**Community Educator Induction pack**

**Top tips for Community Educators (CE)**

* Girls are hard to reach but are not hard to teach
* All girls have a right to learn but have different learning abilities/levels/paces
* All girls are equal in the hub
* Teamwork with other members of the hub e.g. Hub Development Committee (HDC), School Development Committee (SDC), School Head
* Be innovative and resourceful, and use participatory approaches
* Be tolerant and accommodative/patient - listen to learners’ concerns
* Learning assignments should be relevant to learners
* Safeguarding issues should be at the core of the whole programme
* Continuous engagement with community leadership for retaining learners
* Teach all the activities in the Session Guides
* Keep a record of each learner’s performance/continuous assessment
* Be flexible - involve the learners in the decision-making process e.g. timetable
* Have consultation days to feedback to the hub learners’ parents / caregivers on learner achievements and challenges

**Frequently Asked Questions**

**Q1:** **How can hub teams support girls to work together?**

* Participatory presentations – involve all girls in a group
* Group work/collective homework (girls who live near each other)
* Group girls in different ways to support their diverse needs
* More community engagement
* Being an exemplary role model

**Q2:** **How best can CEs help girls who have never been to school to have more time to learn?**

* Engage families and communities to prioritise learning time
* Prepare a variety of learning materials to add to the learning process
* Use of additional workbooks and exercises
* Be flexible with time
* Give them the opportunity to spend more time with the CE prior to the session
* Pair with high achievers
* Safe spaces in community
* Encourage them to join Zimbabwe Adult Basic Education Certificate (ZABEC)
* Use ERI, PLAP

**Q3:** **How to support girls with disabilities?**

* Time factor for CEs and transport issues
* Girls with disabilities need interaction with others
* Visit parents / caregivers to share their concerns and sensitisation issues
* Do one or two visits to encourage girls to come to the hubs
* Follow up visits about attendance do/should happen
* Encourage care givers/husbands to visit the hubs to find out about how best to help

**Q4:** **Should sessions or modules be separated for literacy and numeracy?**

* No need to separate the two
* All the content is covered, concepts are integrated
* Not individualised to avoid scaring some girls away (maths can be scary)
* Separation can give order and continuity – balance of content in numeracy / literacy
* High attaining girls might get bored
* Overlapping of concepts might be confusing
* Lesson session time allocated to the project is limited

**Q5: What is mechanism for referrals to/from psychologists and appropriate services?
*For any child below the age of 18 parents / caregivers should be involved***School process

* Make use of school for access to the form, CE to complete and parent to countersign
* Engage with District Office
* Engage with District Remedial Tutor to conduct preliminary process

 SAGE process

* CE reports to the school contact that there is a learner who needs assessment, reports to the School Head, School Head speaks to the parent and will engage with provincial psychology services

**Q6: How to avoid those performing higher than others missing out on their learning because they spend all their time helping slow learners?**

* Change composition of groups from time to time
* Give those performing higher than others more work which is challenging
* Those who are performing higher than others come to the hub to learn, duty of CE to devote time to all learners
* Let them choose who to help and when
* Do own work first and then help slow learners
* Ask questions from easy to more complex
* Extension work for slow learners, for example, word cards
* Have mixed attainment groups

**Q7: How to maximise support in peer learning?**

* Use the learner experience for programming other activities
* Drama and art, demonstrations, paired discovery learning
* Give peers the opportunities to talk in pairs and be grouped during learning
* Change the groups regularly
* Motivate the girls to accept each other’s ideas
* CEs should work with each other and other supporting adults to model peer learning
* Give the girls homework and encourage them to work together
* Peer assessment and discussing different learning
* Forming peer clubs
* Promote projects to share learning