ALL CHILDREN READING AFRICA WORKSHOPS

Guidelines for Facilitators

Kigali, Rwanda
February & March 2012
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NOTE

This document is meant to provide all facilitators with the information necessary to assist country teams with the development of the draft action plan. It summarizes the main information about the workshop goal, objective, desired results, and structure.

It is part of a set of workshop documents:
- All Children Reading Workshop Information
- Workshop Agenda
- Action Planning Matrix (available in English, French, Portuguese)
- Country Team Guide
- Guidelines for Presenters
- Guidelines for Facilitators
- Useful Information for your travel to Rwanda

The documents are available on the registration site

Workshop Webpage: www.globalpartnership.org/support-we-offer/early-grade-reading/all-children-reading-workshop/

CONTACTS AT THE SECRETARIAT

Agenda, Registration, Presentations, Information for Facilitators
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Please print and bring all workshop materials to the workshop. Hard copies of the workshop documents will not be provided.
1. OVERVIEW AND EXPECTATIONS OF WORKSHOP

- **Goal:** Facilitate country teams to develop a set of action steps (as outlined in the Action Planning Matrix) towards improving early grade reading at the country-level.

- **Objective:** With an overall objective to achieve the literacy goals, these workshops are meant to rapidly initiate and improve progress in early grade reading in 25 developing countries through knowledge sharing of best practices in specific thematic areas.

- **Desired Results:** (a) **Start-up of country action planning:** The *All Children Reading* workshops are meant to lead to practical, action-oriented planning. (b) **A newly formed community of practice** as a mechanism for ongoing support and accountability among government, civil society and development partners.

2. ROLE OF FACILITATORS

**Facilitate country team work**
- Facilitators will work throughout the workshop with one country team and will guide the team through the discussion and the action planning process as needed (using the Action Planning Matrix).

- Country teams on their part have received a ‘Country Team Guide’ with additional advice. This ‘Country Team Guide’ will also provide facilitators with information on what is expected from the country teams.

- Each country team will nominate a country team lead to report back in the country team share and country team panel sessions (see Workshop Agenda). Facilitators guide the country team through the planning process and provide technical inputs, while country leads represent the country team, e.g. in panel sessions.

- Country team work is at the centre of the workshop. Each day, country teams will have sessions focusing on action planning. Facilitators will work with the country teams, e.g. to ensure that they consider the suggested three steps approach to discussing the thematic issues — (a) *What is the current situation?* (b) *What are the main barriers and challenges for progress?* (c) *What are the action ideas to initiate rapid progress?* — and to ensure principles of group work.
  - **Principles for country team work**
    - Focus on actions
    - Consider perspectives and concerns of all representatives in the team
    - Consider who will be best placed in your country to support or carry out an action
    - Note down all action ideas and prioritize them
    - Share key issues of your group discussion with other country teams

**Action Planning Matrix**
- Country teams will work with the Action Planning Matrix (available in English, French, Portuguese). Facilitators are advised to get familiar with the ‘Action Planning Matrix’ before the workshop to ensure that country team discussions will be focused and the recommended questions (those in the matrix and the supplementary questions) are discussed.

**Technical presentations**
- Technical presentations are designed to provide inputs to the country team work. Facilitators will support the country team to integrate new information in their action planning. In case, facilitators are not able to respond to questions immediately, those can be addressed in the country team share or the country team panel sessions through the lead of the country team. Facilitators can also ask other facilitators or presenters for specific technical information during the country team working sessions.
Exchange with other facilitators, presenters and the organizing team

- Facilitators are encouraged to exchange and highlight emerging issues with other facilitators, presenters and/or the organizing team as needed. A meeting between the facilitators and the organizing team will take place in the evening before day 1 of the workshop. (This meeting is planned to take place in the evening before day 1 of the workshop in the plenary room at 6:30PM).

- The organizing team will have a designated ‘admin room’ to handle all requests, make print outs or provide additional information throughout the entire workshop.

- **Country team work will take place in break out rooms in which 3-4 country teams will work** (each at one table). In each break out room ideally there will be 3-4 facilitators. Facilitators are encouraged to seek advice throughout the break-out sessions if specific technical information is needed from another facilitator or presenter. As there will be French and English speaking country teams, country teams in one room will speak all either French or English.

- Each country team ideally will have one laptop to work with in order to populate the Action Planning Matrix. Either the country team lead or the facilitator for a country team should contact the organizing team if a laptop or a flipchart is needed for the country team work.

Organizing Team at the workshop:

- Catherine Henny, Caroline Schmidt, Gisele Goudiaby (logistics)

### 3. WORKSHOP STRUCTURE

Workshop activities will be spread across four days. The workshop will address key thematic areas in early grade reading (see 4/ Thematic Areas). During days 2, 3, and 4, country teams will be introduced to approximately three thematic areas each day.

<table>
<thead>
<tr>
<th>Day</th>
<th>Description</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Introduction, Country Team situation analysis, Goal setting for action-planning, Familiarization with the working sheets, Introduction to Country Team Facilitator</td>
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<tr>
<td>Day 2</td>
<td>Technical sessions and country team work on: (1) Campaigns and Policy Dialogue, (2) Curriculum and Lesson Plans, (3) Teacher Training and Supervision</td>
</tr>
<tr>
<td>Day 3</td>
<td>Technical sessions and country team work on: (4) Mother Tongue Instruction, (5) Language Transition, (6) Reading Materials</td>
</tr>
<tr>
<td>Day 4</td>
<td>Technical sessions and country team work on: (7) Assessment Tools and Counting, (8) Impact Evaluations, (9) Logistics and Management; Final discussions and wrap-up</td>
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- **Technical Sessions:** Technical presentations by country and international experts will introduce discussion on each of the nine thematic areas related to early grade reading and included in the Action Planning Matrix. The technical sessions will present action ideas (based on research, evaluations, case studies, and other examples that demonstrate good practice), and are meant to support country teams in their action planning. The presentations will be action-oriented, explaining practice in an area, identifying potential difficulties in implementation, and suggesting how to address these challenges. The technical presentations will touch upon (1) issues of scalability, for example how to move from small to large scale interventions and the importance of partnerships built along the way; and (2) cross cutting issues such as inclusive education approaches and the use of innovative technology in early grade reading interventions.
• **Country presentations:** Selected country teams (Liberia Workshop I; The Gambia Workshop II) will present on their successful whole-country experiences on early grade reading.

• **Country team working sessions:** During the working sessions, country teams will work on the development of the early grade reading action plans by using the Action Planning Matrix. Country team work is designed to start a dialogue among key stakeholders on how to build momentum for early grade reading in each country. **Facilitators will support these sessions.**

• **Discussion groups and panels:** Country teams will meet in discussion groups to exchange their experiences on drafting the action plan. In the country team panel sessions the country team leads will represent their country team.

### 4. OVERVIEW THEMATIC AREAS

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<thead>
<tr>
<th>Thematic Area</th>
<th>Brief Description</th>
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<tbody>
<tr>
<td>1. Campaigns and Policy Dialogue</td>
<td>This includes questions about communication, awareness raising, community involvement, accountability actions such as school report cards, social mobilization on early grade reading</td>
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<tr>
<td>2. Curriculum and lesson plans</td>
<td>This includes questions whether the reading instruction approaches are addressed in the curriculum, around scope and sequence and lesson plans, teacher engagement and motivation</td>
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<tr>
<td>3. Teacher Training and Supervision</td>
<td>This addresses, for example, the roles of coaches and trainers; the number of teachers that need to be trained to teach children in the targeted grades</td>
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<tr>
<td>4. Reading Material</td>
<td>Focuses on ALL materials necessary to teach reading. This includes questions concerning whether sufficient material exists lined up with teaching approach and lesson plans, whether quality is sufficient, and whether materials are cost effectively produced</td>
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<tr>
<td>5. Mother Tongue Instruction</td>
<td>Includes a large number of detailed questions around the expertise, local experience and capacity to develop lesson plans and reading materials, funding sources, and community support</td>
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<tr>
<td>6. Language Transition</td>
<td>Relates to the methods and materials to integrate in the lesson plans to support the transition from mother tongue to the official language, including decoding, writing, listening and comprehension</td>
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<tr>
<td>7. Assessment Tools and Counting</td>
<td>Considers the development, administration, and links between different assessments (formal and informal). It reviews tools that are available for teachers/schools/coaches, and for reporting information nationally, internationally, and to the leadership level.</td>
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<tr>
<td>8. Impact Evaluations</td>
<td>Relates to the current tools already in use in the country, and whether they are considered rigorous or permit rigorous year-on-year comparisons. Will also consider whether further development is needed and if ICT and old media can be used to evaluate impact.</td>
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<tr>
<td>9. Logistics and Management</td>
<td>Issues here pertain to the number of teams needed (e.g. for data, assessment, training, monitoring), connections between the teams, and issues of coordination, sequencing, and control. This also will address the role of sub-national districts and offices in planning and logistics.</td>
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