ACCELERATED EDUCATION
WORKING GROUP

**Inter-agency Network for
Education in Emergencies**

Accelerated Education Introductory Teacher Training Pack

Elias scores an A in National Exams in Kenya
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The Inter-agency Network for Education in Emergencies (INEE) is a global open network of members who are working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. INEE's work is founded on the fundamental right to education. For more information and to join INEE, visit inee.org.

For feedback or questions please contact: accelerated.education@inee.org

Acknowledgements

The Accelerated Education Introductory Teacher Training Pack was written for the Inter-agency Network for Education in Emergencies (INEE) Accelerated Education Working Group (AEWG) by Sue Nicholson with extensive support from a task team of AEWG members[1]. It was initially developed by students at Teachers College, Columbia University[2]; underwent feedback from expert reviewers[3], was revised extensively by the author and then finalised following field testing in Uganda[4], Somalia[5] and Nigeria[6].

The INEE AEWG is an inter-agency working group made up of members supporting and/or funding Accelerated Education Programs (AEPs). The AEWG aims to improve the quality of AEPs through developing guidance and tools to ensure Accelerated Education (AE) is a relevant response and to support a more harmonised approach to AE.

The INEE AEWG is made up of the following education partners supporting and/or funding AE programming: European Civil Protection and Humanitarian Aid Operations Department (ECHO), Education Development Center (EDC), International Rescue Committee (IRC), Norwegian Refugee Council (NRC), Plan International, Save the Children, UNESCO, UNHCR, UNICEF, United States Agency for International Development (USAID), War Child Holland, Stromme Foundation, Geneva Global, BRAC, Creative Associates, Luminos Foundation, AVSI, Fundacion Carvajal and National Council for Nomadic Education in Kenya.

Acronyms

AE	Accelerated education
AEWG	Accelerated Education Working Group
AEP	Accelerated education programme
AL	Accelerated learning
ALP	Accelerated learning programme
CEC	Community Education Committee
CBMC	Centre Based Management Committee
ECCN	Education in Crisis and Conflict Network
ERSA	Education Recovery Support Activity
FME	Federal Ministry of Education
INEE	Inter-agency Network for Education in Emergencies
IRC	International Rescue Committee
MoE	Ministry of Education
NRC	Norwegian Refugee Council
NERDC	Nigerian Educational Research and Development Council
PTA	Parent–teacher association
SBMC	School-based management committees
USAID	United States Agency for International Development

Commonly used terms in Accelerated Education Programmes (AEP)

When we refer to the following terms in AEP, we recognise that programmes may use other names in other contexts:

AEP term	Other names that may be used
Accelerated education	Accelerated basic education, alternative basic education, accelerated learning, catch-up, second chance
learner	student, pupil
teacher	educator, facilitator, mentor, animator
AEP class	class
AEP centre	AE school
AEP centre manager	Head teacher
AEP level	Cycle, pack
Community Education Committee (CEC)	Parent–Teacher Associations (PTAs) and School Based Management Committees (SBMCs) or Centre Based Management Committee (CBMC).

Contents

A. About this training pack

The Accelerated Education Introductory Teacher Training pack (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 sessions, vocabulary and tools have been aligned with the Teachers in Crisis Contexts (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. We recommend this training pack for further processional development on mainstream teacher training in crisis contexts.

B. Teachers and trainers

The AEITTP has been developed to train teachers[7] of AEP classes in non-formal or formal settings in humanitarian and development contexts. The pack can be used to train new, unqualified and in-experienced teachers as well as those who are qualified or experienced but new to accelerated education.

This training pack was developed to provide support to trainers from different backgrounds and with different levels of experience. Sessions are semi-scripted in straightforward language with routine instructions for activities. Trainer materials for activities and handouts for participants are provided as well as the answers for activities. Scripted sessions were adopted to ensure that the training delivered is standardised across subjects.

The training course can be delivered by:

- Non-governmental organisation specialist teacher trainers and education officers
- Ministry of Education in-service trainers and education officers
- Teacher training college trainers

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7   In this pack, the word teacher is used in generic sense to include teachers in the conventional schools, and facilitators in the non-formal education setting.

C. What is Accelerated Education?

The AEWG, defines an Accelerated Education Programme (AEP)[8] as:

> *A flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on or had their education[9] interrupted due to poverty, marginalisation, conflict and crisis. The goal of Accelerated Education Programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.*

AEPs accelerate a curriculum so that learners obtain an equivalent level of certified education in a shortened time frame. This requires increased and more effective time on task, emphasis on literacy and numeracy and often a socio-emotional learning component. Frequently only the most essential subjects are taught. Programmes are flexible to meet the unique needs of the learners they aim to serve.

AEPs in humanitarian and development contexts may be a short-term, transitional response to an emergency situation or a longer-term, foundational programme designed to work with or be part of the formal education system.

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8   AEP replaces Accelerated Learning Programme (ALP) and other terminology as the standard descriptive term because, in many crisis- and conflict-affected contexts, programmes are limited in their ability to truly carry out Accelerated learning practices.

9   Basic education comprises the first ten years of formal schooling (Pre-primary to junior secondary education) up to Grade 9 (Nigeria National Policy on Education, 2013).

In Nigeria, AEP targets children and youth:

- Who never started schooling and are over-age to start from the foundation class (Primary 1);

- Who are over-age to continue schooling from where they stopped after a long period;

- Whose education has been interrupted due to crisis, conflict, disaster, and socio-economic and socio-cultural reasons; and

- Who are identified as internally displaced, street children, out-of-school boys and girls from age 10-18 who never enrolled in school or dropped out before completion of basic education.

Records show that a large population of children and youth in Nigeria are currently out-of-school for a range of different reasons. As the older AEP learners are more cognitively mature, and bring with them skills, experiences and knowledge, they are able to cover the Accelerated Basic Education Curriculum (ABEC) in an accelerated time frame. The AEP curriculum, materials and pedagogy do differ from those of formal schools. The AEP has three levels, and each level has three stages. Each level covers the equivalent learning competencies in three class levels of the formal school as explained below:

LEVEL	CONTENT	TARGET GROUP
Level 1 (Stages 1–3)	Covers the curriculum contents of Primary 1–3	Those who have never been to school aged 10 and above
Level 2 (Stages 1–3)	Covers the curriculum contents of Primary 4–6	Those who have been to school up to primary 2 or 3 but dropped out due to one reason or the other.
Level 3 (Stages 1–3)	Covers the curriculum contents of Junior Secondary 1–3.	Those who have been to school up to primary 5 or 6 but dropped out due to one reason or the other.

The AEP curricula are condensed, focusing on only 5 subjects across the three levels. The subjects are: English Studies, Mathematics, Basic Science and Technology, Nigerian History and Values and one Nigerian Language (Hausa, Igbo and Yoruba). AEP emphasises acceleration of a curriculum such that learners get an equivalent level of certified education to primary and junior secondary schools in a shortened time frame.

D. AE approach and pedagogy

The AEITTP takes an active learning and experiential approach. Experiential learning is the process of linking real-life to learning and reflecting on the process. Participants are given tasks to interact with the subject rather than being passive and only seeing or hearing information. Training methods require the participants to engage with the material using for example group work, think-pair-share, case studies and role play. Reflecting on the learning leads the participants to an understanding of how they can apply the learning to their own classroom.

Many AE teachers in humanitarian or development contexts have only experienced a traditional model of classroom teaching with lecture, question and answer, and a rigid approach to discipline. The AEITTP aims to positively change the behaviour of teachers and encourage the application of more active learning methods in their classrooms.

The AEITTP is semi-scripted to ensure trainers use simple language and standardised instructions for activities. They look to the trainer as the model for their own teaching. By consistently modelling effective classroom management the trainer is providing a good role model for the participants to copy.

The AEITTP is also based in the reality of a basic classroom setting. The training can be conducted in resource poor locations and once the materials are assembled does not require electricity. PowerPoint presentations are discouraged as they are trainer centred and the participants are passive. Participants need to be active to learn and need to see methods modelled that they can use in their own classrooms. This approach encourages teacher to use low-cost contextualised resources in their teaching and try out the AEP methodology as they have seen it demonstrated in the training.

Many experienced trainers have a wealth of knowledge and experience to present to participants. However their role in the AEITTP is to be a facilitator, to use the scripted sessions and show effective organisation and classroom management skills.

AE pedagogy: the method and practice of teaching

The AEITTP has developed a set of 20 AE teacher competencies related to the AEWG principles of effective practice. These competencies guide and inform the AE pedagogy. Each session focuses on 1-3 AE teacher competencies. However, many activities within the session may also contribute to other competencies. A self-assessment using the AE teacher competencies form both the pre and post assessment for the AEITTP and training on the AE teacher competencies is provided in Session 2: AEP teacher role and competencies.

AE TEACHER COMPETENCIES

1. Has accurate knowledge of the AEP
2. Can use a condensed and integrated curriculum
3. Focuses on literacy, numeracy skills as the foundation of learning
4. Integrates life skills
5. Can identify AEP learner needs and assets (knowledge, experience and skills)
6. Follows child protection and Code of Conduct standards
7. Creates a safe, supportive AEP learning environment
8. Interacts positively with all learners
9. Is a positive role model
10. Uses lesson plans
11. Uses age-appropriate teaching strategies
12. Delivers lesson content clearly
13. Manages time efficiently
14. Uses assessments
15. Maintains accurate AEP documentation
16. Communicates effectively
17. Demonstrates leadership
18. Manages AEP centres effectively
19. Promotes AE learner transition to formal education, vocational training and/or livelihoods
20. Participates in continuous professional development

AE pedagogy builds on learners' existing knowledge, experience and skills so that learning tasks are relevant and can have impact in learners' lives. There is a focus on developing higher order thinking skills, problem solving and making good use of dialogue and questioning. AE pedagogy aims to build a strong foundation in language and mathematics.

AE pedagogy takes into account the diverse needs of learners of different ages, and background to provide a supportive, inclusive and equitable learning environment. Learners play an active role in the learning process using prior knowledge and new experiences to create knowledge in collaboration with others. The teacher facilitates this process, but also creates and structures the conditions for learning. AEP teachers draw on learners' experiences to make lessons meaningful and contextually relevant and adapt their instruction to particular learner needs. AEP teachers believe in the capacity of their learners to learn, and carefully utilize a range of pedagogical approaches to ensure this learning occurs.

Whilst learners may be in classes covering lesson content in lower grades, the teaching and learning strategies are appropriate for older children and match their level of cognitive maturity. These include a range of age appropriate teaching methods:

- whole-class and structured group work
- pair work (think-pair-share)
- collaboration
- discussion
- role play
- visualisation
- peer to peer learning
- peer and self-assessment

The AEP may also incorporate aspects of Accelerated learning. Accelerated learning is defined as "approaches to teaching and learning, informed by research in the cognitive and neuro-sciences, that provide more engaged, proficient and faster development of learned knowledge and basic skills[10]".

For a list of teaching methods/ activities used in this training pack see Appendix 2

Professional technical terminology is explained in Appendix 3.

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10   For further information on AL, see Charlick (2004).

E. AEITTP sessions

The AEITTP pack consists of 18 sessions:

#		DURATION
	Opening session	2-3 hours
1	Introduction to AEP	3 hours
2	AEP teacher role and competencies	3 hours
3	Knowing your AEP learners	3 hours
4	Protecting AEP learners from harm	3 hours
5	How we learn	3 hours
6	Learning styles	3 hours
7	Literacy 1: Learning to read	3 hours
8	Literacy 2: Language skills	3 hours
9	Learning outcomes	3 hours
10	Introductions, instructions and explanations	3 hours
11	Active learning methods	3 hours
12	Using questions	3 hours
13	Assessment for learning	3 hours
14	Classroom management	3 hours
15	Positive discipline	3 hours
16	Social inclusion	3 hours
17	Communication	3 hours
18	Evaluation	2 hours (If there are no closing speeches it can be reduced to 1 hour)

F. Delivery of the session

The sessions can be delivered in a morning or afternoon. Each session has a suggested break approximately halfway through.

The opening session includes time for opening speeches, participant registration and a pre-test. The pre-test is a self-assessment using the AE teacher competencies which will also form the post-test. Session 18: Evaluation is 2 hours long and includes time for speeches and a closing ceremony. Session 18 also includes an example certificate for the AEITTP.

The AEITTP can be delivered in training courses of:

- Full days – one session in the morning and one in the afternoon
- Half days – one session each afternoon
- Half days in a teacher learning circle or workshop conducted each week, fortnight or month
- As part of a continuous professional development pack. The session would be delivered within a continuous professional development model of cycles[11] of:
  workshop > self-directed learning > peer learning circle > coaching. The structure is:
  - Workshop session (including setting personal learning objectives)
  - Self-directed activities
  - Peer Learning circle agenda
  - Coaching conversation guide
  - Competency specific lesson observation form

It is recommended that a minimum of 5 full days of training are delivered to gain the maximum benefit to changing AEP teacher behaviour. It is only after experiencing good classroom management and instructions for a five day period that AEP teachers are able to copy them effectively.

Sessions 1-6 are linked and should be delivered one after the other over 3 days. The remaining session to be delivered will depend on the training days available and the need of the teachers. Decisions about which sessions to do is up to the trainer and needs and priorities of the teachers. The sessions are designed to build on each other but can also be used independently in sequence. However, the sessions selected should be delivered in numerical order.

NOTE: The opening session allows for participants to arrive, registration, form filling, speeches, and a pre-test.

If participants are punctual and there are no speeches, the opening session can be reduced in time to 30 minutes/1 hour. This can allow Session 1 and 2 to be completed on day 1. However, 30 minutes will need to be cut from Session 2. Reductions in timings are suggested.

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11 The AEITTP only provides the training session. Additional activities would be the responsibility of the implementor.

Training sessions 1-6 are linked and should be delivered one after the other over 3 days. The remaining training session to be delivered will depend on the training days available and the need of the teachers. Decisions about which sessions to do is up to the trainer and needs and priorities of the teachers. The sessions are designed to build on each other but can also be used independently in sequence. However, the training sessions selected should be delivered in numerical order.

Table 1: Example AEITTP pack 7-day schedule

	TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
AM	3 hours	Opening session	2. AEP teacher role and competencies	4. Protecting AEP learners from harm	6. Learning styles	11. Active learning methods	14. Classroom management	16. Social inclusion
Lunch break								
PM	3 hours	1. Introduction to AEP	3. Knowing your AEP learners	5. How we learn	7. Literacy 1: Learning to read	13. Assessment for learning	15. Positive discipline	18. Evaluation

Table 1: Example AEITTP 5-day schedule

	TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
AM	3 hours	Opening session	2. AEP teacher role and competencies	4. Protecting AEP learners from harm	6. Learning Styles	13. Assessment for learning
Lunch break						
PM	3 hours	1. Introduction to AEP	3. Knowing your AEP learners	5. How we learn	12. Using questions	18. Evaluation

G. Session structure

Each session is structured the same way:

- **Trainer overview:** Contains the AE teacher competencies, learner outcomes, materials required and overview of the session steps/activities/time and materials.
- **Training content:** Includes step by step instruction on how to use the materials on the right side. On the left side are thumbnail pictures of the charts and handouts, text boxes for trainer notes and tips, vocabulary definitions and research to support the trainer.

Each session has the following structure:

- An overall session introduction
- The session is divided into steps. Each step has the following parts:

  - ▷ **Introduction:** Introduces new content
  - ▷ **Input:** Training of new content
  - ▷ **Practice:** Activities that use participant knowledge and practice the content
  - ▷ **Reflection:** Used to reflect on the learning and /or conclude the session.

- An overall session reflection

- **Ideas for coaching:** for use by trainers, Head teachers and coaches to support learning
- **Ideas for collaborative learning/self-study:** for use by teachers individually or with their peers
- **Trainer Resources to copy:** For example: session outcomes, pictures, and instructions/ scenarios used in group work activities.
- **Handouts to copy:** Handouts for individual participant use.

In many sessions, you will use the 'counting-off' method to group participants, to do this:

1. Decide the number of learners you want in each group. For example, if you have 40 learners, you can have ten groups, each with four learners. You can have more or fewer learners in a group, but this example will use four.

2. Give each learner a number. Do this by pointing to the first learner, and saying, "One." Get them to repeat their number. Then point to the second learner, and say, "Two." Get them to repeat their number. In this example, after the tenth learner, start again at one. Repeat until all learners have a number between one and ten. Once learners have the idea, as you are counting off you can point at them and they can tell you their number, as they will have heard the previous learner's number.

3. To check that all learners have a number, ask all the Ones to put their hands up. Then ask all the Twos, and so on. Then ask if anyone does not have a number. If there is anyone, give them a number.

4. Tell the learners that they will move to work together. All the Ones will work together, and all the Twos, and so on. Tell them not to move until you say so. Then show them clearly where each group will work.

5. It is best to give the learners the instructions for the activity they will do together before they move.

6. Tell the learners to move quickly and quietly to their group and start work.

H. Advance preparation

When the organisation delivering the AEP receives the AEITTP there are some important advance preparations to be made and adjustments to the AEITTP session to ensure it is relevant the local context.

In the following section is a comprehensive checklist of tasks for organising the AEITTP, an accompanying list of training materials and furniture requirements.

1. Agree who will be responsible for the different tasks listed in the *'Checklist of tasks for organising the AEITTP'*. The checklist outlines in detail all the training, logistics and other tasks that need to be completed for a successful training course.

2. Organise and procure the training requirements as outlined in the checklist.

3. Collect the following materials for use in the sessions:

    - AEP Teacher Code of Conduct or the Code of conduct used for schools

    - Textbook copies used in the AEP classes. For use in the activities or to select relevant pages to copy and use.

    - Key information about the AEP e.g, The AEP National Implementation Guidelines or policy.

4. Adapt some session and handout content to meet the specific needs and interests of AEP teachers and learners in the AEP programme in your location. Consider:

    - Cultural norms and references familiar to teachers and learners; For example, changing the term AEP to ABE, or teacher with facilitator or learner with student.

    - Legal and policy frameworks that apply to education and child protection in the local context.

    - The curriculum in use.

    - Specific issues and concerns related to the AEP context.

CONTEXTUALISATION GUIDE

Below is a table indicating where the information needs to be contextualised.

- Sessions 1 and 2 will take about 2 days to contextualise well if you don't have the relevant information already.

- For non-English speaking programmes, Literacy 1: Learning to read will require a language expert to contextualise some materials.

- The remaining sessions will take less time.

Remember to check the number of the session if you have selected only some sessions and make sure handouts match.

Ensure changes are also made to textboxes.

CONTEXTUALISATION GUIDE		
Please look over all the handouts and trainer resources and use your judgment and cultural sensitivity to see if they contain any content that is not appropriate or would be better replaced in your context. If this is the case, please replace it with culturally appropriate content.		
SESSION	**WITHIN SESSION**	**HANDOUTS**
00. Overview		
0. Opening session		
1. Introduction to AEP	4. Pathways into and out of AEP: Ensure the Pathways into and out of AEP aligns with your context.	Handouts 1.1 and 1.2: Replace to be for AEPs in your specific context. If these do not exist, you can use these ones as examples, but it may be something you and the participants want to develop, using the examples as models.
2. AE teacher role and competencies		Handout 2.3: If you have a Teachers Code of Conduct please replace it here, but if it doesn't exist you can use this one as an example
3. Knowing your learners		
4. Protecting AEP learners from harm		
5. How we learn		
6. Learning styles	1. Child and adolescent learning: Use legal age of a child in your country	
7. Literacy 1: Learning to read		Handout 7.3: Feel free to use the textbook page examples from Uganda, or use textbook pages from your country/content.
8. Literacy 2: Language skills	Model Lesson 2: Mother Tongue Vocabulary: please add the mother tongue word for the English word 'complain'. There may be several mother tongue languages used in your context, if so, please select one which the majority of participants will understand.	Handout 8.1: Feel free to use the textbook page examples from Uganda, or use textbook pages from your country/content.
9. Learning Outcomes		

SESSION	WITHIN SESSION	HANDOUTS
10. Introductions, instructions, and explanations		
11. Active learning methods		
12. Using questions		Handout 12.4: Feel free to use the textbook page examples from Uganda, or use textbook pages from your country/content.
13: Assessment for learning		
14. Classroom management	1. Reflection: Adjust age of AEP learners for your AEP	
15. Positive discipline		
16. Social inclusion		
17. Communication		
18. Evaluation		Ensure certificates note only the modules that were covered during the training.

I. Trainer preparation

Trainers should agree which parts of each session they will conduct. Trainers can divide their responsibilities by 3-hour session, 1.5 hour half session or by session steps or activities.

Preparation prior to each session

The trainer(s) should do the following:

- Read through the whole session thoroughly.

- Check the materials and handouts and prepare charts if required. Charts can be prepared before the course or during the training day when co-trainers are delivering a session. Ensure there is a table and materials at the back of the training room so charts and material preparation can be completed.

During the training

PARTICIPATION

Create a friendly and encouraging atmosphere in the training room.

- Know and use participant names

- Involve all participants giving equal consideration to men and women.

- Encourage participants to share their opinions and experiences. However, be aware of time. Also ensure knowledgeable participants are not dominating in the early sessions by asking and answering questions at length.

- Give positive and constructive feedback throughout. React to what participants are saying by nodding, smiling, or engaging in other actions that show you are listening and interested. See Session 13 on giving positive feedback and reinforcement

- Encourage collaboration during and after the sessions. Promote group unity and allow participants to learn from each other's thoughts and experiences.

- Change the groupings often so teachers have the opportunity to work with as many different people as possible.

- Be available to provide additional help outside of sessions, and listen and respond to any feedback from participants.

AE PEDAGOGY AND BEING A POSITIVE ROLE MODEL

During the training the trainer should model the delivery and techniques AEP teachers should use in their own lessons and classrooms. While delivering the sessions the trainer should aim to:

- Read with expression from the script

- Model effective instruction and classroom management skills

- Ensure that participants are thinking critically about the concepts and techniques discussed and have ample opportunities to practise, apply, and reflect.

- When participants give answers: always be positive, correct incorrect answers, and stretch and develop correct answers by asking follow up questions such as: "Can you give an example of that? Is there another point of view? Why do you think that is true? Does that always apply? How did you come up with that answer?" See Session 7: Using questions on follow up questions

- Summarise participants' statements in your own words to check for understanding and to reinforce statements.

TIME KEEPING

- The sessions include a time for a break. Agree the length of the break that will allow for refreshments, prayers, visiting the toilets or making phone calls.

- Begin on time and finish on time. If the participants think they will miss something, they will make the effort to arrive on time.

- Make sure you have the participants' attention before you start. Ask questions etc. only when everyone is quiet.

- Only write answers on the board/chart paper when indicated in the session.

- If there are many groups for feedback such as pairs, ask for one idea from a selection of groups rather than all ideas for all groups.

- Keep the classroom tidy and make sure participants return materials to their correct place so you can easily begin activities in the next session.

J.   Checklist

#	TASK	PERSON RESPONSIBLE	DATE WHEN COMPLETED
	PREPARATION IN ADVANCE		
1	AEITTP documents received		
2	AEITTP Trainer Resource Handout booklet received		
3	AEITTP Handout booklet received		
4	Collect: » AEP Teacher Code of Conduct from the AEP National Implementation Guidelines, Education Cluster or implementing/contracting organisation. If no AEP Teacher Code of Conduct exists, use/adapt the formal school Code of conduct or adapt and have approved the example Code of Conduct provided in Session 2. » Textbook copies used in the AEP classes. For use in the activities or to select relevant pages to copy and use. » Key information about the AEP that is being implemented » Consent form for photographs		
5	Sessions adapted to match the AE context		
6	Optional: Assess level of teachers attending the training		
7	Adapt AEITTP certificate		
8	Agree which trainers will be responsible for which session, half session or alternate activities within a session		
9	Allocate a staff member to take responsibility to ensure all logistics, materials and refreshments are ready and on time. They can also be a timekeeper for the trainer.		
	LOGISTICS		
10	Training venue selected		
11	Catering for training arranged		
12	Teachers informed of training with confirmed dates		
13	If appropriate, MoE officials invited to open and close training		
14	Soap, water purchased/provided for toilets and handwashing		
15	Stationery materials collected/purchased		

#	TASK	PERSON RESPONSIBLE	DATE WHEN COMPLETED
16	Training materials collected/purchased		
17	Training organisation forms copied » Attendance/Registration sheet » Teacher profile form if used » Consent form		
18	Handouts copied		
19	Trainer resources copied		
20	Blank certificates printed and received		
	DAY(S) BEFORE TRAINING COURSE STARTS		
21	Handout pages checked (some have 2-3 pages)		
22	Handout and trainer resources that need to be cut up, are cut up and clipped together		
23	Prepare any charts or flash cards required		
24	Training room furniture arranged (U shape is best if possible) All participants can see the board/flip chart stand There is space for activities e.g. agree disagree role play, games, mingle activities Furniture is arranged to enable pair work and group work		
25	Training room is cleaned		
26	Training materials arranged in training room for trainer use (on trainer table)		
27	Training materials arranged in training room for participant use so they can easily collect materials.		
28	Prepare Training timetable on chart paper		
	DAILY ON TEACHER TRAINING COURSE		
29	Check all teachers have signed the attendance or registration sheet		
30	Collect the completed teacher profile form is used (Day 1 only).		
31	Collect the signed consent form to take photographs (Day 1 only).		
32	Collect the pre-test self-assessment activity which will be used again in the evaluation session (Day 1 only)		
33	One trainer records the results of the self-assessment activity on the form provided		

#	TASK	PERSON RESPONSIBLE	DATE WHEN COMPLETED
34	Take photos of activities that the teachers are doing		
35	If possible, note down the answers at the end of each session from the final reflection » What did you learn in this session? » What did you enjoy in this session? » What will you try in your classroom?		
36	Observe and support your colleague(s)		
37	Take photos of charts made by participants so that new information can be added to the sessions' answers.		
38	Check and organize handouts for the next day		
39	Check and prepare any charts or flash cards for the next day		
40	Tidy up the training room and label the materials for reuse		
41	Make a note of what you did well and what you can improve on		
42	Completed the relevant section on the Trainer Feedback Form		
43	Congratulate yourself for completing the training that day		
44	End of day post session review meeting 30-60 minutes		
	LAST DAY OF COURSE		
45	Complete the AEITTP certificates with the teachers names		
46	Collect the post-test self-assessment and record the results on the form provided		
47	Ensure documents are collected and copied (photocopy, scan or photo) » Consent forms » Attendance/Registration sheet at the end of the training » Evaluation data collection form (Session 18). » ABE teacher role and competencies self-assessment after the teachers have assessed themselves on the last day. » AEP – commitments and comments form (Session 18)		
48	Complete the Trainer Feedback Form (Appendix 4)		
49	Send document to organisation responsible for the training		
50	Pack up unused handouts, stationery and charts to be reused at the next training course		

AEITTP training materials checklist for Sessions 1-11

This list does not include handouts for trainers or participant use or the charts that need to be made

#	SESSION MATERIALS	AMOUNT 45 PARTICIPANTS	PURCHASED	COLLECTED
	GENERAL			
1	Flip charts	200 pages		
2	Permanent markers mixed colours	12 boxes		
3	White board markers – mixed colours	1 box		
4	Masking tape – wide	10 rolls		
5	Glue sticks	10		
6	Pencils	50		
7	Coloured pencils/crayons	10 boxes		
8	A4 paper	2 reams		
9	Chalk (box of 100)	1 box		
10	Coloured chalk x 3 colours minimum (box of 100)	1 box		
11	Post-it/sticky notes in 2 colours	2 blocks each colour		
12	Coloured paper (manilla)– 4 colours (red, yellow, green, blue)	20 sheets – 5 of each colour		
13	Scissors	24		
14	Stapler and pins (trainer use)	1		
15	Paper clips (trainer use)	1 box		
16	Ruler (trainer use)	1		
17	Note book (trainer use)	2		
18	Dusters for chalk board	4		
	SPECIFIC MATERIALS			
19	**5: How we learn** Grapefruit/cabbage/coconut; walnut/pecan nut (or use picture); thick yoghurt/cream cheese; grey paper (colour grey with pencil)			
20	**16: Social Inclusion** Coloured stickers/ paper/chalk to mark participants foreheads Rope			
	IF NOT PROVIDED			
21	Rubbish bins	4		
22	Soap for handwashing			
	STATIONERY FOR PARTICIPANTS			
23	Notebook	50		
24	Pen	50		

Training room furniture

1. Board – chalk or white board

2. Flip chart stand

3. Flat table at the back of the training room for trainers to prepare charts

4. Table/desk for trainer materials/handouts etc at the front of the training room

5. Wall space to put up charts for display using masking tape

6. Seating for participants – chairs to put in u shape, or desks and benches

K. Training tips for multilingual groups

The AEITTP has been developed to train monolingual groups of teachers. If participants in the training do not speak the language of the session, the following strategies can be adopted:

- Translation by a bilingual trainer/staff member
- Translation by another participant familiar with both languages
- Prepare PowerPoint slides and handouts in the second language to be used simultaneously with the language of instruction
- Make groups of similar language speakers to conduct discussions in their own language
- Allow more time for instruction, activities, and feedback for translation
- Use gestures for instructions
- Have a rule that states no one can raise their hand or answer until all translation of instructions has been given
- Ensuring that participants with a different language are given the same opportunities to take part

L. Bibliography

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Appendix 1: Accelerated Education: 10 Principles for Effective Practice

The AEWG 10 Principles of Effective Practice clarify the essential components of an effective AEP. They also suggest key actions (in the form of action points) to guide the actions of different stakeholders. While the long-term goal should be that AEPs meet all of these Principles, it will not happen immediately and will require the involvement and coordination of different actors. The principles are explained further in the Guide to the Accelerated Education Principles, which also highlights examples from the field, and considers key challenges to implementation of quality AE programming.

As the AEWG points out, the principles are aspirational and not minimum standards of practice, must be contextualised and there are inherent tensions between principles and action points.

AEWG 10 Principles of Effective Practice

LEARNERS

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

Principle 2: Curriculum, materials and pedagogy are genuinely accelerated, AE suitable and use relevant language of instruction

Principle 3: AE learning environment is inclusive, safe and learning-ready

TEACHERS

Principle 4: Teachers are recruited, supervised and remunerated

Principle 5: Teachers participate in continuous professional development

PROGRAMME MANAGEMENT

Principle 6: Goals, monitoring and funding align

Principle 7: AE centre is effectively managed

Principle 8: Community is engaged and accountable

ALIGNMENT TO GOVERNMENT EDUCATION SYSTEM OR HUMANITARIAN ARCHITECTURE

Principle 9: AEP is a legitimate, credible education option that results in learner certification in primary education

Principle 10: AEP is aligned with the national education system and relevant humanitarian architecture

Appendix 2: Teaching methods and activities used in this training pack

Agree-disagree	Two signs are put up on opposite sides of the room. A statement is read out and participants move to the sign that matches their answer: agree or disagree.
Brainstorm	Thinking of as many ideas/answers as possible in a very short period.
Case study	Research performed in detail on a single individual, group, incident or community.
Counting off	A technique to split large groups into smaller groups – e.g. for groups of 4, count participants '1, 2, 3, 4, 1, 2, 3, 4 …' Group all the 1s together, then all the 2s (alternatively, keep participants in the original '1234' groups).
Daily edit	A sentence with mistakes that is corrected by learners at the start of a lesson.
Demonstration	Showing or doing something as you are explaining it.
Discussion	Conversation on a particular topic.
Formative assessment	Including diagnostic testing, this is a range of formal and informal assessment procedures conducted by teachers during the learning process. Formative assessment helps teachers to see why the learner got a question right or wrong.
Four corners	Place 4 signs in 4 corners of the room. A statement is read out and learners move to the sign that agrees with their answer. Use for multiple choice questions and evaluations.
Gallery walk	A training technique. Fix pictures / flipcharts to the wall or floor, and walk around as a group to view and discuss them.
Game	A playful or competitive activity.
Group problem solving	Solving a problem within a group situation using discussion and collaboration.
K-W-L	Strategy that finds out what learners **know** (K), then **what** (W) questions they have on the topic. Learners then study the topic to find the answers to their questions and write down what they have **learned** (L).
Micro-teaching	Teaching that focuses on one element for a few minutes only.
Mindfulness	Mindfulness is the psychological process of bringing one's attention to experiences occurring in the present moment.
Mind map	A diagram used to connect ideas, words or other items that may be linked.
Mingle	Learners stand and mix as part of the activity.

Palms up palms down	Palms are raised face up to show agreement/yes and face down to show disagreement /no.
Peer assessment	Two learners assessing each other's work.
Role play	To take on the role of a character and act out a short drama.
Self-assessment	Assessment of your own abilities.
Scenarios	Outline of a drama to be acted out.
Show don't tell	Using thumbs, fingers, palms or papers marked with a tick or cross, to show the answer.
Snowball	Questioning technique where the teacher asks the learner at the end of the row a question. After they answer, they turn to the next person and ask the same question. This continues until the question reaches the end of the row, then moves to the next row.
Summative assessment	Summative assessment evaluates learner learning at the end of a teaching unit by comparing it against a standard. Summative assessment will tell whether a learner got a question right or wrong and if they met the learning objectives.
Think – Pair –Share	Ask participants to think about the task as an individual, then to discuss with a partner, and finally to share ideas with the whole group.
Thumbs up thumbs down	Thumbs are put up to show agreement/yes and down to show disagreement /no.
Traffic lights	Colour card that indicate understanding or readiness e.g. red card for stop, orange for get ready, and green for go. Red – I don't understand yet; orange – I think I understand but could not explain it to someone else; Green I understand this well and could explain it to a friend
Venn diagram	A diagram to show sets that overlap/intersect.
Visualisation	A strategy for creating images, in your mind about a certain event.
Vocabulary learning	6 steps for learning vocabulary: Say the word/spell the word, define the word; give the part of speech; give a similar word/opposite word, draw a picture/so an action; use the word in a meaningful sentence

Appendix 3: Technical terminology

TERM	DEFINITION
Abuse	Abuse is defined as any action that intentionally harms or injures another person. In short, someone who purposefully harms another in any way is committing abuse. (Adapted from: https://psychcentral.com/lib/types-of-abuse)
Accelerated Education (AE) Learner	All people, including children, youth, and adults, who have missed out, or never started their education and who participate in an Accelerated Education Programme. This may include those who missed out on, or had their education interrupted by, poverty, marginalisation, conflict and crisis. (Adapted from the EiE Glossary)
Accelerated Education Programme (AEP)	A flexible, age-appropriate program that promotes access to education in an accelerated time-frame for disadvantaged groups, over-age out-of-school children and youth who missed out or had their education interrupted due to poverty, marginalisation, conflict and crisis. The goal of AEP is to provide learners with equivalent certified competencies for basic education and learning approaches that match their level of cognitive maturity. (EiE Glossary)
Accelerated Basic Education Programme (AEP)	Nigerian version of accelerated education programmes designed for overage out of school children and youth of age range 10 – 18 years. (Adapted from https://reliefweb.int/report/nigeria/out-school-children-fg-plan-international-launch-accelerated-education-programme)
Assets	A person or thing that is valuable or useful to somebody/something.The skills, experiences and knowledge that a person has can be an asset to their ability to teach. (Adapted from: https://www.oxfordlearnersdictionaries.com/definition/english/asset)
Certification	Certification is the process of provision of documentary proof of a learner's competency in and successful completion of an education program. (EiE Glossary)
Accelerated learning	Accelerated learning is an approach to teaching and learning, informed by research in the cognitive and neuro-sciences, that provide more engaged, proficient and faster development of learned knowledge and basic skills. (EiE Glossary)
Adolescence	Adolescence is a period in human growth and development that occurs after childhood and before adulthood. WHO defines adolescence as from ages 10 to 19, but age is only one characteristic that delineates this period of development. Age is often more appropriate for assessing and comparing biological changes (e.g. puberty), which are fairly universal, than the social transitions, which vary more with the socio-cultural environment. Adolescence represents one of the critical transitions in the life span and is characterized by a tremendous pace in growth and change that is second only to that of infancy. Biological processes drive many aspects of this growth and development, with the onset of puberty marking the passage from childhood to adolescence. The biological determinants of adolescence are fairly universal; however, the duration and defining characteristics of this period may vary across time, cultures, and socioeconomic situations. (EiE Glossary)
Age-appropriate	Age-appropriate activities, materials, or settings are those which are developmentally suitable for a particular age or age group. (EiE Glossary)
Assessment	An assessment is an investigation carried out before planning educational activities and intervening in an emergency to determine needs, gaps in the response, and available resources. Within an education program, an assessment is a test of learners' progress and achievement, e.g. an 'assessment of learning outcomes'. Assessment tools should always be adapted to reflect information needed in a specific context or environment. (EiE Glossary)

Introduction to the Accelerated Education Introductory Teacher Training Pack

TERM	DEFINITION
Assets	A person or thing that is valuable or useful to somebody/something.The skills, experiences and knowledge that a person has can be an asset to their ability to teach. (Adapted from: https://www.oxfordlearnersdictionaries.com/definition/english/asset)
Certification	Certification is the process of provision of documentary proof of a learner's competency in and successful completion of an education program. (EiE Glossary)
Child protection	Child protection is defined as freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups. (EiE Glossary)
Classroom management	Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Essentially, everything that teachers may do to facilitate or improve student learning, which would include such factors as behavior, environment, materials, or activities, is a part of their classroom management. (EiE Glossary)
Code of conduct	A code of conduct is a statement of principles, rules, and values that establishes a set of expectations and standards for how an organization, school, government body, company, or affiliated individuals or group will behave, including minimal levels of compliance and disciplinary actions. (EiE Glossary)
Community education committee	A community education committee is an existing or new group, which identifies and addresses the educational needs of a community. Members include representatives of parents and caregivers, teachers, learners, community organizations and leaders, marginalized groups, civil society associations, youth groups, and health workers. (EiE Glossary)
Competencies	Competencies are diverse in scope ranging from core skills, content knowledge, cognitive skills, soft skills, to occupational skills and enable us to "meet a complex demand or carry out a complex activity or task successfully or effectively in a certain context". Their typologies and approaches are as diverse as entities –countries, organizations and individuals– that define them. Competencies are acquired through learning cycles and throughout one's life. Quality education systems have to enable learners to continuously adapt their competencies while continuously acquiring and even developing new ones. (EiE Glossary)
Contextualization	The process of interpreting or adapting the standards to context; the process of debating, determining and agreeing upon the meaning of global guidance in a given local situation; "translating" the meaning and guidance of the Standards for the context of a country (or region) so as to make the content of the Standards appropriate and meaningful to the given circumstances. (EiE Glossary)
Convention on the Rights of the Child	An international treaty that recognises the human rights of children. The Convention establishes in international law that states/parties must ensure that all children – without discrimination in any form – benefit from special protection measures. (OHCHR)

TERM	DEFINITION
Curriculum	Curriculum is the selection and organization of learning experiences for students that are deemed important for their personal and community development. It encompasses knowledge, values, attitudes, and skills that should be well-selected and appropriately sequenced in compliance with learning and development needs at different ages and education stages. One should distinguish between the intended (usually written and official curriculum), the applied curriculum in the context of classroom interaction, the realized/effective curriculum as assessed/proven outcomes of learning and the hidden curriculum, i.e. values, beliefs, attitudes, and skills that people hold based on their personal experiences. Usually, a curriculum is laid down through specific documents, e.g. curriculum frameworks, syllabi, textbooks, and other learning resources, comprising education aims, learning objectives, and expected outcomes (student competencies), learning content and methods, including student activities and strategies for assessment and evaluation. (EiE Glossary)
Differentiation	Differentiation refers to a wide variety of teaching techniques and lesson adaptations that teachers use to instruct a diverse group of students, with diverse learning needs and abilities in the same classroom. (Adapted from https://www.edglossary.org/differentiation/)
Disability	A disability is a physical, mental, intellectual, or sensory impairments and barriers of attitude and of the environment that prevent full and effective participation of individuals in society on an equal basis with others. (EiE Glossary)
Dropout	A dropout is a pupil who was enrolled in the beginning of the school year and has left before the end of the school year, and was not enrolled elsewhere. A student who leaves school definitively in a given school year. This definition may vary my country or state/region. (EiE Glossary)
Feedback	Feedback is the transmission of findings generated through the evaluation process to parties for whom it is relevant and useful to facilitate learning. This may involve the collection and dissemination of findings, conclusions, recommendations, and lessons from experience. (EiE Glossary)
Formal education	Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognized as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system. (EiE Glossary)
Inclusive education	Inclusive education is a process that ensures the presence, participation and achievement of all individuals together in learning opportunities. It involves ensuring that education policies, practices, and facilities respond to the diversity of all individuals in the context. Exclusion from education can result from discrimination, lack of support to remove barriers or use of languages, content, or teaching methods that do not benefit all learners. Persons with physical, sensory, psychosocial/ mental, and developmental disabilities are often among the most excluded from education. Inclusive education acknowledges that all individuals can learn and that everyone has unique characteristics, interests, abilities and learning needs. Therefore, inclusive education means ensuring that the barriers to participation and learning are removed and that curricula, and teaching and learning materials are adapted, made accessible and appropriate for all learners, in all their diversity to reach their full potential. (EiE Glossary)

TERM	DEFINITION
Learning outcome	The knowledge, attitudes, skills and abilities that students have attained as a result of taking part in a course or education program are known as learning outcomes. Learning outcomes are usually described as what students should know and be able to do as a result of instruction and learning processes. (EiE Glossary)
Learning environment	Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn such as outdoor environments, private homes, childcare centers, pre-schools, temporary structures, and schools. The term also encompasses the culture of a school or class- its presiding ethos and characteristics, including how individuals interact with and treat one another- as well as the ways in which teachers may organize an educational setting to facilitate learning, e.g. by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies. School policies, governance structures, and other features may also be considered elements of a learning environment. (EiE Glossary)
Life Skills	Life Skills are those skills and abilities for positive behavior that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act, and interact as individuals and as participating members of society. Life Skills fall into three inter-related categories: cognitive; personal or emotional; and inter-personal or social. Life Skills can be general: for example, analyzing and using information, communicating, and interacting effectively with others. They may be about specific content areas such as risk reduction, environmental protection, health promotion, HIV prevention, prevention of violence or peace-building. The need for life skills often increases in situations of crisis, requiring increased emphasis on building life skills that are relevant and applicable to the emergency and local contexts. (EiE Glossary)
Learning style	A set of behaviours and attitudes that influence how students learn and interact with teachers and peers. The four combinations of processing and perceiving determine one of the learning styles (or learning preferences) of how individuals prefer to learn. According to the VAK (Visual, Auditory, and Kinesthetic – movement:, Visual, Auditory, Kinesthetic) model, learners use these three modalities to receive and learn new information, one or two of these being normally dominant. An individual may have several learning styles which can change over time and according to the learning task. (Adapted from: https://www.ibe.unesco.org/en/glossary-curriculum-terminology/l/learning-styles)
Literacy	Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. (EiE Glossary)
Livelihood	Livelihood refers to the capabilities, assets, opportunities, and activities required for a means of living. Assets include financial, natural, physical, social, and human resources. Examples include stores, land, and access to markets or transport systems. A livelihood is sustainable when it can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets and provide sustainable livelihood opportunities for the next generation. (EiE Glossary)
Non-formal education	Non-formal education is the overarching term that refers to planned, structured, and organized education programming that is outside the formal education system. Some types of NFE lead to equivalent certified competencies, while others do not. NFE programs are characterized by their variety, flexibility, and ability to respond quickly to the new educational needs of learners in a given context, as well as their holistic, learner-centered pedagogy. (EiE Glossary)

TERM	DEFINITION
Numeracy	Numeracy refers to the ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social, and work life. (EiE Glossary)
Over-age learner	Students who are older than the official school-age range for the educational programme they are enrolled in. (Adapted from: https://uis.unesco.org/en/glossary-term/over-age-students)
Pedagogy	Pedagogy refers to the strategies or styles of instruction and learning processes; the study of being a teacher. Pedagogy is the observable act of teaching and modeling values and attitudes that embodies educational theories, values, evidence, and justifications. For example, a child-friendly pedagogy using a rights-based curriculum aims at fostering not only core competencies but citizenship, non-discrimination, peace, and a participatory and enabling environment for learners to voice their own ideas and learn to listen to and respect different views. (EiE Glossary)
Social and emotional learning	Social and Emotional Learning (SEL) is the process of acquiring core competencies to recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively. The qualities SEL aims to foster include self-awareness, emotional literacy, cognitive flexibility, improved memory, resilience, persistence, motivation, empathy, social and relationship skills, effective communication, listening skills, self-esteem, self confidence,respect, and self-regulation. SEL is an important component that sits under the psychosocial support (PSS) umbrella. SEL is an important component of PSS that educators can and should address, since it contributes to children's and youths' improved psychosocial wellbeing. It is a pedagogical practice and process that is especially fitting in both formal and non-formal educational environments, since it promotes the skills and abilities that help children, young people, and adults learn. (EiE Glossary)
Teaching Methods	Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. (Adapted from: https://teach.com/what/teachers-know/teaching-methods/)
Teachers' Code of Conduct	A teachers code of conduct is a set of written guidelines, produced by public authorities or professional organizations, normally Ministries of Education, which details the set of recognized ethical norms (or values) and professional standards of conduct to which teachers must adhere. (Adapted from: https://etico.iiep.unesco.org/en/teacher-codes-conduct)
Wellbeing	Wellbeing is defined as a condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Wellbeing includes what is good for a person: having a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through positive life skills; and having security, protection, and access to quality services. Important aspects of wellbeing include: biological, material, social, spiritual, cultural, emotional, and mental. (EiE Glossary)
Youth and Adolescents	Youth are people between 15 and 24 years and adolescents are people between the ages of 10 and 19. Together they form the largest category of young people, those aged between 10 and 24 years. The end of adolescence and the beginning of adulthood vary. Within a country or culture, there can be different ages at which an individual is considered to be mature enough to be entrusted by society with certain tasks. In emergency situations, adolescents have needs that are different from those of younger children and adults. Youth refers to a period of progression towards independent responsibility. Definitions vary from one context to another depending on socio-cultural, institutional, economic, and political factors. (EiE Glossary)

Appendix 4: AEP Trainer Feedback Form

To fully evaluate the effectiveness of the AEWG Accelerated Education Introductory Teacher Training we need your support. If you are willing, please complete the following feedback form and send to accelerated.education@inee.org

The trainer feedback form has 3 sections:

1. Details of the training course delivered
2. Feedback related to the design of the pack
3. Feedback on specific sessions delivered

Please complete the following questions:

Name:

Title:

Organisation:

Location:

Email:

Please could the following documents be sent after the Accelerated Education Introductory Teacher training has finished.

1. Trainer feedback form
2. List of participants with gender, experience and previous training attended. Names not required.
3. Relevant photographs of the training if you have permission.

1: Details of the training course delivered

1. Overall, do you find the training pack content useful and relevant to you and your work?
   - ☐ Yes, very useful and relevant
   - ☐ Partially useful and relevant
   - ☐ Not so useful or relevant

2. What were the dates of the training, and how many days were scheduled for the training?

3. Where was the training held (city, country)?

4. What was the location of the training? Please include the geographic location, as well as the name of the refugee camp or settlement.

5. Describe the training venue/room/facilities (Choose options as applicable).
   - ☐ Able to copy handouts
   - ☐ Had sufficient space for group work at tables and free space for standing activities such as agree-disagree
   - ☐ Used white board/blackboard
   - ☐ Furniture could be arranged into a U shape
   - ☐ Other (Please explain)_____

6. How many trainers were involved in delivery of the AEITTP? _____

7. Was the training supported by other staff? Logistics, finance, admin etc. What was their role? (explain)

8. How many training participants/AEP teachers attended the training?

9. Please indicate the number of participants (male/ female).___ /____

10. Were any other people invited to take part such as Ministry of Education staff?   Yes   No

11. Indicate the AEP teachers' education and experience profile? How many were
    - formal school teachers _____
    - had been an AEP teachers before _____
    - new to teaching _____

    If you have compiled their education and experience please attach it.

12. How were AEP teachers' learning assessed at the end of the training?
    - ☐ Conducted Session 18: Evaluation – Participatory evaluation using 4 corners
    - ☐ Conducted Session 18: Evaluation – Handout 18.1: Accelerated Education Programme- commitments and comments
    - ☐ Self- assessment of AEP competencies by participant: Handout 0.4: AE teacher competencies
    - ☐ Any other:

13. What were the main areas of improvement observed during the training?

2: Feedback related to the design of the pack

1. The AEITT is based on 18 AE teacher competencies. Do these AE competencies align with your understanding of what a good accelerated education programme looks like? Why/why not?

2. Are some of these AE teacher competencies more relevant than others for your programme at the present time? Which ones are not relevant?

3. The AEITT uses simple and scripted language. Were you able to understand the instructions and content?

   ☐ Yes, very easy and straightforward

   ☐ Partially – not all instructions and content were easy to understand.

   ☐ Not so easy or straightforward

   ☐ Comments

4. The training pack has detailed instructions on what to do and say with example answers provided. How helpful was this?

   ☐ Very helpful

   ☐ Satisfactory

   ☐ Not helpful

   ☐ Comments

5. How helpful were the textboxes and picture icons on the left side of the sessions in supporting the content and knowing what to do?

   ☐ Very helpful

   ☐ Satisfactory

   ☐ Not helpful

   ☐ Comments

6. Each session had a Trainer overview table. How helpful was this in preparing the sessions?

   ☐ Very helpful

   ☐ Satisfactory

   ☐ Not helpful

   ☐ Comments

7. Each session has the Trainer and Participant handouts at the end rather than in a separate Participant handbook. How helpful or not was this when preparing the training?

   ☐ Very helpful

   ☐ Satisfactory

   ☐ Not helpful

   ☐ Comments

8. There is currently no Participant Handbook. If one is developed what would you like to see in one:

   ☐ Support information related to the sessions

   ☐ Handouts used in the training

   ☐ Other

9. What new topics would you like to see included that are relevant for AEP classes, AEP teachers and AEP learners?

10. Were there any issues not connected with the training pack that impacted the training e.g. lack of water, electricity, travel time for participants etc. What were the issues?

3: Feedback on specific sessions

1. Introduction to AEP
   a. Were you able to conduct all the activities in this session?
   b. Were the AEP teachers able to use the activity on learning pathways?
   c. Please comment on the timing provided for the steps and activities.

2. AEP teacher role and competencies
   a. How did the participants feel about doing the group work on AE teacher competencies?
   b. Please comment on the timing provided for the steps and activities.

3. Knowing your learners
   a. As the trainer could you successfully put up the charts on the wall – goal, bodies and labels to make a large montage?
   b. Please comment on the timing provided for the steps and activities.

4. Protecting AEP learners from harm
   a. Are the examples in Trainer Handout 2B: Scenarios for responding to problems and abuse relevant to your context? Could you adapt and use them successfully?
   b. There is a lot of terminology used in this session related to protection. Are the participants able to understand it all?
   c. Please comment on the timing provided for the steps and activities.

5. How we learn
   a. Was the information on the brain of interest to you and the participants? Would you like to know more?
   b. Please comment on the timing provided for the steps and activities.

6. Learning styles
   a. Was the information on VAK and intelligence new for the participants? Could the participants do the activities?
   b. Are the participants able to identify their learning style and MI? Would they benefit from a questionnaire for homework or a link to a website?
   c. Please comment on the timing provided for the steps and activities.

7. Literacy 1: Learning to read
   a. Were the model lessons easy to deliver?
   b. Did the ABE teachers benefit from learning about the reading strategies?
   c. Please comment on the timing provided for the steps and activities.

8. Literacy 2: Language skills
   a. Are the sections on storytelling and using oral language appropriate for your context?
   b. Could you find appropriate texts to use with this session?
   c. Is the section on writing skills necessary? If so, how should it be developed?
   d. Please comment on the timing provided for the steps and activities.

9. Learning outcomes
   a. Could the participants write SMART outcomes by the end of the session? Did the participants struggle with writing outcomes or did they understand and with practice will be able to do it?
   b. Please comment on the timing provided for the steps and activities.

10. Introductions, instructions and explanations

    a. Were you able to effectively demonstrate gesture and instructions? Would having a video help?

    b. Could you make the chatterbox yourself?

    c. Please comment on the timing provided for the steps and activities.

11. Active learning methods

    a. Did the participants have time to plan and practice the active learning method in their group?

    b. Please comment on the timing provided for the steps and activities.

12. Using Questions

    a. Were you able to contextualise the texts and questions?

    b. The story of 'The tortoise and the birds': How did the participants respond to this?

    c. Please comment on the timing provided for the steps and activities.

13. Assessment for learning

    a. Does the session follow a logical progression?

    b. Are the assessment strategies at the right level for the participants?

    c. Please comment on the timing provided for the steps and activities.

14. Classroom management

    a. Was the section on teacher well-being sufficient? Would this section need to be developed?

    b. Can you demonstrate the techniques for redirecting behaviour – what would help you do this better?

    c. Please comment on the timing provided for the steps and activities.

15. Positive discipline

    a. Was the picture of an ABE classroom showing typical problems you would experience in your context?

    b. Do you need to know more about positive discipline or is this sufficient for ABE classes of older students?

    c. Please comment on the timing provided for the steps and activities.

16. Social Inclusion

    a. Did you feel comfortable talking about the different groups that need to be included?

    b. Were participants able to recognise discrimination, prejudice and stereotypes?

    c. Were the strategies helpful?

    d. Please comment on the timing provided for the steps and activities.

17. Communication

    a. Was sufficient time given to listening skills – do the participants need more practice?

    b. Are the parental engagement activities appropriate for your context?

    c. Please comment on the timing provided for the steps and activities.

18. Evaluation

    a. Were you satisfied that the participants could fully express their views in the 'Participatory evaluation' and 'Questions on the course'?

    b. Were the participants able to complete the self-assessment of AE competencies with more confidence at the end of the course? Did they understand the competencies better?

    c. Please comment on the timing provided for the steps and activities.