This suggested three-day training programme (14 - 20 hours) supports educators with the knowledge on how best to implement the SAGE learning programme within their specific educational setting. You can adapt and change the suggested activities that best suit both your setting and the needs of your participants. The programme can support a range of stakeholders including, ministry and district officials, headteachers, teachers, community-based educators and community members.

**Please note:** *Some of the activities are repeated from the Introducing the SAGE learning programme training. It is anticipated that the recruitment process of your SAGE educators may not have been completed at the point of the previous training.*

You will need to plan your training days to include breaks, rest breaks and time for lunch etc. Consider introductory and plenary type activities to welcome participants and to consolidate learning.

This three-day training may be completed before or after the five-hour training **Creating an effective learning environment**

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Three day-training: **Establishing the SAGE learning programme**

*Facilitator notes*

Audience: Educators

| **Day 1**  **Learners are safe, learners are learning** | **Objectives:**   1. To gain an appreciation of the SAGE programme. 2. To understand their roles and responsibilities in supporting the SAGE programme. 3. To become familiar with the SAGE materials for literacy, numeracy and Learning English. 4. To have an appreciation of the specific needs of older vulnerable learners. 5. To know the contributory factors that lead to effective learning outcomes. | | |
| --- | --- | --- | --- |
| **Time** | **Topic and Materials** | **Session Guiding Steps** | **Facilitator** |
| *30 minutes* | **Welcome and introductions**   * *Power point with Objectives* * *Flipchart and markers for ground rules* | The lead facilitator to welcome everyone to the workshop. Explains that this is one of many workshops that the heads will be meeting with the SAGE team in a bid to enhance each other capacity on how to efficiently and effectively support the SAGE programme.   * National anthem lead by a volunteer participants * Prayer by a volunteer participants * Participatory introductions * Objective sharing * Opening Remarks * Ground rules * Housekeeping issues   Lastly encourage everyone to relax, participate, share and learn as much as they can so as to enrich this 1 day encounter |  |
| *90 mins* | **Understanding the principles and rationale for the SAGE programme**   * *SAGE pamphlet* * *SAGE orientation* * *Markers& flip charts* | ***Task 1: Building on participants’ knowledge of vulnerable learners in their communities (30 mins)***   * Divide participants into groups of not more than 10 people in each group. * Ask participants to take a moment to think of their days when they were still in primary school. Ask them to imagine this learner in their class, school or community who dropped out of school or who never went to school. * Fold piece of flip chart paper in half * In the left-hand column - Ask participants to draw a picture of this learner on a flip chart and write down the following- her age at that time, level at which she dropped out, circumstances that surrounded her, her aspiration in life and people/organizations/groups in her community that could have assisted her. * Now thinking about your role as an educator, what support do such learners in their communities need to access education? Draw a bubble in the right-hand column with educator support in the middle. List some ways that educators help learners access education * Ask participants to report back their notes.   ***Task 2: Reflection on key points from group notes (30 mins)*  Some points to draw out from participants:**   * Vulnerability factors know no geographical boundaries (rural, peri-urban or urban). * Multiple vulnerability factors can converge on one learner making it complicated for her to be reached with support. * Despite the vulnerability factors that learners may be faced with, they have good aspirations for their lives. * There are people/organizations or groups in communities that can be mobilised.   ***Task 3: Overview presentation on SAGE programme (SAGE orientation) connecting it with group feedback***   * Distribute the SAGE programme pamphlets (English) to participants. * Make a presentation about the programme, explaining each point and linking it to feedback from the groups. * Stress the importance of safeguarding at all levels of the programme * ***NB: Do not read points to participants without explaining the points*** |  |
| *60 mins* | **Roles, Expectations and Responsibilities** | * **Intro** Emphasise that SAGE is there to improve learning outcomes of learners and ensure that this is done in a safe environment. Refer participants back to the flipchart from the previous session and share that as members they acknowledge already that this cannot be done through project staff only alone but by working with a number of structures.   **Task 1: Our different roles in the SAGE programme**   * Ask what they think their roles and responsibilities are in the SAGE programme. Give the group 2 minutes to think. * Divide the group in four. * Each group to have three flipcharts (which will be clearly labelled Expectations, Roles and Responsibilities). * Make sure the roles include safeguarding, gender, monitoring & evaluation, disability and inclusion, quality teaching and learning. * Make sure that the wider community, including the Learning Development Committee (or similar) are included. * Emphasise the importance of being nice to learners and the importance of welcoming and encouraging the learners. * Ask the groups to write their ideas on the flipcharts stuck on the walls.   ***Reflection Questions***   1. Ask if they agree with the roles and responsibilities outlined on the flipcharts? 2. Are there other duties that they feel are missing? Or are irrelevant? 3. Ask for comments, questions or areas that need clarification. 4. If time, rank the roles/responsibilities and agree that whilst all are important, some aspects are more important.   Keep the flipcharts up on the wall for later reference. |  |
| *180 mins* | **Introduction to the teaching and learning materials** | ***ICEBREAKER - Numeracy activity 1.2 ‘Switch’ [not more than 10 minutes]***  Ask participants to get into groups of ten or less for this activity, one ‘ball’ will be needed for each group.  **Counting forwards and backwards in 5s**  You will need a ball or something to throw and catch.   * 1. Stand in a large circle with the learners. * 2. Throw the ball to a learner and call out *‘five’’*. Ask her to throw it to another learner and call * out *‘ten*’. Keep going and ask the learners to join in counting as the ball is thrown. * 3. When you get to 35, shout *‘switch’*. * 4. Start the throwing again, but this time counting backwards (35, 30, 25…). * 5. When you get to 10, shout *‘switch’* and start counting forwards again. * 6. Keep playing, shouting *‘switch’* when you want the counting to change direction. * Now start with a number that is not a multiple of 5 – e.g. 7 and count in 5s. Note the patterns that emerge. * Ask participants to turn to page 13 in the Session Guide. Explain that this activity is part of the second session in Unit 1. Discuss the element of fun in this game, and the learning that could take place. Also what assessment opportunities it gives.   **Task 1:** **An introduction to the SAGE teaching and learning**  **Key elements of the programme  The key information needs to be written up on a separate flipcharts/manila paper as it is shared – this information should be kept up on the wall.**   * Supporting Adolescent Learners’ Education (SAGE) is targeting learners who have never been to school (for various cultural and economic reasons; have been to school and been unsuccessful; and/or have disabilities). * The SAGE learning materials are written in English but the guidance for educators is to start the learners’ learning from their last point of success – the materials can be translated by educators into local language, taught through local language, through English or be taught through translanguaging across English and home language. * The learning materials cover: numeracy, literacy and Learning English. Home language is considered to be first teacher and educators need to make decisions about when to switch between home language and English. Learning English introduces phonics (letters and sounds) as a means of learning English pronunciation, reading, using and understanding English. * The materials are designed to be gender transformative and aspirational and are contextualised to Zimbabwean learners. * There will be 6 modules over 2 years - 3 modules a year   + - Modules 1a, 1b, 1c – Year 1     - Modules 2a, 2b, 2c – Year 2     - Optional third Year     - Each module = 10 units, one unit = 1 week     - One unit = 2 sessions of 2 hours = 4 hours of learning (2 hours of numeracy and 2 hours of literacy) Each session = 1 hour of literacy and 1 hour of numeracy * There should only be 30 learners in a group. * Each session will end with learners being asked to continue their learning at home in their Self-study workbooks. Each activity is a consolidation of an aspect of the session, is fun, accessible and easy to explain to family/community members.   **Task 2 Session Guide Structure**  ***1. Give a brief overview of the structure of the Module 1a Session Guide***   * Activities are designed so that all learners can access tasks – but it is possible for educators to differentiate tasks appropriately ensuring tasks are accessible to all, but with scope to challenge. * Activities are progressive and we return to ideas, whilst still being distinct and coherent sessions. This approach will allow educators with higher attaining learners to move forward with the learning. * SAGE Session Guides follows a four-part session structure – Plan, Do, Assess, Reflect-   Look at the diagram on page 2 (Module 1a Session Guide) for an overview  Turn to page 1o, Numeracy activity 1.1: Getting to know you, for an example.   * Each session will end with learners being asked to continue their learning at home in their Learner Workbooks. Each activity is a consolidation of an aspect of the session, is fun, accessible and easy to explain to family/community members. * Remind them that the two documents work hand in hand, as they read through Unit 1, they will need to have the Learner Workbook close by so they can reference these when necessary.   ***2. Ask participants to read and discuss Unit 1 in pairs***   * Ask participants to imagine they are preparing to teach this unit with a group of learners. * Does the unit make sense to them? * What resources will they need? * What preparation might be needed? * Are there any unfamiliar strategies they might need to practise together? * Is there anything that needs clarification?   Respond to any needs for clarification as necessary before beginning ‘demonstration’ activities.  ***3. Do literacy/learning The Unit Story***   * Go through the Unit Story activity – learning comprehension, followed by a discussion about how the activity can be adapted for different learners. * Read the instructions in the Session Guides (p. 9 - Literacy activity 1.2 – The unit story) * Turn to pages 9 – 13 in the Learner Workbook (Module 1a). Explain that there are four different versions, and they must choose the most appropriate home language. * Read the story aloud to the participants – choose the most appropriate home language. Stress the importance of expression, fluency and pace. The focus should be on listening to the story, understanding the story and answering the questions. * Then go through the suggested sequence for this activity so educators fully understand: Emphasise that the unit stories are designed to support listening comprehension, this is very important for SAGE learners. * Read the session story yourself (rather than asking the learners to read). All learners can then really focus on listening. * Read the session stories in Shona/Ndebele and ask the questions in Shona/Ndebele. This supports learners’ oral comprehension skills. * When learners understand English better, read the story and ask the comprehension questions in English. * When asking the questions, allow learners time to discuss and invite volunteers to tell you the answers (rather than write them down). * Ask educators how they could differentiate this activity for higher attaining learners. For example, * Learners can read the session story in English by themselves. * They can read silently or quietly with a friend. * The learners can write down their answers to the questions in home language or English.   ***4. Do Numeracy activity 3 ‘Bingo’ [p.15 Numeracy activity: 1.3 Bingo]***  *N.B. Before this activity (probably before the session) you will need to write out questions to go with each number from 1-20 – they can include addition, subtraction, multiplication and division if you feel your group would enjoy the challenge, rather than the simpler questions you would ask the learners. You won’t be able to use the examples in the session guide as participants will have this in front of them!*   * Ask participants to find the activity on page 15 of the session guide. They can follow as the game is played. * Tell them that this game is very versatile, and will be used for both literacy and numeracy throughout the programme, so it is important to understand how to play it. * In role as educator, follow instructions 1-6, but direct participants to the connections number line on the wall, suggesting this as an option instead of writing the numbers on the flipchart – every hub should have one on the wall every session. * Just play one game, then discuss ways this game could be adapted for learners with disabilities or higher achieving learner, and what can be learned from observing the learners as they play – how would that affect what you do in the next session? Explain that by noticing learners and their progress in one session helps planning for the next session – this is called Assessment **for** learning. * Look for other bingo games in the Session Guides.   ***5. Look at the Learner Workbook self –study instructions***   * Direct participants to p.17 of the Session Guides. * Talk through the instructions for the Learner Workbook, giving participants an opportunity to look at the related page in the Learner Workbook, including the homework tasks.   **6. *Key questions*** |  |
| **15.30** | **Tea Break** | | |
| *45 mins* | **Planning for different learners** | * **Intro:** To begin with let’s think about the learners who will be attending our hub and how the teaching and learning materials can address their needs.   **Task 1: Planning for learners in your hub**   * Intro. In planning your activities, it is useful to consider the background of the learners, their age ranges and any particular needs they might have. For example, learners who have difficult roles/situations at home (for example involving work and child care responsibilities) and have travelled long distances to get to the Hub, may need some time to get into a ‘learning frame of mind’. This can influence how your Hub greets learners as they arrive, how you pace the learning activities and the types of energizer activities that you use. These learners are likely to have had negative or little experience of learning environment. Therefore, first impressions are important. They will help create the right mindset and expectations for the learners. * In groups of *five* make a rough plan for how you might welcome learners on their arrival at the Hub. Consider the age range of learners. Indicate the things that you think are important. (*8 minutes on the task.)* * Collect points of what people are saying (*5 minutes*).   ***Key points.*** For many learners to come to a new learning setting might be difficult, particularly if they have had negative learning experiences in the past. The way you welcome them will vary depending on your circumstance, but you may have thought of things such as:   * Standing outside the learning setting to welcome the learners inside. * Learning and using the learners’ names as soon as you meet them. * Ask the learners about their family or their journey to the learning setting. * Having a clear plan for where learners will sit on their first day. * Being approachable and friendly. * Having an enjoyable ‘warm up’ activity   Thinking about how you how your welcome the learners to your hub will also help you to develop your own mindset about how you will work with these diverse learners. It will also help to spark ideas about how to set up your hub and its inclusive ‘routines’. |  |
| *15 mins* | **Homework** | **Introducing Day 2 homework task**   * Explain that there are two homework tasks: * To familiarise themselves with the learning materials documents: Session guides & learner workbook * Assign different groups, different activities to read through from Unit 2.   Numeracy activity 2.1 – Run for it (p.20) Learning English activity 2.1 – Letter/sound bingo (p.24) Numeracy activity 2.2 – Finding the difference (p. 22) Learning English activity 2.2 – Blending letters together (p.28)   Answer any immediate practical queries. |  |
| **17.00** | **End of the day** |  |  |

| **DAY 2**  **Demonstrating learners are learning** | **The focus for today’s session is demonstrating that learners are learning.** | | |
| --- | --- | --- | --- |
| **Time** |  | Content | **Facilitators** |
| *30 mins* | **Hot spot reflection**  Hot, warm, cold on pieces of paper | Reflect on the learning from yesterday.  What surprised you?  What interested you?  What do you want to know more about? |  |
| *110 mins* | **Programme principles** | **Task 1: Safeguarding in SAGE**   * Look at the first three pages in the Module 1a Session Guides – explain this is key information that they should all be familiar with. * Define safeguarding, what we are safeguarding children from and the different types of abuse and their impact. * Spend 50 minutes discussing safeguarding in your specific programme and the associated protocols and reporting procedures. * Conclude the session by asking participants to draw the kind of person that they think is an ideal protector of children. In plenary wrap up by picking up the good they would have shared and explain we expect the same from them.   **Task 2: Gender awareness**   * Power Walk role play exercise: This exercise is a recreation of how gender issues and barriers interplay with other social inequalities based on differences in wealth, education, ethnicity, and so on. The role play provides participants with a real sense of the person behind the inequity. * Ask for 5 volunteers who will wear different labels written different categories of learners who are likely to enrol in the hubs (young mother, never been to school, learner with disability, or other learners who may join your programme). * Ask participants to stand in straight line * Facilitator reads out statement and the participants are supposed to move either back or forward from the perspective of the character they picked (forward positive impact, backward negative impact) (weight of opinion scaled from 1 to 2 with 2 being Strongly agree/ strongly disagree) * Emphasise the importance of being honest as they take the steps depicting the characteristics of the learners * At each stage engage both the volunteers and other participants to discuss about the various moves made using the guiding questions on the privilege walk handout   **Plenary**   * In plenary discuss the barriers to learner’s participation in learning hubs and how best to respond to them as educators. * Align and make sure the responses relates to the hub activities. * Discuss on the importance of Community Educators role in ensuring the application of the gender responsive actions. |  |
| *90 mins* | **Creating an effective learning environment: Inclusion and disability awareness raising** | **Task 1 - Sharing inclusive education strategies**   * Ask the participants to get into groups of five, with people then haven’t worked with yet. [this might take a couple of minutes depending on the room etc.]. * Ask the participants to think about of *examples of learner-centred or inclusive strategies, they have encountered in their lives or within their tea*ching. What do they feel makes the example[s] inclusive? * Move through the room and facilitate identifying examples that are being produced. * Next ask one person from each group. To stand up and then move to another group, and to share the ideas of their group with the new group. * Move through the room and facilitate identifying examples that are being produced. * Then draw together some of the examples that you have noted. Write these on a flip chart/board.   **Key Points** that are likely to emerge is that they are these examples highlight that:   * Inclusive education is always learner -centered. * They allow children and young people to participate fully in the lesson or activity. * There are different strategies e.g. seating plans, visual support, pacing lessons, and many will be helpful for other learners in the class. Move through the room and facilitate identifying examples that are being produced. * Getting to know your learner and their needs, and access preferences is really helpful in understanding how to be inclusive. * They may also produce specific strategies for particular children/young people e.g. signing or braille or a special chair.   **Task 2 - Planning for inclusive teaching**  Staying in their current groups of five.   * Ask the groups to think of ‘pen portraits’ of a learner who may have additional needs. This can include their name, age, disability or access needs *[5 mins]* * One member of each group stands up and joins a new group. * Ask the groups to look at a diagram of ‘the three circles of inclusive learning spaces’: *Teaching, Physical, Social*. * Each group discusses the ‘new’ pen portrait, and what they could do to ensure this young person can fully participate in their lesson. Use the ‘three circles’ to think about what they might do. * Move among the groups and facilitate the discussions * Write up Teaching, Physical, Social as headings on the board. * Ask for examples for the groups under each of the headings [Also draw on good examples you noted yourself from the groups] Where possible highlight how these plans might support many leaners within the hub.   **Key point**  For facilitators to stress: Inclusive education isn’t something that necessarily requires special equipment. A lot of it is about positive teacher attitude and also being flexible and creative – believing that all learners are capable of learning, getting to know your learners, observing how they participate in class and trying out different strategies and methods. Having things like ramps for wheelchairs in schools, lighter classrooms for children with visual impairments and segregated toilets is very important too but there is a lot that’s within the educators’ control and that they can immediately do in the learning setting. |  | |
| 13.00 | Lunch Break | | | |
| 14.00  *90 mins* | **Work through Unit 2**  **Module materials** | **Task 1 - Getting to Know Module 1a, Unit 2 [**   1. Working in groups choose one numeracy and/or one literacy activity. 2. Plan your activity. 3. Teaching your activity to another group. 4. Consider how you might adapt the task for a more able learner. 5. Swap and teach to another group. 6. Consider how you might adapt for a learner with a disability of your choice. 7. Swap and teach to another group |  | |
| *60 mins* | **Supporting and extending learners** | **Task 1 - Supporting and extending learners: Using Resources**   * Bead string  Demonstration of the Tricky teens numeracy activity 2.3 (p.26) * Ten frame Demonstration of the In the hair salon/How many customers numeracy activity 4.3 (p.30)   **Task 2 – Supporting and extending learners: Grouping learners [20 minutes]**   * Divide the group into four and then into pairs. * In the group, each pair considers how they could support and extend learners by grouping the learners in different ways. * Each pair then feeds back. * Collect key principles and write up on flipchart.   **Task 3 – Supporting and extending learners: Independent and guided work [20 minutes]**   * Turn to p.3 of the Session Guides and highlight the Plan, **Do**, Assess, Reflect * Divide the group into four and then into pairs. * In the group, each pair considers how they could support and extend learners by adapting the guided/independent work. Use the numeracy activities from Task 1 to support. * Each pair then feeds back.   Collect key principles and write up on flipchart. | **OU with DCs** | |
| 17.15 | **End of day** |  |  | |

| **DAY 3**  **Evidencing learners are learning** | **The focus for today’s session is demonstrating that learners are learning.** | | |
| --- | --- | --- | --- |
| **Time** |  | Content | **Facilitators** |
| 08.30  *30 mins* | **Hot spot reflection**  Hot, warm, cold on pieces of paper | Reflect on the learning from yesterday.  What surprised you?  What interested you?  What do you want to know more about? |  |
| 09.00  *120 mins* | **Assessing your learners** | **Task** 1 **– Assessing the learners’ learning**  The SAGE programme aims to support learners attain basic literacy, numeracy and English skills. Share the SAGE definition of literacy, numeracy and English – what is that we want learners to learn, how will this help them in their daily lives?  The SAGE programme needs to demonstrate that **all** learners are learning. To do this, educators need to know where the learners are in their learning and the first step is to assess the learners learning as they enter the hubs.  In SAGE there is assessment **for** learning and assessment **of** learning. The three Learning Progress Assessments (IPA, MPA and EPA) are all forms of Initial Progress Assessment is a form of assessment **of** learning. Sometimes it is called summative assessment and it means, on this day, what is that this learner can do. The Initial Progress Assessment (IPA) is an example of assessment of learning.  **Task 2 – Setting up the Progress Books** **[20 minutes]**  Turn to p.3 of the Module 1a Session Guide – Plan, Do, **Assess**, Reflect – this provides more information. Provide copies of the **Setting up your progress book** – Handout 1.   Tell them that at the end of Module 1c there is a **Mid Progress Assessment** (MPA). This will evidence the learners’ learning across the first year of the programme.  **Task 3 - Introducing the Initial Progress Assessment (IPA)**  Turn to p.126 of the Session Guides.  Take educators through the assessment, emphasising that it is a quick activity (5-10 minutes per learner). Emphasise that the CEs should be looking for what learners **can** do not just what they **can’t** do.  **Task 3 – Practising the IPA [20 minutes]**  Let educators try the activities out on each other.  **Task 4 – Collect and answer key questions [10 minutes]** |  |
| 11am | Tea Break | | | |
| 11.30 | **Assessing the programme** | **Monitoring and evaluation**   * Plan a session that shares with educators the ways in which your programme will be assessed. For example, you might be introducing some of the following tools: * Learners tools - (Register, Enrolment form, Consent Form, House to house form, Learner assessment) * Structures – (Time sheet, Reflection journal, Safe guarding policy, WhatsApp feedback) * Project team- (Consolidated report Form, File of all documents) * Ministry of Education- (Consolidated statistics) |  | |
| *90 mins* | **Getting ready for opening** | **Planning for Welcome Weeks [45 minutes]**   * Learning setting opening and spreading the information * Share the **Welcome Weeks – Welcoming learners onto the SAGE programme** leaflet * Explain the numbers of learners and how they will divide between the two of them * Set up your Progress Book |  | |
| *60 mins* | **Practicalities** | **Other Modalities**   * Payments and Payments Dates (if appropriate) * Other project specific queries and important information to share. |  | |
|  | **End of day** |  |  | |