This suggested two-day training programme (12 - 14 hours) supports local stakeholders and educators with the knowledge on how best to introduce 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: *It is anticipated that the recruitment process of your SAGE educators may not be complete at the point of this training. Therefore, a follow-up training (with some activities repeated) is provided for when recruitment is complete –* ***Establishing the SAGE learning programme****.   You may wish to adapt this training according to the audience.*

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 two-day training should be completed before the five-hour training **Creating an effective learning environment**

Two day-training: **Stakeholder and educator training - Introducing the SAGE learning programme**
Facilitator notes
Audience: Local stakeholders, project staff and educators (if recruited to your programme)

DAY 1 Introducing the SAGE learning programme	*Learning Objectives:* 1. To have an appreciation of the specific needs of older vulnerable learners. 2. To gain an appreciation of the SAGE learning approach. 3. To recognise and explain the focus of SAGE on girls' learning outcomes in literacy, numeracy and Learning English. 4. To understand different stakeholder's roles and responsibilities in supporting the SAGE programme. 5. To be equipped to facilitate key procedures to enable the SAGE programme to run efficiently.		
Time	**Objectives**	**Content**	**Session facilitators**	**Resources**

DAY 1 Introducing the SAGE learning programme	Learning Objectives: 1. To have an appreciation of the specific needs of older vulnerable learners. 2. To gain an appreciation of the SAGE learning approach. 3. To recognise and explain the focus of SAGE on girls' learning outcomes in literacy, numeracy and Learning English. 4. To understand different stakeholder's roles and responsibilities in supporting the SAGE programme. 5. To be equipped to facilitate key procedures to enable the SAGE programme to run efficiently.		
120 mins	Objective 1 Objective 2 Objective 3 Objective 4	Understanding the SAGE programme Show the '**SAGE Orientation'** PowerPoint and complete the activities. Discuss with participants the vision, aims, objectives and structure of the programme & respond to any key questions. Include: - Why SAGE is in the school/learning setting/district - How SAGE can support out-of-school learners achieve foundational skills in literacy, numeracy and English. - Respond to any urgent queries but explain that many of the queries will be answered through the training. **Activity** What is SAGE? Provide SAGE pamphlet. **Activity 1** In small groups, discuss and feedback 3 things SAGE is about, and 3 things SAGE is not about. Pick up on key issues. Conclusion and clarification of key issues from feedback. **Activity 2** What do you know about the learners SAGE will be working with in your district? In groups of 5 or 6, ask participants to draw a picture of the type of learner in their district who will benefit from SAGE. **Activity 3** **Group 1**		

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		Ask this group to include possible **barriers** to learning, location specific challenges, economic and/or cultural challenges. **Group 2** Ask this group to include the possible **strengths** learners could bring to the programme. **Group 3** Ask this group what learning experiences the learners would benefit from. **Group 4** Ask this group to discuss the key stakeholders and how to engage them. **Plenary** Ask groups to feedback on their discussions.	
60 mins		*Independent activity* Give participants time to familarise themselves with the two key documents – Module 1a Session Guides and Learner Workbook. Set questions for reflection: • Who is this document for? • What is it about? Tell participants that at the start of Day 2 they will reflect on: • Something they like in or about the learning materials • A question they may have about the materials.	
60 mins	Objective 1 Objective 4	<u>Roles and responsibilities</u> You will need to plan setting-specific information on the various roles and responsibilities of the different stakeholders.	

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		What structures and people should be involved to ensure learners attain learning outcomes and are safe. - Provincial and district level - In the School - In the Hub - In the community - Other, for example other NGOs working in the area.		
60 mins	Objective 3 Objective 4	*Programme sensitivities – What to say/what not to say* Your DAY 1 session will need to include information specific to your setting and include information on: Safeguarding Gender awareness Dos and don'ts Ethical considerations Referral process for girls with disabilities and/or engagement with psycho-support teams. Other setting specific information. The recommendation is to spend 60-90 minutes on this activity.		
45 mins	**Activity**	*Commitment Charter* Decide on 10 statements that the group agree are important to the implementation of SAGE in their learning settings. The statements should be positive and include reference to the agreed roles and responsibilities, safeguarding, gender awareness, ethical considerations, referral process etc.		

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		If the group are finding it difficult to get started, provide an example. The following may be helpful, or you can write your own examples. *We commit to ensuring all learners are safe and welcomed into our learning settings. Learning should be inclusive and accessible for all learners.*		
15 mins	*Day 1 Homework* Participants should spend time familiarising themselves with the SAGE learning materials. Ask them to focus their reading on Module 1a, Unit 1.		

DAY 2 Introducing the SAGE learning programme	Learning Objectives: 1. To have an appreciation of the specific needs of older vulnerable learners. 2. To gain an appreciation of the SAGE learning approach. 3. To recognise and explain the focus of SAGE on girls' learning outcomes in literacy, numeracy and Learning English. 4. To understand their roles and responsibilities in supporting the SAGE programme. 5. To know the contributory factors that lead to effective learning outcomes.		
Time	Objectives	Content	**Session facilitators**	**Resources**
15 mins		Start the session by day participants to respond to their Day 1 *Independent work*. Module 1a Session Guides and Learner Workbook. Ask participants to respond to the questions for reflection: • Who is this document for? • What is it about? • Something they like in or about the learning materials • A question they may have about the materials.		

DAY 2 **Introducing the SAGE learning programme**	*Learning Objectives:* 1. To have an appreciation of the specific needs of older vulnerable learners. 2. To gain an appreciation of the SAGE learning approach. 3. To recognise and explain the focus of SAGE on girls' learning outcomes in literacy, numeracy and Learning English. 4. To understand their roles and responsibilities in supporting the SAGE programme. 5. To know the contributory factors that lead to effective learning outcomes.		
60 mins	Objective 1 Objective 2 Objective 3	<u>Introduction to the SAGE teaching and learning materials</u> Overview of the SAGE learning programme. 1. Overview of all 6 modules, the Session Guides and Learner Workbook and learning outcomes (see Handout 1 – **The SAGE learning approach**). 2. Respond to any <u>urgent</u> queries from the Day 1 *Independent Work* (others will be answered throughout Day 2.) 2. Introduction to the teaching and learning materials and the SAGE learning approach.		
Activities		<u>Introduction to the learning materials</u> Refer to the instructions Handout 1 (**What do you see?)** **What do you see?** (10 frame drawn on board with 8 'counters' drawn in, principle of no right answer, everybody can contribute) Refer to the instructions in Handout 1 (**Examination of the materials)** Divide whole group into two. One half to focus on literacy, the other on numeracy, working in small groups of 6.		
90 mins	Objective 1 Objective 2 Objective 3	Refer to the instructions on Handout 1 (**Working through Module 1a, Unit 1**) <u>Work through Unit 1</u> 1. Brief introduction – drawing attention to key elements of session guide 2. Give time for participants to read through/discuss sessions 1 & 2 of unit 1 in pairs		

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		3. Do activities 4. Give time for reflections (something they like, a question they have on - post-it notes)		
Activity	• Do Unit 1 literacy activity 2 'Welcome!' together • Do Unit 1 numeracy activity 2 'Switch' and activity 3 'Bingo!' together • Look at Self Study Workbook instructions (p13 Session Guide) and related pages in Workbook		
90 minutes	Objective 1 Objective 4	Refer to the instructions on Handout 1 (**Day 2 - Introducing the small group task)** Set the small group task *Prepare one activity from Unit 2 to teach a small group later today.* *Choose another activity and differentiate it for a girl with a disability.* *Work in pairs **from same learning setting**, includes making resources needed (number line, bead string etc.)* Participants should read through Unit 2 in their pairs, decide which activities they will use, and what materials they will need for making resources. (Encourage participants to take materials for making bead strings, even if they will not use them for the chosen activity)		
75 mins	Objective 1 Objective 2 Objective 3 Objective 4 Objective 5	Peer teaching and effective feedback - Teaching Unit 2 Groups of 6. Pair participants to teach another 2 pairs their chosen activity, to receive feedback, then swap until all 3 pairs have taught and received feedback. Suggest each group has 20 minutes – set a timer, or an alarm clock for 20 minutes so groups know when to swap over.		

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		Ask groups to comment on: The role of effective feedback as critical friends - +ve/-ve feedback. Each pair should explain how they have differentiated their activity for learners with disabilities. **Plenary** As a whole group ask educators to comment on what they enjoyed about their teaching. Ask them to consider any challenges. Collect any concerns and ensure you address them in the next one-day training session **Establishing an effective learning environment.**		
60 mins		Practical considerations This session needs to cover the practicalities of your particular learning programme and specific next steps. The **Resources for Educators – Top tips** would be a useful resource to use in this session. The **Welcoming learners onto the SAGE programme** would be a useful resource to use in this session.		
Homework		Confidence audit You can find this document in the **Resources for Educators – Confidence Audit** section of this pack. Ask educators to take away the printed **Confidence Audit** and complete it ahead of the next training **Establishing an effective learning environment.**		

DAY 2 Introducing the SAGE learning programme	Learning Objectives: 1. To have an appreciation of the specific needs of older vulnerable learners. 2. To gain an appreciation of the SAGE learning approach. 3. To recognise and explain the focus of SAGE on girls' learning outcomes in literacy, numeracy and Learning English. 4. To understand their roles and responsibilities in supporting the SAGE programme. 5. To know the contributory factors that lead to effective learning outcomes.			
		Completing the subject knowledge audit, including teaching and learning, methodologies, supporting older learners, girls with disabilities Completing the subject knowledge audit, including teaching and learning, methodologies, supporting older learners, girls with disabilities		
Plenary	*30 mins*	Hot spot reflection Divide the room into three sections – Hot, Warm and Cold. Ask participants the first question, *How confident do you feel in implementing the SAGE programme and its associated principles?* Tell participants that they need to move to either the **HOT, WARM or COLD** spots in the room. If they are confident, they should stand on the **HOT** spot. If they are feeling fairly confident but still have questions, they should stand on the **WARM** spot. If they have more questions than confidence, they should stand on the **COLD** spot. Ask for volunteers to explain why they are standing on the different spots. Repeat the activity with the next question: *Are you clear about the next steps for your SAGE learning programme?* If any participants are on the 'Cold' spot, you will need to arrange to speak to them to find out what information they require before starting their programme.		

## Appendix 1: The SAGE Learning Approach

DAY 1

Begin by giving an overview of the programme using the key points from SAGE Learning Principles document.

- Strengthening Adolescent Girls' Education (SAGE) is designed to support the learning of girls aged 10 – 19 to meet the basic requirements of Grade 5. These learners may never have 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 learning from the learner's 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/vernacular.
- There will be 6 modules over 2 years - 3 modules a year
  - Modules 1a, 1b, 1c – Year 1 (equivalent to Grade 2/3)
  - Modules 2a, 2b, 2c – Year 2 (equivalent to Grade 4/5)
  - 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
  - Each session has 2 numeracy activities and 2 numeracy activities
- The learning materials cover: numeracy, literacy and Learning English. Each unit has three numeracy activities and two/three literacy activities and one/two Learning English activities. Learning English introduces phonics (letters and sounds) as a means of learning English pronunciation, reading (cracking the code) using and understanding English.
- Low ceiling, high threshold activities enable educators to differentiate tasks appropriately ensuring tasks are accessible to all, but with scope to challenge. Activities are progressive and cyclical, whilst still being distinct and coherent sessions. This approach will allow educators with higher attaining learners to move forward with the learning.   Additional suggestions for extension are included in each unit, with further information provided in the Module Session Guides.
- The Session Guides provide educators with suggestions as to how the elements from the session can be assessed, with a focus on assessment for learning. SAGE introduces two strands of assessment – Assessment for Learning (AfL) which forms part of every session, within the four-part lesson structure of the SAGE approach.   Assessment of Learning (AoL) is through summative assessment tasks called Learning Progress Assessments (LPAs).

- LPAs are undertaken at three points in the SAGE programme. During Welcome Weeks (prior to the start of Module 1a), learners are assessed using the *Initial Progress Assessment (IPA),* at the midpoint of the programme through the *Mid Progress Assessment (MPA)* and at the end of two years of learning, the *End Progress Assessment (EPA).*
- The SAGE assessment strategy also includes a *Placement Guide* which educators may find helpful when new learners arrive at their educational setting.
- 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.

What do you see?
To give a flavour of open-ended inclusive learning, do the following activity.
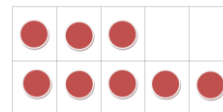
- Draw a ten frame on the flipchart with 'counters' in eight of the boxes like this:
- Ask participants to work in pairs to write down as many answers as they can to the question **'What do you notice?'**

(N.B. Because learning is often associated with getting the 'right' answer, (particularly in maths), participants may struggle with this. You may have to give prompts such as 'I can see three and five' or 'I can see four twos, three vertically and one horizontally.'

Examination of the materials
- Divide participants into two equal sized groups. Each group should then be sub-divided into groups of 5 or 6, each group should have at least one copy of all three documents.
- Tell one half that as they look at the documents, they will be focussing on Literacy and Learning English, the other half that they will be focussing on Numeracy.
- Explain that, in their groups, participants have 30 minutes to discuss the following questions with reference to their subject(s). *(N.B. You might want to write these on the flipchart prior to the session. Alternatively, you could ask participants to scan through the documents while you write the questions up then assign literacy or numeracy focus, directing them to the focus questions)*
  - What are the principles behind the learning?
  - What is the same (strategies/content with which you are familiar), what is different (strategies/content which are new to you)?
  - How is learning assessed?
  - What strategies are used for differentiation?

- Ask participants to reorganise themselves into new groups of 5-6, each group comprising more or less an equal number of literacy/learning English and numeracy 'specialists'.
- Explain that they have 20 minutes to share their findings with each other (roughly 10 minutes per subject). *(Give prompt to change subjects after ten minutes.)*
- Spend five minutes as a whole group summarising and responding to questions. *(If there is time!)*

Day 2

Working through Module 1a, Unit 1

By now participants should be becoming familiar with the materials since they have looked at them for homework and also worked with them in the last session.

Give a brief overview of the structure of the session guide

- Point out the general information on p2. Might be worth drawing attention to the words '**for all the girls'**, emphasising that often there are gaps in understanding that we have not picked up, so if not **absolutely sure** it is far too easy for **everyone**, it's a good idea to run with the activity as it stands.
- Remind them that the three documents work hand in hand, as they read through Unit 1 they will need to have the handbook and the learner workbook close by so they can reference these when necessary.
- Finally, a moment drawing attention to the icons and their meanings and a quick look at the list of resources they will need to get organised before starting unit 1 with the learners.

Ask participants to read and discuss Unit 1 in pairs (ideally from same hub). [15 minutes]

- Ask participants to imagine they are preparing to teach this unit with a group of learners.
  - o Does the unit make sense to them?
  - o What resources will they need?
  - o What preparation might be needed?
  - o Are there any unfamiliar strategies they might need to practise together?

      o   Is there anything that needs clarification?

Respond to any needs for clarification as necessary before beginning 'demonstration' activities.

Do literacy/learning English activity 2 'Welcome' together

- Ask participants to turn to page 8 of the Session Guide, and make sure they have access to the self-study workbook, as it will be needed.
- Say that in a live session the learners will already have engaged in the icebreaker and the name card activity, so will hopefully be feeling a bit more relaxed and be getting to know each other a little by the time they get to this bit.
- This will be the first time they will have engaged with printed materials, however, so educators will need to be aware that at this point some learners may show some anxiety. Discuss ways of dealing with this.
- Say that for the next half hour you are going to be the educator and they are going to try to imagine being in the learners' shoes.
- Follow point 1 in role as educator
- Ask a volunteer to read the text in the predominant home language of the group. (Point 2) Other participants should follow the text in pairs.
- Follow points 3-6 in role as educator, participants acting as learners. Allow comments and reflections on how the learners may be feeling as you go through.
- Invite comments on/ point out how the activities relate to learning outcomes e.g. helping participant to be aware of the most important features that relate to the really basic literacy /numeracy skills.

Do Numeracy activity 2 'Switch' [5 minutes]

- Ask participants to get into groups of ten or less for this activity, one 'ball' will be needed for each group.
- Follow instructions 2-6, first counting in ones, but then quickly moving on to counting in threes, fours or sixes to add challenge.
- Ask participants to turn to page 11 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.

Do Numeracy activity 3 'Bingo' [10 minutes]

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 12 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 CE, 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?(AfL) .

Look at self –study and personal reflection instructions [10-15 minutes]
- Direct participants to p13 of the guide.
- Talk through the instructions for the self study workbook, giving participants an opportunity to look at the related page in the learner workbooks, including the home work tasks.
- Look at the personal reflection section of the guide.
- Either do this task as a way of eliciting feedback on levels of confidence, areas of anxiety etc, or give five minutes for participants to record comments and questions on post-it notes.

Introducing the small group task

Explain that later in Day 2, participants will be given the opportunity to teach an activity from Module 1a, Unit 2 to a small group of their peers.

- Their first homework task will be to prepare this, in pairs. (preferably from the same hub)
- They will need to make all the resources needed for their activity.
- Their second task will be to choose a second task and differentiate it for a girl with disabilities. They will not teach this task.
- Whether or not they will use them in their teaching session, participants are encouraged to take away materials to make a number line and a bead string each, both will be used regularly throughout the programme. *(remind them that the graduations on the number line must be equal!)*
- Give participants time, in their pairs, to begin thinking about which activities they might choose and resources they will need. Try to make sure all the activities in the Unit will be covered by different groups,

- Organise participants into three groups of two, so six per group: each pair in the group should have prepared a different activity.

Each pair should micro-teach the other four participants, who should then give feedback (maybe two stars and a wish? Or www and ebi?) until all three pairs have taught their activity and received feedback. It may be useful to encourage feedback comments that focus on the specifics of the activities, e.g. how to make sure they achieve learning outcomes, which parts need more time, how to give instructions clearly (rather than individuals' strengths and weaknesses at this stage. How will they know they have achieved the learning outcomes? (AfL) [Around 15-20 minutes per pair, including feedback]

- Either ask participants to stay in their small groups to talk about how they adapted their other activity for learners with disabilities, or do this as a whole group, asking for pairs to volunteer to share. [about 10 minutes]
- Show pre-made examples of resources that will be used later in module 1a – flashcards and bundles of sticks etc, and demonstrate audio files and supplementary literacy guide, explaining how all these resources will be used. Direct to Handbook page 23-25 for numeracy resources. [5 minutes]