**Date : (1 and ½ days-2 Days)**

**Target: Community Educators, Assistants, Teachers, school mentors ,**

**Target group numbers:**

**Training type: Face to face**

**Objectives:**

1. Plan for next steps in girls’ learning on their return to the hub/ school/ class.
2. Introduction to new assessment processes (IPA) (MPA)(EPA)

**Pre-reading task**1. Learning Progress Assessments – Guidance Notes
2. Carrying out learner-centred progress assessments – a case study

**LEARNING ABOUT LEARNING**

| **Time**  | **Topic and Materials**  | **Session guiding steps**  |
| --- | --- | --- |
| **30min** | **Welcome and introductions*** *Power point with objectives*
* *Flipchart and markers for ground rules*
 | The lead facilitator to welcome everyone to the workshop. Explains the structure and purpose of the two-day workshop.*Reinforce the message : in order for effective learning to happen, it is our responsibility to create a safe environment, check if learners are learning and be confident that we have provided all learners with equal opportunities to learn.*Lastly encourage everyone to relax, participate, share and learn as much as they can so as to enrich this 2-day encounter. |
| **40-45min** | **Share the purpose of the Learning Progress Assessments*** *Markers& flip charts*
 | **Task 1: Reflecting on My classroom practice [15 mins+20 mins feedback]*** Divide the room into groups and give each group a heading on a different flipchart:\* **Challenges for my hub/ class/school: in Literacy** [looking at learners and volunteers]\* **Challenges for my hub/ class/school: in Numeracy** [For learners and volunteers]\* **Successful strategies we’ve used to assist learners’ improve in literacy and numeracy**
* After 5 minutes pass on the flipchart for the next group to add?
* Repeat 3 times
* Plenary – groups to feedback and rank top three issues coming out from their flipchart
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| **20-30min** | **Introducing new assessments and reflecting on previously completed assessments** | **Task: Introduction and Reflection** * **IPA ONLY**
* Reflect on pre-reading and what they understand by the aims and purpose of the IPA. Possible questions to ask
* The title of the document is 'Carrying out the learner-centred progress assessments' - could someone say why we have used the term 'learner-centered'?
* Then ‘How can you, as educators help the learners in the assessments?’
* if they educators have already completed the IPA, Invite participating community educators, volunteers, teachers and educators to share their reflections on the IPA process.
* **MPA ONLY**
* Reflect on pre-reading and what they understand by the aims and purpose of the MPA
* If they have done MPA, Invite participating teachers, educators, volunteers, assistances,community educators to share their reflections on the MPA process.
* ***EPA ONLY***
* Reflect on pre-reading and what they understand by the aims and purpose of the EPA
* If they have done EPA, Invite participating teachers, educators, volunteers, assistances, community educators to share their reflections on the EPA as well as the whole Learning progress assessment process
* Ask the question – How can we continue to share lessons learnt and good practice across the classes/ school/ hub?
 |
| **45min-60min** | **Understanding the new assessment** **Handout 1- Follow up guidance**  | **Task : Setting up the practical activity** * Divide the participants into groups. If you have many participants you need at most 5 groups. If not you need to ensure that the five topics can be divided amongst the participants either by assigning two sections per group or 1 section per group. The idea is that each group takes a different section reads it carefully and summarises in the feedback session. **Purpose; Tracking progress; Step 1: Planning; Step 1: Process, Step 2: Scoring**
* **Each group feeds back (5 minutes each)**

***Probing question that the facilitator can use after each section**** What are the key issue being explained in your section
* Who is this part addressed to
* Do you have any questions about the section?

**Questions for the whole group*** What specific issues do you expect to encounter when carrying out the Literacy/Learning English assessments?
* What specific issues do you expect to encounter when carrying out the Numeracy assessments?
* Why are we recording learners’ learning in this way?
* what do we need to consider as Hub staff when organising for assessments
* what are some issues school teams need to remember when reviewing the learners’ scores?
* **Answer any questions. Refer to Handout 1 - Follow up guidance**
* Facilitator can also refer the participants to the following sections in SAGE modules if participants have access to them for additional information :**MPA - Module 1c Session Guides, Units 9 and 10**

**EPA - Module 2c Session Guides (Unit 7 explains timetable for EPA)** |
| **120min** | **IPA,MPA, EPA: Completing the assessment***IPA/MPA/ EPA sets to be given to all participants*  | **Practical session**As you embark on this activity kindly ensure that your participants have the necessary documents aligned to your assessment type. If you doing IPA they will need the IPA set, if doing MPA or EPA they will need to have the MPA or EPA set.**Task 1: Completing the assessment [60 minutes]*** Divide room into groups of three. Each group needs to have different hub volunteers/ school teachers/educators so that participants are working with new people.
* Give the group different roles: 1 CE/teacher/educators, 1 learner, 1 observer and undertake the assessment.
* Then meet with each of the different roles in a small group to discuss their role. For example,
* The ‘learner’ needs to adopt some characteristics of a learner. For example, some may find some aspects of numeracy difficult, some may be shy, some may need vernacular, some may be confident in English learning, some may need encouragement.
* The observer needs to prompt the educator/teacher/assistant/community volunteer/community educator if they forget a step/instruction and to support the learner if they need more help/guidance.
* The educator/teacher/assistant/community volunteer/community educator needs to adopt some of the characteristics, patience, being neutral, be kind.
* Then back to groups of 3 to complete the assessment, including the scoring.

**Task 2: Reviewing the assessment [30 minutes]*** Each group now joins with another group of three.
* Discuss the experience from different perspectives.

**Task 3: Reviewing the assessment [30 minutes]*** As a whole group, each group of six shares their experiences.
* Discuss the experiences across the group.
* Complete ranking exercise:

Lastly as a group reflect on ***the top three messages/points to remember when undertaking the assessment?*** |