

Erasmus Mundus Joint Master in Resilience in Educational Contexts -EMJM FLOURISH Programme Handbook

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INTRODUCTION

The Erasmus Mundus Joint Master in Resilience in Educational Contexts -EMJM FLOURISH is a two-years' full-time programme that seeks to address the need to provide a meaningful, relevant and balanced education for children growing up in adverse and marginalised circumstances, by focusing on their strengths and building their assets within protective contexts. It aims to build the capacity of educators and practitioners in creating resilience enhancing contexts which equip children and young people with the necessary resources and competencies to deal effectively with the challenges in their education and development.

The overall aim of the Master is to contribute to the creation of environments that promote the resilience and growth of marginalised children and young people by providing them with the tools, resources and learning contexts which facilitate their social and emotional learning and wellbeing and consequently their social inclusion and active citizenship. It consists of a set of study units tailored to build up practitioners' competence in responding and addressing the needs of children and young people at risk in their development and education, particularly those from ethnic, linguistic, and migrant communities, from socio-economic disadvantage and children with learning difficulties and additional educational needs. The Master programme integrates theory, research and practice in developing the participants' professional learning. It consists of three major components, namely content-based study units on theory and practice in the promotion of resilience in children and young people, observation/practice placement, and a dissertation.

The EMJM Resilience in Educational Contexts is offered by the University of Malta (leading partner), the University of Crete, Greece; the University of Lisbon, Portugal, and Stefan Cel Mare University, Suceava, Romania. The Programme is supported by six other associated partners, namely Dalhousie University, Canada; University of Rijeka, Croatia; University of Pretoria, South Africa, Orebro University, Sweden; University of Sao Paulo, Brazil, and the European School Psychology Training Centre.

The first edition starts in October 2023, with the other 3 editions starting in the three consecutive years, namely,

- Edition 1 starts October 2023
- Edition 2 starts October 2024
- Edition 3 starts October 2025
- Edition 4 starts October 2026

OBJECTIVES AND LEARNING OUTCOMES

EMJM FLOURISH a Joint Master Degree in Resilience in Educational Contexts which will build the capacity of educators and practitioners to promote and nurture the resilience of children and young people from vulnerable and marginalised backgrounds. Resilience serves as a leverage for equity, promoting inclusion and ensuring that all school students will be provided with the opportunity to be successful and thrive academically, socially and emotionally. This Master's Programme becomes particularly relevant in the post-COVID-19 context, as more attention and priority is being given to mental health, wellbeing and resilience in education, and to equity issues as vulnerable children have been the hardest hit by the pandemic. EMJM FLOURISH provides training to practitioners and educators in promoting and building resilience in educational contexts at various levels through a systemic and interdisciplinary approach. Course participants will be equipped with the knowledge and skills in supporting the mental health and wellbeing of vulnerable and marginalised children and young people through programme implementation, classroom climate and the whole school system such as working collaboratively with learners, colleagues, parents and the community, whilst taking care of their own resilience and wellbeing. The Master's programme will be informed by an inclusive, systemic, and participatory approach to resilience development, involve the whole school community and the parents and local community, with evidence- informed and culturally responsive interventions.

INNOVATIVE FEATURES OF EMJM FLOURISH

- The broad approach of EMJM FLOURISH, focusing not solely on knowledge and content but on developing the requisite resilience skills to be a successful professional in the workplace and thus increasing participants' employability and entrepreneurship.
- The focus of an interdisciplinary and systemic approach to resilience, drawing on the knowledge from various disciplines and focusing on how educational systems may collaborate with other systems such as the family and the community to nurture children's resilience.
- The balanced approach between theory, practice and research.
- The innovative mixed methodology, including an experiential and participative approach, and making use of tutor-led, collaborative, and self-directed strategies.
- The development of course participants' own resilience and social and emotional competence.
- The value-added experience of studying at various universities through an in vivo cross-cultural methodology incorporating at least three mobility placements in different Member States of the European Union.
- The contributions by a team of leading international experts on resilience with attention to cross cultural issues.
- A summer school in South Africa where course participants will have the opportunity to learn about resilience practices in a different cultural context.

LEARNING OUTCOMES

KNOWLEDGE AND UNDERSTANDING:

- Critically examine and evaluate the main theories of resilience in children and young people;
- Identify the risk and protective factors for children and young people from marginalised contexts;
- Identify the key resilience competences children need for healthy development and relate them to the relevant theory and research across cultural contexts;
- Critically analyse the processes that influence children's acquisition of resilience competences through instructional, curricular and contextual approaches;
- Critically review the evidence on the effectiveness of resilience programmes for children and young people, and effectiveness processes may vary across cultures;
- Identify the key factors that influence programme implementation quality, including adaptation issues;
- Analyse the use of experiential and collaborative approaches in resilience teaching and learning within universal interventions catering for diverse learning needs;
- Evaluate the different methods required for the assessment of resilience competences;
- Identify the key components of resilience-enhancing classroom and school climates within a whole school approach to resilience and wellbeing;
- Appreciate the importance of identifying the need for additional support for some children and young people and ensure that this is adequately addressed;
- Appreciate the relationship between practitioner and children's resilience and the need to promote the practitioners' resilience within the systemic, ecological framework;
- Identify key strategies which promote the resilience of practitioners working with children and young people
- Identify the different ways in which practitioners can collaborate with parents, carers and other professionals in the development of children's resilience within a transdisciplinary approach;
- Demonstrate knowledge of quantitative and qualitative methodologies in research on the promotion of resilience in children and young people;
- Demonstrate knowledge of ethical dilemmas and ethical codes of conduct when engaging in research and practice in their profession.

SKILLS:

- Apply the prevention science framework to promote the resilience of children and young people;
- Make use of an evidence-informed framework in their resilience-related practice;
- Implement, monitor and evaluate resilience programmes in different settings and cultural contexts;
- Engage in positive interpersonal and collaborative interactions with children and young people;
- Deliver and facilitate resilience activities in group contexts through an experiential, interactive and collaborative pedagogy;
- Select and apply methods of assessment of resilience competences, with particular reference to formative assessment;
- Engage in and role model resilience competences in their practice settings;
- Identify children's needs for additional support and facilitate access to such support without stigmatising the users;
- Create and contribute to caring, collaborative, inclusive and culturally responsive classroom and school climates;

- Critically reflect on their own socio-emotional competences and actively and proactively participate in actions to increase their own growth and resilience;
- Engage collaboratively with parents, carers and other professionals in initiatives to develop the resilience of children and young people within a collaborative approach;
- Provide crisis management and interventions in coping with trauma, loss, stress and adversity;
- Engage in continuous self-reflection in seeking to improve practice in resilience building;
- Demonstrate competence in identifying research questions, reviewing relevant literature, selecting appropriate methodologies, using quantitative and qualitative research methods, and presenting findings;
- Produce evidence of skills in applying a scientific approach to the study of a professional practice issue.

ACADEMIC PROGRAMME AND CURRICULUM

EMJM FLOURISH contains a curriculum of 120 ECTS spread over 4 full time semesters of 30 ECTS each. These include a number of compulsory taught study units, elective taught study units, a practice placement/internship, a dissertation, and an optional (zero credit) summer school. It incorporates the latest developments in the theory, research and practice of resilience in educational contexts, exposing students to a broad based, evidence informed, and multidisciplinary study of the field. The programme is informed by a systemic perspective to resilience, putting particular emphasis on how educational communities, in collaboration with families and other partners, may operate as resilience enhancing, inclusive social systems.

In the **FIRST SEMESTER**, there will be a critical evaluation of the main theories of resilience in children and young people, the risk and protective factors for children and young people from marginalised contexts and the application of protective factors to promote resilience and wellbeing in different cultural contexts. Course participants will also be able to identify the key factors that influence programme implementation quality, adaptation to different contexts, and the practical use of experiential, collaborative and culturally responsive approaches in resilience education. There will be also a critical evaluation of the evidence on the effectiveness of resilience programmes for children and young people. Course participants will also choose from elective study units on systemic approaches to resilience, particularly the role of the family, and how to adopt culturally responsive resilience interventions and practices.

In the **SECOND SEMESTER** there will be a particular focus on the systemic and contextual processes underlying resilience, with a critical examination on how to create educational systems which promote academic and social-emotional resilience and wellbeing for all children in culturally responsive ways. The second semester also prepares students to engage in researching resilience with children and young people, addressing quantitative and qualitative methods of data collection and analysis as well as ethical issues when engaging in research and practice. This will serve as preparation for the dissertation in semester 4. Course participants will also choose from elective study units on resilience in the early years and selected topics in the application of resilience in education.

In the more practice-based **THIRD SEMESTER**, course participants will be able to reflect on their own resilience and wellbeing and develop key competences in personal and social development. In the practice placement, they will observe educators and practitioners working with children and young people, and receive specialised training by professionals on crisis management and how to support the resilience of children and young people suffering from trauma. In the second part of the placement, they will engage in a number of set tasks on how to put into practice the competences they have developed in the first two semesters, including universal programme implementation, targeted interventions, and working at systems level. Depending on their mobility, students will choose from a number of elective study units, including building supportive networks in promoting resilience, the application of positive psychology in education, mind and body practices in schools, behaviour management and change in schools, and project management and entrepreneurship.

In the **FOURTH SEMESTER**, students will focus exclusively on the dissertation, where they will have the opportunity to apply the scientific approach to the study of a professional practice issue through primary data collection and analysis and the presentation of a 15,000 words dissertation. Students may do the fourth semester at one of the four Universities. The dissertation can be done independently, online, blended and face to face.

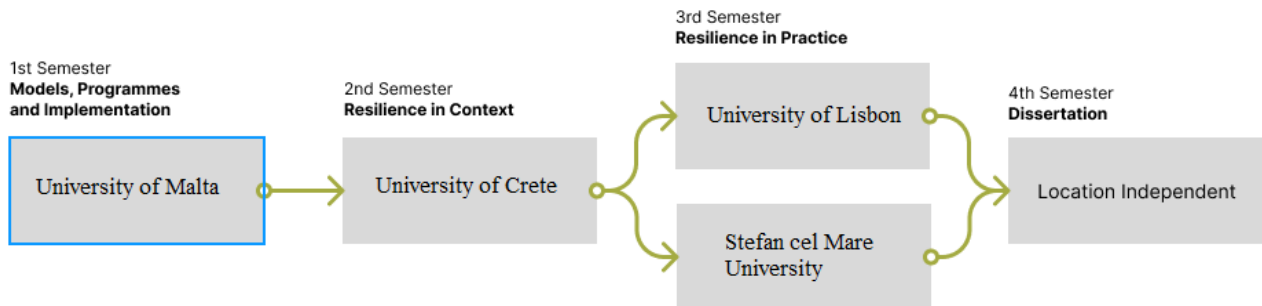
In the **SUMMER TERM** between the first and second year of the programme, students will also have the opportunity to attend an optional **SUMMER SCHOOL** in South Africa observing various schools and services, besides attending a number of workshops.

Semester 1 (S1) Sept – Jan	Semester 2 (S2) Feb – June	SUMMER July	Semester 3 (S3) Sept –Jan	Semester 4 (S4) Feb –July
University Malta (UM)	University of Crete (UC)	University of Pretoria (UP)	University of Lisbon (UL)/Stefan cel Mare University (SMU))	UM,UC,UL, SMU
Models, Programmes and Implementation	Resilience in Context	Resilience in Practice	Staff Resilience, Resilience in Practice	Dissertation: students chose S4 destination
Compulsory study units <ul style="list-style-type: none"> Resilience in Human Development (10) Competences and pedagogy in resilience education (10) Planning, Implementing and Evaluating Resilience Interventions (5) Elective study units: One of the following: <ul style="list-style-type: none"> A Systemic and Family Understanding of Resilience (5) Barriers to Learning Development (5) 	Compulsory study units: <ul style="list-style-type: none"> Contextual Processes in Resilience Enhancement: Classroom and School Climates (10) Working with Parents and Professionals in Enhancing Resilience (5) Research Methods in Resilience in Education (10) Elective Study units: 1 of the following: <ul style="list-style-type: none"> Selected Topics on Resilience and Applications in Individual Educational Needs (5) Prevention Programs for Vulnerable Preschool and Elementary School Children (5) 	Areas <ul style="list-style-type: none"> Cross cultural resilience Resilience in practice 	Compulsory study units: <ul style="list-style-type: none"> Strengthening the Resilience of Educational Professionals (10) Observation and Practice Placements (10) Elective study units <ul style="list-style-type: none"> Organisational Relationships and Supportive Networking in Resilience Enhancement (10) (SMU) Positive Psychology in Education (10) (SMU) Mind and Body Practices in Schools (5) (UL) Behaviour Management and Change at Schools (5) (UL) Project Management and Entrepreneurship (5) (UL) Resilience in Occupational Systems (5) (UL) Family-Community-School Relationship and Diversity (5) (Sects) 	Supervision: Students will be supervised by a supervisory team/ committee representing the 4 degree awarding partners Dissertation: 20-25,000 words Primary supervisor roles will be equally distributed amongst partners
30 ECTS	30 ECTS		30 ECTS	30 ECTS
UM (21)	UC (23.5)	Non-creditbearing	UL (25)	UM (6)
UR (5)	UL (2.5)		SMU (25)	UC (6)
UP (2)	DU (2)		EPSTC (5)	UL (6)
USP (1)	UP (1)			SMU (6)
WK (1)	OU (1)			

For a more detailed description of these study units please visit:
<https://www.um.edu.mt/courses/overview/PMRETF3-2023-4-0>

MOBILITY AND LEARNING

The academic content of EMJM FLOURISH Programme will be delivered via face-to-face teaching at the University of Malta, University of Crete, Greece, University of Lisbon, Portugal, and Stefan cel Mare University, Suceava, Romania. The student mobility necessary for completion of the programme requires that all students will need to make three moves and spend one semester in at least three different universities, with the first semester being at the University of Malta. In the fourth semester course participants may follow their studies online, face to face, or blended. They will decide on a dissertation topic and choose a faculty member from any of the partners subject to availability. An optional one week summer school at the University of Pretoria in South Africa will also be organised in the summer term between the first and second year of the course.



UNIVERSITY OF MALTA



UNIVERSITY OF CRETE
(GREECE)



UNIVERSITY OF LISBON
(PORTUGAL)



STEFAN CEI MARE
UNIVERSITY
(ROMANIA)

Course participants will be registered at the four Universities at all times during their course of study. They will enjoy the privileges and access to resources at the respective universities as full-time students, including library services, IT services, student associations and representation on the various boards and committees of the programme. They would need to comply with the requirements of the respective universities with regards to documentation for registration procedures and documentation for visa purposes. They will be subject to the regulations and norms which are in force in the universities where they spend their mobility period. During the implementation of EMJM FLOURISH Programme, particular attention will be given to promote the benefits of diversity, the use of inclusive language, the use of culturally responsive pedagogy and gender mainstreaming. Physical accessibility, multimodal teaching and learning facilities, and access arrangements for assessment, will be ensured throughout the programme. Students with additional educational needs (AEN) will be provided with the requisite provisions, services and supports according to their needs. All four campuses are fully accessible for persons with physical and sensory disability and have in place policies and guidelines for students with additional educational needs.

As registered students on the FLOURISH EMJM, course participants will be expected to:

- take full advantage of the educational opportunities available to them in the form of lectures, tutorials, group projects, as well as extracurricular activities;
- attend regularly and participate actively in, lectures, tutorials, supervision and mentoring meetings, engaging with other students and teaching staff in intellectual debate and enquiry;
- take responsibility for their own academic progress, be self-motivated and self-directed learners and familiarise themselves with the requirements they must meet to complete their programme;
- submit original, referenced work which is their own and never resort to cheating, plagiarism, collusion and fabrication or falsification of data;
- access their respective Universities' e-mail account daily, virtual learning platform/s, faculty notice boards / websites on a regular basis;
- meet course work deadlines, and other specific course requirements;
- comply with the Universities' published legislation, regulations and bye-laws;
- treat academic staff and fellow students with openness, honesty, respect, in all types of interactions, both in face-to-face and virtual interactions;
- take an active role in the promotion of an environment free from harassment and discrimination;
- provide honest and fair feedback about academic and administrative staff and procedures;
- vote in the election for their representatives on appropriate boards and committees and give them their encouragement and support;
- make proper use of any funding, grants and allowances they may be entitled to.

The respective Universities will seek to:

- provide accurate and timely information and advice about the programme, including course regulations, bye-laws, methods of assessment, methods of teaching, attendance requirements, and degree classification;
- provide information about the academic and social facilities and services available for students;
- provide high quality of education, including a high quality of teaching, supervision, curriculum and study-unit content;
- engage in regular quality assurance and evaluation of the programme in order to retain and improve its high academic standard;
- facilitate all aspects of life on campus for students with disability and other individual needs by removing structural and administrative obstacles and provide access arrangements according to their needs;
- offer professional counselling and mentoring services to students;
- involve students in the decision-making process regarding academic matters and all other aspects of student life, including representation on the programme's boards and committees and the systematic feedback and evaluation of student opinion on the programme;
- guarantee the right of every student, notwithstanding the existence of formal representation, to convey personal or collective opinion to the university's authorities;
- maintain independent and impartial procedures for dealing justly with appeals, harassment, complaints and redress;
- handle students' records and personal information ethically and confidentially. Students will have the right to view their own records of academic progress so as to be able to improve the quality of their learning.

A Student Agreement based on these rights and obligations will be signed by each course participant at the commencement of their studies.

Winter School

The University Stefan Cel Mare Suceava (USV) is organising a winter school (optional, zero credit) in December at a University training centre in Vatra Dornei. The winter school includes interactive workshops in intercultural competence, best practices in working with refugees, and visits to local organisations for vulnerable children and young people.



CAREER PROSPECTS

The Joint Masters in Resilience in Educational Contexts provides a unique opportunity for educators and professionals working in both formal and non-formal educational settings to specialise in the promotion and development of children's and young people's resilience and wellbeing.

The students who complete the Master's programme successfully may:

- work directly with children and young people to develop their resilience and wellbeing;
- support the wellbeing and healthy development of vulnerable and marginalised children and their families;
- provide staff training and mentoring;
- work at community level on interventions, planning, implementing and evaluating policies;
- provide such support at various systems and services, such as schools, early education, child care centres, other educational services, child protection services, youth organisations, agencies, services supporting vulnerable and marginalised children and families;
- provide an opportunity to undertake further research in the area at doctoral level;

CONTACT

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