Remote Teachers in Crisis Contexts Training Package

Cox’s Bazar, Bangladesh

DCA ActAlliance
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Acronyms

CP ............... Child Protection
DCA ............. DanChurchAid
FCA ............. FinnChurchAid
GBV .......... Gender-Based Violence
EiE ............. Education in Emergencies
ICT .......... Information and Communication Technology
INEE .......... Inter-agency Network for Education in Emergencies
RRRC ........ Refugee Relief and Repatriation Commissioner
SMS .......... Short Message Service
TiCC .......... Teachers in Crisis Contexts
TL .......... Team Leaders
TWB .......... Teachers Without Borders
VAK .......... Visual, Auditory, Kinesthetic
WGSS ...... Women and Girls Safe Spaces
WHO .......... World Health Organization
WFH .......... Working From Home
Introduction

The DCA Education Team in Cox’s Bazar together with FCA conducted two rounds of Remote Teachers in Crisis Contexts (TiCC) Training in June 2020.

The first edition was a Foundational Training for recently on-boarded teachers and the second was a Refresh Training for experienced teachers who had been facilitating sessions in the Rohingya refugee camps for at least one year. DCA had previously facilitated a Foundational TiCC Training in 2019, which was designed and implemented as a 5 day in-presence training. Training plans, modules, handouts and supporting materials were based on the INEE TiCC Training Pack and the subsequent TiCC Training Pack contextualized for Bangladesh through the Cox’s Bazar Education Sector. However, the DCA training team further adapted the package to better suit and incorporate the specific needs of the learners in the camps in which DCA and FCA are operating.

On March 24, 2020, the Government of Bangladesh released a statement defining education as a non-essential activity in all 34 refugee camps in Cox’s Bazar under COVID-19, which subsequently resulted in severely restricted access for UN and NGO staff and the closure of learning facilities. Furthermore, the Government enforced a country-wide lockdown and instituted severe movement restrictions. So while the TiCC Training was initially planned as an in-presence training, the modalities had to be redesigned due to COVID-19 and the consequential lockdown. Therefore, following WHO, National Government and Education Sector guidance on safety and security under COVID-19, the training was adapted not only to a remote learning approach, but also designed to include COVID-19 topics and others that emerged as particularly relevant in the pre-training needs assessment.

The content of this Remote TiCC Training Package is a combination of content, tools, and lessons learned throughout the implementation of both the Foundational and Refresh Trainings. It seeks to be presented in a way that partners can build upon and customize to better fit their respective contexts and settings. Particular details about the Foundational and/or Refresh TiCC Trainings are occasionally highlighted when relevant throughout the document, but it is not intended to be presented as a detailed plan of both trainings.

The training participants included both newly on-boarded DCA Education Facilitators for the Foundational Training and more experienced DCA Education Facilitators for the Refresh Training. The primary role of the facilitators is implementing DCA’s Literacy, Numeracy, and Life Skills curriculum to adolescent and youth women and girls in Women and Girls Safe Spaces (WGSS) and through a home-based approach across various Rohingya refugee camps. The facilitators also provide teacher professional development and peer support to Rohingya apprentice facilitators and are trained to identify potential gender-based violence cases and refer them to the GBV team.

The trainings were facilitated by the DCA Education Team Leaders, who served as Master Trainers, with the support of the DCA Education Coordination team members.

Acknowledging the challenges and demands of living, working, and particularly learning under a pandemic, the training follows the “do no harm” principle, seeking to present itself not as a stressor but rather a safe learning and supportive space where participants can learn, develop relevant competences to face current challenges, and cultivate practical coping strategies. The psychosocial well-being of the participants and the training team were seen as a first priority. Furthermore, the package was developed taking into consideration DCA and FCA’s commitments towards ensuring the right to equitable, safe, and quality education.

In order to assess the capacity and efficacy of developing further online trainings to comply with the restrictions on in-person gatherings because of COVID-19, DCA considered both the Remote TiCC Trainings as pilots. Therefore, the design and implementation of the trainings were subjects of ongoing reflection, discussion, and follow-up. Lessons learned were carefully documented and are also incorporated into the Remote TiCC Training Package design for Cox’s Bazar.
Remote TiCC Training
Remote TiCC Training

How was the Training Developed?
The Remote TiCC Training was developed following seven steps with constant feedback loops into previous steps.

First, a comprehensive needs assessment was developed and deployed to the participants, which informed the decisions on the modality and the content of both trainings. The pre-training assessment showed that 100% of participants had access to smartphones, used WhatsApp regularly, and preferred a combination of WhatsApp and live streaming as the training modality. Based on the findings of the needs assessment, the training team developed the training plan, module outlines and detailed training session plans, and supporting tools such as the pre and post test, mid and final evaluation forms, and participants’ tracking sheet among others.

In order to develop the modules and adapt them to the learning needs of the participants through the use of a blended approach, the training team had the support of two teachers from Teachers Without Borders. The TWB team leveraged its experience in remote teaching and learning to develop a facilitation guide, which served as the foundation for the training team to elaborate the detailed session plans.

The pre- and post training tests provided an opportunity for the participants to self assess their learning and for the training team to understand the learning gaps, adjust the modules based on the pre-test results, and to plan for follow-up training initiatives.

Delivering the modules took two weeks for the Foundational Training and one week for the Refresh Training. Details on how modules were delivered and the assignments participants received are available in the Facilitation Guide part of this package. In order to provide an opportunity for participants to ask clarifying questions and engage with both their peers and the Master Trainers, the training team incorporated feedback sessions as a step in the Refresh Training that was not featured in the Foundational Training. These sessions not only ensured a closer follow-up with the learning process of the participants, it also allowed for ongoing evaluation and feedback of the training on behalf of the participants.
Remote TiCC Training

At the midpoint of each training, the participants were asked to formally evaluate the training. The findings of the mid-term evaluation form completed via Survey Monkey led to modifications in the subsequent modules. The participants completed a similar evaluation at the end of the training. The participants’ final evaluation also included a plenary discussion during the last module of both trainings.

The debrief sessions refer to the meetings that all members of the training team participated in following each module delivery. The goal of these sessions was to map the progress of the training, document the lessons learned from each training session with the participants, and to decide on changes or adaptations to the instructional methods, timing, and/or modality.

The lessons learned from the various steps in the Foundational Training, particularly the daily debrief sessions and the participants’ evaluation, influenced additional steps that were then added to the Refresh Training.
Remote TiCC Training

Why WhatsApp and Zoom?
Due to the COVID-19 lockdown and ensuing safety measures, a usual 5-day, in-person training was adapted for a remote, two-week Foundational Training and a one-week Refresh Training using a blended learning approach.

The pre-training needs assessment findings indicated that all the participants had access to some kind of ICT device and Internet connectivity that would allow for the following type of activities: sending remote content and assignments via audio, video, text, images, etc.; individual and group assignments by the participants; group activities and discussion in breakout groups guided by Team Leaders; self-managed learning sessions; and live plenary sessions. Based on the pre-training assessment results and context of Bangladesh, the most suitable tools and platforms for communication, interaction, and coordination were reported to be WhatsApp/SMS and Zoom.

The needs assessment findings indicated that all participants were currently using WhatsApp on smartphones. Because participants expressed high familiarity and accessibility to WhatsApp, the training team decided to prioritize it as one of the training modalities. Throughout the course of delivering the training modules, WhatsApp proved to have major potential for experiential education activities in low tech settings as participants could better manage training inputs and feedback and it allowed for multi-way communication. The training team established two WhatsApp groups, one for the Foundational Training and another for the Refresh Training. Both groups served as the official communication channels for sharing guidance, training materials and assignments, and often as the primary modality for delivering the modules.

Findings from the needs assessment indicated that participants also prioritized having live streaming training sessions. Because many had initial, albeit limited exposure to Zoom and found it user-friendly and easily downloadable as an app to their phone, the platform was identified as an approach for the training. Furthermore, in addition to using video, the training team considered many of the features on Zoom such as the chat, breakout rooms, and annotate as valuable digital training.
Remote TiCC Training

tools. Prior to delivering both trainings, the training team held orientation sessions on Zoom where the participants could practice using the different features, ask questions, and troubleshoot as a collective group.

The combination of tools and approaches proved to be a strength. On WhatsApp, the training modules were delivered through a combination of text messages, video files, audio messages, links, pictures, WhatsApp group calls, and handwriting assignments or messages on paper and submitting it through a picture. On Zoom, the training modules were delivered through an interactive combination of ice breakers (origami, stretching, waving), mindfulness activities, breakout groups, and the chat box.

For both Zoom and WhatsApp, setting ground rules at the beginning of each training and reminding participants at the beginning of each session (particularly on WhatsApp) was helpful to set the training pace, avoid delays, and establish a clear communication line between participants and the training team.

Recent assessments report that in Bangladesh only 37.6% of households have internet access.\(^1\) Therefore, having a training modality relying fully on access to ICT devices and internet connectivity in a context with low internet penetration was challenging. Most of the participants attended the training modules from smartphones, limiting the level of interaction especially on Zoom. Loss of internet connectivity left some participants logging in and out of the Zoom sessions or unable to follow the instructions on WhatsApp in a timely manner. Network issues were consistently identified by participants and trainers as the greatest challenge.

However, a strong, connected Training Team helped mitigate the effects of low internet connectivity as they were able to support participants and follow up individually with those who were experiencing network issues. Additionally, the feedback sessions led by the Team Leaders also helped fill the gaps. To reinforce learning and foster better understanding, the training team used a combination of methods. For example, instructions given on Zoom sessions, particularly on home assignments, were also posted on the WhatsApp Group. To ensure and follow up on the level of engagement of all participants, Team Leaders ensured access to information outside the delivery of the modules worked with individuals to find alternative ways of engagement, such as additional assignments on the subject of the modules delivered.

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\(^1\) [COVID-19 Needs Assessment: Education Findings: Schools Closures and Distance Learning, Save the Children, July 2020](#)
Remote TiCC Training

What’s Included in the Training Package?
DCA Remote Teachers in Crisis Context Training Package for Cox’s Bazar includes five tools: 1) Facilitation Guide, 2) Pre-training Needs Assessment Tool, 3) Pre and Post Test, 4) Mid-term and Final Evaluation Form, and 5) Participant’s Tracking Sheet. Please see below a brief description of the tools that you can find in this package:

1. Remote TiCC Training Facilitation Guide
The facilitation guide explains the rationale, planning, implementation, and evaluation of the trainings. It includes the training objectives, list of modules, methodology, tools for ensuring participants’ engagement, achievement of the learning outcomes, and additional facilitation tips based on lessons learned from the two pilots. Finally, the facilitation guide includes an overview of both the Foundational and Refresh Training plans followed by the outline of the training modules and detailed session plans. It’s important to keep in mind that what’s presented in the training and session plans was designed for and implemented within the scope of DCA’s TiCC Training and therefore has sometimes very specific information about the organization, programs, and procedures.

In the Facilitation Guide the modules are presented in the order they were delivered in the training. Some of the modules that were presented in the Foundational Training were not delivered during the Refresh Training as the Refresh Training was shorter. One can understand from the outline of the training modules and detailed session plans. The decision on certain aspects such organization of the modules, duration, content, and methodology was informed by the needs assessment and following the guidance and pedagogical principles addressed in the INEE TiCC Pack.

2. Pre-training Needs Assessment Tool
The Pre-training Needs Assessment Tool was developed as the first step of the training. The goal of the needs assessment was to understand the learning needs and interests of the participants, but also to collect data related to access to ICT devices and internet connection. The needs assessment also sought to understand their availability acknowledging the fact that at the time of the training preparation and implementation, all DCA team members were working from home and coping with the COVID-19 lockdown effects.

The same questions, with very light adaptations, were asked to a total of 38 participants who attended both trainings. The tool was shared with participants as a Word Document through email and responses were submitted to Team Leaders via email or through text messages. The data analysis was conducted by the training team, following which the team worked together remotely to decide on the training modality, approach, and ultimately the design of the modules.

3. Pre and Post Training Test
A pre and post test was developed to assess the learning outcomes of participants at the end of the trainings. The test included open and closed ended questions related to the content of the training modules. The participants took the same test before the training and once they had completed the training, both in the Foundational and Refresh Trainings. The findings from the pre-test further informed the training team about participants’ learning gaps and the findings from the post test will inform the scope of future trainings.

After both trainings were delivered and all participants completed the post test, the training team held an online meeting with them to discuss the questions and answers of the test, ensure a common understanding of the questions, and provide clarification when needed.

4. Mid-term and Final Evaluation Forms
The mid-term and final evaluation forms were developed to collect participants’ feedback on the delivery of the modules, relevance of the content and the methodology, and level of engagement and active participation. Great attention was given to understanding which remote training platform (Zoom or WhatsApp) was working or not working with each module. The forms were shared with participants through Survey Monkey.

The mid-term evaluation allowed the team to understand progress of the training
Remote TiCC Training

training and to make adaptations that better responded to the participants’ needs. Additionally, participants’ feedback was collected throughout the training both in Zoom plenary sessions and also through WhatsApp messages.

The final evaluation form findings were discussed in a plenary session where the participants had the chance to further develop their feedback and present additional comments and suggestions. Feedback from the Foundational Training was then incorporated into the Refresh Training and feedback from both trainings has been included in the tips and guidance shared in this TiCC Package.

5. Participants’ Tracking Sheet

The Participants’ Tracking Sheet was developed to keep record and document the level of engagement and participation for each individual throughout both TiCC trainings. For each module delivered, participants were assessed on: 1) Level of engagement; 2) Possible obstacles to full engagement; 3) Assignments/Tasks/Feedback; and 4) Additional Comments. At the end of each module, the Training Team rated from 0 to 5 the level of engagement of the participants based on a rubric (please see the Instructions tab for the rubric), noted down possible obstacles, and documented the participants’ feedback to assignments and tasks.

Trainers based their rating and comments on participants’ replies and inputs during the modules, during Zoom plenary sessions, in the chat, breakout rooms and through WhatsApp interaction. The training sessions held on Zoom were recorded. For the different modules the Zoom chat and WhatsApp content was saved to substantiate participants’ engagement and participation presented on the Tracking Sheet.

Participants were aware of this ongoing assessment. Trainers - also their Team Leaders - had been previously assigned a group of facilitators to oversee for pre-

existing work. Each Team Leader was in charge of following up with those in their respective groups who had low levels or absence of participation and engagement, and communicating with them to identify solutions and/or alternative ways to follow the training and learn. The training team delivering a specific module was then responsible for coordinating with Team Leaders to identify and document specific challenges to engagement for the facilitators in their group and populating the Tracking Sheet accordingly.

How can the Training Package be adapted?

As mentioned before, this TiCC Training Package is a combination of content and tools used in both the Foundational and Refresh Training. Moreover, the training package gathers information, lessons learned, and materials useful for DCA to duplicate or roll out a remote TiCC Training at any time. In addition, to enhance collaboration and coordination, the package is presented in a way that partners can build on its content and customize it to better fit different contexts, participants’ profiles, duration, and levels of accessibility (access to ICT devices, access to internet connectivity).

The seven-step pathway mentioned on page 3 proved to be very helpful to ensure every decision and option made within the Foundational and Refresh Training took into account not only the training and modules’ learning objectives but also the participants’ feedback and inputs. The fact that the trainings were held during a pandemic created new layers of planning and preparation as consideration was always taken to ensure the participants’ physical and mental well-being in addition to their professional development.

Based on DCA’s experience designing and implementing the Remote TiCC Trainings, it is advised for partners wishing to adapt this training to start with a pre-training needs assessment. Any partner can and should take the needs assessment tool presented in this pack and contextualize it for their context.

As the Remote TiCC Training was adapted due to the effects of COVID-19, this package aims to underscore its hope that partners design similar trainings not to add stress to participants’ lives but with the goal of supporting them to cope with the effects of a pandemic like COVID-19.
Concerning the facilitation guide, partners can then adapt the training plan presented in this package, based on the needs assessment findings in many different ways, such as:

- Adjust training and learning objectives and outcomes to participants’ needs
- Restructure the training team in a different way
- Increase or reduce the duration of the training
- Change the sequence of the modules and alternate those with homework, assignments, and self managed learning
- Change different teaching and learning methods for delivering the content of the modules
- Strengthen the self managed learning component instead of synchronous group training, particularly in low and no tech settings
- Plan for different feedback mechanisms, not only participants’ feedback on the training content and methodology but also trainers’ feedback on participant’s assignments, etc.

All other tools should be adapted to match the training plan, content, and methodology. The pre and post test should include questions related to the modules to be delivered and taking into consideration the learning objectives and planned outcomes. The mid term evaluation can be administered at a different time according to the training duration and additional aspects to monitor and document participation can be added to the participants’ tracking sheet.
DCA Remote
TiCC Training
Facilitation Guide
# 01 Teachers in Crisis Context Training Package

The DCA Remote TiCC Training Facilitation Guide aims to describe the methodology and content of both the Foundational and Refresh TiCC Trainings held in 2020. As described in the summary table below, the Foundational TiCC Training was designed as a twelve-module training for twenty synchronous and nine asynchronous hours held in the first two weeks of June. The TiCC Refresh Training was designed as a seven-module training for ten synchronous and twelve asynchronous hours held in the last week of June. The methodology and content of both trainings are outlined jointly in this facilitation guide and whenever relevant the specifications of either training are noted in the text.

<table>
<thead>
<tr>
<th>Foundational Training</th>
<th>Refresh Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants</strong></td>
<td></td>
</tr>
<tr>
<td>23 Education and Skills Development new facilitators at DCA</td>
<td>16 Education and Skills Development experienced facilitators at DCA</td>
</tr>
<tr>
<td><strong>Synchronous hours</strong></td>
<td></td>
</tr>
<tr>
<td>20 hours</td>
<td>10 hours</td>
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<tr>
<td><strong>Asynchronous hours</strong></td>
<td></td>
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<tr>
<td>9 hours</td>
<td>12 hours</td>
</tr>
<tr>
<td><strong>Modules</strong></td>
<td></td>
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<tr>
<td><strong>Twelve Modules</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction: Getting to Know Each Other and the Training Modality</td>
<td>1. Introducing the Training Outline and Learning Objectives; EiE Agendas</td>
</tr>
<tr>
<td>2. Introducing the Training Outline and DCA</td>
<td>2. Teachers’ &amp; Learners’ Well-being; COVID-19 and Distance Learning</td>
</tr>
<tr>
<td>3. Education in Emergencies: Agendas and Frameworks</td>
<td>3. Teachers’ Roles and Responsibilities</td>
</tr>
<tr>
<td>4. COVID-19 and Distance Learning</td>
<td>4. Classroom Management</td>
</tr>
<tr>
<td>5. Teachers’ &amp; Learners’ Well-being</td>
<td>5. Lesson Plan and Curriculum</td>
</tr>
<tr>
<td>6. Teachers’ Roles and Responsibilities</td>
<td>6. Teaching and Learning Methodology</td>
</tr>
<tr>
<td>7. Ways to Learn</td>
<td>7. Closing and Evaluation</td>
</tr>
<tr>
<td>8. Classroom Management</td>
<td></td>
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<tr>
<td>9. Lesson Plan and Curriculum</td>
<td></td>
</tr>
<tr>
<td>10. Teaching and Learning Methodology</td>
<td></td>
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<tr>
<td>11. DCA Programs, Coordination and Reporting Mechanisms</td>
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<tr>
<td>12. Closing and Evaluation</td>
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</tbody>
</table>
01 Training Objectives

The training objectives are different from one training edition to the other as presented below, but the overall objectives are related to the TiCC framework and ensuing competencies it aims for teachers to develop. Necessarily due to COVID-19, the training objectives also aimed to allow participants to learn more about the disease, but specifically ways to prevent and manage its impact on the education sector and how to respond to learning needs under such circumstances. The Foundational Training’s objectives include competences related to DCA and FCA’s organizational identity as well as operations and procedures, taking in mind that participants were newcomers. In addition to the full training objectives, please find the individual training objectives and learning outcomes for each module in the Training Modules Outline in the Facilitation Guide.

✔️ Foundational Training Objectives

1. Become familiar with DCA & FCA’s organizational vision and mission
2. Learn about the impact of COVID-19 on the Education Sector and the humanitarian response plans
3. Understand the role of a teacher in promoting female youth and adolescents’ learning and well-being in a crisis context
4. Develop teaching and learning competences: learner-centered approaches and teaching practices tailored for a specific group of learners
5. Learn about ways to nurture teachers and learners’ well-being: e.g. psychosocial support
6. Understand the process of lesson planning based on DCA’s curriculum framework and assess learning outcomes
7. Learn how to adapt teaching and learning processes and learning facilities to the COVID-19 response;
8. Become familiar with program management procedures and reporting systems.

🔄 Refresh Training Objectives

1. Learn about the impact of COVID-19 on the Education Sector and the humanitarian response plans;
2. Better understand the role of a teacher in promoting female youth and adolescents’ learning and well-being in a crisis context;
3. Refresh teaching and learning competences: learner-centered approach and teaching practices tailored for a specific group of learners;
4. Learn more about ways to nurture teachers and educators and learners’ well-being: e.g. psychosocial support;
5. Know more in depth about lesson planning based in the curriculum framework and assess learning outcomes;
01 Modules

This Facilitation Guide outlines eleven modules. The eleven modules were designed building upon INEE’s TiCC Training Pack, later tailored by DCA for Cox’s Bazar and DCA’s Education programs and previously delivered as in-presence trainings. All modules were adapted to a remote training modality and included specifications for teaching and learning under a circumstance like COVID-19. Moreover, two of the modules were newly designed to include topics like: Education in Emergencies frameworks, COVID-19 and Distance Learning. It was decided not to include in this guide the modules concerning DCA’s programs, coordination, and reporting mechanisms as it is only relevant internally.

<table>
<thead>
<tr>
<th>Module</th>
<th>Learning Objective</th>
</tr>
</thead>
</table>
| ☑️ 🔄 Introduction: Getting to know each other and the Training Modality | • Meet the training team and their fellow facilitators  
• Become familiar with the different training modalities and practice using different features |
| ☑️ Introducing the training outline and DCA | • Discuss expectations and agree on training rules  
• Become familiar with DCA’s work including its integrated approach  
• Understand DCA’s Code of Conduct and Complaints Mechanism |
| ☑️ Education in Emergencies: Agendas and Frameworks | • Acknowledge existing Global Agendas and Frameworks on Education in Emergencies - including topics like gender and youth, child protection (CP) and peace-building  
• Make linkages between EiE, CP frameworks and the local context and program implementation  
• Became familiar with INEE Minimum Standards |

<table>
<thead>
<tr>
<th>Module</th>
<th>Learning Objective</th>
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</table>
| ☑️ 🔄 COVID-19 and Distance Learning | • Understand the COVID-19 pandemic and Education Sector’s response plan for Cox’s Bazar, including coordination and information sharing mechanisms  
• Understand the concept, challenges, and different approaches to distance learning  
• Become familiar with ways to facilitate teaching and learning during times of social isolation and recognize the challenges of different aspects of distance learning |
| ☑️ Teachers’ & Learners’ Well-being | • Learn the definition of Well-being and get to know different types of Well-being  
• Understand the importance of Well-being in a learning environment, particularly during COVID 19  
• Identify, monitor, and respond to signs of distress in students  
• Understand the risk factors in learners’ well-being and minimize them  
• Practice well-being in the personal and professional life |
## 01 Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Teachers’ Roles and Responsibilities</td>
</tr>
<tr>
<td>✓</td>
<td>Ways to Learn</td>
</tr>
<tr>
<td>✓</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>✓</td>
<td>Lesson Plan and Curriculum</td>
</tr>
</tbody>
</table>

- **Teachers’ Roles and Responsibilities**
  - Understand the balance within the roles of a teacher in the school and in the community.
  - Acknowledge the qualities of an ideal teacher
  - Organize the roles and qualities in a weekly schedule

- **Ways to Learn**
  - Acknowledge that there are different ways of learning.
  - Understand different learning ways (3 styles-VAK) and what kind of teaching techniques elicits better outcomes within different ways

- **Classroom Management**
  - Understand the significance of classroom management in daily practices
  - Acknowledge the importance of developing effective working relationships with students
  - Learn and apply the different strategies to improve classroom management.
  - Enable a safe and learning friendly environment for all learners

- **Lesson Plan and Curriculum**
  - Describe the importance of curriculum and lesson plans
  - Develop learning objectives for their own sessions
  - Apply different methods of continuous assessment
  - Describe the key elements of a lesson plan
  - Create their own effective lesson plans

- **Teaching and Learning Methodology**
  - Explain application areas and pros and cons of different teaching and learning methods
  - Emphasize learner-centered methods and apply appropriate methods in real classroom context to ensure active participation

- **Closing and Evaluation**
  - Review the different modules and ask clarifying questions
  - Provide feedback on the training and suggestions for future implementation

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While designing the training plan, the decision on which modules to include in each of the TiCC Trainings as well as their sequence and duration were informed by the needs assessment as well as considering the capacity of the training team.

Within both the Remote TiCC Training modules, the duration varies from 1 to 3 synchronous hours with time reserved for practical exercises. Based on the findings from the Foundational Training evaluation, the training team decided to reduce the number of synchronous training hours for the Refresh Training and instead to add more homework assignments and a synchronous feedback session after each module. Modules were adapted to a smaller duration from the Foundational to the Refresh Training and replaced with practical exercises, homework tasks, and assignments. The Training Modules: Outline and Detailed Session Plans presented in the facilitation guide is the longer version – designed for the Foundational Training but incorporating the lessons learned from the Refresh Training as well.
Methodology

Pedagogical Principles
In line with INEE’s TiCC Training Pack’s guidance which seeks to “Ensure that participants are thinking critically about the concepts and techniques discussed and have ample opportunities to practice, apply, and reflect,” both the Foundational and Refresh training plans were designed to allow participants’ engagement and participation, and to center them in the training. Therefore, DCA’s TiCC Training methodology – both in-presence and remote – is designed to be learner centered, participatory, and relevant for participants’ professional and personal development.

The crisis context of Cox’s Bazar which was further compounded by the effects of a global pandemic and ensuing lockdown emphasized the need and responsibility for the training team to adhere to these pedagogical principles.

Training Team
The training team – seven DCA Education Team Leaders serving as Master Trainers, with the support and supervision of four Education Coordinators – was divided into smaller training teams of two Team Leaders and one Coordinator who took the lead in remotely delivering each of the modules. It was the responsibility of the training teams in charge of each module to send guidance to participants, facilitate and foster participants’ engagement during the trainings and through the homework assignments, collect feedback and inputs from participants, and report on the participants’ feedback and learning outcomes using the Participants’ Tracking Sheet.

Instructional Methods and Interaction with Participants
As mentioned throughout this package, the Remote Foundational and Refresh TiCC training modules were delivered remotely in synchronous and asynchronous sessions on WhatsApp and Zoom. Participants were also requested to complete homework assignments in between the modules. The synchronous sessions include a diversity of instructional methods to ensure the training was interactive and the participants were engaged.

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Methods used on Zoom & Whatsapp

- Video
- Presenting slides
- Annotate
- Ice breakers
- Stretching
- Waving
- Mindfulness activities
- Breakout groups
- Chat box
- Activities such as creating origami, drawing pictures, and locating objects and presenting it to the group
- Typing/Writing messages
- Video files
- Audio messages
- Sharing links
- Pictures
- Use of Emojis
- Drawing and handwriting messages, taking pictures, and sending it on the WhatsApp group
- WhatsApp group calls

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1 INEE Teachers in Crisis Contexts Training for Primary School Teachers. Available at: https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers
01 Methodology

Set/remind participants of the ground rules
The training team sent reminder messages at the beginning of each of the synchronous training sessions. Please see below some examples of training rules set for the DCA TiCC trainings but that other training teams can adapt accordingly:

• During the training session, if you face network issues or any other problems please let your respective Team Leaders know. They are always there.

• You have to write or add any file when you are requested to do so. Please do not write ‘okay’, ‘yes’, ‘Done’ etc. without instruction.

• Please try your best to write your answer within the given time. To wrap up our discussion within a certain period, we will put a dotted line (……………………………………..) like this at the end of a topic. Please do not write your answer after seeing this line.

Ice-breakers and small energizer activities
These activities can be used between modules in order to ensure that participants are connected and paying attention to the instructions. They can also be used as an activation activity. Please see some below examples used during the Remote TiCC Trainings.

Touch Something Game
Let’s play a game! Touch something around you which is made of plastic. After touching the object write the name of that object over here. You have 5 minutes to touch and write the name of the object.

Heart Sign Ready
Let’s put a heart sign ❤ in the text box to show that we all are together here in the same page and fully aware of the training rules. You are getting 2 minutes to do this all together.

Where’s Waldo
Share a “Where’s Waldo” picture and ask participants to find the Waldo character to wake their senses and activate them in a playful way.

Let’s Take a Selfie
Take a selfie and send it to the group along with your name. Please take 5 minutes and send to the group.

Red Nose Energizer
Please find something in your room and touch it with your nose. Write in the chat box what you touched.
01 Additional Facilitation Tips

As previously mentioned, the DCA Remote TiCC Foundational and Refresh Trainings had a component outside the on-line training sessions on WhatsApp and Zoom. The Foundational Training participants were asked to complete some small assignments right after the modules were delivered and also were given three days for self managed learning. The idea was that during the self-managed learning days, the participants could read and revise all materials shared within the scope of the modules. Learning from that experience, the training team expanded this approach of using homework assignments and added more structure and tangible outcomes. Participants in the Refresh Training received a daily assignment as homework following the completion of each module. Every following day a module was delivered and homework submitted, the training team facilitated feedback sessions with the participants where they could ask clarifying questions or practice something. Feedback sessions with participants provided a safe and relevant space to discuss questions or confusions about the training content or their homework.

The modules delivered on WhatsApp were available at any time on the groups created for both the Foundational and Refresh training. The modules delivered on Zoom were available after the sessions as the sessions were recorded. In both cases participants that were not able to attend the synchronous trainings could complete it afterwards with the support of their Team Leaders.

The training sessions on Zoom and on WhatsApp were facilitated in both Bangla and English orally and in writing. WhatsApp messages were shared in both English and Bangla. The PowerPoint slides shared during Zoom sessions were in English, but presented and/or translated by the training team into Bangla. Whenever possible, training materials shared were also in Bangla. Overall, in the small group discussions, the language used was also Bangla. In order to maintain the learner-centered approach of the training, it was important for the participants to learn in a language they felt comfortable reading and writing.

Low or lack of connectivity and therefore being unable to access and fully engage the training sessions, either on Zoom and WhatsApp can be one of the most relevant challenges to a remote training.

▫ Be sure to have someone from the training team (ideally not the module facilitators) available to manage connectivity issues.
▫ Plan in advance for alternative ways for the participants to learn about the module content and to deliver the information if participants can connect.
▫ If the training budget allows, consider administering a small allowance for participants to purchase mobile data packages.

Participants might not be that familiar with the remote training tools.

▫ Include in the training an introductory orientation session on the use of those tools. In the case of DCA’s Remote TiCC Training, this session was combined with a getting to know the group exercise.
▫ Keep it simple. Not all the participants have access to the same kind of devices and/or internet connection and might not be able to fully engage in more complex exercises. In the Foundational Training, the training team attempted to share a video over Zoom which many of the participants were unable to watch. In the Refresh Training, the training team shared the video file over WhatsApp for participants to watch in their homework time.
▫ On Zoom, turning cameras and microphones on and off can be stressful for some participants because they don’t feel comfortable showing where they are or they face ICT and bandwidth limitations. However, it is advised to design the orientation session for participants where they can practice several times turning on and off their videos and microphones. This also creates the expectation that occasionally the training will require them to use both features. By asking them to turn on their videos at different stages, it served as a successful strategy to keep the participants focused and ensure they were following along.
01 Additional Facilitation Tips

Participants can struggle to follow and stay motivated to learn in long synchronous on-line training sessions.

- Balance the request for participants’ use of time off and online within the training. Save the synchronous times with the participants to deliver crucial information and to give clear guidance on assignments that allow them to consolidate the learning about the module content.
- Plan for interactive sessions. Avoid long periods of time in presentation mode. Use different teaching and learning methods in the sessions and ensure to ask for participants’ feedback and inputs.
- When designing the homework/self managed assignments ensure to include: clear instructions about the tasks and the expected outcomes and submission process (whom, to whom, by when)
- Ensure the training team has the capacity to acknowledge the homework submission, assessment, and feedback to participants.

Remote training and particularly sessions on WhatsApp might be undervalued by the participants and they can sometimes be unprepared.

- Send reminders to participants with some practical guidance about the session before the module facilitation starts. For example on WhatsApp:

  "Welcome again for another new Training Session! From now on, please save the next 90 minutes for module x training. We will learn about xxx. You are requested to find a comfortable place and be ready with your tea, coffee or whatever you like to boost your energy! Just a gentle reminder, please keep the necessary training materials (pen, pencil, paper etc) by your side."

Training teams can also be working remotely and might not be used to coordinating together remotely

- Include the training team members in the decision-making process, building their ownership and ensuring they are also fully engaged.
- Plan for remote team building exercises. A strong and well-coordinated training team proved to be a key success factor.
- Create-sub groups for each training module. For this training, each training team responsible for delivering a certain module created their own WhatsApp group for the trainers to coordinate and plan effectively prior to and during the modules. During the synchronous training, teams delivering the modules were able to simultaneously communicate within their small sub-training teams to coordinate, troubleshoot, and manage time and participation together.
- Follow up closely with the training team members ensuring they are being able to play their role as trainers but also their well-being. A remote training like the ones this guide aims to describe can be very demanding on the training team.
## 01 TiCC Foundational Training Plan

<table>
<thead>
<tr>
<th>Module</th>
<th>Theme</th>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
<th>Where (Zoom or WhatsApp)</th>
<th>Training Team / Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Orientation</td>
<td>Sunday, May 31</td>
<td>11:00 - 1:00</td>
<td>2 Hours</td>
<td>Zoom</td>
<td>Education Coordinator 1</td>
</tr>
<tr>
<td>2</td>
<td>Introducing the Training and DCA</td>
<td>Monday, June 1</td>
<td>2:00 - 4:00</td>
<td>2 Hours</td>
<td>Zoom</td>
<td>Trainer 1, Trainer 2</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Supported by Education Coordinator 1</td>
</tr>
<tr>
<td>3</td>
<td>Education in Emergencies Agendas and Frameworks</td>
<td>Tuesday, June 2</td>
<td>2:00 - 3:30</td>
<td>1.5 Hours</td>
<td>WhatsApp</td>
<td>Trainer 1, Trainer 3</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Supported by Education Coordinator 2</td>
</tr>
<tr>
<td>4</td>
<td>COVID-19 Distance Learning</td>
<td>Wednesday, June 3</td>
<td>2:00 - 3:30</td>
<td>1.5 Hours</td>
<td>Zoom</td>
<td>Trainer 2, Trainer 5</td>
</tr>
<tr>
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<td></td>
<td>Supported by Education Coordinator 3</td>
</tr>
<tr>
<td>5</td>
<td>Teacher &amp; Learners Well-Being</td>
<td>Wednesday, June 3</td>
<td>2:00 - 3:30</td>
<td>1.5 Hours</td>
<td>Zoom</td>
<td>Trainer 6, Trainer 4</td>
</tr>
<tr>
<td>6</td>
<td>Teacher’s Roles and Responsibilities</td>
<td>Wednesday, June 3</td>
<td>4:00 - 5:30</td>
<td>1.5 Hours</td>
<td>WhatsApp</td>
<td>Supported by Education Coordinator 3</td>
</tr>
<tr>
<td></td>
<td><strong>Self-managed learning (3h)</strong></td>
<td>Thursday, June 4</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Ways to Learn</td>
<td>Sunday, June 7</td>
<td>2:00 - 3:30</td>
<td>1.5 Hours</td>
<td>Zoom</td>
<td>Trainer 6, Trainer 5</td>
</tr>
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<td></td>
<td>Supported by Education Coordinator 2</td>
</tr>
<tr>
<td>8</td>
<td>Classroom Management</td>
<td>Monday, June 8</td>
<td>2:00 - 5:00</td>
<td>3 Hours</td>
<td>WhatsApp</td>
<td>Trainer 5, Trainer 4</td>
</tr>
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<td></td>
<td>Supported by Education Coordinator 1</td>
</tr>
<tr>
<td>9</td>
<td>Lesson Plan and Curriculum</td>
<td>Monday, June 8</td>
<td>2:00 - 5:00</td>
<td>3 Hours</td>
<td>WhatsApp</td>
<td>Trainer 6, Trainer 4</td>
</tr>
<tr>
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<td></td>
<td>Supported by Education Coordinator 1</td>
</tr>
<tr>
<td>10</td>
<td>Teaching and Learning Methodology</td>
<td>Wednesday, June 10</td>
<td>2:00 - 5:00</td>
<td>3 Hours</td>
<td>Zoom</td>
<td>Trainer 7, Trainer 3</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Supported by Education Coordinator 3</td>
</tr>
<tr>
<td>11</td>
<td>Debrief on DCA program, coordination and reporting mechanisms</td>
<td>Sunday, June 14</td>
<td>2:00 - 3:30</td>
<td>1.5 Hours</td>
<td>Zoom</td>
<td>Trainer 7, Trainer 3</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Supported by Education Coordinator 3</td>
</tr>
<tr>
<td>12</td>
<td>Closing and Evaluation</td>
<td>Sunday, June 14</td>
<td>4:00 - 5:30</td>
<td>1.5 Hours</td>
<td>Zoom</td>
<td>Education Coordination Team</td>
</tr>
</tbody>
</table>
# TiCC Refresh Training Plan

<table>
<thead>
<tr>
<th>Module</th>
<th>Theme</th>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
<th>Where (Zoom or WhatsApp)</th>
<th>Feedback Session* (1H)</th>
<th>Training Team / Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Outline and Learning Objectives; EiE Agendas</td>
<td>Sunday, June 21</td>
<td>2:00 - 4:00</td>
<td>2 Hours</td>
<td>(1H Zoom; 1H WhatsApp)</td>
<td>Zoom WhatsApp</td>
<td>Trainer 1, Trainer 2 Supported by Education Coordinator 1 Trainer 1, Trainer 3 Supported by Education Coordinator 2</td>
</tr>
<tr>
<td>2</td>
<td>Teachers’ and Learners’ Well-Being &amp; COVID-19 Distance Learning</td>
<td>Monday, June 22</td>
<td>2:00 - 4:00</td>
<td>2 Hours</td>
<td>(1H Zoom; 1H WhatsApp)</td>
<td>Zoom WhatsApp 9:30 AM - Joint feedback on Module 1 (Zoom)</td>
<td>Trainer 2, Trainer 4 Supported by Education Coordinator 3 Trainer 1, Trainer 5 Supported by Education Coordinator 2</td>
</tr>
<tr>
<td>3</td>
<td>Teachers’ Roles and Responsibilities</td>
<td>Tuesday, June 23</td>
<td>2:00 - 3:30</td>
<td>1.5 Hours</td>
<td>WhatsApp</td>
<td>9:30 AM - Joint feedback on Module 2 (Zoom)</td>
<td>Trainer 6, Trainer 5 Supported by Education Coordinator 3</td>
</tr>
<tr>
<td>4</td>
<td>Classroom Management</td>
<td>Wednesday, June 24</td>
<td>2:00 - 3:30</td>
<td>1.5 Hours</td>
<td>Zoom</td>
<td>9:30 AM - Joint feedback on Module 3 (Zoom)</td>
<td>Trainer 6, Trainer 2 Supported by Education Coordinator 3</td>
</tr>
<tr>
<td>5</td>
<td>Lesson Plan and Curriculum</td>
<td>Thursday, June 25</td>
<td>2:00 - 4:00</td>
<td>2 Hours</td>
<td>WhatsApp</td>
<td>9:30 AM - Joint feedback on Module 4 (Zoom)</td>
<td>Trainer 4, Trainer 5 Supported by Education Coordinator 1</td>
</tr>
<tr>
<td>6</td>
<td>Teaching and Learning Methodology</td>
<td>Sunday, June 28</td>
<td>2:00 - 3:30</td>
<td>1.5 Hours</td>
<td>Zoom</td>
<td>9:30 AM - Joint feedback on Module 5 (Zoom)</td>
<td>Trainer 7, Trainer 3 Supported by Education Coordinator 4</td>
</tr>
<tr>
<td>7</td>
<td>Closing and Evaluation</td>
<td>Monday, June 29</td>
<td>2:00 - 3:00</td>
<td>1 Hour</td>
<td>Zoom</td>
<td>9:30 AM - Joint feedback on Module 6 (Zoom)</td>
<td>Education Coordination Team</td>
</tr>
</tbody>
</table>
01 DCA Remote TiCC Training Modules Outline

Introduction & Orientation

Module Duration: 2 Hours

A. Welcome and Zoom Orientation
15 Minutes, Education Coordinator 1

- Welcome Participants to the Training.
- Briefly discuss agenda and objectives of the training.
- Provide Zoom Overview (Give instructions in Bangla and English)
  - Review the different Zoom Features
  - Ask participants to practice typing their name into the Chat Box and other Zoom Settings
- Ask all participants to turn on their video and wave

Please turn on your video and wave!
**01  DCA Remote TiCC Training Modules Outline**

**Introduction & Orientation**

B. **Ice Breaker**  
15 Minutes, Trainer 2  
- Ask participants to find all the unusual items in the donut shop.  
- Discuss why those items are considered unusual.

C. **Team Introductions**  
30 Minutes, Education Coordinator 1  
- Lead trainer to introduce Coordinators and TLs (training team): Please say your name, position, how long you’ve been with DCA, and the food you’ve eaten the most of during lockdown. Lead trainer to call on participants one by one to introduce themselves and answer the same question.

D. **Ice Breaker**  
15 Minutes, Trainer 1  
- Ask all participants to go find something in their room that is blue (for example) and touch it and come back and type into the chat box what they found.

E. **Closing and Questions**  
30 Minutes, Education Coordinator 1  
- Open the plenary for questions and answers.  
- Close the session and thank the participants They can type in the chat, turn on their video/mic, or ask their respective Team Leader.

---

Meet the TEAM!  

Game time!  

Let’s find something ..BLUE..  

and write it in chat box!
01 DCA Remote TiCC Training Modules Outline

Introducing the Training and DCA

Module Duration: 2 Hours

A. Welcome
10 Minutes, Education Coordinator 1

• Welcome Participants to the Training.
• Ask participants to briefly turn on video and wave so that everyone can see each other.
• Discuss the Module Objectives
  ▫ Participants will discuss expectations and agree on training rules.
  ▫ Participants will become familiar with DCA’s work including its integrated approach.
  ▫ Participants will understand DCA’s Code of Conduct and Complaint Mechanism.

B. Ice Breaker
5 Minutes, Trainer 2

• Ask participants to look at the slide and try to locate the heart hidden among the flowers.
• Give them 2 minutes and then display the slide with the heart identified.
01 DCA Remote TiCC Training Modules Outline

Introducing the Training and DCA

C. Introduction
30 Minutes, Trainer 1

• Briefly Review the Training Agenda / Outline
• Display Expectations and Challenges slide. Participants will take 5 minutes to think of one individual example for each square and write it in the chat box.
• Discuss the modalities that we will use: WhatsApp and Zoom and some activities training team might assign
• Training Code of Conduct—what are the ground rules for the training? Ask participants to type into the chat box.
• Go over suggested rules and discuss the rules the participants proposed

D. Ice Breaker
5 Minutes, Trainer 1

• Ask all participants to go find something in the room/space that they are at that is blue, touch it and come back and type into the chat what they touched.
01 DCA Remote TiCC Training Modules Outline

Introducing the Training and DCA

How we will participate in the training?

- Lecture
- Use of digital material (Audio/Video/Text)
- Individual assignment
- Group work
- Discussion
- Surprise task!

Let’s set some ground rules

Some guidelines for Zoom session

- Mute your microphone when you’re not talking
- Turn on video when you are requested
- Identify yourself, Speak slowly and clearly
- Don’t be afraid to project your voice, ask for clarification

Some guidelines for WhatsApp session

- If you face any other problem, inform your Team Leader.
- Write or add any file only when you are requested. DO NOT write ‘okay’, ‘yes’, ‘done’, ‘good morning’ etc. without instruction.
- Wait until all the participants are done. Write your answers fast within the given time.
- To end a discussion, a dotted line ‘………………………………….’ will be provided. Do not write anything after this line.

Training rules we’ll follow

- Show up on time and be prepared
- Stay mentally and physically present
- Don’t use other apps during training
- Contribute to training goals
- Be respectful and let everyone take part
- Everyone must participate
E. **Introduction to DCA vision, mission and goals**
20 Minutes, Education Coordinator 1

- **Display slide and read:** The overall goal of DCA’s Rohingya Refugee Response Program is to save lives, protect people from violence and abuse, and to build more resilient communities with access to quality services. This is done through a holistic survivor-centered approach.
- Play the DCA Integrated Approach video (7 Minutes)
- Review DCA’s focus areas and show Fact-sheet on DCA
F. Code of Conduct
25 Minutes, Education Coordinator 1

- Show slide and ask participants: **Is education important for your community?** Divide the group into 8 breakout groups (best to divide them before) and have them discuss for 5 minutes. Bring them back into plenary and ask them to type into the chat box what they discussed.

- Discuss that education can be very positive for our communities it can also be negative. Divide groups again into their breakout groups and ask them to discuss: “**How can education become harmful or ineffective in the community?**” When they return representatives from each group will type into the chat box.

- Discuss that some challenges are in our control and some are not and that is why we have a code of conduct to maintain high quality programs. Training team will send the handout of Code of Conduct checklist to participants following the training.

- Ask participants to type in the chat the answer to the question: “**How can a Code of Conduct help us?**”

- Tell the participants that the Code of Conduct is not used to monitor colleagues but to hold ourselves accountable. Explain that one of the Education coordinators will be discussing actions to take should they need to report a complaint.
01 DCA Remote TiCC Training Modules Outline

Introducing the Training and DCA

**Code of Conduct**

- What challenges are not in our control?
- What challenges are in our control?

<table>
<thead>
<tr>
<th>Example of Misconduct</th>
<th>Very Serious</th>
<th>Serious</th>
<th>Less Serious</th>
<th>Not Serious</th>
<th>Not applicable to the safe spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator is late for the session</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Code of Conduct**

- How to maintain the Code of Conduct?

- Regular review of discussion
- Support during the team meeting
- Anything?

**A Code of Conduct is important because....**
01 DCA Remote TiCC Training Modules Outline

Introducing the Training and DCA

G. Complaints Mechanism
20 Minutes, Education Coordinator 4

- Display and present the slides
- What is a complaint? And what is its purpose?
- What are the various types of complaints?
- What are the ways to submit complaints?
- What happens when a complaint is submitted?

H. Closing
5 Minutes, Education Coordinator 1

- Tell participants: The training has now ended. You will receive some materials to review via WhatsApp. Tomorrow the training will be on WhatsApp as well. Please feel free to ask questions now or whenever as well as in the WhatsApp group. Thank you for your participation and we look forward to the rest of the training.
01 DCA Remote TiCC Training Modules Outline

Education in Emergencies: Agendas and Frameworks

Module Duration: 1.5 Hours

A. Welcome
10 Minutes, Education Coordinator 2

- **Send Message**: Hello to you all! We are now starting now a new Module of the TiCC Foundational Training. Please find a quiet and comfortable place and save the next 90 min to learn about Education in Emergencies.

B. Introduction
5 Minutes, Trainer 1

- **Send Message**: Learning Objectives
  - Acknowledge existing Global Agendas and Frameworks on Education in Emergencies – including topics like gender and youth, Child Protection and Peacebuilding
  - Make linkages between EiE, CP frameworks and the local context and programme implementation
  - Became familiar with INEE Minimum Standards
  - **Ask the Participants if they have any questions and answer any that come up. Send (.........................) after 2 minutes.**
When emergencies occur coordination is necessary. Good coordination means less gaps and overlaps in the assistance delivered by humanitarian organizations.

Humanitarian coordination is done through a Cluster Approach. The coordination of each of the humanitarian sectors take place in the sector Cluster, like for example Education.

Send Diagram.

Send Diagram.

Send Message: Let’s get started!

When emergencies occur coordination is necessary. Good coordination means less gaps and overlaps in the assistance delivered by humanitarian organizations.

Humanitarian coordination is done through a Cluster Approach. The coordination of each of the humanitarian sectors take place in the sector Cluster, like for example Education.

Send Diagram.

E. Review the Assignment
10 Minutes, Trainer 3

Send Message: Now that you have watched the video and understand better what Education in Emergencies means, please tell us three reasons why education in an emergency or crisis situation is important.

You have 10 minutes to complete this task. Once you finish it, please type the answers here in the group.

Send (..................) after 10 minutes.
• **Send Message:** Please keep in mind that there are critical intersections between child protection (CP) and education in emergencies (EiE). And that’s why it’s crucial to work in an integrated, holistic approach.

• **Send Picture**

  মনে রাখতে হবে যে শিশু সুরক্ষা এবং জরুরী পরিস্থিতিতে শিক্ষার মধ্যে বিশেষ আন্তর্জাতিক সম্পর্ক রয়েছে। এবং এজন্য একটি সম্পর্কিত পদ্ধতি কাজ করে অত্যন্ত গুরুত্বপূর্ণ। এই ছবিটি ভালো করে লক্ষ্য করা হয়েছে এবং আমাদের সেটা বুঝতে পারবো।

• **Send Audio**: Voice message reading the text on MS – summary of MS Instruction on Handbook pages 2-17

Please listen to this voice message and learn more about this tool and framework.
Send INEE Diagram

Ask participants to share one of their experiences through which they will contextualize their work with INEE MS in the field level.

Send Message: From what you heard and from what you can see in this picture (a summary of INEE Minimum Standards for Education) please write an experience or practice from your teaching and learning experience and/or your organizations’ work, describing how that situation is an example of achieving or missing INEE Standards. Please give also a concrete example within two or three sentences naming the Standard. Please send us your answer before 3:30.

Education in Emergencies: Agendas and Frameworks

We are now closing the Module. Thank you so much for engaging so actively and for your inputs and feedback. We hope you had a good time.

Send (............................).
Module Duration: 1.5 Hours

COVID-19 and Distance Learning

A. Welcome
10 Minutes, Education Coordinator 2

- **Send Message:** Welcome back! We are about to start a new Module.

  Go back to your safe learning space and save the next 90 minutes to learn more about COVID-19 and Distance Learning.

  সবাইকে আবারো স্বাগতম!

  আমরা এখন মডিউল-৩ শুরু করবো। আশা করি আপনারা সবাই যার যার শেখার জায়গায় চলে গেছেন এবং আগামী ৯০ মিনিট COVID-19 & Distance Learning সম্পর্কে শেখার জন্য প্রস্তুত!

  This module will be instructed by [name of Education coordinator 2], [name of trainer 1] and [name of trainer 4].

B. Introduction
5 Minutes, Trainer 1

- **Send Message:** Explain the Learning Objectives

  ▫ 1. Understand COVID-19 pandemic and Education Sector response plan for Cox’s Bazar, including coordination and information sharing mechanisms;

  ▫ 2. Understand the concept, challenges and different approaches to distance learning

  ▫ 3. Get familiar with ways to facilitate teaching and learning during times of social isolation and distance and Recognize the challenges of different aspects of distance learning.

  ▫ If you have any questions so far, please write a text message here in the next 2 minutes.

- **Send (..................................) after 2 minutes.**
C. Introduction to the Theme: COVID-19
10 Minutes, Trainer 1

- **Send Message:** Let’s Get Started! Tell me what your major source of information on COVID-19 is. Write down only one source.

- **Send Picture:** Share an Image of COVID-19 Facts with the message "Here are some basic facts about COVID-19"

- **Send Message:** Do you have any other questions about COVID-19 that you would like to ask? Please write it here in the group. We will ensure to collect all your questions and answer to your questions afterwards.

D. Understanding Impact of COVID-19 on Well-Being
10 Minutes, Trainer 1

- **Send Message:** We now know the facts about COVID-19. But what about the effects of COVID-19 on people’s lives? Please take a minute and think about that how you have been feeling mentally and emotionally during the COVID-19 crisis.

Pick a set of emojis that can show how you have been feeling and send it here in the group. Please send all the emojis you choose in one single message.

- **After participants share their emojis, Send Message:** Thank you for your feedback!
01 DCA Remote TiCC Training Modules Outline

COVID-19 and Distance Learning

E. Highlighting Impacts of COVID-19 on Education
7 Minutes, Trainer 1

- Send Message: Education has also been strongly affected due to the COVID-19 outbreak.

- Send Message: Aside from other consequences, around the world the schools have been closed and education has been disrupted, affecting 1,186,161,728 learners.

- Send Picture: [Map of affected Learners]

F. Education Sector Plan for COVID-19 Emergency
3 Minutes, Trainer 4

- Send Message: You will hopefully remember us mentioning the Cluster Approach and Humanitarian sectors in the previous Module.

Well, Education Sector also came together and developed a COVID-19 Response Plan consisting of 4 Objectives: re-opening of schools (Objective 1), during school closure (Objective 2 and 3) and education sector system strengthening (Objective 4)

Education sector
ও কিছু কাজ করছে কোভিড পরিস্থিতি মোকাবেলায় করার জন্য।

Education sector, Education/শিক্ষাকে কেন্দ্র করে ৪ টি উদ্দেশ্যের উপর ভিত্তি করে কিছু পরিকল্পনা করছে। চলুন উদ্দেশ্য গুলো দেখে নেই—

1ম উদ্দেশ্য-পুনরায় স্কুল গুলোর কার্যক্রম শুরু করা।

2য় এবং ৩য় উদ্দেশ্য- স্কুল বন্ধ থাকা অবস্থায় কিছু কার্যক্রম পরিচালনা করা।

৪র্থ উদ্দেশ্য-শিক্ষা ব্যবস্থাকে জোরদার করা।

- Send Picture: [Education Sector COVID-19 Response Plan]
**01 DCA Remote TiCC Training Modules Outline**

**COVID-19 and Distance Learning**

**G. Teacher/Educator/Caregiver Role in Response**
10 Minutes, Trainer 4

- **Send Message:** Also as a teacher, educator and caregivers you also have a role to play in the response. We all have! Please look into this checklist.

- **Send Picture:** [Checklist for School Administrators, Teachers and Staff]

**H. Introduction to Distance Learning**
10 Minutes, Trainer 4

- **Send Message:** Because of COVID-19, education stakeholders and actors around the world had to think about options to ensure that learning goes on despite the lack of access to the learning spaces. Governments and partners started to work on distance or remote learning modalities.

Please think about the answer to the following questions and type the answers in this group (within the next 10 minutes):

**What do you understand by the concept distance or learning?**

- **Send Message:** Remote learning is the process of learning where teachers and students are not present physically at the same place.

- **Send Picture:** [Distance Learning Options where no or very Limited Hardware or Internet Connectivity is Available]

Give them some time to read, then proceed to next activity.

More resources available at: [https://inee.org/covid-19](https://inee.org/covid-19)
01 DCA Remote TiCC Training Modules Outline

COVID-19 and Distance Learning

I. Introduction to Distance Learning
15 Minutes, Trainer 4

- Ask participants to think and share, which way of facilitation will be helpful of remote learning to support for our Volunteer and Right holder in this emergency
- **Send Message:** But what about our programs? Please think about and find out some ways that we could be facilitating distant learning to our volunteers and rightsholders in this emergency. Share your findings in this group in the next 10 minutes.

J. Reading Material
5 Minutes, Trainer 4

- **Send Message:** Many materials have been developed to support the response to COVID-19 pandemic, some in Bangla. Please check this example. We hope it is useful for you:

K. Closing
5 Minutes, Education Coordinator 2

- **Send Message:** We are now closing the Module. Thank you so much for engaging so actively and for your input and feedback. Please feel free to ask any questions or add any comment in this group after the modules so that we can reply.

We wish you a wonderful evening! Take care!
Let’s meet again tomorrow at 2 pm on Zoom for the next Module.
Module Duration: 1.5 Hours

A. Welcome & Ice Breaker
   10 Minutes, Education Coordinator 3
   • Welcome participants to the training.
   • Ask all participants to turn on their video and wave to each other and show the bird as theme of the today’s module
   • Ask participants to write their favorite flower in the Zoom chat box

B. Learning Objectives
   10 Minutes, Trainer 5
   • Introduce participants to the learning objectives of today’s module

C. Definition and Types of Well-Being
   10 Minutes, Trainer 2, Trainer 5, Education Coordinator 3
   • Physical Well-Being
   • Ask all participants to type into the Zoom chat what they understand about well-being.
   • Share the definition and main types of well-being and describe them.
   • Emotional, Social Well-Being
     ▫ Describe what is social and emotional well-being and how they can be maintained
   • Cognitive Well-Being
     ▫ Definition of cognitive well-being and how to maintain it
01 DCA Remote TiCC Training Modules Outline

Teachers’ and Learners’ Well-Being

- **Physical Wellbeing**
  - Freedom from harm and physical abuse.
  - Having all basic human needs met (water, food, shelter, etc.).
  - The ability to play and be physically active.

- **Emotional Wellbeing**
  - Having a positive state of mind.
  - Feeling safe and supported.
  - Being able to feel and express a range of emotions and to cope with everyday life.

- **Social Wellbeing**
  - Being part of a supportive environment where people live peacefully and equally.
  - The ability to form positive social relations with peers and adults.

- **Cognitive Wellbeing**
  - To feel confident and to value and accept yourself.
  - Having opportunities to learn and develop and to pursue goals.
D. Mindfulness Activity
10 Minutes, Education Coordinator 3

- Ask participants to close their eyes.
- Guide the participants through a mindfulness activity will follow her instructions (See this example)
E. **Distress**

10 Minutes, Trainer 5

- Brief discussion about distress and its different sides, symptoms and response methods.
- Provide a short introduction about PSS services and referral pathways in different camps using existing Referral Pathway handouts.

**Identify, monitor, and respond to signs of distress in students**

**Signs of Distress**

- Crying
- Angry
- Fighting
- Absence
- Cannot concentrate in class
- Not completing assignments
- Dirty/unbathed
- Inadequate clothing
- Appearing under-nourished
- Illness

**Respond to Distress**

- Remember, as teachers, our role is not only to observe, but also to take action to limit risk factors and promote protective factors in order to protect child rights and ensure child well-being and rights.
- However, while it is your responsibility to protect your students, you cannot solve everything by yourself. It is important that you are aware of the support that is available for students elsewhere.
- Let’s see the pathway – how to respond in situations when your students feel distressed.

**What can I do?**

- Stay calm; words, but don’t mitigate physical touch to comfort them (e.g., don’t try to hug them or hold their hand)
- Do not try to solve their problem yourself
- Refer the person that you can; relay them to someone who may be able to assist them
- Listen but be a judge; and don’t record their personal data; it is recorded only by the appropriate police agency
- Maintain confidentiality and respect their wishes; if someone has experienced physical or sexual violence, encourage them to access health services within 72 hours
- Always seek the person’s consent before referring

**Let’s see the pathway**
F. Risk & Protective Factors
5 Minutes, Trainer 2

- Definition, differences, and examples about risk and protective factors
- Participants will be asked to turn on their video and trainer will show some items. Participants have to identify risk factor item and protective factor item by showing thumbs down and thumbs up respectively.

**Risk & Protective - examples**

<table>
<thead>
<tr>
<th>Protective</th>
<th>Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling supported</td>
<td>Safety and security</td>
</tr>
<tr>
<td>Trustful</td>
<td>Gender discrimination</td>
</tr>
<tr>
<td>Social interaction getting to spend time with and talking with others</td>
<td>Anxiety or stressful</td>
</tr>
<tr>
<td>Having supported</td>
<td>Corporal punishment or harsh discipline</td>
</tr>
<tr>
<td>Sense of place</td>
<td>Insufficient education</td>
</tr>
<tr>
<td>Peace</td>
<td>Refusing</td>
</tr>
<tr>
<td>Being a part of a team</td>
<td>Ethnic discrimination</td>
</tr>
<tr>
<td>Sense of belonging</td>
<td>Uplifting words and positive feedback</td>
</tr>
<tr>
<td>Resilience, connection to culture</td>
<td>Lack of role models</td>
</tr>
</tbody>
</table>

**Understanding Risk Factors in Learners’ Wellbeing and How to Minimize Them**

When you are walking somewhere, a protective factor for your feet is your shoes, a risk factor would be a piece of glass on the ground.

Using this analogy:
- 1. How would you define a protective factor?
- 2. How would you define a risk factor?

**Risk & Protective Factors - Definitions**

1. **Protective factors**: Conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk.

2. **Risk factors**: Threats to physical or psychological well-being
01 DCA Remote TiCC Training Modules Outline

Teachers’ and Learners’ Well-Being

G. Practice Well-Being in Personal and Professional Life
20 Minutes, Education Coordinator 3

- Discussion about teachers’ role and maintaining well-being in their personal and professional life

H. Closing
10 Minutes, Trainer 2, Trainer 5

- Explain homework in Zoom and post the written instruction on the WhatsApp group
- Give thanks to participants for participation and close the module.
Teachers Roles & Responsibilities

Module Duration: 1.5 Hours

A. Welcome & Ice Breaker
10 Minutes, Education Coordinator 3

- **Send Message**: Hello Lovely Ladies,

Welcome again for another brand new Training Session! From now on, please save the next 90 minutes. We will learn about “Teacher’s Roles and Responsibilities” from this training. You are requested to find a comfortable place and be ready with your tea, coffee or whatever you like to boost your energy! Just a gentle reminder, please keep the necessary training materials (pen, pencil, paper etc.) by your side.

For this session, 3 trainers are dedicated to conduct the training for you. Please receive the warmest greetings from [name of Education Coordinator 3], [name of trainer 4] and [name of trainer 6].

- **Send Message**: Let’s fix our training rules at the very beginning:
  - During training session, if you face network issues or any other problem please let your respective Team Leaders know. They are always there.
  - You have to write or add any file when you are requested to do so. Please do not write ‘okay’, ‘yes’, ‘Done’ etc. without instruction.
  - Please try your level best to write your answer within the given time. To wrap up our discussion within certain period, we will put a dotted line (……………………………………..) like this end of a topic. Please do not write your answer after seeing this line.
  - Wait until all the participants are done. Try to write your answers as quickly as you can.

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  - Wait until all the participants are done. Try to write your answers as quickly as you can.
01 DCA Remote TiCC Training Modules Outline

Teachers Roles & Responsibilities

• Send Picture: [Teachers Roles & Responsibilities]

• Send Message: Let’s put a heart sign <3 in the text box to show that we all are together here in the same page and fully aware of the training rules. You are getting 2 minutes to do this all together.

• Send Message: Let’s play a game! Touch something around you which is made of plastic. After touching the object write the name of that object over here. You have 5 minutes to touch and write the name of the object.

B. Learning Objectives

5 Minutes, Trainer 4

• Send Message: Learning Objectives
  ▪ Understand the balance within the roles of a teacher in the school and in the community.
  ▪ Acknowledge the qualities of an ideal teacher
  ▪ Organize the roles and qualities in weekly schedule
C. Explain the Concept of a Teacher
5 Minutes, Trainer 4

• Send Picture and Audio: [A Teacher Is...]

Through audio message trainer will give the instruction, that participants have to write 1-2 words to express “What is a teacher?” in your opinion.

You are going to get 2 minutes for this activity.

After getting the answer Facilitator will give “CLAP” 😊 emoji.

• Send Message: A teacher is the second parent and a role model of a child and teachers play a great role in the child’s future. So, as a teacher we should be careful about out behavior with learners. Our motivation and guidance will help learners.

• Send Picture and Audio: [A Good Teacher is Like a Candle; It Consumers itslef to Light the Way for Others]

'A good teacher is like a candle - it consumes itself to light the way for others.'

Mustafa Kemal Atatürk

• Send Message: (........................................)
DCA Remote TiCC Training Modules Outline

01 Teachers Roles & Responsibilities

D. Teachers' Roles in Classrooms
15 Minutes, Trainer 4 and Trainer 6

- **Send Message**: Let's see Teachers' role in the classroom.
  চলুন দেখি শিক্ষকের ভূমিকা কেমন হতে পারে?
- **Send Picture**: [classroom]

• Now we will take a look at the picture carefully and think about the classroom situation for 2 minutes.
  আমরা ছবিটা দেখে দুই মিনিট চিন্তা করব।

We already understand that
  আমরা বুঝতেই পারছি, শিক্ষকের ভূমিকা হল শিক্ষার্থীকে এমন একটি শেখার অভিজ্ঞতা দেয়, যার মাধ্যমে শিক্ষার্থীরা আনন্দের মাধ্যমে শিক্ষা গ্রহণ করতে পারে।

Now we are going to look at 2 pictures where we have to identify which picture represents positive a classroom and which picture represents a negative classroom and why?
  এখন আমরা আরো দুইটি ছবি দেখব। নিচের ছবি দেখে আমরা কোনটা ইতিবাচক এবং কোনটা নেতিবাচক ক্লাস্রুমের ছবি এবং কেন?

- **Send Message and Share Video Link**: Let's see a video. If a teacher can create a joyful classroom environment, students would love to join the classes. In this video, we will be seeing the importance of learning environment in learning process and presence in the classroom.
  চলুন আমরা একটি ভিডিও দেখি। যদি একজন শিক্ষক শ্রেণিকক্ষে আনন্দদায়ক শেখার পরিবেশ তৈরি করতে পারেন, তাহলে ব্যক্তিত্বজাননের সমস্ত চ্যালেঞ্জকে উপকরণ করতে হলো শিক্ষার্থীরা ওই শেখার্থীর ক্লাস্তে উপস্থিত হবে। ভিডিওটিতে এমন গল্পগুলোই আমরা দেখতে পাব।
  Video Link:  [https://www.youtube.com/watch?v=RUYsAAUkQ_E](https://www.youtube.com/watch?v=RUYsAAUkQ_E)
- **Send Message**: (.................................)
Teachers Roles & Responsibilities

E. Qualities and Responsibility of an Ideal Teacher
30 Minutes, Trainer 6 and Education Coordinator 3

Send Message: Let’s draw a picture of an ideal teacher and write the qualities of an ideal teacher around the picture. After finishing your drawing, take a photo of the picture and send it here. You will have 20 minutes to do that. Let’s start!

এবার চলুন একসাথে একজন আদর্শ শিক্ষককের ছবি আঁকি ও তাঁর গুণাবলীগুলো ছবির চারপাশে লিখে রাখি। আঁকা শেষে চিত্রটির একটি ছবি তুলব এবং এখানে আপলোড করব। এই কাজটি করার জন্য আপনি ২০ মিনিট সময় পাচ্ছেন। চলুন শুরু করা যাক!

Send Audio with Instructions

Send Message: We are waiting to see the beautiful pictures..... (Reminder after 10 minutes)

১০ মিনিট, আপনারা যতটুকুই এঁকেছেন, এখন সাবমিট করে দিন। আমরা ট্রেনিং এর সময়ের প্রতি শ্রদ্ধাশীল থাকব।

• Send Picture and Message: [Bouquet of Flowers]

This flower bouquet is for all the incredible teachers who have drawn these wonderful pictures!! 😊

এই ফুলের তোড়াটি ডাটাসিকল অসাধারণ শিক্ষকদের জন্য যারা চমৎকার ছবিগুলো এঁকেছেন!!!
Teachers Roles & Responsibilities

F. Identifying Needs of Different Learners
5 Minutes, Trainer 6

• Send Picture and Message:
  All of us are teachers! As a teacher we all know there are different types of learners who have different learning needs. There are students of different ages, some of them will learn fast, and others will be slower. We will also teach learners that are challenged or disabled in some way. As a teacher, it is the responsibility of the teacher to try to understand the needs of each student and provide educational support according to their needs. To understand learners’ needs we can follow some action point. Ex:
  ▫ Assessment
  ▫ Observe Learner’s Behavior
  ▫ Asking Questions, etc.

• Send Message:
  (……………………………………)

G. Weekly Schedule
10 Minutes, Trainer 4

• Send Picture:

• Send Audio with Instruction: We will prepare a weekly schedule, where we will include or address our weekly activity (personal and professional responsibility) as a teacher. This will be our homework from this module.

• Send Blank Format for Homework
H. Balancing the Different Roles of a Teacher
5 Minutes, Trainer 4

- **Send Message:** As a teacher it’s important to balance between our personal and professional life. Suppose, if we face challenging situations in our personal life it can affect our professional life. In any situation we have to show kindness to our learners, we cannot punish our learners. To maintain balance of personal and professional life we can plan our activities. For example, proper planning is important for building a house. Similarly, if a teacher plans their personal and professional work and writes it down in a table it will can help maintain balance. This table not only helps teachers to balance professional and personal life, it also helps teachers to maintain balance among their multiple responsibilities as a teacher. Weekly timetable can help us to make this plan.

I. Exit Ticket
5 Minutes, Education Coordinator 3

- **Send Picture:** [Thank you Teachers]
- **Send Message:** All the participants, please receive my heart left gratitude for your active engagement and making this session successful. We are now closing this module. Please feel free to ask any questions or add any comments if you have. You can also reach out to your team leader after the “closure” of the session.

J. Closing
5 Minutes, Trainer 4

- **Send Message:** Homework: Prepare a weekly schedule where we have to mention our weekly (personal and professional) responsibility that we follow as a teacher. Send the assignment to your respective TL within 1 and half an hour.
- **Send Message:** (..................................................)
- **Send Message:** আপনারা যে কোন পরিকল্পনা সেটাটি আমরা স্বস্থতাতের মাধ্যমে আমাদের আজকের এই সেশনটি সফল করতে সহায়তা করেছেন। সকলকে ধন্যবাদ জানানোর মধ্য দিয়ে আমরা মডিউল ৩ এর সম্পূর্ণ ব্যাখ্যা করছি।
- **Send Message:** আপনারা যে কোন পরিকল্পনা সেটাটি আমরা স্বস্থতাতের মাধ্যমে আমাদের আজকের এই সেশনটি সফল করতে সহায়তা করেছেন। আপনাদের যথাক্রমে চেষ্টা করবে। আপনাদের পরিকল্পনা উত্তর আপনাদের কাছে পৌঁছে দিতে।
A. Welcome & Ice Breaker
20 Minutes, Education Coordinator 2

• Welcome Good afternoon, we are about to start a new Module.
• Show participants some (4) pictures from Where’s Waldo books and ask them to find Waldo.

B. Brief Mention and Comments on Mid-Term Evaluation
10 Minutes, Trainer 5

• But before we start with the Module....Last Thursday we’ve asked you to help us evaluate the training so far. Thank you so much for taking the survey. We would like to open the space here for any additional comments in case you want to complement your answers.

C. Explain Learning Objectives and Content of the Module
5 Minutes, Trainer 6

• Learning Objectives /Content “Ways to learn”
  1. Acknowledge that there are different ways of learning.
  2. Understand the learning ways (3 styles-VAK) and what kind of teaching techniques has better outcomes within different ways.
Ways to Learn

D. Introduction to Learning Styles
10 Minutes, Trainer 6

• Ask participants: What learning styles do you know?
  ▫ Discuss it in 6 breakout rooms for 5 minutes. Create rooms ensuring there is a TL in each of the breakout rooms.
  ▫ Ask the group to name a speaker that will report in plenary
  ▫ Ask the speakers to write in the chat box their conclusions.

E. Introduction to Learning Styles | Part 1
5 Minutes, Trainer 5

• We remember
  ▫ 20% of what we hear
  ▫ 40% of what we see
  ▫ 80% of what we do

• Relevance
Relevance is additionally very important for our target group. In education, the term relevance typically refers to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (personal relevance) or that are connected in some way to real-world issues, problems, and contexts (life relevance) (https://www.edglossary.org/relevance)
01 DCA Remote TiCC Training Modules Outline

Ways to Learn

F. **Group Work**
15 Minutes, Trainer 5

- Back to the same breakout rooms, ask each group to reply to the following exercise:
  - You need to teach multiplication to youth who are used to buying goods from the market. How can you emphasize relevance and learning styles? Discuss and come up with examples.
  - (Example: Learning game of going to the market and bartering for goods (how many mangos do I get with this amount of money?). Other questions and examples can be introduced).
- Give 8 minutes in the breakout rooms.
- Back in plenary ask the speakers to report back to the big group (5 min).
Ways to Learn

G. Presentation on Styles of Learning | Part 2
5 Minutes, Trainer 6

- **Learning Styles – VAK**
  - Visual
  - Auditory
  - Kinaesthetic/Tactile

- **Visual (=seeing)**
  - Often think in pictures and movies; need to see teachers’ body language and facial expression
  - Benefit from flash cards, pictures, drawings, taking notes, watch videos,

- **Auditory (=hearing)**
  - Prefer listening and often recall words in their mind; written info may have little meaning until they hear it
  - Using word association to remember facts, recording lessons, repeating facts with closed eyes, participating in group discussions, explain things learned, read aloud

- **Kinaesthetic/Tactile (=doing)**
  - Learn best through a hands-on approach and by exploring the physical world around them; may find it hard to sit still for a long period and be easily distracted
  - Benefit from studying in short blocks, making experiments, studying with others and using memory games, possibility to move around, create things with hands
H. Individual Task | Exercise
10 Minutes, Trainer 6

- Please write in the chat box practical examples of teaching methods that fit VAK learning styles in a given lesson:
  - Practical example – VAK Learning style
    - **Examples of answers:**
      - Listening to facilitator - Auditory (=hearing)
      - Look at pictures/charts/flash cards - Visual (=seeing)
      - Copying from White Board - Kinaesthetic/tactile (=doing)
      - Making experiments/hands on activities - Kinaesthetic/tactile (=doing)
      - Drama - Kinaesthetic/tactile (=doing)

I. Plenary
10 Minutes, Trainer 5

- Ask two or three participants to give their opinion:
  - “Why it is important that a teacher includes different teaching and learning methods in lesson planning?”
  - (do it in plenary, by having the participants speaking)

J. Closing
5 Minutes, Education Coordinator 2

- We are now closing the Module. Thank you so much for engaging so actively. Thank you for your inputs and feedback.
- Let’s have a small break and then meet again in 30 minutes here on Zoom for next Module.
01 DCA Remote TiCC Training Modules Outline

Classroom Management

Module Duration: 1.5 Hours

A. Welcome & Ice Breaker
   15 Minutes, Education Coordinator 3
   - Welcome participants to the training.
   - Ask all participants to turn on their video and wave to each other
   - Ask participants to find a piece of paper and fold/cut it into something.
     Give participants 5 minutes and then ask them to turn on their videos all at the same time and show the others their origami/creation.

B. Learning Objectives
   5 Minutes, Trainer 6
   - Present the learning objectives
     ▫ Understand the significance of classroom management in my daily practices.
     ▫ Acknowledge the importance of developing effective working relationships with students.
     ▫ Learn and apply the different strategies to improve the classroom management.
     ▫ Enable a safe and learning friendly environment for all learners.

C. Introduction to the Theme
   5 Minutes, Trainer 2
   - Ask participants to think first and write down their thoughts in the chat box: What is classroom management?
01 DCA Remote TiCC Training Modules Outline

Classroom Management

D. Significance of Classroom Management in Daily Practice
5 Minutes, Trainer 2

- After reviewing some of the responses, review with participants the importance of classroom management.
  - Will increase instructional and learning time
  - Will increase student achievement
  - Will foster an environment of productivity and community
  - Will allow students to become active participants in their educational outcome
  - Maintaining students’ behavior in an effective manner to ensure successful engagement of the learner

E. Developing Effective Working Relationships with Students
5 Minutes, Trainer 6

- Present slide and discuss importance of rapport.

F. Activity
5 Minutes, Trainer 6

- Ask participants to imagine their favorite student. What is his/her name? How does s/he look and what did s/he do in the classroom?
- Ask them to write the name of their favorite student in the chat box.
G. Impact of Positive Classroom Management
5 Minutes, Trainer 6
- Students’ academic success partially depends on Classroom Management
- Create a productive and cooperative learning environment.
- Ensuring Effective behavior management plans allow to build positive classroom Environment
- Teachers can get more time to focus and implement more teaching-learning activities.
- It allows to build a healthy relationship between teachers and students.

H. Challenges of Classroom Management
5 Minutes, Trainer 2
- Relationship building problem due to age difference
- Balancing the different learning needs of students
- Very strict classroom management can hamper students’ learning needs
01  DCA Remote TiCC Training Modules Outline

Classroom Management

I. Classroom Management Strategies
10 Minutes, Trainer 2, Trainer 6

• Clear Expectations
  ▫ Make a list of class rules with your students
  ▫ Give clear instructions before each activity that includes a simple explanation of the activity, its purpose, timing, and materials needed
  ▫ Explain purpose behind expectations
  ▫ Check for student understanding of instructions before starting activity

• Routines
  ▫ Establish routines to help students experience a structured and predictable environment, be consistent about them and make them predictable.
  ▫ Examples of routines and procedures:
    ▬ Starting class
    ▬ Ending class
    ▬ Clean up
    ▬ Passing out and turning in papers and materials
    ▬ Getting students’ attention
    ▬ Grouping students
    ▬ Student jobs in the classroom--like homework collector--to create a sense of ownership

• Positive Reinforcement
  ▫ Create a space where students feel safe to share their thoughts and ideas
  ▫ Help students to build positive relationships with each other
Classroom Management

- Give students consistent and positive feedback on their work and participation in class
- Have a seating chart. Make sure that students are comfortable and work well with the students they are sitting next to
- Encourage students to hang up great work, create display boards, and put away instructional materials at the end of each lesson

**Engagement**
- Learn your students’ names
- Create curriculum that is relevant to student’s abilities and interests.
- Be aware of students’ backgrounds (particularly if they have experienced trauma) and how this may influence how they act in the classroom
  - Students’ physical disabilities and special learning needs
  - Understand students’ cultural and linguistic differences
  - Create lesson plans that allow students opportunities to work with each other and Practice

**Positive discipline**
- Be consistent in enforcing your expectations: acknowledge positive behaviour, redirect unwanted behaviour, and treat students equally
- Constantly move around the classroom during instruction to monitor student behaviour
J. Breakout Room
20 Minutes, Education Coordinator 3

- Present Scenario 1. Tell participants we will divide into different breakout groups where they will discuss together possible solutions. Send to breakout rooms for 8 minutes.
  - **Scenario 1:** When student doesn’t understand the instructions

  Often when the class is about to embark on an activity it occurs to the teacher that all the whispers and puzzled faces mean that students haven’t a clue what to do. **What steps would you like to take as a teacher?**

  **যখন শিক্ষক কোন ক্লাসরুম একটি ছবি অনুযায়ী করলে এবং শিক্ষার্থীরা সকলে চাপা যায় হয়, যখন তারা দৃষ্টিমাত্রা চাহিয়ে করলে বসে থাকে এবং করতে হয় বুঝতে পারে না, একে অনুযায়ী সাথে ফোসি ফোসি করে কথা বলার চায়, করে শিক্ষক হয় এই মুহূর্ত আপনার করণীয়?**

- Bring participants back to plenary and ask groups to type answers into the chat box.
- **Show slide of Solutions**
- Make clear, short and slow instructions again; use visual help; use body language, gestures, eye contact, facial expressions; don’t speak low monotone or a high-pitched voice, it can be difficult to understand or grating to the ears; speak on the right volume, don’t speak too fast.

- Solve problems with discipline, insist on attention during the lesson (even if you must dedicate to it the whole lesson) and try to engage them in the activity.

- Work in groups, monitor and help the pairs. Call the of the pairs to the blackboard to present their work to the class after the discussion.

- Do the pre-task activity with the class, explain new vocabulary.

- Check if students are ready for the task according to their previous knowledge.

- Use a lot of visual support and flash cards.
01 DCA Remote TiCC Training Modules Outline

Classroom Management

K. Homework
5 Minutes, Trainer 2

- **Scenario 2**: When One Student Dominates the Classroom

  Over talkative or disruptive students can derail a class. If a student dominates the classroom, as a teacher which strategies you can follow to refocus the class and involve other students?

  ধরুন, কোন একজন শিক্ষার্থী, একটু বেশি কথা বলে বা কোন একজন শিক্ষার্থীর অত্যধিক অংশগ্রহণ রাখার শিক্ষার্থীদের শিখন পর্ক্রমিকে ব্যাহত করতে পারে। এমন অবস্থায়, সবার সমান অংশগ্রহণ ও সম্মান নিশ্চিত করে শাক্তিশালী হিসেবে আপনার কিছু ব্যবস্থা নিতে পারেন?

- **Homework**

  - Please write your preferred solution in a paper or word file and send it back to your WFH Team Leader by the end of today’s office hour.

L. Closing
5 Minutes, All

- Let’s have a chant together :)
Lesson Plans & Curriculum

Module Duration: 3 Hours

A. Welcome
10 Minutes, Education Coordinator 1

- **Send Message:**
- **Hello to you all! Welcome again for another new Training Session! From now on, please save the next 3 hours for the training module. We will learn about “Curriculum and Lesson planning” during this training.**
- You are requested to find a comfortable spot and keep materials for the training (pens, pencil, paper) by your side.
- You will get instructions from [name of Education Coordinator 1], name of trainer 4, and [name of trainer 5].

- **Send Message:**
- **Let’s fix our training rules at the very beginning—**
  - During training session, if you face network issues or any other problem please let your respective Team Leaders know. They are always there.
  - You have to write or add any file when you are requested to do so. Please do not write ‘okay’, ‘yes’, ‘Done’ etc. without instruction.
  - Please try your best to write your answer within the given time. To wrap up our discussion within certain period, we will put a dotted line (……………………………………..) like this end of a topic. Please do not write your answer after seeing this line.
  - Wait until all the participants are done. Try to write your answers fast. Hope you will follow all these necessary rules and keep patience.

- **চলুন ট্রেনিং এর নয়নিম গুলো শুরুতেই ঠকি করা নাই—**
  - **ট্রেনিং লেখকগণ সময়ে অপনানার নটেওয়ার্ক বা অন্য কিছু নয়নিম সমস্যা হলে নজি টমি কোনো ভাবে আলাদাভাবে জানাবেন। ওনারা সমস্যা পাশ হই আছেন।**
  - **অধিবেশনে চলাপালে সময়ে শুধুমাত্র কোনো কিছু লিখিবেন বা অথবা কঠোর নথি সংযুক্ত করবন যখন তা করার জন্য অপনানার নীরবনায় দৃষ্টি হয়। নীরবনায় ছাড়া, ‘okay’, ‘yes’, ‘Done’ ইত্যাদি লিখা যাবে না।**
  - **সময়ের মধ্যে নজি নথি উত্তর দেয়ার সময়ের চেয়ে নরিদ্রায় সময়ের মধ্যে শেয়র করতে আমরা পর্যটন টপিকের পর আমুরু একটা ..............................লাইন দিনি। এই লাইন দেখার পূর্বে পূর্ববর্তী টপিক সময়স্থলে অপনানার উত্তর আর গ্রহণ করা হবে না। তাই এই লাইন দেখার পূর্বে টপিক নায়ির আর নতুন কিছু লিখিবেন না।**
01 DCA Remote TiCC Training Modules Outline

Lesson Plans & Curriculum

- 🌟 Send Message:
  - In order to get to know each other a little better, we request that you please take a selfie and send it to the group along with your name. Please take 5 minutes and send to the group.

- 🌟 Send Message:
  - We request all participants to take a selfie and send it to the group along with their name. Please take 5 minutes and send to the group.

B. Explain Learning Objectives and Content of the Module

5 Minutes, Trainer 5

- 🌟 Send Message:
  - Learning Objectives
  - Participants will be able to describe the importance of curriculum and lesson plans.
  - Participants will be able to develop learning objectives for their own sessions.
  - Participants will be able to apply different methods of continuous assessment.
  - Participants will be able to describe the key elements of a lesson plan.
  - Participants will be able to create their own effective lesson plans.

C. Ice Breaker: MadLib

5 Minutes, Trainer 4

- ✅ Send Audio with Instructions:
  - I am going to send you a fictional scenario about a pretend holiday. Under each line is a type of word you must write in the blank to complete the story. You can make up whatever word you want because it's a funny story. Please number your answers and write the word. Take 5 minutes and type your answers in the chat box.

- ✅ Send Audio with Instructions:
  - আমরা এখন একটি ছবির শেয়ার করবো, যেখানে আমরা কোথায় বেরাতে গিয়েছি। একটি সুন্দর গল্প তৈরি করুন করতে পারেন।
  - প্রথমে নাম্বার লিখে তারপর আপনার উত্তর লিখতে হবে।

- ✅ Send Audio with Instructions:
  - চলুন তাহলে আজকে আমাদের মডিউল ৮ (Lesson plan and curriculum) এর শিখন উদ্দেশ্যগুলো দেখে নেয়া যাক।

- ☑️ শিখন উদ্দেশ্যঃ
  - ১. পাঠ্যক্রম এবং পাঠ্যপর্যালোচনার গুরুত্ব বুঝি করতে পারে।
  - ২. নজিদের সেশনের জন্য শিখন ফল তৈরি করতে।
  - ৩. চলাচল মূল্যায়নের বিভিন্ন পদ্ধতি প্রয়োগ করতে।
  - ৪. পাঠ পর্যালোচনার মূল উপাদানগুলো বুঝি করতে।
  - ৫. পাঠ পর্যালোচনার প্রস্তুতিকরণ

- ✅ Send Audio with Instructions:
  - আমরা এখন একটি ছবির শেয়ার করবো। যেখানে আমরা কোথায় বেরাতে গিয়েছি।
  - এই কাজটি করার জন্য আমরা সময় পাবো ৫ মিনিট।

- ✅ Send Audio with Instructions:
  - এই কাজটি করার জন্য আমরা সময় পাবো। ৫ মিনিট।
Lesson Plans & Curriculum

- Send “My Holiday” Picture

- Send Message: (.................................)

- Send “My Holiday” Picture

- Send Message: This was an activity about going on a trip. When you’re planning a trip, what’s the first thing you must decide? Please type your answers in the chat box. Take 3 minutes.

- Send Message: When we are preparing for a trip, the first thing we must decide is the destination—WHERE we’re going. Then we decide how we’ll get there, when we’ll get there, and who will go. This is the same method for creating a lesson plan and a curriculum. We first have to decide the objective—we have to know where we’re going.

We are going to focus our training today on curriculum, lesson plans, and objectives.

- যখন আমরা কোথাও যাওয়ার কথা চিন্তা করি, সবার প্রথমে আমাদের যে স্থান নির্বাচন করা হবে তা হল স্থান নির্বাচন করা, কখন যাওয়ার কথা চিন্তা করা। এই পদ্ধতি জ্ঞান ক্রমবর্ধনের প্রতিটি প্রক্রিয়ায় অনুপ্রীতির জন্য স্থানচিন্তা করা হয়। প্রথমেই আমাদের পাঠক্রম ও পাঠের উদ্দেশ্য ঠিক করতে হবে, যে এই পাঠ দিয়ে কিভাবে আমরা শিক্ষার্থীকে কিভাবে শিখতে যাবে এবং এই জ্ঞান কভিয়ে শিক্ষার্থীর কাজ লগাবে।

আজকে আমরা এই ট্রেনিং সেশনে পাঠের উদ্দেশ্য, পাঠক্রম, পাঠের উদ্দেশ্য সম্পর্কে আরও ভালো জানাবো।
Lesson Plans & Curriculum

D. Facilitate Discussion
25 Minutes, Trainer 4

- **Send Message:** What do you understand about “curriculum”? Please write your answer in 2-3 words in the chat.

- **Send Message:** Curriculum gives a framework for learning and teaching. It defines the relevant learning objectives. It also features cross-cutting themes, values and teaching methodology which should be used in education. In short, the “what, why and how” of education.

- **Send Video Message with Instructions:** (10 minutes)

- **Why is curriculum important? Please deliver text in the WhatsApp group.**

- **Send Message:** We have been reviewing DCA’s Curriculum on literacy, numeracy, and life skills. We have lesson plans, workbooks, and accompanying materials that all form the DCA curriculum.

E. Learning Objectives
15 Minutes, Trainer 5

- **Send Message:** An objective explains what you want your students to know and be able to do by the end of the lesson. To make objectives more clear, SMART objective are often used. According to SMART, learning objectives should be:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Targeted & Time-bound

- **Send Message:** (……………………………………)

- **Send Message:** We have been reviewing DCA’s Curriculum on literacy, numeracy, and life skills. We have lesson plans, workbooks, and accompanying materials that all form the DCA curriculum.

- **Send Message:** (……………………………………)

- **Send Message:** (……………………………………)
Lesson Plans & Curriculum

- **Send Picture:**

- **Send Audio Message:** Now that you are familiar with the DCA curriculum and the SMART objectives, let’s practice how to plan learning objectives. You can see the sample lesson plan. Please develop a SMART learning objective and share with the whole group. You will have 8 minutes to prepare a learning objective.

- **Send Numeracy Lesson Plan**

- **Send Message:** Please type your answers.

- **Send Message:** (..............................)

- **Assessments**

  15 Minutes, Trainer 4

  - **Send Audio Message:** Now that you know about the curriculum and its connection to learning objectives, we will focus on assessment. Assessment is a way of providing feedback to both the teacher and the learner: what learning is taking place (to reach the learning objectives) and what should be focused more on. Ideally, assessment should be a motivating factor rather than a punishment!

  - **Send Picture:**

  - **Send Audio Instruction:** What does the artist want to highlight with the cartoon and why? Please take 3 minutes and then write your answer in the chat box.
01 DCA Remote TiCC Training Modules Outline

Lesson Plans & Curriculum

G. Assessments
15 Minutes, Trainer 5

- Send Message:
  ✍ Assessments

  When discussing curriculum and lesson plans, we use the term FORMATIVE (or continuous) assessment and SUMMATIVE Assessment. FORMATIVE (Continuous) assessment is done as students are learning. SUMMATIVE assessment is at the end (like a test).

- মূল্যায়নঃ
  পাঠ্যক্রম এবং পাঠ পরিকল্পনার বিষয়ে আলোচনা করার সময় আমরা চলমান মূল্যায়ন এবং সামষ্টিক মূল্যায়নরে কথা বলে থাকি।
  শিক্ষার্থীর শেখার প্রয়োজনের জন্য আমেরা মূল্যায়ন করে থাকি, তা চলমান মূল্যায়ন এবং শেখানোর শেষে যখন আমরা মূল্যায়ন করি, তখন তা সামষ্টিক মূল্যায়ন।

- Send Picture 1:
- Send Picture 2:

- Send Message:
  Which picture do you think is summative and which picture is formative?

  ⏰ Take 2 minutes to type in the chat box.

  You can write in this way-
  Picture 1: ..........
  Picture 2: ........

- 🍳 Like when we’re cooking “Chotpoti”, we have to assess the taste DURING the process so we can correct and make changes.

  When it’s finished, we also taste it again to see how it turned out.

  ✅ Doing both is important.
**Lesson Plans & Curriculum**

- **Send Message:**
  - Assessment should be used to support learning and develop the quality of educational activities. Today we are going to focus on continuous assessment. There are many ways in which assessment can be continuous, for example:
    - Use a conclusion at the end of every lesson - a summary question, a quiz, a think-pair-share discussion, an exit ticket - to check for understanding.
    - Thumbs up / thumbs down to continuously assess learning.

- **Trainer to divide groups beforehand into WhatsApp groups.**

- **Send Audio Instructions:** We are going to break into small WhatsApp groups of 4 people where you will have a group phone call. You will work together to answer the following question and give 1 example of a continuous assessment. 1 person from each group will write the key points in the findings of the chat when we come back. You will have 8 minutes in your groups to discuss.
  - What do you understand when you hear the word assessment?
  - What are 2 examples of assessment you can use in your class?
- **Send Message:** (.................................)

- **H. Break**
  - 15 Minutes, Trainer 5
  - *ব্যাখ্যা করে অক্ষরে ধন্যবাদ অংশগ্রহণের জন্য। আমরা এখন ১০ মিনিটের একটি ছুট্টি পাচ্ছি। শিক্ষার্থীদের শিখতে সাহায্য করা এবং শিক্ষা কার্যক্রমের মান উন্নয়নের জন্য মূল্যায়ন ব্যবহার করা উচিত। অজ্ঞতা ছাড়া আমরা গঠনিক বা চলমান মূল্যায়নের উপর আলোচনা করব। অর্ডার উপরে আমরা চলমান মূল্যায়ন করতে পারব। বিভিন্ন উপায়ে আমরা চলমান মূল্যায়ন করতে পারব।
  - *শিক্ষার্থীদের শিখতে সাহায্য করা এবং শিক্ষা কার্যক্রমের মান উন্নয়নের জন্য মূল্যায়ন ব্যবহার করা উচিত। অজ্ঞতা ছাড়া আমরা গঠনিক বা চলমান মূল্যায়নের উপর আলোচনা করব। অর্ডার উপরে আমরা চলমান মূল্যায়ন করতে পারব।

- **I. Ice Breaker / Red Nose Energizer**
  - 5 Minutes, Trainer 4
  - *সবাইকে অনেক ধন্যবাদ অংশগ্রহণের জন্য। আমরা এখন ১০ মিনিটের একটি ছুট্টি পাচ্ছি। আমরা পুনরায় ৪৪০ মিনিটে আমাদের সাধন শুরু করব।
  - *শিক্ষার্থীদের সময় মত ফরিদ আসব।

- **Send Screenshot of Instructions:**
  - Please find something in your room and touch it with your nose. Write in the chat box what you touched.
  - *অনেকক্ষণ তো পড়াশোনা করলাম, তাহলে এখন চলুন একটা গেম খেলে নেয়া। পুরুষ হল কক করবে।? আমরা যে গেমটি খেলবো সেটার নাম Red Nose। আমরা যেই রুমে আছে তার চারপাশে তাকিয়ে দেখবো। যে লাল রঙের কি আছে? তারপর দ্রুত তার সিপার করো যে গেমের নাম লিখো। তবে এইখানে একটা মজার বিষয় আছে। আমরা সেই লাল রঙের বস্তুটি নাক দায়ি সংস্কার করতে হবে।*
Lesson Plans & Curriculum

J. Lesson Plan
55 Minutes, Trainer 5

- **Send Audio Message**: Now that we have familiarized with main issues on curriculum, learning objectives and assessment, it is time to plan some lessons. Now we are going to discuss making a lesson plan.

- **Send Picture**:

  ![Lesson Plan](image)

  1. What you wish to teach in the lesson. (Objective and Learning Outcomes)
  2. How you will teach it. (Method- Instructions)
  3. What materials you will need to help you. (Resources)
  4. How you will check that students have learned. (Assessment)
  5. What preparations you will do in case things don’t go as planned. (Contingency)

- **Send Message**:

  These are the basic questions a lesson plan aims to answer. In every lesson use a mixture of ‘I DO’ (you do the activity), ‘WE DO’ (learners and teacher do it together) and ‘YOU DO’ (learners do it by themselves). Check your lesson plans to make sure you are including all three types of teaching.

- **Send Video of I do, We do, You do**: (recorded in advance by the trainers)

- **Send Message**:

  In DCA for preparing lessons, we follow the specific template.

- **Send Word Template**

- **Send Message**:

  Please make a lesson plan to teacher letters A,B,C,D, and E using the DCA lesson plan template.

- **Send Message**: (.................................)
**K. Closing**

15 Minutes, Education Coordinator 1

- **Send Message:**
  - Thank you so much for your great participation. To close the session, please describe how you feel about lesson planning using 1 emoji. Please type it into the chat box.

- **Send Message:**
  - সবাইকে অসংখ্য ধন্যবাদ আপনাদের অংশগ্রহণের জন্য। আমাদের আজকে শেষ করার আগে আমরা জানতে চাই আপনাদের অনুভূতি। এর জন্য আমরা একটি লিখিবে না। শুধু একটি ইমোজি কিংবা চ্যাট বক্সে লিখিয়ে আমাদের অনুভূতি প্রকাশ করবো।

- **Send Message:** (……………………………………)

- **Send Message:**
  - Thank you everyone for your participation! I know we went a bit late but excellent effort. We will continue to learn about curriculum, objectives, assessment, and lesson planning! Tomorrow, you will receive instructions and assignments to practice these. For now, let’s do an exit ticket....

- **Please type in the chat box:**
  - Things I Learned Today
  - Question I Still Have

- **আমরা আজকে যা কিছু শিখিলাম তার মধ্যে থকেকে-**
  - ২ টি বিষয়/ Things যেটি আমাদের অনেক ভালো লেগেছে, আর
  - ১ টি বিষয়/ Things যেটি আমরা ভালো ভালো বুঝতে পারি নি, আরেকটু ভালো করে বুঝতে পারলে ভালো হত।

- **এই ২ টি বিষয় আমাদের এক্ষুলিখিত জানাতে হবে....**
Teaching and Learning Methodology

Module Duration: 3 Hours

A. Welcome & Ice Breaker
10 Minutes, Education Coordinator 4
   - Welcome Good afternoon, we are about to start a new Module.
   - Brain Teasr Games
     - Three doctors said Robert is their Brother. Robert says he has no brother! Who is lying?
       ▫ No one is Lying; Robert has 3 sisters who are all doctors!
     - What goes through cities and fields, but never moves?
       ▫ Roads! Yet the don’t move...
     - All 5 Sisters are Busy...
       ▫ Ritu is reading a book
       ▫ Rima is Cooking
       ▫ Rupa is playing Chess
       ▫ Rina is washing Clothes
       ▫ What is the fifth sister doing? Playing chess, of course! ;)
   - Two men are playing chess. They have already played 5 games. Each has already won three. How is this possible?
     ▫ They are playing different opponents!
Teaching and Learning Methodology

B. Learning Objectives
5 Minutes, Education Coordinator 4

- Share with participants the learning objectives:
  - By the end of this session, learners will be able to:
    - Know and differentiate different teaching learning methods to create interactive learning environment
    - Explain application areas, pros and cons of different methods.
    - Emphasize on learner centred methods and apply appropriate methods in real classroom context to ensure active participation.

C. Introduction to Learner-Centered Methods
10 Minutes, Trainer 3

- Show participants the two following pictures (an example of a learner’s centered and one of a teacher’s centered method):
- Ask each one of the participants to think about and type in the chat box their answer to the question: **What do you understand from the methods used to teach in the pictures?**
- Break the group in into smaller groups and send them to Zoom breakout rooms. Make sure there a trainer in each of the breakout rooms to discuss about two questions:
  - What different teaching methods do you know/use in your teaching?
  - Why is it important to use different activities and methods?
- Also ask the groups to think in the breakout rooms about the methods they usually use.
- Bring participants back to plenary session. Ask a speaker form each of the breakout groups to report back.
- Finalize the discussion with highlighting the importance of using Learner Centered Methods in teaching and learning.
01 DCA Remote TiCC Training Modules Outline

Teaching and Learning Methodology

D. Questioning Strategies

15 Minutes, Trainer 7

- Present to participants two examples of questioning strategies:
  - Open and closed-ended questions
  - Questioning ladder

- Ask the participants to write in the chat box, a positive aspect, and a limitation of each of the two questioning strategies presented.
E. Teaching and Learning Strategies
20 Minutes, Education Coordinator 4

- Brainstorm in plenary about the idea of different teaching and learning strategies. Ask participants to write in the chat box examples of teaching and learning strategies.

- Present some examples and ask participants to go back to the same breakout rooms and to discuss about key points, strengths, and weaknesses.

- Once in plenary, ask participants to share a summary of the groups’ discussions.

- Present participants the “I do, We do, You do” method through one of the Teach for Life videos below:
  - Mother Bird
    https://www.youtube.com/watch?v=1Dkshr8Sbuw
  - I do, We do, You do
    https://www.youtube.com/watch?v=xEkISDTFcf0

F. Break
15 Minutes
01 DCA Remote TiCC Training Modules Outline

Teaching and Learning Methodology

**Story telling**
- **Pros**
  - Improve learning skills
  - Encourage creative thinking
  - Effective learning
- **Cons**
  - Classroom management might be difficult

**Role play**
- **Pros**
  - Engaging & fun activity
  - Show creativity
  - Experience of real life and social situation
- **Cons**
  - Learners may feel shy & redundant
  - Need more time

**Games**
- **Pros**
  - Engage learners
  - Active participation
  - Remove monotony of class
- **Cons**
  - Noisy
  - Difficult for classroom management

**I do**
**We do**
**You do**
Teaching and Learning Methodology

01  DCA Remote TiCC Training Modules Outline

A Bird family

The baby birds are flying and the mom bird is watching them.

The mom bird is teaching the student "how to fly". As in do - do. The method is that, showing her baby birds by doing herself. This is called Do.

After that they were trying together. This method is Do Do.

So finally the baby birds can successfully fly. That is You Do.
Teaching and Learning Methodology

F. Differentiation Strategies
45 Minutes, Trainer 7

- Introduce to participants the importance of differentiating strategy based on learning ability and learning style.
- Ask participants to break into breakout rooms, to discuss and to give practical examples of differentiating strategies to respond to leaners’ profile and learning needs.
- Bring participants back to plenary and ask groups’ speaker to share some example discussed.
Teaching and Learning Methodology

G. Grouping Method
15 Minutes, Trainer 3

- Ask participants to now think about grouping methods they usually use in their sessions based on the questions:
  - How many kinds of grouping methods are you aware of?
  - How you usually create group in your session/classroom?
- Ask them to write the answers in chat box, first to question 1, then to question 2.
- Wrap up the discussion by presenting some examples (that might include examples given by participants).

H. Closing & Homework
15 Minutes, Education Coordinator 4

- Share with participants the homework.

- **Please do the following task and send it to us by tomorrow.**
  - Please select a content and design your activity following I do we do & you do teaching strategies. (A format will be given on WhatsApp)
  - Please choose any one of the teaching strategies that you know well and make a 2-3 min demo video on that strategy and send it to TiCC Training group.
- Ask participants to unmute their microphones and ask questions or further clarification.
- Ask participants to turn their video on and follow the instructions of the trainer: a farewell clapping activity.
**01 DCA Remote TiCC Training Modules Outline**

## Closing & Evaluation

**Module Duration: 1.5 Hours**

### A. Welcome & Ice Breaker
10 Minutes, Education Coordinator Team

- Welcome participants acknowledging that this is the last training session.
- Ask one of the participants to facilitate an icebreaker or any similar activity that is possible on Zoom. Be prepared to jump in in case no participant takes the initiative.

### B. Summary of the Training Steps & Learning Objectives
10 Minutes, Education Coordinator Team

- Use a slide show presentation to remind participants of the steps taken since the first day of training:
  - Training objectives
  - Calendar of the different sessions
  - Summary of Participants’ expectations
  - Learning objectives for each of the modules
  - Findings from the Mid-term evaluation.
01 DCA Remote TiCC Training Modules Outline

Closing & Evaluation

Module 2: EiE Agendas and Frameworks
1. Acknowledge existing Global Agendas and Frameworks on Education in Emergency (EiE) – including topics like gender and youth, Child Protection and Peacebuilding;
2. Make linkages between EiE, CP frameworks and the local context and programme implementation;
3. Becomes familiar with UNICEF Minimum Standards

Module 3: COVID-19 and Distance Learning
1. Understanding COVID-19 Pandemic and education sector response plan for CoI’s Bazaar, including coordination and information sharing mechanisms;
2. Understand the concept, challenges and different approaches to distance learning;
3. Be familiar with ways to facilitate teaching and learning during times of social isolation and distance and recognize the challenges of different aspects of distance learning.

Module 4: Teachers and Learners’ Well-Being
1. Definition of Wellbeing
2. Different types of Wellbeing
3. Importance of Wellbeing in a learning environment
4. Wellbeing during COVID 19
5. Identify, monitor and respond to signs of distress in students
6. Understand the risk factors in learner’s wellbeing and minimize them
7. Describe the roles and responsibilities of teachers for ensuring the wellbeing of learners
8. Practicing wellbeing in the personal and professional life

Participants expectations
- Learn about existing emergency & crisis context and inequitable differential risks and responsibilities in emergency situations.
- Learn how communicable technology is used in teaching, about online learning, and Continuous.
- Learn how our interventions can impact the social context.
- Learn ways to engage the learning process.
- Learn about gender and education.
- How to operate within COVID-19.
- Share strategies, experiences and learning from each other.
- Learn more about TiCC.
- Learn about Education in Emergencies.
- Share more about how to work in an integrated Education system.

Learning Objectives

Module 1: Introducing the training and DCA
1. Discuss expectations and agree on training rules.
2. Become familiar with DCA’s work in Cox’s Bazaar and its integrated approach.

Code of Conduct
01 DCA Remote TiCC Training Modules Outline

Closing & Evaluation

Module 5: Teacher’s Roles and Responsibilities

1. Understand the balance within the roles of a teacher in the school and in the community.
2. Acknowledge the qualities of an ideal teacher.
3. Organise the roles and qualities in your weekly schedule.

Module 6: Ways to Learn

1. Acknowledge that there are different ways of learning.
2. Understand the learning ways (3 styles-VAK) and what kind of teaching techniques has better outcomes within different ways.

Module 7: Classroom Management

1. Understand the significance of classroom management in my daily practice.
2. Acknowledge the importance of developing effective working relationships with student.
3. Learn and apply the different strategies to improve the classroom management.
4. Able to know how to make safe and learning-friendly classroom environment.

Module 8: Lesson Plan and Curriculum

1. Participants will be able to describe the importance of curriculum and lesson plans.
2. Participants will be able to develop learning objectives for their own sessions.
3. Participants will be able to apply different methods of continuous assessment.
4. Participants will be able to describe the key elements of a lesson plan.
5. Participants will be able to create their own effective lesson plans.

Module 9: Teaching and Learning Metodology

1. Know and differentiate different teaching learning methods to create interactive learning environment.
2. Explain application areas, pros and cons of different methods.
3. Emphasize on learner centred methods and apply appropriate methods in real classroom context to ensure active participation.

Module 10: DCA programs, coordination and reporting mechanisms

1. Get acquainted with Education Program activities and its implementation in different Federal camps.
2. Demonstrate how DCA works in an integrated approach within Education, GBV and emergency livelihood and resilience programs.
3. Acquire proper program documentation and reporting skills and practice in real field.
4. Integrated approach within the programs (ex. Linkages between Education and GBV)
Closing & Evaluation

C. **Final Evaluation of the Training**  
20 Minutes, Education Coordinator Team  
- Share with participants the link to the final evaluation form in Survey Monkey [See Final Evaluation Form in this Remote TiCC training Package].  
- Ask participants to individually fill the form.  
- Facilitate an open session for Questions & Answers in plenary. Encourage participants to share qualitative comments concerning all aspects of the training that might be missing in the evaluation form. Also encourage them to give suggestions of possible improvements.

D. **Learning Outcomes Assessment**  
30 Minutes, Education Coordinator Team  
- Share with participants the link to the post training test in Survey Monkey [See Pre and Post test in this Remote TiCC training Package].  
- Ask participants to complete the test individually.  
- Facilitate an open session for Questions & Answers in plenary. Encourage participants to share qualitative comments concerning learning outcomes, achievements, and eventual gaps and additional needs.

E. **Final Remarks & Closing**  
10 Minutes, Education Coordinator Team  
- Acknowledge participants’ engagement and participation; training teamwork and commitment, supporting partners.  
- Encourage all to keep following the WHO guidance on COVID-19 and address the importance of physical and mental well-being and the support available within DCA Education programs.
Pre-Training Needs Assessment Tool

Click here to download an editable version
TiCC Refresh Training - Pre-training Assessment Tool

Dear Facilitator,

It was planned to deliver a Refresh Training on the Teachers in Crisis Contexts Foundational Training held by DCA last year. We would like to invite you to respond to this short questionnaire on 1) learning needs based on your experience from activity implementation as well as on 2) learning tools you might have available for remote learning. Due to the current lockdown and the uncertainty about when would be possible to implement the activities at the field level, it is likely the Refresh Training will have to take place remotely.

The results from the questionnaire on learning needs will inform the choice of training content and training format.

Thank you for your cooperation.

Name:

Current Location:

Please confirm if you have attended the Foundational Training held last year by ticking one of the following empty squares:

- Yes, I have attended the 5 day Foundational training
- No, I haven’t attended the 5 day Foundational training

1. Training Modules and Learning Needs

1.1. Please tick the square(s) that matches the modules that you remember having addressed in the foundational training held last year

<table>
<thead>
<tr>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Roles &amp; Responsibilities</td>
</tr>
<tr>
<td>Teachers &amp; Learners Wellbeing</td>
</tr>
<tr>
<td>Ways to learn</td>
</tr>
<tr>
<td>Producing and using low cost material</td>
</tr>
<tr>
<td>Classroom Management and Strategies</td>
</tr>
</tbody>
</table>
1.2. Please number the modules from 1 to 8 – 1 been the module that you most want training on and 8 the module that you least want training on, at this moment; and list - under column on the right - some of the topics you would like to address under each of the modules.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Roles &amp; Responsibilities</td>
<td></td>
</tr>
<tr>
<td>Teachers &amp; Learners Wellbeing</td>
<td></td>
</tr>
<tr>
<td>Ways to learn</td>
<td></td>
</tr>
<tr>
<td>Producing and using low cost material</td>
<td></td>
</tr>
<tr>
<td>Classroom Management and Strategies</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans &amp; Methodology</td>
<td></td>
</tr>
</tbody>
</table>

1.3. Please list here what other modules/topics you would like to learn during the refresh training to address challenges you find in the daily activity implementation. In case you’re not sure on the topic but you have been facing some challenges you would like to address, please describe it here.

1.4. Please leave here any additional comments and/or suggestions on the content of the training. Feel free to describe anything you would like to learn about that could be helpful for the teaching and learning processes you are leading.
2. ICT and learning tools accessibility

2.1. Please complete the following sentences by putting a ✓ in the square(s) in the left column right next to the answer(s) that describes your current accessibility to ICT and learning tools under lockdown.

A. I have easy access to:

<table>
<thead>
<tr>
<th>no ITC device</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>a simple mobile phone with NO internet connectivity</td>
<td>✓</td>
</tr>
<tr>
<td>individual smartphone</td>
<td>✓</td>
</tr>
<tr>
<td>Shared smartphone</td>
<td>✓</td>
</tr>
<tr>
<td>laptop/PC</td>
<td>✓</td>
</tr>
<tr>
<td>other ITC device. Please let us know which:</td>
<td>✓</td>
</tr>
</tbody>
</table>

B. I can easily access information and give feedback through:

| hardcopy and/or handwriting letters | ✓ |
| SMS | ✓ |
| WhatsApp | ✓ |
| Facebook (Group, Messenger, etc) | ✓ |
| email messages | ✓ |
| Zoom | ✓ |
| Skype | ✓ |
| other communication tool/platform. Please let us know which: | ✓ |

(Under question B, above, also please use the column on the right and number the options from 1 to 8 according with the learning platform of you preference – 1 been the learning platform that you prefer the most, and 8 the learning platform that you least prefer)

C. I can connect to internet:

| anytime | ✓ |
| two or three times a week | ✓ |
| once in a while | ✓ |
| other. Please detail: | ✓ |
| for free | ✓ |
| through a neighbour, family member or friend’s access point | ✓ |
| using my smartphone mobile data | ✓ |
| other. Please detail: | ✓ |
D. If there’s no option but to have the training through a remote learning approach, I would prefer to participate in/ follow: (while responding to this question, please bear in mind what you can access in the current situation)

<table>
<thead>
<tr>
<th>Live streaming training sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group/breakout groups calls</td>
</tr>
<tr>
<td>Short videos from training with practical guidance</td>
</tr>
<tr>
<td>Written guidance through chat messages</td>
</tr>
<tr>
<td>Guidance through e-mail messages</td>
</tr>
<tr>
<td>Self-managed tasks and assignments</td>
</tr>
<tr>
<td>Hardcopy handouts</td>
</tr>
<tr>
<td>Other. Please share other suggestions:</td>
</tr>
</tbody>
</table>

E. I would be able to follow and participate in a remote training for:

<table>
<thead>
<tr>
<th>1 week - every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 weeks - 3 times a week</td>
</tr>
<tr>
<td>Other. Please let us know other option that would work for you:</td>
</tr>
</tbody>
</table>

2.2. In a scale from 1 to 5 how comfortable are you using English during a training? Please make a circle around the number that match you answer.
   1 = Not comfortable at all
   2 = Not comfortable but able to try
   3 = Somehow comfortable
   4 = Very comfortable
   5 = Totally comfortable

2.3. Please leave here any additional comments and/or suggestions on the format of the training/learning tools.
Pre and Post Test
Remote TiCC Training PRE and POST-TEST
দূরবতী TiCC প্রশিক্ষণ সংক্রান্ত শিখন পূর্ববতী যাচাই
দূরবতী TiCC প্রশিক্ষণ সংক্রান্ত শিখন পরবতী যাচাই

1. I feel prepared to return to facilitating sessions with rights holders.
   আমি পুনরিয়ে ফিরে গিয়ে রোহিঙ্গা শিক্ষার্থীদের সাথে অধিবেশন পরিচালনা করার জন্য নিজেকে প্রস্তুত মনে করছি।
   - Strongly agree সম্পূর্ণ একমত
   - Agree একমত
   - Neutral নিরপেক্ষ
   - Disagree একমত নই
   - Strongly disagree একদমই একমত নই

2. In Humanitarian Response “good coordination means less gaps and overlaps in the assistance delivered by humanitarian organizations”. The Humanitarian Reform Agenda in 2005 introduced a new approach to coordination. What approach is this?
   মানবিক পরিস্থিতিতে “ভাল সমন্বয় বলতে মানবিক সাহায্যদানকারী সংস্থাগুলোর সহায্যতা প্রদানের ক্ষেত্রে যোগাযোগের শুন্যতা পূরণ কর কর ফেলা এবং একে অন্যের সাথে কাজের ক্ষেত্রে সঙ্গতি রাখার সূচা। ২০০৫ সালের ‘The Humanitarian Reform Agenda’ সমন্বয়ের ক্ষেত্রে একটি নতুন কৌশলের সাথে আমাদের পরিচয় করায়। কৌশলটি কি?

3. In your own words, what are the INEE Minimum Standards for Education?
   শিক্ষার ক্ষেত্রে INEE Minimum Standards বলতে কি বোঝায় নিজের ভাষায় লিখুন।
4. How is the COVID-19 Pandemic having an impact on the education needs of learners?

করোনাভাইরাস পারিস্থিতিক পরিবর্তনে শিক্ষার্থীদের শিক্ষার্থীদের শিক্ষার উপর প্রভাব ফেলছে বলে আপনার মনে হয়?

5. All learners learn the same way and teachers need to choose one learning method to implement with the group of learners.

সব শিক্ষার্থীরা একইভাবে শেখে এবং একদল শিক্ষার্থীদের শেখানোর জন্য শিক্ষককে একটি শিক্ষার পদ্ধতি প্রয়োগ করতে পারাটাই ঘটে।

- Strongly agree সম্পূর্ণ একমত
- Agree একমত
- Neutral নিরপেক্ষ
- Disagree একমত নয়
- Strongly disagree একদমই একমত নয়

6. What are 2 strategies to promote learner well-being in your sessions?

আপনার সেশনে শিক্ষার্থীদের ভাল থাকার জন্য কিভাবে উৎসাহিত করতে পারেন একক নয় কি কৌশল উল্লেখ করুন।

7. Facilitators should develop learning objectives for every session.

ফ্যাসিলিটেরদের প্রতিটি সেশনের জন্য শিক্ষার্থীদের শিক্ষা লক্ষ্য নির্ধারণ করা উচিত।

- Yes হ্যাঁ
- No না
8. You have just asked the learners to complete a group activity. Students take a lot of time getting into groups and are talking very loudly. Some students do not know what to do and look very confused. What could the facilitator have done to prevent some of the behavior?

�রন, আপনি মারিশ কর্মীদের একটি দলীয় কাজ করার নির্দেশনা দিলেন। কর্মীরা অনেক সময় নিচে দলে ডান করার জন্য এবং তারা যে ডান উচ্চ ভাষায় কথা বলছে। কিছু কর্মী বুঝতে পারছে না তারা কি করবে এবং তাদের ডানই দ্঵িধাবিদ্ধ দেখাচ্ছে। এমতাব প্যাসেলটার হিসেবে এই পরিস্থিতি নিয়ন্ত্রণের জন্য কি করতে পারেন?

- Don't do group work to keep the noise down. আওয়াজ নিয়ন্ত্রণের জন্য দলীয় কাজ বন্ধ করে দেবেন।
- Set clear expectations so students know what to do. সুনির্দিষ্ট প্রত্যাশাসমূহ ঠিক করবেন যাতে কর্মীরা বুঝতে পারে তাদের কি করতে হবে।
- Set the environment, give clear instructions and ask the participants to share back the instructions to ensure they understood before starting the activity. পরিবেশ নির্দেশনা করবেন, সহজ ও পরিকল্পনা নির্দেশনা দেবেন এবং কর্মীদের অনুমতি করবেন কাজ শুরু কর্বার আগেই এইমাত্র কি নির্দেশনা দেয়া হল সেটা পুনরায় বলতে যাতে এ ব্যাপারে নিশ্চিত হওয়া যায় যে তারা নির্দেশনা ঠিকভাবে বুঝতে পেরেছে।
- Make sure routines are in place. রুটিন ঠিকভাবে অনুসরণ করা হচ্ছে নিশ্চিত করবেন।
- Discipline the students who are talking. যা কথা বলছে তাদের কঠোর শৃঙ্খলার ভেতর নিয়ে আসবেন।

9. What are the key features of DCA Curriculum?

DCA কারিকুলামের কিছু প্রধান বৈশিষ্ট্য কি কি?

10. How can we ensure the well-being of our rights holders under COVID-19 circumstances?

কোভিড-১৯ পরিস্থিতিতে কিভাবে রোহিঙ্গা কর্মীদের ভালো থাকার আমরা নিশ্চিত করতে পারি?
Mid-Term and Final Evaluation Forms

Click here to download an editable version
Dear participant,

We are now halfway through our training. Your opinion about training modalities and content delivered so far is crucial to inform possible improvements and to assess the progress towards achieving the training objectives.

Please see below and rate the aspects of the training on a scale from 1 to 5 using a tick or a circle. (The objectives of the modules are clear to me. This training is living up to my expectations. The content is relevant to my work. The learning modalities used so far are appropriate for remote learning. There is a good balance between the use of Zoom and WhatsApp on delivering the modules. The duration of the modules is suitable considering we are having the training remotely)

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of the training</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The objectives of the modules are clear to me.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>This training is living up to my expectations.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>The content is relevant to my work.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>The learning modalities used so far are appropriate for remote learning.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>There is a good balance between the use of Zoom and WhatsApp on delivering the modules.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>The duration of the modules is suitable considering we are having the training remotely.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
The assignments given as homework are a good way to consolidate the learnings from the modules.

Homework assignments are well designed and I’m able to complete and submit it on time.

The feedback I’m getting from the Team Leaders on my homework assignments is helping me to improve my skills and know more about the topics.

The trainers have been well prepared.

The tasks and assignments given so far are suitable.

The instructions given by the trainers on the tasks and assignments have been clear.

It is helpful to have the instructions and content available in both English and Bangla.

The training materials given to participants are sufficient.

Please choose one of the option in the column on the right to complete the sentence of the left:

<table>
<thead>
<tr>
<th>The difficulty level of this workshop has been...</th>
<th>too easy</th>
<th>appropriate</th>
<th>too difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pace of this workshop has been...</td>
<td>too slow</td>
<td>appropriate</td>
<td>too fast</td>
</tr>
<tr>
<td>I prefer training session on...</td>
<td>WhatsApp</td>
<td>Zoom</td>
<td>Both</td>
</tr>
</tbody>
</table>

Please write here any additional comments and suggestions for improvements:

Your feedback is sincerely appreciated. Thank you.
TiCC Refresh Training | 21 - 28 June
Final Evaluation

Please see below and rate the aspects of the training on a scale from 1 to 5 using a tick or a circle.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of the training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The objectives of the training were clear to me.</td>
</tr>
</tbody>
</table>
|    | The pradini budol odelalyo amar kabo jeeb kiyo.
|    | প্রতিটি মাত্রার উদেশ্য আমার কাছে পরিক্ষা/বোধগম্য ছিলো। |

1 2 3 4 5

| 2  | This training lived to my expectations. |
|    | এই প্রশিক্ষণ আমার প্রত্যাশায় চেয়ে বেশি ভালো ছিলো। |

1 2 3 4 5

| 3  | The content of the training is relevant to my work. |
|    | এই প্রশিক্ষণ যে বিষয়গুলো নিয়ে আলোচনা করা হয়েছে সেগুলো আমার কাজের সাথে সম্পৃক্ত ছিলো বলে আমার মনে হয়েছে। |

1 2 3 4 5

| 4  | The learning modalities used were appropriate for remote learning. |
|    | প্রশিক্ষণ পরিচালনার ক্ষেত্রে দূরবর্তী প্রস্তুতির মূলগুলো অনুসরণ করা হয়েছে সেগুলো আমার কাছে যথাযথ/সঠিক মনে হয়েছে। |

1 2 3 4 5

| 5  | There was a good balance between the use of Zoom and WhatsApp on delivering the modules. |
|    | প্রশিক্ষণ পরিচালনার ক্ষেত্রে জুম এবং হোয়াটসঅ্যাপ এর মধ্যে সুন্দর সামঞ্জস্যপূর্ণ ব্যবহার ছিল। |

1 2 3 4 5

| 6  | The duration of the modules was suitable considering we are having the training remotely. |
|    | দূরবর্তী প্রশিক্ষণের ক্ষেত্রে প্রশিক্ষণের সময় আমার কাছে উপযোগী/ঠিক মনে হয়েছে। |

1 2 3 4 5

| 7  | I believe the assignments given as homework were a good way to consolidate the learnings from the modules. |
|    | আমাদের কাজগুলো প্রশিক্ষণের ক্ষেত্রে প্রশিক্ষণের অনুশীলনের একটি ভালো উপায় বলে আমি বিশ্বাস করি। |

1 2 3 4 5

| 8  | Homework assignments were well designed and I was able to complete and submit them on time. |
|    | আমাদের কাজগুলো প্রশিক্ষণের শেষে দেয়া হয়, সেগুলো প্রশিক্ষণের উপযোগী ছিলো এবং আমি নির্ধারিত সময়ের মধ্যে সেই কাজগুলো করে জমা দিতে পারি। |

1 2 3 4 5
The feedback I’ve gotten from the Team Leaders on my homework assignments help me to improve my skills and know more about the topics.

The trainers were always well prepared.

The tasks and assignments were suitable.

The instructions given by the trainers on the tasks and assignments were always clear.

It was helpful to have the instructions and content available in both English and Bangla.

The training materials given to participants were sufficient.

The difficulty level of this workshop was...

The pace of this workshop was...

I preferred the training sessions on...

Please write here any additional comments and suggestions for improvements (The feedback I’ve gotten from the Team Leaders on my homework assignments help me to improve my skills and know more about the topics.)

Your feedback is sincerely appreciated. Thank you.
Participant’s Tracking Sheet

Click here to download an editable version
## Participant’s Tracking Sheet

### Instructions to fill the Participants Tracking sheet:

<table>
<thead>
<tr>
<th>Why</th>
<th>The goal of this spreadsheet is to keep track of DCA &amp; FCA TICC Training participant’s engagement and participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Whom</td>
<td>The training team leading each of the modules should add information on each of the four columns (if applicable) for each of the participants. We recomend that the training teams do it right after facilitating the module.</td>
</tr>
<tr>
<td>What</td>
<td>In the Participants' Tracking Sheet you will find the list of participants/learners attending the training and for each of the participants you should keep a record of: 1) Level of Engagement; 2) Possible obstacles to full engagement; 3) Assignments/Tasks Feedback; 4) Additional Comments.</td>
</tr>
</tbody>
</table>
| 1. Level of Engagement | Suggestion to rate the level of engagement of each participant (column 1) is to use a scale from 0 to 5:  
0 - Participant is absent (no evidence of presence at all on Zoom plenary and chat or on WhatsApp messages)  
1 - Participant is attending the training but with very few and short replies to trainers’ questions and requests.  
2 - Participant is attending the training and replying to some of the trainers questions and demands but coming always late and following others’ replies  
3 - Participant is engaged, replying to some of trainers’ questions and requests with satisfactory inputs and feedback  
4 - Participant is very engaged, replying to almost all of trainers’ questions and requests with relevant inputs and feedback  
5 - Participant is fully engaged, replying to all requests/questions from trainers really quickly with very relevant inputs and feedback. |
| 2. Possible obstacles to engagement | Please fill the second column in case the participant could not attend or actively participate in the module for any particular reason. Describe the reason why, for example: ex. bad internet connection; power off, etc. |
| 3. Assignments/Tasks Feedback | This column is the space to add evidence of participants’ feedback. Either copy paste from WhatsApp Group or Zoom chat each participant’s reply/feedback on the assignments suggested here or take notes in another document and link the file here. |
| 4. Additional Comments | Training teams please add any additional comments related to participant level/quality of engagement/participation/feedback. |
## Participant’s Tracking Sheet

<table>
<thead>
<tr>
<th>SL No</th>
<th>Name</th>
<th>Module 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Level of Engagement</strong></td>
</tr>
</tbody>
</table>

**Closing and Evaluation Module**

6 Module 4

Module 3
The strategy aims to support all school children in and out of camps in mitigating the impact of the COVID 19 crisis on their health and their education by planning a harmonized response, avoiding duplications, sharing best-practices, and encouraging strategic, longer-term partnerships between local and international actors in order to transfer expertise and know-how both ways from local to international and vice versa.”

Cox’s Bazar - Bangladesh COVID-19 Education Response Strategy 2020