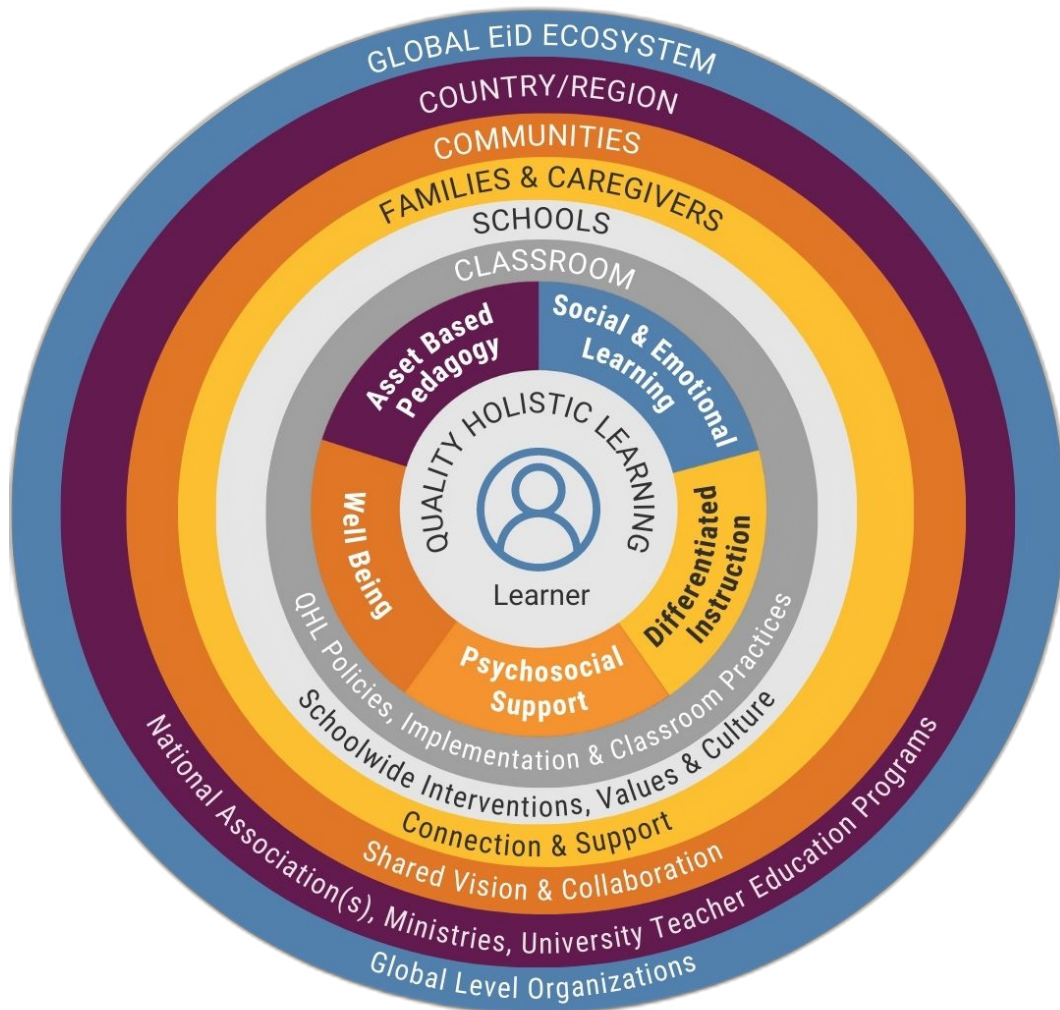


Quality Holistic Learning (QHL) Project

Differentiated Instruction 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 Differentiated Instruction Workshops will be helpful to you as you work with your colleagues to understand the importance of Differentiated Instruction 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 Differentiated Instruction 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 (CPL) Quality Holistic Learning (QHL) Project Team



Acknowledgement

This manual is intended to support the delivery of two full day workshops on the topic of supporting Quality Holistic Learning in crisis contexts through the implementation of differentiated instruction 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.

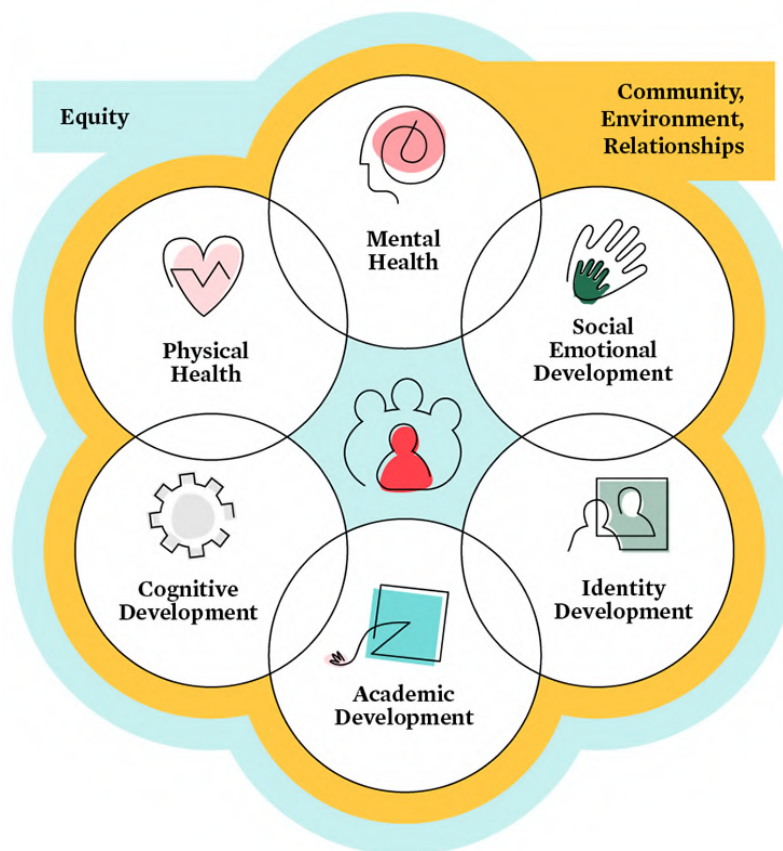


Illustration by Grady Fike, with the Chan Zuckerberg Initiative.

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.

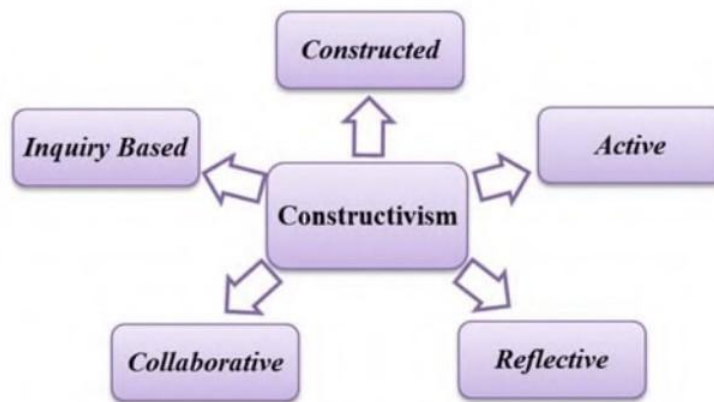
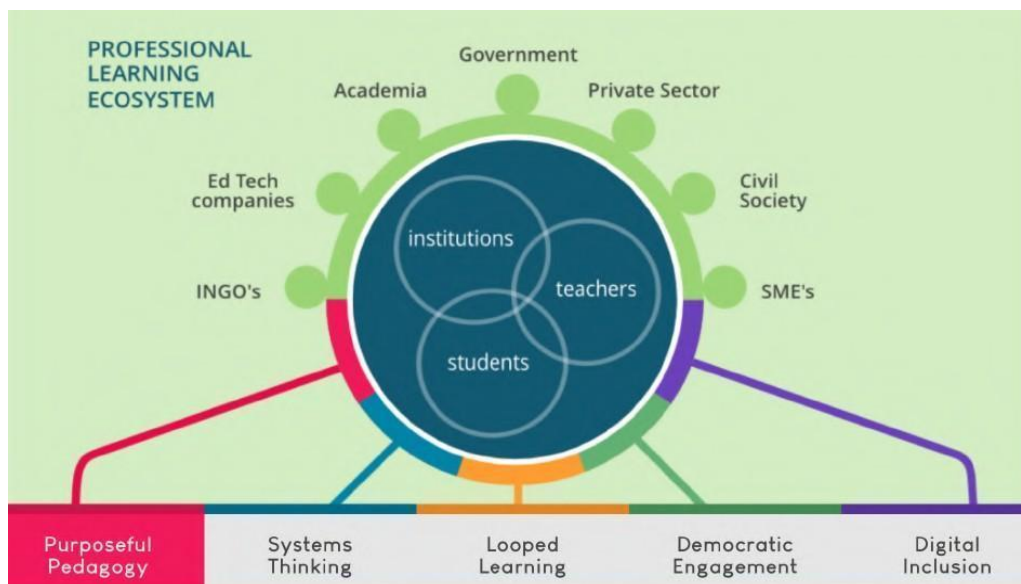


Fig 1: Learning in Constructivism

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 Differentiated Instruction (DI) training is organized as **two** full-day face-to-face interactive workshops. The workshop material also offers online variation if face-to-face is not possible. The training builds on participants' own experiences and practices to intuitively introduce them to theoretical concepts and simple methods and tools they can apply in the classroom without the need of any specialized or costly material or resources.

Workshop Sequence:

1. Define the term differentiated instruction.
2. Describe what differentiated instruction is in displacement contexts.
3. Explain why differentiated instruction is important.
4. Identify ways differentiated instruction can be applied in the classroom.
5. Identify ways assessment can guide differentiated instruction application and how assessments can be differentiated in displacement context.
6. Explore tools that can support the application of differentiated instruction.
7. Examine ways to apply differentiated instruction in a specific context.

The first day of the training is intended to get to know the participants and introduce the purpose of the training, which is to support educators in implementing differentiated instruction in education in displacement settings. The participants move through a series of self and group reflections to discover core concepts of how differentiated instruction looks in the classroom. This begins with an in-depth look into the research that calls for differentiated instruction in displacement contexts. This is supported by views from teachers who implement di strategies in displacement contexts.

Following this conceptual exploration, participants consider ways of exploring the implementation and planning for differentiated instruction in different contexts. In the latter part of the day, the workshop digs deeper into the various types of assessments and their roles in differentiation, offering participants hands-on engagement and a chance to practice activities that participants can later adapt and utilize in their classes. Participants will also get a chance to explore the instructional components of differentiated instruction.

On the second day of the training, participants will explore different frameworks and techniques to differentiate daily instruction, including through collaborative group work of the participants in the session, to meet the needs of their students. Participants will consider different tools and lesson plans and adapt these to their teaching context. Participants will also reflect on their learning and convert these learnings into implementation plans, including through lesson planning.

The training is designed to accommodate teachers working in very low resource areas. Activities do not require any specific material nor do they 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, strengths, and challenges?
- What do they already know about the topic or about anything 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 **differentiated instruction (DI)** and the use of students' own assets and strengths
- establish simple **practices to promote an environment conducive to learning**
- discover **what differentiated instruction looks like in the classroom**, but also and above all: integrate differentiated activities, assessments, instruction, and practices into lesson plans to ensure **quality holistic learning**
- develop safe environments for children's learning in emergency situations to promote well-being

Learning Process

As mentioned earlier, the workshops follow a social constructivist approach. The slides don't simply provide theoretical knowledge, rather they build upon evidenced-based best practices and accompany the participants in a reflexive process which stems from their own knowledge and experiences 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 collaboratively discover 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 DI; 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 for the workshops. Check that you have access to all materials below and make sure to prepare printouts in sufficient numbers ahead of time.

Since we share 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	
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
Lesson Plan Templates	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. Please note that below is a suggestion of how the training can/could be divided. However, the facilitator/leader and/or organization can choose to modify to best fit their context and needs.

The material is divided into the following parts:

Day One Training:

1. Introduction and Warm-ups (20-25 minutes)
2. Purpose and Background (18 minutes)
3. Differentiated Instruction in Displacement Contexts (25 minutes)
4. The First Steps Towards Differentiated Instruction (110 minutes)
5. What is Differentiated Instruction: Part 1 (50 minutes)
6. Day one warp-up (7 minutes)

Day Two Training:

1. Warm-ups and review of the previous day (7 minutes)
2. What is Differentiated Instruction: Part 2 (35 minutes)
3. Tools for Differentiated Instruction (30 minutes)
4. Differentiated Instruction in the Classroom (100 minutes)
5. Conclusion: Review of Key Points (30 minutes)

Total estimated workshop duration: 7 to 8 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 three 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 3	<ul style="list-style-type: none"> - Describe what differentiated instruction is in displacement contexts - Explain why differentiated instruction is important 	1 hour and 10 minutes	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 sessions. 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 that this will be followed by more in-depth discussions upcoming parts. It will also give them a chance to explore how DI might look in displacement contexts that would link to their experiences.
4	<ul style="list-style-type: none"> - Identify ways assessment can guide differentiated instruction application and how assessments can be differentiated in displacement context 	Around 2 hours	The purpose of this part of the workshop is to explore how students' strengths and challenges are key for differentiated instruction. Also, knowing more about students' assets, skills and gaps is important to implementing assessments. It will also examine different assessment tools from different contexts to explore how assessments are tools to plan for differentiation and are tools that need to adapt to students' needs.

5 and 6	<ul style="list-style-type: none"> - Define the term differentiated instruction - Explore different instructional components and frameworks of differentiated instruction 	1.5 hours	<p>This part of the workshop focuses on how to differentiate instruction as part of daily teaching practice. This is explored through the different practices and frameworks that offer tools and activities that could be applied in the classroom.</p> <p>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 differentiation is not only on content, but also and more importantly it touches on different aspects of the classroom related to teaching and learning including around classroom design and management. 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>
7 to 9	<ul style="list-style-type: none"> - Identify ways differentiated instruction can be applied in the classroom - Explore tools that can support the application of differentiated instruction - Examine ways to apply differentiated instruction in a specific context 	2.5 hours	<p>This part of the workshop includes a set of tools and lesson plans that are used for implementing differentiated instruction.</p> <p>It also includes reflection opportunities that are crucial steps for participants to reflect on their practices. Teachers need to reflect on what was introduced in the workshop session. The tools can be made more specific or more general depending on the context. Nevertheless, their purpose remains as a means of adapting activities and resources to create a welcoming and safe learning environment even in the most challenging of contexts.</p>

Delivering the Training: Preparations for Each Slide

The workshop is designed to offer differentiation opportunities throughout the training. These are offered in choices and different methods of implementing the activities which are highlighted below. Make sure to bring the attention of the participants to these moments of intentional differentiation so they can reflect on their learning and the learning of the students.

Slides 1 - 3: Take some time to make all of 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. The slide offers the learning objectives in a concise manner so as not to bombard the participants with a long list. However, you can use some of the shorter objectives below to rephrase the objectives introduced on the slide:

1. Define the term differentiated instruction.
2. Describe what differentiated instruction is in displacement contexts.
3. Explain why differentiated instruction is important.
4. Identify ways differentiated instruction can be applied in the classroom.
5. Identify ways assessment can guide differentiated instruction application and how .assessments can be differentiated in displacement contexts.
6. Explore tools that can support the application of differentiated instruction.
7. Examine ways to apply differentiated instruction in a specific context.

Slides 4-5: 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 ([mentimeter](#)) to create a word cloud and use it as an activity with the teachers
- If you are delivering this face-to-face, then print the material, if applicable, and/or project the slide to the participants. [Use this document to print the material needed.](#)

Slide 6: *My Learning Chart* is an opportunity for the participants to reflect on what they think they know about differentiated instruction and what questions they have about differentiated instruction. These are the first two columns which will be filled by the participants at the beginning of the workshop. However, the last column is an opportunity for the participants to reflect on the content of the workshop. They can either do this after each mental break, where they reflect on the content of the section and reflect on how they would utilize the material in their classroom and teaching context OR this could be done at the end of the training.

- [Use this document to print "My Learning Chart"](#) for the participants.

Slides 7-12: These are introductory slides to the training. Make sure to explain the graphic thoroughly on slide 8. This slide intends to give a meaningful overview of the quality holistic learning project. The graphic offers a holistic perspective as it combines the different aspects of the students' learning (SEL, PSS, Asset Based Pedagogy, Different Instruction) which are all important practices to promote an environment conducive to learning. The material that is offered

through the differentiated instruction workshop allows the teachers to reflect and enhance their teaching practices. This is important especially in vulnerable contexts such as Education in Emergencies.

Also, the teachers will reflect on their teaching practices while they are reflecting on the students' strengths and challenges. Slide 10 digs deeper into **why** the workshop is important. All teachers have some techniques and knowledge on differentiated instruction. However, teachers are not always aware of **why** they do what they do. They might not even be aware that what they are doing is differentiation. The aim is to make teachers aware and equip them with the needed techniques. Hence, teachers will become more self-aware and will be able to differentiate intentionally and explicitly.

Slide 13-15: As a follow-up to why this workshop is important, these slides offer a deeper perspective on differentiated instruction in displacement contexts. Make sure to reflect on each of the boxes and highlight the ones that apply to your context.

Slides 16 - 17: These slides will offer a discussion space as the participants capture quotes from teachers and educators who have contributed to the development of this material and who are implementing differentiated instruction in their context. You can choose to go over slides 16 and 17 or choose the slide that has the quotes that could relate more to the goal of the workshop and to your context. This activity is done in groups and facilitators can [use this document](#) to print the worksheet needed for reflection.

Slide 20: This slide allows participants to engage in a simple math riddle that offers space for differentiation. Read the slide notes for more details on the activity and [print the document](#) for group work to solve the riddle. Point out how the activity has used differentiation to allow everyone's engagement. Also, make sure to take all answers and ensure that groups interact as they try to figure out which answer is correct. This will allow peer communication and the formation of a community-like structure.

Slides 21 - 22: These slides offer a starting point for why and how to look into differentiated instruction. You can use the [Think-Pair-Share](#) (TPS) strategy here for pairing the teachers. Read more about the [TPS strategy here](#). Teachers will have the chance to look back at their classrooms and their students to identify the students' strengths that can facilitate learning and the challenges that could hinder learning. Make sure to [print the document](#) (if applicable, if not make sure to give participants a soft copy) and ensure that each participant receives one copy. Use the TPS strategy so teachers get to see what they wrote in their table and what other teachers have written.

Slides 23 - 28: These slides offer a variety of assessment tools from different contexts that have been modified to fit the needs of students. The slides will emphasize how different types of assessment are needed in order to know how to plan for differentiated instruction. These will also show how assessments have been differentiated in order to properly assess student knowledge. Some varieties to explore:

- **English:** Use of both oral and written assessments to adapt for large classes
- **Science:** Use of both languages Arabic and English to assist student comprehension, along with the use of images
- **Math:** Use of images, graphs, numbers and language to communicate the questions of the assessment

Make sure to print (if applicable, if not make sure to give participants a soft copy) the documents needed for this activity. Place the materials on three tables and allow participants to choose a table to sit on and explore the material depending on their experience and curiosity to explore. Giving options and choices is a great way to allow for differentiation. Modeling these strategies and explicitly describing how and why they are being used is helpful for participants.

Below are the links used for the sample assessments. Please feel free to add any assessments you find more suitable for your own context and that meet the needs of the participants.

- [English, Arabic and French Language Assessments offered by CRDP \(Lebanese MEHE\)](#)
- [Math assessments offered in both English and French languages](#)
- [Science Assessments offered by EmSAT Advantage Science, Public Test Specification from MoE UAE](#)
- [Science assessment offered by IBT-ACER, INTERNATIONAL BENCHMARK TESTS-2012](#)

Slides 29- 34: After exploring the different types of assessments, discuss the fact that teachers are always engaging in creating assessments to assess the learning of the students. There are many factors that one needs to keep in mind while engaging in such activity. These slides offer some important factors to reflect on. Make sure to allow room for discussion as you go over these points.

Slides 37: Now is a perfect time to explore what differentiated instruction is. Give some time for the participants to come up with their own definitions of DI. You can use the T-P-S strategy. Then, project slide 37 and read the definition placed on the slide. Solicit feedback and ask participants to compare/contrast to their own definitions.

Slides 38-48: The upcoming slides offer teaching strategies of how differentiation might look in class. These strategies might be used through instructional components, daily classroom instruction, and/or grouping activity . It is important to set the aim of differentiation and how to differentiate to meet the needs of the students.

Slides 50- 58: These slides offer some tools that can be used by teachers to plan for differentiation. These build upon assets-based pedagogical theories and [Gardner's entry points](#). They serve to reflect on objective/s of the lesson and ways to introduce the topic to allow different modes of representation that can tackle students' assets and interests.

Slides 60-66: These slides offer lesson plans and case scenarios that integrate the differentiated instruction practices explored throughout the workshop. If time allows, divide the participants into groups and allow them to choose a lesson plan template and brainstorm a lesson plan that they would implement in their class. [Link to](#) lesson plan templates.

Slides 67-72: These slides offer closing activities and reflection on the overall workshop. Slides 71 and 72 follow up on activities that were started at the beginning of the training. Make sure to work on them as it is important to follow up on the learnings and activities engaged in during the workshop.

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). [Note, material can be adapted for younger or older learners.]
- working within displacement, low resource, and/or crisis settings.
- teaching refugee/displaced children, in mixed settings or in specialized programs/schools.
- willing to learn and grow as educators and leaders in the education field.
- open to working with culturally and linguistically diverse colleagues.

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

Create an application form, preferably online, and invite the candidates to complete the form 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.

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 will have access to the internet.
- Enough tables and chairs in the meeting room to accommodate all of 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.
- Printouts for each participant:
 - [Printed Activity Handouts](#)
 - [Lesson plan templates](#)

If a computer and a projector are not available or in the event 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 a 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 the participants are familiar with.
 - Make sure to create one training cohort group ahead of time including all the participants and the on-site coordinator to facilitate group messages.
- 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 adept 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 interactive 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 with 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 worksheets. This activity will be a starting point for the DI workshop. This can be substituted with getting an object that doesn't have a specific shape and asking participants what they see. This would offer a more interactive approach to the activity.
- Then, you can make time 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 that 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](#). 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 DI 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 DI 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.

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, 5, 20, 27, and 42-48.

- Make sure to introduce the main concepts in part 1 as this is the foundation to the rest of the training
- Skip a few activities and concepts, such as some case studies in part 2.
- Provide all the activities in the handouts, if not possible then make sure to give them as a soft copy for the participants.

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 Julie Kasper, CPL Director of Teacher Learning and Leadership, at jkasper@ceinternational1892.org.



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