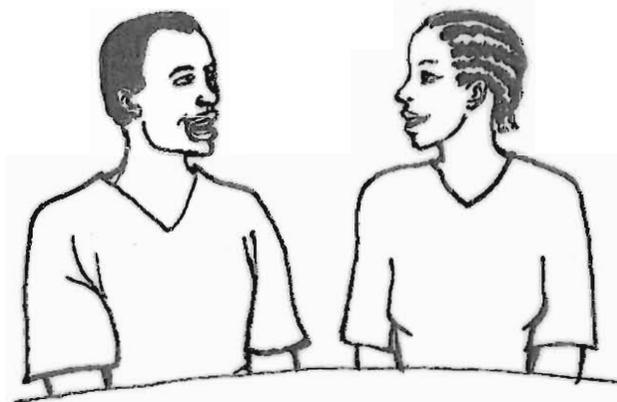


**ACCELERATED LEARNING PROGRAM**

# **FEO TRAINING MANUAL**



**MINISTRY OF EDUCATION, SCIENCE, AND TECHNOLOGY  
SOUTHERN SUDAN**

# **FEO TRAINING MANUAL**

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SUDAN BASIC EDUCATION PROGRAM

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## **Training 1. Duties of the FEO**

### **Objectives:**

- a) FEOs will be able to list and describe each of their duties in the ALP program.
- b) FEOs will be able to distinguish between duties dealing with opening new centers and duties dealing with general implementation

**Step 1:** Have trainees look at page 4 of the FEO handbook where eight duties are listed. Assign one or two duties to each FEO, depending on the number of people in the training. They answer the following questions about the duty:

- a. What does this duty entail?
- b. What are some of the details of things you will have to do?
- c. What are some problems you may have?

**Step 2:** When all the duties have been described divide them into two groups:

- duties that deal with opening new ALP centers
  - duties that deal with working with teachers and centers
- 

## **Training 2: Describing the ALP Program**

### **Objectives:**

- FEOs will be able to describe the objectives, syllabus, learners, and curriculum of the ALP program.

**Step 1:** This training is a revision of material already covered in the ITT. Have trainees look on pages 4-6 of the FEO Handbook. There are four topics:

- Description and Objectives of the Program
- Syllabus
- Learners
- Curriculum and Materials

Assign each topic to one of the trainees. They describe the contents of the topic to the other trainees. This is followed by questions about the topics by all FEOs.

**Step 2:** Ask these questions for discussion and clarification:

- Why is it important to have an ALP program in Southern Sudan?
- For how many years do you think this program will continue?
- Which areas of Southern Sudan have the greatest need for ALP? Why?
- What is the lowest age for ALP learners?
- What is the highest age for ALP learners?

Which special groups of learners will you find in your communities?  
At which levels do you think most of your learners will enter?

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### **Training 3: Solving Community Problems with ALP**

#### **Objectives**

- a) FEOs will understand how the ALP program can help solve community educational problems.

#### **Key Training Points**

- a) The ALP program can target local educational problems in a community including access, equity, and quality.
- b) The County Education Officer and other education staff should work with the community to help solve specific educational problems.
- c) The ALP program targets special groups who should be given equal access to the program.

#### **Step 1: Brainstorm**

The trainer leads the group in a brainstorm, listing problems they have with education in their communities. As the FEOs name problems the trainer writes them on the board or on a sheet of flip chart paper. Try to get a large number of problems that cover various aspects of education and community education problems.

#### **Step 2: Categorization of Problems**

The trainer and the group categorize the problems, putting them into one of these three general categories:

- access to education
- equity (equality/fairness) in education
- quality of education

#### **Step 3: Group Discussion**

The trainer leads a whole-group discussion on how the ALP can address some of the problems they listed. Let the FEOs give suggestions, then ask if the suggestions fit into the framework of the ALP program.

#### **Step 4: Role Play**

FEOs act out role plays taking the following parts. During the role plays they discuss problems with education in their area and try to work out solutions.

FEO and CED

FEO and head teacher of a school

Pairs of trainees pick a problem, then, after a short time for planning, act out their role plays for the whole group. As the whole group watches they ask themselves these questions: (write the questions on the board or on a piece of flip chart paper)

What is the problem?

What type of problem is it?

How did they resolve it?

Do you think they resolved it in a way that will work?

What could be other solutions to the problem?

Do several role plays and use the questions for discussion after each one.

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#### **Training 4: Implementation of ALP**

##### **Objectives:**

b) FEOs will be able to list and describe the steps of ALP implementation.

**Prior Reading Assignment:** FEO Handbook, pages 6 to 10: Steps for Implementation of an ALP Program.

**Step 1:** Have trainees look at the FEO Handbook, pages 6 to 10: Steps for Implementation of an ALP Program. Assign these points to the trainees to explain to the group.

- a. How to identify schools
- b. How to recruit teachers
- c. Description of the ITT (objectives, number of days, etc)
- d. How to mobilise the community and recruit learners
- e. How to enroll and place learners
- f. How to train teachers
- g. What kind of reporting should be done by teachers and FEOs?

**Step 2: Local Context:** Discuss the steps in the local context. This may be done during the discussion of each step or as a separate step. Use these questions:

a. How to identify schools

How many schools are there in your area that can support ALP programs?

Which schools will have large programs and which will have small programs?

b. How to recruit teachers

Do you think the teachers in your area have the required skills?

Is there a teacher who can teach level 4 Math?

Will most of the teachers be trained or untrained?

What can you do if the number of teachers isn't adequate?

c. Description of the ITT (objectives, number of days, etc)

Would you be able to lead an ITT?

What kind of training would you need before you can lead an ITT?

Is there a place in your area where you can hold an ITT?

d. How to mobilise the community and recruit learners

Do you think local communities will be interested in ALP programs?

Do you think girls will come to classes?

What's the best way to work with local communities?

Can you see any possible problems with the community?

e. How to enroll and place learners

Will teachers in your area be able to place students at the proper level?

What levels do you think you will find in your area?

f. How to train teachers

Do teachers in your area understand learner-centered teaching?

Will teachers in your area be interested in learning new techniques?

g. What kind of reporting should be done by teachers and FEOs?

Will teachers in your area be able to keep records accurately?

Who should you send your monthly reports to?

How can you send them?

**Step 3:** Trainees do the following Role Plays:

CED and FEO: The FEO explains the ALP program to the CED. They talk about what they need and what they will do together.

FEO and Headmaster: They talk about establishing an ALP program at the school

## **Training 5: Recruiting teachers**

### **Objectives:**

- a) FEOs understand the criteria for ALP teachers.
- b) FEOs are able to interview a prospective ALP teacher.

**Step 1:** Refer FEOs to page 7 of the FEO Handbook (Criteria for ALP Teachers). Discuss each criteria and whether it is realistic for their areas.

**Step 2:** Have role plays of interviews between FEOs and prospective teachers. The FEO should ask questions about each of the criteria, finding out enough information to make a decision about whether the person should be a teacher. FEOs acting as teachers can pretend to be experienced, inexperienced, old, young, etc (not giving real information about themselves).

After the interview discuss whether the person is eligible to be an ALP teacher.

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## **Training 6: Placement Test for Students**

### **Objectives:**

- a) FEOs understand the rationale and procedure of giving ALP placement tests.
- b) FEOs will be able to facilitate teachers to give placement tests at ALP schools.

**Procedure:** FEOs and teachers covered implementation of the placement test in the ITT. Revise with the FEOs by asking these questions:

Why is it important to place learners at the correct level?

What are the criteria for a learner entering each level? (include knowledge, skills, and prior education)

How can you implement the test using only local materials (paper, pens, blackboards, and ALP textbooks)

How can the FEO facilitate implementation of the placement test at individual schools?

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## **Training 7: Setting up the Initial Teacher Training**

### **Objectives:**

- a) FEOs understand various aspects of organising an ITT.
- b) FEOs will be able to organise an ITT for area teachers.

**Step 1:** Explain that in the future each FEO may have to organise an ITT for new ALP teachers in their area. First ask these general questions:

Who should be involved in the organisation of an ITT?

Who will organise it?

Who will be the trainers?

What facilities are needed for an ITT?

What is needed by the participants? (food, lodging, materials, etc)

How many days does the training last?

What month is best for the training?

Should experienced ALP teachers come to the training? Why/Why not?

**Step 2:** Each FEO makes a short plan for a training in his/her area. Include the following:

dates, location, where it will take place, how food and lodging will be organised, transportation, who will do the training, content of the training

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## **Training 8: The FEO as Facilitator**

### **Objectives:**

- a) FEOs understand the role of facilitator.
- b) FEOs can compare traditional inspectors with the FEO as facilitator.
- c) FEOs can act as facilitators in their work.

**Prior Reading Assignment:** FEO Handbook, pages 11-15 – Roles of the FEO, The FEO as Facilitator

**Step 1:** First ask the trainees to give a general description of a facilitator using these questions:

What is the definition of “facilitate”?

What’s the goal of facilitation with teachers and school staff?

How do you approach problems as a facilitator rather than as a supervisor?

**Step 2:** Look at page 12 of the FEO Handbook. (Don't let the trainees look.) Read the points under "Traditional Inspector" one at a time. After you read each point ask:  
What would a facilitator do instead?

Let the trainees discuss how a facilitator would do each of the tasks of a traditional school inspector.

**Step 3: Skills and Knowledge:** Refer trainees to pages 12 to 14 in the FEO Handbook. Assign one of the topics below to each trainee. They should read the topic and give a presentation to the group that includes

- a. the main points of the topic
- b. how it applies to our work; when you might use it
- c. an example of a situation where you might use it in the ALP program; explain the situation and how you would use the information in the topic.

TOPICS:

Working with Individuals and Groups

Knowledge needed by a facilitator

Skills needed by a facilitator

Attitude of a good facilitator

Communicating well

Active listening

Summarizing

(Don't do "good questioning" at this time – it will be done in the next step.)

After each presentation ask:

How is this part of facilitation?

In what situations could you use this skill/knowledge outside of ALP?

**Step 4: Good Questioning:** There are five kinds of questions listed on pages 14-15. Have the trainees re-read the material, then ask:

Why is it good to use questioning with people you're working with?

What is the objective of asking these types of questions?

How does using questions help facilitation?

Give the following situations and ask the FEOs for questions of each type.

1. A student has just taken the placement test. The teachers placed her in level 1 but she wants to study in level 2. What would you ask her?

(examples)

open-ended: Why do you think the teachers put you in class 1?

probing: Can you explain why you would like to be in class 2?

clarifying: Did you study class 1 at another school?

Can you read this story? Can you do this Math problem?  
Could you try class 1 and move to class 2 later if it's too easy?  
opinion: How would you feel if we put you in class 2 but you couldn't do  
the work?  
feedback: Do you think our way of testing you was fair/correct/incorrect?

2. A student is unable to come to class in the morning and asks if his ALP class can be rescheduled to the afternoon. What questions would you ask him?

3. A teacher hits an ALP learner with a stick in Math class when he failed to do his homework. What questions would you ask the teacher? What questions would you ask the learner?

Have trainees think of other situations and make questions for them.

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## **Training 9: The FEO as Counselor**

### **Objectives**

- a) FEOs understand the role of counselor and how it applies to staff and learners of an ALP program.
- b) FEOs understand the process of counseling and qualities needed by a counselor.
- c) FEOs are able to apply counseling to their work with ALP.

**Prior Reading Assignment:** FEO Handbook, pages 15-16, The FEO as Counselor

**Step 1:** Have trainees give a definition and description of counseling. Be sure they understand that it's used to help people who have a problem or who are in a difficult situation. Read through the process and skills together.

**Step 2:** Write the following problem situation on the board, then lead the trainees through the consultation process step by step, having them say what they would say to the client at each step. The trainer or one of the trainees can take the role of the client, answering the trainees' questions in a way that will lead them to ask further questions and give more options to the problem.

A female learner has told you that her parents want her to quit ALP classes and get married. The son of a friend is prepared to marry her.

**Step 3:** Brainstorm problems and situations that FEOs might find at ALP schools where they could use counseling. Write the problems and situations on the board. Put the trainees in pairs. Let each pair choose one of the problems and do a role play where one person is the counselor and the other person is the client.

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## **Training 10: The FEO as Advocate**

### **Objectives**

- a) FEOs understand their role as advocate for gender equity, HIV/AIDS education, child protection, and peace education.
- b) FEOs are able to formulate plans for advocacy of these topics at their schools.

**Prior Reading Assignment:** Trainees should read the sections on gender equity, child protection, HIV/AIDS education, and peace education in the Teacher's Handbook if they didn't read them during the ITT.

**Step 1:** Discuss these points:

- the meaning of advocacy and the roles of advocates in schools and communities.
- people they know who are advocates.
- what topics they are personally interested in advocating and why they are interested in those topics.
- which topics they think are the most important for their teachers and students.

**Step 2:** Brainstorm ways that FEOs can work as advocates in the schools and communities where they work. Write the ideas on the board. Ask which ways they can start doing immediately and which will require prior organisation.

**Step 3:** Divide the trainees into four groups. Have each group pick one of the four topics and make a plan for advocating the topic in the schools and communities. They should make plans for educating both teachers and the community (the teachers should in turn educate the learners). Topics are:

Gender Awareness  
Peace Education  
Child Protection  
HIV/AIDS Education

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## **Training 11: School Visit/Monitoring the Program**

### **Objectives**

- a) FEOs will know points to monitor during school visits.
- b) FEOs will be able to discuss problems areas found during monitoring.

**Prior Reading Assignment:** FEO Handbook, pages 18-20, School Visits School Monitoring Form, page 27

**Step 1:** Talk about things that FEOs do on school visits. These include

- monitoring the program
- observation of teachers in classrooms followed by feedback sessions
- meetings with teachers and other staff to discuss the program
- meetings with PTA and community members
- in-school teacher training sessions

In this training we will talk about monitoring the school. Refer trainees to the School Monitoring Form at the back of the FEO Handbook. (The same material is found in Unit 3 of the handbook.)

There are 13 points on the form. Have trainees each take a point and explain:

- What the ideal/best conditions would be at a school if all conditions under the point were met.
- How they can help the teachers and staff improve the point if the conditions aren't met.

**Step 2:** Select points on the monitoring form and have role plays between the FEO and teacher or head teacher where the FEO is facilitating improvement on the point.

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## **Training 12: Assessment and Evaluation**

### **Objectives**

- a) FEOs should be aware of the difference between on-going and summative evaluation.
- b) FEOs should be aware of the reasons why on-going and summative assessment are done.
- c) FEOs should understand when on-going and summative assessment are done

**Step 1:** Brainstorm the differences between on-going and summative assessment.

List points as the teachers say them. Include

- the objectives of each
- when each is used
- how each is done

On-going Assessment	Summative Assessment

**Step 2:** Ask these questions for discussion.

1. Why do teachers do on-going assessment?
2. Why do teachers and schools do summative assessment?
3. During what part of the lesson is on-going assessment usually done?
4. What are some ways to do on-going assessment?
5. What's the difference between assessment and evaluation?
6. When do teachers and schools do evaluation?
7. What do teachers and schools use evaluation for?

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### **Training 13: Observation and Feedback**

#### **Objectives**

- a) FEOs should be aware of the reasons for and the process of classroom observation and consultation.
- b) FEOs should understand appropriate steps and points to consider when observing classes
- c) FEOs should be able to practise observation and feedback during school visits.

**Prior Reading Assignment:** FEO Handbook, pages 21-24, Classroom Observation and Feedback

### **Step 1: Discussion**

Explain that one of the FEOs activities is to observe and work with teachers in the classroom. First discuss feelings may have when someone is observing them. Ask:

1. Suppose you are a teacher. What are some **negative** feelings you may have when someone observes your class?

Possible responses may be:

- I feel I'm being inspected.
- They may write a bad report on me.
- I might make a mistake.
- They'll tell me bad things.
- I'll be worried and afraid.

2. Next , ask how someone could work with you in the classroom that would give you **positive** feelings?

Possible responses are:

- They could give me ideas on how to improve.
- They could help me teach the lesson.
- They could demonstrate while I observe them.
- They could teach something new to my students.
- They can point out good things about my teaching.
- I could learn from them because they have more experience.

3. Ask: What's the best way to do observation and feedback to keep it positive, so you don't create negative feelings with the teacher?

**Step 3: Ways to do Observation/Feedback:** Have the trainees look at page 21 in the FEO Handbook, "Ways to Perform Observation/Feedback". Read the points together and discuss how each point can be done with teachers at schools.

**Step 4: Procedure for Observation/Feedback:** Read the three points for observation/feedback together and be sure FEOs understand them.

Divide the trainees into three groups. Assign these topics:

- Group 1: Pre-observation Meeting (page 22)
- Group 2: Post-observation Meeting (page 22-23)
- Group 3: Atmosphere during Observation/Feedback Meetings (page 23)

Have the groups read the sections and give a short presentation to the whole group on the content of the section. The group should ask questions to clarify any points.

**Step 5: Points for Observation/Feedback:** Have the trainees look at the “Points for Observation/Feedback” on page 23 or in the back of the handbook. Read through the points and be sure each trainee understands the meaning and importance of the point.

**Step 6:** Divide the teachers into two groups. The groups will present role plays of a Feedback session with one person from the group acting the part of the FEO and the other person being the teacher. The role plays should be 5 to 8 minutes long. Each group should choose several points from “Points for Observation/Feedback” to discuss during the role play.

- group 1: A negative session – This groups acts out a session where observer isn’t sensitive to the teacher and says many negative things, making the teacher defensive and upset.
- group 2: A positive session – This group acts out a positive session following the procedure on page 46, with questions and observations stated in a positive way.

Let the FEOs watch both presentations then have a discussion about the reactions of the two teachers in the role plays and how they would feel themselves in such a session.

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## **Training 14: Training Teachers**

### **Objectives**

- a) FEOs will be aware of times when teachers can be trained.
- b) FEOs will understand how to find topics for trainings.
- c) FEOs will be able to use forms in the Teachers Handbook for training.

**Prior Reading Assignment:** FEO Handbook, pages 25-26, Training Teachers

**Step 1:** Divide the trainees into four groups and assign one of the following topics from Unit 5 to each group:

- When to do Trainings

- Choosing Topics for Training
- Forms for Teacher Training (explain forms in Teacher's Handbook)
- Techniques used in Teacher Training

They read and discuss the topic then give a short presentation to the whole group. Have trainees ask questions to clarify the information.

**Step 2: Checking FEO Knowledge of Techniques:** In this step each FEO will check his/her knowledge of the teaching techniques that are explained in the Teacher's Handbook.

Have each FEO look at the form in the back of the FEO Handbook: "Techniques Form for FEOs" (page 32). They should check the correct box for each technique, stating whether they understand the technique or whether they need more training on the technique. FEOs who attended the ITT should have knowledge of some of the techniques that are listed.

The trainer should check each person's list and find techniques that most of the trainees would like to learn more about.

**Step 3: Planning a Training and Peer Teaching:** Assign one of the techniques from Step 2 to each of the trainees. Trainees should read about the technique in the Teacher's Handbook then plan a training for the technique. The trainer should check the lessons, then the trainees peer teach them to the whole group. Peer teaching can be followed by feedback/reflection by the whole group.

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### **Training 15: Reporting**

Teachers practise filling out the Monthly Report Form at the back of the FEO Handbook

