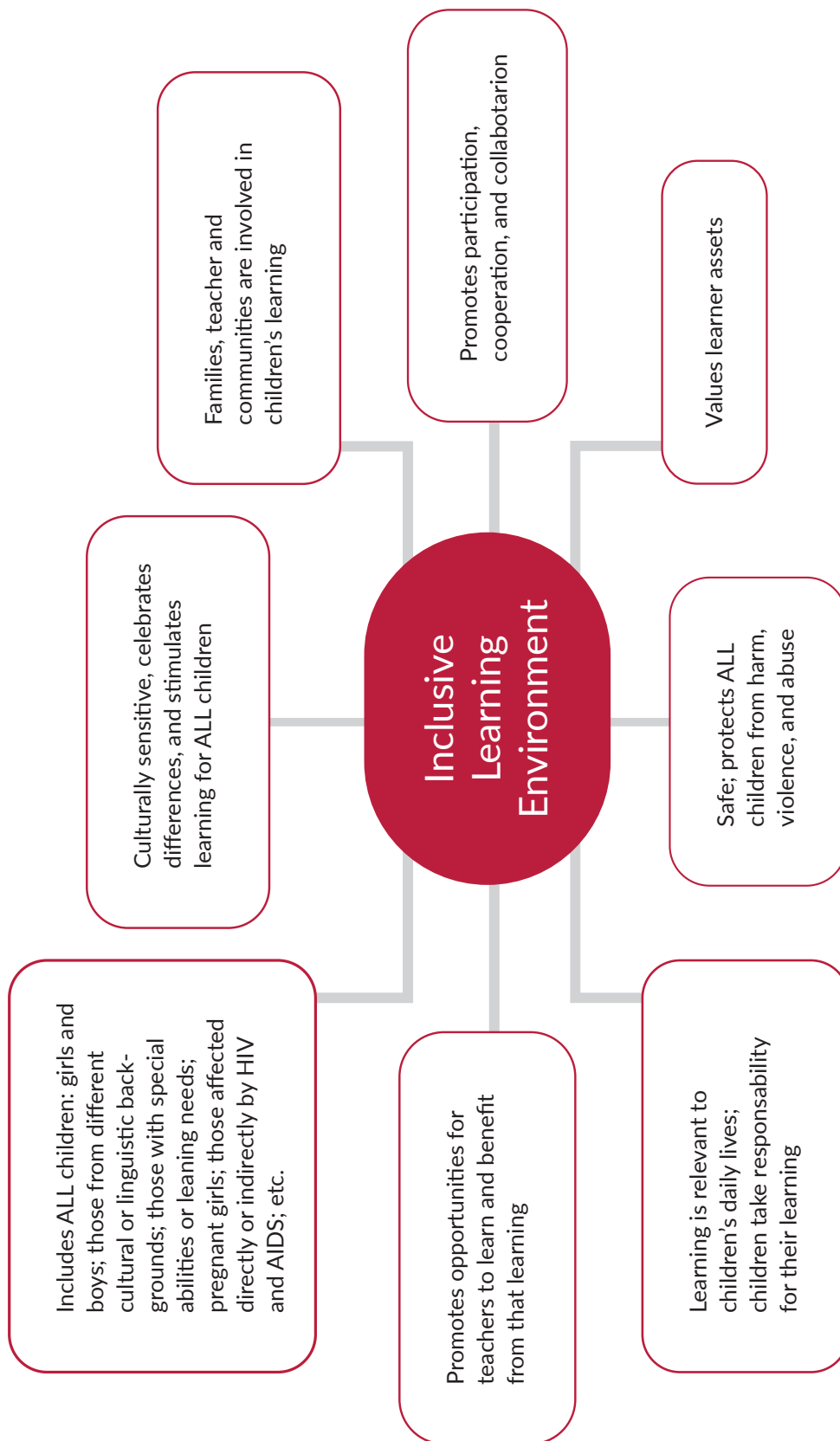


## JOSEPH

Joseph's parents were forced to move to Port Harcourt city due to ethnic tensions when Joseph was young. Joseph enrolled in a school but dropped out of school after Primary 5. He contracted an infection and afterwards had problems hearing the teachers. The teachers didn't help him because he was considered an outsider from a different ethnic group, so his marks dropped. Some teachers called him lazy even though he had been the best learner in their classes in Primary 4. When Joseph turned 16, he managed to get a job with the Road Safety. He carries messages, makes tea and does small jobs for the officers there. A few times he has helped to direct traffic during major events. He is proud to be able to help even when there are angry drivers. Joseph has become good at calming drivers down and the officers are very happy with his efforts.



## Handout 3.1: Inclusive learning environment



## Handout 3.2: Strategies for learners with sight, speech and hearing disabilities.

Read the handout and find out how to identify an AEP learner that has problems with their hearing, sight or speech. Choose one strategy that you could use in the AEP classroom.

Be prepared to demonstrate it.

PHYSICAL CONDITION	HOW TO IDENTIFY	STRATEGIES
Partial deafness  Hearing with only one side/ear  Hearing only high tones	» Go behind learner and click fingers first left and right. If the learner doesn't turn or react, they have a hearing problem.	» Take to the doctor to test for a hearing aid » If the learner has a hearing aid, make sure they use it. » Sit child at the front of the class with the best ear towards the teacher. » Teacher to raise his /her voice while teaching » Reduce background noise as much as possible
Eye conditions  Partial sight	» The learner moves their head a lot and squints » Eyes don't react to bright light being turned on in the room	» Take to the doctor for a sight test – glasses. » If the learner has glasses make sure they wear them. » Choose a place with good light for the child to sit at the front » Write larger than usual, read it aloud, check frequently that the learner has understood. » The learner may need larger paper and marker pens to work with. » Have lined paper for assignments (the darker the lines the better). » Provide contrast on any visual materials used: black and white is best » Supplement visual material with clear verbal explanation.
Long sight  They cannot see near things well.	» Learner at the front asks many questions even though the handwriting is clear and neat.	» Near objects not seen clearly – use glasses. » If the learner has glasses make sure they wear them. » Sit child at the back of the class » Use good light » Seat the learner with his/her back to windows
Short sight  They cannot see far things well.	» Learner at the back asks many questions. » Cannot see clearly.	» Distant objects cannot be seen clearly – use glasses. » If the learner has glasses make sure they wear them. » Sit child at the front of the class » Use good light
Speech defects  Stammer / stutter		» Do not put the learner under any stress or embarrassing situation in front of class mates. » Stand by the learner and ask questions individually when the class is working
Limited speech		» This may be a sign of poor hearing.