



Training curriculum for pilots

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D3.1 Training curriculum for pilots

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Project no. 101004717

REFUGE-ED

Effective Practices in Education, Mental Health and Psychosocial Support for the integration of
Refugee Children

MIGRATION-05-2018-2020: Mapping and overcoming integration challenges for migrant children

Start date of project: 01/01/2021 Duration: 36 months

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1. Executive Summary

During the initial phase of the REFUGE-ED project [*Effective Practices in Education, Mental Health and Psychosocial Support for the integration of Refugee Children*], the project partners identified good practices and approaches in Mental Health and Psychosocial Support (MHPSS) and Successful Educational Actions (SEAs) that contribute to the dynamic integration of children with migrant and/or refugee backgrounds in schools and other (non-formal and informal) learning environments, as well as to their mental health and psychosocial support needs. An extensive document has been developed (D1.1) providing analytical information on the selected practices, including their impact and ways to be implemented.

Based on the needs assessment conducted in the partner countries and the prioritised successful educational practices to be implemented at the pilot sites while further identifying and assessing context specific MHPSS needs, aiding the co-creation process of integrating MHPSS approaches in the SEAs in the pilot sites, the consortium developed a more condensed document. This document compliments D1.1 and provides additional resources and learning materials to support education professionals and relevant stakeholders working with the target group. To support implementation, this document will be distributed to each of the pilot sites and consortium partners of the REFUGE-ED project.



2. Introduction

2.1. Objective of the project

The main intended output of REFUGE-ED is to create a Brokering Knowledge Platform of Effective Practices in Education, reflecting to the promotion of educational success, well-being and sense of belonging of migrant children (0 to 18 years old) which constitutes the objective of the project, thereby including refugees and asylum seekers, as well as unaccompanied minors. REFUGE-ED will offer resources and tools tailored to the dynamic integration of migrant and refugee children in schools, and more broadly in society. In so doing, project partners identified, and will implement and evaluate existing evidence-based practices in education and mental health and psychosocial support (MHPSS). The project is carrying out three multisite pilot actions (reception and identification centres/hot spots, school environments and non-formal/informal learning environments, institutional care) across six countries (Sweden, Ireland, Spain, Italy, Greece and Bulgaria), in a total of 46 settings. More specifically, the project's objectives are to:

- Map and identify best-practice and evidence-based tools and solutions in MHPSS and education for the dynamic, two-way integration of migrant and refugee children and their host communities
- Engage all actors in a dialogic consultation and co-creation process to identify needs and the ways in which these needs can be successfully met.
- Co-create and pilot evidence-based practices and approaches according to the needs-analysis and taking into account equally each pilot site's context as voiced by each pilot sites' community itself (educators, stakeholders, children and families etc.).
- Implement pilots of the co-created practices across three pilot settings (reception identification centres/camps, schools, institutional care), in a total of 46 settings, in six European countries
- Foster cross-intervention reflection and learning across different pilots
- Monitor, document, and evaluate the consultation and co-creation process and its impact on children, caregivers and educators
- Develop a platform to communicate and disseminate the co-created knowledge and tools in easy-to use packages
- Maximize the reusability, scalability and sustainability of the identified effective practices by exploiting the Brokering Knowledge Platform
- Maximize the visibility, reach and impact of the project by disseminating its results and outcomes

2.2. The Curriculum and to whom is it addressed

Children with a migratory background represent a very heterogeneous group in schools and other learning environments, both culturally and in terms of migratory experience, and it is essential to address their diverse needs through culturally appropriate programs, together with their native-born peers (Cummins, 2015; Gay, 2000). Thus, the development of this curriculum plays a key role in making Successful Education Actions (SEAs) and community based MHPSS practices accessible to formal (e.g., schools) and informal (e.g., community-based organizations and non-governmental organizations). Specifically, the curriculum includes practices that have



been shown to promote the educational success, well-being and sense of belonging of children and young people, including students with a migrant, asylum seeking, or refugee background (INCLUDE-ED Consortium, 2009).

Flecha & Soler (2013) explained that SEAs are transferable to different countries and to many environments because they contain universal components. Broadly, the curriculum has been organized in two streams (SEAs & MHPSS), and introduces knowledge resources which offer detailed information on delivery methods and formats for the implementation of the activities.

The curriculum is divided into 3 different sections:

- 1. SEA practices**
- 2. Mental Health and Psychosocial Support practices and approaches**
- 3. SPICE Cycle (Evaluation of practices and implementation)**

The first section of the curriculum presents 10 modules of “**Step 4 SEAs Project**” material and 8 Units of “**Enlarge SEAs Project**” material to promote the SEAs. Stakeholders will have the opportunity to get acquainted with the content/themes of each module and unit respectively, and to visit the website of the projects. Additional video sources are suggested in the description boxes of each module and unit and are also accessible via YouTube.

The modules of “**Step 4 SEAs Project**” material is:

- **Module 1.** Introduction: scientific basis of Learning Communities (Step 4 SEAs)
- **Module 2.** Dialogic learning in the information society (Step 4 SEAs)
- **Module 3.** Transformation of and educational center into a Learning Community (Step 4 SEAs)
- **Module 4.** Volunteers in the Learning Communities (Step 4 SEAs)
- **Module 5.** Multiculturalism in Learning Communities (Step 4 SEAs)
- **Module 6.** Interactive Groups (Step 4 SEAs)
- **Module 7.** Dialogic Literary Gatherings (Step 4 SEAs)
- **Module 8.** Educational participation of the community (Step 4 SEAs)
- **Module 9.** Family education and dialogic training for teachers (Step 4 SEAs)
- **Module 10.** Educational participation of the community (Step 4 SEAs)

The Units of “**Enlarge SEAs Project**” material is:

- **Unit 1.** Scientific base of Learning Community project and Dialogic Learning (Enlarge SEAs)
- **Unit 2.** School as a Learning Community. Transformation phases (Enlarge SEAs)
- **Unit 3.** Interactive Groups. Learning through egalitarian dialogue (Enlarge SEAs)
- **Unit 4.** Dialogic Gatherings. Best universal works (Enlarge SEAs)
- **Unit 5.** Educative participation of the community in the school (Enlarge SEAs)
- **Unit 6.** Family Education. Key to the children success (Enlarge SEAs)
- **Unit 7.** Dialogic training for teachers. Learning to discuss scientific evidence (Enlarge SEAs)
- **Unit 8.** Dialogic model of prevention and conflict resolution (Enlarge SEAs)

Websites of useful sources and toolkits and their detailed description are presented in the second section of the curriculum to promote knowledge of Mental Health and Psychosocial support practices and approaches.

More specifically:

- **MHPSS Training Facilitation**
- **Running an MHPSS Workshop**
- **Social Emotional Learning (SEL)**
- **Play Based Learning**
- **Orientation Session to a Community Based Approach to Mental Health and Psychosocial Support.**
- **Orientation Session Basic Psychological First Aid (PFA)**
- **Psychological First Aid Module 3: PFA for children**



- **A Hopeful, Healthy & Happy Living & Learning Toolkit: Guide for Teachers**
- **Children’s Resilience Programme - Training Modules**
- **Child Friendly Spaces in Humanitarian Settings - Training and Toolkit**

In the final part of the curriculum the content of **“Guidelines for carrying out the SPICE research approach: A Guide for REFUGE-ED Research Partners”** is presented in combination with the link to the Guide and to the SPICE training slides.

This tool is intended for use in formal, informal, and non-formal education settings. This means it is applicable to teaching staff, school counselors or other focal points who seek to address MHPSS needs. Further, it provides support in building an inclusive educational environment where safety and inclusion are core principles. School systems and stakeholders will be able to deploy this curriculum bearing in mind that is a supplementary tool of D1.1 and in person trainings, providing further resources and avoiding overlapping existing educational materials for SEAs and MHPSS practices and approaches. This curriculum is substantial for the utilization and implementation of the co-creation process and the participatory approach followed in the context of the REFUGE-ED project, since the 46 pilot sites in Bulgaria, Greece, Ireland, Italy, Spain and Sweden are already familiar with the catalogue of effective practices and approaches presented in D1.1 and will have the opportunity, in combination with the training in person, to decide, which SEAs they want to implement and get familiar with the different delivery methods and how they can incorporate MHPSS approaches in the SEAs, in a participatory and co-creative developed manner.

Finally, the curriculum can be adapted to the local school needs and will be accessible online, in the REFUGE-ED platform, to ensure unhindered access to the detailed information for all interested parties. The online access will maximize the impact of the tool and the project in general as it will be accessible at any time.

2.3. How was the curriculum developed?

The curriculum draws on international research and practice of the existing SEAs and effective approaches in MHPSS, related to equity and inclusion in education systems. It was developed with the support of a group of researchers and practitioners and other representatives of academia and civil society.

2.4. Anticipated results

Inclusion and equity are overarching principles that should guide all educational policies, plans and practices, rather than being the focus of a separate policy. These principles recognize that education is a human right and is the foundation for more equitable, inclusive and cohesive communities (Vitello and Mithaug, 1998). In this light, REFUGE-ED brings together two fields of expertise: education and MHPSS in humanitarian settings to improve academic achievement and the dynamic integration of migrant, refugee and asylum-seeking children. The curriculum should demonstrate a positive impact for the integration of migrant, refugee and asylum-seeking children and unaccompanied minors, with an emphasis on the promotion of academic success, wellbeing, and social belonging. The development of the curriculum seeks to provide assistance to all interested parties to enhance exploitation of the co- created effective practices and approaches to new settings across formal, informal and non- formal education. Readers will become familiar with the delivery methods of the effective practices targeted at the promotion



of dynamic integration, academic success and inclusion, emotional wellbeing, and social belonging of all children, including children with a migratory background, including a refugee background, those seeking asylum, and unaccompanied minors. Through the REFUGE-ED project and the delivery of the (co-created) practices presented in the curriculum, the pilot sites and all interested parties will be able to strengthen their education systems and ensure that each child has an equal opportunity for educational progress and wellbeing. Therefore, the core anticipated results are to co-create an educational learning environment where barriers to quality educational access, participation, emotional wellbeing and learning processes are diminished.

2.5. MHPSS practices and approaches and SEAs

MHPSS practices can provide supportive and practical assistance to school systems to build broader mental health and psychosocial supports for students and families, including those with a refugee and migratory background, including efforts to prevent and alleviate suffering, prevent emotional distress and promote psychosocial wellbeing. Furthermore, the scope of implementation of MHPSS practices are:

1. **Capacity building** - staff and volunteers are confident, knowledgeable and skilled to fulfil their role in developing and implementing MHPSS approaches and practices.
2. **Caring for staff and volunteers** - A supportive and caring working environment is achieved and sustained for staff and volunteers
3. **MHPSS/Educational service provision** - Target population achieves and sustains personal and interpersonal well-being and capacity.
4. **Community engagement** - Communities are empowered to create a supportive, nurturing and peaceful environment to support the well-being and dignity of the of the target population (IFRC Indicator Guide, 2017).

The implementation of the MHPSS practices may improve academic performance, emotional well-being and/or social inclusion of students with a refugee background, including unaccompanied minors. While engaging in the MHPSS practices and approaches, teachers will have an opportunity to address and raise awareness about topics such as assessing MHPSS needs and children's resilience and life skills. Additionally, school systems aim to be more adequately resourced and prepared to serve as the service point for much-needed MHPSS, which aims to offer students a more stable and inclusive community and learning environment, while fostering a sense of inclusion, belonging and safety and security.

SEAs have been developed to mentor school communities to create and implement practices with tangible results, towards the promotion of a 'whole-school approach', for a democratic and inclusive learning culture. Instrumental learning, especially in regards to difficulties in reading and literacy, is one of the main concerns of research on the psychology of education (Hughes et al., 2018). Successful Educational Actions, as effective and transferable evidence-based solutions, are the optimal ground for developing educational theory, actual practice and policy making (Flecha, 2014). Similar to MHPSS practices, SEAs can be implemented in the school environment by the school staff, with the assistance of project trainers and the current curriculum. Co-creating SEAs to fit the local context and needs, will assist school staff to improve participation and academic success of children with a migratory background, and will contribute to social cohesion in the contexts where they are implemented. As SEAs have been already extensively been applied in school environments, improvements in reading, mathematics and peer relationships are few of the contributions mentioned (De Botton et al., 2014; Fernandez et al., 2021; Garcia- Carrion & Diez- Palomar, 2015; Garcia- Carrion et al., 2020).

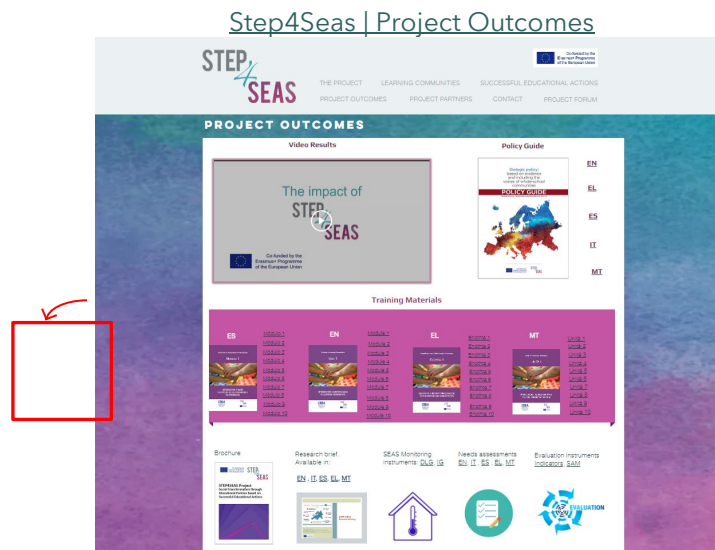
End-users (such as students, teachers, practitioners, caregivers, families and communities) co-creating SEAs to include MHPSS approaches and practices, will be in a position to create a safe



learning environment to support the dynamic integration of migrant and refugee children in schools, and more broadly in society.

3. SEA Practices

3.1. Step 4 SEAs Project




WHAT: The project promotes the implementation of Successful Educational Actions and transforming schools in Learning Communities together with governments, universities and other entities. It provides a structure, material and skills to promote the SEAs, throughout 10 units (of around 10 to 30 pages each). The material is translated into 4 languages: English, Spanish, Greek and Maltese. It includes SEA theories, a brief review their evidence base, and guidance for their practical implementation.

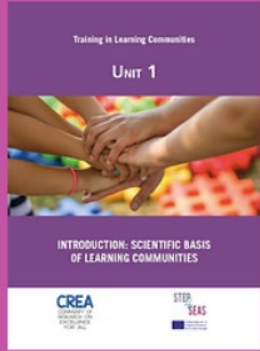
WHEN and HOW: this material can be used either by trainers or by trainees. It can be read individually by trainees or it can be shared in practical Dialogic Pedagogical Gatherings with the people carrying out the training. The units can be all read together in order, or they can be read individually or without following the proposed order.

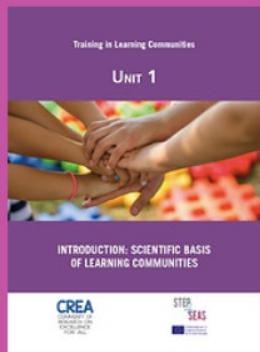
The training can be complemented with an explanation from a teacher already implementing SEAs or by visiting Schools implementing SEAs.



Module 1. Introduction: scientific basis of Learning Communities (Step 4 SEAs)	
UNIT 1_CREA_INGLES.indd (step4seas.org)	
<p>In this module, participants are introduced to the theoretical basis of Learning Communities and the impact of SEAs in the learning development and in the promotion of good coexistence of the students.</p> <p>This resource can be complemented with the following videos:</p> <ul style="list-style-type: none"> - Unit 2. School as a Learning Community. Transformation phases. - YouTube in which the transformation phases of a school into a learning community are clearly explained (14 minutes). - Schools as Learning Communities. Instituto Natura - YouTube where teachers, families and students of the Mare de Deu de Montserrat school, (i.e. a Learning Community), explain how the process of forming their learning community and its benefits (5 minutes). - Schools as learning communities - Boa Àgua school cluster, Portugal [European Toolkit for Schools] - YouTube where teachers, families and students of the Boa Àgua school, (i.e. another Learning Community), explain how the process the process of forming their learning community and its benefits (5 minutes). - Good practice in Barcelona, Spain - European Toolkit for Schools - YouTube where teachers, families and students of the Joaquim Ruyra school (i.e. another Learning Community), explain how the the process of becoming a Learning Community works (4 minutes). 	

Module 2. Dialogic learning in the information society (Step 4 SEAs)

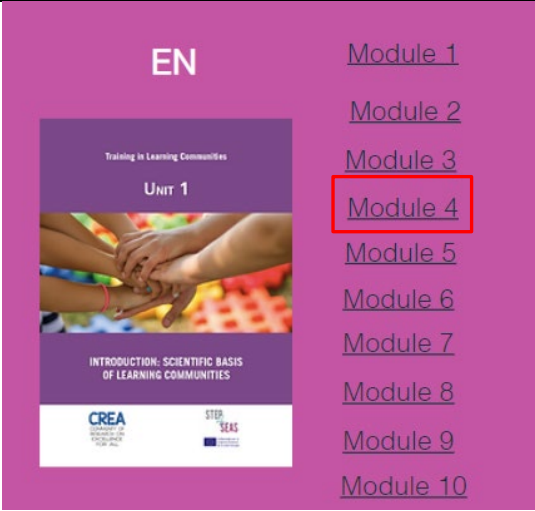
UNIT 2 CREA INGLES.indd (step4seas.org)	 <ul style="list-style-type: none"> Module 1 <li style="border: 2px solid red;">Module 2 Module 3 Module 4 Module 5 Module 6 Module 7 Module 8 Module 9 Module 10
<p>This section includes a review and comparison of three theories of social realities objectivist theory of knowledge, constructivist learning theory and communicative action. The unit focuses on the communicative learning concept that is characterised by placing importance on all the interactions which all pupils have with others. Reference is then made to the key individuals and their theories in the field of communicative and dialogic learning. The 7 principles of Dialogic learning are explained: egalitarian dialogue, cultural intelligence, transformation, instrumental dimension, creation of meaning, solidarity and equality of differences, and more resources and literature are attached in each principle to have access to more information.</p> <p>This resource can be complemented with the following video: Unit 1. Scientific base of Learning Community project and Dialogic Learning - YouTube (6 minutes).</p>	

Module 3. Transformation of and educational center into a Learning Community (Step 4 SEAs)	
UNIT 3 CREA INGLES.indd (step4seas.org)	 <ul style="list-style-type: none"> Module 1 Module 2 <li style="border: 2px solid red;">Module 3 Module 4 Module 5 Module 6 Module 7 Module 8 Module 9 Module 10
<p>This unit explains the process and the necessary steps of transforming an education center into a Learning Community. Centers which are transformed into a Learning Community open their doors to the community to allow for the achievement of a dream of education which overcomes school failure and problems in coexistence and is orientated towards quality education for all children. Everyone involved in this process is aware of the goals and is committed to its execution. The necessary steps to be taken are: raising awareness, decision making, dreaming, prioritization and planning.</p>	

This resource can be complemented with the following videos:

- [Unit 2. School as a Learning Community. Transformation phases. - YouTube](#) in which the transformation phases of a school into a learning community are clearly explained (13 minutes).
- [Schools as Learning Communities. Instituto Natura - YouTube](#) where teachers, families and students of the Mare de Deu de Montserrat school, that is a Learning Community, explain how the process worked and which improvements they have seen (5 minutes).
- [Schools as learning communities - Boa Àgua school cluster, Portugal \[European Toolkit for Schools\] - YouTube](#) where teachers, families and students of the Boa Àgua school, which is a Learning Community, explain how the process worked and which improvements they have seen (5 minutes).
- [Good practice in Barcelona, Spain - European Toolkit for Schools - YouTube](#) where teachers, families and students of the Joaquim Ruyra school - a school that is a Learning Community - explain how the process of transforming into a community worked and which improvements they have observed (4 minutes).

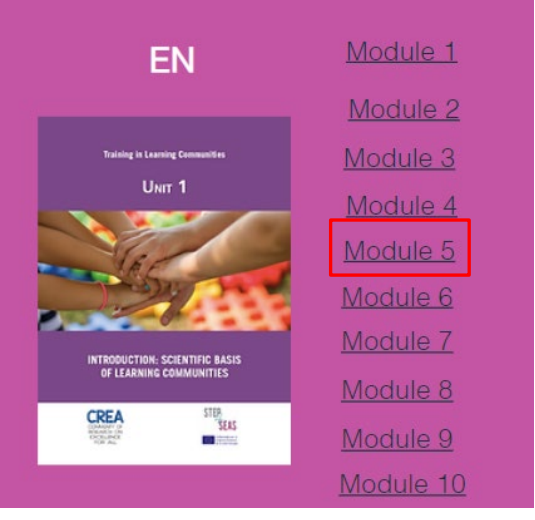
Module 4. Volunteers in the Learning Communities (Step 4 SEAs)

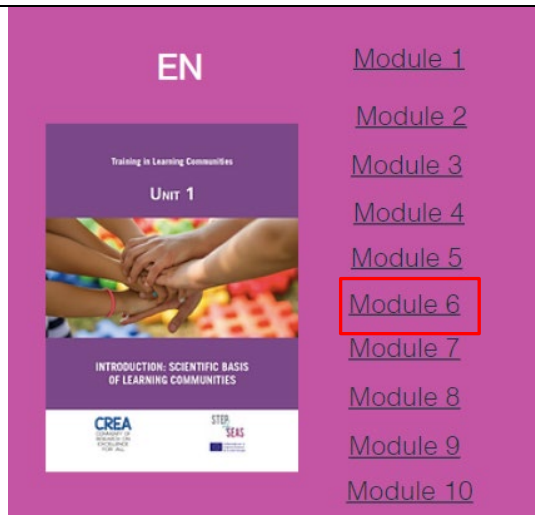
	
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The role that volunteers develop in the centers is explained in this unit, as well as their profiles and spaces where they can participate; the unit also elaborated on practical aspects about the coordination of the volunteers.

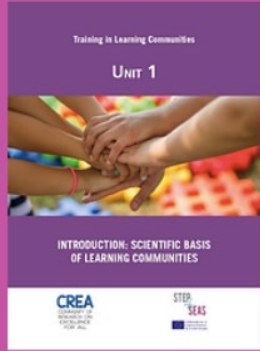
This resource can be complemented with the following video: [Unit 5. Educative participation of the community in the school - YouTube](#) (10 minutes).

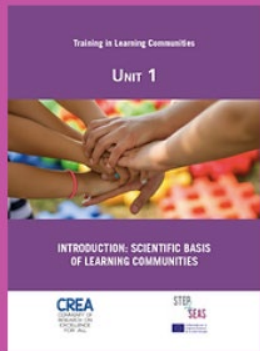
Module 5. Multiculturalism in Learning Communities (Step 4 SEAs)

UNIT 5 CREA INGLES.indd (step4seas.org)	
<p>This unit focuses on how Learning Communities can contribute to overcome racism, as well as how fostering multicultural coexistence in Learning Communities can assist with this objective. In the first section, the evolution of racism is detailed and the theoretical and practical implications of current forms of racism for the classroom are addressed in relation to the wider field of education. In the second section, a communicative view of multicultural coexistence is proposed for cultivating equality in differences. In the final section, the link is drawn between cultural diversity and educational excellence: first, the evolution of racism in classrooms is detailed; and secondly, a perspective of multicultural coexistence is proposed. The unit is based on the idea that it is essential to start cultivating the understanding and harmony between cultures that we wish to exist in the future in schools and institutions and in the day-to-day life of the classroom.</p>	

Module 6. Interactive Groups (Step 4 SEAs)	
	
<p>Firstly, the impact of different types of students' grouping together in classrooms is examined. Secondly, Interactive Groups are presented: characteristics and functioning, as well as the differences between practices that can be considered interactive groups and practices that cannot.</p>	

Module 7. Dialogic Literary Gatherings (Step 4 SEAs)

UNIT 7 CREA INGLES.indd (step4seas.org)	 <ul style="list-style-type: none"> Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 <li style="border: 2px solid red;">Module 7 Module 8 Module 9 Module 10
<p>Dialogic gatherings are one of the Successful Educational Actions (SEAs) developed in Learning Communities. They involve the collective construction of meaning and knowledge based on dialogue with the whole student body or people participating in the gatherings. Dialogic gatherings are based on Dialogic Reading and on the seven principles of dialogic learning. Through dialogic gatherings, there is direct contact with timeless masterpieces and scientific knowledge which humanity has accumulated over the centuries. This contact is fostered in the gatherings and available to all. In this unit, the main characteristics of dialogic gatherings are presented. The first section is focused on those that draw upon a greater range and experience in time: the Dialogic Literary Gatherings (DLGs). In the second section, alternative dialogic gatherings are considered which are focused on specific areas of culture and science, such as art dialogic gatherings, mathematics dialogic gatherings, scientific dialogic gatherings or pedagogic dialogic gatherings.</p> <p>The resource can be complemented with the following video: Unit 4. Dialogic Literary Gatherings. Reading the classics - YouTube (15 minutes).</p>	

Module 8. Educational participation of the community (Step 4 SEAs)	
UNIT 8 CREA INGLES.indd (step4seas.org)	 <ul style="list-style-type: none"> Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Module 7 <li style="border: 2px solid red;">Module 8 Module 9 Module 10
<p>This module explains how learning is affected by all interactions which take place inside and outside the classroom. In today's information society, the number and diversity of learning agents with whom students interact has grown. The importance of family and community participation in cooperation with education centers is clear from the evidence-based research that is available to us. This unit outlines the various forms of educational community participation and the potential impact each can have on children's education. The unit also</p>	

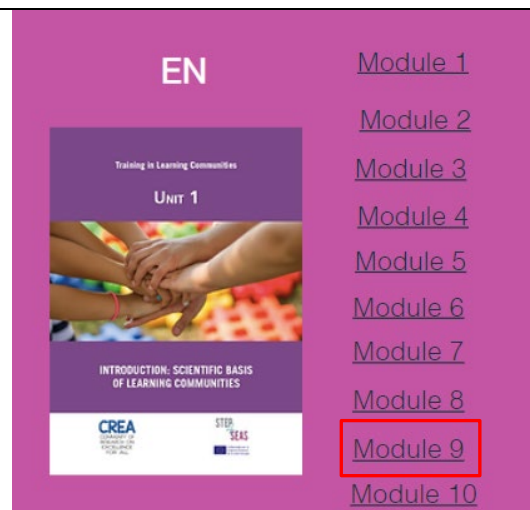


focuses on one approach which has shown the best outcomes which is that of promoting the educational participation of everyone in the students' community: families, neighbourhood residents, members of local and cultural groups and associations, non-teaching staff, volunteers and so on. In the second part, three ways of carrying out SEAs involving the community are presented.

This resource can be complemented with the following video: [Unit 3. Interactive Groups. Learning through egalitarian dialogue - YouTube](#) (4 minutes).

Module 9. Family education and dialogic training for teachers (Step 4 SEAs)

[UNIT 9 CREA INGLES.indd \(step4seas.org\)](#)



In an information society, children's education moves forward significantly if all education agents improve their own training as well. This unit presents two SEAs: Family Education and Dialogic Training for teachers. In spite of the great importance of families in the education of children, training of education agents has traditionally been exclusively provided for teaching staff, so teachers have ultimately been the only beneficiaries. The majority of research has also focused on analyzing faculty training, with no attention paid to the training of the families, relatives and other community members. Family Education improves the skills and awareness of adults who coexist with students on a day-to-day basis, thereby having a key impact on their children's learning. From the teachers' perspective, Dialogic Training for teachers provides staff with opportunities to explore education theories and to keep their awareness as current as possible in accordance with the latest and most relevant research, including the community in the training spaces.

This resource can be complemented with the following video: [Unit 6. Family Education. Key to the children success - YouTube](#) (6 minutes).

Module 10. Educational participation of the community (Step 4 SEAs)



UNIT 10 CREA INGLES.indd
(step4seas.org)



In this unit, three models which deal with the prevention and resolution of conflict are initially presented and summarised: discipline-based, mediation-based and dialogic. Next, further detail is provided regarding how the dialogic model is organised using the example of the implementation of rule consensus. Although it is often difficult to identify them, most problems in centers arise as a result of affective-sexual matters. For this reason, the second part of the unit focuses on explaining the theoretical approach to the preventive socialization of gender violence. As explained by Puigvert et al. (2019), research on risk factors related to gender violence conducted from a preventive socialization approach has identified that there is a coercive dominant discourse in which people with violent attitudes and behaviours are socially portrayed as attractive and exciting. On the other hand, people and relationships with non-violent attitudes and behaviours are portrayed as less exciting (pg.: 2).


Thus, this unit outlines certain key errors which can occur when handling such subjects. To conclude, guidance on specific actions is provided that, based on scientific evidence, are implemented in the schools that are Learning Communities to involve the entire community and generate spaces free of violence.



3.2. Enlarge SEAs Project (enlargeseas.eu)

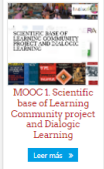
MASIVE ONLINE OPEN COURSES: Successful Educational Actions for all
Successful Educational Actions (SEAs) are effective regardless of the context and therefore are transferable to other schools and communities to improve school success and social cohesion.

Cursos disponibles




MOOC 1. Scientific base of Learning Communities and Dialogic Learning

[Leer más](#)




MOOC 2. School as a Learning Community. Transformation phases

[Leer más](#)




MOOC 3. Interactive Groups Learning through egalitarian dialogue

[Leer más](#)



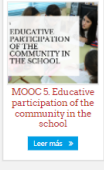
MOOC 4. Dialogic Gatherings. Best universal worlds

[Leer más](#)



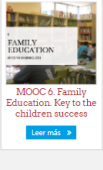
MOOC 5. Educative participation of the community in the school

[Leer más](#)



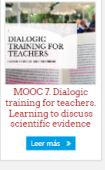
MOOC 6. Family Education. Key to the children success

[Leer más](#)



MOOC 7. Dialogic training for teachers. Learning to discuss scientific evidence

[Leer más](#)



MOOC 8. Dialogic model of prevention and conflict resolution

[Leer más](#)

Curso

- CERTIFICATION. Learning Communities and Successful Educational Actions
- MOOC 1. Scientific base of Learning Communities and Dialogic Learning
- MOOC 2. School as a Learning Community. Transformation phases
- MOOC 3. Interactive Groups. Learning through egalitarian dialogue
- MOOC 4. Dialogic Gatherings. Best universal worlds
- MOOC 5. Educative participation of the community in the school
- MOOC 6. Family Education. Key to the children success
- MOOC 7. Dialogic training for teachers. Learning to discuss scientific evidence
- MOOC 8. Dialogic model of prevention and conflict resolution

Todos los cursos ...

WHAT: MOOC (Massive Online Open Course). Eight units containing a short summary video, a set of short articles (from 1 to 7 minutes reading), some videos of experiences implementing SEAs, and final quiz activities. References and links to more information are also available.

WHEN and HOW: this material can be used both by trainers and trainees. It is thought to be taken individually, but trainers can select articles included in the units to do Dialogic Pedagogical Gatherings in the training sessions. Also, the units contain videos and activities that can be shared in the training sessions. The units can be all read together in order, or they can be read individually or without following the order.

The training can be complemented with an exposition from a teacher already implementing SEAs or by visiting Schools implementing SEAs. It can be also complemented with the following videos:

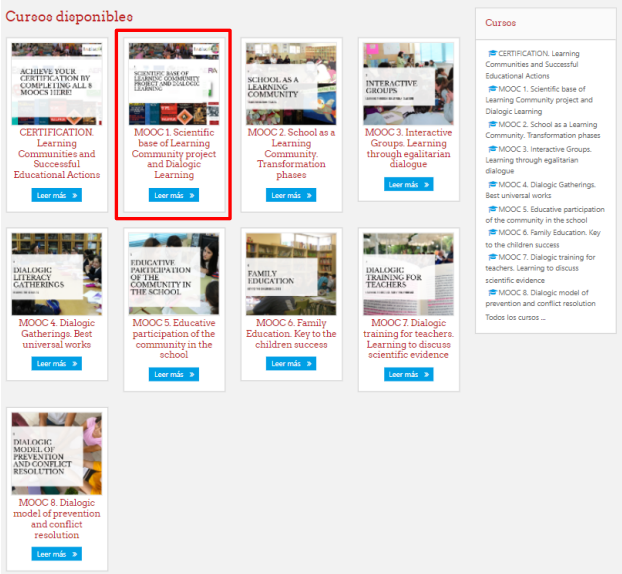
- [Unit 2. School as a Learning Community. Transformation phases. - YouTube](#) in which the transformation phases of a school into a learning community are clearly explained (14 minutes).
- [Schools as Learning Communities. Instituto Natura - YouTube](#) where teachers, families and students of a school that is a Learning Communities explain how the process worked and which improvements they have already seen in Mare de Deu de Montserrat school (5 minutes).
- [Schools as learning communities - Boa Àgua school cluster, Portugal \[European Toolkit for Schools\] - YouTube](#) where teachers, families and students of a school that is a Learning Communities explain how the process worked and which improvements they have already seen in Boa Àgua school (5 minutes).
- [Good practice in Barcelona, Spain - European Toolkit for Schools - YouTube](#) where teachers, families and students of a school that is a Learning Communities explain how the process worked and which improvements they have already seen in Joaquim Ruyra school (4 minutes).

The videos included in the units of this MOOC can also be found in Youtube in the following links:

1. Scientific basis: <https://youtu.be/yzpK1hEO30Y>
2. Interactive groups: <https://youtu.be/VzC9kBG4IDE>
3. Dialogic literary gatherings: <https://youtu.be/4b9N-VdYskw>
4. Educative participation of the community: <https://youtu.be/e92lccgOmi8>
5. Family education: <https://youtu.be/ctZldTBxtqU>



6. Dialogic teacher training: <https://youtu.be/OXna1KnRyQY>
7. Dialogic model of prevention and conflict resolution: <https://youtu.be/AcNs7q1FaLU>
8. Transformation into a learning community: <https://youtu.be/JUXBvXP9Oxg>

Unit 1. Scientific base of Learning Community project and Dialogic Learning (Enlarge SEAs)	
<p style="text-align: center;"><u>Course: CERTIFICATION. Learning Communities and Successful Educational Actions, Topic: Unit 1. Scientific base of Learning Community project and Dialogic Learning (enlargeseas.eu)</u></p>	<p style="text-align: center;">MASSIVE ONLINE OPEN COURSES: : Successful Educational Actions for all <small>Successful Educational Actions (SEAs) are effective regardless of the context and therefore are transferable to other schools and communities to improve school success and social cohesion.</small></p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Cursos disponibles</p>  </div>
<p>This unit covers initial and general aspects of Learning Communities. It seeks to demonstrate their cultural and geographic plurality and to place them in the context of the contemporary information society. The functionality of Learning Communities is clarified on the basis of scientific evidence, and not simply on unproven opinions about education. SEAs are also defined and approved by the international scientific community; the same applies to their contribution to improving the learning of students and their coexistence in schools.</p> <p>In this training course, the following material can be found: concepts related to Dialogic Learning and ideas most extensively developed both in publications and scientific articles, specifically, those, which are explained in the Learning Communities project presentations and seminars and in the awareness-raising phase. The content of these units is based on more in-depth published material. Some of these sources can be consulted on the website of CREA (Community or Research on Excellence for All).</p>	

Unit 2. School as a Learning Community. Transformation phases (Enlarge SEAs)



Course: CERTIFICATION. Learning Communities and Successful Educational Actions, Topic: Unit 2. School as a Learning Community. Transformation phases (enlargeseas.eu)

MASIVE ONLINE OPEN COURSES: : Successful Educational Actions for all
Successful Educational Actions (SEAs) are effective regardless of the context and therefore are transferable to other schools and communities to improve school success and social cohesion.

Cursoos disponibles

Cursoos

- CERTIFICATION. Learning Communities and Successful Educational Actions
- MOOC 1. Scientific base of Learning Community project and Dialogic Learning
- MOOC 2. School as a Learning Community. Transformation phases
- MOOC 3. Interactive Groups. Learning through egalitarian dialogue
- MOOC 4. Dialogic Gatherings. Best universal works
- MOOC 5. Educative participation of the community in the school
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Todos los cursoos ...

The transformation process of an education center into a Learning Community is presented in this unit. Centers that want to be transformed must open their doors to the community in order to allow the achievement of a dream. This dream can overcome school failure and problems in coexistence and is orientated towards quality education for all children. Everyone involved in this process is aware of the goals and is committed to their execution. The necessary steps to be taken are the following: raising awareness, decision making, dreaming, prioritization and planning. It is important to stress that the details of each step do depend on the particular circumstances of the center and they are to be altered, considered and discussed within the educational community as a whole. The transformation of a center is not an unalterable process but is open to changes which may arise as a result of new contributions, considerations and continuous evaluation.

Unit 3. Interactive Groups. Learning through egalitarian dialogue (Enlarge SEAs)

Course: CERTIFICATION. Learning Communities and Successful Educational Actions, Topic: Unit 3. Interactive Groups. Learning through egalitarian dialogue (enlargeseas.eu)

MASIVE ONLINE OPEN COURSES: : Successful Educational Actions for all
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Cursoos disponibles

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Todos los cursoos ...



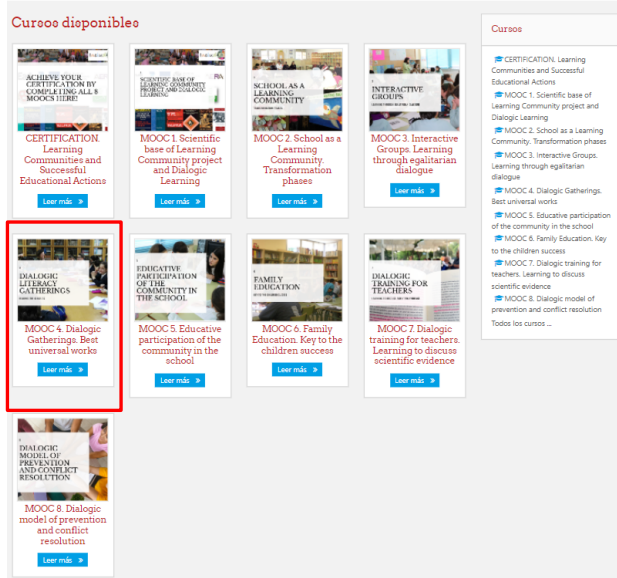
In this unit, Interactive Groups as a Successful Educational Action are presented. Various types of group organisation in classrooms are considered, and details of those which promote academic success are given. To this end, different types of student groupings are described and compared as clarified by INCLUD-ED (2006-2011). The impact of various group forms on the academic performance of students is also considered. Interactive groups are a way to organise the classroom based on evidence given by the international scientific community and contrasted with the practice in the classroom in many centers and at different educational levels. Examples are provided to clarify what they are, how they work and what they are not.

Unit 4. Dialogic Gatherings. Best universal works (Enlarge SEAs)

Course: CERTIFICATION. Learning Communities and Successful Educational Actions, Topic: Unit 4. Dialogic Gatherings. Best universal works (enlargeseas.eu)

MASIVE ONLINE OPEN COURSES: : Successful Educational Actions for all
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Cursos disponibles



Cursos

- CERTIFICATION: Learning Communities and Successful Educational Actions
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Todos los cursos ...

Dialogic gatherings are one of the Successful Educational Actions (SEAs) developed in Learning Communities. They involve the collective construction of meaning and knowledge based on dialogue with the whole student body or people participating at the gatherings. Dialogic gatherings are based on Dialogic Reading (Serrano, Mirceva & Larena, 2010) and on the seven principles of dialogic learning (Flecha, 1997). Furthermore, they focus on the most valuable creations of humanity in various fields from literature to art and music. Through dialogic gatherings, there is direct contact with timeless masterpieces and scientific knowledge which humanity has accumulated over the centuries. This contact is fostered in the gatherings and available to all, regardless of age, gender, culture or ability. In this unit, the main characteristics of dialogic gatherings are presented. The first section is focused on those that draw upon a greater range and experience in time: the Dialogic Literary Gatherings (DLGs). In the second section, alternative dialogic gatherings are considered, which are focused on specific areas of culture and science, such as art dialogic gatherings, mathematics dialogic gatherings, scientific dialogic gatherings or pedagogic dialogic gatherings.

Unit 5. Educative participation of the community in the school (Enlarge SEAs)

Course: CERTIFICATION. Learning Communities and Successful Educational Actions, Topic: Unit 5. Educative participation of the community in the school (enlargeseas.eu)

MASIVE ONLINE OPEN COURSES: : Successful Educational Actions for all
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Cursoos disponibles

<p>CERTIFICATION: Learning Communities and Successful Educational Actions</p> <p>Leer más ></p>	<p>MOOC 1. Scientific base of Learning Community project and Dialogic Learning</p> <p>Leer más ></p>	<p>MOOC 2. School as a Learning Community. Transformation phases</p> <p>Leer más ></p>	<p>MOOC 3. Interactive Groups Learning through egalitarian dialogue</p> <p>Leer más ></p>
<p>MOOC 4. Dialogic Gatherings. Best universal works</p> <p>Leer más ></p>	<p>MOOC 5. Educative participation of the community in the school</p> <p>Leer más ></p>	<p>MOOC 6. Family Education. Key to the children success</p> <p>Leer más ></p>	<p>MOOC 7. Dialogic training for teachers. Learning to discuss scientific evidence</p> <p>Leer más ></p>
<p>MOOC 8. Dialogic model of prevention and conflict resolution</p> <p>Leer más ></p>			

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Todos los cursoos ...

Learning is affected by all interactions which take place inside and outside the classroom. In today's information society, the number and diversity of learning agents with whom students interact have grown. We cannot achieve high-level learning in class if students' families and the wider community are not included and if students' backgrounds are not brought into the learning process. The importance of family and community participation in cooperation with education centers is clear from the evidence-based research that is available to us. The unit also focuses on one approach which has shown the best educational outcomes. This approach promotes the educational participation of everyone in the students' community: families, neighborhood residents, members of local and cultural groups and associations, non-teaching staff, volunteers and so on. In the second part, three ways of carrying out Successful Educational Actions involving the community are explained in detail: dialogic reading, expansion of the learning time and Mixed Committees.

Unit 6. Family Education. Key to the children success (Enlarge SEAs)

Course: CERTIFICATION. Learning Communities and Successful Educational Actions, Topic: Unit 6. Family Education. Key to the children success (enlargeseas.eu)

MASIVE ONLINE OPEN COURSES: : Successful Educational Actions for all
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Cursoos disponibles

<p>CERTIFICATION: Learning Communities and Successful Educational Actions</p> <p>Leer más ></p>	<p>MOOC 1. Scientific base of Learning Community project and Dialogic Learning</p> <p>Leer más ></p>	<p>MOOC 2. School as a Learning Community. Transformation phases</p> <p>Leer más ></p>	<p>MOOC 3. Interactive Groups Learning through egalitarian dialogue</p> <p>Leer más ></p>
<p>MOOC 4. Dialogic Gatherings. Best universal works</p> <p>Leer más ></p>	<p>MOOC 5. Educative participation of the community in the school</p> <p>Leer más ></p>	<p>MOOC 6. Family Education. Key to the children success</p> <p>Leer más ></p>	<p>MOOC 7. Dialogic training for teachers. Learning to discuss scientific evidence</p> <p>Leer más ></p>
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Todos los cursoos ...



In an information society, children’s education moves forward significantly if all education agents improve their own training as well. This unit presents a single Successful Educational Action: Family Education. In spite of the great importance of families in the education of children, training of education agents has traditionally been exclusively provided for teaching staff, so teachers have ultimately been the only beneficiaries. The majority of research has also focused on analysing faculty training, with no attention paid to the training of the families, relatives and other community members. Family Education improves the skills and awareness of adults who coexist with students on a day-to-day basis, thereby having a key impact on their children’s learning. From the perspective of teachers, Dialogic Training for teachers provides staff with opportunities to explore education theories and to keep their awareness as current as possible in accordance with the latest and most relevant research, including the community in the training spaces.

Unit 7. Dialogic training for teachers. Learning to discuss scientific evidence (Enlarge SEAs)

Course: CERTIFICATION. Learning Communities and Successful Educational Actions, Topic: Unit 7. Dialogic training for teachers. Learning to discuss scientific evidence (enlargeseas.eu)

MASIVE ONLINE OPEN COURSES: : Successful Educational Actions for all
Successful Educational Actions (SEAs) are effective regardless of the content and therefore are transferable to other schools and communities to improve school success and social cohesion.

Cursos disponibles

MOOC 1: Scientific base of Learning Community project and Dialogic Learning

[Leer más >](#)

MOOC 2: School as a Learning Community. Transformation phases

[Leer más >](#)

MOOC 3: Interactive Learning Groups. Learning through egalitarian dialogue

[Leer más >](#)

MOOC 4: Dialogic Gatherings. Best universal works

[Leer más >](#)

MOOC 5: Educative participation of the community in the school

[Leer más >](#)

MOOC 6: Family Education. Key to the children success

[Leer más >](#)

MOOC 7: Dialogic training for teachers. Learning to discuss scientific evidence

[Leer más >](#)

MOOC 8: Dialogic model of prevention and conflict resolution

[Leer más >](#)

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Todos los cursos ...

Teachers at elementary, secondary and adult education levels implement Successful Educational Actions in Learning Communities which provide the best opportunities for every child, teenager and adult in their classroom. They also develop ethical rigor in their own professionalism through participation in training for continuous improvement in their field with evidence-based knowledge. Such training is done through dialogue, in line with the best training practices of teaching staff at international level. The unit focuses on how to apply the dialogic learning principles also in teachers training.



Unit 8. Dialogic model of prevention and conflict resolution (Enlarge SEAs)

Course: [CERTIFICATION. Learning Communities and Successful Educational Actions, Topic: Unit 8. Dialogic model of prevention and conflict resolution \(enlargeseas.eu\)](#)

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Cursos disponibles

The screenshot shows a grid of course cards. The highlighted card (MOOC 8) has the following details:

- MOOC 8. Dialogic model of prevention and conflict resolution**
- Learn más** (button)


Cursos

- CERTIFICATION. Learning Communities and Successful Educational Actions
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Topics for cursos ...

Education centers must be safe spaces for all children. They must be areas in which children learn, grow and relate freely with one another, so that learning is within everyone's reach. The dialogic model for the prevention and resolution of conflict, allows for a better coexistence both in the center and in the education community as a whole. It is based upon dialogue and consensus amongst all parties involved, particularly the student body, regarding coexistence rules. In this unit, three models which deal with the prevention and resolution of conflict are initially presented and summarised: discipline-based, mediation-based and dialogic. Next, further detail is provided regarding how the dialogic model is organised using the example of the implementation of rule consensus. Although often difficult to identify, most problems in centers arise as a result of affective-sexual matters (Puigvert, 2014). For this reason, the second part of the unit focuses on the preventive socialization of gender violence approach, outlining certain key errors which can occur when handling such subjects. To conclude, guidance is provided on specific actions that, based on scientific evidence, are implemented in the schools which are Learning Communities to involve the entire community and generate spaces free of violence.

4. Mental Health and Psychosocial Support practices and approaches

MHPSS Training Facilitation	
<p style="text-align: center;"> https://pscentre.org/wp-content/uploads/2018/02/CBPS_EN_Trainer.pdf </p> <p>The relevant pages can be found between pages 12-26.</p>	
<p>This Community Based PSS Trainer's book includes the following:</p> <ul style="list-style-type: none"> • How to plan psychosocial support training, giving suggestions for two different kinds of trainings (training of trainers and basic training) and lists issues to consider when planning the training in the context • The learning process in a psychosocial context contains reflections on adult learning processes and points out issues that are specific for learning and supporting learning in a psychosocial context. • Preparing for a workshop in psychosocial support gives advice on how to prepare in advance, how to work with an interpreter and what practicalities to consider. • Conducting the workshop provides the trainer with tips about how to give a workshop a good start, how to manage different teaching methods (e.g. presentations, discussion with participants) and how to recap and evaluate on completion of the training. • Trainer's book and PowerPoint presentations are the concrete teaching aids developed for each training module, which provide the trainer with learning objectives, suggestions for discussion topics and activities, as well as PowerPoint slides and speaker's points to guide presentations. Handouts to be used during training sessions can be found after each module. • This Community Based PSS Training toolkit contains a Participant's book, a Trainer's book, PowerPoints slides, a master PowerPoint (for you to create your own slides). <p>Should you want to make an adapted version of the training material, should you want to make an adapted version of the training material, please get in touch with the IFRC PS Centre, Anouk Boschma, MHPSS technical advisor REFUGE-ED, anbos@rodekors.dk</p>	

Running an MHPSS Workshop	
<p>https://pscentre.org/wp-content/uploads/2017/12/Facilitator-handbook-1.pdf</p> <p>The relevant pages can be found between pages 22-34. The full toolkit is also included below in this curriculum.</p>	
<p>The most successful workshops are specifically designed to suit the characteristics, capabilities and needs of the participants. Facilitators have the responsibility for planning and guiding the workshops, and, so, it is important that they are very well prepared for each workshop and feel comfortable about the planned activities.</p> <p>Should you want to make an adapted version of the training material, should you want to make an adapted version of the training material, please get in touch with the IFRC PS Centre, Anouk Boschma, MHPSS technical advisor REFUGE-ED, anbos@rodekors.dk</p>	

Social Emotional Learning (SEL)	
<p>http://shls.rescue.org/shls-toolkit/social-emotional-learning/</p>	
<p>Social-emotional learning (SEL) provides children and adults with the tools to be well and to succeed in life. SEL involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p>	

Play Based Learning

<https://righttoplaydiag107.blob.core.windows.net/rtp-media/documents/RTP-POWERGamesManual-ENG-May2021-WEB.pdf>

Play-based learning is an experiential, participatory, and guided approach which enhances the teaching and learning process. Through play-based learning, children organise and make sense of the world as they actively engage with their peers and leaders in educational games and activities. Play-based learning motivates and stimulates children and supports them in their development and consolidation of skills and concepts, while helping to shape their positive attitudes towards learning and life.

Orientation Session to a Community Based Approach to Mental Health and Psychosocial Support

[Community based MHPSS](#)

This orientation is aimed to introduce the community-based approach to Mental Health and Psychosocial Support (MHPSS) and a selection of (scalable) MHPSS interventions and practices.

There is a wide gap between people who could benefit from care and support for mental health conditions and those who are able to access appropriate social care and mental health services. An estimated two thirds of people affected by mental health conditions do not receive treatment, even in high-income countries. In this introduction to community based mental health care this mental health gap and current MHPSS strategies and research recommended to address this gap, are explored. The participants will:

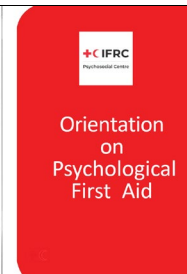
- Get an introduction to community based MHPSS

- Discuss what can be done within families and communities to promote MHPSS literacy
- Identify how MHPSS needs are/can be assessed
- Explore evidence-informed and evidence-based approaches to addressing MHPSS needs
- Learn what are scalable MHPSS interventions and what does a stepped care approach imply
- Explore further MHPSS resources

Stepped care is a person-centered, staged approach to the delivery of mental health and psychosocial services, that includes a hierarchy of practices interventions—from the least to the most intensive—matched to the individual's needs via case management. Scalable MHPSS interventions are ones that can be offered to many more people than regular psychosocial care, the reach of end users is therefore scaled up.

Orientation Session Basic Psychological First Aid (PFA)

Orientation training: Basic Psychological First Aid



This three-hour orientation on Basic Psychological First Aid (PFA) introduces participants to basic skills in psychological first aid (PFA). The orientation is based on multiple PFA resource by the IFRC PS Center and Save the Children Denmark, these include an *Introductory Guide to Psychological First Aid for Red Cross and Red Crescent Societies*, *A Short Introduction to Psychological First Aid for Red Cross and Red Crescent Societies*, *A Handbook to PFA for Young Peers*, and online PFA training and orientation materials developed in response to the COVID pandemic and the Ukraine emergency response.

The aim of the training is to introduce PFA and its key action principles, to practice PFA skills, and discuss self-care strategies and peer support mechanisms.

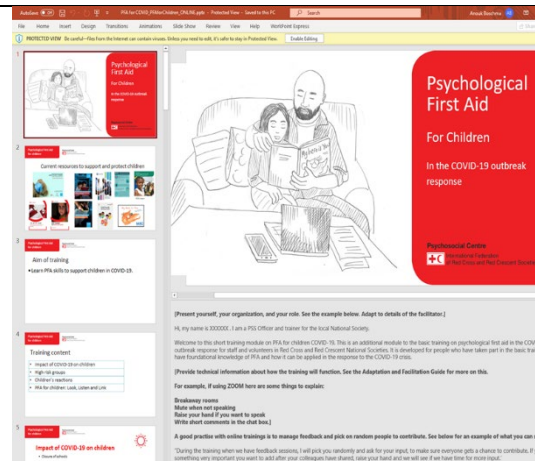
It enables participants to:

- know what psychological first aid is and what it is not
- understand the three action principles of 'Look, Listen and Link'
- practice providing PFA to someone in distress
- be aware of the importance of self-care and peer support mechanisms when helping others.

Target group: The training has been developed for staff and volunteers working with community based psychosocial support

Psychological First Aid Module 3: PFA for children

Psychological First Aid: Module 3- Children



This orientation session introduces participants to psychological first aid for children. The activities take between two to three hours, which can be given live and online or off-line via recording of an interactive session that participants can listen to in their own time.

The training has been developed for staff and volunteers working with psychosocial support for children and those providing direct care and support to children and their caregivers in distress, such as nurses, teachers, social workers, health volunteers or ambulance workers. It aims to enable participants to:

- know more about children’s reactions to distress
- know what psychological first aid for children is and what it is not
- understand the three action principles of ‘Look, Listen and Link’ in relation to children
- have practiced providing PFA to a child and caregiver in distress
- have considered complex reactions and situations
- be aware of the importance of self-care when helping others.

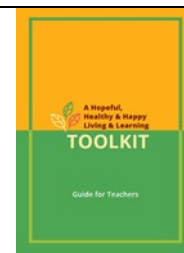
This orientation module is one of 6 additional online modules on psychological first aid, which accompany Orientation Session Basic Psychological First Aid (PFA) described above.

Target group: The training has been developed for staff and volunteers working with psychosocial support for children.

Duration: 2 to 3 hours (live online or offline, recorded).

A Hopeful, Healthy & Happy Living & Learning Toolkit: Guide for Teachers

<https://pscentre.org/?resource=a-hopeful-healthy-happy-living-learning-toolkit-guide-for-teachers&selected=single-resource>



This Guide has been designed for teachers supporting children in their return to school in the wake of the pandemic.

- i. It opens with a set of general group-building exercises
- ii. followed by themed activities focussing on 16 key life skills supporting the personal, cognitive and interpersonal development of children.

- iii. The exercises are suitable for a wide range of different age groups from pre-school to secondary school.
- iv. The exercises could also be combined with sports and leisure activities in clubs or community centres, and in safe spaces for children in humanitarian settings.

Children's Resilience Programme - Training Modules

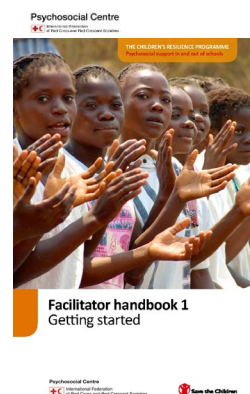
A. Programme Management Training

<https://pscentre.org/?resource=training-of-programme-managers-childrens-resilience-programme&selected=single-resource>



B. The children's resilience programme: psychosocial support in and out of schools - Facilitator Handbook 1: Getting Started

<https://pscentre.org/?resource=crp-facilitator-handbook-1-getting-started-english&selected=single-resource>



- A. **Programme Management Training** This (3 day) training curriculum is based on the children's resilience programme resource kit (resource kit).
- This training has been developed for programme managers with limited experience in the children's resilience programme, as well as for staff and volunteers, who are implementing activities with children and are interested in gaining more knowledge of the programme planning and management.
 - The aim of the training is to give participants an understanding of how to set-up, implement and manage the children's resilience programme and how to use the resource kit.
 - Participants will be introduced to the children's resilience programme, psychosocial support and child protection and get an understanding of how activities in the children's resilience programme can be implemented in different settings.
 - After this training, participants should be able to:
 - understand the content of the children's resilience programme
 - plan, implement and monitor activities in the children's resilience programme

- understand the importance of child protection, when setting up psychosocial support activities.
- The resource kit has been developed through cooperation between the International Federation of Red Cross Red Crescent Societies Reference Centre for Psychosocial Support (the PS Centre) and Save the Children.

B. The children’s resilience programme: psychosocial support in and out of schools - Facilitator Handbook 1: Getting Started

- i. The aim of the programme is to enhance the psychosocial wellbeing and protection of children.
- ii. The programme recognizes the key role of parents and other caregivers, teachers and community providers and seeks to equip them in the care and protection of the children in their communities. During crisis events and in the longer term, schools and other children’s programmes (such as child friendly spaces, children’s clubs, youth clubs) become important sources of stability and care.
- iii. Children’s resilience programmes can be run in schools or in other community-based groups and can be integrated into the classroom curriculum or conducted as activities outside the classroom.
- iv. The facilitator handbooks have been developed for facilitators, field coordinators and programme managers of the children’s resilience programme. However, other people involved in implementing the programme will also benefit from familiarising themselves with these materials.
- v. The children’s resilience programme: psychosocial support in and out of schools’ is a joint initiative of Save the Children and the Reference Centre for Psychosocial Support of the International Federation of Red Cross and Red Crescent Societies (the PS Centre).

Child Friendly Spaces in Humanitarian Settings - Training and Toolkit

Trainers should familiarise themselves with all resources in the CFS Toolkit as part of the below dual training modules

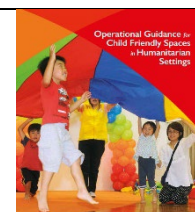
1. Training for Implementers of Child Friendly Spaces in Humanitarian Settings.

<https://pscentre.org/?resource=activity-catalogue-for-child-friendly-spaces-in-humanitarian-settings&selected=single-resource>

Complementary to the above 1. training, there is a

2. Training for facilitators of activities for CFSs in humanitarian settings

<https://pscentre.org/?resource=training-for-facilitators-of-activities-for-child-friendly-spaces-in-humanitarian->



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A. Operational Guidance for Child Friendly Spaces in Humanitarian Settings

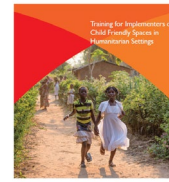
<https://pscentre.org/?resource=activity-catalogue-for-child-friendly-spaces-in-humanitarian-settings&selected=single-resource>

B. Activity Catalogue for Child Friendly Spaces in Humanitarian Settings

<https://pscentre.org/?resource=activity-catalogue-for-child-friendly-spaces-in-humanitarian-settings&selected=single-resource>

C. The Child Friendly Activity Cards

https://pscentre.org/?resource=child-friendly-activity-cards&wpv_search=true&selected=single-resource



1. Training for Implementers of Child Friendly Spaces in Humanitarian Settings

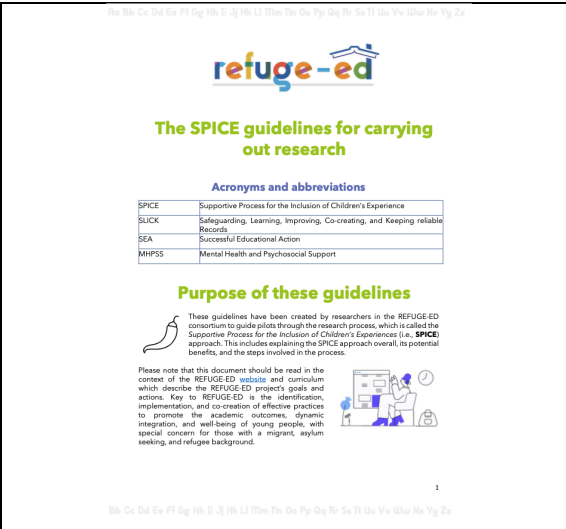
- This training is designed for trainers who have a working knowledge of child friendly spaces and are familiar with facilitating psychosocial trainings. They should have good communication skills and feel comfortable with the topics to be covered in the training. It is important that they reflect values of inclusion and non-discrimination in the training process. Participants of this training will be implementers of child friendly spaces in humanitarian settings.
 - The training aims:
 - to strengthen the mainstreaming of child protection minimum standards and mechanisms in the management and implementation of quality CFS
 - to strengthen capacity in programming activities in CFS, promoting the psychosocial well-being of children
 - to promote best practice that is gender, age and ability-appropriate in the diverse settings in which CFS are located
 - to enable participants to experience a mutual learning experience in a safe environment.
 - It is important as trainers to enable participants to keep their discussions as concrete and practical as possible and encourage them to talk about the real challenges they face in their work. This training is an opportunity for them to share challenges and difficulties together and to find possible solutions.

2. Training for Facilitators of Activities for Child Friendly Spaces in Humanitarian Settings

- This training manual complements the *Training for Implementers of Child Friendly Spaces in Humanitarian Settings*. It provides practical training for facilitators on the Activity Catalogue to support the effective implementation of the structured activities for children in different contexts.

- Ideally, this should follow on directly from the three-day implementer training.
- The training divides into 14 sessions, including one optional session on facilitator well-being. Experienced facilitators should be used to deliver the training, following the step-by-step instructions and adapting timing according to the number of participants. Ideally the training should be conducted with a maximum of 20 participants.

5. The Supportive Process for the Inclusion of Children’s Experiences (SPICE) in Research

The SPICE guidelines for carrying out research									
<p>SPICE Cycle Curriculum Resource</p>	 <p>The SPICE guidelines for carrying out research</p> <p>refuge-ed</p> <p>The SPICE guidelines for carrying out research</p> <p>Acronyms and abbreviations</p> <table border="1"> <tr> <td>SPICE</td> <td>Supportive Process for the Inclusion of Children’s Experience</td> </tr> <tr> <td>SLICK</td> <td>Safeguarding, Learning, Improving, Co-creating, and Keeping reliable Records</td> </tr> <tr> <td>SEA</td> <td>Successful Educational Action</td> </tr> <tr> <td>MHPSS</td> <td>Mental Health and Psychosocial Support</td> </tr> </table> <p>Purpose of these guidelines</p> <p>These guidelines have been created by researchers in the REFUGE-ED consortium to guide pilots through the research process, which is called the Supportive Process for the Inclusion of Children’s Experiences (i.e. SPICE approach). This includes explaining the SPICE approach overall, its potential benefits, and the steps involved in the process.</p> <p>Please note that this document should be read in the context of the REFUGE-ED website and curriculum which describe the REFUGE-ED project’s goals and actions. Key to REFUGE-ED is the identification, implementation, and co-creation of effective practices to promote the academic outcomes, dynamic integration, and well-being of young people, with special concern for those with a migrant, asylum seeking, and refugee background.</p>	SPICE	Supportive Process for the Inclusion of Children’s Experience	SLICK	Safeguarding, Learning, Improving, Co-creating, and Keeping reliable Records	SEA	Successful Educational Action	MHPSS	Mental Health and Psychosocial Support
SPICE	Supportive Process for the Inclusion of Children’s Experience								
SLICK	Safeguarding, Learning, Improving, Co-creating, and Keeping reliable Records								
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<p>Consistent with the REFUGE-ED dialogic and co-creation process, the Supportive Process of the Inclusion of Children’s Experiences (SPICE) is based on the premise that research participants - in this case, children and the key stakeholders in their lives - should be actively engaged at all stages of the research project. Accordingly, SPICE describes the processes REFUGE-ED will undertake to facilitate co-design, co-creation, and collaboration in implementing practices, interpreting results, and discussing findings with the REFUGE-ED pilot sites. Therefore, this document outlines the value of the SPICE approach, as well describing the SPICE steps and processes the pilot sites will encounter.</p>									

6. Conclusion

The REFUGE-ED project has already mapped and identified best practices, tools and solutions, in evidence-based MHPSS and education for formal, non-formal and informal learning environments, presented in D1.1. Through these practices, REFUGE-ED sought to detect how education can be improved such that all children succeed in formal and non-formal education and have greater opportunities for social inclusion.



The curriculum was developed as an essential tool promoting supplementary knowledge on the MHPSS and SEAs. The main objective is to make available existing resources and useful materials for the implementation of the practices in the school environment. Moreover, SEAs and MHPSS Practices propounded in the curriculum will be extended and implemented in a variety of national contexts, which will lead to the support of local administrations. To maximize the reusability, scalability and sustainability of the identified effective practices, the Brokering Knowledge Platform will be exploited through different existing platforms.

7. References

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