

Strengthening Learning Conversations: Facilitator Notes

This work should not be undertaken until educators have read and understood the programme's Standard Operating Procedures.

| Timings | Suggested Session Structure | Notes for Facilitators | Summary of key point/s |
|---------|---|--|---|
| 5 mins | 1. Warm up activity to see who is engaged. | Lead facilitators, please use activity you feel comfortable with. | |
| 15 mins | 2. What are the key suggestions that are being explained in the three documents 'Supporting learners at a distance - a learning conversation tool', 'Principles into Practice (starting where learners are)' and 'Strengthening learning conversations? - a case study' | Here we turn back to exploring the specific suggestions being made in the document. A key priority is to keep in touch with learners to support their safety and wellbeing, when the context may lead to increased vulnerabilities. | <ul style="list-style-type: none"> • Essential to take Covid-19 safety measures • The six principles still apply cross context • Encourage smooth transition for those learners moving from mobile to 121 or small group interactions • Make use of learner peer to peer teaching • Make use of educator peer to peer sharing |
| 15 mins | 3. With reference to the case study, or to your previous experiences, what are some issues that can be faced when starting learning through small groups and 1-2-1 visits? | Here facilitators need to try to unpack what participants understand about how they adapt previous ways of facilitating to the new learning environments of small groups and 1-2-1 learning. Also, think about how they will record each learner's participation in learning and progress. | <ul style="list-style-type: none"> • Low attendance due to other competing priorities, for example home chores, work or childcare • Limited time to attend to each learner • Not letting stronger learners dominate, even where learners in small groups have different literacy and numeracy levels |
| 15 mins | 4. If and where such issues occur, how can we respond and overcome these? | Here the point is to promote ownership of the issues faced and in finding solutions. | <ul style="list-style-type: none"> • Restate Educators' responses to the issues identified |
| 15mins | 5. There may be less time with the learners than when at the hub and many girls will have been away from learning for several weeks. How do we choose the activities most helpful to the learners? | Here facilitators need to refer to the Module Learning cards | <ul style="list-style-type: none"> • Know where your learners are in order to choose learning activities • Discuss the key challenges in using the module learning cards. Share good ideas of how best to facilitate key learning outcomes. |

| Timings | Suggested Session Structure | Notes for Facilitators | Summary of key point/s |
|---------|---|--|---|
| 5 mins | 6.a which learners will have 1-2-1 visits; | Introduce document: 'KEY PRINCIPLES FOR SUPPORTING LEARNERS AT A DISTANCE' Here facilitators need to unpack Steps 1 & 2 below. | We should prioritize learners: <ul style="list-style-type: none"> • that we have not been reaching through phone • who experienced challenges with learning through the phone • with disability • who are pregnant • who are sick with chronic disease • with mobility or impairment difficulties • affected by distance • with babies or more than 1 child, who do not have anyone to leave the babies / children with |
| 5 mins | 6.b which learners will continue in phone learning conversations? | | Learners will continue, if: <ul style="list-style-type: none"> • we are already reaching them on phones, and they are benefiting from the sessions • they are comfortable to continue • they are without learning difficulties |
| 5 mins | 6.c Which learners will participate in small groups for learning; | | <ul style="list-style-type: none"> • The remaining learners will be divided into groups of no more than 10 learners |
| 15 mins | 7. How will we form the small groups for learning? | Here facilitators need to unpack Step 3 & 4 in the document. | <ul style="list-style-type: none"> • Group those residing in the same area • Consider their learning stages and abilities • Be deliberate to mix the group so that others may also benefit from the union |
| 10 mins | 8. Which venues will we use for small groups for learning and 1-2-1 visits? | Here facilitators need to hear suggestions of venues and highlight any safety aspects. | <ul style="list-style-type: none"> • What constitutes a safe space – in terms of social distance, safeguarding, ventilation, etc.? • What special provision is needed for girls with disabilities? • What makes a space appropriate for learning? • Do we have the necessary consents for the activities? • At any time raise any concerns regarding safeguarding or health • SOP with detailed guidance to be shared next week |

| Timings | Suggested Session Structure | Notes for Facilitators | Summary of key point/s |
|---------------------------|--|--|--|
| 10 mins | 9. How can we contact the girls, not currently participating in learning conversations, so that they know what is happening? | Here facilitators need to draw out a range of ways, so that volunteers can see a way for every girl to be contacted. | <ul style="list-style-type: none"> <li data-bbox="1098 136 1460 271">• Educators will need to be imaginative and creative to make sure that no girl is missed |
| 5 mins | Lastly kindly share any comments, questions and feedback that you might have. | Bring session to close. | |
| Any other comments | | | |