

Course Outline

Certificate Course on Co-Creation with Young Children, Families and Communities in Humanitarian Settings

Day 1: Understanding the Humanitarian Setting or Landscape

- What is a disaster, emergency, and humanitarian crisis setting? why or what constitutes a humanitarian crisis setting?
- Understand the causes and effects of humanitarian crisis settings (how natural & man-made crises affect different groups, particularly families, caregivers, and children)
- Humanitarian response, standards, global policies & ethics
- National and global humanitarian actors working in the Humanitarian Architecture
- Humanitarian sectors: Child Protection, GBV, Education, Health & Nutrition, WASH, etc.

Day 2. Healing, Cultural Contextualization and Community-based Co-creation in Humanitarian Settings

- Unpack the concept of cultural identity and healing through cultural contextualization, cultural preservation, and community-based co-creation in humanitarian settings
- The Bottom-Up Approach to collaborate with affected communities and recognize and incorporate unique needs, voice, opinions of displaced people and communities
- Principles, significance and benefits of working with communities

Day 3. ECD in Emergencies: Cultivating Healing and Learning through Play

- Understand child development and play as a tool for healing and learning in humanitarian contexts
- Importance of play in healing
- How different cultures have different types of play
- Wellbeing of children, caregivers and families

Day 4. Mental Health and Psychosocial Wellbeing In Humanitarian Contexts

- Understand the concept of mental health & mental health conditions commonly found in humanitarian contexts
- Identifying emotions in humanitarian crisis settings for children and adults (parents, families, and caregivers)
- How to provide mental health support
- Trauma unpacking (ventilation, trauma-focused support, mental stability)
- Psychological first aid in emergencies (difference between first aid and psychosocial support)

Day 5. Co-designing Programs with Communities in Humanitarian settings

- Importance of building connections and rapport with the people and techniques used to build positive connections and relationships
- How to understand the needs of the community and the role of formative research
- The necessity of conducting community needs assessments
- Importance of incorporating cultural practices into curriculum content, space, decoration
- Importance of testing, piloting, iteration and incorporation findings into the model

Day 6. Discover Cultural Practices of Displaced Communities

- Discover folkloric stories, storytelling and healing practices, play activities, rhymes, art, space design, unique cultural practices, etc. of different communities
- Identify, collect and document cultural practices of communities and play activities for children through: observation, in-depth interviews, door-to-door visits, focus-group discussions, storytelling sessions, collecting community insights through workshops

Day 7. Play-Based Early Childhood Development (ECD) Models across Humanitarian Settings

- Play-based ECD Models in humanitarian settings
- Global models of ECD in humanitarian settings
- Key features and process of development of BRAC play-based ECD models

Day 8. Integration of Mental Health and Psychosocial Support

- Approaches for afflicted communities
- Importance of psychosocial support (PSS) in humanitarian contexts
- Integration and multi-sectoral approaches to mental health in humanitarian settings
- Mental Health and PSS Models in Humanitarian context

Day 9. Co-designing Culturally Appropriate Spaces in Humanitarian Settings

- Understanding spatial context and space utilization in all humanitarian settings
- Discussion on the importance of gender-based and culture-based appropriateness in space design
- Co-designing culturally appropriate, multi-purpose approaches to space design
- Understanding space perceptions through mapping exercises
- Utilizing nostalgia, storytelling, and art for cultural appropriateness
- Multi-purpose space designs
- Established principles of design or minimum guidelines

Day 10. Emergencies in Humanitarian Contexts

- Addressing emergencies and challenges within humanitarian settings and their consequences: practical examples: fire incidents, landslides, floods, man-made incidents (unrest, etc.)
- Emergency response and management in humanitarian context
- Working in unpredictable emergencies
 - Enhancing response strategies' adaptability and quickness, putting in place quick evaluation and decision-making procedures,
 - Effectively communicating in rapidly changing circumstances,
 - Establishing security and safety procedures in unstable areas
- Roles of different sectors
- Emergency response programs in protracted settings

Day 11. Sustainability through Co-Creation & Sensitivity

- Understand sustainability and its different forms and challenges within a humanitarian context
- Knowledge transfer for sustainability (capacity, knowledge generation, etc.), and how communities can run on limited support
- Integration of services and coordination
- Generate and share evidence to advocate for children and families

Day 12. Assessment: Reflection & Model Development

- Reflection of previous sessions via case work
- Model development based on case work to understand participant's knowledge and learning