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:

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Julie Kasper, Project Lead
Hadizatou Amou Ali, Senior Teacher fellow
Jihan Sondos, Senior Teacher fellow
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
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)
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/
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*
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**
Diverse OER formats

Check [https://ceinternational1892.org/oers](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.
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
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
Who is our audience?

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

<table>
<thead>
<tr>
<th>EiE Practitioners and Teacher Supporters</th>
<th>Funders, Decision-Makers, Program Designers</th>
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<tbody>
<tr>
<td><strong>who</strong></td>
<td><strong>who</strong></td>
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<tr>
<td>● aim to support virtually or in blended and connected formats educators in low-resource and displacement contexts</td>
<td>● need to identify the different aspects and dimensions of the ecosystem</td>
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<td>● face technical and organisational challenges reaching every teacher or ensuring that every teacher in EiD settings has access to quality TPD</td>
<td>● aim to support the design of effective and equitable opportunities for teachers despite their locations, connectivity status, or ICT skills.</td>
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Main Lessons Learned from our Project

Despite the crises, teachers are ready and eager to learn and to lead.

Providing multiple-language support is key.

Many challenges can be overcome with empathy and flexible timelines.

Localised knowledge of the national education system is important for co-creation process.

Incentives and cost reimbursement for participating teachers are necessary.

Languages

Teachers

Time

Local Expertise

Funding

More Lessons are in the report...
Challenges & Opportunities
Facing Digital Teacher Professional Development
Global Challenges

- **Teachers**: Not aware of, or unable to access open resources designed for them.
- **Languages**: Scarcity of TPD resources in languages other than English.
- **Time**: Insufficient time for deep participation and co-creation.
- **Local Expertise**: Missed opportunities to recognize teacher expertise, agency, and resiliency.
- **Funding**: Often, limited funds and tight timelines don't allow for real and decent participatory projects.

More challenges are in the report...
Global Opportunities

Teachers are gradually familiarizing with ICT for education.

Increasing awareness of the digital learning gaps and related equity issues.

Distance education is now an integral part of global education and allows for flexible offers.

Teachers are gradually getting in the spotlight, locally and globally.

Increasing support for creative and responsive solutions to scaling TPD.

Languages

Time

Local Expertise

Funding

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Teachers

Languages

Distance education is now an integral part of global education and allows for flexible offers.

Time

Teachers are gradually getting in the spotlight, locally and globally.

Local Expertise

Increasing support for creative and responsive solutions to scaling TPD.

Funding
Challenges and Opportunities in Niger!

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

<table>
<thead>
<tr>
<th>Barriers to Digital TPD uptake</th>
<th>Created Opportunities</th>
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<tr>
<td>● Limited digital literacy</td>
<td>● The created materials respond to urging local needs</td>
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<tr>
<td>● Financial constraints</td>
<td>● The global QHL community is empowering</td>
</tr>
<tr>
<td>● No awareness of OERs</td>
<td>● Stipends help covering high connectivity fees</td>
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<tr>
<td>● Limited institutional support for TPD</td>
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Recommendations
for accessible, equitable and quality digital TPD programs
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.
### Our Team Recommendations

**Mrs. Jihan Sondos, South Lebanon**

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<th>Need assessment in inception phase</th>
<th>Collect and use feedback at the end</th>
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<tr>
<td>● Educators needs</td>
<td>● Applicability of the TPD material</td>
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<tr>
<td>● Learners and students needs</td>
<td>● Challenges faced by the trainee teachers</td>
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<tr>
<td>● Local and national contexts and specific needs</td>
<td>● Suggestions to improve the TPD</td>
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Global Recommendations

Centre teachers as learners
Empower them to lead

Localize and contextualize
Encourage multilinguisme

Account for time to build ICT skills
Plan for flexibility

Support Social Learning and teacher circles
Avail locally-valued certification

Pay ethical compensations and honor contributions

More is in the report...
Thank you!

Q&A
Thank you for your participation!

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