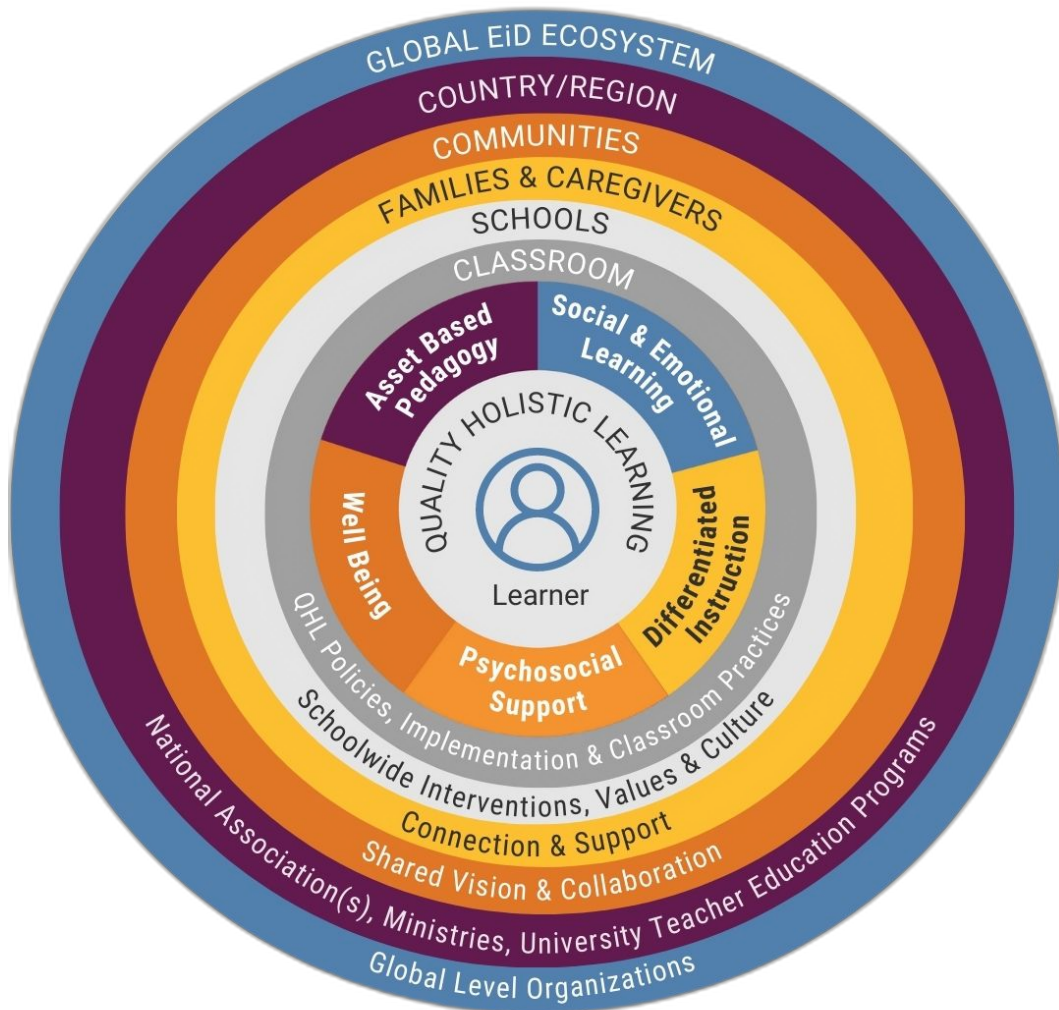


Quality Holistic Learning (QHL) Project
Introduction to Asset Based Pedagogies in
Displacement Contexts
Workshops Facilitation Guide



Childhood Education
International



CENTER FOR
PROFESSIONAL LEARNING



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Welcome facilitator!

We hope that this Facilitation Guide for the Introduction to Asset Based Pedagogies Workshops will be helpful to you as you work with your colleagues to understand the importance of asset based pedagogies in holistic education. Your workshop facilitation serves as not only a guide for learning, but also as an important element of support for teachers working in displacement settings, refugee camps, host countries, and other challenging contexts as they develop knowledge, strategies, and skills to implement asset based pedagogies within their daily classroom practice.

In this guide, you'll find prompts to support exploration of the content and application to the local context. You'll also find tips to support educators as they make space and time for professional learning within their busy and, often, stressful lives. Finally, we offer some advice regarding online, and/or other technological aspects, of this training.

We hope that as participants interact with you and with each other, a strong community of practice will develop, creating a knowledge-sharing and support network that educators can rely on in the months and years ahead.

Sincerely,

The Center for Professional Learning QHL Project Team



Acknowledgement

This manual is intended to support the delivery of one full day workshop on the topic of supporting Quality Holistic Learning in crisis contexts through the implementation of asset based pedagogical tools and activities and through sustaining safe and secure learning spaces.

The workshops are the result of the insightful contributions of a committed team of teachers and educators from Kenya, Lebanon, and Niger with help from CPL staff and consultants:

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- William Kiarie Muchugia, QHL Senior Project Fellow in Kenya ·
- Yanal Moussa, QHL Senior Project Fellow in Lebanon

Introduction to the Quality Holistic Learning Project

The [Quality Holistic Learning Project \(QHL\)](#), of which this face-to-face workshop is one element, aims to prepare educators to deliver high-quality lessons which support holistic learning for children and youths of diverse backgrounds (refugee, migrant, and/or citizen) within host country, displacement, and crisis contexts.

We define quality holistic learning as that which attends to:

- academic, cognitive, and identity development,
- social and emotional learning, and
- mental/psychosocial and physical well-being

and which delivers:

- positive schooling experiences,
- feelings of belonging and safety,
- growth and development, and
- equitable outcomes for all learners.

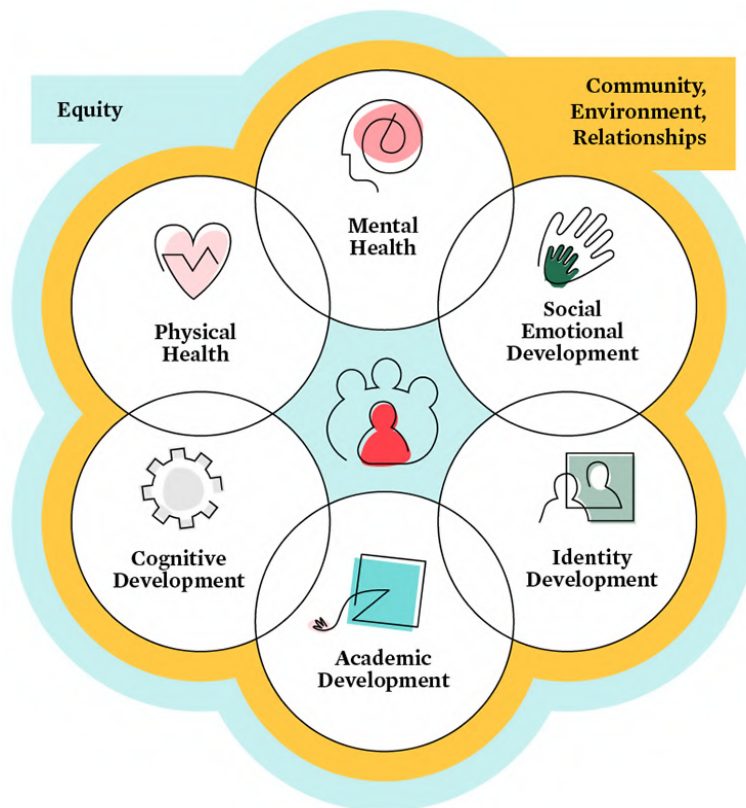


Illustration by Grady Fike, with the Chan Zuckerberg Initiative.

The QHL Project seeks to support the efforts of parents, educators, ministers, community and INGO partners, and other stakeholders in the work of educating all children in their communities, including those who have been displaced, forced to flee their home country, present different abilities than their peers, speak languages other than the dominant or official national language(s), and representing every gender, religion, and culture. Quality holistic learning will necessarily look different across contexts and although all QHL resources were created with educators of diverse backgrounds living in Lebanon, Kenya, and Niger, further contextualization may be necessary for use in your school, organization, nation, or region. Resources provided through this project should be adapted to meet local needs and align with regional and national priorities. This facilitation guide will provide some support in these contextualization and adaptation processes. We welcome your feedback and input as we continue to develop this guidance and support. We can also help with contextualization and/or facilitation as needed. Feel free to contact us on:

jkasper@ceinternational1892.org, avereshchagin@ceinternational1892.org, or qhlproject@ceinternational1892.org.



All QHL Project materials are Open Education Resources (OERs). As such, they are protected by the [attribution, non-commercial, share-alike international license agreement](#). Feel free to use these materials for non-commercial uses as you see fit. Please acknowledge the Center for Professional Learning at Childhood Education International in your work. Thank you for making good use of these resources and for sharing widely in your networks.

Pedagogical Models Influencing Workshop Design

The QHL Project team took a constructivist approach as they designed this workshop on differentiated instruction (DI). The team wanted to make sure the introduced concepts and practices were relevant to their peers in different contexts and applicable in those contexts. As a collaboration, the team shared and reflected on their experiences with DI, asked questions of themselves and of the existing theory and research, designed and tested ideas. The hope is that the workshop resources and activities will create opportunities for rich dialogue and meaningful reflection among the participants that will lead to new discoveries and a good understanding of how to identify and build upon the assets, or strengths, of every learner.

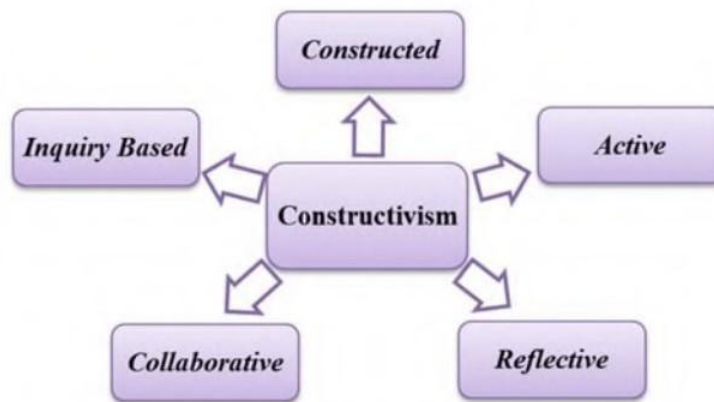
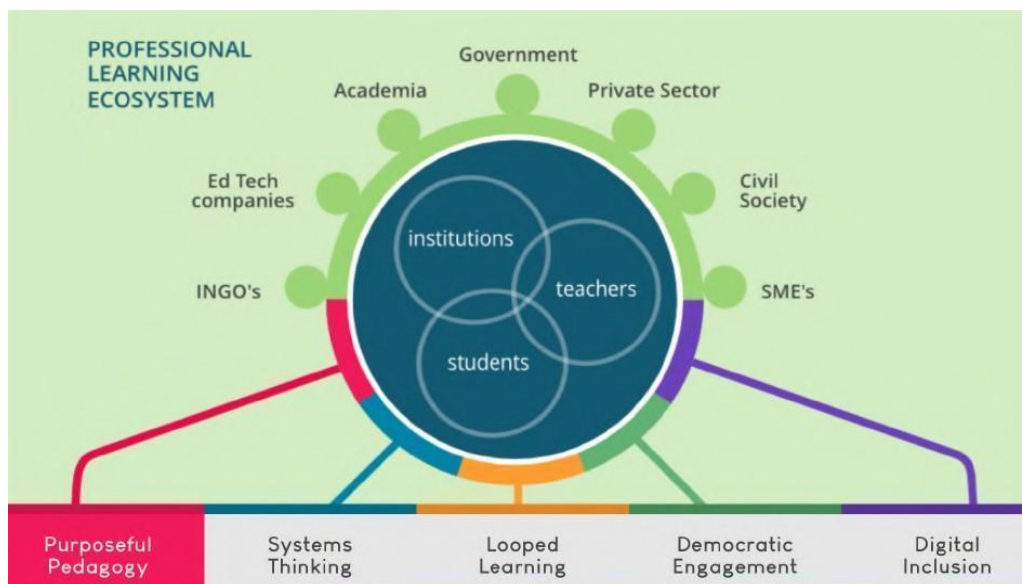


Fig 1: Learning in Constructivism

Figure from "Constructivism: A paradigm to revitalise teacher education" by Shipra Srivastava & Dr. Kiran Lata Dangwal, 2017. <https://www.allresearchjournal.com/archives/2017/vol3issue5/PartK/3-5-22-994.pdf>

The workshop design processes reflect the Sustainable Learning Framework created by Dr. Diana Woolis, former Director of the Center for Professional Learning, drawing in particular from the domains of purposeful pedagogy, looped learning, and democratic engagement. You can learn more about this framework at:

<https://ceinternational1892.org/cpl/sustainable-learning/> .



About this Training

The Introduction to Asset Based Pedagogies training is organized as **one** full-day face-to-face interactive workshop. The training builds on participants' own experiences and practices to intuitively introduce them to new concepts and simple methods they can apply in the classroom without the need of any specialized or costly material or resources.

Workshop Sequence:

1. Introduction and Warm-ups
2. Purpose and Background
3. Key Terminology
4. Asset Based Pedagogy: Definition and Types
5. Asset Based Pedagogies in Displacement Settings
6. Mapping your Assets
7. Asset Based Pedagogies in Classrooms
8. Overcoming Challenges and Reflections
9. Conclusion: Review of Key Points

The first part of the day is intended to get to know the participants and introduce the purpose of the training, which is availing asset based pedagogies in education in displacement settings. Then, the participants go through a series of self and group reflections to discover core concepts including: asset-based approach, asset based pedagogies, deficit-based approach, and Funds of Knowledge. Following this conceptual exploration, participants consider how asset based pedagogies might look in different contexts. In the latter part of the day, the workshop digs deeper into the various types of asset-based pedagogies and their uses, offering participants hands-on engagement and a chance to practice activities that participants can later adapt and utilize in their classes.

The training is designed mainly to accommodate teachers working in very low resourced areas. We offer activities that don't require any specific material nor induce costs to be implemented. We also provide links to other resources with more activities for enrichment and as resources or capacity allow.

General Guidance

This section of the facilitation guide is not resource specific, rather it provides general facilitation guidance notes. These guidance notes are written from a holistic learning perspective, attending to both the professional learning of educators and their wellbeing.

Two important starting points for facilitators!

(1) Familiarize yourself with the local context and the community of learners.

- What are their goals, needs, and assets?
- What do they already know about the topic or related to the topic? What would they most like to learn?
- What limitations exist regarding technologies, time, and otherwise?
- What are some of the structural constraints under which the participants are working at the moment? (i.e., pandemics or public health emergencies, remote learning; salary-freeze; social unrest or conflict; lack of Wi-Fi access; etc.)
- What are the larger school/program/national/organizational systems in which they are working and what are the goals and priorities of those systems?
- What are the positionalities of the participants to each other and to the larger context in which they are living and working? (i.e., do participants already know each other; are they citizens, refugees, displaced; do they have the right to work within the national system; are they differently abled; what are their cultural and linguistic identities; what are their levels of digital fluency; what assets do they bring to the workshop; etc.)

(2) Define your role as facilitator within each unique context. Is your role to:

- Advance national or organizational priorities and goals?
- Empower teacher leadership?
- Support peer-to-peer knowledge and resource sharing?
- Introduce new technologies and tools for learning?
- Help teachers identify patterns in data and make better data-informed decisions?
- Cultivate critical thinking and creativity around instructional design?
- Provoke discussion around issues of in/exclusion and in/equity in education systems and learning programs?
- Evaluate and assess materials?
- Measure and/or report learning outcomes?
- All of the above?
- Something else

Use this information, from steps 1 and 2, to guide your preparations for facilitation. Revisit your notes related to these questions throughout your facilitation to keep your learners, their context, and your role clear in your mind.

Training Overview

Training Global Objectives

The training aims to improve the quality of holistic teaching and learning in displacement and low resource contexts by supporting teachers to:

- understand the importance of Asset Based Pedagogies (ABP)
- identify ways asset based pedagogies can be applied in the classroom and ways to apply Asset Based Pedagogy in specific contexts
- develop safe environments for children's learning in emergency situations to promote well-being
- establish simple practices to create an environment conducive to learning

Learning Process

As mentioned earlier, the workshops follow a social constructivist approach. The slides don't simply provide theoretical knowledge, they rather build upon evidenced-based best practices and accompany the participants in a reflexive process which stems from their own experiences and practices to introduce new concepts and practices.

More specifically, most of the workshop activities start with an individual and/or a group reflection and are built around group discussions to help the participants suggest together answers to their questions and co-create definitions of concepts, etc. After such discussions, the facilitator and the participants work together to come up with definitions based on the participants' own thoughts and perceptions. At the end of each workshop, the participants are invited to reflect on their own learning during the day and to share their thoughts with the others and with the facilitator for further development and improvements. In short, critical thinking and reflective practices are central to these workshops.

Hence, your role as a facilitator is not to lecture the participants but to facilitate and accompany participants through the different workshop activities, encouraging the participants to contribute knowledge and experience, evaluate existing research, theory, and practice on AMP, and reflect on their understandings and practices. Setting a positive environment for constructive discussions is key to the achievement of the learning goals of the training, and this is part of your role as a facilitator.

Implementation Guidance

Training Resources

Below is the list of all the material that the project team provides you with for the workshops. Check that you have access to all the material below, and make sure to prepare printouts in sufficient numbers ahead of time.

Since we avail this material as an Open Educational Resource, you can edit and adapt the training to your local needs. In this case, the list below will help you plan for all the documents that you might need to update, notably printouts and PDF files. As per our Creative Commons license, please credit the Center for Professional Learning at Childhood Education International on your adapted materials and in training sessions or workshops.

Item	Users	Comments
Google Slides for projection	Facilitators	
Online Supportive Slides	Facilitators	
Supportive Material Booklet	Facilitators and Participants	
Facilitator's Notetaker	Facilitators	You can make use of handwritten notes and then report on the sheets.
Printed Activity Handouts	Participants	Make sure to have enough copies
Pedagogies Overview Handouts	Participants	Make sure to have enough copies
Science Lesson Plan	Participants	Make sure to have enough copies
Learning Activity: Health and Resources	Participants	Make sure to have enough copies
Case Studies	Participants	Make sure to have enough copies

Training Organization

Detailed facilitation guidance is provided on each slide where relevant or needed. Activity durations are also estimated but rely on your experience within your specific context and with your colleagues to have the most accurate estimations.

Following are a few notes that may help you, globally, when you are preparing for the training.

One Day Training:

The material is divided into the following parts:

1. Introduction and Warm-ups (20-25 minutes)
2. Purpose and Background (5-7 minutes)
3. Key Terminology (45-50 minutes)
4. Asset Based Pedagogy: Definition and Types (30-40 minutes)
5. Asset Based Pedagogies in Displacement Settings (40-45 minutes)
6. Mapping your Assets (40 minutes)
7. Asset Based Pedagogies in Classrooms (70 minutes)
8. Overcoming Challenges and Reflections (70 minutes)
9. Conclusion: Review of Key Points (15-20 minutes)

Total 6 - 7 hours

Note: This is a proposed timing that can be adjusted based on the needs of the participants. More time can be allocated by dividing the training into two days as the content is full of new ideas that could overwhelm participants. It may also make sense to break this up into 2-3 shorter sessions if they are being held in the evening after work or on consecutive weekend days. Below is a proposed way to break down the training sessions.

Overview of the Training:

Part	Objective	Duration	Purpose
1 to 4	<ul style="list-style-type: none"> - Define the term asset-based pedagogy - Describe what asset-based pedagogies are in displacement context 	2 hours	The main purpose of this part of the workshop is to surface what participants may already know about focal topics and to introduce the main concepts that will be further explored in the following workshops. Be sure to tell this to participants as they may be eager to learn more about a topic immediately and may be confused or frustrated with simple introductions, if they do not understand this will be followed by more in-depth discussions upcoming parts.
5	<ul style="list-style-type: none"> - Examine how to apply asset-based pedagogies in a specific context - Determine why asset-based pedagogies are important 	45 minutes	The purpose of this part of the workshop is to introduce the participants to the importance of asset based pedagogies in the classroom, with a focus on their use in displacement, emergency, and low resourced contexts.
6 and 7	<ul style="list-style-type: none"> - Identify ways asset-based pedagogies could be applied in the classroom - Examin reflective methods through mapping ones own assets 	2 hours	<p>This part of the workshop focuses on how to apply Asset-Based Pedagogy practices via tools and activities in the classroom and also to clarify that varied groups of students bring with them assets that teachers need to learn about and make use of in the teaching and learning processes. Referral processes are touched upon in this section of the workshop and you can provide additional information about what is available in the local context. Notify clearly that assets are not only context-specific, but also and more importantly individual-specific. Participants should be encouraged to make linkages to their national contexts and experiences.</p> <p>If you don't have time to introduce and experiment with implementation of all featured activities, make your choice in advance so that you don't spend time hesitating during the session. Trying a few activities with participants, so that they can see firsthand how they are implemented and what impact they might have, is preferable to glossing over all of the activities if time is limited.</p>

8 and 9	- Examine self-reflective tool and evaluating student-learning tool	1.5 hours	This part of the workshop includes a set of tools used for the crucial step of reflection. Teachers as well as students need to reflect on the asset pool found in the classroom. The tools can be made more specific or more general depending on the context. Nevertheless, their purpose remains as means of adapting activities and resources to create a welcoming and safe learning environment even in the most challenging of contexts.
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Delivering the Training: Preparations for Each Slide

Slides 1 - 3: Take some time to make all the participants explicitly aware of the aim of the training. Use any language you find suitable in your own context to introduce the agenda and learning objectives. Rephrase in simpler terms. For instance: instead of saying “Describe what asset based pedagogies are in displaced contexts”, say “we will explore how asset based pedagogy, a teaching pedagogy, would look like in a challenging context like (mention your context, if it has displaced students) which imposes some challenges on teaching as it has refugee students and other displaced students and low resources.”

Slide 4: This is an ice-breaking activity to give space for teachers to express themselves. This has both an online and a face to face variation.

- If you are delivering this online, then you can use this website ([BINGO maker](#)) to create the Bingo card and use it as an activity with the teachers
- If you are delivering this face to face, then print the material, if applicable, or project the slide to the participants.

The BINGO game here is a bit different than the usual one. Teachers need to look at the provided table and see if they have three consecutive skills that they can match. This can be vertically, horizontally or diagonally. Once the participants match three, they can say BINGO. Then, each participant can stand and introduce himself/herself through the BINGO. If the participants can't find three consecutives to describe themselves, ask them to add one on their own. Refer to [this document to print material](#) needed for the activity.

Slides 5 and 6: The aim of these two slides is to introduce the concept of professional development and focus on the teacher's own reflections as a team. This slide has both online and face to face variations.

- Slide 5 is the one used in face to face presentation, which requires the preparations of some materials. It requires balloons (make sure each team has at least 10 balloons) and tape for each team. If these materials are not available, then use the activity on slide 6, which requires the printing of the following [material](#). The aim remains the same, which is to allow teachers, in teams, to reflect on their own professional development, why are they attending this training, and how will it benefit them.
- As for slide 6, the [online variation](#), it has the same concept but this could be implemented using Google Slides. Divide the teachers into [breakout rooms](#) on [Zoom](#) if you are using Zoom, in order to allow teachers to coordinate as a team and build the pyramid. You can duplicate the slide for each team/room, so that each team can work independently. When the groups come back together in the plenary, you might show some of the variations between the groups' pyramids and ask participants to discuss their choices.

Slides 7-10: These are introductory slides to the training. Make sure to explain the graphic thoroughly on slide 8. The material that is offered through Asset Based Pedagogy allows the teachers to take a new perspective into their teaching strategies. This is important especially in vulnerable contexts (Education in Emergencies).

Also, the teachers will reflect on their assets while they are reflecting on the students' assets.

When talking about the competent professionals, introduce the term bold spaces. Think of them as a space where educators are confident enough to express themselves as competent professionals. Such expressions happen through interactions, with other teachers, educators, administration staff, and their students, that include different types of self-expression through their language, identity, and beliefs to create reciprocal learning experiences.

Slide 12: To introduce the terms that the teachers will explore, use the activity on slide 12 as an interactive way to engage the teachers in exploring the terms. Make sure to have the [printed version of the crossword puzzle](#).

Slide 13: As a follow-up to the previous slide/activity, slide 13 offers a strategy to explore the meaning of the terms using prior knowledge, an asset teachers have. Make sure to have the [printed material for this slide](#). Emphasize the use of critical thinking and reflection as teachers explore the words. This is a language strategy which language teachers and science teachers are familiar with and it is a good illustration of asset based pedagogy in that it starts with activation of prior learning and experience.

Slide 14: Further extension of conceptual exploration around Asset Based Pedagogy is to examine how the pedagogy offers a lens to look into what's the difference between deficit and asset based strategies. This slide offers an activity which is a window to explore the terms in more depth. [Materials are available to be printed](#).

Slides 15 - 18: These slides will offer a discussion of what has been explored so far and a space to define the term asset based pedagogy. Make sure to deliver these slides in interactive terms. Allow teachers to use the language/s they are comfortable with to support the discussion.

Slide 19: This slide offers teaching pedagogies that take an asset based orientation. Make sure to print the [Pedagogies Overview Handouts](#) that explains each pedagogy in simple terms. Use the [Jigsaw Method](#) in order to execute the activity.

Slides 20 - 29: Putting asset based pedagogies into more context. Teachers get the chance to reflect on what ABP supports and what it looks like. The trainer should only use one story that is the most relevant to their context (choose from slides 22, 24, or 26). Then, on slide 29, teachers will reflect either as pairs or in groups on the questions projected. You can use the [Think-Pair-Share](#) strategy here for pairing the teachers. Read more about the [TPS strategy here](#).

Slides 31 - 35: Ask teachers to create their own asset, or resource, maps. Teachers can use any form of language, drawing, symbols, and/or graphics in order to reflect their own assets/resource map. Encourage teachers to be as creative as they want. After they are done, use the case studies to explore solutions for the following cases on pages 6 and 7 of the [supportive material](#), utilizing ideas/resources/assets from their personal maps. How would their resources help them overcome the challenges they might face and make full use their assets and their students' assets?

Slides 37- 39: When preparing a lesson plan or any activity that teachers and educators have explored, it is important to look into the culture and the experiences where the implementation will take place. The activity needs to be modeled to serve the students and to make sure that they are making use of their assets. Slides 37 - 39 offer further discussion of assets through an extension of the idea referred to as *funds of knowledge*.

Slides 40 - 43: These slides offer an analogy for teachers to think about in order to explore an iterative cycle of asset based pedagogy. Use this cycle to critically look into available lesson plans and activities.

[Activity: Health and Resources](#)

[Lesson Plan: Biology Lesson Plan](#)

Slides 45- 47: Teachers, through these slides, can apply what they have explored so far to see how asset based pedagogy can help them overcome the challenges they could find in their context. [This document](#) has the full version of the case-studies that include the challenges. Use the [supportive material](#) booklet on page 8 for tools to assess implementation.

Slides 48- 51: These slides offer a self-reflection space for teachers. Use the [supportive material](#) booklet on pages 11 and 12 for tools to assess implementation.

Slides 53- 56: For final review and reflections on the overall workshop, use these slides.

Participant Recruitment

Identify participants who are:

- teaching in primary or secondary schools or learning centers, preferably working with children between the ages of 9-15 years old (as these materials were designed for teachers in these settings).
- working within displacement or crisis settings.
- teaching refugee/displaced children, in mixed settings or in specialized programs/schools.
- evaluating and revising lessons and curricular resources.
- willing to learn and grow as educators and leaders in the education field.
- open to work with culturally and linguistically diverse colleagues.

Reach out to potential participants using the convenient channel: WhatsApp, email, Facebook, or creating a flyer that includes all necessary information about dates, venue, contacts, etc.

Create an application form, preferably online, and invite the candidates to fill it to apply. As an example, we have created this SurveyMonkey [application form](#).

Clarify ahead of time the requirements of your organization to deliver a certificate of completion (and eventually a per diem stipend, if available in your specific context).

For instance, inform the candidates that the certificate of completion will be delivered to each participant after the completion of the training by attending the full workshop (or workshops if run as a series of shorter segmented workshops) and submitting all the material that you expect them to complete. This might include lesson plans, classroom observations, journal reflections, an assessment, etc.

Initial Outreach to Registered Cohort

- Once the participant cohort has been established, reach out to participants individually via WhatsApp, email, or a phone call prior to the start of the course to:
 - Introduce yourself
 - Make sure they have all the necessary information to join the training on the scheduled dates
 - Clarify communication channels (i.e., how you will send notifications and host discussions: WhatsApp, SMS, email, other)
 - Trouble-shoot challenges, answer questions, allay concerns
- If feasible, encourage participants to share their reasons for joining the course with you and with each other via WhatsApp, a [Padlet](#), or other preferred communication channel.
- Share electronically the slides in pdf format with all the participants prior to the training, if feasible, and suggest to the participants to bring their own devices (e.g., laptop, tablet) to view the resources during the training.

Training Logistics

Face-to-Face Training

This training is designed to be conducted face-to-face in low resource contexts. Ideally ensure the availability of the following:

- A meeting venue that provides a computer and a projector and a reliable power source. Ideally, at least the presenter would have access to the internet.
- Enough tables and chairs in the meeting room to accommodate all the participants.
- The possibility to organise the tables so that groups of 5-6 participants can sit around each table while able to watch the front of the room/ the projection.
 - The cultural and social norms should be respected when forming the groups, but ideally aim to form gender-balanced and diversified groups.
- One or two post-it blocks, a small deck of white paper, pens and, if possible, colour markers.
- Balloons and tapes for the opening activity. Make sure that you prepare at least 10 balloons and one tape for each group.

- Printouts for each participant:
 - [Printed Activity Handouts](#)
 - [Pedagogies Overview Handouts](#)
 - [Science Lesson Plan](#)
 - [Learning Activity: Health and Resources](#)
 - [Case Studies](#)

In case a computer and a projector are not available or in case of electricity shortage, the training can still be delivered using printouts and engaging discussions. Activity implementation can still be done with appropriate modifications.

Training At a Distance

The workshop resources support a blended training model, where the trainer can connect with the participants at distance.

In such a format, we found that in addition to the previous requirements, you will need:

- A stable internet connection that affords the use of a video conference tool such as MS Teams, Zoom, etc., at least to project/view the screen of the trainer.
- The support of an on-site coordinator to help recruit the participants and follow up with the logistics. The coordinator will also have a key role in overseeing the activities and in reporting to the trainer on any specific needs, inquiries, and challenges.
- A communication channel to connect with the participants using their mobile phones. WhatsApp is ubiquitous worldwide, but your participants might prefer a different application and it is best for the trainer to adapt to what they are familiar with.
 - Make sure to create one training cohort group ahead of time including all the participants and the on-site coordinator.
- More time to prepare and to deliver! Being at distance means that you will need more time to connect to the participants, break the ice and form a group spirit.
 - You will need to adapt the activities or bring others more adapted to online training.
 - You can explore [this growing toolbox from Hyper Island](#) to help you with the adaptation to distance training.
- Optionally, if the participants are tech savvy, you can make use of an online white board such as [Google Jamboard](#), [Padlet](#), [Mural](#), or any other tool they can use. Similarly, you can make use of online polling tools such as [Mentimeter](#), [Poll Everywhere](#), or Zoom polling feature.

Note that clear communication channels are key to training at distance. They will help you share resources and walk the participants through the material.

Also, in such situations, the support of the on-site coordinator is essential as the coordinator will be your eyes and ears on the ground and will help you adapt the training in real time.

Building Community & Participant Engagement

- Make sure to start the training with both of the interactives introductory activities (on slides 4-5) for participants to get to know you and each other (if this is a new group) or to reconnect (if the members have worked together in the past). Here are a few possible introductory actions for you:
 - Start by slide 4, This is an ice-breaking activity. This can be printed and given out to teachers, if feasible. If not, display it on the screen for the teachers to look for their own BINGO. The BINGO here is a bit different than the usual one. Teachers need to look at the provided table and see if they have three consecutive skills that they can match. This can be vertically, horizontally or diagonally. Once the participants match three, they can say BINGO. Then, each participant can stand and introduce himself/herself through the BINGO. If the participants can't find three consecutives to describe themselves, ask them to add one on their own. Refer to this document to print material needed for the activity:
<https://drive.google.com/file/d/12YnqhU-VixgxWs3hRkAI1BxrtNrNu3kC/view?usp=sharing>
 - On slide 5, make sure that you prepare at least 10 balloons and one tape for each group. You will be divided into groups, each group will receive a set of balloons and a tape. Using only these resources, you will have to build a pyramid. This pyramid needs to be built in a way that it can be left to stand on its own. All the groups will be given 3 minutes in order to complete this exercise. The aim of the exercise is to see the reflection of the participants after they are done executing the exercise. Each group can have a unique reflection based on the interaction among the participants and the outcomes they came up with. Make sure that teachers reflect on their own professional development and why they have joined this training.
- Then, you can make to inform the participants the following:
 - Explain that the workshops are interactive and rely on active participation of everyone and that everyone has valuable input and experiences to share with the group.
 - Encourage the participants to reflect on the training design and content, and to share their comments and feedback with you to allow for improvements and more contextualization.
 - If the participants come from different workplaces, establish a communication strategy for the learning community to continue the

conversation after the workshops to share implementation experiences. If this is not set in the preparation of the training, set up (or ask a participant to set up) a WhatsApp group and/or other channels for regular future communication.

Feedback & Evaluation Loops

Each workshop ends with final reflections. Make sure to avail time for participants to reflect and share; ask the participants to write down their thoughts and comments and if they agree, collect their notes to help you identify new needs and aspects to be improved in the training.

We suggest you design pre and post workshop surveys to measure the beliefs and reported classroom practices of participants before and after the training. We provide in [this folder](#) examples of what we used for your information. You can replicate the surveys in the free tool [Google Form](#) or in any platform that your organization might use.

Sustaining the Learning Community

As mentioned earlier, these training resources are available as Open Educational Resources. We suggest planning to maintain the learning community using an adapted medium to your local context; it can be a WhatsApp or Facebook group or future face-to-face events, whatever is available and meaningful to participants. For example, you can invite the participants to a follow-up event a few weeks after the training to avail a space to share their experiences trying to apply ABP activities they discovered or created by themselves in their classrooms.

If possible, your organization may wish to provide coaching to teachers beyond the workshops by maintaining small Teacher Learning Circles or one-on-one coaching. Classroom observation and discussion of implementation of ABP materials may be part of this on-going coaching cycle.

For instance, you can agree with the participants on a future date (or more) to re-gather and share what they applied and what they learned from their experiences in the classroom, or you can schedule check-ins using the set communication channel.

For further information about how to sustain the learning of the teachers, consult the [Structuring Effective Group Training: Technical Guidance Note](#), part of the World Bank [Coach](#) Program.

Conclusion

Thank you for making use of these materials that were created with teachers for teachers to support quality holistic learning in displacement contexts! Feel free to adapt and add to the workshops to respond to the needs of the teachers and the children in your own local contexts.

If you have any inquiries, please reach out to jkasper@ceinternational1892.org.



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Appendix 1. Shortened face-to-face training

A short form of the workshops is done simply by hiding/skipping a number of slides and activities of each workshop. Skip slides: 4, 14-15, and 19.

- Making sure to introduce the main concepts in part 1 as this is the foundation to the rest of the training
- Skipping a few activities and concepts, such as some case studies in part 2.
- Providing all the activities in the handouts but testing (if possible) one from each ABP types.
- Introducing only the reflection tools from part 4, to make sure there is still time for discussion.