



ENGINE II TEACHERS' GUIDE



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**ACTION
HEALTH** INCORPORATED



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JULY 2018

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ACRONYMS

LCF – Learning Centre Facilitator

OSG – Out-of-School Girl

ISG – In-School Girl

CVA – Child and Vulnerable Adult

CP – Child protection

EGMA – Early Grade Maths Assessment

EGRA – Early Grade English Assessment

SeGMA – Senior Early Grade Maths Assessment

SeGRA – Senior Early Grade English Assessment

CSO – Civil Society Organisation

PREFACE

1. INTRODUCTION

Educating Nigerian Girls in New Enterprises (ENGINE) II is a girls' education programme focused on improving learning outcomes of the marginalised Nigerian girls. In order to achieve its goals, ENGINE II has setup learning centres, where marginalised girls will be tutored in Basic Literacy & Numeracy, Life skills and financial literacy. In order to guarantee improved learning, ENGINE II will use the “Learner Centred Teaching Methodology” at its in-school and out-of-school learning centres.

1.1 AIM

The ENGINE II teachers' guide has been written to help provide relevant information to ENGINE II Learning Centre Facilitators to enable them perform their duties within the learning centres and the programme as a whole effectively. It provides an overview of the ENGINE II programme and further expounds on the most important aspects of the ENGINE II programme.

This guide will help all Learning Centre Facilitators (LCFs) organize their centres effectively. It will also help the LCFs tailor their teaching in line with the ENGINE II teaching and learning approach.

1.2 OBJECTIVES

This Teachers' guide is put together to support facilitators on the ENGINE II programme.

It is to:

- i. To help ENGINE II facilitators understand the focus of the ENGINE II programme.
- ii. Serve as a reference to the ENGINE II teaching and learning approach.
- iii. Clarify important aspects of the implementation of the ENGINE II programme to Facilitators.
- iv. Provide documentation of behavioural expectations for ENGINE II Facilitators.
- v. Provide guidance on activities and responsibilities of ENGINE II Facilitators.
- vi. Provide guidance to ENGINE II Master Trainers, Supervisors and Mentors.

2. OVERVIEW OF ENGINE II PROGRAMME

Educating Nigerian Girls in New Enterprises (ENGINE) II is a 3 year (April 2017 – March 2020) Adolescent Girls’ Education programme funded by the UK Department for International Development (DFID) through its Girls’ Education Challenge (GEC) Fund. Mercy Corps leads the implementation of ENGINE II in Nigeria, along with Society for Women Development and Empowerment of Nigeria (SWODEN) in Kano, Action Health Incorporated (AHI) in Lagos, Kindling Hope Across Nations Initiative (KHAN) in Kaduna and Tabitha Cumi Foundation (TCF) in the Federal Capital Territory.

ENGINE II’s vision is for all marginalised Nigerian girls to transform their futures by fulfilling their potential in education and in work. We envision outreach and specialized support to ENGINE I girls, meeting them wherever they are on their journeys from adolescence to adulthood and ensuring no girl is left behind. Through innovative partnerships with girls, communities, civil society and the public and private sectors, we offer continued support to 18,000 girls in Kano, Kaduna, Lagos and FCT states, who are now aged 17-23, and are on their journey into adulthood and independence. ENGINE II supports safe, healthy and successful transitions through secondary school into further education and/or secure livelihoods by improving girls’ educational outcomes; increasing their access to income-generating activities; and cultivating an enabling environment to create sustainable changes for girls’ empowerment. ENGINE II will support In-School Girls (ISGs) to prepare for, make and sustain the transition to the next stage of education or enter into workforce. Out-of-School Girls (OSGs) will diversify and secure their livelihoods, improving their capacity to navigate the adult world. Girls will benefit from life skills, reproductive health education, financial literacy, peer networks and mentorships, and access to finance to create brighter futures for themselves and their families.

3. ENGINE II OUTCOMES

The ENGINE II programme is structured to accomplish 3 goals/outcomes:

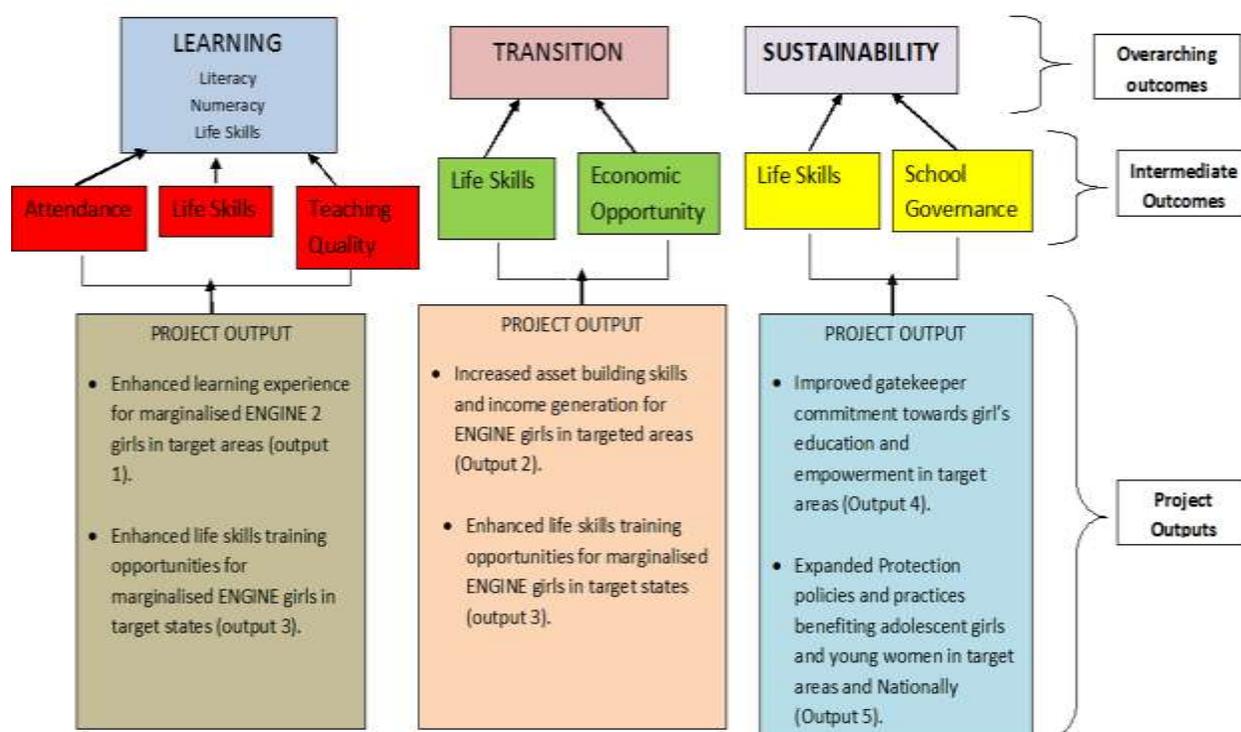


Figure 1: ENGINE II Outcomes

1. Improve learning outcomes (literacy, numeracy, and life skills)

ENGINE II's in-school girls (ISGs) are currently enrolled across a total of 82 Junior Secondary School's (JSS) and Secondary School's (SS) in Kano, Kaduna and FCT. ENGINE II has established learning centres within each school, which will focus on improving the learning outcomes of over 13,000 in-school marginalised girls. Learning outcomes for ENGINE II signifies improvement in literacy (English), numeracy (Mathematics) and life skills.

The out-of-school girls (OSGs) have been divided into three categories: girls who have never been to school, girls who have dropped-out of school and are willing to re-enter school, and girls who have dropped-out of school and due to certain circumstances are not willing to go back to school. For all OSGs, the programme will focus on providing basic literacy classes in partnership with Agency for Mass Education (AME) across the four states (Kano, Kaduna FCT and Lagos). Similarly, girls who are willing to go back to school will be given intensive coaching classes to re-enter school.

2. Support girls to transition through key stages of education, training and employment

The programme has identified key transition pathways for both ISGs and OSGs.

For the ISGs, transition signifies progression onto higher grades, and for the girls who have completed or are on the way to completion of their secondary education, they will be supported to transition either to universities/tertiary education and/or entry into the workforce.

For OSGs, transition signifies completion of basic literacy and numeracy sessions through the AME learning centres, business expansion/diversification, completion of vocational skills training and/or entry into the workforce either through apprenticeship or through internship opportunities.

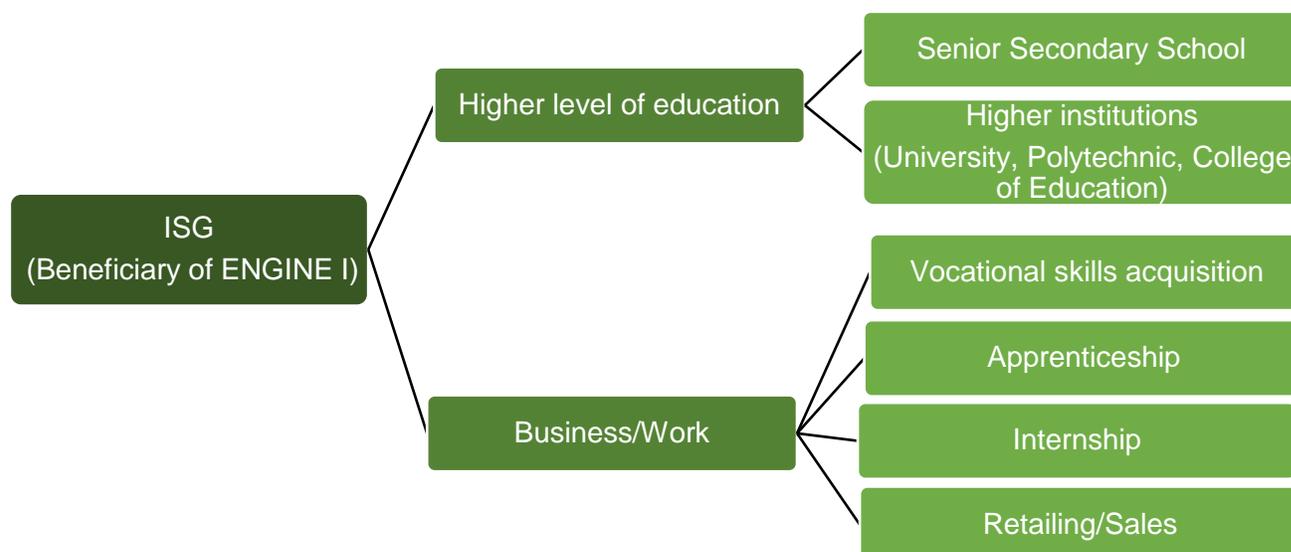


Figure 2: ENGINE II ISG Transition Pathways

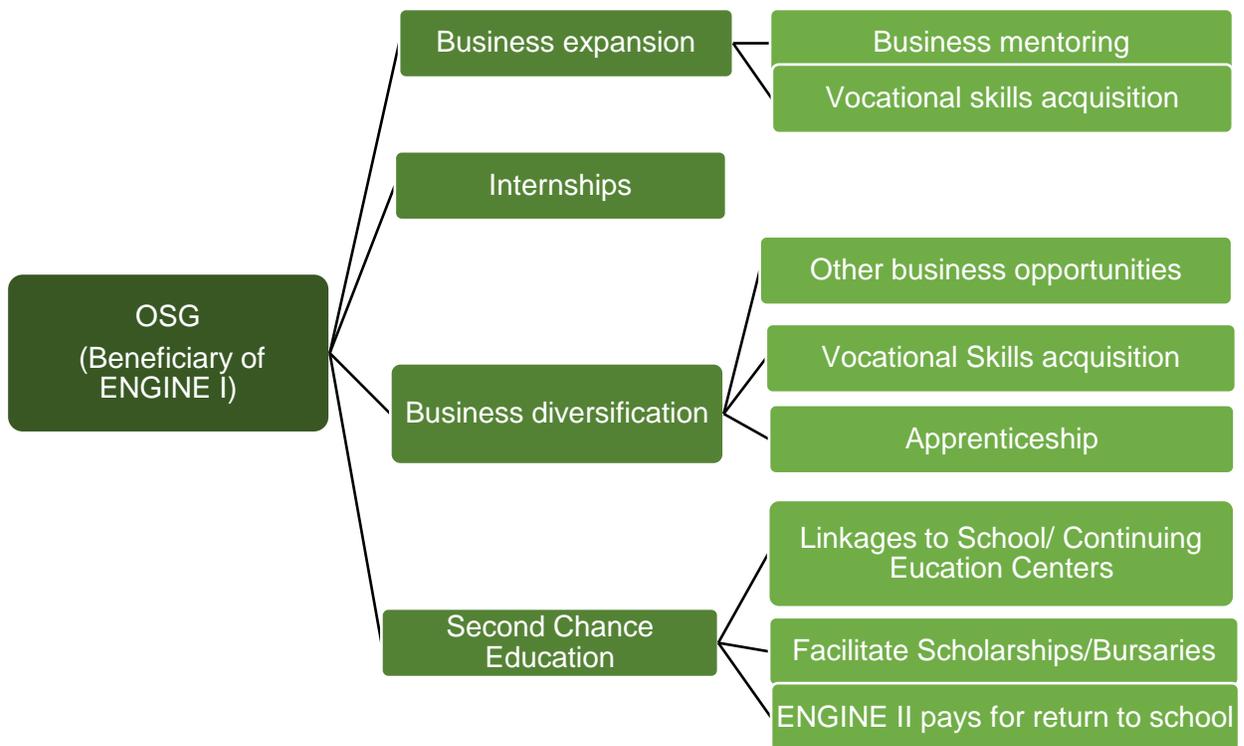


Figure 3: ENGINE II OSG Transition Pathways

3. Ensure sustainability of changes that are in line with learning and transition

ENGINE II goal is for all programme activities to be sustained and owned by the government agencies, community and school stakeholders after the programme's lifetime.

4. ENGINE II TEACHING APPROACH AND LEARNING APPROACH

ENGINE II adopts a learner-centred approach, which is education that entails providing and implementing learning in many forms depending on the learning capacity of the students. The students have the flexibility and options to learn. It is through tailoring programs to meet these needs that learning and motivation are enhanced. When students are allowed to have control on the learning materials and learning pace, the students experience a positive change in the learning process (Hunter, 2012).

The teacher should make the learning atmosphere pleasant and friendly. S/he should know the learners well enough regarding their learning abilities and support them in obtaining their potential in education (Mercy Corps, 2018).

4.1 CHARACTERISTICS OF LEARNER-CENTRED TEACHING METHOD

There are specific characteristics that make the learner-centred teaching approach different from the traditional teaching approach. These characteristics dictate the attitude and activities that the teacher must possess and facilitate in the classroom. We describe these characteristics below:

Activity/Task Based: The lessons should be activity based. Learners should be actively involved using various tasks and activities such as drama, role play, discussions, peer-to-peer mentoring, projects, writing tasks etc. *“We learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we discuss, 80% of what we experience and 95% of what we teach others”* - William Glasser

Interactive in Nature: Teachers should interact with the students to identify their areas of interests and challenges. The learners should be able to give feedback to the teachers. The teacher should encourage discussions and asking of questions.

Based on authentic materials: Teachers should endeavour to use instructional materials that make the topics real and authentic to the learners. Use of instructional materials such as, charts, pictures, real objects is important in effective teaching.

Inclusive: This means that every learner should be carried along. Every learner is different, but **every learner can learn**. The teacher should discover the needs of each learner and make plans to carry each one along. Inclusion also means understanding the challenges faced by the students in maximising their learning ability. This maybe at the personal, household or at the community level. Understanding these challenges and the background of students will help the teachers to identify areas of specific needs and supporting the students in overcoming these challenges.

Inclusion further implies understanding the physical, mental or emotional disabilities of a student. For example, if a student has hearing problem then the best solution will be to bring her/him to the front of the class, and same for the vision problems. When a student is visibly disturbed, then it is also the role of the teacher to talk to the student and understand the problem. Sometimes, these challenges maybe out of the teachers' control and need to be jointly addressed with the Head Teachers and other school authorities.

Conceptually Understood: The teacher should be a master of his/her subject, and of the topic. He/she should be a role model of the topic he/she is teaching. Teachers should engage professional development activities to ensure they are well equipped to deliver the required curriculum.

Assessment Based: The teacher should assess the learners continuously as teaching progresses (formative) and at the end of the lesson/topic (summative). Formative assessment helps the teacher to evaluate learners' progress and give feedback for improvement. Assessment is a continuous process and should not only be limited to exams. In order to identify the needs of the students, teachers will be required to continuously assess their students before and after each session.

4.2 ENGINE II LEARNING CENTRES

ENGINE II operates learning centres for both in-school and out-of-school girls. The operational modality of these learning centres are different such as, in-school-girls' (ISG) learning centres will be established within schools, whereas the programme will work with Agency for Mass Education to setup learning centres for the out-of-school girls (OSG).

4.2.1 In-school Girls' (ISG) Learning Centres

As mentioned above, the ISGs learning centres will be established at ENGINE II schools. They will be divided as per their grades, with a maximum of 30 girls per class. The girls

will be taught core subjects such as Maths and English and soft skills such as Financial Literacy and Life Skills at the learning centres.

The ISG learning centres will run in tandem with the academic calendar for secondary schools in Nigeria, from September to July each year. After enrolling girls at the learning centres, an assessment will take place to assess the girl's education level, which will not only be limited to their current school grades, but will start from the basic and will get increasingly more complicated as it progresses. This will give the programme team and the teachers an idea of the necessary coaching required to bring her to her current grades' learning standards. For example, if the assessment findings show that a girl is in secondary level 1 but her English comprehension is that of primary level then it will be the responsibility of the teachers to bring fill up the knowledge gap.

The proposed plan for the IS learning centres is twice a week (4 hours per week). This may increase, only in agreement with the facilitators and the girls. The schedule for the learning centres will be decided jointly by the girls and the teachers.

4.2.2 Out-of-school girls learning centres

ENGINE II is working with the existing government structure - Agency for Mass Education (AME) - to improve the learning outcomes of its out-of-school girls (OSG). AME is a government entity responsible for educating Nigerian people who, due to various circumstances, were not able to attend school or had to drop-out of school. ENGINE II OSG will be enrolled at different AME centres. After the enrolment, the girls will be assessed using the assessment tools to gauge the level of their knowledge. Subsequently the girls will be placed into different programmes based on their level. For example, a girl may have dropped out of senior secondary school three years ago, but from the assessment her level is found to be junior secondary, which means that the girl will be placed in the junior secondary level programme to compensate for her lost years in education.

The proposed plan for OSG learning centres is to integrate them into the AME system, which usually operates five times per week (this may differ from one state to another). Based on the assessment findings, the girls will be placed into different AME classes such as, basic literacy and numeracy, post basic level and/or continuing education.

Where AME centres are not available, AME has agreed to open up new AME centres for the ENGINE II girls based on the distance.

5. IMPLEMENTING THE LEARNER CENTERED TEACHING APPROACH

5.1 KEY FACTORS

For education programmes to effectively promote learning, and thus evolve into learner-centric environments, five key changes need to be incorporated into instructional practices: 1. The role of the teacher 2. The balance of power 3. The function of content 4. The responsibility for learning 5. The process and purpose of evaluation. (Weimer, 2002)

Based on the above definition, ENGINE II has adapted and tailored its training incorporating the five key factors of the learners' centred teaching methodology:

i. THE ROLE OF THE TEACHER

The role of the teacher under ENGINE II will be to assess the students and develop specific interventions based on their needs and levels of knowledge.

One of the gaps identified by the programme was understanding the particular needs of the students and gauging their level of knowledge on a specific subject matter or unit. All of the programme beneficiaries are marginalised girls, who, due to different circumstances, may not have had a strong basic level education. This eventually affects their learning process, if and when they progress into higher grades. One of the programme interventions will be to assess needs of the girls regardless of which grade they are in. A girl might be in the secondary level but her reading ability might be of a primary grade student. Hence, ENGINE II learning centres will start with assessing the pupils' basic ability in English and Mathematics, supporting them to achieve the optimum level of understanding in the subject matter as per the learning benchmarks developed for each grade. So as to improve the learning, the teachers and the girls will be provided with relevant instructional materials for improving the learning of the students.

ii. THE BALANCE OF POWER

In Nigeria, conventional teaching practice places the responsibility for learning solely on the teacher, making them responsible for transferring the knowledge to the students. Under ENGINE II, the teaching balance will shift and the teacher will be responsible for teaching the students and at the same time giving the students power within the teaching process. This means that after assessing the students' abilities and understanding their individual levels of education, the teachers will divide the students into different groupings based on their level.

Those who have a higher level of understanding, with the support from the teacher/s, will mentor other girls in achieving the expected learning standards.

iii. THE FUNCTION OF CONTENT

The learning standards for Maths and English subjects from JSS3 to SS3 and for OSGs basic literacy and numeracy and continuing education will be provided to the learning centre facilitators. Alongside, providing the learning standards, the gaps and strengths will be identified during the curriculum review and adaptation process. The teacher is expected to clearly understand the learning benchmarks and activities required to meet these benchmarks. The teachers' responsibility will be to first understand the learning standards and develop the delivery approach based on the students' level of knowledge. For example, the teacher may identify that the most effective way to deliver a certain subject/lesson/unit will be to deliver it through the use of technology, or by using a specific set of materials.

iv. THE RESPONSIBILITY FOR LEARNING

Under ENGINE II, the responsibility of learning lies with the students and also lies with the teachers to teach the subject matter within the learning ability of the students. Some students may need more time than others to learn the same material, for example some may face disability issues which requires a tailored teaching process. The teacher will therefore assess the learning capacities and the level of students, and then design and tailor their teaching methodology accordingly. The learners' centred teaching approach will therefore be adaptive based on the specific need and level of the students.

v. THE PURPOSE AND PROCESS OF EVALUATION

Evaluation is crucial to ENGINE II as it is a research programme and constantly seeks to identify what works and does not work during the course of implementation. The same applies to its education approach. The first step towards evaluation is to administer the assessment tools for the girls and teachers' needs assessment. The findings from these assessments will help to design a tailored intervention for both parties, such as designing needs assessment tools to identify the learning level of the girls, or teachers' needs assessments, which will give a picture of the specific challenges faced by teachers during the teaching learning process. This will help to developing programme strategies, and at the same time these findings will be shared with the wider stakeholders, such as the Ministry of Education and its line agencies at

the state level. It will further be used as an advocacy tool to find lasting solutions to the problems not only for ENGINE schools but for other non-project areas.

The Monitoring and Evaluation (M&E) will take place at four (4) levels:

- i. Girl level
- ii. Teachers level
- iii. Classroom and school level
- iv. Feedback Mechanism

i. Girl Level

At the girl level, the first step is to identify the educational needs of the girls and their learning capacities. This will be carried out through a learning needs assessment, the findings will help the programme team identify gaps and provide interventions accordingly.

Weekly attendance records will be collected using CommCare¹, each girl will be given an identity card with a bar code. At the learning centres, the facilitators will use an android phone/tab to register the attendance of the girl using the bar code. This will be automatically downloaded into the programme server. This will help track the attendance on a regular basis and in cases where the attendance reduces significantly, the programme will take necessary actions to mitigate issues leading to absenteeism.

Further, frequent mock tests/pre and post-tests will be carried out in the critical areas to track the progress or the challenges. These tools will be developed by the Monitoring and Evaluation team but administered by the facilitators. The results will be shared with the girls as well as the facilitators.

ENGINE II will also collect trimester results to see the progress of each girl and identify difficult subjects to pass apart from Maths and English. For example, if most of the girls are failing in Science or Social Studies, the programme will redesign its intervention accordingly.

Findings from the programme's baseline will also further shape the strategies for implementing ENGINE II teaching and learning approach.

ii. Teachers Level

It will start with Teachers' Needs Assessment; this will help the programme team identify major areas of challenges faced by the teachers in the T&L process.

Teaching quality will be monitored by the Master Trainers and Supervisors, who will also act as Mentors for the teachers. The monitoring/supervision will be technical to assess the teachers' teaching quality. Teachers who have difficulties will be coached during the monthly Teachers' Professional Development Days.

iii. Classroom and School Level

The classroom and school level monitoring is to help ensure sustainability, and to see if the programme's T&L approach goes beyond its learning centres into the classrooms and school. This will be done on a quarterly basis by the programme team with a checklist and FGDs with the students and teachers.

iv. Feedback Mechanism

ENGINE II will establish feedback mechanisms to receive feedback from both teachers and girls. This will be carried out through online platforms as well as through regular FGDs and KIIs. This is to ensure that the girls' voices are heard and to receive their feedback on the T&L approach. Similarly, the teachers can send their feedback and their challenges through these mechanisms. The programme team will analyse the feedback and if needed adapt its T&L approach to better suit the needs of the beneficiaries.

5.2 CLASSROOM MANAGEMENT

Well-managed classrooms do not happen automatically. A smart teacher plans everything: from the seating arrangement to what happens when the bell rings at the end of the period. Classroom management means establishing and maintaining a routine in the classroom that allows teaching and learning to proceed effectively.

Effective learning environments are purposefully constructed to be flexible, inviting, comfortable, accessible and responsive to all learners. It provides engaging, stimulating and challenging experiences to aid learners' holistic development. Teachers should organize the physical and social environments in collaboration with learners. The classroom environment should enable learners to work both independently and collaboratively on experiences relevant to their daily lives. For an effective learning environment, teachers should ensure that the following items or procedures are planned and in place:

- i. **Time management:** Be on time for and manage lesson time well through planning daily activities.
- ii. **Visual timetable:** A visual timetable enables learners to see what lessons they have and what they should expect for that day. This is extremely important for learners who have concentration and communication difficulties.
- iii. **Classroom rules:** Learners should have an input in the development of classroom rules. Classroom rules help to set clear expectations. Rules should be displayed where learners can see them. The rules should be short, simple and phrased in understandable **positive terms**. Teachers should refer to rules frequently, e.g. 'Keep our classroom clean', rather than 'do not litter'. Stipulate the consequences for

transgressing the rules. Most importantly, **the teacher should lead by example**, e.g. if the teacher is late, how can he/she expect the learners to be on time?

- iv. **Daily routines:** It is important to have established classroom routines. This includes routines for distributing books and resources, gaining attention of the learners, toilet routines and entering and exiting the classroom. Assigning roles to learners such as class leaders or group leaders or assigning classroom duties will ensure routines are maintained. Review routines when necessary and provide learners with visuals such as a classroom duty chart so that they always know who is responsible for what.
- v. **Resources:** Teachers should ensure that all the resources in the classroom are ready and labelled. This ensures easy access for learners and that resources are distributed and packed away orderly, e.g. pots or tins for storage of resources should be labelled 'pencils' or 'blue pens' and include a picture/drawing of the object so that all learners know exactly where the item should go.
- vi. **Print and wall displays:** The classroom should be rich with print for all the learners to read. Display pictures, wall charts, real objects and artwork on the walls of the classroom. Print and wall displays should be according to the theme of the lesson.

Ideas for wall displays include:

- I. Pictures that would stimulate learners' thinking to ask questions or to start working
- II. Learners' own displays
- III. Learners' class- or homework

Other examples of displays: rhymes and songs, pictures, number charts, alphabet charts, etc.

- vii. **Physical Classroom Layout:** The layout of the classroom can help or hinder learners' learning. It is therefore important that learners with learning needs are seated where they can clearly see the writing board and hear the teacher. Desks can be arranged in a variety of ways. Each arrangement can serve a different purpose. **Just because learners are sitting in groups does not mean it is a learner-centred classroom.** It is the participation of learners in activities that make lessons learner-centred. Set aside an area of the classroom so that you can work with specific learners on a one-to-one basis or in small groups for short periods.
- viii. **Seating Arrangements:** When setting up a floor plan for learners, consider your teaching style and lesson plans and make seating arrangements accordingly. A few options are:

A. Half-circle or circle arrangement

Desks or tables in a circle or half-circle promote communication and encourage all learners to participate. Everyone sits in the front row!

B. Group seating

Desks or tables in small groups work especially well for classes that include collaborative activities.

C. Traditional rows

A small number of rows can make this arrangement very effective for teachers who frequently use writing boards or overhead projectors.

Teachers' primary role is to understand the strength and weaknesses of the students, and in some cases it maybe to understand their types of disabilities. If a teacher knows that a student has hearing or vision problem, then s/he should arrange her/his seating in a such a way that the student does not have any difficulty in understanding the lesson.

ix. Peer-to-peer mentoring

Peer-to-peer mentoring refers to when a group of students come together and provide mentorship to each other. This should be encouraged by the teachers. It is the role of the teachers to identify students who have a sound understanding of the subject and give her/him the leadership role to provide mentorship to other students in the class. Teachers should note to encourage and provide this opportunity to different students for different units and should not be limited to only one student. Peer-to-peer mentoring can take place in regular classrooms, at the learning centres and outside of normal school hours at each other's house or at girl's fora.

5.3 BEST PRACTICES IN TEACHING

- i. Know your Students:** Understand their learning styles and educational experiences. It is also important to understand their strengths and weaknesses. It refers to understanding their current learning abilities. For example, a student is excellent in reading but has serious problem in writing. It is then the teachers' role to fill this gap by providing additional support. Knowing your students also refers to identifying different types of challenges whether in the form of physical disability, mental or sometimes emotional problems. It is therefore imperative for the teachers to thoroughly know their students.
- ii. Plan for Instruction:** Know and plan for what you want your learners to learn, how it will be learnt, how you will help them to learn and what to do if they are not ready to learn.

- iii. **Check for learners understanding:** Ask questions before, during and after each session to gauge learners understanding of what is being taught. Do not wait for the term exams to assess your students.
- iv. **Plan for Assessment:** Periodic assessment help you to measure the progress of your students. Use formative assessments and summative assessments including tests, quizzes, and projects to assess learning. **Formative Assessment** is what we call continuous assessment as well. They are given after every lesson and are not used for grading but rather to help the learner develop the required skill or internalize knowledge, and to help the facilitator know where the learners need more support. **Summative Assessment** is given periodically e.g. Monthly such are mid-term tests, and final exams. They are used for grading.
- v. **Use Differentiation:** Adapt curriculum to meet needs of all students; learners are different and so they learn at different phase. The teacher should know their students' strength and weaknesses and use individual acceleration or remediation for learners who require extra coaching. Nurtures self-esteem of students by encouraging each one to progress at their pace.
- vi. **Classroom Discussions:** Teacher should practice classroom discussions to allow students to learn from each other. This allow allows teachers to informally assess students' understanding.
- vii. **Feedback:** Teacher should provide feedback to students in a timely and friendly manner as this helps students know what they need to do next, and supports the teacher to know how to plan for instruction. Teachers should also encourage the students to provide feedback to the teachers.
- viii. **Small Group Instruction:** Frequent small group discussions will help the students improve their communication and presentation skills. These discussions could be needs-based, teacher-led or focused on one skill.
- ix. **One on One:** This is another good practice of meeting individual student; it could be one on one with teacher or with a peer who understands that session.
- x. **Active Learning:** This involves hands-on activities and drawing upon prior skills and knowledge to keep students engaged. In active learning, students are involved in class activities beyond simply sitting and listening. This can come in the form of peer-to-peer questioning, small group tasks, role plays, student-led recaps and so on.
- xi. **Metacognitive Strategies:** Students are aware of their own knowledge and thinking and this practice allows them reflect on their progress and think about what they need to do as a learner. The facilitator should encourage learners to understand themselves especially in terms of how they learn. This will empower the learner to contribute to his/her learning by asking the right questions and asking the facilitator for the right support.

5.4 LEARNING STYLES

Every person has a dominant learning style, which is the most effective method by which they learn. Facilitators should make the effort to find out their learners' dominant learning style. Following is a chart that details the different learning styles and a questionnaire that could be used to identify which learning style your learners exhibit.

Table 1: Learning Styles Questionnaire

<p style="text-align: center;">Questionnaire on Teacher Learning Styles <i>Tick in the first column which statements are applicable to you</i></p>		
	1	I like to work alone and pursue my own interests.
	2	I like to have lots of friends, talk to people and join groups.
	3	I like to move around, touch and talk and use body language.
	4	I like to draw, build, design and create things, daydream, look at pictures and watch movies.
	5	I like to do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships.
	6	I am good at memorizing names, places and dates.
	7	I am good at understanding the self, focusing inward on feelings, following instincts, pursuing interests/goals and being original.
	8	I am good at understanding people, leading others, organizing, communicating, manipulating and mediating conflicts.
	9	I learn best by listening, especially if information comes through music or to the beat of music.
	10	I like to play musical instruments and/or sing.
	11	I learn best by saying, hearing and seeing words.
	12	I am good at physical activities, arts and crafts.
	13	I learn best by touching, moving, interacting with space and processing knowledge through bodily sensations.
	14	I learn best by working alone, and doing projects on my own.
	15	I learn best by visualizing, dreaming and working with colours/ pictures.
	16	I learn best by sharing, comparing, relating, cooperating and interviewing.
	17	I am good at imagining things, sensing changes, building puzzles, reading maps and charts.
	18	I am good at listening and I am good at discriminating different environmental sounds and auditory cues.

	19	I learn best by categorizing, classifying and working with abstract patterns/relationships.
	20	I am good at maths, reasoning, logic and problem solving.
	21	I like the sound of the human voice.
	22	I like to read, write and tell stories.

Table 2: Learning Styles Chart

	Learning Style	Preferences	Teaching Approach
6 11 22	Linguistic/Auditory Learner 	<ul style="list-style-type: none"> Likes to read, write and tell stories. Is good at listening and memorizing names, places and dates. Interprets the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Learns best by: saying, hearing and seeing words. 	<ul style="list-style-type: none"> Provide written materials and read to the learner. Listen to the learner's questions, concerns and experiences. Encourage the learner to tell you about the story they have read or to share something they have written. Provide opportunities to visit libraries and bookshops. Provide word games such as scrabble and crossword puzzles.
5 19 20	Logical/Mathematical Learner 	<ul style="list-style-type: none"> Likes to do experiments, figure things out, work with numbers, ask questions, explore patterns and relationships. Is good at: Maths, reasoning and problem solving. Learns best by: 	<ul style="list-style-type: none"> Encourage the learner to experiment. Invite them to help you try things out. Invite the learner to help you organise classroom resources. Provide strategy games such as Chess.

		categorizing, classifying and working with abstract patterns/relationships.	
4 15 17	Visual Learner 	<ul style="list-style-type: none"> • Likes to draw, build, design and create things, daydream, look at pictures and watch movies. • Is good at imagining things, sensing changes, mazes/puzzles and reading maps and charts. • Learns best by: seeing the teacher's face and body language, visualizing, dreaming, using the mind's eye and working with colours/pictures/diagrams. 	<ul style="list-style-type: none"> • Provide visual alternatives to text and spoken word e.g. displays, word webs, diagrams, graphs and illustrations. • Provide arts and craft activities. • Provide opportunities to visit art galleries, theatres and museums. • Provide graphical games such as Pictionary. • Let the learner sit in front to avoid visual obstruction. • Let the learner illustrate notes.

Bodily/Kinaesthetic Learner 	<ul style="list-style-type: none"> • Likes to move around, touch and talk and use body language. • Is good at physical activities, arts and crafts. • Learns best by: touching, moving, interacting with space and processing knowledge through bodily sensations. 	<ul style="list-style-type: none"> • Encourage the learner to take part in dancing, acting or sport activities. • Provide a variety of manipulative activities for experimentation. • Play miming games, e.g. Charades. • Let learners write down information they have to learn.
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<p>Musical Learner</p> 	<ul style="list-style-type: none"> • Likes to play musical instruments and sing. • Likes the sound of human voices. • Is good at listening and discriminating environmental and other sounds. • Learns best by: listening to information, especially if accompanied by music. 	<ul style="list-style-type: none"> • Provide spoken instructions as an alternative to text alone. • Encourage the learner to take part in musical activities. • Provide opportunities to attend concerts and musicals.
<p>Interpersonal Learner</p> 	<ul style="list-style-type: none"> • Likes to have lots of friends, talk to people and join groups. • Is good at understanding people, leading others, organizing, communicating, manipulating and mediating conflicts. • Learns best by: leading, sharing, comparing, relating, cooperating and interviewing. 	<ul style="list-style-type: none"> • Provide opportunities for pair and group work. • Encourage discussions and problem solving activities.
<p>Intrapersonal Learner</p> 	<ul style="list-style-type: none"> • Likes to work alone and pursue own interests. • Is good at understanding self, focusing inward on feelings/dreams, following instincts, pursuing interests/goals and being original. • Learns best by: working alone on individual projects. 	<ul style="list-style-type: none"> • Give the learner time to work and experiment alone. • Invite the learner to share what they have done on their own with the class. • Encourage the learner to keep a diary.

5.5 LESSON PLAN

The lesson plan is a detailed description of the instructional steps a teacher will take in teaching a specific topic. The lesson plan should contain the following information.

1. **Subject:** The subject for which the lesson plan is being made.
2. **Topic:** The specific topic to be taught.
3. **Class:** The class to which the lesson will be delivered.
4. **Time:** The time for the lesson e.g. 10:00 – 10:40 a.m.
5. **Duration:** The number of minutes the lesson will last for e.g. 40mins
6. **Date:** The specific date the lesson will be taught.

7. **Instructional Resources:** These are materials that are used to enhance learning. Available objects within the school and community should be used. Teachers should be innovative in creating and improvising instructional resources.
8. **Specific Objectives:** These are the behavioural changes expected from the students at the end of the lesson. It states what the students should be able to do when the lesson is over.
9. **Contents**
 - a. **Introduction:** The teacher introduces the topic for the day as well as review students' prior knowledge or the previous day's topic.
 - b. **Development of steps:** These are the several steps the teacher will follow to teach the day's lesson. It includes activities, discussions and classwork. They could be done in small groups, individually or as a whole class.
 - c. **Summary:** Teacher summarizes the days' lesson.
10. **Evaluation:** This deals with assessing the learners' level of understanding of the day's topic. Teacher can ask questions verbally or give written tasks.
11. **Assignment:** This is a task given to students to reinforce the lesson and get them ready for the next lesson. (NERDC, 2007).

6. HANDLING DIVERSITY AND SPECIAL NEEDS

The LCF must be aware of the different needs of the learners in their class. Every learner should be given adequate attention with regards to their needs. It can be mental, physical and/or emotional. Teachers/facilitators should have the mindset that “**every learner can learn**”. It is therefore the responsibility of the LCF to discover how to help each learner learn.

6.1 DIVERSITY

Learners will respond to instructions differently based on their background. It is important for a LCF to be aware of these differences and be ready to address them in such a way the learners are not left behind.

Barriers to learning could be ‘around’ the learner or ‘in’ the learner. Some of these barriers are:

1. **Environment:** The environment refers to the external surrounding in which the learner lives and learns. The environment can be aid or hinder learning. If the environment is not conducive, learners will be distracted. There should be provision of adequate infrastructure to make the environment conducive to learning such as adequate furniture for comfortable sitting and working, proper lighting, ventilation, clean toilets with running water etc. In addition, the environment should be perceived as safe by the learners and facilitators. Dilapidated structures cause anxiety as do threats of bullying and other forms of abuse or danger.
2. **Teaching system:** Each learner is different. Each learner learns with a different style and at a different pace. The teaching style should be flexible and innovative to accommodate this differences. If a facilitator sticks to just one teaching style or focuses only on responsive learners, then some learners will be at a disadvantage.
3. **Marginalised learners:** These are learners coming from a disadvantaged background. They may not be able to afford all the learning materials needed to support their learning, they may suffer health problems that affect their concentration and self-esteem, they may also live in a home where the face multiple challenges such as loss of a parent, heading their household as so on.
4. **Physical Impairments:** Learners with physical impairments also face barriers. Common problems are with sight and hearing. Adjustments should be made to accommodate them such as moving them to the front of the classroom, assisting them in acquiring glasses or hearing aids as the case may be. Adjustments should be made for other impairments as well e.g. adjustments in classroom furniture arrangement to accommodate movement for a learner who uses a wheelchair. The facilitator should have a positive attitude to physical impairments and teach the other learners to accommodate those who may have these.
5. **Intellectual impairment and learning difficulties:** Because of learning difficulties, some learners maybe much slower than usual. This does not mean they are not intelligent. Rather, they need more time and other means of expressing themselves. For example, dyslexic learners have difficulty in writing and spelling but can speak well. Others may have difficulty answering impromptu questions but will do well if given time to write out their answers.
6. **Gifted learners:** These learners have exceptionally high intelligence in relation to their peers. Such learners tend to be disruptive in class because they easily get bored. Facilitators should be able to engage such learners with other activities while working with the rest of the class.

7. **Emotional, Social and Behavioural Difficulties:** Some learners have problems such as anger and shyness, which the facilitator should learn to manage. These difficulties are carried into the classroom from the home setting. Learners might have had traumatic experiences, which have affected their psychology and ability to cope in social settings. Facilitators should assist them to re-integrate within the class by not making their difficulties obvious.
8. **Speech, Language and Communication Difficulties:** Learners will come into the class with varying levels of language skills. The facilitator must make each learner comfortable. An example of speech difficulty is stammering – the facilitator should be patient with such learners and encourage an inclusive classroom. Some learners may also not have a strong command of the English language but rather communicate in their local dialect. The facilitator should not embarrass the student but rather encourage him to practice and improve.

6.2 HOW TO RESPOND TO DIVERSITY

6.2.1 LESSON STRUCTURE

A lesson should be structured in such a way that it is interesting and enables learners to understand what is expected of them by the end of the lesson. The three essential ingredients in a lesson structure are objectives, activities and assessment. The objective is your intention with the lesson and your expectation is the outcome at the end of the lesson. Activities are what the learners and the teacher will do during the teaching and learning session. Assessment is a way of judging the progress or success of the learning process. The lesson structure ensures that a lesson is well thought through and that the teacher is prepared.

Start with an introductory activity. Decide on key words in the lesson topic. Highlight these keywords for the learners at the beginning of the lesson and ensure that they understand them.

Learners observe when their individuality is recognized and valued. Individuals learn in different ways and at different rates according to their developmental stage, prior knowledge, socio-economic and cultural background. Teachers must ensure that they provide learners with different activities that cater for their different learning abilities, learning styles and needs. Not all learners have to do the same activity at the same time, nor should they all be expected to complete the same task at the same level.

Meaningful and focused group work facilitates participation of all learners and is an excellent way of responding to individual needs. Lessons should consist of different types of activities, such as whole class activities, group work, pair work and/or individual tasks. Use different groupings and change groups frequently.

6.2.2 DIFFERENTIATION

Differentiation refers to using a variety of teaching methods and activities within lessons to respond to the diverse needs of the learners. It is about meeting the needs of all learners within the same syllabus.

Differentiation provides an equal opportunity to every learner in the classroom. The aim of differentiation is to share learning objectives with learners so that they can:

- Take greater responsibility for their own learning
- Measure their own success and achievement
- Identify more clearly their own learning needs
- Assist the teacher in meeting these needs

For successful differentiation:

- The teacher must know the learners well, e.g. ability, culture, background, health status, etc.
- A variety of suitable tasks should be prepared based on their diverse needs.
- Effective social interaction between learners, parents and the teacher is vital.

Differentiation Strategies

- **Interest:** Activities should reflect learners' own interests and experiences.
- **Pace:** Vary the pace of learning, allowing for different completion times of tasks.
- **Content:** Learners work on various activities within the same topic that will help them to achieve the basic competencies.
- **Level:** Learners work on similar concepts at different levels, which are reflected by previous achievements.
- **Information:** Material is presented to learners through varying modes – oral, visual, auditory, symbolic, concrete, linguistic and through the use of the computer, e.g. providing learners with a recording of an important speech and a copy of the speech. Involve learners and ask them to provide visual materials for lessons.
- **Response:** Learners should be able to respond in different ways, e.g. some learners may draw a response instead of writing it. A learner may come and point to the answer if he/she has a speech problem.
- **Teaching Time:** Teachers can use teaching time in a number of different ways which include: one-to-one time with the learner, small group discussion time or whole class discussion time.



Figure 4: One-to-one interaction



Figure 5: Small groups

- **Assessment:** Vary the number and nature of questions asked. Vary the assessment tasks. (Group work, creative activities, written, oral, etc.) Vary the levels of assessment activities (knowledge, comprehension and insight).
- **Support:** Some learners need a task to be broken down into smaller steps to help them complete the task, while other learners will be able to achieve the whole task at once, e.g. some learners will be able to understand the concept of multiplication quickly as they can already count in two's or five's. Other learners will require practice of grouping objects, followed by counting grouped objects and then writing the equations.
- **Teaching:** Differentiation requires teachers to see themselves as learning managers. This implies more individual and group learning activities than teacher-centred activities. The application of different learning techniques is the key.
- **Resources:** Learning is most effective when learners acquire information through first-hand experience. Such learning experience should provide opportunities to interact with a variety of resources. Teachers should look beyond the classroom and utilize the community and its resources to enrich learners' learning experiences.

These will include:

- I. interviews, excursions, camps, nature trails and sensory experiences.
- II. graphics, models and other representations of reality, including role plays.
- III. Simulations, videotapes, films, slides, maps and pictures.
- IV. written material like books, newspapers, magazines and brochures.

6.2.3 CLEAR COMMUNICATION

Communication is central to teaching. Communication involves the sending and receiving of messages. The purpose of communication between teacher and learner is:

- To manage and direct behaviour
- To share information

- To give instruction
- To assess

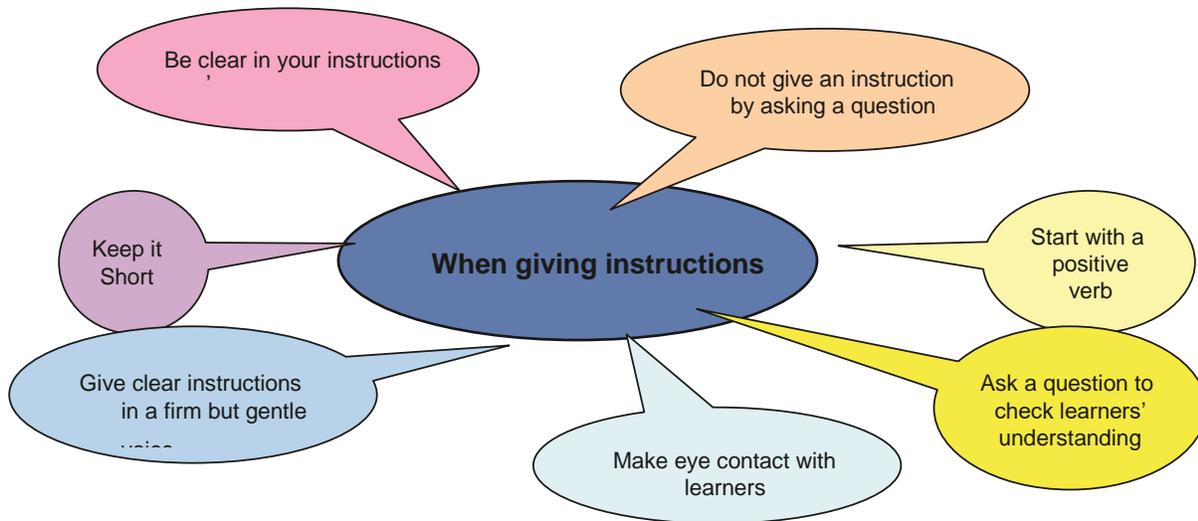


Figure 6: Communicating Instructions clearly

Talking is not the only way of communication. Other ways include:

- Facial expressions, to indicate when you are pleased, cross, puzzled, etc.
- Use of gestures, such as pointing and miming.
- Use pictures and symbols, e.g. 'reading' road and direction signs.
- Reading and writing.
- Sign language (use of fingers, hand and facial expression)
- Singing, acting, dancing.

A good communicator always uses various means of communication skills.

6.2.4 TEACHER REFLECTION

Teacher reflection is important in learner-centred education. It's always good to reflect on what you have done if you want to improve. Reflection helps a teacher to become more effective.

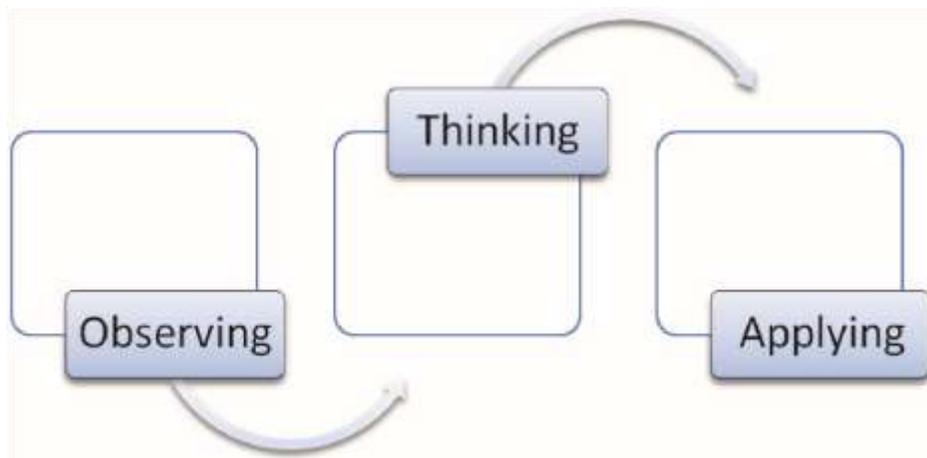
Reflection is looking back on teaching to detect teaching strategies that are responsive or unresponsive to the learner and that may be effective or not effective in supporting the learner. Too much focus on specific teaching strategies, even if they are called "learner-centred", can cause harm if they are not responsive to the learner in the immediate situation. The essence of

learner-centred education is in the relationship between the teacher and the learner more than in a specific method.

A reflective teacher is open-minded, responsive and consistent.

- **Open-mindedness** is to actively seek out or create and consider other strategies to teach. It is also to be open to the possibility that the teacher can make mistakes.
- **Responsiveness** requires careful attention to and consideration of the consequences of your actions to learners.
- **Consistency** means that the teacher should always be actively busy with reflection. It is not something that can be done when it is convenient to the teacher.

Figure 7: Reflecting



Reflecting is a cyclical process with different stages:

- (1) **Observing** oneself as a teacher during a specific lesson period
- (2) **Thinking** about the observed experience to gain understanding and meaning of what had happened.
- (3) **Applying** the insights gained to future teaching.

The goal of reflection is to comprehend teaching and to see patterns. Reflection can be used to plan changes in teaching strategies and in conduct with learners. It creates an opportunity to rectify mistakes.

A teacher usually reflects in private, but to share reflections with colleagues and friends is also important. Feedback, comments, and discussion on a teacher's teaching practice is always helpful, e.g. a question from a colleague can help clarify an issue for a teacher.

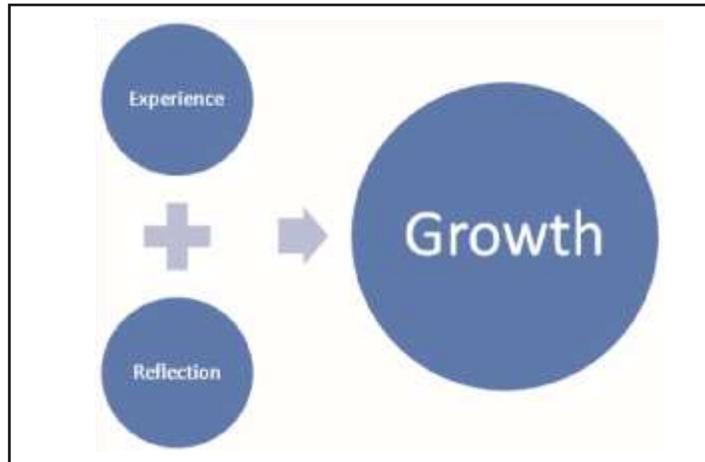


Figure 8: Teacher's Growth

It helps to **plan** to be thoughtful! Here are some questions you might use for reflection. Answer yes or no to enable you to improve:

<ol style="list-style-type: none"> 1. Was there sufficient probing of the learners' existing knowledge and abilities? 2. Did I provide the learners with enough examples? 3. Did my questioning initiate critical and creative thinking? 4. Did I encourage learners to ask questions? 5. Did I encourage learners to listen and respond to the remarks of their peers during large and small group discussions? 6. Did I provide sufficient opportunity and time for learners to work independently, in pairs and in small groups? 7. Did my classroom environment encourage learners to take risks during activities? 8. Did I provide a variety of resources and experiences to meet the needs of all learners? 9. Did I encourage and enable learners to access and use a wide variety of resources? 10. Did I consider the influence of culture and gender on learners' interaction and communication styles? 11. Did learners see me as a passionate teacher? 12. Was my assessment of learners fair? 	
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(Cook, 1998)

6.2.5 Peer-to-Peer mentoring

Peer-to-peer mentoring is powerful way of helping learners achieve more. Peer groups are very influential in causing behavioural change. Learners can also be more open, interactive and responsive in peer groups than in class settings. Using peer-to-peer mentoring helps the teacher

to overcome barriers to learning such as shyness of student. It also enhances the learning of the mentor peer. When peers 'teach' each other the learning is further reinforced according to William Glasser's theory, we remember 95% of the things we teach others.

7. TEACHING AND LEARNING RESOURCES

ENGINE II has identified two types of learning resources:

1. Learning resources for improving the teaching quality

A handbook which will include the necessary instructional materials required for quality teaching will be developed. These will be provided to the teachers facilitating the learning centres, within the programme budget limit. Quarterly review meetings are planned during programme implementation, where the programme team will assess the use and effectiveness of these learning resources.

2. Learning resources for improving the students learning capacity

After the learning centres have been established, the programme will provide learning resources to the girls. The girls will decide on the types and number of learning resources they need in order to enhance their learning experiences. The programme will provide textbooks, workbooks and geometry box to the girls but additional resources will be decided by the girls themselves. The programme will review these requests and provide additional materials to the girls based on the programme budget.

LCFs should make use of appropriate teaching and learning tools and resources. They should be resourceful in acquiring and using these tools and resources. The teaching and learning tools should also be appropriate for the age of the learners, the skill of the LCF and the environment. Learners should be encouraged to participate in creating learning tools as well.

Examples of learning tools include:

1. Books e.g. text books, workbooks,
2. Posters
3. Magazines
4. Charts
5. Flash cards
6. Real Objects (from the immediate environment)
7. Electronic tools e.g. Radio, CD/DVDs & player, Projector, Computers etc.
8. Play Dough
9. Miscellaneous stationary e.g. flipcharts, coloured pens, sticky notes etc.

8. LEARNER ASSESSMENT (EGMA, EGRA, SEGRA, SEGMA)

ENGINE II is a research programme to seek best methods to improve the learning outcomes of the girls. Thus, it has a rigorous monitoring and evaluation system in place to assess its impact. ENGINE II impact is evaluated by an external evaluator. The learning impact on literacy and numeracy for the out-of-school girls will be assessed based on the Early Grade Maths Assessment (EGMA) and the Early Grade Reading Assessment (EGRA) learning benchmarks. The EGMA, EGRA learning benchmarks are internationally recognized benchmarks, which assess learners' knowledge on basic literacy and numeracy concepts. These concepts are the very foundational skills that the youngest students should know in order to be able to progress successfully to higher grades.

EGMA and EGRA are administered orally because traditional paper-based tests require that children already have acquired basic reading fluency and comprehension skills. If they have not (i.e., if they are unable to read the question or write the answer), the test will not be able to accurately measure what children know.

The Secondary Early Grade Reading Assessment (SeGMA) and Secondary Early Grade Reading Assessment (SeGRA) are senior versions of the assessment which are administered to check knowledge of in-school girls. The SeGMA and SeGRA are administered to independent students i.e. not orally. It can be paper based or computer based.

8.1 EARLY GRADE MATHS ASSESSMENT (EGMA)

The Core EGMA is an assessment of early mathematics learning, with an emphasis on number and operations. The Core EGMA consists of six subtests (referred to as *tasks* in the instrument) that, taken together, can produce a snapshot of children's knowledge of the competencies that are fundamental in early grade mathematics. These competencies (and their respective subtest titles) include number identification (Number Identification), reasoning about magnitude (Number Discrimination), recognition of number patterns (Missing Number), addition and subtraction (Addition and Subtraction, Levels 1 and 2), and word problems (Word Problems). The Core EGMA is an oral assessment and individually administered to students by trained assessors. Many mathematics assessments require children to be able to read in order to solve problems. Because the core EGMA is designed for the early grades, which is

when children are just beginning to learn how to read, the oral administration does not confound a child's ability to read or write with a child's ability to do mathematics.

8.2 EARLY GRADE READING ASSESSMENT (EGRA)

The ability to read and comprehend a simple text is one of the most fundamental skills a child can learn. Without basic literacy there is little chance that a child will escape the intergenerational cycle of poverty. Yet in many countries, students enrolled in school for as many as six years are unable to read and understand a simple text. Evidence indicates that learning to read both early and at a sufficient rate (with comprehension) is essential for learning to read well. Basic literacy is the foundation children need to be successful in all other areas of education. Children first need to "learn to read" so that they can "read to learn."

8.3 SENIOR EARLY GRADE MATHS ASSESSMENT (SEGMA)/ SENIOR EARLY GRADE READING ASSESSMENT (SEGRA)

The SeGMA/SeGRA tests were developed for the DFIDs Girls Education Challenge (GEC) programme. Like the EGRA/EGMA style tests, the SeGRA/SeGMA will be structured around subtasks that become more difficult and test higher orders of learning. The SeGRA/SeGMA subtasks are designed so that they test reading and mathematics skills in a progressive fashion, approaching fully functional levels of literacy and numeracy in the final subtasks. The SeGRA/SeGMA is a completely written test in line with the tradition in the secondary levels. The tests are written because students shifting to the secondary level are expected to have already mastered phonics at the primary level, and thus should be ready to handle the proposed written content. In addition, the written test tradition is more likely to be in line with the normal method of assessment at secondary level and thus it is important to prepare and test more advanced students in this manner. To capture progression of learning skills, the SeGRA and the SeGMA will contain a total of three subtasks each. These subtasks will roughly correspond to the three key transition points identified for GEC-T (1) primary to lower secondary, (2) lower secondary to upper secondary, and (3) upper secondary to beyond.

9. CHILD AND VULNERABLE ADULT PROTECTION

ENGINE II facilitators need to be aware of their responsibility to protect the learners in their learning spaces. It is also important for the teachers to facilitators to understand that the learners do not face any kinds of harm by the project intervention. Reporting abuse is the responsibility of everyone from the facilitator to the supervisor. Facilitators should be aware of practices, which predispose learners to abuse and should observe child protection standards in their learning centres and in all interaction with the learners.

9.1 WHO IS A CHILD?

A child is a person between the ages of 0 and 18 years. A child is regarded as a dependant or minor who cannot make decisions by themselves.

9.2 WHO IS A VULNERABLE ADULT?

A vulnerable adult is a person who is above 18 years old but, due to disability, age, illness or other issues, is or maybe unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

9.3 WHY CHILD & VULNERABLE ADULT PROTECTION?

Everyone is responsible for protecting children and vulnerable adults

- }] To understand protection issues in general.
- }] To ensure that “No child is left behind”.
- }] To protect children and vulnerable adult from any kind of mental, physical or emotional abuse.
- }] To raise awareness on different types of abuse.
- }] The need to entrench the “Do No Harm Policy” of working with vulnerable populations (for staff and field/community workers).
- }] The need to break the cycle of abuse (abuse should stop with me).
- }] To empower beneficiaries with requisite information and skills to protect themselves.
- }] Beneficiaries may also be parents and need to protect their children.

9.4 MAINSTREAMING CHILD PROTECTION

Child & vulnerable adult (CVA) protection should be considered at every stage of a programme cycle across all levels and outputs — from planning to implementation and evaluation (teacher training, lesson plans, teaching methods mainstreaming). LCFs should consider CVA while planning their learning centre sessions. It is important that everyone working with CVAs be trained on the issues surrounding and methods involved in CVA protection. LCFs must be aware of signs of abuse and how to recognise them. Every case of abuse **must be** reported to the appropriate authorities immediately it is discovered. Below are the responsibilities for ensuring child protection mainstreaming:

Results	Actions
<ul style="list-style-type: none"> Teachers/instructors should involve C & VAs in lessons actively and encourage them to participate. Teachers should ensure that all learners have the opportunity to contribute and learn to the best of their ability. Teachers should not harm learners physically, exploit or humiliate them in an effort to bring discipline – they need to be aware of and experienced in using alternative, positive methods of discipline. All learners should be encouraged to participate meaningfully and respectfully in the classroom as part of preparing them for their adult roles of responsible citizens. 	<ul style="list-style-type: none"> Train teachers/instructors on active and participatory teaching/facilitation methods. Train teachers/instructors on how learners learn and how to support their learning especially the ones who are vulnerable. Train teachers/instructors on alternative and positive methods of discipline. Train teachers/instructors on the relationship between rights and responsibilities. Review any professional standards or codes of conduct for teachers/instructors for child & VA protection. Review school development plans with behavioural standards/codes of conduct for all school personnel and pupils/students/participants. Teachers/instructors trained on guidance and counselling – identified for girls.

9.5 REPORTING AND HANDLING PROTOCOLS FOR ENGINE II LEARNING CENTRES

When cases of abuse are noticed or reported, the chart below shows the different people that should be involved in handling and responding to the case. The protocol can be activated at any

level but every link in the protocol should be kept informed. Remember, Child and Vulnerable Adult protection is everyone's responsibility.

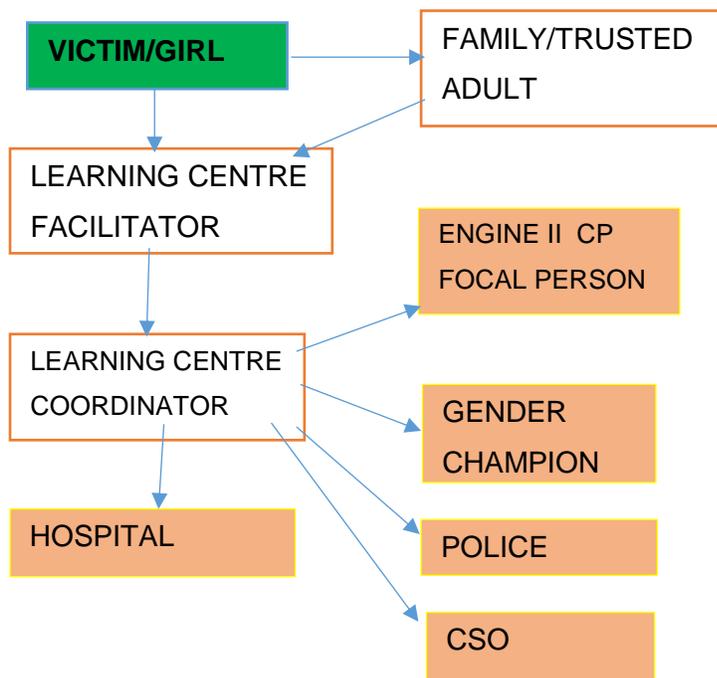


Figure 9: ENGINE II Reporting and handling Protocol for CVA Protection

9.6 GOOD PRACTICES FOR COMMUNITIES & SCHOOLS

Good practices are things we can do to ensure that we have the kind of results we are expecting. Good practices in relation to child and vulnerable adult (CVA) protection means actions we should take to ensure that cases of abuse are limited to the barest minimum, and when they occur, they are handled appropriately. In order to ensure that CVAs are protected in your community, these are some steps that should be taken:

- **Generating awareness and raising demand for services:** There should be community and school-wide sensitization of the issues of CVA protection. The community should raise demand for services that help to protect CVA such as security services, care services and other infrastructure.
- **Mobilising communities and sharing responsibilities:** Educating a child is everyone's responsibility. Every strata of the community must be made to know their responsibility in protecting CVAs. Everyone should be made to become aware of the shared the responsibility through continuous sensitizations and training.

- **Creating safe spaces** – Communities and schools should create policies that clearly spell out protection standards. “Do No Harm Policies”, Community and school charters should be enacted and displayed visibly throughout the community and school.
- **Observing practice standards:** General practice and safety standards should be observed. These standards encompass limits to interpersonal relationships within the school or community settings, limits to timing, duration and location of meetings, safety standards for using facilities and so on.
- **Sustained engagement and confidence building of beneficiaries:** The commitment of the community and school should be long term. It should not be hinged on the passion of an individual only, but should be enshrined into the culture.
- **Established strong community based organisations:** Community based organisation are social enterprises that work within communities to provide social services to the members of the community. Their presence in the community helps to improve access and maintenance of different kinds of social services that particularly ensure that CVAs are protected.
- **Building capacity and providing support:** There should be consistent training for people who are required to provide support. Also needed infrastructure and services should be provided within the community to support CVAs.
- **Involving and strengthening local governance:** A lot of action is politically motivated, the community should involve political leaders in the locality and also work to build a strong governance structure that is responsive to the needs of the community.
- **Addressing inequities and improving access:** Policies and traditions that promote inequality and limit the access of certain members of the community should be addressed. Everyone should be made to feel that they have the same opportunity as others irrespective of their differences or vulnerability.
- **Empowering women and encouraging their active involvement:** Women should be encouraged to speak up for themselves and their children. They should be encouraged to participate in communal meetings where decisions are made.
- **Involving children and vulnerable adults and incorporating their views:** The CVAs should also be listened to. Sometimes their point of view help the community know how to actually address issues effectively.
- **Engaging all stakeholders and creating partnerships:** More

9.7 THE ENGINE II “DO NO HARM” PLEDGE

The ‘DO NO HARM’ principle encourages everyone providing some kind of intervention or service to commit to doing it in such a way that the beneficiaries are not put in danger. The “do no harm” pledge below captures the way LCFs should conduct themselves on the ENGINE II programme.

I **pledge that I will:**

- Conduct interactions with children that are safe, appropriate, child-friendly and sensitive to the feelings of the child.
- Be familiar with the procedures for reporting concerns or incidents at Mercy Corps and partner Organisations with which I am working
- Immediately report any concerns relating to the safety or welfare of a child I am in contact with to the local manager or GEC Portfolio Manager.
- Avoid working alone with children and plan my work so that at least two adults are present at any time.
- Behave appropriately; make sure that language is moderated in their presence and refrain from adult jokes or comments that may cause discomfort or offence.
- Avoid inappropriate physical contact with a child for example if a child is hurt or distressed, comfort or reassure him/her without compromising his/her dignity.
- Be sensitive to local norms and standards of behaviour towards children/young persons, and listen to what the children are saying and respond appropriately.
- Act in ways that may not be abusive or may place children/young persons at risk of abuse.
- Not condone, or participate in, behaviour of a child that is illegal, unsafe or abusive. Hit or otherwise physically assault, harm or abuse them.
- Not develop physical/sexual relationships with children/young persons.
- Not behave verbally or physically in a manner that is inappropriate or sexually provocative.
- Not develop relationships with children/young persons that could in any way be deemed exploitative or abusive. Use language, make suggestions or offer advice that is inappropriate, offensive or abusive.
- Not act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse, discriminate against, show differential treatment, or favour particular children to the exclusion of others.
- Not allow allegations made by a child or concerns expressed by others about their welfare, to go unrecorded or not acted upon.
- Not do things for a child of a personal nature that they can do for themselves.
- Not have a child with whom I am working with stay overnight at my home or other personal accommodation in which I am staying.
- Not use any computer or other electronic device to view, download, distribute or create indecent or inappropriate images of children.
- Be and advocate for children and Vulnerable Adult Protection everywhere I find myself

So, help me God!

10. PROFESSIONAL DEVELOPMENT DAYS

Professional Development Days (PDD) are to hold monthly in all ENGINE II clusters. These training days will address gaps in the skill of teachers/facilitators. The Master Trainers will be on ground to assist teachers/facilitators in difficult to teach areas of the curriculum. It will also help address other logistic issues that may arise from the learning centres.

LCFs should take PDDs very seriously as this will impact on their teaching capacity and continuous capacity development. LCFs should feel very open to discourse areas of weakness so that they can be given the necessary support needed to improve. It is crucial that the LCFs have the ability to pass knowledge to the girls or else the LCF will not benefit from the programme and goal of ENGINE II will not be achieved.

11. MONITORING, EVALUATION AND SUPERVISION

ENGINE II programme outcomes will be monitored on an ongoing basis throughout the lifetime of the programme. There will be levels of responsibilities for monitoring, evaluation and supervision as follows:

1. **Learning Centre Facilitators:** LCFs will be required to capture weekly attendance records of girls at their learning centre, using the CommCare app on an android device. LCFs will conduct Learner Needs Assessment at the beginning of the learning sessions to help evaluate the girls level of knowledge and help them plan the focus of their teaching. Frequent mock tests will be carried out on critical areas to track progress in learning.
2. **Master Trainers & Learning Centre Coordinators:** Teachers Needs Assessment will be conducted to ascertain professional development needs of teachers before learning centre sessions kick off. Master trainers will also serve as mentors to LCFs on professional development. Learning Centre Coordinators will supervise the activities of the LCFs to ensure quality teaching is maintained in all learning centres
3. **ENGINE II M & E Team:** The team will conduct continuous evaluations throughout the lifetime of the programme. Data on learners' progress will be collected and analysed periodically and feedback given for action at the learning centres.
4. **External Evaluator:** ENGINE II is evaluated by external evaluators. At the end of the programme, the external evaluator will take a random sample of ENGINE II girls and test them using the EGMA, EGRA, SeGMA, SeGRA assessments to determine if our learners have improved from the level they were at the beginning. This is the final evaluation on which the entire programme will be graded a pass or fail score.

In order to ensure success of ENGINE II, it is important for everyone with a Monitoring, Evaluation and Supervision responsibility to take their role very seriously. Giving false figures to look good temporarily will only serve as 'shooting ourselves in the foot' because this will be later discovered by the external evaluator who has a more important say. Therefore, it is important for every stakeholder to report true results so that issues and challenges can be addresses as quickly as possible.

11.1 FEEDBACK MECHANISM

ENGINE II will establish feedback mechanisms to receive feedback from both teachers and girls. This will be carried out through online platforms as well as through regular FGDs and KIs. This is to ensure that the girls' voices are heard and to receive their feedback on the T&L approach. Similarly, the teachers can send their feedback and their challenges through these mechanisms. The programme team will analyse the feedback and if needed adapt its T&L approach to better suit the needs of the beneficiaries.

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