

Introduction to Asset Based Pedagogies in Education in Displacement Contexts

Quality holistic learning for refugees and displaced children



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Today's Agenda

- Warm-up activities
- Training objectives
- Introduction of key concepts
- Implementation and challenges
- Assessment of implementation
- Closing reflections



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Today's Learning Objectives



At the end of this workshop, you will be able to:

- Define the term asset based pedagogy
- Describe what asset based pedagogies are in displacement contexts
- Explain why asset based pedagogies are important
- Identify ways asset based pedagogies can be applied in the classroom
- Examine how to apply asset based pedagogies in a specific context
- Utilize a self-reflection tool and a tool for evaluating student learning



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Introductory Activity



Teacher's Powers Bingo

is a teacher/educator	teaches refugees in displacement contexts	comes from a multicultural background
familiar with displacement settings	wants to improve oneself	knows what asset-based pedagogy is
loves Professional Development	has a degree in elementary education	has a degree in secondary education



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Activity 1: Let's Build a Pyramid



In your groups,
use the balloons and tape to make a pyramid.
You have 3 minutes to do this.



Reflect on the following:

- How did you feel while doing the exercise?
- What could have helped your group to do better?
- What ways does this exercise relate to your work or role?



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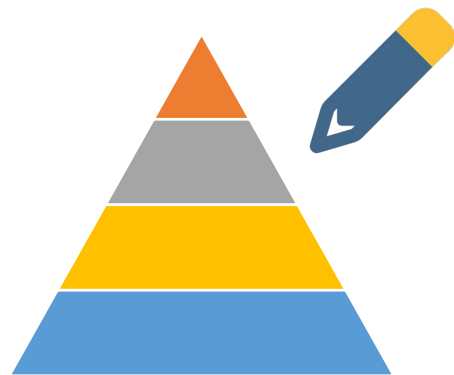
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Activity 1: Let's Build a Pyramid

In your groups, use the terms to build a pyramid. The order of these terms should reflect their importance to you with the most important term at the top of the pyramid.

You have 3 minutes to do the activity.

soft skills
technical skills
teaching techniques
creativity



Reflect on the following:

1. How did you feel while doing the exercise?
2. What could have helped you do better?
3. What ways does this exercise relate to your work or role?



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Purpose & Background

Workshop Context



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Why is this workshop important?



This workshop fits within most national education and training strategies, in particular, it:

Encourages educators to consider their traits, abilities, values, or positions that they consider to be significant.

Encourages educators to think of themselves and others (including their students) in ways that go beyond a threatened identity by interacting with their context as competent professionals. *

Supports educators in utilizing workshop materials and methods to solve current societal issues (overcome challenges imposed on them by their context).

Encourages educators to put what they've learned into practice and to think about how their life experiences and the information they've acquired will fit into their work supporting students' academic growth and wellbeing.



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Workshop Goals



Improve the quality of teaching for in-service teachers (chalk in hand) by allowing them to

- understand the importance of **Asset-based Pedagogies (ABP)** and the use of students' own assets for children's learning in emergency situations which promotes well-being
- establish simple practices to promote an environment conducive to learning that promotes student-centered learning environments and accounts for students assets such as language practices and cultural practices
- discover **Asset-based pedagogies (ABP) practices**, but also and above all:
- integrate asset-based pedagogy activities and practices into lesson plans to ensure **quality holistic learning**

The Quality Holistic Learning (QHL) Project Page:

<https://clip.careyinstitute.org/2021/03/10/refugee-educator-workforce-development-project-for-quality-holistic-learning-qhl/>



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Key Terminology

Introduction

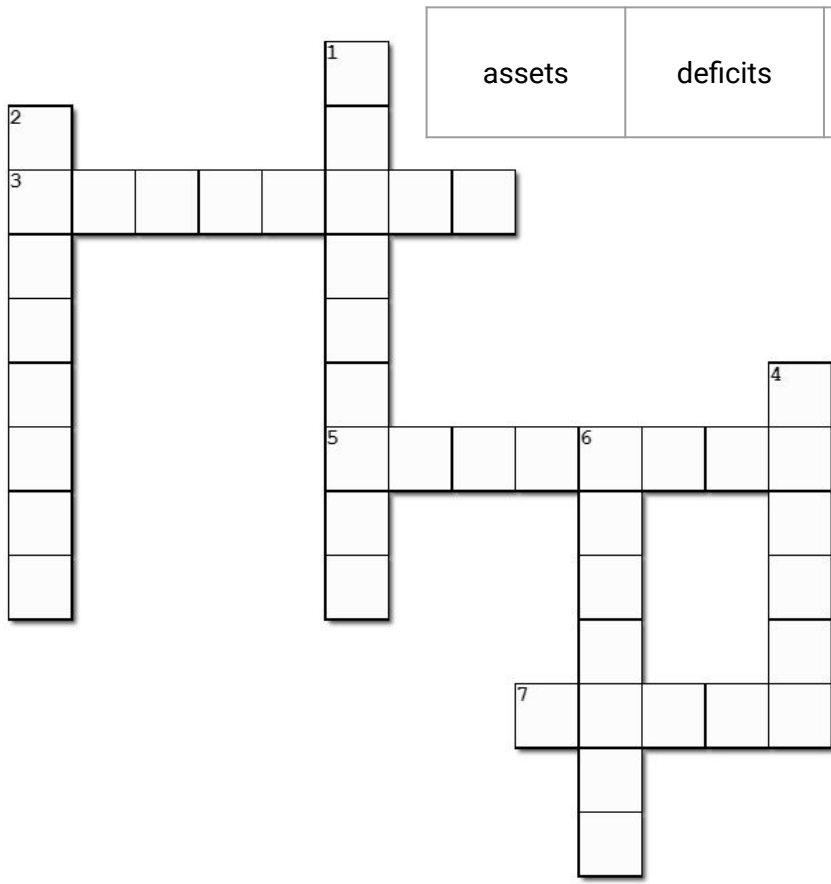


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Crossword Puzzle



assets	deficits	funds	knowledge	culture	pedagogy	approach
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Across

- 3. the method and practice of teaching
- 5. the amount by which something is too small/deficiency
- 7. a sum of something saved or made available for a particular purpose.

Down

- 1. skills, facts, and awareness towards a situation
- 2. a way of dealing with a situation or problem
- 4. a useful or valuable thing, trait, or person
- 6. the ideas, customs, and social behaviour of a particular people or society



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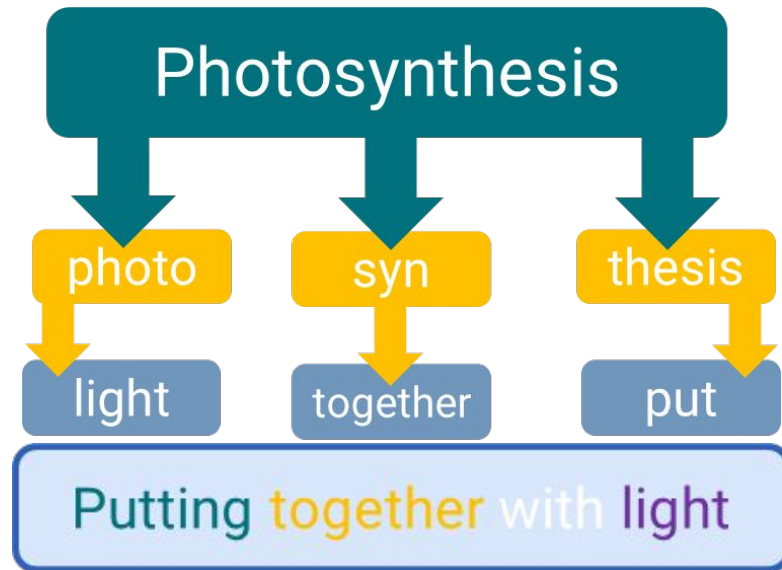
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What do the following terms mean to you?



In groups, adopt the approach modeled on the right to define the following terms:

- Asset-based approach
- Asset based pedagogies
- Deficit-based approach
- Funds of Knowledge



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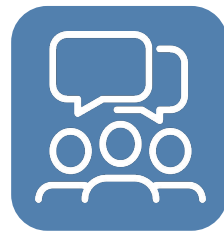
Deficit Based Approach vs. Asset Based Approach

After defining these terms, sort the below list into the table based on the definitions.

reactive	dependent relationships	proactive	focuses on past successes	focuses on past failures	independent relationships
Deficit-Based which words define a deficit-based approach			Asset-Based which words define an asset-based approach		



Discuss team responses



Why did you place the terms how you did?

How does your placement relate to the definitions?

What?

What was the term?

Where?

Where does it fit in the table?

Why?

Why does it go hand in hand with the definition?



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Deficit vs. Asset Based Approaches

Table 1. Deficits versus strength-based approaches

Adapted from Kretzmann & McKnight, 1993 & Gerstein, J. n.d.

A COMPARISON BETWEEN DEFICIT & STRENGTH-BASED THINKING

DEFICITS BASED	STRENGTH BASED
Focuses on what is missing	Focuses on what is working
Focuses on an imposed standard and deficits	Focuses on existing capacity and resources
Views community members as having things done to them	Views community members as valuable contributors
Minimizes community resources	Maximizes and recycles
Reactive	Proactive
Sees community as in need of external experts	Sees community as expert
Dependent relationships	Independent relationships
Highlight past failures	Highlight past successes



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Asset Based Pedagogy: Definitions and Types



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What is Asset Based Pedagogy (ABP)?

Asset Based Pedagogy is defined as the abilities that students offer to the learning community. It is a direct rebuttal to the deficit-based educational approaches of the past. Today's educators must see student diversity as a strength rather than weaknesses if they are to ensure fairness for a student body that is becoming more and more varied.



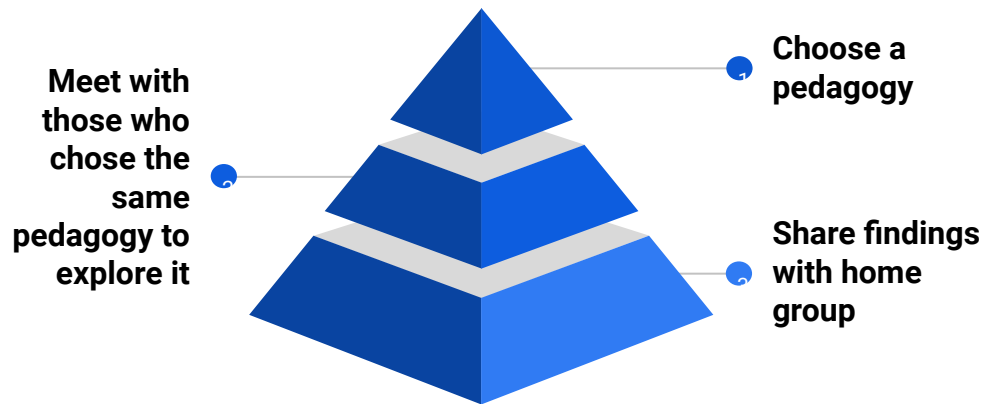
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For Further Exploration

- Constructivist pedagogy
- Dual language and translanguaging pedagogy
- Culturally responsive pedagogy
- Culturally sustaining pedagogy
- Decolonial pedagogy
- Play-based pedagogy
- Place-based pedagogy



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What does ABP support?



Students may integrate new knowledge with past knowledge in a way that is meaningful and personally relevant to them.



Asset-based pedagogies make use of learners' strengths to boost their confidence, which in turn motivates them to take risks and pursue challenges that are essential for better accomplishment.



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Asset Based Pedagogies in Displacement Settings

Examples & Reflections from Quality Holistic Learning Project Teacher Fellows



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Why should we use Asset Based Pedagogy?

"We ask each student to pay for the English book that serves as a handout for the readings and as the source of some exercises during the class. However, due to some parents' financial situation, ***some cannot afford it (the school cannot afford it either because of the lack of teaching resources)***. So, I was wondering how to **help the students who did not have books to give them an equal chance as the other students**. Therefore, I talked to the whole class about this issue. **The class prefect asked me to let him discuss with his mates and get back to me later**. I was surprised to hear from the class prefect that they solved the issue and that I will be able to start my reading class very soon with everyone using his/her English book. They were at that time first-year students (**11 to 12 years old**), but they **already had a grand sense of relationships**. They told me that they went through all their relations: elder brothers, sisters, cousins, friends... to collect their (first-year class) old books that are still usable for the sake of their classmates who did not have books. Almost everyone was given a book, and **it helped us improve not only our teaching and learning condition**, but also and mainly, our **social considerations**."

Hadizatou Amou Ali, QHL Senior Project Fellow in Niger



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Reflections



"The story illustrates that teachers and students can collaborate to think creatively about how to handle challenging situations. By engaging in this group problem-solving, students resolved a real life issue, helping to prepare them to make real life decisions. Furthermore, students who display leadership qualities as assets can be empowered to make important decisions that improve the well-being of their peers and the health of their classroom."



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Why should we use Asset Based Pedagogy?

"I came across play-based pedagogies. I worked on it with ECE and UNICEF, targeting students aged 5 – 6 years. **During playing, singing and dancing** on the melodies of educational songs, children **gained knowledge and skills** in a fun and interesting way. Also, this **helped the students build social skills and relationships** with their friends and teachers through sharing toys, playing games, singing songs and dancing. **"Play-based pedagogies"** let the students explore the world, as well as develop their imagination and creativity.

Once they had an extra exercise to solve as their assignment, or even resolve the exercise we did in class, most did it **in groups** especially those that live in the same refugee camp or buildings. They used to happily decide on that in class. Later, in the second session, they tended to **share their work and tell me about the difficulties they faced or even the ridiculous things that they came across during their preparations**. These include: my friend was late, we left the work until the afternoon as we were busy playing games, my big sister helped us, I solved it alone, group work with close friends is supportive. These types of projects can **make studying more efficient and more fun**. Simultaneously, **these projects target the parents**, too, so that they can become familiar with their children's work and abilities and maybe give them some responsibility to help. In addition to that, and taking into consideration that most parents are not educated or have reached low levels in education, parents feel glad as they tell me that their children love science periods and that their children tell them scientific information ... So, I had to answer parents' questions, too."



Reflections



"We see here how play-based pedagogies crystalize learning. Retention of material is higher and students do not forget what they learn as easily when we apply asset-based pedagogies. Relationships with peers and family improve through close collaboration and learners develop their communication skills as they discuss and struggle to express themselves effectively. Finally, the learner has a greater sense of fulfilment, which is the essence of holistic learning, the formation of well-balanced, socially-adjusted individuals."



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Why should we use Asset Based Pedagogy?

“Ruth Tamirat (not her real name) is a **13-year-old Eritrean refugee** girl in our school. I interviewed Ruth at her admission to establish her literacy and numeracy competencies so that I could place her in the appropriate grade. She was very withdrawn and looked unsettled. I placed her in grade 4 although her age mates were in grade 8. **She couldn't speak Kiswahili**, the lingua franca, and spoke **only a smattering of English**. We had just started our quality Holistic Learning project, and I thought Ruth Tamirat could be my case. I made deliberate efforts to reach out to Ruth by **visiting her class often and asking her how she was faring on**. I also let her class teacher, Madame R., know that the **girl needed to be involved in active, participatory and fun activities to make her relax in the environment**. I would go and chat with her about her life in Eritrea and she would tell me of how **her dad had to flee from the conflict area, leaving for Kenya and then sending for the family to join him here. According to Ruth, their destination is Canada one day.**

I kept on affirming to her that she will go far. What I discovered with **Ruth is that her confidence kept growing**. Her highest point came this year when I **encouraged her to join the school cultural dancing troupe** that participated in the Kenya Music Festival. **Ruth easily became everyone's favourite...dancing to the beats of a Turkana traditional dance, which is not even her own, won her accolades**. She went to the national level competition and she came back as the school heroine. **Her academic work is way above expectation and she now looks confident and happy.**”

William Kiarie Muchugia, QHL Senior Project Fellow in Kenya



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Reflections



"The educator consistently supported Ruth with words of encouragement. When he discovered that Ruth enjoyed and connected with the school through dance, he supported that hobby as well. Dancing is something that gives Ruth confidence in an environment that may have originally not felt like a familiar one."



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Group Discussion (*15 minutes*)



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My Context, Your Context

Can you think of an example of asset based pedagogies or methods in your context?

Let's think about:

- The people in the example
- Their backgrounds
- Their assets
- Their expectations
- Your expectations and goals



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Mental break!



Try this for yourself!

A small activity at the start of class or to transition from one activity to another during class.

Instructions :

1. Stand up and shake and release your arms.
2. Rub your hands vigorously for a minute.
3. Sit down.
4. Share with colleagues how you are feeling.



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Mapping your Assets

How does asset-based pedagogy apply to us?



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Types of Assets

Personal Assets:

- Encourage students to think about the skills, values, roles or characteristics that they view as useful or important.
- Encourage students to think of themselves and their role(s) in the activity, course, or community in ways that strengthen their identity.
- Incorporate student interests in activity or course
- Allow students to think about how their experiences and knowledge gained in the course can help them in the future, whether in university or in their careers.
- Allow students to apply their learning to real-life situations or hands-on situations.
- Incorporate testimonials from diverse professionals or college graduates that highlight how to overcome obstacles and achieve educational or career goals.

Community Assets:

- Involve students' peers and/or local community in students' learning.
- Introduce students to new community members who hold expertise, knowledge and experience in the activity or field of study.
- Give students the opportunity to apply activity or course concepts to relevant problems within the community.
- Utilize the students' community to develop strategies for solving real-life problems.

Personalization:

- Get to know students, their individual perspectives, skills, experiences, and ideas.
- Ask students to complete a survey that asks about their prior personal, educational and life experiences relevant to the activity or course.
- Incorporate learning spaces that are driven by student voices (special forum using videos, pictures, text)
- Provide several options and avenues for students to reflect on the course and give you feedback on the methods and strategies used in the course.
- Encourage students to take ownership of their learning; give them the opportunity to lead activities, choose topics of conversation/discussion, etc.

Cultural Diversity and Differences:

- Communicate that racial/ethnic, cultural, gender, age, social class, and other kinds of human difference are important and valued.
- Include material that demonstrates the contributions of diverse individuals as well as material authored by people of diverse backgrounds.
- Model openness to the new ideas and questions your students bring into the course. Help students understand that knowledge is often produced through conversation and collaboration among disparate points of view.
- Consider your own biases when preparing activity or course materials & interacting with students.
- Solicit different points of view that relate to students' diverse backgrounds.
- Use examples encompassing different perspectives, races, ethnicities, sexual orientations, age groups, religions and abilities to make the students feel more comfortable and validated.



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Asset Map



Consider these terms:

Talents &
interests

Languages

Education
(Knowledge &
skills)

Relationships and
connections (including
colleagues, mentors,
community leaders...)

Memberships
(groups,
communities...)

Policies

Technologies

Experiences

Curricular
resources

Learning spaces
(schools,
centers,
universities...)



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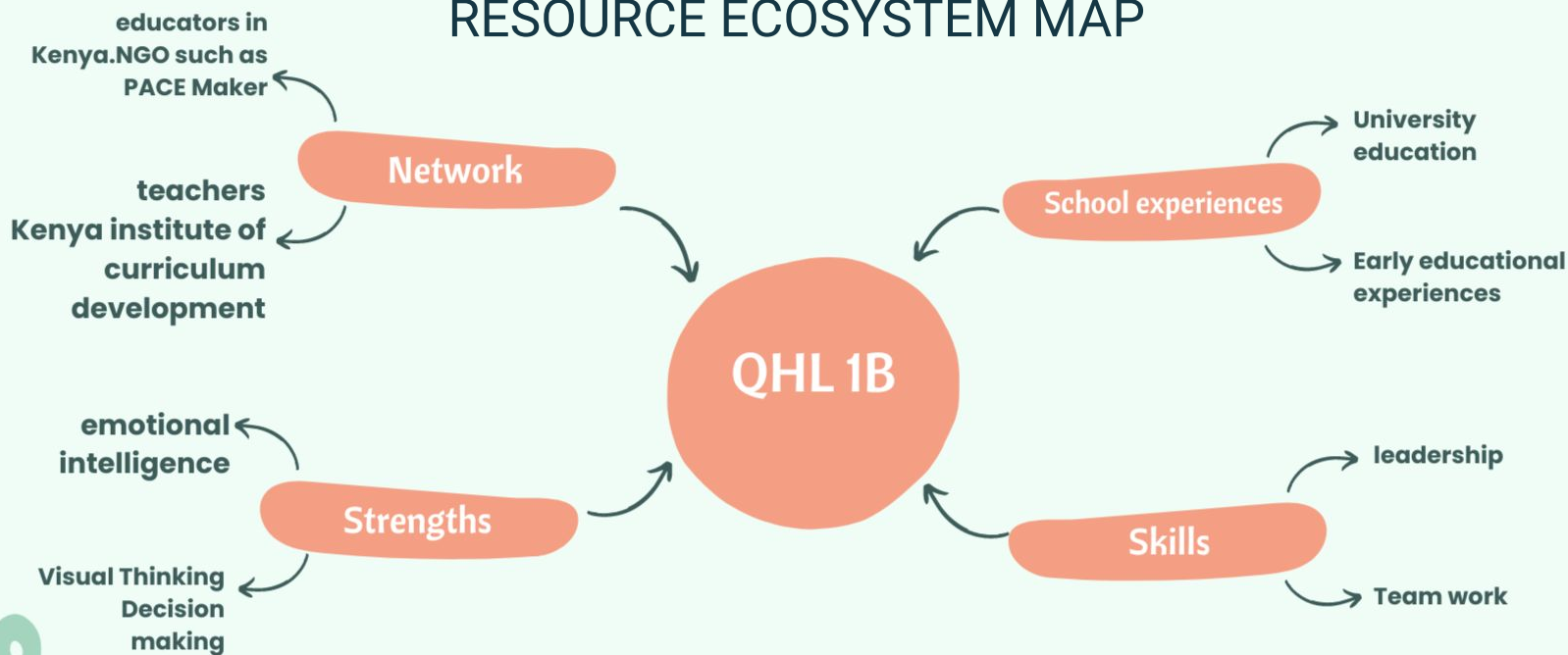
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Asset Map (1)

Look at these two examples for inspiration



RESOURCE ECOSYSTEM MAP



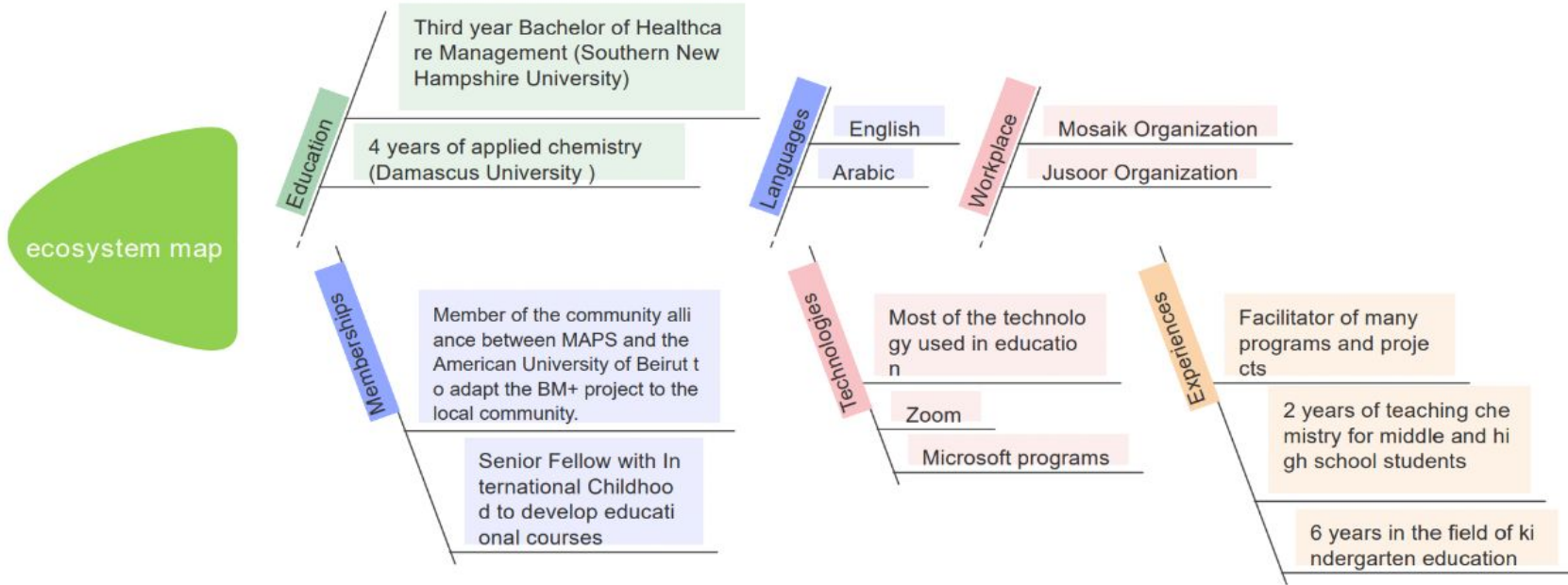
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Asset Map (2)

Look at these two examples for inspiration



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Asset Based Pedagogies in Classrooms

Classroom activities and lesson plans



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Funds of Knowledge

Consider this scenario...again let's put the chef hat on:

One day, you want to cook the meal of the day. You don't know what to cook as you know that the restaurant's visitors come from different backgrounds. Some are from the Middle East, some from Africa, and some from Latin America. You do have assistant chefs from these areas. So, you decide to ask their advice. The Middle Eastern chef says: "Our cuisine is varied with lots of vegetable-based dishes. It has lots of spices and herbs." The African chef says, "Our cuisine is the same with vegetables and meat." The Latin chef says, "Our cuisine is mostly corn-based." Still indecisive, you check the stockroom to find: corn, spices, meat, and herbs as well as fish and potatoes.

Which will you choose to cook your meal and why?



Funds of Knowledge

01	Who?	All students in the classroom. Accounting for their cultural backgrounds, parents, and communities they live in.
02	What?	Their experiences, knowledge, and assets that a child has within their home and community.
03	Where?	Inside and outside the classroom and especially at home and their community.
04	When?	This is an iterative cycle throughout the year
05	Why?	To be able to create lessons, activities, and assessments that cater for the students' needs

Source: The INEE Training Module on PSS-SEL



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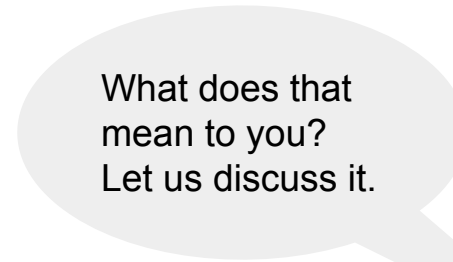
ABP Activities and Lesson Plans

Let's imagine that each one of you is a chef. You all are using the same cookbook to prepare some delicious meals.

However, each one of you owns a restaurant. These restaurants have their own special visitors.

Would you all be using the same recipes?

What would you be taking into account to prepare the meals?



**Identify the
cuisine and
recipes**

03

**Learn the
recipes and the
customers'
tastes**

01

02

**Make the
dishes and
serve the
customers**

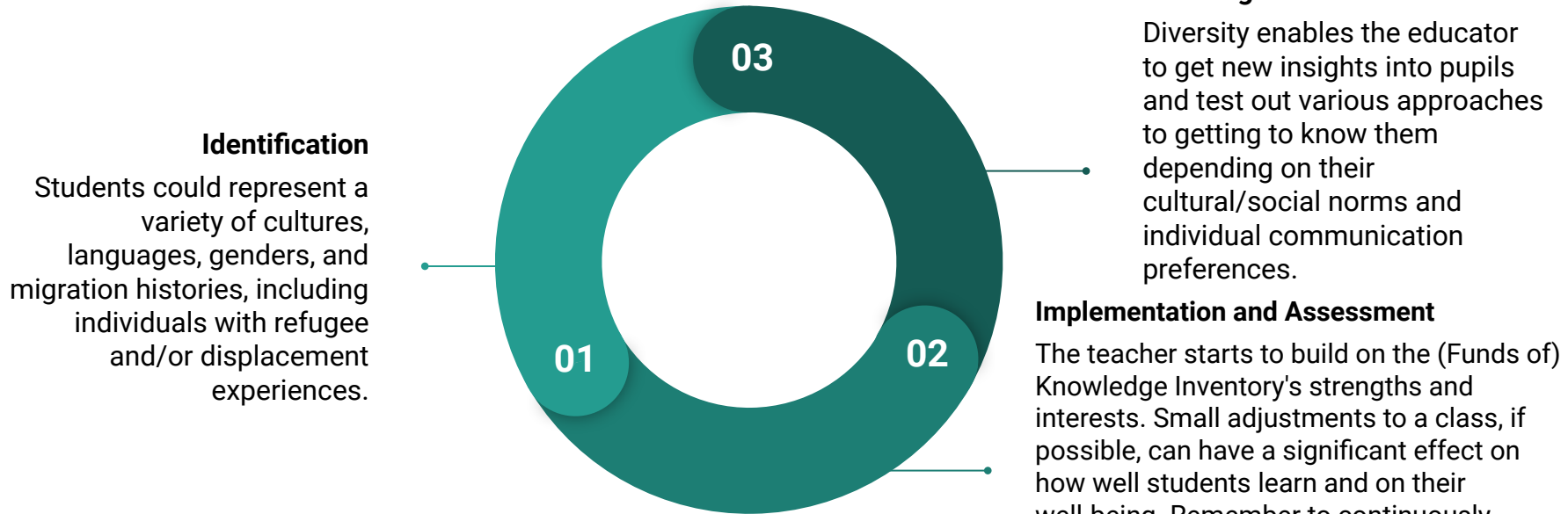


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Discussion: What are the key components of Asset Based Pedagogy (ABP) in your local context?



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Activity: Health and Resources



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Lesson Plan: Biology Lesson Plan



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Mental Break



“Snowball” Fight!:

For this activity, follow the following steps:

1. Get a piece of white paper and express an asset you have. This could be through a drawing/ writing or any other expression.
2. Crumple the paper into a ball (snowball).
3. Stand up, and throw the balls around for 30 seconds. Then STOP!
4. Pick up the paper closest one to you, then take turns guessing to whom the paper belongs.



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Overcoming Challenges and Reflections

Classroom activities and lesson plans



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Challenges in Implementation



Can you predict the challenges of implementing ABP in classes using a similar manner to that used in the chef scenario?

- Getting to know the students individually
- Struggles of learning another language
- Overcrowded classes
- Cultural and home differences
- Lack of time/scheduling constraints
- Resistance to newness



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Group Activity: Propose a solution to the challenges



Struggles of learning
another language

Overcrowded classes

Cultural and home
differences

Lack of time/scheduling
constraints

Resistance to newness



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Assessing Implementation

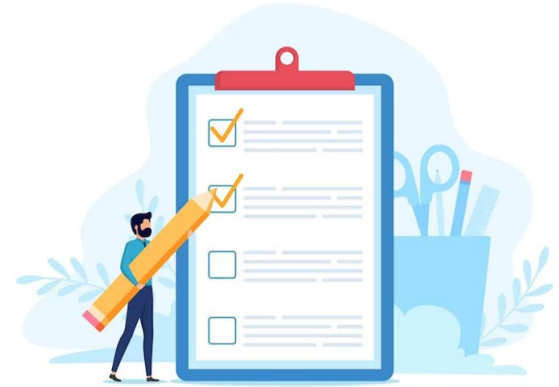
It is not only important to implement, but to do so fruitfully. How can you check for that?



**Student Asset
Development
Questionnaire**



Peer-to-peer sharing activity



Suggestion Box or Exit Ticket

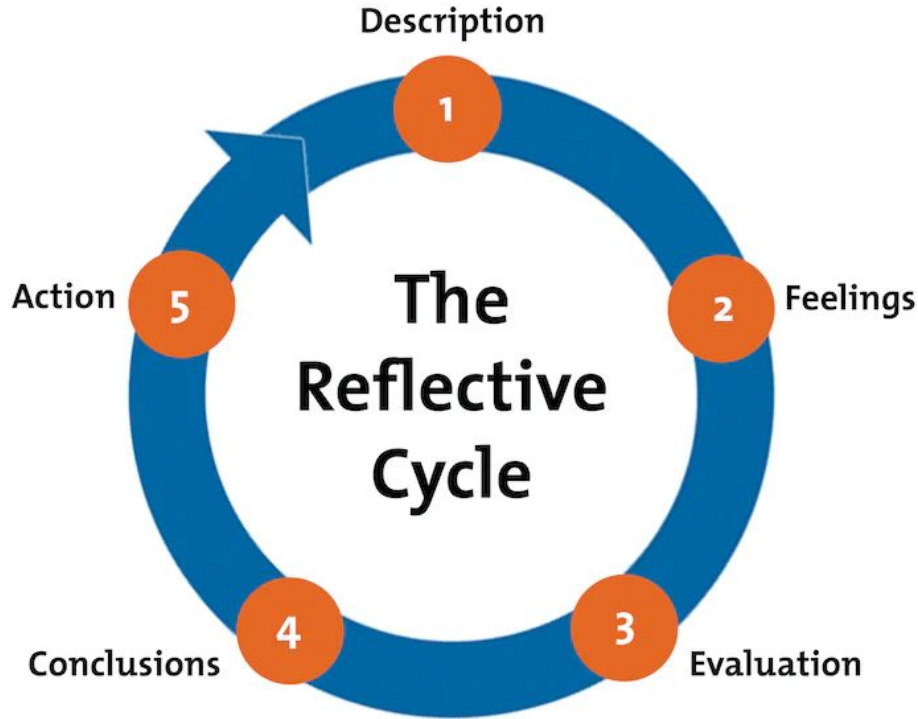


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Self-reflection and Student Learning Evaluation



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Student Reflection Tool



I am_____ and I am a_____.

My asset(s) is/are_____.

And I want to use them
to_____.

I want to learn more
about myself with
respect
to_____
_____.

I want to learn more
about others with
respect
to_____
_____.

I appreciate
_____in others,
but I don't know
much
about_____.



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Teacher Reflection Tool



Assets of Teacher:

Assets of students:

Common assets:

Mission: _____

Vision: _____

Roadmap :



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Mental break!



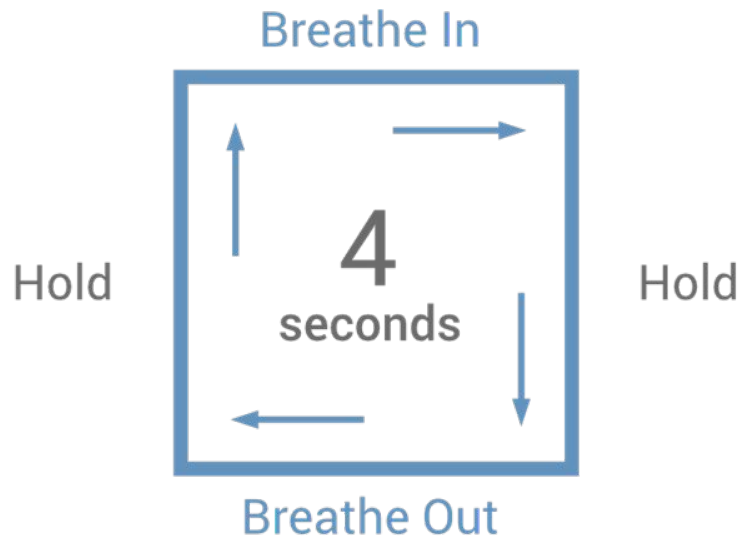
"Square" breathing:

I will accompany you, counting for you,

1. Sit or stand in a comfortable position.
2. Inhale through your nose for four seconds.
3. Hold your breath for 4 seconds.
4. Exhale through the mouth for four seconds.
5. Keep the lungs empty for 4 seconds.

Repeat four times.

Share how you feel after the fourth breath.



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Conclusion

Review of Key Points



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Review of Concepts Introduced



GROUP WORK:

Explain each of the following terms and give an example.

- Asset based approach
- Asset based pedagogies
- Deficit-based approach
- Funds of Knowledge
- Culturally relevant pedagogy (CRP)



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Are our Learning Objectives achieved?

On a score of 1-10, how would you rate your mastery of today's objectives?

To what extent are you able to

1. identify the characteristics of ABP
2. identify the aspects ABP support
3. identify methods and assets in your context
4. describe the enabling environment for ABP

Do you have any suggestions for improvements?



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Thank you for your participation!

Send your questions and remarks to
clipmail@ceinternational1892.org



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