

# Education in Emergency: Teachers' Training Workshop

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## *Workshop Report*

### 1. Introduction

The Bihar Mentorship Project (BMP) is an action research project that began in 2017. We worked with 10 selected schools in Patna and Muzaffarpur, out of which 9 are government schools and one was an NGO-run school. The Bihar Mentoring Model is an empowerment-based mentoring model designed to develop critical thinking skills in adolescent boys and girls. The model builds on various themes like inequalities, capabilities, safety, justice and agency. It was initially designed as a classroom intervention model wherein mentors would facilitate the implementation of the model, taking the support of the teachers and community members.

With the onset of the Covid-19 pandemic, classroom intervention through the mentors was no longer possible as schools were shut for almost two years. As a response to this, we initiated an intervention, using principles adopted from Open and Distance Learning (ODL) called 'Learning through Letters'. Based on a telephonic survey that we conducted, we realised that many of the children did not have access to the phone or the internet on a regular basis. Given that we couldn't interact with all children directly, we decided that in addition to already existing networks of telephonic and WhatsApp communication and mentoring we were doing, we will also use postcards. Under this initiative, we sent children a series of 50 post cards based on the same critical thinking principles that were the basis for the BMP. When the lockdown was lifted in September of 2020, the mentors resumed re-engaging with children in the field by facilitating discussions about the post cards in community spaces.

In order to ensure that teachers were prepared to face the challenges that would inevitably come from children reintegrating into the school after such a long absence, we felt that it was important to engage with teachers, especially on the topics related to education in emergency situations, and the ways to ensure continuity of education for children during and post any emergency. Addressing the same, a two-part series of workshops with the teachers were organised after the pandemic lockdown lifted. The first part was a one-day face-to-face workshop that was conducted in Patna on 22<sup>nd</sup> of September 2021, and the second part was an online workshop conducted for 4 hours for five days from the 13<sup>th</sup> to the 17<sup>th</sup> of December 2021.

In order to conduct this workshop, the cooperation of the Bihar Education Project Council (BEPC) was integral. In fact, right from the conception of the BMP project, BEPC has been supportive towards the initiative, and when presented with the idea of this teacher's workshop, immediately issued deputation letters to over 20 teachers from the 10 schools that we were working in.

## 2. Framework / Structure of the workshop

The primary purpose of the workshop was to prepare teachers so that they could respond to the challenges that they are likely to face in their classrooms after an emergency. We also wanted to ensure that they have the necessary tools that they could use to prepare for any emergency situation that they might face. Therefore, the workshop focussed on discussing the various experiences of education in emergency, understanding the different kinds of emergencies, how education of marginalised children are impacted during emergencies, and the ways to build a resilient schooling system that can respond adequately to all situations of emergencies.

The first part of the workshop was conducted in person and the second part was conducted online. We used multiple pedagogical tools with the aim to familiarise the teachers with the various forms of teaching methodologies as well as to increase their own comfort level with online spaces and methods of engagement. For example, we realised during the one-day workshop that teachers were not always very comfortable with Google Forms, the knowledge of which was necessary to submit feedback forms and to register for the online course. We also realised that the teachers were most comfortable in Hindi – so all forms and assignments were made in Hindi. The workshop was also done bi-lingually, mainly in Hindi. In order to enhance the participants comfort levels with online tools, we also ensured that by the end of the course, teachers were familiar and had the ease of use with applications like Zoom, Google Forms and Google Input Tools. We also provided a brief training on how to use these applications and encouraged them to use the same in the workshop and while submitting the assignments. Therefore, the workshop not only dealt with the content of ODL, but also the practice and execution of it.

The online training was conducted for 4 hours each day from 10:00am to 2:00pm. At around 1:15pm, participants were provided an assignment that they had to submit by 2:00pm either through Google Forms or through photographs taken of their written materials. Typically, the first session was dedicated to discussion of assignments. This provided space for teachers to reflect on their responses and understand the linkages between subject areas discussed across the week. The second and third sessions were mostly PowerPoint presentations on specific subject areas chosen for the day, followed with discussions and question and answer sessions on the same (See Appendix A for schedule of topics). At the end of the sessions, teachers were encouraged to provide feedback via Google Forms.

### 2.1 Profile of the teachers

We contacted a survey for all participants (mainly teachers) via Google Forms, which served two purposes. Firstly, it served as a formal registration process. Secondly, it enabled us to get an insight into the experiences and profile of the individual teachers. The following section provides the brief profile of the teachers.

The survey received a total of 22 responses out of which, 20 were teachers and 2 were Block Education Officers. Fourteen participants were men and 8 were women teachers. Sixteen of the teachers were Hindu and 6 were Muslim. The caste profile showed that

most teachers belonged to the OBC category (12 teachers) while 4 belonged to the SC category and 4 were in the general category.

In terms of employment status, all the participants are permanent employees. Eight out of 20 teachers were Headmasters (HM), 7 were assistant teachers and 5 were teachers. The data on teaching experience showed that most of the teachers who participated in the workshop had many years of teaching experience; in fact, 15 out of 22 teachers had more than 10 years of experience. The others had between 2 to 5 years and 5 to 10 years of experience.

Nine out of 20 teachers taught upper primary classes, 3 of them taught only primary classes and the rest (8 teachers) of them taught both primary and upper-primary classes. The educational qualification of 8 out of 22 teachers was M.A. while 7 teachers had completed B.A and 5 had completed B.Ed. One of them had completed M.Sc. Therefore, all teachers in terms of their employment status and qualifications adhered to the RTE norms.

The survey also had two open ended questions. The first was on expectations of teachers from this workshop. Most teachers wanted the workshop to provide them with specific skill sets, tools and methods that could use to enhance teaching and learning experiences in their classroom. They wanted to know how they could provide holistic development to children. The teachers also wanted to learn how they could improve access of education to children who are marginalised and live in remote areas. Moreover, they wanted to learn about how they could provide education during the times of emergencies. This reflected that the teachers were keen on learning new skills and were aware of the issues faced during emergencies by marginalised children. They were also invested in improving access to education for children from marginalised communities.

The second open-ended question requested teachers to describe any positive teaching experiences they've had in their career. A wide range of experiences were described by teachers in response to this. One teacher mentioned how making children aware of social evils like child marriage, dowry, gender discrimination was one of the most fulfilling experiences in their life. Some teachers had written about the kind of joy they feel when children enjoy what they teach and engage joyfully in the activities and games that the teachers introduce to them. Many teachers also wrote that they found that job of a teacher very fulfilling as they were able to influence children's lives and shape their future. They also believed that teachers are friends, mentors and problem solvers for students and are often a major support system for them. These responses throw light on the understanding of their role and responsibility as a teacher and their perspective towards teaching as a tool to transform children's lives.

### 3. Education in emergency

**The idea of emergency:** The training began with a focus on broadening the idea of emergency. Although recently seen as only indicating epidemics or pandemics, the idea of emergency also includes natural disasters, conflicts, development-induced displacement and resettlement (DIDR), migration and so on. Given the likelihood and frequency of encountering various forms of disasters (apart from Covid-19), it was

emphasised that teachers should be prepared to handle challenges posed by emergencies even in the future. The training discussed multiple illustrations where emergencies have had a severe impact on children and school education. Some of them included pandemics like Ebola, AIDS and SARS, natural disasters like floods in India and the Gujarat earthquake and conflicts like the Syrian civil war and Belgium teachers strike.

**Principles of education in emergency:** After this short introduction, the guest lecture by Geeta Menon (independent consultant) dealt with the various principles of preparing for emergencies and their impact on children's education. She started with various illustrations on the ways in which emergencies are multi-dimensional and complex in their own ways. She emphasised that any work related to education in emergency must adhere to two principles. These are 'do not harm' and 'build back better'. These principles imply that understanding the larger social phenomenon of a community or society is crucial during emergencies. Otherwise, interventions can lead to the resurgence and re-enforcement of structural inequalities like casteism and sexism. In marginalised contexts, using the internet as the only solution for learning (which is often offered as an easy solution) leads to exclusion of huge sections of children.

Then, she highlighted that there are four prominent aspects of working on education in emergency. First is to understand the various stages of an emergency. Second is in creating preparedness for any emergency and engaging in disaster risk management. Third is building resilience within communities and various stakeholders in society to ensure effective response and recovery. Fourth is working towards social cohesion and peace building, especially in the context of conflict and displacement, without which any work on education in emergency would remain unsustainable.

Geeta Menon explained that even before any intervention is implemented in an emergency, it is important to begin by investing time in three processes. Firstly, any practitioner who has taken the responsibility to support children and communities in times of distress must constantly try to understand the knowledge offered by the communities, their cultural practices and their perception of themselves. Particularly, in the case of providing relief to communities the geography and terrain of the region must be considered. Secondly, a rapid and intersectoral assessment based on the understanding that an emergency affects various aspects of life is crucial. So, even if the intervention is targeted towards children, an intersectoral assessment of resources and challenges of the communities becomes important. Secondly, local, state-level, national and international organisations work together towards different kinds of objectives. Therefore, coordinated and integrated planning amongst these several organisations is essential and will lead to effective use of resources in times of distress.

In the context of education in emergency, it is important to note that the above-mentioned two steps need to be based in child-centric and child-friendly approaches. What are the immediate needs of children? Do they have adequate food and water to be able to sustain? How can we make the children feel safe? These are the kinds of questions one needs to constantly ask. Immediate response in terms of relief and psycho-

social support is central to the process assessment and planning. Geeta Menon then introduced the three major phases of response for an emergency. The first stage is early recovery and emergency response. The second is critical response, and the third is continued response, recovery and regular programming. She also spoke about her personal experience of working with pre-school children in the aftermath of the earthquake in Kutch and the Tsunami in Andaman and Nicobar Islands. In both the cases, her team identified that all the school buildings have been brought down by the disasters. So, building child-friendly buildings for children to have the opportunity and space to learn was their primary objective. Parallely, they focused on building curriculum and teacher-learning materials (TLM) using a thematic approach. She emphasised that thematic approach here must be contextualised with due sensitivity and children must be given the freedom to explore the themes as and how they experience them. The children should be given the space to express the trauma that they have experienced whether it was that their house had collapsed, their family members might have died, or that they do not have sufficient food to eat.

She also emphasised the importance of using non-formal educational activities rather than focusing on subject-wise lessons from school textbooks. She stated an example of how she used storytelling and games to direct displaced Rohingya children towards learning and helping them be engaged in it. She also told us that occasionally, an emergency response can inadvertently address previous anomalies. She mentioned that one of the interventions she engaged with was organising school libraries and reading corners. She expressed that the children had, for the first time, a hands-on experience of holding story books and books with colour pictures in their hands. Another point that she emphasised was that there are likely to be long-term effects of any emergency: challenges like loss of learning, mal-nutrition and psycho-social disturbances in the context of children. Therefore, phases of critical response and recovery take time to show results, provided effective monitoring and planning of existing as well as new interventions is taken seriously.

Geeta Menon also felt that particular communities require more attention. In the course of her work with Rohingya children, she felt that the state of children in Rohingya camps was deeply disturbing and destabilising. Children, or in her words, the learners were deeply physically and psychosomatically stressed and were living where abuse and gender-based violence was a norm. Moreover, other challenges abound. With both Myanmar and Bangladesh disowning the Rohingya community, neither of the States allowed the use of their state curriculum. Bangladesh also prohibited the use of Bangla for teaching and learning of Rohingyas. Adding to this, the term curriculum could not be used because the usage of it needed government sanction. Therefore, Geeta Menon engaged in developing an interim measure with Learning Curriculum and Framework Approach (LCFA) called learning competencies framework. Under this framework, all teacher-learning material was multi-lingual, which includes Burmese, English and mother-tongue. They used blended approach comprising components of active learning, direct instruction and self-learning. Given the difficulty of working in such a context, the educational practitioners had to make the tough choice of also introducing the aspect of

self-learning to children, which would lead to sustainability of learning by children even when interventions fade out in the long run.

Following this, she highlighted the challenges of working in a geo-politically sensitive environment where there are multiple stakeholders including various governmental and non-governmental agencies. She illustrated how the learning material that her team had developed for Rohingya children was reviewed by Cambridge University and had raised objections to use of the word 'pig' in the learning materials as an example. Geeta Menon's team had to re-work on the learning material including all directions given and send it for a review once again. All of this required a great amount of time and energy. While these are challenges that practitioners are likely to face, she stressed that one must ensure that the main goal of working towards the welfare of children should not be lost in the politics of such conflicts.

In response to Geeta Menon's presentation, a teacher expressed that it was emotional, and she was able to relate to what Geeta Menon was talking about. She added that the pandemic has deepened discrimination and burden of care work on girls. She mentioned that school going girls have started working as domestic workers in order to support their families.

**Assignment 01 - Resources and constraints:** The assignment for the first day was to map the various resources and constraints for children, teachers, schools and communities. Teachers were encouraged to identify the resources and constraints. The idea was that they would then be able to use these resources and constraints to think of strategies to tackle an emergency situation.

When we discussed the answers to the assignment, we introduced the concept of tangible and intangible resources and constraints, as the teachers' answers had primarily focused on tangible. Additionally, we also discussed with the teachers the various ways in which certain constraints can be transformed into resources depending on the context. For example, girls who engage in cooking, tailoring, knitting, singing and dancing have knowledge of concepts like measurement, patterns, progressions, and so on. Incorporating this knowledge into the ways in which teachers engage with children makes a significant difference in the way girls view and understand themselves.

Similarly, mid-day meals are often seen as tangible resources, those provided by the government to ensure children's education. However, the way in which food is distributed, collected, served and consumed can be used to bring about interaction and social cohesion amongst children belonging to different caste groups. Within this discussion, we also were able to include the ways in which SMC (School Management Committees) meetings could be used as a space to address issues of caste, religion and gender and to increase participation of people from diverse sections of society within such spaces.

#### 4. Open and Distance Learning (ODL)

**Introduction to ODL:** After the discussion of the answers for the assignment, Day Two started with an introduction to ODL by discussing the meaning of the terms, 'open' and 'distance'. We explained the various ways in which 'open' refers to the characteristic of ODL that allows not just access but enables learning to those who want to learn. It allows the learner flexibility to learn in their own capabilities, at their own time and pace. 'Open' in this context also indicates that it is learner-centric and its pedagogy evolves around them. In the same vein, we also discussed that 'Distance' means that there is no necessity to have modes of learning that require a physical proximity. It is important to note that using both the concepts, 'open' and 'distance' in learning allows greater accessibility to learning. This is especially true, given there is evidence that groups of learners like married girls/women, working boys and girls, girls who are primarily engaged in care work, students who couldn't complete their education, and so on, access ODL to continue and complete their education.

**Principles of ODL:** After discussing the primary concepts of ODL, the foundational principles of ODL were discussed. During the discussion, there was constant re-enforcement of the fact that these principles are not exclusive to ODL but need to be applied even in classroom to enhance the process of learning.

First and foremost, the learner is central to the curriculum and pedagogy of ODL. Child centric approach, child friendly approach, active learning and self-learning are essential for ODL. Second, communication is a key factor in ODL. Given that there is a significant distance between a trainer/teacher and a learner, it is important that there is a two-way communication that has been established strongly. This in turn builds trust between the trainer/teacher and the learner, which is a crucial principle of teaching and learning in general. The illustration of learning through letters (LTL) was provided wherein the initiative used the method of blank post cards to provide the opportunity for children to communicate their own experiences, either in relation to post cards, education or life in general. Parallely, multiple choices for communication through phone calls, WhatsApp messages, audio and video files were also encouraged. In the design of LTL itself, the conscious choice of using the language and idea of letters was to establish a channel of two-way communication and means to build trust with the children who were physically even more distant during the pandemic.

Thirdly, ODL necessitates employment of hybrid methods of learning. This provides the learner with a choice of how one wants to learn. The curriculum and pedagogy used for LTL has provided children with this choice while ensuring that they get exposure to different ways of learning.. This was supported by the learning material like post cards in Hindi, books in Hindi and English, videos, text messages, activities that encouraged conversations with family, friends and mentors. Ensuring continuity of learning and keeping children invested and interested in learning is another key principle, especially for ODL. It was explained that all the letters to children could have been sent in one-go; that would even have been more cost-effective. Yet, the idea of sending only two post cards a week was to not only ensure continuity in learning rather than dumping of

knowledge. The experience of waiting for a letter also sustained the interest and curiosity of children towards learning.

**Case studies on ODL:** Our presentation on ODL also included various case studies to illustrate the principles and limitations of ODL. Firstly, the case study of Bangladesh Open University (BOU) was discussed as an illustration to show how greater number of women could access learning and benefit from the process. At the same time, discussion around the case studies was used to re-emphasise on how ODL, as a mode of learning, continues to impose restrictions on mobility of girls and women.

Thereafter, four case studies from Indian states, namely, Telangana, Madhya Pradesh, Uttar Pradesh, Jharkhand, were presented. These case studies comprise efforts of teachers, local actors and institutions using ODL methods to ensure continuity of learning for children during school closures due to the Covid-19 pandemic. These cases studies were presented to reinforce the various kinds of principles and the combination of pedagogical methods of ODL employed in the India by various stakeholders within the boundary of various restrictions that they were functioning within. Therefore, these cases exposed the teachers to a few localised efforts across India, undertaken in similar contexts and by actors including teachers. The purpose of using the case studies was to present illustrations that they could relate to, take inspiration from and understand that even as individuals, they are capable of enhancing children's lives and education, even during a severe, longish emergency like the Covid-19 pandemic. The cases also highlighted how individual interventions were picked up by state governments and scaled up, thus showing the role of individual stakeholders in bring about systemic change.

**Assignment 02 – Gender and ODL:** At the end of day two, an assignment was provided for teachers asking them to write if/whether ODL is beneficial for women/girls, why or how are they beneficial or not. Almost all responses from teachers spoke about benefits and constraints of ODL, which apply to both, boys and girls. These include monitoring usage of technology by students in ODL, lack of practical knowledge and restrictions on mobility. Here, Jyotsna and Neha took the opportunity to discuss why ODL can be further restrictive for girls than boys. They were able to emphasise that even though ODL has the potential to bridge many socio-cultural barriers that potential learners from marginalised sections face, the delivery and design of ODL can also lead to reinforcement of structural inequalities. For example, while on one hand, ODL allows for continuation of education for girls who might otherwise be excluded from going to school, on the other hand, its current form does not allow for peer interaction, avenues for relationship formation, friendship – all of which are critical elements of socialisation in school. As per two studies done by [CBPS](#) to understand the impact of the covid pandemic on the education and lives of marginalised children, it was clear that girls when compared to boys have the least access to technology. This is true even in cases where technology is available at home. Therefore, when technology based ODL is given as the only option for a diverse population with varied levels of access, skills and support, it becomes severely exclusionary. However, if ODL is designed and delivered by keeping the audience and the objective of enhancing learning, especially those who do



not have access to education currently, it can be beneficial. Neha also spoke extensively about the concept of intersectionality to the forefront. She took the example of a girl, whose mobility and access to technology is minimal or nil (as explained above). If the girl happens to belong to the Dalit community, her mobility and access to technology would be further lessened. If the girl resides in a rural area, due to extreme lack of resources, her mobility and access to technology may be affected further. Ultimately, ODL in such a case, may completely confine the girl at home. Jyotsna also reinforced this point by stating that changing certain social realities is difficult and takes a long period of time.

Therefore, the design of the curriculum and pedagogy of ODL itself, must be framed as to reflect prioritising girls, addressing the disadvantages they face on a daily basis and expanding their minds.

**Assignment 03 - Revisiting the Assignment 1 and 2:** At the end of day three, an assignment was given where the teachers were asked to revisit the assignment 1 and 2 and change or not change some of the answers after the learning and their developed understanding on the basis of the first two days session. Jyotsna Jha facilitated the discussion; she reflected on the answers as most of them didn't want to change their answers as they were satisfied, whereas some of them mentioned intersectionality given the impact created by intersectional identities is unique to one's own personal lived experience. The discussion also highlighted the resources that are around us, which include tangible, intangible and the available resources that were not seen as resources before like Child helpline, Mina Manch. She also spoke about the various ways in which constraints could be turned into resources.

## 5. ERAC in classroom and ERAC in ODL

The third and the fourth day concentrated on providing teachers the foundations of the Experience-Reflection-Application-Consolidation (ERAC) framework. The third day was a foundational training by Subir Shukla, and the fourth day was spent in illustrating how these principles could be used within the classroom and also in ODL. After extensive training by Subir Shukla on the third day, we were able to use these critical concepts to illustrations from our own Learning through Letters initiative on the 4<sup>th</sup> day. The goal was to demonstrate the amalgamation of the principles of ODL and the pedagogical framework of ERAC. We also summarised this presentation by discussing the primary principles that are important to design any pedagogical tool useful for teaching in emergencies. Some are as follows:

- Using children's experience and imagination is central to the practice.
- Diversity of learners and methods must be kept in mind to enhance the process of learning
- Curriculum and materials has to be contextually rooted
- We should strive to move from simple to complex – breaking concepts into smaller bits of resources will make it easier for children to grasp complex concepts
- Creating curiosity and reason for learning more will help children be more engaged with the process.

- Focusing on the process rather than the outcome will pay big dividends as learning is an ongoing process
- Creating a safe space for the learner is critical especially allowing them to be wrong and make mistakes
- Supporting and celebrating children's work is one of the cornerstones of this practice.

**Assignment 04: Creating a lesson plan:** The final assignment given to the teachers was to make a lesson plan using principles of ERAC in classroom learning and ODL. Specific lessons of social science from Class 6, 7 and 8 of Bihar SCERT textbooks were assigned to the teachers to work on. The Assignment was given to teachers where they had to prepare a lesson plan using different methods of ERAC and ODL and this enabled them to learn how to do the same activity using both the methods.

The next day, as a way of reinforcing the lessons learnt over the past few days, our guest speaker, Mr. F.A Jami (Education Specialist, UNICEF) discussed a few stories from each of those lessons. He used the stories to demonstrate how teachers can apply ERAC in delivering the same lessons and engage children more effectively in learning. Jami reinforced these principles using examples related to children in the classroom. Illustrations were also used from the letters/postcards to ensure that the teachers understand the tangible resources are not always necessary and that examples from children's lives were not only relatable but also made it easier for children to interact and engage with.

After this presentation, our chief guest of the day, Shri. Binodanand Jha (the Director of Research, Department of Education, Government of Bihar) addressed the teachers. He congratulated all the teachers on successfully completing the course and applauded their efforts in coming up with innovative methods of keeping children engaged in learning despite several limitations. He also encouraged teachers to ensure that they are able to make their lessons more interesting and that they have to make special efforts in reaching out to children, being available to children and make teaching interesting using innovative methods. After Shri Jha spoke, Mr. S.A. Moin (Consultant, UNICEF) also emphasised the inclusion of children as a critical factor and spoke about the way in which ODL can play an important role in making children learn, even from a distance. He also felt that the Emergency Toolkit should be implemented widely. He strongly felt that because the pandemic has created a paradigm shift in everyone's lives including school going children, it is important to recognise the role that ODL can play in bridging the gap between children and their discontinued education through initiatives like Learning through Letters. He emphasized that all the teachers benefiting from the course must also share this knowledge with other teachers.

## 6. Participation and Feedback

**Participation:** Twenty teachers were invited to attend the online workshop, out of which 17 teachers attended consistently. Teachers participated actively in all the sessions. However, in the first two days, there was hesitation to speak freely among a few of the teachers. From the third session onwards, all the teachers started taking part

in the discussions actively. Their familiarity with online tools such as Zoom and Google docs also increased progressively. This was enabled by the fact that we encouraged teachers to use the chat box or raise their hand or unmute/mute themselves as and when they wanted to express something. One teacher was facing a problem in changing audio-settings in Zoom to access the training. In order to be able to do this, she watched a few YouTube videos to learn how she could change the settings to listen to the conversations. With regards to the workshop, two teachers have written how it provided them a space to speak and learn.

All the teachers who attended the workshop submitted all the assignments on time. Half of the teachers used Google Forms and the other half sent their handwritten responses. One teacher who was unwell wasn't able to submit the assignment in the given time but took an effort to submit it by the end of the day. One of the final components of the training was a quiz (on Google Form) designed to revise and re-enforce various concepts discussed during the workshop. The quiz responses indicated that the teachers had understood the concepts of ODL and ERAC. Discussion on quiz responses ranged from gender roles, caste discrimination, teacher-learner relationships, interpersonal relationships among children, to teachers' responsibilities etc.

Jyotsana Jha facilitated the discussion on quiz, where she mentioned how SMC meetings can be used to initiate discussions on important issues and bring about a change, and there were also detailed discussions on ODL being both a helpful tool for girls to complete their education, but also enabling restriction of their mobility and freedom of movement. Lastly, she made a point saying that the children's interests and contexts needs to be integrated into the design of our lesson plans.

**Feedback:** Formal feedback for each and every session was taken via Google Forms. Nearly 70% of people who attended the in-person training expressed that it was an excellent workshop. Nearly 80% of teachers voted excellent for sessions on education in emergency on the first day. Nearly 70% of teachers voted excellent for sessions on ODL on the second day. All teachers rated excellent (100%) for sessions on ERAC on the third day. Almost all of the teachers (90%) rated the overall workshop to be excellent on the last day. The feedback received also conveyed that the majority of teachers had not attended training on education in emergency and ODL previously (70%).

During the workshop, teachers expressed that they felt inspired from listening to the case studies on ODL. They also added that they would definitely try implementing such strategies in any future emergencies. One teacher mentioned that they understood how to respond to emergencies at an individual level, even without any external impetus. Another teacher expressed that they had learnt how SMC meetings could bring about positive social change. In response to sessions on ERAC, a teacher said that they learnt how resources/objects within the classroom can be used to teach subjects like mathematics and science. Teachers felt grateful that the training helped them understand the role of intangible resources and constraints in the teaching-learning environment. At the end of the session, all the participants were presented with the Participation Certificates by Jyotsna, and she thanked them for their participation.

## Appendix A : Schedule of topics

<b>Date &amp; Time</b>	<b>Topic</b>
6 <sup>th</sup> of Dec – 11 <sup>th</sup> of Dec 2021	Online survey of all registered participants
<b>Day one: 13<sup>th</sup> of December 2021</b>	<b>Introduction to Education in Emergency</b>
9:50am to 10:00am	Logging in
10:00am to 10:15am	1.1: Introduction and orientation
10:15am to 11:00am	1.2: How is education affected in emergencies?
11:05pm to 12:00pm	1.3: Guest Lecture by Geeta Menon
12:05pm to 12:45pm	1.4: Basic introduction to ODL
12:45pm to 1:20pm	Procedures to submit assignments
1:20pm to 2:00pm	Assignment writing and submission
<b>Day two: 14<sup>th</sup> of December 2021</b>	<b>Introduction to Concepts of Distance Education</b>
9:50am to 10:00am	Logging in
10:00am to 10:30am	Discussion of assignments (previous day)
10:30am to 11:20am	2.1: Case studies of ODL
11:25am to 12:00pm	2.2: Introduction to Learning through Letters
12:05pm to 1:15pm	2.3: Principles of success in ODL
1:20pm to 2:00pm	Assignment writing and submission
<b>Day three: 15<sup>th</sup> of December 2021</b>	<b>Critical Thinking Model</b>
9:50am to 10:00am	Logging in
10:00am to 10:30am	Discussion of assignments (previous day)
10:30am to 1:15pm	Session by Subir Shukla
1:20pm to 2:00pm	Assignment writing and submission
<b>Day four: 16<sup>th</sup> of December 2021</b>	<b>Critical Thinking and Distance Learning in Practice</b>
9:50am to 10:00am	Logging in
10:00am to 10:30am	Discussion of assignments (previous day)
10:30am to 11:30am	4.1: Examples of ERAC in ODL and ERAC in classroom
11:35am to 12:30pm	4.2: Quiz session
12:35pm to 2:00pm	Assignment writing and submission
<b>Day five: 17<sup>th</sup> of December 2021</b>	<b>Presentations and Valedictory Remarks</b>

9:50am to 10:00am	Logging in
10:00am to 12:30pm	5.1: Presentations by CBPS with feedback by external reviewers
12:30pm to 1:30pm	Certificate distribution
1:30pm to 2:00pm	Valedictorian Remarks by Guest Speaker