

**NRC**NORWEGIAN
REFUGEE COUNCIL
Middle East Response Office

Training Outline for the use of the Student Learning in Emergency Checklist (SLEC-26) -developed under the Evidence for Action (3EA) initiative-

Background

The 'Student Learning in Emergency Checklist' (SLEC-26) tool was developed under the Evidence for Action (3EA) Consortium initiative led by the New York University and IRC. This tool was developed based on the psychometric testing study (PTS) carried out by the University of Tromsø in collaboration with NRC Palestine. SLEC-26 was re-adapted for monitoring purposes to **SLEC-26 19092019 version**. More research is needed for validation and standardization purposes. The SLEC-26 informs the work of planning, designing, and evaluating school-based psychosocial interventions for education in emergencies. It helps measure promoters and barriers for learning before and after interventions to establish indicators for students' academic functioning and school well-being. The factors defining well-being are the following: 1) safety, 2) self-regulation, 3) self-efficacy, 4) school support, 5) family support, 6) well-being, 7) academic functioning, 8) hope and 9) study skills.

SLEC-26 will be used by teachers within the **Better Learning Program (BLP)**. The BLP offers psychosocial support to displaced and conflict-affected children enrolled in formal schools and informal educational facilities. BLP consists of three phases of program intervention including: i) a general classroom based-support approach targeted at all children and young people (BLP1); a small group intervention to support resilience amongst a most specific target of academic under-achievers (BLP2) and a specialized clinical approach to address trauma-induced nightmares (BLP3).

NRC is planning to test the SLEC-26 in the Middle East countries -where BLP is implemented- putting in place an **adaption process** (most likely revising the language and the exposure scale) which will follow a defined procedure.

In order to train teachers -who are part of the BLP2 program-on how to use SLEC-26 a **training module has been developed consisting of a Power Point presentation** focusing on the following objectives: i) recall the participants' knowledge of the BLP1 foundations; ii) raise their level of feeling calm and promote self-regulation; iii) provide background information on the BLP2 foundations; and iv) be familiar with the SLEC-26 tool knowing how to use it and when to use it.

We suggest teachers to use the 25-slide presentation in two rounds:

- Training 1: before the BLP2 intervention and before administering SLEC-26 for the first time;
- Refresher training 2: at the end of the BLP2 intervention, just before administering SLEC-26 for the second time. In this case using only slides number 15-18 and 20-25.



Note: we encourage to have the BLP2 manual while training (to follow the steps and create correlations) and to hand over to the participants the trainee notebook to help them follow the training content while taking notes (see links below).

Introduction to BLP: (slides 2-4)



Objective: Through these slides teachers will be introduced to the training objectives and will be provided with the background knowledge of the Better Learning Programme (BLP1, BLP2 and BLP3).

Teachers will also be introduced to practise calming exercises and will be trained on how to apply them with the students.

Zooming on BLP2: (slides 5-10)

 **Objective:** Through these slides, teachers will learn about the BLP2: who to use it for, what context is it suitable for, who should deliver the programme and how. They will also be trained on how to screen and select the students for the programme according to defined set of criteria.

Improving students' skills: (slides 11-15)

 **Objective:** Teachers will be provided information on the brains' executive functions and how these functions are effected by ongoing stress. This will be linked to the effect of stress on the students' skills. Teachers will be trained on how to improve their students study skills at school and to support students on how to plan, organize and do their homework.

Studying for tests: (slides 16-18)

 **Objective:** Teachers will be introduced to different studying techniques for tests. Practical guiding examples will be provided on the use of flash cards, study guide and techniques on peer-to peer quiz. Teachers will feel comfortable in using new techniques by testing the approaches in a participatory manner.

Parents engagement: (slide 19)

 **Objective:** in this session, teachers will discuss the importance of engaging students' parents in educational processes. When parents take the time to be involved in their child's education, it shows their children that they care and that education is a family value. Getting involved also gives parents the opportunity to make sure their child is receiving the quality education he or she deserves.

Students' Learning in Emergency Checklist - SLEC-26: (slides 20 - 24)

 **Objective:** Teachers will be introduced to SLEC-26, which is a screening tool to measure promoters and barriers for learning before interventions and changes in these domains after implementation of psychosocial support aimed to improve students learning capacity. Teachers will understand the background history of this tool and its factors (well-being, self-regulation, self-efficacy, hope, academic functioning, executive skills and stress). Teachers will be trained on how to conduct the assessment with the students and when to use it. They will also be trained on their role before, during and after the data collection.

References and links: (slide 25)



- [BLP Overview](#)
- [BLP2 Manual](#)
- [Trainee notebook](#)
- [SLEC-26 \(UiT-NYU analysis in progress\)](#)
- [Analysis sheet \(UiT-NYU analysis in progress\)](#)
- [Anonymized ID students' database](#)

Note: Teachers checklist and Q&A documents will be developed to be added to the training materials package