Accelerated Education Introductory Teacher Training Pack
Who developed the Pack?

- AEWG advisory group
- Teacher’s College, Columbia University
- Teacher training expert reviewers
- Consultant - Sue Nicholson
- Pilots: Uganda; Somalia; Nigeria
Where did we pilot...

Somalia: 2021

Uganda: 2019

Nigeria: 2021
Who is the pack for?

- For teachers working in accelerated education classes teaching older learners (10-18)
- Has pedagogy to suit older learners’ needs
- Older learners have rich set of life experiences and skills are cognitively mature so can learn at a faster pace.
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
- It is a generic inter-agency course
- Training sessions, vocabulary and tools aligned with the Training Pack for Primary School Teachers in Crisis Contexts (TICC) for consistency of approach
- Content adapted for older learners and to reflect AE pedagogy.
Training for...

- For AEP teachers in non-formal or formal settings in humanitarian and development contexts.
- New, unqualified and inexperienced teachers
- Qualified or experienced teachers new to accelerated education.

Bar Ama Baro, Somalia, 2021
Used to support

- Trainers from different backgrounds and with different levels of experience.
- Experienced trainers and facilitators,
- MoE education officer or NGO project office with few teaching skills
AE approach and pedagogy

- Builds on learners’ existing knowledge, experience and skills
- Learning tasks are relevant and can have impact in learners’ lives
- Focuses on developing higher order thinking skills, problem solving, making good use of dialogue and questioning
- Strong foundation in language and mathematics
- Has active learning and experiential approach
- Interactive tasks
- Includes reflections on what they have done so participants gain an understanding of how they can apply the learning to their own classroom

Nicholson, Teacher Training Pilot, Uganda, 2021
Age-appropriate teaching methods

- Whole-class and structured group work,
- Pair work (think-pair-share)
- Collaboration
- Discussion
- Role play
- Visualisation
- Case studies
- Peer to peer learning
- Peer and self-assessment
- 30 teaching methods/activities used and described in the pack overview along with a glossary of key terms.
Training sessions

- Scripted in straightforward language for standardisation, clarity
- Step by step instructions with questions and answers
- Standardised instructions for activities to create routines
- Provides materials for activities
- Provides handouts for participants

Pack aim:
- to positively change the behaviour of teachers and encourage the application of more active learning methods in their classrooms.
- By consistently modelling effective classroom management, routines and clear instructions the trainer is providing a good role model for the participants to copy
Pack based on a basic classroom setting

- Can be conducted in resource poor locations once the materials are assembled
- Does not require electricity.
- Encourages teacher:
  - to use low-cost contextualised resources in their teaching
  - try out the AEP methodology as they have seen it demonstrated in the training.
- PowerPoint presentations are discouraged as they are trainer centred and the participants tend to be passive.
Trainer as facilitator

- Use scripted training sessions and read them in an engaging way
- Demonstrate effective organisation and classroom management skills
- Participants involved in experiencing active learning and reflection will be more attentive, find the course enjoyable and learn more effectively
- In all pilots, participants arrive promptly, were active throughout and didn’t notice the time fly by.

Nicholson, IT pilot Uganda, 2019
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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>0</td>
<td>Opening session</td>
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<tr>
<td>1</td>
<td>Introduction to AEP</td>
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<tr>
<td>2</td>
<td>AEP teacher role and competencies</td>
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<td>3</td>
<td>Knowing your AEP learners</td>
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<td>How we learn</td>
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<td>Learning styles</td>
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<td>16</td>
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<tr>
<td>8</td>
<td>Literacy 2: Language skills</td>
<td>17</td>
</tr>
<tr>
<td></td>
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<td>18</td>
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</table>
Delivery

- Training sessions: 3 hours long or half a day with a break for refreshments/prayers.
- The sessions are designed to build on each other but can also be used independently in sequence.
- Can be delivered flexibly with trainers delivering whole sessions or different steps. Pack can be delivered as:
  - full days,
  - half days,
  - one per week
  - part of a continuous professional development pack.
- Recommend a minimum of 5 full days of training to gain the maximum change in teacher behaviour.
Training session structure

Each training 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.
- **Ideas for coaching and collaborative learning/self study**
- **Additional Trainer notes**: Additional trainer information related to the session
- **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
3. Learning about the AEP

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

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

**INPUT: QUESTIONS ON AEP (10 MIN)**

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

**PRACTICE: FINDING ANSWERS (15 MIN)**

1. Explain task:
   - For the next activity I will use the same groups.
   - Each group will try to answer the questions on the AEP using Handouts 1.1 and 1.2.
   - You have 10 minutes for this task.
2. Check the instructions with a participant to make sure they have understood.
3. Ask: What do you have to do?
4. Distribute Handouts 1.1 and 1.2.
5. Check everyone has received the correct number of pages for handout 1.2.
6. After 10 minutes stop the activity.
7. Read out each question in turn in the W section of the chart and ask for the answers.
8. Ask: Did you have any questions that could not be answered by the handout?
   - Can anyone answer that question?
9. Give the answer to the question if you can.

**REFLECTION**

1. Ask:
   - What skills are developed in the K-W-L activity?
2. Say:
   - Using your own experience and knowledge
   - Developing questions
   - Reaching for a purpose

**4. Pathways into and out of AEP**

**INTRODUCTION: WHO BELONGS WHERE? (15 MIN)**

1. Put up the chart on the learning pathways for AEP.
2. Say:
   - Let’s look at the children that can join AEP. Take out Handout 1.1.
   - This is an example from Nigeria.
3. Explain the chart. Handout 1.1:
   - The different entry points into AEP.
   - The age and level of education for entry into AEP.
   - The transitions between levels.
   - The points of mainstreaming to regular school or exit into vocational training centers.
4. Say:
   - Out of school children and youth can join AEP if they are the correct age for the AEP level.
Advance preparation

- Advance preparation is necessary to contextualise the pack to the country or organization AE program.
- The pack contains a check list of contextualising actions required.
- Programs will need:
  - key information about your AEP to contextualise session 1.
  - Teacher Code of conduct
  - textbook examples.
  - To include needs and interests of the teachers in the country
  - Refer to cultural norms and AEP terminology e.g learner, student or pupil?
- How and where to contextualise the pack sessions is provided in the overview.
Final thoughts

You may need to add or adapt sessions:

● to meet the needs of your teachers, project or donor

● for M&E purposes e.g. a pre-post test of questions rather than the self-assessment

● to include training on conducting placement tests, using registers/mark books and teacher observation for example

● for higher levels of AEP
Thank you
USAID funded five-year program designed to support the Government of Somalia in the delivery of inclusive, accelerated basic education (ABE) to over 100,000 out of school children

Implemented in 32 districts
4 levels covering 8 primary grades

Teachers trained using the AEWG teacher training pack
<table>
<thead>
<tr>
<th>Cohort</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td><strong>Cohort 1</strong></td>
<td><strong>2021-2022</strong></td>
<td><strong>2022-2023</strong></td>
<td><strong>2023-2024</strong></td>
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<tr>
<td>Teachers</td>
<td>746 teachers</td>
<td>1,008 teachers, 164 HT</td>
<td>40 teachers, 9 HT</td>
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<tr>
<td>Training</td>
<td>7-day teacher training</td>
<td>7-day teacher training</td>
<td>7-day teacher training</td>
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<td>Additional</td>
<td>Pilot AEWG teacher training pack</td>
<td>IDP camps 143 teachers, 27 HT</td>
<td>October, November, 2023</td>
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<td><strong>Cohort 2</strong></td>
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<td><strong>2023-2024</strong></td>
<td><strong>2024-2025</strong></td>
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<tr>
<td>Teachers</td>
<td>772 teachers, 147 HT</td>
<td>2,160 teachers</td>
<td><strong>2024-2025</strong></td>
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<tr>
<td>Training</td>
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<td>3-day training</td>
<td>7-day teacher training</td>
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<tr>
<td><strong>Cohort 3</strong></td>
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<td><strong>2024-2025</strong></td>
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AEITTP Experiences and Use-Nigeria

Overview of AEITTP

- Contextualized: experts from NERDC in collaboration with Plan International Nigeria
- 10 sessions
- 27 ABEP teachers
- TOT 5-day workshop

Contextualized Nigeria AEITTP Sessions

1. Introduction to ABEP
2. ABEP teacher role & competencies
3. Knowing your learners
4. Protecting ABEP learners from harm
5. How we learn
6. Active learning methods
7. Using questions
8. Assessment for learning
9. Social inclusion
10. Communication
Overview of AEITTP- Nigeria

- Adopted: national training pack for ABEP teachers
- Over 300 ABEP teachers trained: Northeast Nigeria
- More teachers will be trained: ABEP institutionalization
- Teachers find the training unique and directly linked to their everyday experience in ABEP centres
Q&A Nigeria and Somalia

Dr Chima Egbujuo: Deputy Director of Research and Head Policy & Programmes, Nigerian Education Research & Development Council (NERDC)

Abdurahman Ali Mohamed, Program Manager, USAID Bar ama Baro Program, Somalia
Next Steps

Translation into French, Portuguese, Arabic and Spanish-Q3 2024

2024

ToT led by AEWG

10 global trainers from 5 regions

2025-2028

National trainings as demanded to train MoE/TTC led by trainers

Cadre of trainers at national level from MoE/TTC

2026-2030

Roll out by MoE/TTC to AE teachers

Trained AE teachers at national level