How effectively can teachers access digital Professional Development in Displacement Settings?

Insights from a Quality Holistic Learning Project Report

Report Launch Event, January 18 2023

Presenters:

Oula Abu-Amsha, Author

Julie Kasper, Project Lead

Hadizatou Amou Ali, Senior Teacher fellow

Jihan Sondos, Senior Teacher fellow

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Agenda

- ➔ Background & Rationale of the Report
- ➔ Fellow Testimonials
- ➔ Lessons learned from our project
- ➔ Challenges & Opportunities facing global TPD projects
- ➔ Recommendations for sustainable, accessible, and equitable TPD

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

The Center for Professional Learning (CPL)

- CPL @ Childhood Education International since December 2021
  Formerly the Center for Learning in Practice at the Carey Institute for Global Good

- Our Vision: A world where education systems provide sustainable learning pathways that create an empowered educator workforce equipped to tackle evolving education challenges.

- Our Core Initiatives include: Refugee Educator Academy and the Quality Holistic Project (QHL)

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

The Project

Refugee Educator Workforce Development for Quality Holistic Learning

- Started in 2021 with focal points in Lebanon, Kenya, Niger, and Chad
  - *Currently working with a dozen educators, mostly classroom teachers, of both national/citizen and refugee/displaced backgrounds in Lebanon, Kenya, and Niger*
- Working as remote digital teams to co-create teacher professional development materials for use online and offline in Arabic, English, & French
- Sharing these resources as OERs across a variety of platforms and in our own OER Library: https://ceinternational1892.org/oers/

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Project Objectives

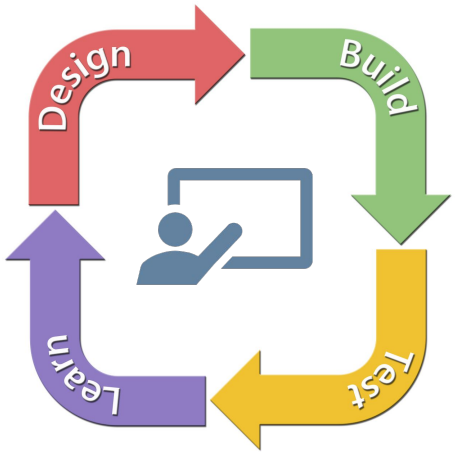
- Long term:
  - Increased **quality holistic learning outcomes**, encompassing both academic and social and emotional learning (SEL), for learners in **displacement contexts**
- Shorter-term:
  - Increased **teacher competency** (knowledge and skills linked to quality holistic learning)
  - Increased **knowledge exchange** on SEL and on holistic teaching and learning
  - Improved **data-informed teaching**

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Project Design

- **Learner/Teacher-Centered**
  - Teachers are key members of our co-creative team
- **Contextualized at the national level**
  - 4 target countries: Kenya, Lebanon, Niger, Chad
  - Material created in: English, French and Arabic
- **Iterative and emerging**

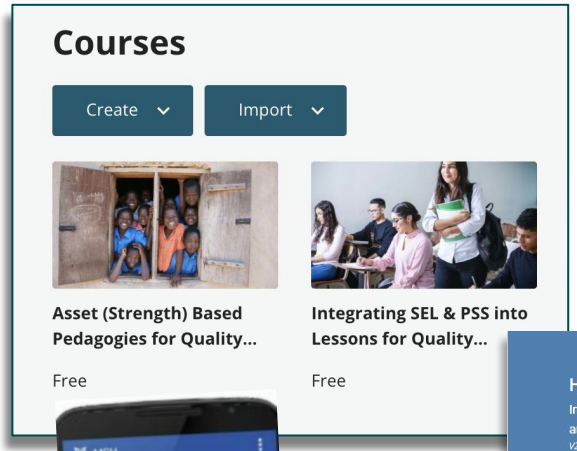


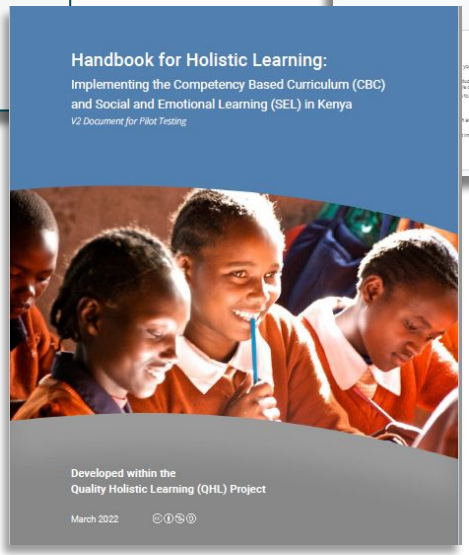
CENTER FOR PROFESSIONAL LEARNING

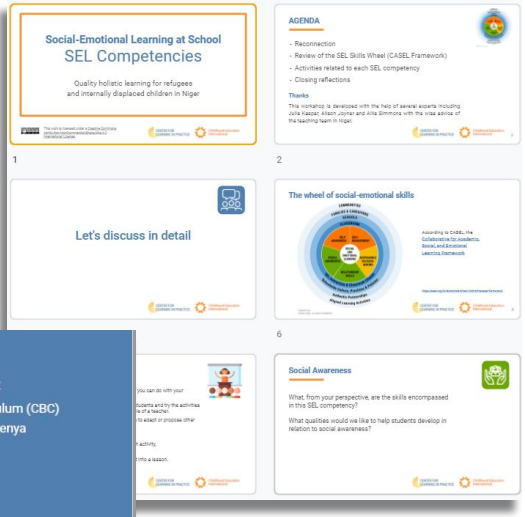
Childhood Education International

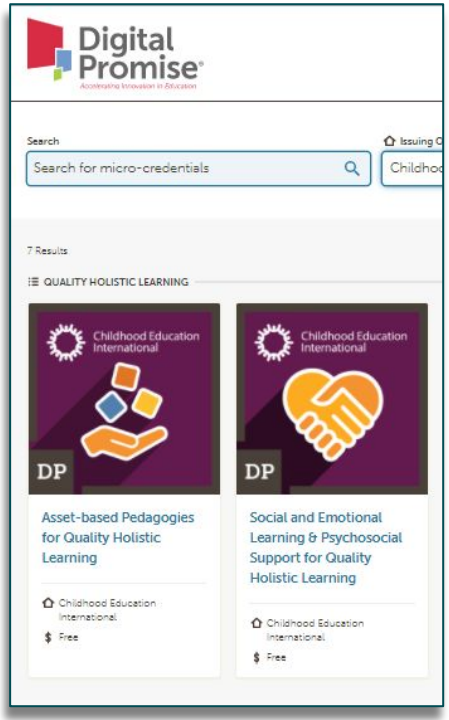
Diverse OER formats

Check https://ceinternational1892.org/oers









The project from the perspective of the fellows

Mrs. Jihan Sondos, An English teacher from South Lebanon

QHL Project is a project based training

Educators from different countries are able to create Training materials for their peers.

Teams/communities are formed to exchange expertise, learn from each other and help everyone grow.

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

The Study Rationale

QHL Phases

Forming the teacher fellow teams

Co-creating TPD **open resources** with the Fellows

Pilot testing and evaluation led by the fellows

Revising, and publishing

Dissemination and uptake supported by the fellows

What is needed for an effective dissemination?

How can we sustain the relevance of the material?

Our Quest

Effective solutions to deliver digital teacher professional development in displacement contexts, **equitably, inclusively, and at a scale**

Our Experience

Closely working with a group of fellow educators serving displaced and refugee learners in 3 countries

This Report!

- Reviewing TPD opportunities provided by large, international organisations,
- Identifying Challenges and Opportunities of the existing solutions,
- Issuing Recommendations for responsive and sustainable TPD offers in displacement and low-resource contexts

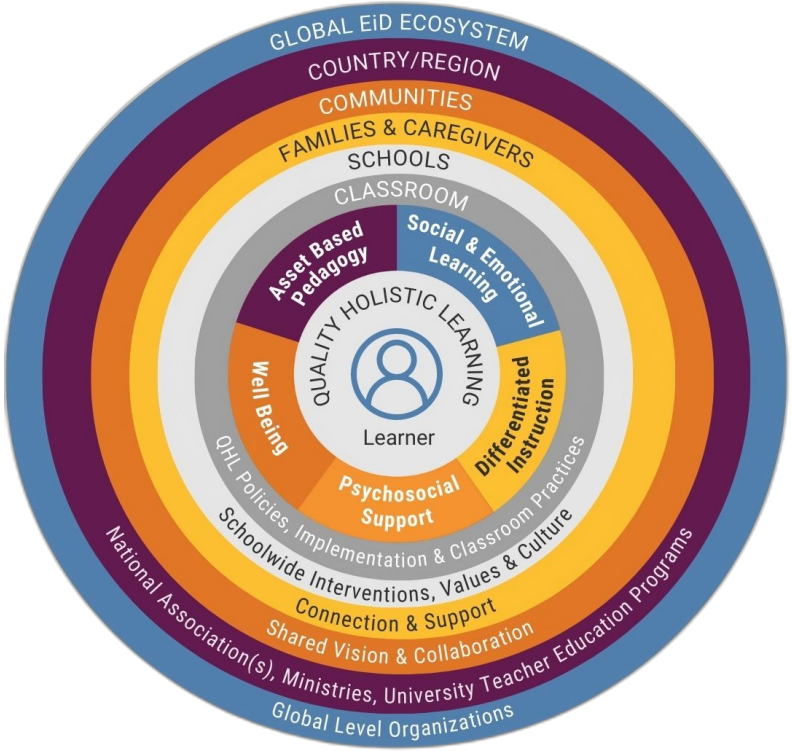
CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Main Takeaway: Comprehensive Solutions are needed!

Sustainable and scalable access to digital TPD requires comprehensive solutions that:

- take into account the great complexity of the contexts
- make use of resources embedded across the entire Education ecosystem



CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Who is our audience?

This report aims to guide collective TPD efforts at local, national, and global levels.

EiE Practitioners and Teacher Supporters

who

- aim to support virtually or in blended and connected formats educators in low-resource and displacement contexts
- face technical and organisational challenges reaching *every* teacher or ensuring that *every* teacher in EiD settings has access to quality TPD

Funders, Decision-Makers, Program Designers

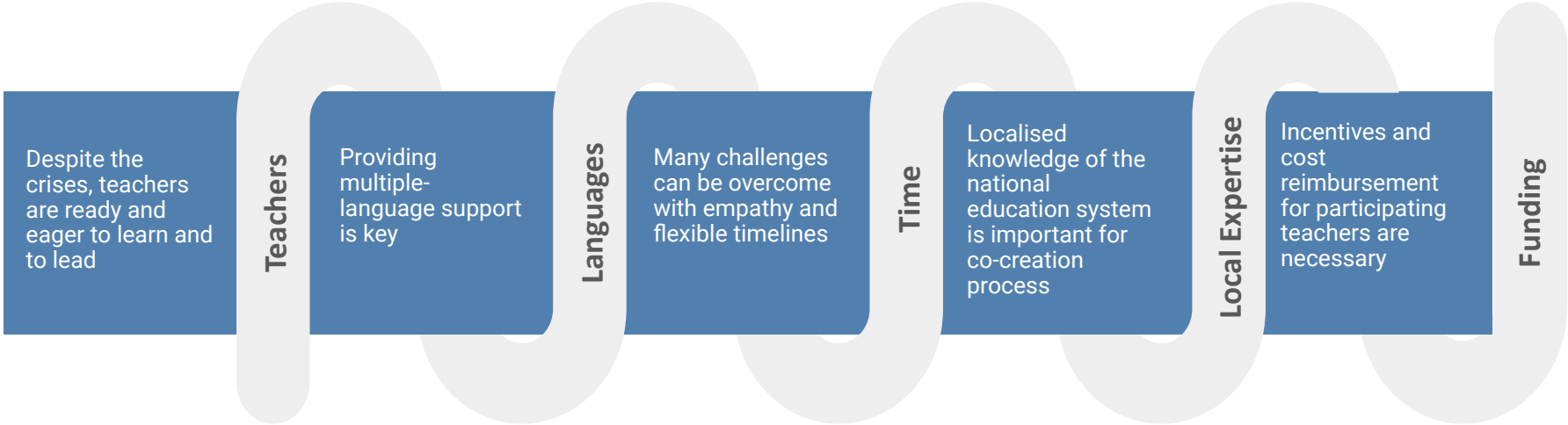
who

- need to identify the different aspects and dimensions of the ecosystem
- aim to support the design of effective and equitable opportunities for teachers despite their locations, connectivity status, or ICT skills.

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Main Lessons Learned from our Project



More Lessons are in the report...

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

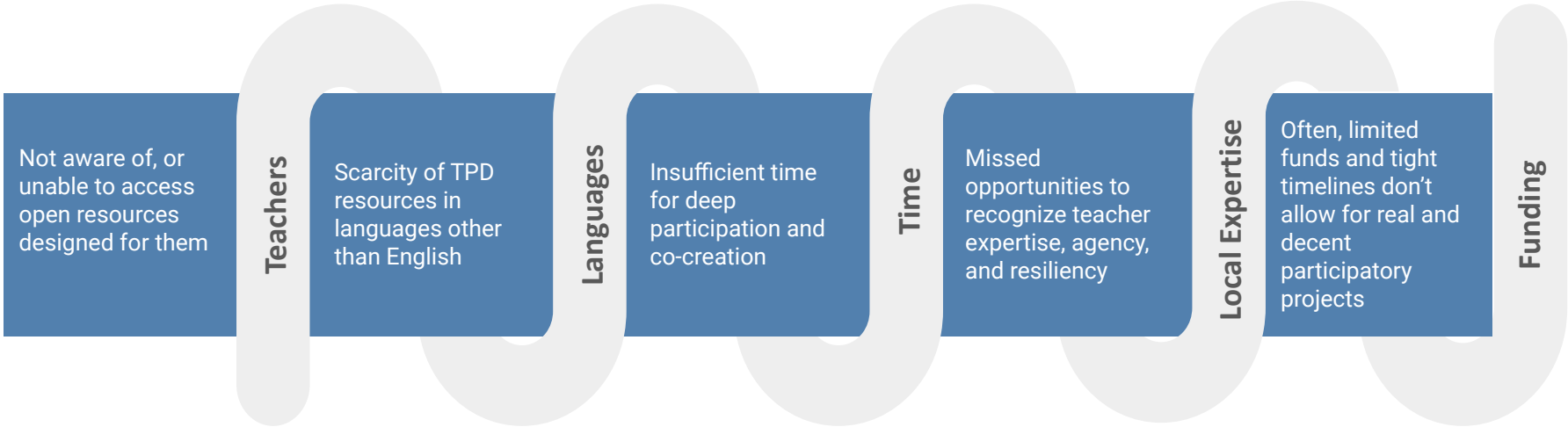
Challenges & Opportunities

Facing Digital Teacher Professional Development

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Global Challenges

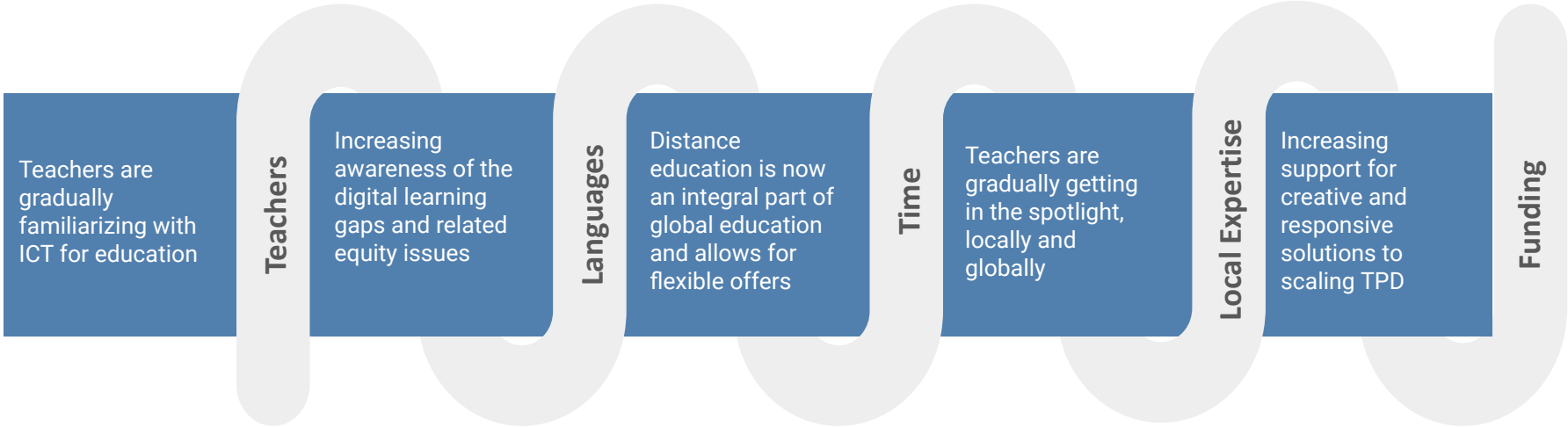


More challenges are in the report…

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Global Opportunities



CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Challenges and Opportunities in Niger!

Mrs. Hadizatou Amou Ali, An English teacher in Niamey-Niger

Barriers to Digital TPD uptake	Created Opportunities
• Limited digital literacy • Financial constraints • No awareness of OERs • Limited institutional support for TPD	• The created materials respond to urging local needs • The global QHL community is empowering • Stipends help covering high connectivity fees

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Recommendations

for accessible, equitable and quality digital TPD programs

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Design Considerations for Digital TPD

Research suggests that TPD programmes for in-service teachers are most effective when they are continuous and sustained over time, participatory, school-based, and collaborative

Flexibility is important to respond to the needs and the challenges in low-resource and in displacement contexts

A blended design using technologies adapted for online and offline uses is a way to guarantee social learning, and sustained digital TPD

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Our Team Recommendations

Mrs. Jihan Sondos, South Lebanon

Need assessment in inception phase

- Educators needs
- Learners and students needs
- Local and national contexts and specific needs

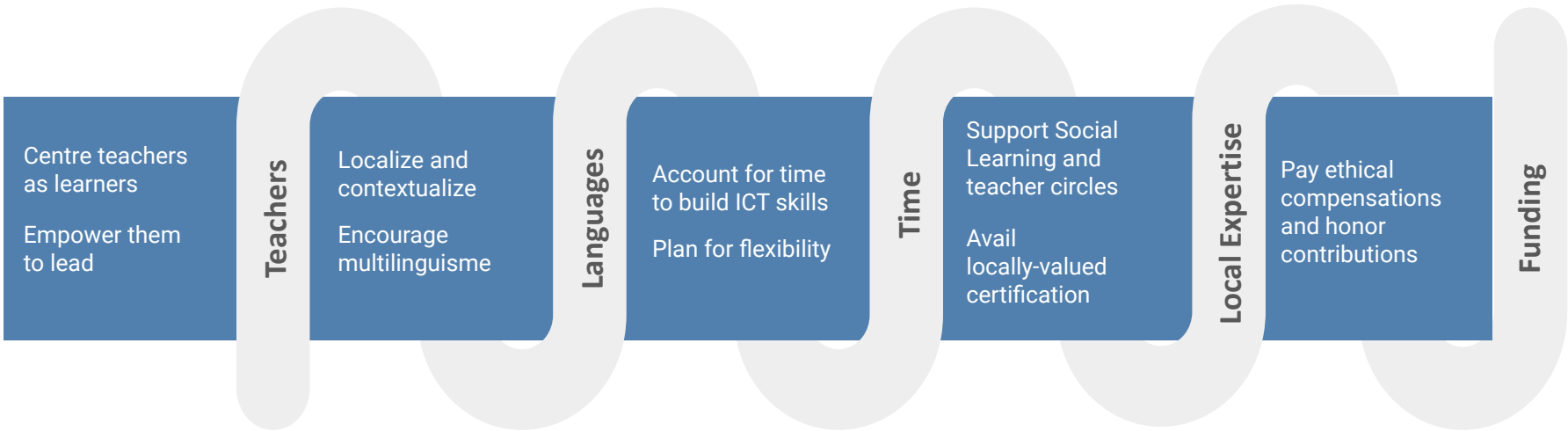
Collect and use feedback at the end

- Applicability of the TPD material
- Challenges faced by the trainee teachers
- Suggestions to improve the TPD

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Global Recommendations



More is in the report…

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Thank you!

Q&A

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International

Thank you for your participation!

Send your questions and remarks to
qhl.support@ceinternational1892.org

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

CENTER FOR PROFESSIONAL LEARNING

Childhood Education International