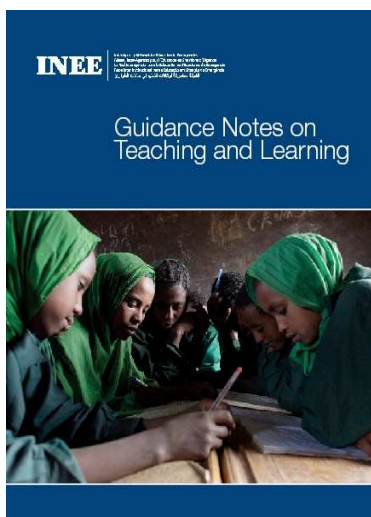


INEE Guidance Notes on Teaching and Learning – Orientation Session

Facilitator's Guide and Materials



Background information and orientation tips

Orientation audience:

The target audience for this orientation session is INEE members and partners, depending on the launch venue and invitees, this will likely include representatives from:

- International and National NGOS
- UN agencies
- Ministries of Education
- Donor agencies
- Humanitarian coordination mechanisms, such as OCHA
- Others working in clusters or other coordination groups at regional, national or sub-national levels.

Objectives of the orientation:

The orientation will mean participants will:

- Be familiar with the INEE Guidance Notes on Teaching and Learning, including inter-relatedness of the four standards;
- Be able to navigate the tool for given scenarios and their own working context;
- Understand that the INEE Guidance Notes on Teaching and Learning is a complementary tool to the INEE Minimum Standards, which can be used together for planning, programming and coordination.

Purpose of the orientation:

This orientation was developed for participants in INEE's Regional Launch events in 2010. It can be used on its own or as part of other INEE trainings or capacity development activities undertaken by the Education Cluster. Suggested timing for the session is provided below, but facilitators should adjust the agenda based on the needs and time allocated in each context. Some of the activities can be taken out or time allocated for activities can be reduced or modified to suit the audience and overall objectives of the event.

Materials needed for the session:

- LCD Projector
- Laptop

- Power point slides
- Copies of the INEE Guidance Notes on Teaching and Learning
- Handout (scenario for Activity 2)
- If possible copies of the INEE Minimum Standards
- Several pieces of flipchart paper, a flipchart stand or tape to hang paper on the wall, a marker

Role of Facilitators:

- **Preparation:** Please ensure that you are thoroughly prepared to facilitate all sessions. It is vitally important that you carefully read the INEE Guidance Notes on Teaching and Learning, and be familiar with the INEE Minimum Standards. You should also review this orientation guide, supporting documents, and relevant facilitators' notes in advance.
- **Time-keeping:** As this is a short package, it is essential that activities start and finish on time as far as possible. If available, time-keeping and giving warnings on time could be taken on by a supporting facilitator, or could be assigned to participants in the orientation.
- **Participation:** This orientation workshop was designed to be highly participatory and interactive. The workshop is intended to create a space for all participants and facilitators to share their experiences and participate in a mutual learning experience that is engaging and relevant. We encourage an active style of facilitation which will result in exchange and dialogue among participants. If necessary, facilitators might wish to ask speakers for further explanations on certain points. Facilitators should feel at liberty to make interventions themselves, though not to the extent it prevents other participants from speaking. Facilitators might need to remind speakers to make brief interventions.
- **Flexibility:** While this Facilitator's Guide is intended to provide you with a detailed framework, useful activities, and full session agenda, please be ready to adapt the content and activities to suit the context in which you are working and the needs and interests of the participants.

Suggested Orientation Outline (90 mins)

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0:00 - 00:10	Welcome, introductions, orientation overview
00:10 – 00:25	Inter-connections between the four standards
00:25 – 00:35	Activity 1: Brainstorm
00:35 – 1:15	Activity 2: Applying the Guidance Notes (Scenario)
1:15 – 1:30	Conclusion – Plenary

Detailed session facilitation notes

SLIDE 1 (5 min)

Project the opening slide as participants enter the workshop room.

Introduce yourself and any supporting facilitators and ask the participants to briefly introduce themselves, asking for name, organisation and location. If there is time, you could do this quick exercise:

Ask participants to raise their hands if they represent:

- UN agencies (*Everyone working for a UN agency, please raise your hands...put your hands down*)
- INGOs

- National NGOs
- Government Ministries
- Other civil society organisations
- Donors

Conclude by noting that the tool we will be looking at today was developed through the INEE Teaching and Learning Initiative, which is made up of individuals also working in the variety of institutions and organisations that the participants represent – some of their colleagues might well have been involved.

Welcome all the participants, and thank them for choosing to attend this orientation session.

SLIDE 2 (5 min)

Briefly go over the objectives of the orientation session. By the end of the session, you will:

- Be familiar with the INEE Guidance Notes on Teaching and Learning, including inter-relatedness of the four standards;
- Be able to navigate the tool for given scenarios and their own working context;
- Understand that the INEE Guidance Notes on Teaching and Learning is a complementary tool to the INEE Minimum Standards, which can be used together for planning, programming and coordination.

If you haven't already done so, hand out copies of the Guidance Notes.

SLIDE 3 (10 min)

Briefly remind participants that the INEE Minimum Standard domains are all inter-connected and all domains must be considered in a comprehensive education system and response. Teaching and Learning is only one of the domains. Although projects may focus on standards under Teaching and Learning only, they need to take into consideration all other domains, including the foundational domains.

Explain how each of the Teaching and Learning standards are also inter-related, refer participants to the Guidance Notes introduction, page iv, for a quick overview. Ask the participants to give examples of how the standards are connected. If they are unable to immediately think about examples, you may want to give several examples from the Guidance Book or from your own experience in different contexts.

Examples:

1. When a new *Curriculum* or emergency messages are prepared and ready to be introduced at the classroom level, it is imperative that the teachers understand the content and have the skills needed to teach students effectively. Therefore, *Training* of teachers and their technical and administrative supervisors is needed.
2. When teachers are *Instructing* students in the classroom, they need to understand whether the students understand the material and are able to perform at grade-level. Therefore, teachers must *Assess the Learning Outcomes* of students against the *Curriculum* being taught.

SLIDE 4 (5 min)

No one stands alone. Just as the standards are inter-connected, practitioners and policy-makers are not alone.

Remind the participants that the Guidance Notes were developed with the feedback, input and review of more than 300 individual technical experts at every level and capacity of education in emergencies. Additionally, the Guidance Notes were field tested through pilot workshops.

If any of the participants were involved, you may ask them to share their experience.

You may want to take a few minutes to ask participants to consider why it is important to engage in a consultative process when developing guidance tools. What is the value or benefits of having many different stakeholders involved in the process of developing global guidance tools?

SLIDE 5 (10 min)

Remind participants that the Guidance Notes were developed in response to requests for many INEE members working in the field who recognized that additional guidance was required to increase and maintain quality programming during emergencies through the early recovery and preparedness.

We understand that “Quality” may be a very ambiguous term; individuals and learning communities/ministries of education may have different ideas of what “quality” education means in terms of programming, technical support and evaluation of programs.

Activity 1: Brainstorming “Quality”

Participants remain where they are. Ask the participants to spend 1-5 minutes discussing what with the colleagues at their table what “Quality Education” means to them.

Return to the plenary group and ask participants to throw out either descriptive words (e.g. “appropriate”, “relevant”, etc.) or sentences describing what quality education entails. Record the list as people brainstorm.

If time allows, ask everyone to turn to Appendix 2, page 54 to the definition of quality education. Is anything missing on their brainstorm list?

SLIDE 6 & 7

Activity 2: Applying the Guidance Notes in a Scenario (Iraq) or their own context. (40 min)

Explain how each section of the Guidance Notes explores one of the Teaching and Learning Standards and quickly review how each section is structured:

1. INEE Minimum Standard and Key Actions
2. Tables of Key Points to Consider
3. Notes providing additional information following each table
4. Monitoring and Evaluation
5. Related Resources

Assign each group one of the four standards in Teaching and Learning: Curricula; Training, Professional Development and Support; Instruction and Learning Processes; Assessment of Learning Outcomes.

Present the scenario (Handout B), highlighting key issues and ask participants to also think of what they already know about the specific context. (Ideally the facilitator will design a scenario based on the local context.)

1. Ask each group to take 20 minutes to review the “Key Points to Consider” tables in their section and consider the following questions:
 - a. How would you proceed to assess the scenario as it relates to this particular Teaching and Learning Standard? What stakeholders would be involved, in what way, and when?
 - b. Given your understanding of the scenario, which of the key points to consider (questions in the tables) are most important to address?
 - c. Which key thematic issues are especially critical to address in this standard?
2. In plenary again, what were some of the key points discussed in groups? How were they able to use the Guidance Notes to focus their discussions?

Conclude by explaining how in applying the “Key Points to Consider” tables for each of the teaching and learning standards, the Guidance Notes can be used to ensure teaching and learning responses are comprehensive, effective and lead to quality education. For more information on this tool visit ineesite.org/teachinglearning

Conclusion – Plenary (15 min)

SLIDE 8

Bring the groups back to plenary. Conclude the session by explaining that this orientation has only touched on some of the content in the Guidance Notes but that having a framework helps remind us of the steps needed to ensure increased quality in our programming in emergency preparedness, response and recovery.

Key message: Although there are always big challenges in emergency situations, we can always find small steps to take that can improve education for all learners. Every small step matters in reaching our longer-term larger goals of quality education for all.

If you need further information about quality and effective education in emergency preparedness, response and recovery, there is a selection of key tools at the end of each section as well as a list of resources referenced throughout the Guidance Notes. Ask participants to turn to pages 17-18 as an example of listed resources for the Curricula section.

This is a very brief orientation session, but there are more resource and training materials on the INEE website, which you can access in order to take some of what we have talked about today further. The entire INEE Guidance Notes on Teaching and Learning resource list can be found within the comprehensive INEE Minimum Standards Toolkit, forthcoming in fall 2010.

Additional questions or comments from the participants?

Thank you!

Handout 1: Scenario: Response in Iraq

Prior to 1990, Iraq was a leader in education in the Middle East. Recent reports from Iraq indicate that the education sector has been hard hit by decades of wars and armed conflict, sanctions, political manipulation, exodus of professionals, targeting of education professional, displacement of communities and individuals, and sanctions.

In the last two decades, much of the government has become largely divided between Central Iraq (Arabic) and Kurdistan. Education plans, training of education personnel, and the development of curricula follow the same divisions and there is little collaboration or communication between Baghdad and Kurdistan. The two Ministries of Education have, in the past, travelled to a third country to conduct meetings and participate in joint trainings rather than travel internally due to security issues.

Schools and classrooms are still very traditional in structure and based on rote learning. Only a handful of schools in urban areas have electricity and functioning water and sanitation facilities. Many have been damaged either in the conflict or through years of no maintenance. Furniture is often inadequate or damaged and teachers and students often have limited access to teaching and learning materials.

The vast majority of teachers have received formal training through one of the government training or university programmes; however, less than 10% have received substantial in-service training in the past two decades. The few who have been trained in innovative teaching methodologies and psychosocial awareness have not received continued support and are unable to make significant changes in their teaching or classroom habits.

The curriculum, however, has experienced significant changes during the past 7 years. The previous curriculum developed under Hussein's ba'athist regime was immediately discarded following the 2003 invasion. Various stakeholders have been involved in curriculum design and development, the vast majority were international and national experts, the UN, and major international textbook companies.

Students, parents and teachers have expressed concern that the current curriculum is "too hard" for both students and teachers, irrelevant to the needs of children in some communities, and requires tools and equipment that are unavailable for the vast majority of schools.

Although schools hold information sessions for parents twice a year, the parents are not actively engaged in many schools. Traditionally, education was the responsibility of the government and schools have not yet established and developed functional Parent/Teacher Associations or School Committees to monitor progress made and needs of students/teachers/school.

There continues to be a significant number of families who are displaced to other Iraqi communities and to other countries. There is an increasing number of young people who either never had access to education or were unable to complete their education in their home communities and have fallen outside the formal education system. UNICEF and its implementing partners are supporting Accelerated Learning Programs for some of these children but are unable to monitor the schools due to security issues.