



# Training module to introduce BLP2 and SLEC-26



NORWEGIAN  
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Middle East Response Office



***October 2019- Evidence Action (3EA) Consortium***

## Training Objectives:

By the end of the training session participants/teachers will be able to:

1. Recall their knowledge of the 'Better Learning Program-1' (BLP1) foundations;
  2. Raise their level of feeling calm and promote self-regulation;
  3. Provide background information on the BLP2 foundations;
  4. Be familiar with the 'Student Learning in Emergency Checklist' (SLEC-26) tool knowing how to use it and when to use it.
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# What is the Better Learning Program ?

NRC's Better Learning Programme (BLP) offers psychosocial support to displaced and conflict affected children enrolled in education activities.

BLP overall objectives:

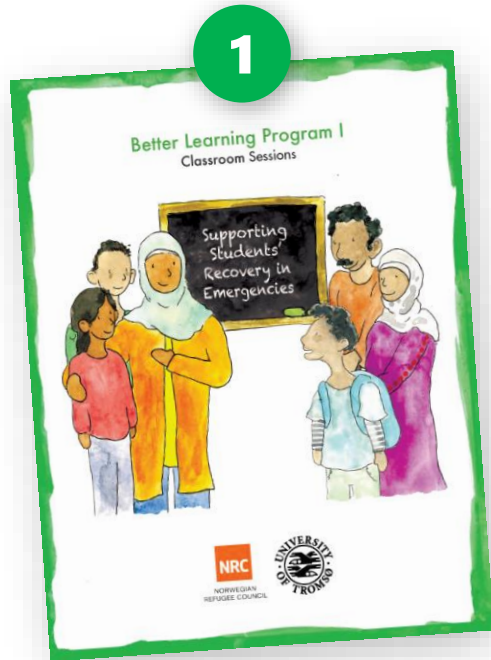
1. Support children's recovery from the trauma of conflict and displacement
2. Improve conditions for learning
3. Improve well-being



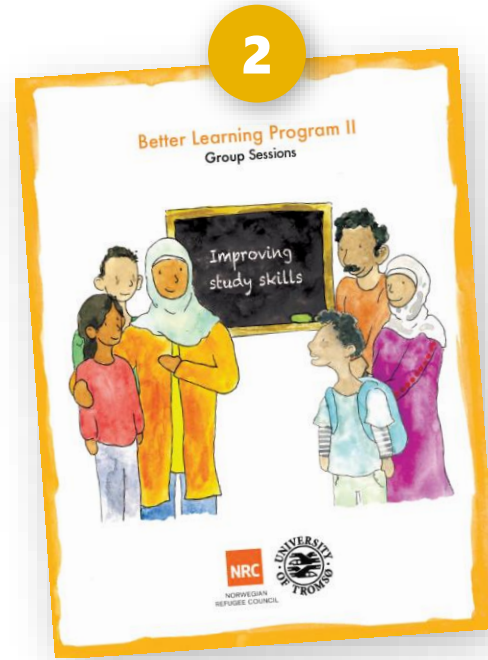
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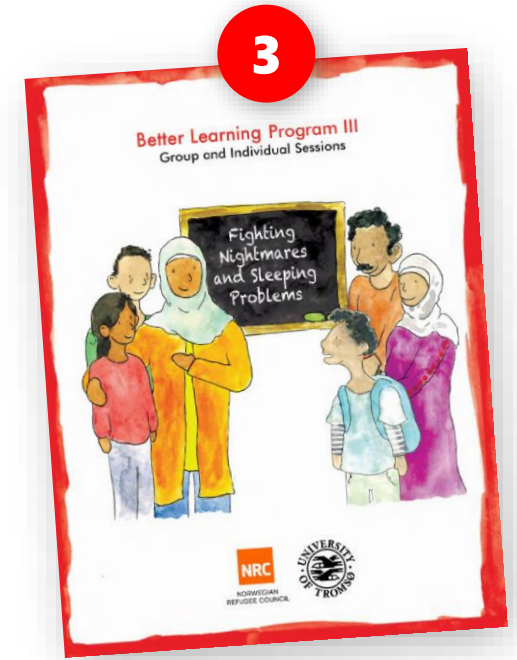
# BLP1-BLP2-BLP3



**General, classroom-based PSS approach** targeted at all children and young people at any stage of emergency



Small group intervention to support resilience amongst a specific target group of **academic under-achievers**



**Specialized approach** to address nightmares, which many children experience as chronic symptom of traumatic stress

# Zooming in BLP2

## **What is it?**

A small group intervention to support resilience amongst a more specific target group of academic under-achievers aiming to learn study skills and to share experiences in their work of regaining lost learning capacity.

## **Who is it for?**

Suitable for groups of up to 10 children whose academic performance has declined; BLP 2 is designed to reach small groups of children who need additional psychosocial and academic support (specific list of criteria are identified in the manual).

## **What contexts is it suitable for?**

Suitable for early recovery or protracted displacement when conditions for learning have stabilized.

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# Zooming in BLP2

## **Who delivers the programme?**

Teachers with BLP 1 and 2 training, following the BLP 2 manual

## **How long does it take to deliver the programme?**

BLP 2 requires 5 weeks to implement, plus an additional couple of weeks to screen children suitable for the programme.

## **Roll out recommendations:**

BLP 2 has been piloted and tested in Palestine and Jordan. *Please consult the NRC Regional and Global Advisors if you are interested in piloting BLP 2.*

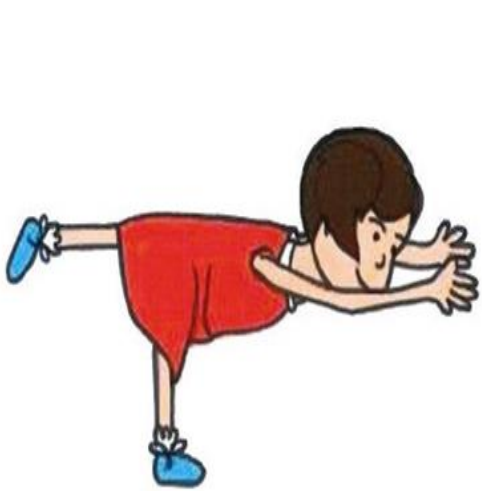
## **Future plans to develop the programme:**

BLP 2 is a new programme, it was piloted and tested in Gaza and Jordan in 2018.

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# Calming exercises

Apply the below calming exercises that can be useful to promote mindfulness among the participants:





# BLP2 with students, teachers and parents

- The 3 main components of BLP2 are students, teachers and parents;
- Teachers have a very important role as they are working with students and meet with parents;
- Teachers will identify which students are suitable for the program through a screening process;
- Teachers will be required to assess the students improvement;
- In addition to BLP1 activities, teachers will also be requested to conduct 5 sessions with under-achieving students to improve their study skills;
- Teachers will conduct awareness sessions with parents to encourage them to engage and follow up with their children to improve their study skills and academic achievements.





# Step 1: Preparation screening and selection of students



Fear



Anger



Violence



Loneliness/  
and or  
isolation



Sleeping  
problem



Reduced  
well-being



Poor  
academic  
achievement

# Step 1: Preparation screening and selection of students

The following inclusion criteria apply for admitting pupils to the BLP2 Groups:

- Exposure to major life and/or traumatic stress.
- Academic achievement is negatively affected.
- Duration of reduced academic achievement has lasted for more than two months.
- Showing one or more of the following reactions: fear, anger, being violent, loneliness, and isolation.
- Intervention measures have been tested out at school with no or little effect.
- Voluntary student participation in the group and parent approval.

## Screening: Better Learning Group

Name of student: \_\_\_\_\_

Name of teacher: \_\_\_\_\_

*Read the questions aloud and fill in the answer together with the pupil. The questionnaire is kept in the student's file.*

1. Female or Male

Male: ☐ Female: ☐

2. Age

\_\_\_\_\_

Well-Being & Academic Performance

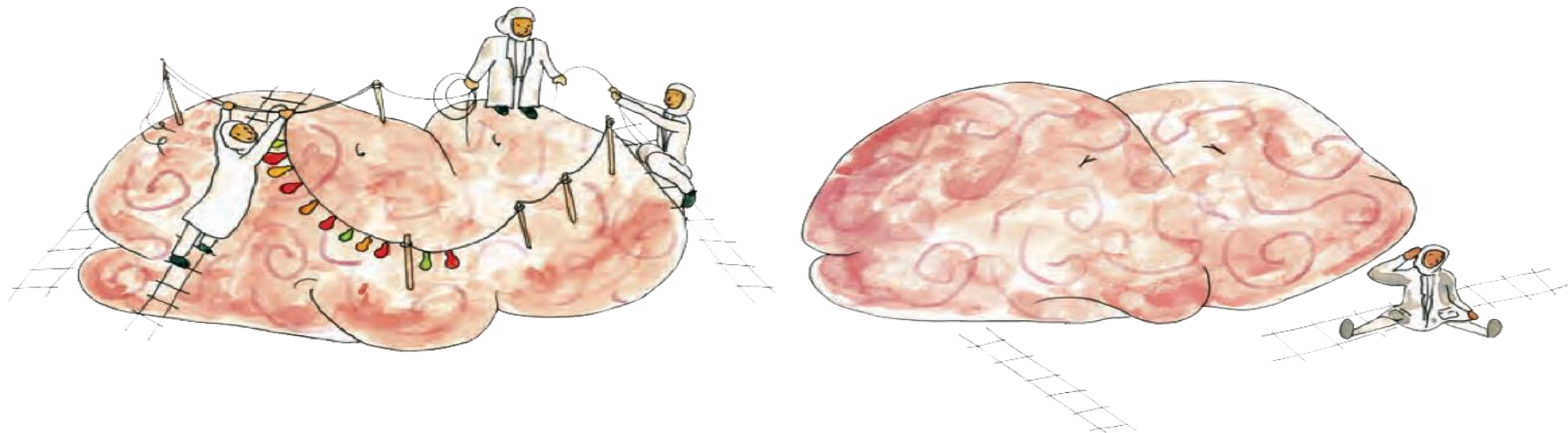


## Step 2: Improving students skills

The challenge for people living in crisis, conflict, and war is that our executive functions become less effective when we experience on-going stress. This can reduce the learning capacity: pupils become less effective in learning as they used to be.

High levels of stress make learning hard and challenging.

Specific skills of executive functions that work together when performing a certain task are *planning, organization, time-management, task initiation, working memory, metacognition, self-control, sustained attention, flexibility and perseverance.*



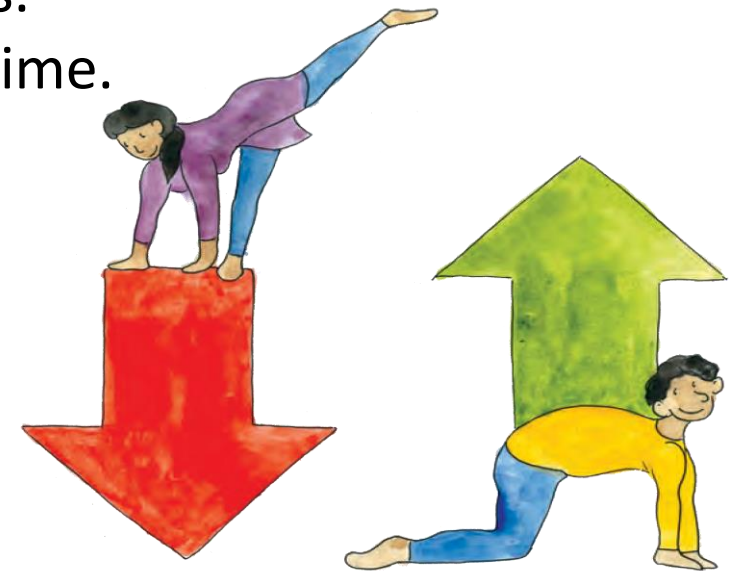
## Step 3: Improving students skills: planning, organizing and doing

### **Six steps can summarize the executive process:**

- Analyze a task and figure out what to do.
- Make a plan. Finding the best way to solve/apply the task from the available alternative solutions.
- Get organized. Break down the plan into a series of steps.
- Figure out how much time is needed, and set aside the time.
- Make adjustments as needed.
- Finish the task within the set time.

### **There are two effective ways we can improve learning:**

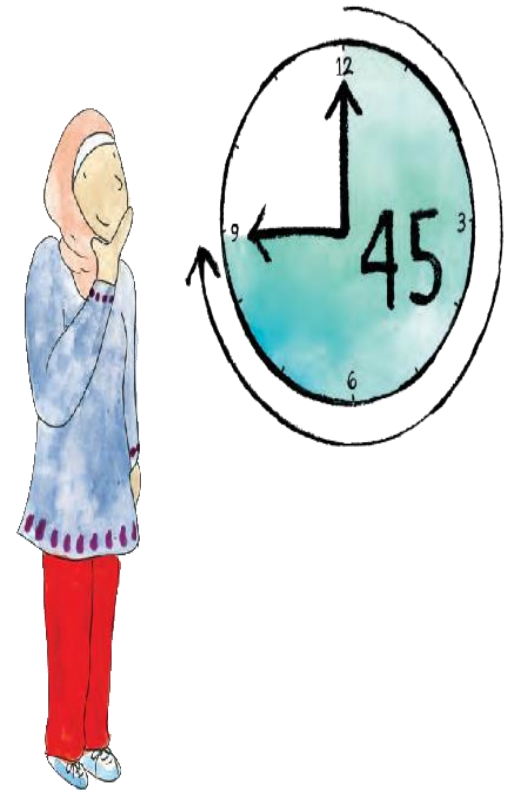
- Reduce the stress level
- Improve study skills



## Step 4: Organizing school work

These strategies are aimed at improving planning and time-management skills through remembering and prioritizing the tasks.

- To reduce student anxiety and stress as he/she will plan and work at the right time rather than waiting until the last minute.
- To increase productivity since it makes it easier to get started right away.
- To reduce poor work habits such as staying up until midnight to do the next day's homework and not getting enough sleep.
- To give students time for other preferable activities with friends or games after finishing school tasks on time.
- To provide practice for positive life skills that the student will use in his/her entire life.




## Step 4: Tools for organizing school work

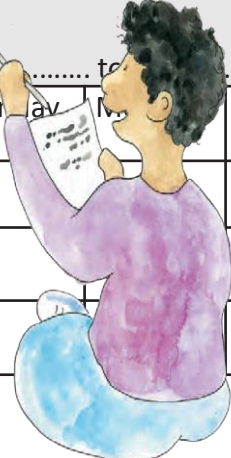
**Homework Log:** The homework log is a special notebook for the student to document his/her homework after each session in an organized way.

**Weekly Calendar:** The Weekly Calendar works as a visual reminder of the school work due in the coming days and weeks. This provides structure and a sense of control, and helps the student to plan, prioritize, and take actions to complete his/her work in the right time and before it is due.

Day	Subject	Type of homework and number	Due	OK
Sunday	Maths			



Weekly Calendar					
Week: From Date..... to .....					
Sessions / day	Saturday	Sunday	Tuesday	Wednesday	Thursday
First	Arabic				
Second	Math				
Third	Science				





## Step 5: Creating a habit: structured approach to homework

### Tips for the students:

- Start by checking your *Weekly Calendar* to get an overview.
- Check your *Homework Log* to get precise information about each assignment.
- Write all of tomorrow's assignments and tasks on a separate sheet of paper.
- Estimate how much time you need to accomplish each assignment.
- Prioritize by putting numbers by each task.
- Start working. When finished, mark this in your *Homework Log* and *Weekly Calendar*.
- Reward yourself by taking a short break: do deep breathing to get fresh oxygen to your brain. Do some calming exercises to renew your concentration.
- Proceed with the rest of the tasks. When you have used the planned time you should stop. You should be happy with yourself that you have spent the time wisely and organized. You should tell yourself, "I am a good student!"



## Step 6: Ways for studying for exams and tests

Many students face difficulties when studying for exams and tests because they do not know which strategy works best for them until they figure it out by themselves. Some students might not figure this out and struggle to prepare for the exam and, consequently, do not do well. As students have different learning styles, their study strategy should match with their learning style to benefit from the studying.

Teachers can inform the students about different ways to study for the tests and exams such as:

- Using flash cards
- Study guide
- Having somebody to quiz them



## Step 6: Ways for studying for exams and tests

**Flash cards:** This strategy helps the student to review all the material and remember it in more than one way, when reading it and when reviewing the cards

- The card is a small piece of paper of a size 5x10 cm or larger that students can make on their own.
- The pupil has to specify the lesson that he/she wants to study and read through.
- While reading, he/she should make questions about the lesson and write the questions on one side of the card and write the answers on the other side of the card considering each card for one question and answer.
- When making the questions, the student should think of what questions the teacher might ask.
- The student should continue until the exam or quiz material is covered.

## Step 6: Ways for studying for exams and tests

**Study guide:** This is a strategy to study for an exam.

- The student has to follow the steps used for flashcards when making up questions from the text.
- The student has to get a sheet of paper, fold it in the middle, and again make another fold in the middle, so the paper will have four folds.
- After opening the paper, in the second fold from the right, he/she will write the questions and in the third fold, will write the answer in front of each question.
- The first fold will be used to cover the questions in the second fold while the fourth fold will be used to cover the answers in the third fold.

**Having somebody to quiz them:**

The strategy is summarized as asking someone (a parent, a sibling, a friend) to ask the student questions about certain class materials. Flashcards and study guides are very useful here.



# Parents engagement

After you have obtained parents' approval for their pupil to attend the group, all parents will be invited to a parent meeting.

In the meeting, you address and explain the *Better Learning Group*: the educational goals, the exercises, and why we do it this way.

The parents should get a general understanding of the following:

The following stress-related reactions are normal and frequently observed among students living in conflict:

- fear/anger/violence/loneliness/isolation
- reduced well-being
- high levels of stress will reduce the learning capacity.



# Students' Learning in Emergency Checklist (SLEC-26)

## **What is SLEC-26?**

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: 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.

## **When to use it?**

SLEC-26 is administered prior the BLP2 intervention with the students and once terminated the program after the 5 sessions to the same group of students.

## **Who uses it?**

Teachers will administer the SLEC-26 with the students who were selected to participate in the BLP2 program.





## SLEC-26 Before data collection

Items to be checked	YES/NO
List of formal/non-formal education facilities	√
Relevant school principals/management have been informed of data collection exercise	X
You have the correct # of surveys to bring to the field	
Presence of the anonymize ID guide student numbers	



# SLEC-26 During data collection

## Steps to follow 1

Introduce yourself and explain the purpose of your visit

Hand over the SLEC-26 to the students

Read the introduction of the survey to the students. Assure the students that there is no wrong answer and that this is not a test.

Proceed through the survey. Read each question (including the question number) and allow time for students to mark their answers. Do not move on until you see students are ready to continue.

As you read through the questionnaire, answer any questions students have, but try to avoid significantly rephrasing the questions, as doing so can interfere with the validity of the data.



DURING

# SLEC-26 During data collection

## Steps to follow 2

As you administer the survey, using the attached Data Collection Feedback Form and the teacher copy of the survey, make notes about student questions and behavior, as well as any other issues that may arise during survey administration, so that you can share this feedback with NRC.

After the end of the last section, conduct the breathing exercises in the BLP manual with the students to close the data collection process.

Before dismissing the students, collect and count the completed questionnaires to ensure you have the correct number.

On the anonymizing ID sheet, write the name of the student next to the anonymizing ID number found on the first page of the student's survey.

Thank the students and dismiss them.



DURING

## SLEC-26 After data Collection

Send your notes with comments on confusing questions or other noteworthy feedback to NRC, along with the completed questionnaires and anonymizing ID sheet for the school.



## References and links

*Overview guidance on the use of SLEC-26*

[\*BLP2 Manual\*](#)

*Trainee notebook*

*SLEC-26 (UiT-NYU analysis in progress)*

*Analysis sheet (UiT-NYU analysis in progress)*

[\*Anonymized ID students' database\*](#)