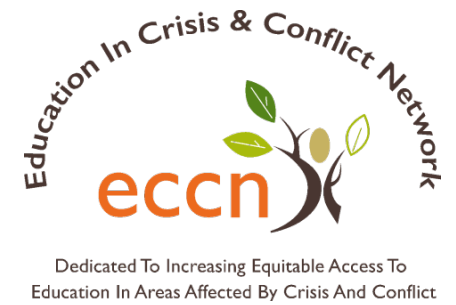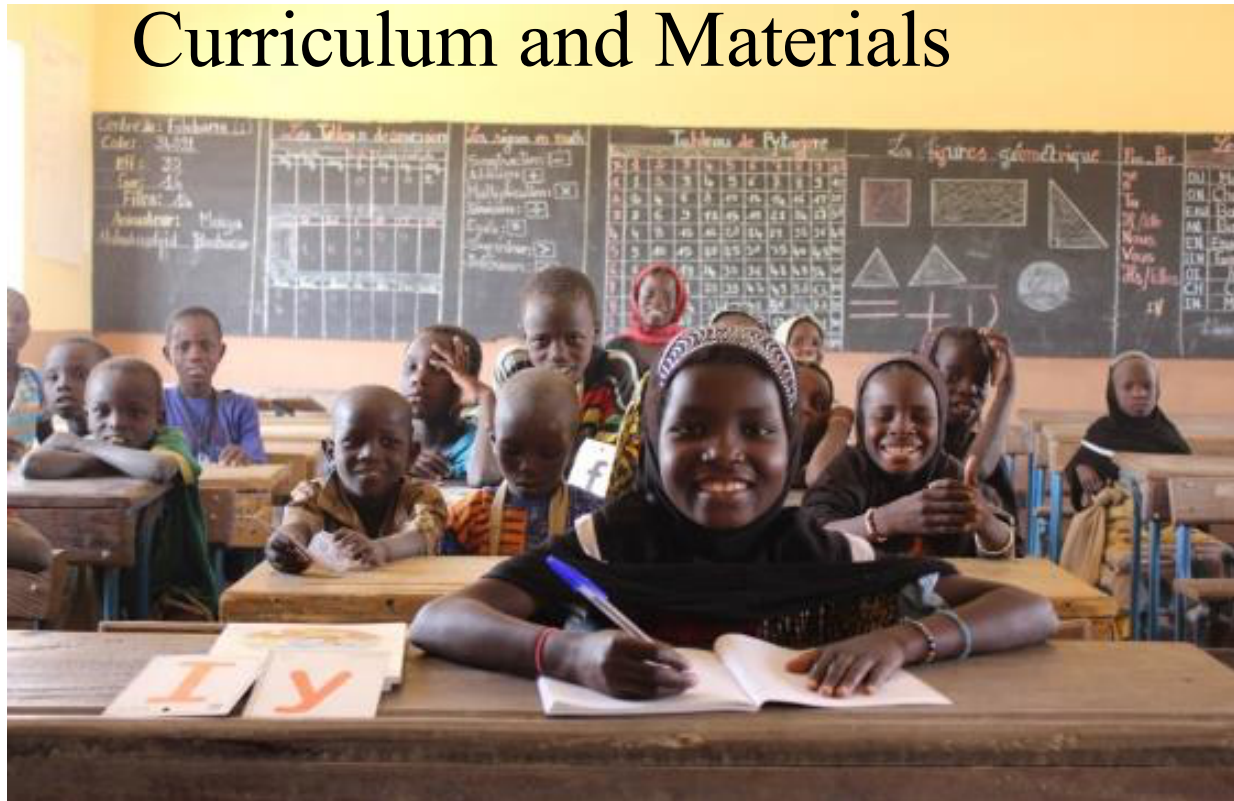POLICY & PRACTICE IN ACCELERATED EDUCATION
Nov 12-15, Kampala, Uganda

2.1 PRINCIPLE 2, CONTINUED

Curriculum and Materials

OVERVIEW OF SESSION

- Characteristics of accelerated curriculum and materials

- Small group review of materials

- Plenary discussion

ACCELERATED EDUCATION PROGRAMS *STRIVE* TO USE

Pedagogy

- learner-centered, active and collaborative

Curriculum

- condensed and prioritizes literacy and numeracy skills

- levelled, age-appropriate and competency-based

- Integrates social emotional and other life skills

Teaching and learning materials

- inclusive, gender- and conflict-sensitive

- appropriate for age and level of cognitive maturity

- use relevant and appropriate language of instruction

CONDENSED
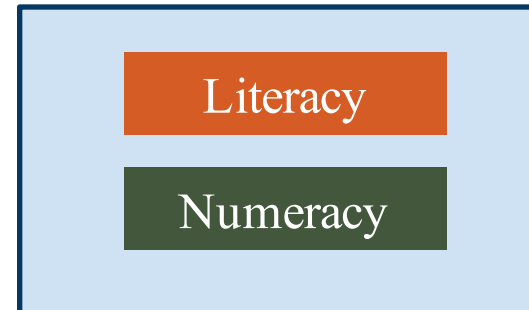
Primary Grade 1

Primary Grade 2

= ?

=

Literacy

Numeracy

PRIORITIZE LITERACY AND NUMERACY

Literacy

Numeracy

Read with understanding

Communicate in writing

Solve Problems

Taught within the context of **Social Emotional Learning,** other **Life Skills** and, if indicated, subject areas such as social studies and science

24 October 2018
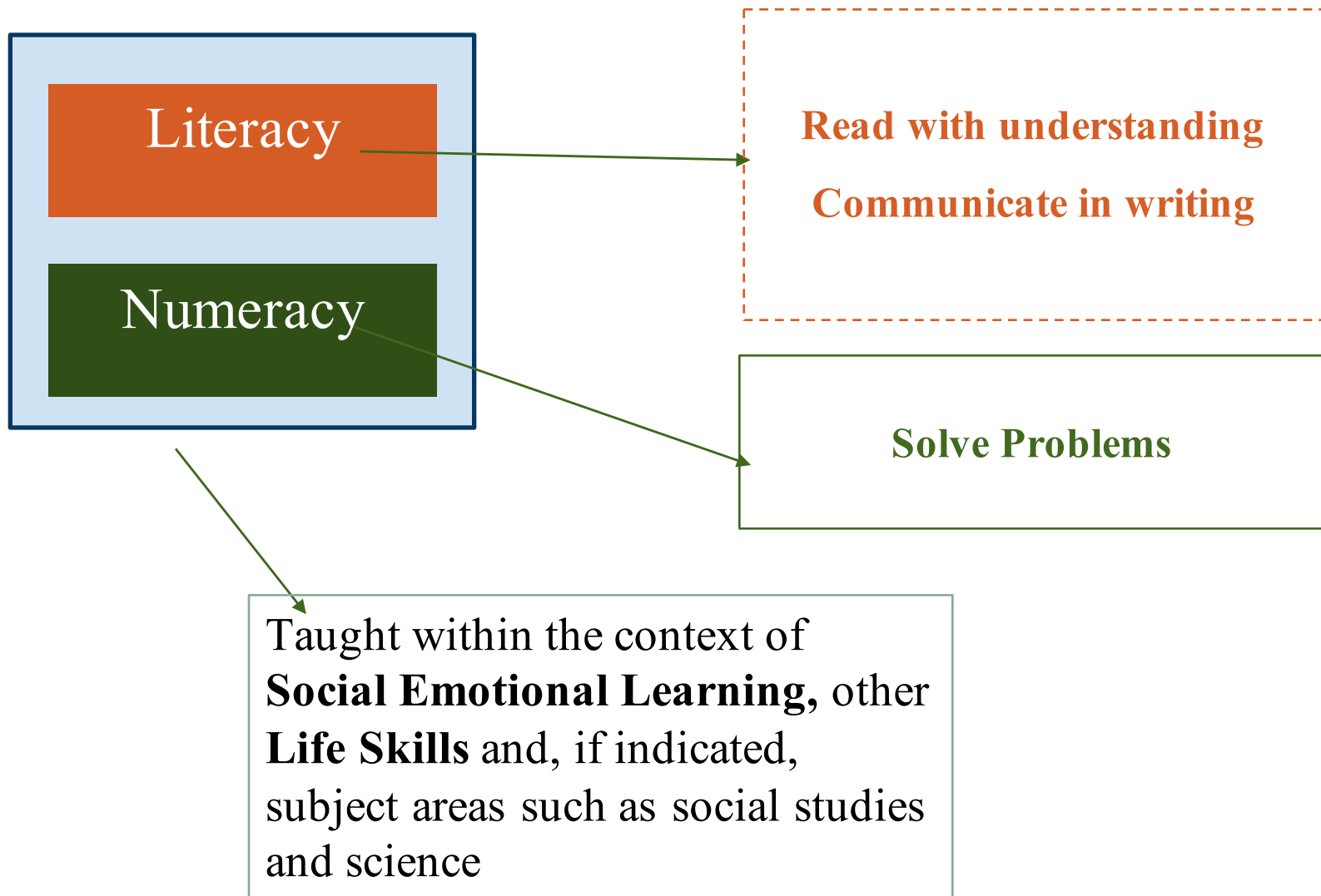
LEVELLED AND COMPETENCY-BASED

Table 6. Expected Outcomes for Learners at Each Level

Course	Level 1: Beginning (378 instructional hours)	Level 2: Intermediate (378 instructional hours)	Level 3: Preparing for Junior Secondary or Vocational skills (378 instructional hours)
Literacy and English Language Arts	Read, write, speak, and listen well enough to perform basic literacy tasks in standard English; equivalent to grade 2 (135 hours)	Read, write, speak, and listen well enough to function effectively in daily life in standard English; equivalent to grade 4 (216 hours, *with work readiness*)	Read, write, speak, and listen well enough to enter grade 7 in formal school or manage the requirements of most entry-level jobs in the formal economy (108 hours)
Numeracy and Math	Understand and use mathematical concepts and operations well enough to perform basic numeracy tasks; equivalent to grade 2 (81 hours)	Understand and use mathematical concepts and operations well enough to function effectively in daily life; equivalent to grade 4 (81 hours)	Understand and use mathematical concepts and operations well enough to enter grade 7 in formal school, manage the requirements of level jobs in the form or manage a simple s business (108 hours)
Life skills	Understand and use knowledge and skills related to personal development, personal health, communicating with others, maintaining peaceful relationships, and protecting the environment (81 hours)	Understand and use knowledge and skills related to setting and achieving goals, child development, family and community health, communicating with others, resolving conflict, and taking action to protect the local environment (81 hours)	
cy	Understand and use the knowledge and skills needed in perform basic numeracy tasks; function effectively in daily	Understand and use the knowledge and skills needed grade 7 in forma	

Read with Understanding

- Determine the reading purpose
- Select reading strategies appropriate to the purpose
- Monitor comprehension and adjust reading strategies
- Analyze the information and reflect on its underlying meaning
- Integrate it with prior knowledge to address reading purpose

	Level 1 Literacy	Level 2 Literacy	Level 3 ELA
Learners exiting this level can:	• Decode and recognize everyday words or word groups in short, simple text • Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds, and common vocabulary. • Monitor accuracy of decoding and word recognition using various strategies, such as using pictures, discussing with others, and matching key words to words in a simple sentence • Recall prior knowledge to assist in understanding	• Decode and recognize familiar simple words by breaking words into syllables and applying pronunciation rules • Recognize and understand simple sentence structures • Use comprehension strategies, such as re-reading, predicting, retelling, asking questions, making a list of new words, using a picture dictionary, and recalling prior knowledge about the topic • Recall prior knowledge to assist in selecting texts and in understanding the information they contain	• Decode and recognize most familiar and some unfamiliar words in short- to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace • Demonstrate familiarity with common, high-interest content knowledge and related vocabulary • Locate important information in simple text using some simple strategies • Monitor and enhance comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, summarizing, finding the main idea explaining the content of the text, and using simple examples • Apply prior knowledge to assist in understanding information in texts
Examples of real-life activities:	• Recognize words and prices to make buying decisions • Read personal names and labels • Read short passages of familiar words to get	• Read simple road signs to decide what actions to take • Read short community notices to be aware of events and information	• Read a prescription • Read notes • Read a short story about a personal problem to make a decision • Read about health information to take appropriate precautions • Read articles and booklets about

Detail from one Module (of 6)

Content Area/ Module	Literacy	Numeracy	Life Skills	Work Readiness
C	**Recognizing and Using Short Vowel Sounds** (18 lessons) • Recognize that vowels make a long sound as well, ex. an e at the end of a word often "makes the vowel say its name," like, name, mate • Recognize and use short vowel sounds in the beginning, middle, and ending position • Read selected key words and selected sight words (65 sight words) • Read simple sentences with controlled vocabulary with the support of sight words and key words • Pronounce words clearly • Write letters, syllables, and and words clearly • Write own text, using short sentences • Follow sequencing of stories • Demonstrate listening comprehension by discussing details of short stories and other stories • Identify purpose of question mark and exclamation mark • Visualize the scenes and characters in the reading • Stop and reflect on what they are reading to aid comprehension • **Dialogue Theme: Interpersonal Skills –** Use standard English in activities related to communication, problem solving, and teamwork	**Basic Operation, Part 2** (16 lessons) • Multiply 1-digit and 2-digit numbers, including multiplication without carry over • Divide 1-digit and 2-digit numbers • Use multiplication and division skills in everyday life • Solve story problem involving multiplication and division • Recognize fraction, including identifying fraction shapes; apply fractions concept to different shapes • Use math skills in managing their business	**Peaceful Living** (17 lessons) • List some of the different reasons of conflict in our lives • Describe what peace means to each and every one of us • Discussing how leaving people out due to differences and lack of trust can cause conflict • Discuss the different steps in negotiation and mediation to stop or prevent conflict	**Team Work** (21 lessons) • Modify ways to cooperate and work well in a team with different people • Describe good teamwork and how it helps you and the business • Explain how to be a good team leader • Describe the value having different personalities and styles within the team • Discuss basic steps of problem solving • Discuss reasons why conflict happens and explain how to deal with conflict • Describe how a good mediator helps to resolve conflict

INTEGRATE PSYCHOSOCIAL WELL-BEING AND LIFE SKILLS ACQUISITION

Social emotional skills
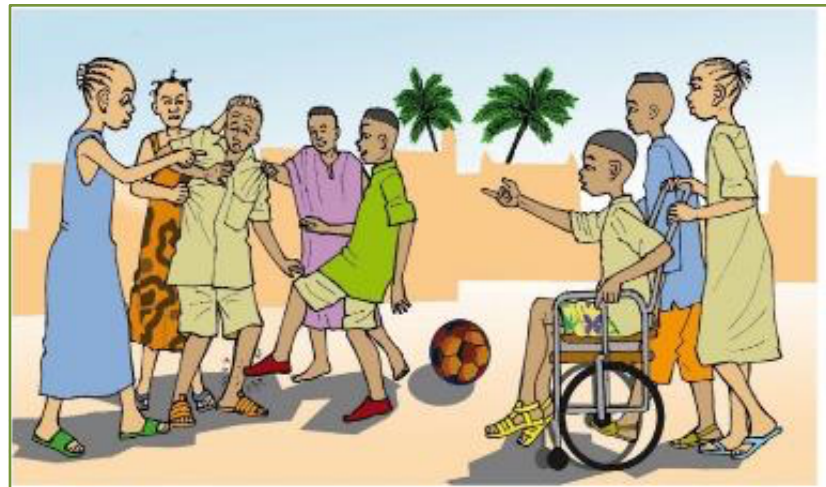
Healthy behaviors

Community participation

Work readiness

Self-Management
Managing emotions and behaviors to acheive one's goals

Self-Awareness
Recognizing one's emotions and values as well as one's strengths and challenges

Social & Emotional Learning

Responsible Decision-Making
Making ethical, constructive choices about personal and social behavior

Social Awareness
Showing understanding and empathy for others

Relationship Skills
Forming positive relationships, working in teams, dealing effectively with conflict

AGE APPROPRIATE ACTIVITIES AND MATERIALS

GENDER-SENSITIVE AND INCLUSIVE PRACTICES

USE RELEVANT LANGUAGE OF INSTRUCTION

10/25/2018

ACCELERATED LEARNING PEDAGOGY

Teacher-Centered Learning

Student-Centered Learning
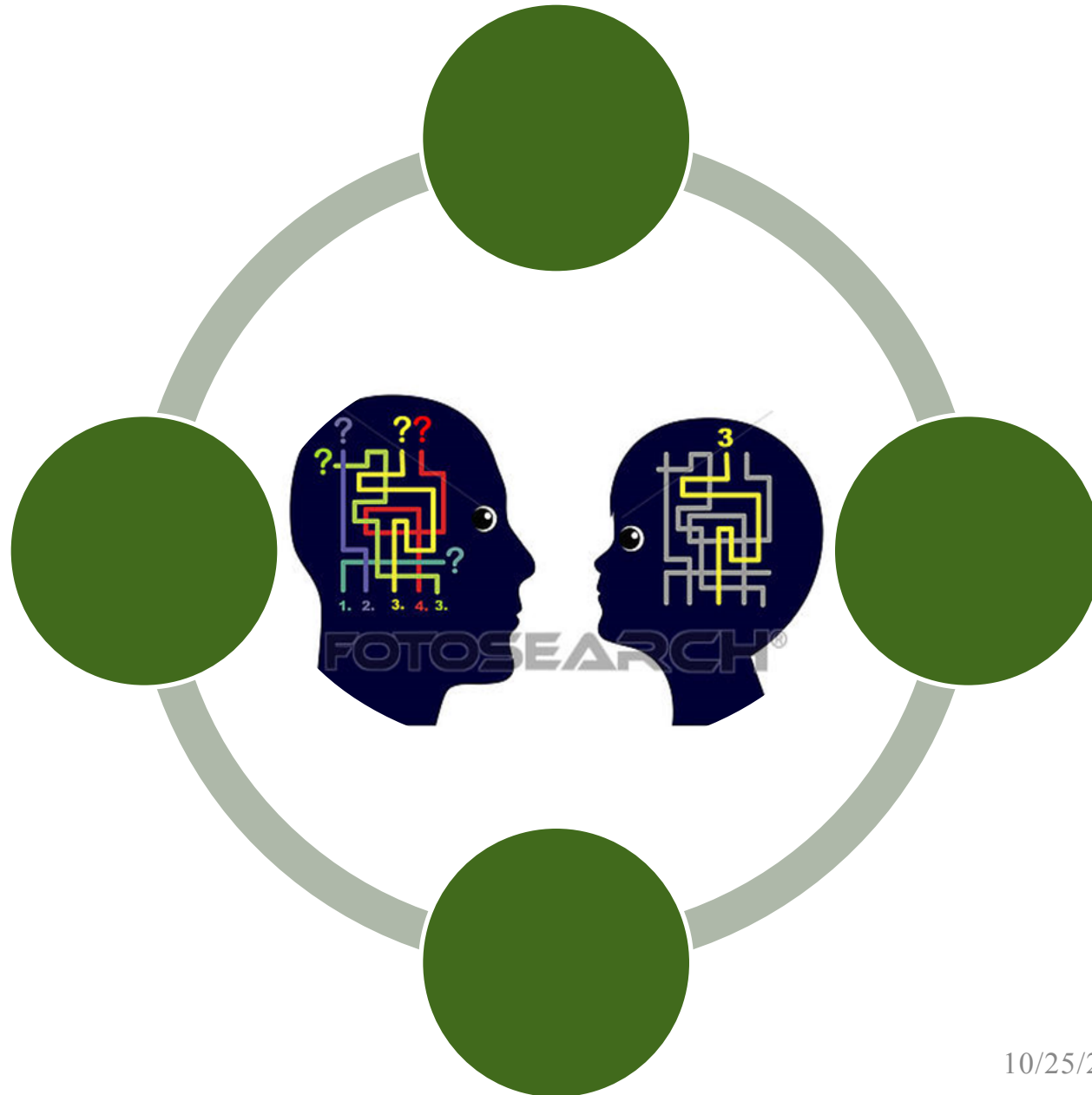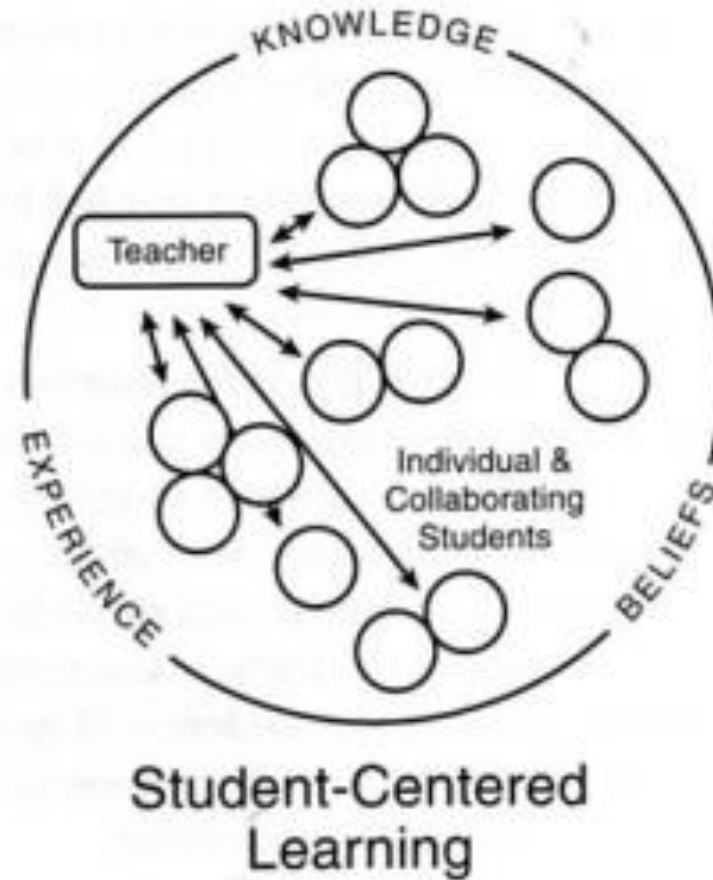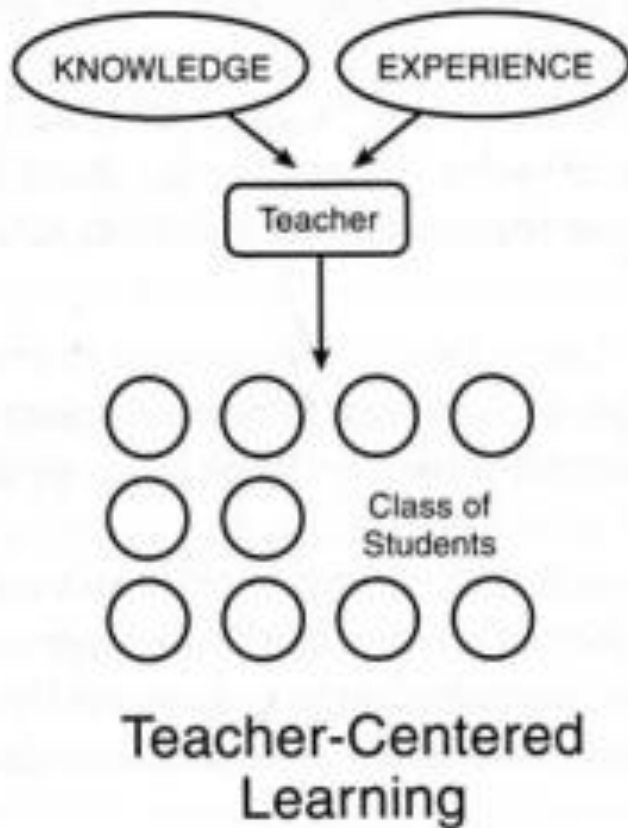
SMALL GROUP ACTIVITY

- Find your assigned table.

- After your facilitator introduces the materials, spend about 10 minutes looking through one or two items.

- Using the AE checklist for Principle 2, discuss how the curriculum and teaching and learning materials meet some or all of the Action Points.

- Be prepared to share with the full group:

  - One example of how the materials meet one (or more) of the Action Points

  - One question, challenge or issue that came up during your discussion

- You have about 40 minutes for this activity

PLENARY DISCUSSION

- Examples of genuinely accelerated curriculum, materials and pedagogy?

- Questions, challenges, comments?
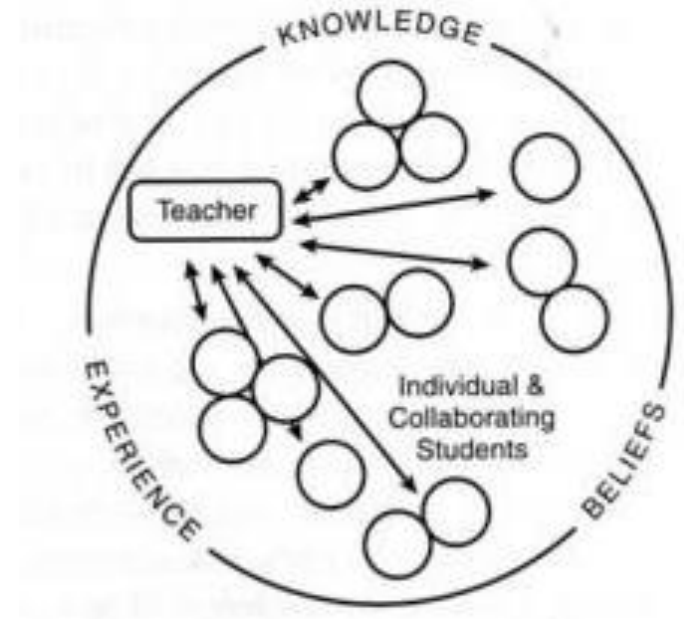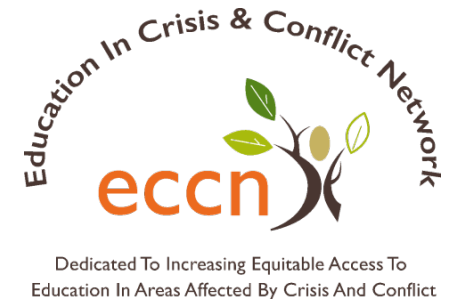
2.2 Principle 3

Accelerated Education learning environment is inclusive, safe and learning-ready

Activity - Build an AE Environment

Activity Instructions

1. Read p. 30-35 in your Guide

2. Work with your country groups to build an AE environment suitable for your country.

   a. How will you show **learning ready**?

   b. How will you show **inclusive**?

   c. Prepare to explain how you are following "Do No Harm" approach. How do you know learners will be safe here?

3. Be creative and have fun

2.3 Principle 4

Teachers are recruited, supervised and remunerated

Body Mapping

In your group:
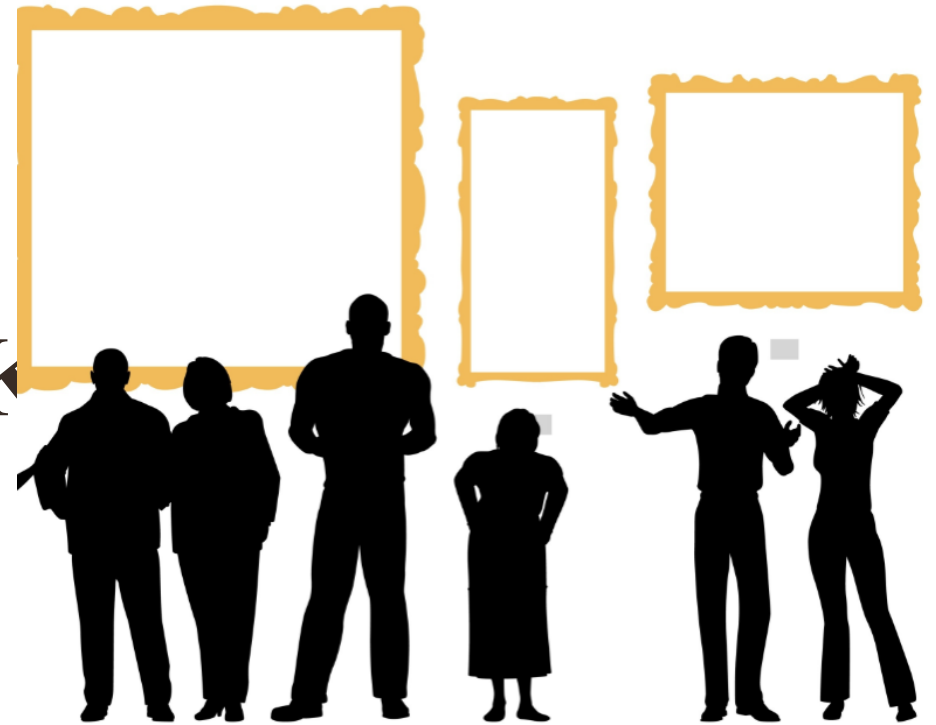
1. Discuss and visually represent the qualities and attributes of accelerated education instructors
2. Post your artwork to the wall
3. Gallery walk

GALLERY WALK

Recruiting, Supervising and Paying AE Teachers

Recruitment

- Recruit locally

- Consult with community, part leaders and youth

- Selection criteria
  - Government policies
  - Interim measures

- Competency-based assessment

Supervision

- Teachers sign a Code of Conduct

- Define roles & responsibilities of various actors

- Supervision supports:

  - Attendance & Time on Task

  - Classroom Management & Behavior

  - Instruction & Pedagogy

Remuneration

- Harmonize payscale with other education actors...
  - Fair
  - Consistent
  - Regular
  - Commensurate with hours worked

Remuneration

- Incentives or supplementary pay may include:
  - Housing
  - Hardship allowance
  - Transportation allowance
  - Training & Professional Development
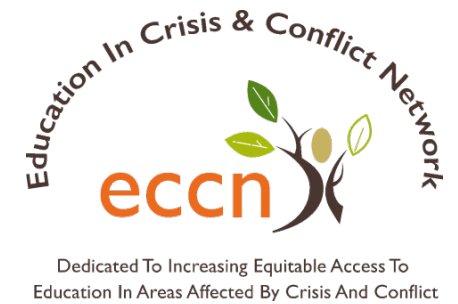
Principle 5

Teachers participate in continuous professional development

Overview of this Session

- Principle 5 and Action Points
- Professional development models
- Preparing AE teachers: do we need to do anything differently?
- Country team work

Principle 5

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

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

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

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

HOW DOES **AE** PROFESSIONAL DEVELOPMENT (PD) DIFFER FROM PD FOR FORMAL SCHOOL TEACHERS?

Continuous PD Guidelines and Examples

INTERNATIONAL BEST PRACTICES IN TEACHER PROFESSIONAL DEVELOPMENT

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

Using Technology to Train Teachers: Appropriate uses of ICT for Teacher Professional Development in Developing Countries, World Bank, 2005

PROFESSIONAL DEVELOPMENT MODELS

- **Standardized PD programs:** Focus on rapid dissemination of specific skills and content, often via a "cascade" or "train-the-trainer" approach

  Examples: workshops, institutes, conferences
  - o Introduce and demonstrate new concepts, strategies, or techniques
  - o Reach large groups of practitioners
  - o Share expertise
  - o Model instructional practices

- **Site-based or school-centered PD:** Focus on longer-term change processes, usually via locally facilitated activities that build on-site communities of practice

  Examples: Study circles, practitioner research, coaching and mentoring
  - o Strengthen teachers' knowledge, competence and skills as a group
  - o Build community; reduce turn-over

- **Individual or self-directed PD:** Focus on individualized, self-guided PD with little formal structure or support

  Examples: individual learning plan; self-study guides (print and/or online)
  - o Serves individuals who want to study on their own or who find it difficult to attend PD in person

23 October 2018

SPECIFIC TO ACCELERATED EDUCATION TEACHERS

- Challenge: Many AE teachers have not received professional teacher training and/or have weak skills
  - Response: on-going support and practice in accelerated learning pedagogies; review and practice in AE content
- Challenge: Many AE teachers do not have experience with accelerated education programs
  - Response: orientation to accelerated education objectives and methods
- Challenge: Many AE learners may have never been to school
  - Response: preparation to teach an introductory school readiness course for over-age learners at the very beginning level

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

23 October 2018

Group Work

- Describe current teacher PD options in country
- Identify the other teacher PD options that are needed-- summarize on flipchart
- What enhancements are needed for AE teachers? Brainstorm ideas and take your notes to end of day country team meeting
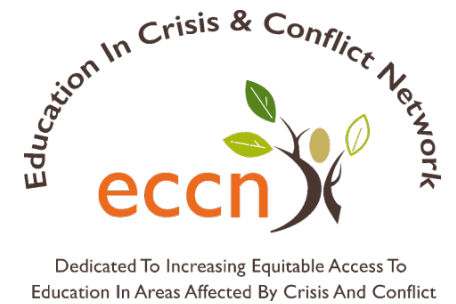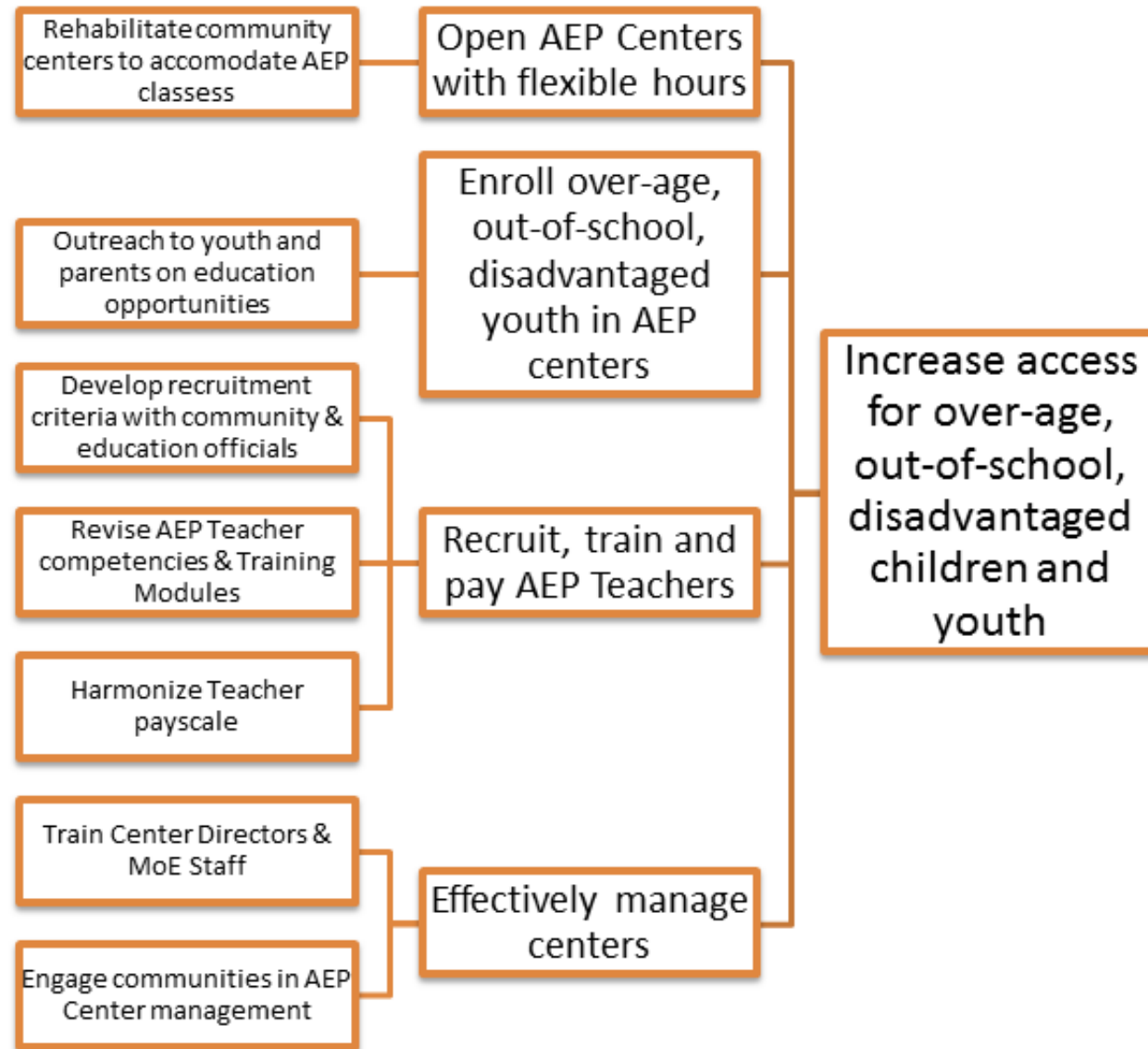
Principle 6

Goals, monitoring and funding align

Goal of AEP

Increase access for over-age, out-of-school, disadvantaged children and youth

Theory of Change

Modelling your AEP

	Handout: Estimating Accelerated Education Targets				ASSUMPTIONS		
A.	Number of learners per classroom:						
B.	Number of new entrants per classroom:						
C.	Number of Levels/Classes per center:						
D.	Number of Centers per geogrphic areas:						
E.	Number of Geographic areas (e.g. Districts/Regions):						
	Beneficiaries			Calculation			
E.	Number of Total Learner Beneficiaries:			(A + B) * C * D * E			
F.	Number of AE Teachers:			(C * D * E)			
G	Number of Education Administrators/Personnel			based on geographic coverage			
	Major Costs Elements						
G.	Teacher Financial Support			F * cost per teacher			
H.	Classroom rehabilitation/construction			% of (C * D* E) * cost per construction			
I.	Student materials			E * cost per materials kit			
J.	TOTAL DIRECT COSTS:			G+H+I			
K.	Estimated Cost per student beneficiary:			E/K			

Monitoring

- Performance Monitoring:
 - Output
  - Outcomes
  - Cost

  Quality, Quantity and Timeliness

- Context Monitoring
  - Conditions
  - External factors
  - Assumptions & Risks

AEP Exit Strategies

- What do you do if...

  - External/donor funding dries up and ends?

  - External/donor funding is extended?

  - Funding is diversified, to include Ministry of Education budget support?

  - The percent of children and youth who are over-age and out-of-school shrinks to less than 10%?
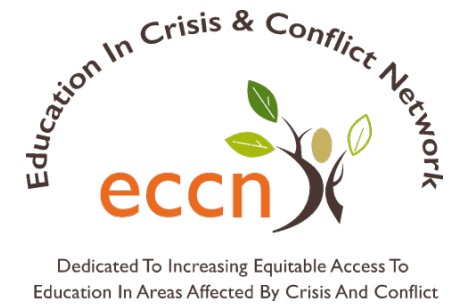
2.6 Panel - Field Voices

Organizing AE Centers and Programs

PANELISTS

Aude Vescovo - Mali

Denis Okullu - Uganda

Joseph Mahula - DRC

Organizing AE Programs and Centers

Day 2

Education Recovery Support Activity, USAID/ERSA, Mali

The needs

ALP centers opened 4 years after the conflict started:

1. **A lot of out-of-school children**
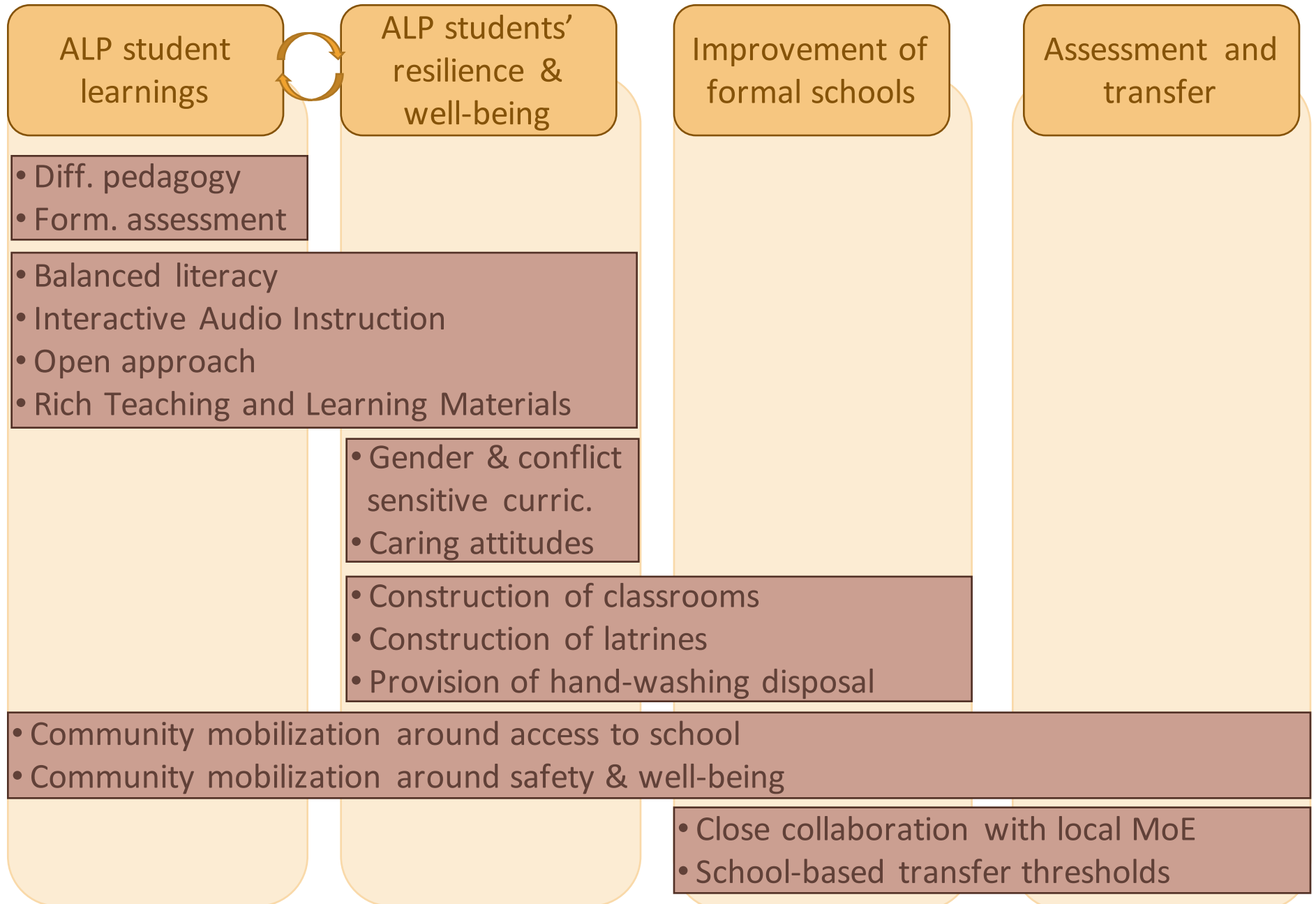
2. **Children were traumatized**

- fleeing with their families, giving up all their goods
- sometimes losing their parents
- enrolling in armed groups
- witnessing their school being destroyed

3. **Discrimination and violence against girls dramatically increased**

4. **Heightened ethnic tensions and racism**

5. **Unsafe schools**

Increased equitable access to learning opportunities for out-of-school children = Effective transfer and retention of ALP graduates

ALP student learnings	ALP students' resilience & well-being	Improvement of formal schools	Assessment and transfer

- Diff. pedagogy
- Form. assessment

- Balanced literacy
- Interactive Audio Instruction
- Open approach
- Rich Teaching and Learning Materials

- Gender & conflict sensitive curric.
- Caring attitudes

- Construction of classrooms
- Construction of latrines
- Provision of hand-washing disposal

- Community mobilization around access to school
- Community mobilization around safety & well-being

- Close collaboration with local MoE
- School-based transfer thresholds

Assumptions and contextual factors: Main RERA findings

1. **The conflict is not over.**

2. **Inequalities and sense of injustice**

- Huge inequalities exist in access to security and social services, especially quality education and also back-to-school programs

- High sense of injustice, grievances towards the government, perception of a divide between North and South, and strong grievances towards NGOs

- Evidence of links between inequalities and taking arms

3. **Poor formal system**

How/where we have set up AE centers

   1. **Focus on equity:**
- Selection of Intervention communities
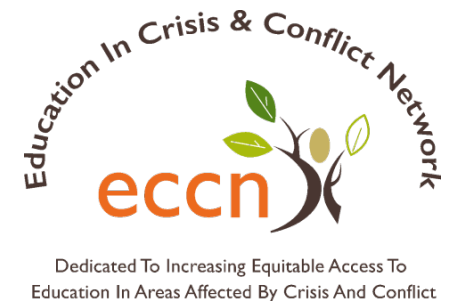- Students' enrollment

   2. **Focus on community resilience**
- Community mobilization approach
- Authorities involvement

   3. **A spill-over strategy**

   4. **ERSA curricula:**
- Living together component,
- Caring classroom approach,