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COMMISSION STAFF WORKING DOCUMENT

Supporting the inclusion of displaced children from Ukraine in education: Considerations, key principles and practices for the school year 2022-2023

Supporting the inclusion of displaced children from Ukraine in education: Considerations, key principles and practices for the school year 2022-2023

Acknowledgements: This staff working document was written by Commission services in consultation with UNHCR and UNICEF, representatives of ministries of education and stakeholder organisations who met in a series of peer learning events between March and June 2022, and with experts from the Network of experts working on the social dimension of education and training (NESET)[1].

Millions of children and young people have fled Russia's invasion of Ukraine and arrived in the European Union[2]. Though these movements are fluctuating and people are also returning, it is clear that the net number of arrivals is extraordinarily high. So far, there have been over 7 million entries from Ukraine to the EU since Russia's invasion; of these some 6 million entries were made by Ukrainian nationals[3]. To date, over 3.6 million people have registered for temporary protection[4]. The number of children and adolescents arriving from Ukraine is unprecedented in its scale in such a short time span.

These people carry with them the individual and collective grief of war, destruction, violence and separation. They need shelter, protection and to recover from the traumatic experiences they have been exposed to before, during and after fleeing their country. Children who have suffered the trauma of war and displacement are in need of support, including quick access to education and training, which is in the focus of this paper, so that they can continue their learning and regain a sense of normality.

The fallout from the war in Ukraine adds to the intense pressure that schools and their support agencies were already under due to the disruption to education caused by the COVID-19 pandemic.

Faced by this challenge, the EU and its Member States took decisive steps to welcome those displaced from Ukraine and ensure solidarity. The Council adopted on 4 March 2022 an Implementing Decision[5] to activate the Temporary Protection Directive[6], granting, among

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1 Representatives of the Ukrainian Ministry of Education also participated in a peer learning focus session 'Ukrainian refugee children not (yet) attending school in the host countries – outreach, support and coordination with Ukrainian curriculum'. The NESET experts were: Helen Cowie (University of Surrey), Carmel Cefai (University of Malta), Cosmin Nada (University of Porto) and Hanna Siarova (Research Director at PPMI).

2 This document will refer to "displaced persons" to describe the situation of persons from Ukraine that are in the EU because they have fled or cannot return to Ukraine following Russia's invasion. These persons might benefit from temporary protection under the conditions defined in Council Implementing Decision (EU) 2022/382 of 4 March 2022 establishing the existence of a mass influx of displaced persons from Ukraine within the meaning of Article 5 of Directive 2001/55/EC, and having the effect of introducing temporary protection.

3 Data as available on 27 June 2022. This figure, however, indicates total entries, not individuals. It also includes entries not related to the invasion and regular movements.

4 Data as available on 27 June 2022. Considering the limits of the data on entries and exits, the number of registrations for temporary protection remains the best indicator to assess how many displaced people are currently staying in the EU.

5 Council Implementing Decision (EU) 2022/382 of 4 March 2022 establishing the existence of a mass influx of displaced persons from Ukraine within the meaning of Article 5 of Directive 2001/55/EC, and having the effect of introducing temporary protection: EUR-Lex - 32022D0382 - EN - EUR-Lex (europa.eu).
This was followed by Operational guidelines for the implementation of Council implementing Decision 2022/382 establishing the existence of a mass influx of displaced persons from Ukraine within the meaning

other things access to education systems to persons from Ukraine under 18 years old under the same conditions as their own nationals and EU citizens[7].

The Commission presented on 23 March 2022 a Communication entitled 'Welcoming those fleeing war in Ukraine: Readying Europe to meet the needs'[8] outlining specific measures to support Member States. The Communication contains a chapter focusing on access to education. Many of these measures build on the Action Plan on Integration and Inclusion for 2021-27[9], which includes a specific focus on education.

EU Member States face the challenge to include children from Ukraine quickly into their education systems[10], meet their specific needs following their displacement and exposure to traumatic events, and provide them with targeted support. This can mean support to learn a new language, to maintain proficiency in their own language and to familiarise themselves with a new environment.

While the priority is to include children in the schools of the host country quickly and smoothly, it is also necessary to run activities that enable children to keep in touch with their home, the Ukrainian culture and language.

To manage the situation, Member States took *ad hoc* measures, such as setting up immediate programmes and giving guidance to education institutions on how to include displaced children and adolescents arriving from Ukraine.

In doing so, Member States did not need to start from scratch. Building on international commitments and standards[11], research and the substantial experience gained over the period

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of Article 5 of Directive 2001/55/EC, and having the effect of introducing temporary protection https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52022XC0321%2803%29&qid=1647940863274

6 Council Directive 2001/55/EC of 20 July 2001 on minimum standards for giving temporary protection in the event of a mass influx of displaced persons and on measures promoting a balance of efforts between Member States in receiving such persons and bearing the consequences thereof.

7 In addition to Ukrainian nationals, Article 2(1) of the Council Implementing Decision (EU) 2022/382 foresees that third country nationals or stateless persons benefiting from international protection in Ukraine and their family members should be granted temporary protection if they resided in Ukraine before or on 24 February 2022. For third country nationals residing in Ukraine before or on 24 February with a permanent residence permit and who cannot safely return to their country of origin, Member States shall apply either temporary protection or adequate protection under their national law (Article 2(2) of the Council Implementing Decision). Member States may also grant temporary protection to other third country nationals who were legally residing in Ukraine and are unable to return (Article 2(3) of the Council Implementing Decision). As set out in the Operational guidelines, temporary protection as introduced by the Council Implementing Decision lasts one year from the entry into force of the Decision, i.e. from 4 March 2022 until 4 March 2023, in accordance with Article 4(1) of Directive 2001/55/EC.

8 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52022DC0131

9 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0758&qid=1632299185798

10 This paper covers action to help include children and adolescents aged 0-18 in education, from early childhood education and care to upper secondary education. For specific guidance on access to the labour market and initial vocational education and training, please see the Communication from the Commission on Guidance for access to the labour market, vocational education and training and adult learning of people fleeing Russia's war of aggression against Ukraine, C(2022) 4050 final of 14.6.2022, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2022.233.01.0001.01.ENG&toc=OJ%3AC%3A2022%3A233%3ATOC

11 Including INEE Minimum Standards for Education in Emergencies (https://inee.org/minimum-standards) and UNHCR Global Framework for Refugee Education (https://www.unhcr.org/5dd50ce47.pdf)

2015-2016[12], Member States have increasingly formulated strategies to include displaced children and adolescents into education effectively. They can also now draw on a well-developed offer of digital learning resources provided by the Ukrainian government and other providers to enable learners to maintain their link with Ukraine and, for the period immediately after arriving, to follow Ukrainian education remotely. Member States could also draw on support from the EU, which had swiftly mobilised all suitable instruments: peer exchange, funding instruments such as cohesion policy funds, Erasmus+ and the Technical Support Instrument, online platforms and evidence on good practice, including this paper.

All Member States face the challenge to adjust their education systems to enable all displaced children and adolescents from Ukraine to be included in the host-country schools, while also enabling them to maintain a link to Ukraine. As the situation differs among Member States in terms of pressure, preparedness and existing capacity constraints, there is no one-size-fits-all solution. And as the situation remains fluid and complex, it remains important to plan for different scenarios.

This document seeks to pool the currently available[13] collective experience and knowledge. It builds on the exchanges among and with Member States over the past months and aims to disseminate this shared expertise, information on good practice and practical insights. The aim is to support Member States in their policy-making process by providing information that Member States can draw on and adapt to their specific situation. Importantly, the emphasis is on offering a comprehensive overview about useful approaches and action to give Member States an overall picture that is as complete as possible. It complements existing guidelines produced by national authorities and international organisations that help promote effective action and make best use of the human, material and financial resources available.

The paper presents this information by:

- underpinning reflection and strategic planning, based on previous experience and evidence;
- supporting planning for the start of the 2022-2023 academic year so that all displaced school-aged children can enjoy their right to education with a place in school;
- exploring opportunities and practices on including displaced children in schools, ultimately inspiring lasting positive change and an inclusive and innovative school education for all;
- offering orientation to national, regional, local authorities on action at education system level and useful pointers for school leaders, teachers, educational practitioners and other stakeholders.

The orientation set out in this paper is built on the fundamental human rights principle that every child and adolescent has the right to inclusive quality education and non-discrimination[14]. Children have the right to education regardless of their nationality or

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[12] See also the European Commission work on migrants' integration: https://ec.europa.eu/home-affairs/policies/migration-and-asylum/legal-migration-and-integration/integration_en

[13] An earlier version of this paper had been published shortly after the outbreak of the war on 31 March 2022. The new, improved version has been enriched to cover issues in greater depth and to provide examples of specific schemes (drawing on a series of peer learning activities developed by the EU Education Solidarity Group for Ukraine – the Working Group on Schools and the Working Group on Early Childhood Education and Care). As Member States gain further experience with including children from Ukraine into schools as host countries, the paper may merit an up-date at a later stage, being a 'living document'.

[14] Articles 7 and 26 of the Universal Declaration of Human Rights, and Article 13 on the International Covenant on Economic, Social and Cultural Rights. Article 28 of the United Nations Convention on the

migration status. The EU protects migrant children's right to access education on the same or, depending on their status, similar basis as nationals[15]. According to the Temporary Protection Directive – that was activated for displaced people from Ukraine - Member States shall grant to children enjoying temporary protection access to the education system under the same conditions as their own nationals[16]. The orientation set in this paper also supports the implementation of the EU Strategy on the Rights of the Child, the European Child Guarantee, the Strategy for the Rights of Persons with Disabilities 2021-2030 and the European Pillar of Social Rights, which recognises the right to quality and inclusive education.

Successful and meaningful inclusion of displaced learners in quality education programmes **is not only about enabling them to learn.** It also requires action to address their **social and emotional needs alongside their academic support needs**, along the three dimensions outlined in the OECD Report on refugee education integration models (2019)[17]:

- **learning needs** (e.g. help children have meaningful and relevant classroom experiences, overcome barriers of learning such as the language of schooling, catch up on missed academic content, and adjust to the new education system and curricula);
- **social needs** (e.g. help children communicate with others, including non-displaced children, feel a sense of belonging and bonding, and develop a strong personal identity);
- **emotional needs** (e.g. help children feel safe, cope with separation, loss, grief, and trauma by restoring self-awareness, self-control, and building their interpersonal skills).

Rights of the Child (UNCRC) provides that all children have the right to free compulsory education. According to Article 29 (1) (c) of the UNCRC, this right includes provisions concerning the development of the child's cultural identity, language and values of the child's country of origin.

15 Article 14 (2) of the EU Charter of Fundamental Rights guarantees the right to education, including "the possibility to receive free compulsory education". In addition, see: EU Agency for Fundamental Rights (FRA), Handbook on European law relating to the rights of the child, 2022, https://fra.europa.eu/sites/default/files/fra_uploads/fra-coe-2022-handbook-child-rights_en.pdf. In the 2017 Commission communication on the protection of children in migration, the Commission committed to continue to prioritise safe access to formal and non-formal education, and to ensure that all children have timely access to inclusive formal education, regardless of the status of the child and/or of his/her parents. The child's best interests must be assessed and taken into account as the primary consideration in all actions or decisions that concern him or her.

16 See Article 14(1) of Council Directive 2001/55/EC of 20 July 2001 on minimum standards for giving temporary protection in the event of a mass influx of displaced persons and on measures promoting a balance of efforts between Member States in receiving such persons and bearing the consequences thereof.

17 Cerna, L. (2019), 'Refugee education: Integration models and practices in OECD countries', OECD Education Working Papers, No 203, OECD Publishing, Paris, https://doi.org/10.1787/a3251a00-en.

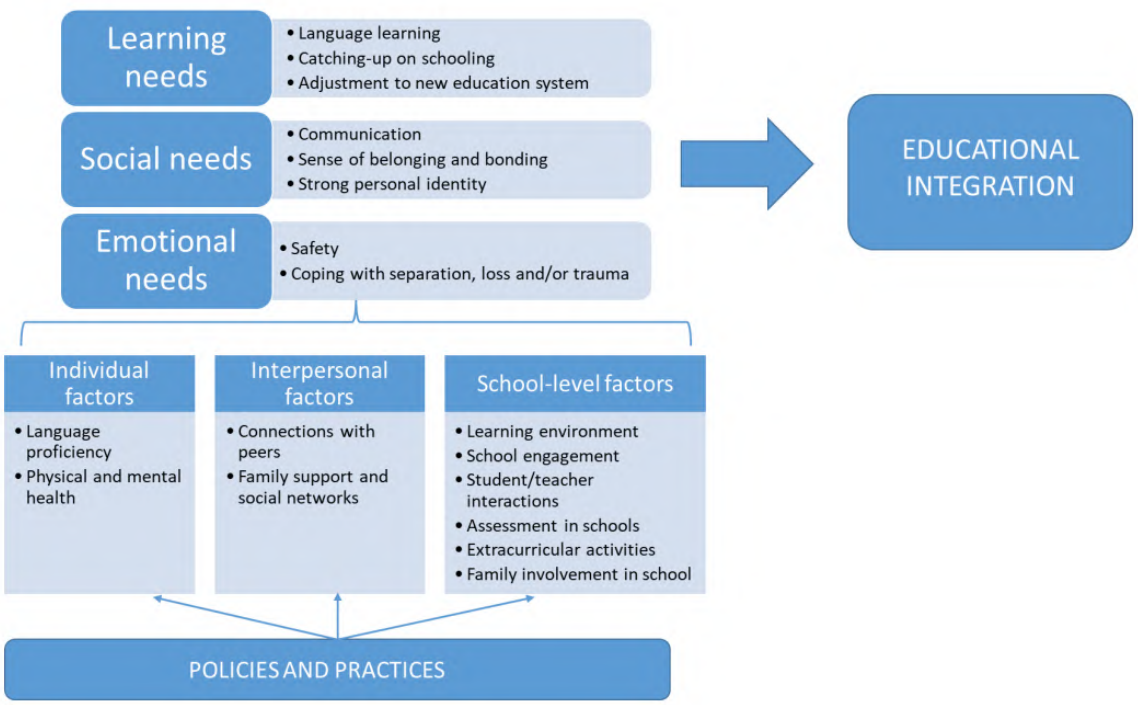


Figure 1: Holistic model for the educational integration of refugee children[18]

To put this comprehensive approach in practice, the paper looks at the following six key issues:

1. organising reception and admission processes;
2. preparing education institutions and educational staff to include displaced children;
3. running targeted activities to help include displaced children in education;
4. engaging with displaced families and communities and helping displaced children maintain the link with Ukraine;
5. taking long-term measures to promote inclusive education;
6. taking specific measures for early childhood education and care.

1) Organising reception and admission processes: giving a place in school to all displaced children and ensuring that all displaced children are at school

The number of new pupils arriving in Europe's schools is unprecedented. It is uncertain how many new arrivals will follow in the coming months, and for how long they will stay. This creates a major logistical challenge, as well as a social responsibility. So far, there are more displaced children in some regions than others. There are very high numbers in the countries bordering Ukraine and these Member States need to continue to receive help. But including displaced children from Ukraine in education will require creating additional capacity in other EU countries, too, both in terms of infrastructure and staff.

[18] Source: See footnote 17.

In addition, a number of unaccompanied and separated children are fleeing the invasion of Ukraine[19]. Catering for the specific needs of this highly vulnerable group of children is a pressing challenge, and action is needed to include them in education as swiftly as possible[20], also to prevent children from being subject to violence, including gender-based violence, and, sexual exploitation.

When giving displaced children access to education, importance critical aspect is to ensure continuity, primarily by including them in the host-country non-segregated mainstream[21] education system, including in early childhood education and care. During a transition period between 24 February and June 2022, Member States took a range of diverse approaches: from immediate enrolment in host-country schools to hybrid, specialised and binational models of parallel-tracks education to full-time remote learning following the Ukrainian curriculum.

Building on available evidence on educational inclusion and input from a large number of stakeholders, it is essential to provide all displaced children with a place in the host-country schools as of the new school year 2022/23. A non-segregated setting allows putting the focus on ensuring quality education and makes it easier for children to interact with their peers, experience a sense of normalcy and receive appropriate support services, regardless of the length of the intended stay. It will also help prepare children for all possible future developments – to return to Ukraine after a temporary period at an EU school, or to develop long-term plans to stay in the EU, if needed. This approach can be helpful to strike a balance between inclusion in the schools of the host country and activities that keep the children in touch with their home language. In either scenario, maintaining links with the Ukrainian culture is important and can complement education in the host country.

Children, especially adolescents, who are not included in education by taking up a place in the host-country schools run a higher risk of leaving education and training early. There is also the risk that parallel education systems could emerge, which can be detrimental to the social and linguistic inclusion of displaced children and their future educational success, as shown from recent past experience[22]. Children in parallel systems risk receiving lower quality education and not having their learning certified. Parallel systems can be difficult to sustain over an extended period and might discriminate against other refugee/migrant groups. There is also the risk of friction with host communities if displaced children from Ukraine are perceived as being given preferential treatment over a longer period.

Organising smooth and efficient reception and admission of displaced children can be facilitated by different actions, such as:

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19 The Commission estimates, based on partial data collected in 23 Member States, that around 23 000 unaccompanied and separated children from Ukraine are currently in the EU. Due to challenges with registration of unaccompanied and separated children, this number is likely to be greater.

20 In its Conclusions on the EU Strategy on the Rights of the Child, the Council of the EU called upon Member States to "develop and support the adequate implementation of EU legal guarantees for the protection of the fundamental rights of the child in crisis or emergency situations without discrimination, (…) while duly respecting the child's best interests especially by: "providing assistance for the inclusion of unaccompanied children, in particular by (…) accompanying them in their schooling and vocational training", see Council of the EU, Conclusions on the EU Strategy on the rights of the child, 9 June 2022, https://data.consilium.europa.eu/doc/document/ST-10024-2022-INIT/en/pdf

21 As opposed to segregated or special schools

22 See a case study on education of Syrian refugee children in Turkey https://assets.globalpartnership.org/s3fs-public/document/file/2021-01-05-gpe-turkey-case-history-education-provision-for-refugees-from-2017-to-2019.pdf?VersionId=l75Qd3aXvT4nqbMy.K6lTB4LTePATs9V.

- **Collecting data and assessing needs.** Effective policies depend critically on information on where the displaced population is located. Given the fluid situation, it is essential to collect and exchange data on the registration of displaced people and their movements between the authorities to enable proper monitoring and education planning. Good cooperation across ministries and other relevant authorities is crucial. This includes mapping the education and protection[23] needs of displaced children and their families and overlaying these needs with the available capacity and services.
- **Expanding capacity.** The increase in the numbers of pupils varies at local level with some schools experiencing a surge of new students, hence the need to boost capacity at short notice. Measures to cope with this challenge can include developing temporary and modular infrastructure, using existing spaces, which might include transforming and renting spaces, or building new facilities. It includes purchasing equipment, temporarily modifying rules on the number of children per class, and/or considering double shifts [24] (without creating longer-term parallel systems for displaced children) to increase capacity in early childhood education and care facilities and schools as well as emergency reception centres for unaccompanied minors and separated children. If there are capacity constraints, allocating children to schools with less intake could also be considered, for example by organising free transport to schools in other neighbourhoods, facilitating livelihoods for parents in communities with lower levels of displaced people, and providing information and awareness raising on the options available in other regions, while avoiding any unnecessary disruption and respecting the child's best interests as a primary consideration. To get equipped to meet this demanding task, it can be helpful to offer staff in charge of education planning access to training on coordinating education in emergencies.
- **Removing administrative, legal or practical barriers to access to education[25].** This entails, for example, checking whether there are any inflexible registration deadlines, residence and other personal documentation requirements, and making sure that displaced pupil data are recorded in official education information management systems. It is essential that children and their families are informed in languages that they understand (including sign language and easy-to-read information when necessary) about the procedures and services available including protection (see also Section 4), about non-formal and informal education activities and, particularly important, about referral systems for children with special needs. In particular, it is essential to remove any administrative barriers to the enrolment of separated or unaccompanied children (where enrolment must be done by the guardian/representative, and the procedures for the appointment/recognition of the latter are ongoing or protracted). Solutions must also be found for the registration of children to attend school even before they and their parents/carers/guardians are registered by the local administrations as residents (the latter being dependent on having already secured medium to long term accommodation).
- **Removing financial barriers to accessing education.** It is useful to check whether and to what extent funding arrangements for newly arrived migrant learners and displaced people include targeted financial support to cover fees or waivers and to

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23 Especially of those exposed to violence including gender-based violence, family separation and psycho-social distress.

24 In a double-shift system, learners either attend in the morning or the afternoon/evening. Each group uses same buildings, equipment, and other facilities.

25 These barriers have been extensively listed in a 2019 advocacy brief by UNHCR, IOM and UNICEF, see https://www.unhcr.org/neu/wp-content/uploads/sites/15/2019/09/Access-to-education-europe-19.pdf

provide free transport, meals or vouchers to cover these expenses. There may also be a need for adjustments to the per-school allocations to accommodate additional children. Clear guidelines for education institutions are important that explain how costs incurred for including displaced pupils will be reimbursed and authorised.

- **Carrying out a competence assessment of newly arrived displaced children.** To include children successfully, it is useful to work on the basis of a comprehensive, age-specific and multi-dimensional assessment of displaced learners when they arrive. This assessment should encompass literacy and numeracy, language and other key competences, the child's social emotional learning and a well-being assessment. Based on this assessment, it would be useful to identify individual needs, to cater for differentiated learning and teaching and to place children in the right classes for them. Allowing displaced pupils that recently arrived to unconditionally move to the next grade or cycle can ensure continuity of learning in the initial phase[26].
- **Creating temporary reception classes, including to ease capacity constraints.** Different local situations will call for different combinations of direct integration into the local education system and temporary reception classes. Temporary reception classes can ease capacity constraints in cases where immediate mainstream education is not possible. Nevertheless, it is essential that these solutions remain temporary (for example up to 3 months for older children). To avoid longer-term parallel systems, it would be useful if the setting up of temporary reception classes went hand in hand with a plan for their phasing out. In addition, it is useful to *actively* prepare displaced children to enter mainstream education as soon as possible. A key factor in this is to support children in learning the language of schooling and targeted support to adapt to the host-country curriculum if needed (see Section 3). For preschool children, alternative and flexible play and learning hubs/spaces can be useful where the focus is on creating a space for play and learning, socialising and connecting with others, and where the children can have some sense of normalcy and routine. Otherwise, the same consideration applies to temporary reception classes as for the overall approach to inclusion: it is useful to combine them, in a balanced way, with activities that enable displaced children to maintain their link with the Ukrainian culture and language.
- **Accessing digital devices, digital tools and resources.** During the COVID-19 pandemic, the Ukrainian government invested heavily in digital learning to support the continuation of learning. Under martial law, the Ukrainian Ministry of Education resumed education through remote emergency schooling, with the 'All-Ukrainian Online School'[27] being the main platform for remote and hybrid learning and featuring lessons in a large number of subjects. As of June 2022, this included content for grades 5-11, with additional resources commissioned for lower levels. For early childhood education and care, the NUMO platform for parents and preschool teachers[28] provides resources with playful learning activities and online preschool (developed by UNICEF in partnership with the Ukrainian Ministry of Education). These resources, along with remote live classes, and other resources listed on the School Education Gateway[29] or the New Ukrainian School Hub[30], can be used as part

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26 See for example the Italian decree *Ordinanza ministeriale 4 giugno 2022, n. 156 sulla valutazione degli apprendimenti ed esami di Stato degli alunni e degli studenti ucraini per l'anno scolastico 2021/2022* https://www.miur.gov.it/documents/20182/6735034/m_pi.AOOGABMI.Registro+Decreti%28R%29.0000156.04-06-2022.pdf/b43ea9ed-014d-8586-5363-1d6e10492ef6?version=1.0&t=1654522085589)

27 https://mon.gov.ua/eng/news/presentation-ukrainian-online-school-use-abroad

28 https://numo.mon.gov.ua/

29 https://www.schooleducationgateway.eu/en/pub/latest/news/online-ed-resources-ua.htm

of the initial, temporary response for newly arriving displaced children and adolescents from Ukraine. While equipping reception classes and families with digital devices, providing internet access and sharing digital education resources are in principle useful measures, the experience from the COVID-19 pandemic has shown that a purely digital approach to learning can only work if there is digital equipment, parents are available to follow the children's learning, and/or if children are old enough to follow online learning. One lesson from the COVID-19 crisis is that virtual contacts cannot replace face-to-face interaction for the children's well-being. One option is to go for blended approaches. Blended approaches enable learners to socialise and learn together in shared spaces to maximise the broader psycho-social learning benefits. The teaching of the Ukrainian language, history and culture classes, however, may be a special case and, for practical reasons, it may be justified to rely more on the available digital resources as main learning materials even after September 2022 (see Section 4).

2) Preparing host-country education institutions and educational staff to include displaced children

In meeting the diverse needs displaced learners may have, school leaders inevitably play a crucial role. Experience shows how important inspired, visionary school leaders are in engaging the entire school community in a collective endeavour to make schools welcoming, safe and inclusive places for displaced learners. School leaders are also in a key position to organise the use of space and manage scheduling. This is particularly relevant for organising blended learning approaches (i.e. the purposeful use of diverse learning environments and tools, tailored to the age, capacities and needs of the learners).

One issue of critical importance is the availability of sufficient staff – teachers and non-teaching staff – with the necessary skills. It is also important to enable and support teachers in adjusting their teaching and learning methods to the specific needs of the newly arrived displaced children and adolescents. In practice, this means providing them with opportunities to acquire the skills, expertise and capacity they need:

- to contribute to addressing the psycho-social needs of displaced children (stress and trauma resulting from the experience of being forcibly displaced in particular) (see Section 3); and
- to teach in multi-lingual and multi-cultural contexts and promote intercultural learning environments.

As developing teachers' skills and expertise will take time, it is all the more urgent to take the first steps to invest in them as soon as possible.

Education institutions are facing a twin challenge. The large number of displaced people arriving puts additional pressure on the education system and can increase potential tensions in education institutions. At the same time schools are still having to deal with the extensive consequences of COVID-19.

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30 https://nushub.org/en/

Tackling this twin challenge is bound to have implications for decisions on funding and investments in education. There is a need to factor in this situation and take account of the needs of displaced people and host communities alike.

Education institutions and staff cannot realistically be expected to face the challenges of including displaced people alone. Action is needed both at national, regional and community policy level, along with coordination among schools and between schools and the local community (services, authorities, civil society organisations and so on)[31], and a strong social dialogue between education employers and education trade unions.

Specific action to support education institutions and staff to integrate displaced children may include:

- **Additional staff.** Recruiting additional teaching and support staff, including staff with Ukrainian and/or Russian language skills (teachers, teaching assistants, interpreters from the Ukrainian community, etc.) to support the inclusion of displaced children. In case of teacher shortages, Member States may consider legislating to extend the categories of eligible host-country teachers, including retired teachers, and waiving compulsory traineeship for student teachers if they can demonstrate a set minimum number of hours of study. When recruiting additional teaching and support staff, it is also important to look at non-academic requirements linked to the protection of children and young people (such as national provisions, checking criminal record backgrounds and providing protocols for protection from sexual exploitation and abuse).

- **Mobilising teachers and early childhood education and care staff among those displaced from Ukraine.** Based on experience, education systems can benefit from bringing in staff from Ukraine to help displaced learners integrate in classrooms and to teach. The EU Talent Pool Pilot, that will be implemented after summer 2022 in view of mapping the skills of beneficiaries of temporary protection in order to assist in job matching, may assist Member States' authorities in identifying potential teachers among that community. Education systems can also benefit more widely from drawing on Ukrainian or Russian-language speakers to bridge linguistic barriers and act as cultural mediators. When doing so, specific attention needs to be paid to:
    - **Identifying Ukrainian educational staff** among the new arrivals, for example through administrative checks and working directly with the Ukrainian authorities to verify teachers' status on official databases, and liaison with higher education institutions to access information about student teacher qualifications, identifying Ukrainian teachers among displaced persons and hiring them; and self-declaration, e.g. via a public recruitment drive for Ukrainian teachers online and via events, working in partnership with teaching associations and civil society organisations to advertise vacancies and to encourage take-up.
    - **Fast-track mechanisms.** It is helpful to have fast-track procedures to bring displaced teachers from Ukraine into education systems. This can be done by removing administrative barriers for entry, such as waiving application fees, hiring additional Ukrainian-speaking credential evaluators to quickly handle

[31] For practices involving the wider community, see: https://www.migrationpolicy.org/research/migrant-education-and-community-inclusion-examples-good-practice

applications, accepting other documents than originals or certified copies, using electronic translation instead of certified translation.

- **Easing access to the teaching profession.** Providing additional language training to teaching professionals, recognising prior qualifications and changing the contracts of teachers with a professional qualification acquired in Ukraine who have been temporarily hired as assistant teachers in host countries, to qualified teacher contracts quickly after the professional qualification has been recognised, and/or via alternative pathways to the teaching profession[32]. It is also important to help student teachers who have been granted temporary protection to access host countries' teacher education and training.
- **Support from the school community.** As the need for staff increases immensely, schools may need to appoint a dedicated coordinator to include Ukrainian teachers and deal with the admission and inclusion of displaced pupils from Ukraine. School leaders can be supported by volunteers, civil society organisations and parents in this work.
- **Networking and professional communities**. It would be helpful to encourage teachers and other educational staff, including their colleagues displaced from Ukraine, to take part in networking and professional communities where they can share effective practices and enhance their sense of belonging. Such communities include eTwinning and the School Education Gateway.

Textbox 1: How do EU Member States find teachers for displaced children? Some examples[33]

Emergency legislation has played an important role in removing obstacles to hiring Ukrainian teachers and to providing short-term access to education systems in the EU. Examples include waiving requirements on the knowledge of the host-country language for a transition period (e.g. **Lithuania**[34]) or providing flexibility to schools in assessing teacher's competences to teach specific subjects. Lithuania also allows for the employment of Ukrainian citizens who have acquired the professional qualification of teachers in Ukraine as teaching assistants in schools that host displaced children from Ukraine. In **Germany** (Saxony), self-certified teachers who pass the initial priority assessment are hired on probation (for a school term) while employment checks are completed. In **Romania**, exemptions enable schools to hire teachers with a temporary protection status (self-declaration) on short-term renewable contracts. In **Austria**, there is the possibility for teaching professionals from Ukraine to only go through an assessment performed by the ENIC NARIC instead of a full recognition procedure, enabling work at a public school via a "*Sondervertrag*" (special employment contract).

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32 The Commission invites Member States to explore different ways to ensure that access to the relevant sector of activity is ensured promptly for teachers and other education professionals. See Commission Recommendation (EU) 2022/554 of 5 April 2022 on the recognition of qualifications for people fleeing Russia's invasion of Ukraine https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32022H0554

33 https://education.ec.europa.eu/news/teachers-for-refugee-students-eu-education-solidarity-group-for-ukraine-reports-first-outputs-on-measures-for-schools

34 On March 16, an amendment to the Government Resolution on the Establishment and Application of State Language Proficiency Categories was adopted. It stipulates that foreigners who have been granted temporary protection in Lithuania will be exempted from the requirement to speak the official language for two years if they want to undertake the work for which the knowledge of the Lithuanian language is required.

To identify teachers among the displaced people, **Ireland** has introduced a tailored registration process which is dedicated only for qualified Ukrainian teachers (Qualified in Ukraine – Teaching Council[35]).**Cooperation with the Ukrainian authorities** included presentations to EU Member States on the use of their official databases, or establishing an online procedure to get necessary documents such as a "good conduct statement". Member States have taken active steps to ensure continuity and the completion of study for **Ukrainian student teachers** who have been granted temporary protection. The main ways are to validate their professional and language competences. In **Czechia**, the ministry is supporting teaching assistants with lower levels of Czech language skills to move into permanent positions. Language learning can take place alongside the completion of pedagogical studies. In **Spain**, schools can employ student teachers as part-time language assistants while they complete their qualification.

- **Online pedagogical materials and support in Ukrainian.** Materials in Ukrainian and Russian could usefully be added to the platforms set up in Member States (during the pandemic) for educational materials and pedagogical innovations. They would then be available for all teachers and support staff. Many Member States have already set up national websites for educational institutions[36].
- **Guidance on inclusion.** Existing methodological guidance on how to include displaced children and young people would benefit from being updated in the light of available expertise and adjusted to the specific context. Given the pressure on schools, it would make sense to focus guidance on their most urgent and important needs, including:
    - building understanding among staff of the past and present experiences of displaced children and their possible effects;
    - applying whole-school strategies[37] to welcome displaced children into the school community;
    - providing additional support for displaced children's social and emotional learning and general well-being;
    - implementing effective strategies to ensure the safety and the well-being of displaced children in and around school and whenever using the internet;
    - forming a supportive partnership with the parents/caregivers; and
    - paying specific attention to unaccompanied children and children coming from institutions, notably with disabilities, to ensure their inclusive education and relevant support services.
- **Specialist resource centres**. Creating or providing access to specialist resource centres or advisory teams with expertise in supporting displaced learners (e.g. teaching assistants, social pedagogues, psychotherapists and other specialised support staff), to equip education institutions and their staff, including early childhood education and care and non-formal learning staff, with the tools and teaching methods they need.

35 https://www.teachingcouncil.ie/en/registration/how-do-i-register-/qualified-in-ukraine/

36 See for example Czechia: https://ec.europa.eu/migrant-integration/news/czech-ministry-education-provides-information-and-support-schools-welcoming-ukrainian-students_en

37 A whole-school strategy acknowledges the role, relationships and interactions between a whole range of players (schools, families, communities, authorities, etc.) that can have an impact on the individual. For further details see: https://education.ec.europa.eu/sites/default/files/document-library-docs/early-school-leaving-group2015-policy-messages_en.pdf

These centres or teams often work across multiple localities and schools. Volunteers[38] can also take on some of the roles in these practices.

- **Appropriate training:** For school leaders, teachers (from early childhood education and care to upper-secondary education), trainers and other staff, it would be useful to design initial and continuing training courses on working with displaced children and their parents/caregivers. These courses should strengthen capacity and increase understanding to:
    - contribute to psycho-social support to meet the recent, often traumatic, experiences of displaced children and the effect on their well-being and mental health, and to provide additional support to restore social and emotional well-being;
    - develop competences to teach in multilingual and multicultural settings;
    - ensure safety in and around the school, prevent bullying, unconscious bias and discrimination (e.g. including against Russian or Belorussian pupils) and boost the capacity of conflict resolution and intercultural learning;
    - help ensure safe and responsible behaviour when using the internet and social media in particular; and
    - build trustful partnerships with parents and families and help them continue restoring their children's well-being in the home.
- **Collaboration and communities of practice.** Staff exchanges, peer learning and peer support among teachers, trainers and other educational staff and professionals could be enabled through networking, seminars and multi-professional learning communities that foster collaborative learning, collaboration projects, and communities of practice. Learning communities and platforms that enable peer exchanges could help with training.
- **Support 'caring for the caregiver' activities**. Support activities such as psycho-social support for teachers, including displaced teachers, and other education staff could help to address their specific crisis-related needs. Support may be extended beyond the school environment to parents and other staff in recognition of their primary responsibility to support child well-being.

Textbox 2: EU level online platforms to support schools, teachers and pupils

The EU's **School Education Gateway** provides a dedicated landing page for education and support for displaced children from Ukraine in EU Member States and Erasmus+ countries. It includes a list of available online educational resources in Ukrainian[39], a series of further articles and resources to support the inclusion of displaced children from Ukraine[40], and professional development courses for teachers and educational staff[41].

Peer-to-peer support for teachers is available through **eTwinning**[42], the largest community for schools in Europe. It includes dedicated discussion groups to support teachers across the EU in promoting inclusion and diversity in the classroom, and provides support to teachers (and their pupils) in Ukraine and neighbouring countries.

38 Including volunteers from the European Solidarity Corps
39 https://www.schooleducationgateway.eu/en/pub/latest/news/online-ed-resources-ua.htm
40 https://www.schooleducationgateway.eu/en/pub/latest/news/education-support-ua-refugees.htm
41 https://www.schooleducationgateway.eu/en/pub/teacher_academy.htm
42 https://www.etwinning.net/en/pub/index.htm

The **New Ukrainian School Hub**[43], co-funded by the Finnish Ministry of Foreign Affairs and the European Commission, facilitates access to supplementary educational resources. The platform brings together solutions developed by European and Ukrainian Education Technology (EdTech) providers, Ukrainian online learning platforms and materials provided by public authorities. It includes language learning applications, educational games, videos, audio and e-books available in Ukrainian language.

Textbox 3: How diversity benefits the classroom – examples from the European Toolkit for schools

The European Toolkit for schools[44] offers a carefully selected set of resources for teachers, other education professionals, families and policy-makers to run effective schemes for the inclusion of refugee and migrant children. For example, the Horizon 2020-funded CHILD-UP[45] dialogue-based methods embrace child agency and the Horizon 2020-funded MiCREATE[46] project shows how powerful migrant children's stories can be in supporting their needs and aspirations when in integrating into host societies.

The Including Children Affected by Migration (ICAM) programme[47] improves the learning capacity of children affected by migration by enhancing the climate of '*convivencia*' (living in harmony) in schools, by raising awareness of the rights they are entitled to, and by providing additional support for their social and emotional learning and well-being. The programme has developed guidance, resource packs and coaching workshops for schools across Europe to help them welcome and include Ukrainian children.

The INCLUD-ED Book on successful educational actions[48] includes Interactive Groups[49], a classroom arrangement where learners are placed within small, diverse groups with a facilitator to promote ways for learners to work together to accomplish a shared task. It also features dialogic literary gatherings[50] that seek to build collective meaning through interactions and egalitarian dialogue between diverse people on the best literary creations of humanity (see the example video of a school which has applied some of the successful educational actions)[51].

3) Running targeted activities to help include displaced children in education

Effective support for newly arrived displaced learners, in particular language support that also build on the Ukrainian language and culture, depends on targeted measures throughout the entire inclusion process (i.e. from reception of children and their assessment, initial placement and admission to school to their inclusion within the educational and social life at the host-country school).

43 https://nushub.org/en/
44 https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools.htm
45 https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=29344
46 http://www.micreate.eu/
47 https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=29424
48 https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=332
49 https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=326
50 https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=354
51 https://www.youtube.com/watch?v=yFTI-U2aUCQ&t=19s

Newly arrived displaced children might have experienced complicated, sometimes multi-country trajectories before arriving. They may have acquired an uneven pattern of linguistic and other skills in different languages. While individual learning support and extending learning times can help them recover their learning, the importance of play, free time and socialisation with other children must be acknowledged at all educational levels. There is the risk that greatly extended learning hours, resulting for example from following the host country's and the Ukrainian curriculum in parallel, may put additional pressure on displaced learners and undermine their well-being. Diversifying learning approaches and tools ('blended learning') during regular school lessons can help meet the specific needs of displaced learners. This includes a wide range of approaches applied by teachers, such as embedding different tools for learning (digital, including online, and non-digital), and supporting learning that combines different environments (not only the classroom, but also, for example, cultural and memory institutions; farms, companies and other workplaces; nature sites and outdoors; sports and youth spaces), to enrich experience and personalise learning as appropriate to the age, abilities and circumstances of the learner[52].

Non-formal learning (such as extra-curricular, sport and cultural activities) also plays a major role, requiring close cooperation between formal education institutions and the wider community and civil society partners.

Targeted activities to facilitate the inclusion of displaced children in the education systems include:

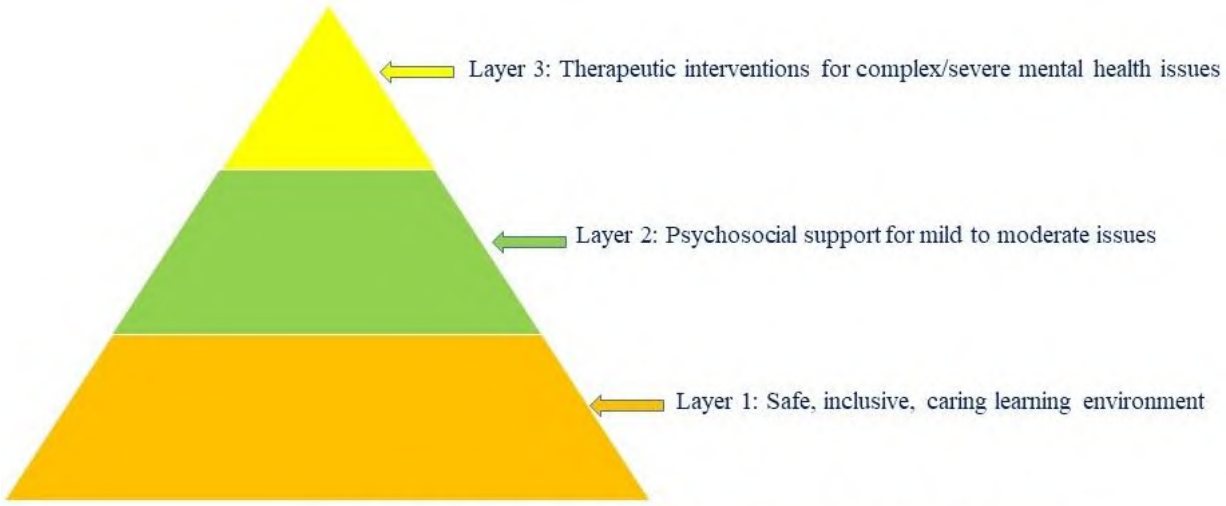
- **Psycho-social support**. Displaced and newcomer children often have educational and psychological challenges linked to their recent arrival in the country. They may have interrupted formal education. They may have arrived without their parents, family and established social networks; they may be suffering from traumatic experiences in their countries of origin and during travel. They may also face difficult conditions in reception centres. This can result in psycho-social and educational difficulties, with different degrees of severity requiring different levels of support. The following elements can help to address the needs of displaced children:
    - Professional and community-based responses and continued psycho-social support to strengthen resilience and social inclusion and address mental health issues. Social and emotional support can only be effective if it takes into account all of a child's specific needs. This calls for close collaboration with social and health services, mental health agencies and all other relevant services and agencies. Support measures may be designed for individuals, groups or families.
    - Schools need to be aware of displaced people's specific needs and equipped with staff who have appropriate competences and skills and who are engaged in continuous professional development.
    - Integrating psycho-social support into educational practices so that well-being and education objectives can be pursued at the same time. Learning need not be put on hold while social and emotional well-being is attended to.

Taken together, the practices identified suggest that the best way to provide psycho-social support to displaced learners is by using various measures and engaging the

[52] Council Recommendation of 29 November 2021 on blended learning approaches for high-quality and inclusive primary and secondary education 2021/C 504/03 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32021H1214%2801%29

entire school community, including parents and professionals. This seems to have many advantages over just specialised and individualised therapeutic interventions for learners with severe difficulties. Such an approach is summarised in Figure 1 below. According to this model, in layer 1, the whole-school community provides a context for primary prevention and health promotion. It serves as a social space for safety, protection, stability, connectedness, and resilience, where all pupils learn, build a sense of competence, form friendships, and develop a sense of belonging. Schools may also facilitate access to basic services. In layer 2, schools serve as a setting for the promotion of mental health, providing support for learners with mild to moderate issues, through social and emotional learning, resilience building, trauma-based education, creative arts and sports. Schools also work to strengthen community and family supports. In layer 3, displaced learners experiencing more complex and severe difficulties, are further supported by more tailored, individual, psychotherapeutic interventions in collaboration with mental health services and professionals. The three layers intersect, and displaced learners may benefit from more than one layer at the same time[53].

Figure 2



Multi-layered psycho-social interventions (adapted from UNESCO, 2019)

Textbox 4: Practices supporting psycho-social well-being of learners

Schools as safe zones

Schools provide a safe, nurturing, and welcoming environment that enhances displaced children's sense of belonging in a community. Schools are experienced as *zones of peace* to mitigate the impact of trauma (see Save the Children[54]). See also Schools of Sanctuary[55] which facilitates practices of welcome, safety and inclusion in schools.

53 See Project SHIFA's multi-layered approach: https://shifa-project.com/

54 https://resourcecentre.savethechildren.net/document/schools-zones-peace/

55 https://schools.cityofsanctuary.org/

Listening to the voice of the child

Children have the rights to be informed, express their views and be heard. Listening to and also amplifying children's voices enhances and celebrates the contribution that displaced children and young people make to their host school and community. Children are empowered to change aspects of their circumstances and benefit from opportunities for agency and active involvement in adjusting to the new environment through such activities as music-making, peer support, life-skills training, structured sports and recreational activities to help increase self-confidence and trust in others. See, for example, the CHILD-UP[56] project and the War Child[57] project.

Peer support

Peer support trains young people to provide emotional support to peers in distress through face-to-face sessions, online support and methods such as befriending, peer mediation and cybermentoring. The IMMERSE programme identifies the crucial role of positive relationships with peers for refugee children's sense of belonging to the school community, happiness, identity, self-esteem and language competence (for more information see IMMERSE[58]).

Taking a stance against bullying, cyberbullying, racism and social exclusion

Aggressive acts, including racism and xenophobia, that are carried out systematically and repetitively, face-to- face or remotely/digitally, are often witnessed and spread by others. There are many organisations/NGOs that provide a wealth of interventions to tackle bullying, including the Anti-Bullying Alliance[59] and the Anti-Bullying Ambassador[60] programme. In addition, under the EU Better Internet for Kids Strategy, there are a portal[61] and the EU-funded Safer Internet Centres[62] in the Member States to provide training and material to schools and support to children and families on online risks and threats, including cyberbullying. The Safer Internet Centres are also in contact with Ukrainian NGOs on this matter[63].

Working closely with and supporting the families

The families of displaced learners are at the heart of school-based initiatives to support the psycho-social well-being of the children. Parents can help schools and professionals understand the experiences of their children before, during and after the displacement, they can communicate crucial information on the needs of their children and how they are adjusting, and they can contribute to culturally meaningful and linguistically accessible interventions. They can support school-based interventions through their parenting when the children are not at school. Furthermore, schools and school-based mental health services may provide support to families themselves including family therapy, grief counselling, and parental education. One example is the Haven Project[64] Liverpool.

Educating and supporting school staff

School staff are provided with training in understanding and addressing the mental health and well-being needs of displaced learners, for example, by supporting learners in managing traumatic responses, developing nurturing relationships with the learners, engaging in positive classroom

56 https://www.child-up.eu/community/
57 http://www.warchild.org/
58 http://www.immerse-h2020.eu/wp-content/uploads/2021/11/IMMERSE_D1.3-Short-edited.pdf
59 https://anti-bullyingalliance.org.uk/
60 https://www.antibullyingpro.com/
61 www.betterinternetforkids.eu
62 https://digital-strategy.ec.europa.eu/en/policies/safer-internet-centres
63 Ukrainian National Child Toll-Free Hotline
64 https://havenproject.org.uk/about/

management, and providing individualised support, promoting socio-emotional learning and resilience-building. See for example the EU funded Refugees Well School[65] project which provides an In-service Teacher Training programme to enhance teachers' competence on how refugee learners may affect school functioning and the training provided by ICAM[66].

Psychotherapeutic approaches complemented by teachers

Trauma-focused cognitive behaviour therapy (TF-CBT) is one of the recommended interventions to reduce symptoms of PTSD and other mental health issues in refugee learners. It is a component of the EU funded Refugees Well School[67] Project. Issues such as self-awareness, identity formation, social skills, relationship building and feelings of discrimination and exclusion are addressed in the Pharos programme[68]. *Creative arts therapies* are widely used with refugee children to promote well-being and positive mental health. One example is the Shared Memories and Dialogue (SHARMED) project which promotes cultural diversity and intercultural dialogue through the sharing of memories, images and stories. See also the CHILD-UP[69] project and *Barn i väntan*[70] *(Children waiting)* and *Barn i start (Children starting)* which enable children to express and reflect on their own stories through dialogue or art.

- **Acquiring the language of schooling.** Early immersion within non-segregated mainstream classes and curricula, with additional support to accelerate social and academic learning. There is a growing trend in a number of Member States to provide in-class support to displaced and migrant pupils to develop the language of schooling alongside subject-specific knowledge using innovative, inclusive and multilingual pedagogies, such as ICT, offering language education across the curriculum through language-sensitive teaching techniques, and using content and language integrated learning. When a significant number of displaced children are present in the same municipality, dedicated preparatory classes could be organised in support of language learning, with some gradual immersion into mainstream classes and/or contacts with host country peers as soon as possible. Many EU countries have had success with limiting reception classes to a few days for younger pupils up to three months for older adolescents, or running full immersion programmes, with or without targeted language support (e.g. 20 minutes of language training per day, or a teaching assistant that can speak the home language of the displaced children in class)[71]. Given the complexity of the language of schooling and its importance for pupils to succeed at school, all teachers have a role to play in supporting their pupils to master the language of schooling. It is important to continue raising awareness among subject teachers of their role in developing the language of schooling through linguistically sensitive teaching[72].
- **Valuing linguistic diversity in classrooms.** Although early acquisition of the language of schooling is important for school success, it has to be seen in conjunction with supporting pupils' overall literacy development. Functional literacy as the most basic foundational skill is crucial for cognitive progress across the curriculum and

65 https://refugeeswellschool.org/
66 https://www.icamproject.eu/
67 https://refugeeswellschool.org/
68 https://www.pharos.nl/
69 https://www.child-up.eu/community/
70 https://www.linkoping.se/omsorg-och-hjalp/integration-och-invandring/barn-i-vantanbarn-i-start/
71 https://www.schooleducationgateway.eu/en/pub/viewpoints/experts/including-ukrainian-refugees.htm
72 See, among other resources, https://www.unhcr.org/6177f99b4

transcends the linguistic borders between different languages[73]. If pupils speak a different language at home than at school, literacy development in their home language will have an impact on their development of the language of schooling. It is important for schools and policy makers to step away from 'monolingual' beliefs: there is no need to make an 'either/or' decision between prioritising pupils' development of the language of schooling or pupils' home languages. Multilingual school policies can and should be developed, making the most of children's general willingness to learn. Valuing linguistic diversity includes access to home-language classes (including materials), encouragement to speak existing languages on a day-to-day basis, creating a welcoming environment for children that values their languages, culture and home backgrounds from early childhood education and care on.

Textbox 5: Language learning

Providing teaching materials

Ministries of Education in several countries provide links for teachers to materials, training, or webinars on handling the language barrier. The Council of Europe has developed a set of tools for Member States in responding to the challenges faced by people providing language support to children arriving from Ukraine as they adjust to their new environment and their new schools (webinar on 'supporting the linguistic integration of refugees from the Ukraine' [74] and 'Recommendations for teachers')[75]. AVIOR[76] provides multilingual material for children with a migrant background. Materials are also available in Ukrainian. The DivEd[77] project seeks to support culturally and linguistically sensitive pedagogies in Finland. The LISTIAC[78] (Linguistically Sensitive Teaching in all Classrooms) project seeks to encourage (future) teachers to adopt linguistically sensitive beliefs, attitudes and teaching practices in mainstream classrooms. It does so by developing and experimenting with a theoretically informed reflection tool aimed at pre-service and in-service teachers.

Practical examples

In **Ireland**, Scoil Bhríde[79] primary school shows how a school can manage linguistic diversity in practice through adopting an inclusive language policy. The school's policy is based on three principles: (1) pupils can use their home language during pair or group work in the classroom; (2) learners are allowed to use their home languages to scaffold their learning of English and Irish; and (3) pupils are encouraged to explain concepts in their home language to enrich the curriculum and learning for all other pupils.

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73 Council of Europe (2015), The Language Dimension in all Subjects – A Handbook for Curriculum Development and Teacher Training, Council of Europe, Strasbourg. http://www.coe.int/t/dg4/linguistic/Source/Handbook-Scol_final_EN.pdf

74 https://www.ecml.at/Resources/SupportingthelinguisticintegrationofrefugeesfromtheUkraine/tabid/5558/language/en-GB/Default.aspx

75 https://www.ecml.at/Resources/SupportingthelinguisticintegrationofrefugeesfromtheUkraine/Recommendationsforteachers/tabid/5563/language/en-GB/Default.aspx

76 https://avior.risbo.org/

77 https://dived.fi/en/

78 https://listiac.org/

79 Language, culture and identity in an Irish primary school (schooleducationgateway.eu)

In **Poland**, the first school with bilingual classes Polish / Ukrainian will be set up as of September 2022 in Warsaw[80] Such classes would have an equal number of Polish and Ukrainian students with classes focused on the Polish curriculum, with the main idea being to support Ukrainian pupils to learn Polish, and Polish students learn Ukrainian.

- **Individual learning support.** Individual support for displaced children is essential to help them bridge potential learning gaps. First and foremost this requires making a formative assessment and then monitoring the individual plans. Learners with special educational needs will require additional attention, including access to assistive technologies, based on their individual needs. Individual learning support can include support from peers via peer-to-peer mentoring schemes (such as buddy and ambassador programmes), both as beneficiaries and mentors; extra learning time during the school year and/or holiday period. These support measures should be always agreed with the families and avoid the use of separate placements or reducing the child's exposure to mainstream classrooms. Regarding funding of such individual support, schemes that are based on a default offer with schools opting-out instead of opting-in seem promising to result in an even provision of support across schools.
- **Enhancing access to non-formal learning opportunities.** This includes organising extra-curricular activities, additional classes outside school hours, summer camps and intensive bridging language courses during school holidays. Non-formal settings offer opportunities for displaced learners to interact with their host country peers and develop friendships, facilitate language learning, express and cope with emotions in a non-stressful way. They benefit both displaced and host-country children and young people and help them understand each other's culture and experience. Additional classes and summer camps can also help cover differences in the curricula and boost the skills in the host-country language. It is important that such activities are organised in cooperation with educational authorities and fully involve schools, teachers and other educational staff in devising the learning programmes, designing and adapting resources and tools, etc. This will help ensure consistency with the national curriculum and better prepare learners for the start of the new school year. Such experiences offer an opportunity to meet with other children from the host country.

Textbox 6: Examples of summer education opportunities in EU Member States

Lithuania launched a call to fund children's summer camps to help children develop socio-emotional skills (Ukrainian and Lithuanian pupils alike, participation 50:50). With dedicated funding of EUR 870 000, the camps will be completely free of charge for pupils. The authorities expect to have 4 000-5 000 children enroll in the camps. The applications are currently being evaluated and the results will be announced in the second half of June 2022. **Italy's** summer school aims to reinforce language, academic and social skills. It is designed for all children, including children from Ukraine, and is being rolled out in three phases (June/July-August/September). It ranges from workshops and outdoor schooling to familiarisation with peers. Dedicated activities may include intensive teaching of Italian as well as online lessons given by Ukrainian teachers, using school premises and digital infrastructure. Special support will be given to unaccompanied foreign minors.

[80] Primary School No. 361 in Białołęka district, Warsaw

4) Engaging with displaced families and communities and helping displaced children maintain the link with Ukraine

Reaching out to displaced families, communities and children themselves can help displaced children integrate into schools, boost children's academic and well-being outcomes and help families to support their children's inclusion into their host societies.

Successful inclusion can only take place where there is understanding and trust, which cannot be taken for granted. Some displaced families from Ukraine might be hesitant to support the inclusion of their children in the local education system for several reasons, including a preference to keep the children in the Ukrainian education system, lack of knowledge about or trust in the local education system, and concerns about how integrating the host-country education system may affect a family's possibility to return soon to Ukraine. Laying the groundwork for mutual understanding calls for building bridges towards displaced families via different channels to reassure them and ensure that all children can benefit from all the advantages of on-site schooling.

In this context, it is helpful to take advantage of all the opportunities to enable displaced children maintaining the link with Ukraine. While parallel schooling in the host-country system and, remotely, in the Ukrainian system does not seem sustainable as it risks overburdening the child, there are many benefits to a complementary approach. Multilingualism approaches that value the language(s) and culture(s) of displaced children alongside those of the host country can reinforce a sense of belonging and bonding and bridge the gap between home and school, in addition to improving academic achievement. They help increase the acceptability of the host-country education system by families displaced from Ukraine while enriching the host-country education systems, possibly inspiring lasting change also for other refugee/migrant learners. The actions to consider include:

- **Guidance materials, help centres and hotlines**. Providing parents/caregivers with reliable and trustworthy information on how the host-country education system is organised, from early childhood education and care to post-compulsory education, how to access it and practical guidance to support children in different age groups. To make sure that this information reaches people, it is advisable to provide it in languages that parents/caregivers can understand. It should also address the situation of children with special needs and their caretakers (given that the referral system and approach to inclusion in the host country might differ from Ukraine). Providing access to psychological and social support for families in their mother tongue, providing guidance and running mentorship programmes (or buddy and ambassador programmes) can also promote trust.

Textbox 7: Examples of Member States reaching out to displaced families[81]

Member States have already taken major steps to inform displaced children and their families about the options available to them to enrol in education. For example, local authorities, in **Greece** have provided information booklets and real-time translation services. **Luxembourg** has set up hotlines with information in Ukrainian, English, French, German and Russian and **Belgium** has activated existing programmes to welcome new arrivals (for instance, DASPA – '*Dispositif d'accueil et de*

[81] Approaches to reach out and promote enrolment were discussed in the Working Group Schools on 25 April 2022, see https://education.ec.europa.eu/news/promoting-the-enrolment-of-child-refugees-in-education

scolarisation des élèves primo-arrivants'). **France** has sent displaced families a joint letter from the French and Ukrainian Ministers of Education, encouraging enrolment in local schools while keeping the link with Ukraine. Most EU countries have set up or are currently developing dedicated support websites in Ukrainian and Russian with information on their national education systems.

- **Collaborative approaches with parents and the Ukrainian communities.** Such approaches may involve:
  - enhancing communication and cooperation with parents and displaced people's communities, including Ukrainian embassies as intermediaries where necessary, by promoting collaborative approaches between schools, parents, local authorities, civil society organisations, etc.;
  - promoting schools as learning communities where all families are encouraged to actively participate in school life and decision-making;
  - developing activities for and with parents and families to ease the inclusion of their children (such as language learning or involving them in curricular and non-curricular activities), including with the help of cultural mediators. This can in turn also help parents to understand and appreciate education in the host country and enable them to continue and enrich education in the home.
- **Ukrainian history, culture and language classes.** Once children from Ukraine are enrolled in host-country schools, school authorities can decide to facilitate continued teaching of the Ukrainian history, culture and language drawing on the wealth of digital education resources from the Ukrainian government and other providers (see Section 1 and textbox 2) , while also considering the option to provide printed books, including fiction books, to displaced children. These resources can complement the education provided in the host-country school and curriculum. Where host-country curricula are not including Ukrainian among the languages taught in school, educational offers could be enhanced with elements of Ukrainian learning materials, e.g. at specific times in the regular school schedule or as extracurricular activities. The resources can also help with individual supplemental support.
- **Assuring quality and cooperating with the Ukrainian authorities.** To prevent uncertified parallel education systems from emerging, and to ensure the quality of possible additional teaching of the Ukrainian language, history and culture, host countries may decide to make their online and off-line teaching infrastructure available for this purpose. Where possible, it may be helpful to explore how the Ukrainian authorities could support quality assurance of learning taking place in these additional classes.

Textbox 8: Examples of helping displaced children maintaining the link with Ukraine

In addition to the support to include displaced learners into host-country schools, there are many examples across Europe of top-level support for distance learning in Ukrainian language, including access to online learning platforms provided by the Ukrainian Ministry of Education, support material on dedicated host-country websites (e.g. **Finland**), special classrooms for online learning (e.g. **Cyprus**), or schemes to lend or donate digital devices to enable students to participate in lessons at their Ukrainian schools via distance learning, among other things (e.g. **Poland and Austria**)[82]. In

[82] European Commission / EACEA / Eurydice, 2022 (forthcoming). Supporting refugee learners from Ukraine in schools in Europe. Eurydice report. Luxembourg: Publications Office of the European Union.

Germany, some federal states such as Berlin or Saxony offer pupils in the reception classes the possibility to follow online courses of the Ukrainian Ministry of Education, besides German language support. This embeds online learning in Ukrainian language in a face-to-face setting, with a teacher in the classroom to support pupils also in their online learning[83].
For the way ahead in the next school year 2022/23, it will be useful to particularly look at examples where the teaching of home languages is embedded as an offer in the host-country formal education. Some countries have developed solid experience in maintaining and valuing home languages. In **Sweden** for example, for pupils with a migrant/refugee background, offering study support in pupils' home language is seen as one of the elements that help to also develop literacy in Swedish as the language of schooling. Pupils who do not have Swedish as their mother tongue have the right to receive tuition in their mother tongue. This separate syllabus also covers the literature, history and culture of the country of origin as well as learning the language. Education authorities must organise mother tongue tuition if a minimum of five eligible pupils apply for it and if a teacher with sufficient skills in both languages can be found[84]. In **Finland**, the National Core Curriculum states that the two principles which should guide school culture are cultural diversity and language awareness. This means that the school sees the use of multiple languages in the school environment as natural and positive to the learner's educational and cognitive development (cultural diversity) and that every teacher should be a language teacher (language awareness).

The provision of children books, including fiction books, in a printed and/or online format is another possibility for families to keep roots to home. The National Library of **Sweden**, for example, provides access to children ebooks in Ukrainian[85]. There are also good examples of schools that are lending iPads with preinstalled Ukrainian books, along with useful apps such as translation apps. Pupils and their families can also use these at home[86].

5) Taking long-term measures to promote inclusive education

In addition to the immediate measures aimed at including displaced children, further measures may be needed to lay the foundation for lasting changes to make education institutions more inclusive. The urgent need to address the current emergency situation must not eclipse the need to start taking measures that will take time to come to fruition in the longer-run.

It is not possible to see how the situation will evolve, how many displaced people will stay in the current host countries or for how long. Most education systems face significant equity challenges[87]. Learners with a migrant background often score lower than their peers in basic

[83] See one school example for displaced adolescents aged 15-18 in this video (in German): https://deutsches-schulportal.de/bildungswesen/vorbereitungsklassen-oder-regelklassen-juliane-karkayali-wie-die-integration-gefluechteter-kinder-gelingen-kann/#video-interview-konzept-einer-willkommensklasse

[84] European Commission, Directorate-General for Education, Youth, Sport and Culture, Language teaching and learning in multilingual classrooms, Publications Office, 2016, https://data.europa.eu/doi/10.2766/766802

[85] https://digiteket.se/inspirationsartikel/ladda-ner-ukrainska-barnbocker/?fbclid=IwAR0EEwQuWogTKaVxfe3zlMiKCEDnmkb-cOAqhKeA9Zjz53Mort-BxfrIn30

[86] https://deutsches-schulportal.de/schulkultur/ankommen-mit-uebersetzungs-app-und-sprachpaten/

[87] Abundant research shows that socio-economic patterns and stratification exert a strong influence on the educational experiences and outcomes of individuals; learners from disadvantaged backgrounds are over-represented among underachievers and are more likely to leave education and training without an upper secondary qualification. Certain features of the education systems can exacerbate existing inequalities. The OECD PISA is the main source of information, using the index for economic, social and cultural status and showing that socio-economic status is the main driver of underachievement. See for example:

skills and inequalities may have been exacerbated by the COVID-19 pandemic[88]. In this context, it is essential to accompany immediate actions for displaced children with structural measures aimed at ensuring access to quality education for all[89]. As part of an integrated and comprehensive strategy for all children and young people to succeed at school (which should encompass legislation where appropriate, planning, monitoring and evaluation, and adequate funding), special attention should be given to learners facing multiple layers of marginalisation and to those requiring additional attention and support, including displaced and migrant children. This should include inclusive pedagogical policies and approaches from early childhood education and care to upper-secondary education. These approaches should consider the cultural and social identities of displaced children as assets rather than as deficits or limitations.

Actions on this front could include:

- **Inclusive pedagogical approaches and learning environments based on dialogue with all people involved.** Learning content and pedagogical approaches that foster inclusion (including leveraging play in particular for early childhood education and care age groups) should be promoted with the involvement of all concerned. This entails focusing on social, civic and intercultural competences, promoting the development of critical thinking skills and media literacy education, promoting European values, fostering an inclusive and democratic learning environment, the role of history education, etc.
- **Building 'language awareness' in schools.** A broader multilingual and multicultural learning framework that values displaced children's language(s) has two significant educational benefits: Firstly, it helps displaced children learn the language of schooling more easily; and secondly, it gives them a chance to rebuild their self-identity in a positive way, as their own language(s) and culture(s) are valued alongside those of the host country.
- **Action to prevent discrimination and segregation.** Action to improve inclusion could include: teacher training on unconscious bias; managing diversity in the classroom; new methods of teaching in inclusive, multicultural settings; non-

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OECD (2016), PISA 2015 Results (Volume I): Excellence and Equity in Education. PISA, OECD Publishing, Paris. https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-i/overview-excellence-and-equity-in-education_9789264266490-5-en

European Commission, European Education and Culture Executive Agency, Eurydice, (2020) *Equity in school education in Europe: structures, policies and student performance*. Publications Office of the European Union, Luxembourg. https://eacea.ec.europa.eu/national-policies/eurydice/content/equity-school-education-europe_en

European Commission, Joint Research Centre, Hippe, R., Araújo, L, and Costa, P. (2016), Equity in education in Europe, Publications Office of the European Union, Luxembourg.

88 See for example the recent NESET report: Koehler, C., Psacharopoulos, G., and Van der Graaf, L. (2022). 'The impact of COVID-19 on the education of disadvantaged children and the socio-economic consequences thereof', NESET-EENEE report, Luxembourg: Publications Office of the European Union. doi: 10.2766/929570. Di Pietro, G., Biagi, F., Dinis Mota Da Costa, P., Karpinski, Z. and Mazza, J., The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets, EUR 30275 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19937-3, doi:10.2760/126686, JRC121071; Blaskó, Zsuzsa, da Costa, Patricia and Schnepf, Sylke, (2021), Learning Loss and Educational Inequalities in Europe: Mapping the Potential Consequences of the COVID-19 Crisis, No 14298, IZA Discussion Papers, Institute of Labor Economics (IZA).

89 See the Action Plan on Integration and Inclusion 2021-27: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0758&qid=1632299185798.

discriminatory, inclusive teaching methods based on dialogue and participation; anti-bullying training, including safe and responsible use of the internet; measures to prevent peer-to-peer discrimination, providing additional targeted support in mainstream settings, intercultural learning; and informing in a child-friendly, accessible way and listening to the views of displaced children in decision-making. Structural measures to prevent segregation with special focus on admission criteria and active desegregation measures may also be necessary, starting with the inclusion of displaced people in the host-country education systems and preventing segregation from the host community.

- **Multi-disciplinary approaches.** Multi-disciplinary teams of professionals (from inside and outside of learning institutions, such as mediators and teaching assistants) are valuable to support children, adolescents and their parents, caregivers and the families of displaced people and of the host community.
- **Cross-sectoral cooperation, synergies and collaboration with other policy areas.** Synergies and collaboration could usefully be developed:
    - with other policy areas (such as health, social services, employment, housing, etc.) at all levels;
    - between different levels of governance in the education system (national, regional and local); and
    - with any other agencies, governmental bodies, civil society organisations, and stakeholder organisations.
- **Monitoring and evaluation.** Monitoring learners' outcomes is necessary to check how effective the measures are and whether they help narrow the attainment gap between migrant/displaced learners and their peers. This includes monitoring and evaluating learning, personal and social outcomes, promoting formative assessments, system-level mechanisms for reporting and holding schools and policy makers accountable, and involving national school inspectorates.

6) Taking specific measures for early childhood education and care

In line with the operational guidelines[90] on the implementation of the Temporary Protection Directive, Member States should also support access to early childhood education and care (ECEC) under the same conditions as their nationals and other EU citizens. Participation in ECEC is an important factor in a child's development of social and emotional skills and to support the child's personal development. Children need stability, safety, normality, and socio-emotional learning in all age groups, in particular when they are from a disadvantaged background, have experienced upheaval or trauma, or have specific learning needs or disabilities. The 2019 Council Recommendation for high-quality ECEC systems[91] recognises that refugee children need reinforced support, due to their vulnerable situation. Poverty, physical and emotional stress, trauma and lacking language skills can hinder their future

[90] Operational guidelines for the implementation of Council implementing Decision 2022/382 establishing the existence of a mass influx of displaced persons from Ukraine within the meaning of Article 5 of Directive 2001/55/EC, and having the effect of introducing temporary protection https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52022XC0321%2803%29&qid=1647940863274

[91] https://eur-lex.europa.eu/legal-content/EN/TXT/?toc=OJ%3AC%3A2019%3A189%3ATOC&uri=uriserv%3AOJ.C_.2019.189.01.0004.01.ENG

educational prospects and successful integration into a new society. The Recommendation emphasises that participation in ECEC can help to mitigate these risk factors.

Some specific features of the ECEC sector warrant specific focus. ECEC attendance is not obligatory in all EU Member States and depends on the age of children. Many ECEC services still require full or partial fee payment from parents. Many EU countries struggle with a shortage of places, staff shortages, and providing good quality ECEC services. In addition, the organisation and funding of ECEC is often divided between ministries as well as between national and municipal governments, and between the public and private sectors. Targeted measures are needed at all levels to provide quality learning opportunities for young children.

Actions on this front could include:

- **A coordinated needs assessment**, including a mapping of ECEC infrastructure and services and an individual needs assessment of displaced young children and their families, which is key to the effective provision of education and care to young children, and to identify institutional capacity and the key players. First and foremost it is important to put in place mechanisms and measures to enable and then monitor the inclusion of children displaced from Ukraine in ECEC. Such measures should be prepared by national and local authorities in consultation with stakeholders such as ECEC providers, health and social services and the services in charge of welcoming displaced people. It should build on existing regulations, quality frameworks, curricula, etc., while recognising the need to expand ECEC capacity at national, municipal and/or regional levels.
- **Targeted measures to expand ECEC capacities.** As much as possible, children displaced from Ukraine should be included in existing ECEC settings. However, if there are shortages of ECEC places / staff, and in order to address urgent needs and the arrival of a great number of displaced people, creative additional solutions may be found. ECEC provision and settings for displaced children could therefore include:
  - providing pre-schools in a whole range of different organisational formats: formal, non-formal and informal, public, private, civil society organisations, community centres, play-based sessions, setting up play hubs or play groups[92];
  - using existing spaces, buildings or rooms in schools or in community centres;
  - using alternative pre-schools (mobile kindergartens). Only when no spaces are available, or need construction, using prefabricated containers may offer a fast and temporary solution. If there is no space or little funding available, Member States could consider adopting an age-appropriate mobile model where ECEC staff and/or the location of the ECEC setting change depending on availability of spaces and the comfort of children and their families;
  - recruiting additional staff, including people displaced from Ukraine.[93]

  Special caution should guide any revision of quality assurance regulations, such as the staff-to-child ratio or other regulations linked to health and safety measures, respecting children's rights to health and the best interest of the child as a primary consideration.
- **Providing and expanding financial support to access ECEC**. As access to ECEC may be granted against a fee in some countries, local or national funding might need

[92] Examples of such play hubs and guidance to set them up : https://reyn.eu/toy-for-inclusion-resources/

[93] See Commission Recommendation (EU) 2022/554 of 5 April 2022 on the recognition of qualifications for people fleeing Russia's invasion of Ukraine https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32022H0554

to be offered to families from Ukraine (in the same way as to vulnerable groups in host communities to avoid inequities). This can include:
  - national schemes to provide ECEC free of charge;
  - financial support measures made available to families or waiving of fees;
  - financial support for ECEC providers that receive children from Ukraine or other educational providers or social services that set up play groups/hubs or other emergency services for young children.
- **Providing targeted capacity building to ECEC staff.** Although ECEC staff may be trained or experienced in working with families with a migrant background, working with displaced children who may have experienced war and trauma requires additional skills and expertise. National and local authorities and employers could therefore provide extra support/training to ECEC staff to develop their skills and provide guidance and good practices. These could include:
  - a special focus on modern and play-based approaches to learning, literacy and numeracy skills, mentoring and peer support; as well as a wider focus on basic needs;
  - providing support for social and emotional learning through programme approaches and targeted measures that focus on psychological first aid and on supporting children who have been exposed to traumatic situations;
  - a greater focus on the importance of liaising with families.
- **Strengthening evidence-based measures of inclusion.** Specific measures to ease the inclusion of children and families in their host country can be considered, such as:
  - bilingualism approaches for children, including paring up host ECEC staff and Ukrainian/Russian speaking ECEC staff;
  - planning activities to promote social cohesion among host-country children and refugee children in the context of ECEC settings (e.g. kindergartens and crèches) – including using these facilities to host language classes for parents, integrated parent groups etc.;
  - inclusion of and special support for children with disabilities and their families, including strengthening early childhood intervention systems and referral systems.
- **Identifying and overcoming administrative obstacles.** A range of administrative barriers can hinder participation in ECEC, and these can be particularly difficult to overcome for displaced families. Local and national authorities should therefore seek to provide clear and accessible information in Ukrainian and Russian to families on their rights and on how to access ECEC. To support the enrolment of displaced children in ECEC, it may be useful to identify and address barriers that could make displaced families less likely than host-country families to enrol their children in ECEC, including, for example, the lack of vaccination records..
- **Multi-disciplinary cooperation.** Cooperation between the multiple bodies involved in organising, funding and delivering ECEC is essential to support provision of quality ECEC to all children. This is particularly crucial to address the needs of displaced families. An efficient coordination system should therefore be set up between public services specialised in early childhood development, such as prenatal, postnatal and preventative healthcare services, social and health services, services welcoming displaced people and other refugees and migrants, educational authorities and providers, community centres and NGOs. To support an equitable response to all refugee and migrant children, additional coordination could be useful to address the multiple levels of governance, in particular in countries where ECEC falls under the responsibility of different ministries. Special considerations should be given to the

inclusion of children with disabilities, including mental disabilities, and their families, and to strengthening referral systems.

- **Strengthening support between ECEC and parents/caregivers**: When providing education and care to very young children, liaising with parents/caregivers is essential to support the child's well-being and development, and it is even more crucial when both the parents and their children have experienced war and trauma. National and local authorities and ECEC providers could consider taking special measures to support parents / caregivers to care for their children and to attend to their own well-being (such as parent support programmes, mothers' groups, an information sharing channel and referral systems for children with disabilities).

Examples of inspiring practices

There is a wealth of projects that focus on **supporting the inclusion of displaced children in education** and some schools are already implementing many of the recommended actions. The sample selected below, illustrates some of the aspects highlighted in this document for further inspiration. They provide practical tools, resources, and approaches which can be further adapted to local realities. These practices could be analysed during specific sessions of the dedicated Working Group Schools with a view to implement the EU Education Solidarity group for Ukraine in the field of school education. Most of these practices are included in the European Toolkit for Schools[94] where you will find additionally a range of materials and good resources to support schools in introducing more holistic and collaborative approaches to teaching and learning. An Editorial Board evaluates those resources and the Toolkit's content is being constantly updated.

1. **The Including Children Affected by Migration (ICAM) programme. A guide and resources for schools including displaced Ukrainian children in their community**

The ICAM (Including Children Affected by Migration) programme is an Erasmus+ programme designed to ensure that children who have been affected by migration can access education. The programme helps schools to create a safe and secure environment for children affected by migration to enable them to take full advantage of their education. ICAM is designed to ensure that children who have been affected by migration can access education. The programme helps schools to create a safe and secure environment for children affected by migration to enable them to take full advantage of their education.

ICAM aims to achieve inclusion and better learning conditions through enhancing a climate of "Convivencia" (a Spanish term roughly translated as 'living in harmony' and used to designate a positive climate), raising awareness among school staff, families and others on the rights of children affected by migration, and providing additional support for children's Social and Emotional Learning (SEL). The programme trains and supports school staff with a talent for promoting child social and emotional well-being to lead a whole school development designed to make lasting improvements to the inclusion in schools for 10.5 million of the most disadvantaged and needy children in Europe so that they can access the quality education which is their right under the European Child Guarantee.

The ICAM resource pack assists schools to prepare and provide support for schools across Europe to help welcome and include Ukrainian children in 5 essential areas:

- Understanding the experiences of refugee children and their possible effects.
- Effective whole school support for the induction of displaced children.
- Restoring social and emotional well-being
- Ensuring safety and responsible behaviour in school and when using the internet.
- Forming a partnership with parents /carers for ongoing social and emotional well-being at home

94 https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools.htm

***More info – Related links*:**

- ICAM Website[95]
- ICAM presentation[96]
- ICAM Resource Pack[97]
- ICAM videos[98]

2. Psycho-social support for adolescent refugees and migrants in schools

The project, co-funded under Horizon 2020 carried out by seven partners in six European countries, developed interventions to promote the well-being of displaced adolescents in schools. Its overall objective is to further implement the evidence-based role of preventive, school-based interventions in promoting refugee and migrant adolescents' mental well-being, and how they can be implemented in diverse educational settings.

Interventions:

a) An **In-Service Teacher Training (INSETT) intervention** to enhance teachers' insight into how displaced /migration experiences may impact young people's psycho-social well-being and school functioning upon resettlement in a new country. INSETT aims at increasing teachers' competencies and skills in supporting refugee students' mental and psycho-social well-being, as well as promoting their inclusion and belonging in school.
INSETT consists of three interrelated course modules, i.e., two collective seminars and one individual online course in between:

1. A joint introductory seminar (whole-day seminar) with lectures, group work and exchange of experiences
2. Augeo online course "Providing psycho-social support to refugee young people" (4-5 hours): this individual online course consists of 8 sections. Each lecture deals with a special theme, including theory, case histories, exercises and recommendations for further reading.
3. A final 'follow-up' seminar (whole-day seminar)

INSETT course material is available in English and the Augeo online course 'Providing psycho-social support to refugee young people' is available in English, Dutch, Finnish, German, Norwegian and Swedish.
https://refugeeswellschool.org/intervention/intervention-test/[99]
https://www.augeo.nl/en/internationaal-providing-support-to-refugee-children/[100]

95 https://www.icamproject.eu/
96 https://www.csee-etuce.org/images/attachments/18062019_ICAM_network_Gonzalo_Santamaria_Aurel_Graur.pdf
97 https://www.icamproject.eu/urgent-support-for-european-schools-welcoming-ukrainian-child-refugees/
98 https://www.icamproject.eu/videos/
99 https://refugeeswellschool.org/intervention/intervention-test/
100 https://www.augeo.nl/en/internationaal-providing-support-to-refugee-children/

b) A **"Welcome to School" intervention** was developed by the Pharos Refugees and Health Knowledge Centre (the Netherlands), with support from the European Refugee Fund. It consists of discussion sessions that bring refugee and migrant adolescents together under the guidance of a teacher. Emphasizing non-verbal techniques, such as drawing and drama exercises, the aim is for the adolescents to discover mutual difficulties and identify opportunities to co-construct solutions and ways forward - fortifying the social support networks of these young newcomers. The 15 weekly sessions are clustered into five units: (1) Introduction; (2) My country and the host country; (3) Me and the people around me; (4) Important things; and (5) Towards the future together. The units seek to build bridges between the past, the present and the future. https://refugeeswellschool.org/intervention/example-intervention/ [101]

c) **Teaching Recovery Techniques intervention** (TRT) + In-Service Teacher Training (INSETT) is a combination of INSETT, a universal teacher-mediated psycho-social intervention (cf. supra), and the Teaching Recovery Techniques (TRT) program, a targeted intervention that involved cognitive-behavioural and psycho-educational elements. The rationale for the combination is a layered provision of services to trauma-affected adolescents. Some refugee adolescents suffer from severe mental health problems, such as posttraumatic stress disorder (PTSD), and are in need of targeted interventions. TRT is a manualized intervention developed by the Children and War Foundation, aiming to reduce PTSD symptoms, increase resilience, stabilize trauma reactions, and provide practical techniques and strategies for adolescents to deal with traumatic memories, physical and behavioural arousal, and withdrawal. TRT consists of seven 90-minute-long sessions for adolescents and two for their caregivers. TRT is to be given by a trained TRT-facilitator. TRT-manual is available in English**.**
https://refugeeswellschool.org/intervention/teaching-recovery-techniques-in-service-teacher-training[102].
https://www.childrenandwar.org/projectsresources/manuals/ [103]

d) A **"Classroom Drama" intervention** is a nine-week drama workshops where displaced and migrant adolescents in multi-ethnic schools work around the construction of group stories that support the construction of identity and meaning, aiming to establish bridges between past and present and to engage with themes of migration, exclusion, pluriform identities and cultural adaptation in host societies. The intervention is based on Boal's forum and Fox' playback theatre and was developed and previously studied at McGill Transcultural Psychiatry. It targets refugee and migrant adolescents' well-being, as well as the quality of classroom relations, and is carried out by an external creative team entering the school context.
https://refugeeswellschool.org/intervention/classroom-drama-intervention/ [104]

e) A **'Peer Integration and Enhancement Resource' (PIER) intervention** aims to enhance peer interactions between 'host' society and migrant and refugee adolescents in schools. The direct target group is adolescent students (aged 11-16) in mainstream classes from diverse backgrounds, including refugee, migrant, and 'host' society

101 https://refugeeswellschool.org/intervention/example-intervention/
102 https://refugeeswellschool.org/intervention/teaching-recovery-techniques-in-service-teacher-training/
103 https://www.childrenandwar.org/projectsresources/manuals/
104 https://refugeeswellschool.org/intervention/classroom-drama-intervention/

adolescents. Each PIER session aims to build understanding and to increase empathy among young people by exploring issues such as reasons for displacement, migrant and refugee journeys, the asylum-seeking process, and social challenges and opportunities in the host country. The PIER intervention has three key phases. The initial session in Week 1 explores students' own views on networks and groups. In Weeks 2-7, students engage in activities aimed at enhancing contact and friendship. The final session in Week 8 encourages young people to reflect on their views and to think about a variety of ways in which they might support positive changes in the school. The PIER manual (available in English) provides guidance on how to establish a 'safe space' for enquiry and discussion before the program begins. PIER can be executed by a trained facilitators, the teacher or another school staff member. https://refugeeswellschool.org/intervention/pier-intervention/ [105]

f) **Additional intervention for younger children: Creative arts-based expression program for primary school children** [106] is an eight-to-twelve week creative expression workshop in which refugee and migrant primary school children in multi-ethnic schools are invited to work with stories of (forced) migration in both verbal and non-verbal modalities, guided by a professional creative team of one or two members (e.g. creative therapist, art therapist). The program was developed at McGill University's Department of Social & Transcultural Psychiatry and designed to support refugee and migrant students in multiethnic elementary schools to improve their well-being. An implementation in Belgium (KU Leuven & UGent University) showed the intervention improves classroom relationships and supports significant symptom reduction in those children with elevated levels of posttraumatic distress. The program combines activities of storytelling and drawing in both individual and collective work to allow children to express themselves and their experiences in the classroom. Furthermore, the intervention aims to promote family-school interaction, through inviting children to collect stories from parents' home countries in their homes, and working around those stories within the classroom workshop. The intervention can be implemented in a language of choice; a basic level of shared language between the creative team and children is required. The manual is available in French and can be downloaded for free via:
https://sherpa-recherche.com/wp-content/uploads/Expression-cr%C3%A9atrice-_-Art-et-contes.pdf [107]

More info – Related links:

- RefugeeWellSchool website[108]
- RefugeeWellSchool Interventions[109]
- RefugeeWellSchool news and publications[110]

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105 https://refugeeswellschool.org/intervention/pier-intervention/

106 This intervention is not included in the RefugeeswellSchool project as it addresses a different age range (primary school children). It has however been implemented by some of the RefugeeswellSchool partners in Belgium.

107 https://sherpa-recherche.com/wp-content/uploads/Expression-cr%C3%A9atrice-_-Art-et-contes.pdf

108 https://refugeeswellschool.org/about/

109 https://refugeeswellschool.org/interventions/

110 https://refugeeswellschool.org/news-and-publications/?categories=6

- Teaching Recovery Techniques[111]
- PIER Intervention video[112]

3. REFUGE-ED: Effective practices in education, mental health and psycho-social support for the integration of displaced children

Education, well-being, and a sense of belonging are essential to all children's development. Child displaced and asylum seekers are no exception. For them, there is even more at stake – namely their successful integration in their new homelands and communities.

REFUGE-ED brings together two fields of expertise: education and mental health and psycho-social support (MHPSS) in humanitarian settings to improve academic achievement and the dynamic integration of migrant, displaced and asylum-seeking children.

In close collaboration with children and families, communities, civil society organisations, local service providers, schools, and teaching staff – including school counsellors or other focal points focusing on MHPSS needs in the educational arena – and policymakers, the project will develop a catalogue of educational practises that can be scaled and adapted to fit specific contexts and needs

More info – Related links:

- https://www.refuge-ed.eu/[113]

4. Migrant Children and Communities in a Transforming Europe

MiCREATE project's objective is to stimulate inclusion of diverse groups of migrant children by adopting child-centred approach to migrant children integration on educational and policy level. Stemming from the need to revisit the existing integration policies, the research project aims at comprehensive examination of contemporary integration processes of migrant children in order to enhance their agency, participation and well-being.
MiCREATE activities produced various outcomes aimed at building the capacity, and awareness of teachers and education staff, as well as professionals and other adults who regularly come into contact with migrant children, to better assess risks and meet the specific needs of migrant children in host societies.

The project developed an Integration Lab proposing novel ways for stimulating integration of migrants, fostering the values of inclusive societies and tolerance among all children in educational systems.

111 https://www.schooleducationgateway.eu/downloads/Toolkit/RWS-TRT-introduction.mp4
112 https://www.schooleducationgateway.eu/downloads/Toolkit/RWS_PIER.mp4
113 https://www.refuge-ed.eu/

In the integration lab two information-communication (IC) tools are developed to stimulate language learning, creativity, expression and the participation of all children and to provide innovative ways of addressing cultural dialogue in schools:

- digital storytelling application
- awareness raising application

In line with specific requirements and circumstances connected to the framework of the integration of migrant children, the objective is to develop a toolkit for teachers, which will contribute to their capacity building in relation to diversity management, multicultural education and a child-centric approach. The Integration Lab develops guides for teachers dealing with:

- multicultural education and diversity management;
- preventing inter-ethnic conflicts in the school environment;
- art-based practices and measures for promoting inclusion;
- migrants' conceptualization of well-being;
- organization of everyday school life.

The Integration Lab entailed the establishment of a Children Advisory Board, consisting of migrant children from different schools included in the fieldwork research activities. The Children Advisory Board participated in Integration Labs already in the stage of developing the practices.

The project has also developed a Policy Lab to translate subjective children's views and their understanding of well-being into policies that tend to deal with objective measures and indicators of integration and to develop child-centred migrant integration policy based on adjustability, flexibility, contextuality, and migrant children participation.

More info – Related links:

- MiCREATE website[114]
- MICREATE videos[115]
- Policy recommendations video[116]
- MICREATE Reports[117]

5. Children Hybrid Integration: Learning Dialogue as a way of Upgrading policies of Participation

CHILD-UP aims to provide schools, social services, reception centres, education and mediation agencies, and policy makers with knowledge about dialogic methods that can support professionals working with migrant children. The project combines innovation with well-proven traditions, enhancing the understanding of how to contribute to participative learning, integration, high-quality education, and protection.

CHILD-UP conducts research the level of integration of migrant children in Europe and their social condition with the primary aim of proposing an innovative approach to improving these conditions. In this shifting of perspective, children's agency – a specific form of

114 http://www.micreate.eu/index.php/about-common/#objectives
115 https://www.youtube.com/channel/UCo0Q8uoOZHV1HBTGjSc1d8w/videos
116 https://www.youtube.com/watch?v=2uJzn1mhvjQ
117 http://www.micreate.eu/index.php/reports/

participation – represents the real keystone to improving children's psycho-social well-being and set the child at the centre of their self-empowerment.

CHILD-UP highlights the importance of the relationship between children's agency on the one hand and dialogic interactions between children and children and adults on the other. CHILD-UP aims to show that adults facilitating this dialogic interaction offers migrant children the opportunity to change their own social condition through exercising their agency. In CHILD-UP, integration is considered hybrid and is based on contributions of both migrant and non-migrant children.

CHILD-UP is a Horizon 2020-funded project and is coordinated by the University of Modena and Reggio Emilia.

More info – Related links:

- Project website[118]
- Project outcomes[119]
- Project archive of materials, with PSW and username[120]

6. Integration mapping of refugee and migrant children (IMMERSE)

IMMERSE aims to enhance the socio-educative inclusion of displaced and migrant children in Europe in order to foster the construction of inclusive and cohesive societies.

IMMERSE main goal is to define a new generation of indicators on the integration and socio-educational inclusion of displaced and migrant children in Europe.

IMMERSE aims to incorporate all relevant stakeholders (children and their families, researchers, NGOs, policymakers, educators or learning institutions) in the co-creation and validation of a dashboard of indicators. This will lead to data that best reflects the particular needs and expectations of the relevant stakeholders.

IMMERSE researchers will collect and monitor data related to the selected indicators from children age 6-18 years old in 6 European countries: Belgium, Germany, Greece, Ireland, Italy and Spain. IMMERSE will develop an innovative and ICT-supported solution to carry out data collection (onboarding platform) and data visualization and analysis (dashboard of indicators).

More info – Related links:

- https://www.immerse-h2020.eu/[121]

118 https://www.child-up.eu/
119 https://www.child-up.eu/project-outcomes/
120 https://movio.child-up.eu/it/1/home
121 https://www.immerse-h2020.eu/

7. "EDINA - Education of International Newly Arrived migrant pupils"

EDINA EDucation of International Newly Arrived migrant pupils

Erasmus+ co-funded project "**EDINA - Education of International Newly Arrived migrant pupils"** developed by policymakers, schools and researchers from Finland (Helsinki), Belgium (Ghent) and The Netherlands (Rotterdam and Utrecht). The main objective of EDINA is to provide support to municipalities, schools and teachers in the reception and the integration of newcomer pupils into primary and secondary school education. There are tools for **reception, observation, differentiation, assessment and communication**.

***More info – Related links**:*

- Edina | The EDINA-toolkit! (edinaplatform.eu)[122]

8. The Language Friendly School



The "Language Friendly School" network operates within formal primary and secondary education settings. This programme is an initiative of the Rutu Foundation for Intercultural Multilingual Education, a non-profit organisation based in Amsterdam, the Netherlands. The programme started in 2019 and since then it has been implemented in ten schools in the Netherlands, one school in Spain, one school in Canada, and one school on the Island of Saba, the Netherlands. The Language Friendly School concept aims to address **the increasing multilingualism present in schools and societies due to migration flows.** Within a Language Friendly School, all languages spoken by students, parents, and other school stakeholders are welcomed and valued. The practice applies a bottom-up whole school approach that is adjusted to the context of the school by developing a language plan that involves all school members (i.e., students, teachers, and the rest of the school staff). This plan is adapted to meet the school's own needs and aims at creating an inclusive and language friendly learning environment for all students. The Language Friendly School programme does not provide a blueprint of what schools should do. Rather, it assesses what schools need and what they can realistically accomplish. By connecting with other Language Friendly Schools, a Language Friendly School can share good practices and teachers can be inspired to take initiative. Being part of the network of Language Friendly Schools provides access to an online portal with practical and academic resources, videos and webinars on multilingual teaching strategies. Additionally, the network's online portal also provides a space for schools to exchange experiences and ideas. Rutu foundation was a consortium partner in project EDINA.

More info – Related links:

- Welcoming all languages - Language Friendly School[123]

[122] https://edinaplatform.eu/en
[123] https://languagefriendlyschool.org/

9. Dannewerkschule Schleswig

Dannewerkschule Schleswig, Germany is a comprehensive lower secondary school offering grades 5-10, to students aged 10-17. The school gathers 600 students, 70 teachers and additional staff, with a range of different certifications. 130 students have a migratory background: a good part of them are displaced children, learning German as a second language. About 40 of them have the basic level in a „DaZ-class"(D – German/ a – as/ Z – second language), some of them not yet literate.

The school's mission statement is: encourage – discover – develop. The school aims to be a place of learning where students with their talents and different personalities are welcome. The Dannewerkschule stands for joint, digitally assisted, academically and pedagogically challenging learning, using a wide blend of learning environments and tools.

More info – Related links:

- DWGS goes Brüssel / Dannewerkschule Schleswig (dannewerkschule-schleswig.de)[124]

10. IENE KNOWLEDGE HUB - Migrants and refugees

The overall goal of this Erasmus+ co-funded project was to create an online curriculum, including learning tool for health professionals and volunteers, involving academics, educators and civic society, to enable them to provide support on parenting and child-family health care under unique and difficult conditions. The target groups included health and social care professionals, and volunteers that are working with migrant and displaced families and children. Overall, the project created 20 online learning tools for professionals, volunteer and parents and collected 27 stories from parents mostly from Syria, Afghanistan and Iraq. All these resources are available on the multilingual Knowledge Hub. The project enhanced the development of intercultural competences in professionals and volunteers, all of which contributed to the development and implementation of project activities.

***More info – Related links**:*

- http://www.ienedisplacedhub.eu/[125]

11. SHARMED: Shared Memories and Dialogue

SHARMED was an action-research project running from 2016–2018 that brought about an innovative learning experience to more than 1,000 children aged 9–11 in three countries. Photographs and other visual materials were used to spark dialogue around personal, family, and community memories and to teach children about cultural diversity in a respectful way.

Funded by the Erasmus+ programme, SHARMED had three aims:

124 https://www.dannewerkschule-schleswig.de/DWGS-goes-Br%C3%BCssel/
125 http://www.ienerefugeehub.eu/

1. To lead children to understanding that difference is not negative but is very natural and valuable. SHARMED aimed to empower children in expressing their differences and being open to other people's differences.

2. To encourage teachers to take advantage of the diversity of their pupils, which is usually perceived as an obstacle rather than an opportunity. SHARMED wanted to stimulate a change in perspective to inspire teachers and support them in adapting the instruments developed by SHARMED to foster a more inclusive education.

3. To promote innovation in teaching practices, presenting the results of the evaluative research to different stakeholders.

More info – Related links:

- SHARMED website[126]
- SHARMED Training Package[127]
- MOOC[128]
- Guidelines for SHARMED-like projects[129]
- SHARMED Evaluation package[130]

12. AFYA

AFYA stands for 'Health & Well-being' in Arabic and Swahili. The project aims to promote the holistic health of people with refugee and migration experiences and work responsibly and confidentially with sensitive topics related to trauma and mental health.
The AFYA team are composed of health professionals with experience in refugee welfare and support. The project runs various projects for children and young people such as "Strengthening Forces – Coping with Trauma" which is an 8 week in school programme that helps refugee children and teens gain control over stress.The groups are led by trained, native-speaking trainers.
AFYA's current components include:

- Programmes for children and young people ("Strengthening Forces") (It is an eight-week training programme to help children and young people gain control of their stress symptoms.
- Health circles – (mentors lead small weekly groups, also runs online)
- Parenting courses and trauma management
- Programmes in mother tongue of refugees

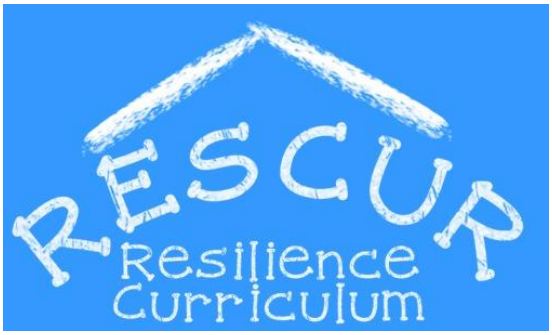
More info – Related links:

- Resource in the European Toolkit for Schools[131]

126 https://www.sharmed.eu/
127 https://www.sharmed.eu/uk-international/learning-platform/training-package/
128 https://www.sharmed.eu/uk-international/learning-platform/mooc/
129 https://www.sharmed.eu/uk-international/guidelines/guidelines-for-sharmed-like-projects/
130 https://www.sharmed.eu/uk-international/guidelines/evaluation-package-for-sharmed-like-projects/
131 https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=29429

- AFYA website[132]
- AFYA evaluation[133]
- Teaching Recovery Techniques Evaluation (English)[134]

13. Rescur Surfing the Waves



RESCUR Surfing the Waves is a universal resilience building programme for early years and primary school children developed by six European partners as part of an EU project. It aims to develop the resilience and well-being of disadvantaged and marginalised children such as migrant and displaced learners through structured activities implemented by the classroom teachers in collaboration with parents. The activities address such topics as building relationships, developing a growth mindset, developing self-determination, identifying one's strengths, and turning challenges into opportunities. The programme has been translated into 10 languages and is in use in schools across Europe.

More info – Related links:

- Resource in the European Toolkit for Schools [135]
- Project website[136]
- Project video[137]

14. Promoting the Integration of Migrants and Refugees in and through Education



'Promoting the Integration of Migrants and Refugees in and through Education' aims to support education unions and activists to develop advocacy activities in favour of newcomers' rights.
Education International developed a toolkit that provides guidelines for educators and education unions on designing inclusion plans for migrants and refugees, and for schools on managing diversity and empowering migrants and refugees.

132 https://www.afya.at/index.php
133 https://www.afya.at/media/files/evaluation-intercultural-health-promotion-2020_miller-sandra.pdf
134 https://www.afya.at/media/files/afya-evaluation-2019-kurzfassung-englisch.pdf
135 https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools.htm
136 https://www.rescur.eu/about-the-project/
137 https://www.youtube.com/watch?v=_oiCcM_Xan4

- The toolkit can support both unions without previous experience in this domain and those that are willing to further develop their activities with regard to migrants and refugees. It can be used at different levels of the organisation and enables them to:

- Understand the phenomenon of migration and forced displacement worldwide and the challenges it poses in relation to the education sector.
- Understand and defend refugees' and migrants' rights as protected by international, regional and national law.
- Develop activities in favour of migrants and refugees' rights at national and local levels. Challenge the predominant negative narrative about migration and refugees.

More info – Related links:

- Information about the toolkit[138]
- Information about EI's work on migrant and refugee inclusion[139]

15. E-COURSE project – Enhancing the participation of migrant and refugee children

https://www.rescur.eu/about-the-project/

The E-COURSE project aims at enhancing the access, participation and learning performance of newly arrived migrants and refugee children in primary school education in Germany, Greece, Italy, France and Cyprus as well as at a European level in order to promote their overall integration in the host societies.

The project will help teachers and school staff in addressing the learning needs of migrant and refugee children and provide them with valuable skills and tools to do so. The project will contribute to the enhancement of participation and improvement of performance of newly arrived migrant and refugee students in primary schools, thus tackling the early school leaving.

The projects outputs include:

- Learning modules - for teachers and school staff for effectively addressing equity, diversity and inclusion;
- A School Support Platform - to facilitate schools in supporting the active participation of migrant and refugee children and the collaboration among all members of the school community.

More info – Related links:

- Project website[140]
- School Support Platform[141]
- Teachers Handbook[142]

138 https://www.ei-ie.org/en/item/25269:promoting-integration-of-migrants-and-refugees-in-and-through-education-toolkit

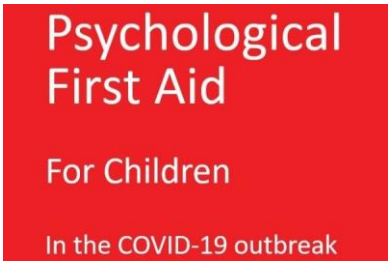
139 https://www.ei-ie.org/en/dossier/1265:education-for-inclusion-promoting-the-rights-of-migrants-and-refugees

140 https://e-course.eu/the-project/

141 https://learning.e-course.eu/

142 https://e-course.eu/media/E-COURSE_teacher_handbook.pdf

16. Psychological First Aid for Children package



This training introduces participants to psychological first aid (PFA) for children. The training has been developed for staff and volunteers working with psycho-social 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.

The training 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 training module is one of four on psychological first aid, which accompany a set of materials on PFA. These include: an introductory book called *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies* and a small booklet, *A Short introduction to Psychological First Aid for Red Cross and Red Crescent Societies.*

More info – Related links:

- Psychological First Aid for Children resource[143]

17. Psycho-educational materials on war and stressful situations

The Reference Centre for Psycho-social Support (PS Centre) works under the framework of the International Federation of the Red Cross and Red Crescent (IFRC) and has developed materials addressing children's distress and anxiety about war: a guide on how to talk to children about war and an infographic on reactions to distressing situations.

1 – The guide 'How do you talk to children about war?' can be used by parents and caregivers with children directly affected by conflict and for children who may have friends in conflict settings. It can be used as a guide to help parents support and care for their children who may be struggling to find explanations after watching disturbing images on TV or on social media, it can be used by Red Cross Red Crescent volunteers providing support to conflict affected families and children, and by staff and volunteers manning hotlines and helplines. Available in English, Polish, Ukrainian, Russian and Romanian.

[143] https://pscentre.org/?resource=online-pfa-training-for-covid-19-additional-module-pfa-for-children&selected=single-resource

2 – An infographic Common reactions to distressing situations and extreme stress describes the physical, mental, emotional, interpersonal and behavioral reactions to extreme stress and distressing events as well as common reactions in children. Available in English and Polish.

More info – Related links:

- Guide to talk about war[144]
- Infographic on reactions to distressing situations[145]

18. Fleeing Ukraine: Protection for children – child helplines

The European Commission's website Fleeing Ukraine: Protection for children informs about the rights of children arriving from Ukraine, child helplines and missing children hotlines. Child helplines provide psychosocial support and information to children, and to adults calling on behalf of children. The harmonised number for Child helplines (116 111) is operational in 24 EU countries, in addition to several non-EU countries, including Ukraine.

Missing Children Europe also offers information on how to report missing Ukrainian children across Europe, on publicity appeals on Ukrainian children currently reported missing across borders in the EU and on resources to support missing children and their families fleeing.

More info – Related links*:*

- Fleeing Ukraine: Protection for children website [146]
- Missing children Europe website[147]

19. Safe Healing and Learning Space Toolkit

The Safe Healing and Learning Space (SHLS) Toolkit provides frontline humanitarian staff with practical implementation guidance, adaptable sample tools, comprehensive training materials, and scripted instructional content. Resources are provided for a 9-month programme, and are applicable in both rural and urban areas, based on locally defined needs and priorities.

The SHLS Approach is based on the International Rescue Committee's Families Make the Difference and Healing Classrooms approaches to child protection and education, and has been developed around 4 elements:

144 https://pscentre.org/?resource=how-do-you-talk-to-children-about-war&wpv_search=true&selected=single-resource

145 https://pscentre.org/?resource=common-reactions-to-distressing-situations-and-extreme-stress&selected=single-resource

146 https://ec.europa.eu/info/strategy/priorities-2019-2024/stronger-europe-world/eu-solidarity-ukraine/eu-assistance-ukraine/information-people-fleeing-war-ukraine/fleeing-ukraine-protection-children_en

147 https://missingchildreneurope.eu/hotline-116-000/

- Children need supportive and responsive relationships with adults to mitigate the effects of severe and prolonged adversity.
- Routines are particularly important for children affected by violence and displacement to feel a sense of control and predictability.
- A strong emphasis on child protection is needed to ensure that children's experience in the SHLS is free from all forms of violence and harm.
- Instructional content for children must be designed to build foundational and developmentally appropriate skills in social-emotional learning, reading, and math, and to achieve measurable outcomes.

***More info – Related links**:*

- SHLS website[148]
- SHLS resources[149]
- Orientation on Basic Psychological First Aid (PFA) in times of conflict and uncertainty[150].

20. The Children's Resilience Programme: Psycho-social support in and out of schools



The Children's Resilience Programme recognizes that children's well-being is influenced by their interaction with their parents and caregivers, their peers and with others in their community. It covers all these areas of children's lives to help improve their well-being and their resilience through children's workshops that focus on supporting the children's inner strengths and their social interactions.

As a whole, the programme involves working with the entire community to identify ways to improve the environment the children live in, and especially to improve child protection systems. A Booklet is made available to describe how activities in the children's resilience programme can be used both within formal school settings and out of school in all kinds of child friendly spaces.

Another resource is Programme Manager's Handbook for those with limited experience in children's resilience programmes, as well as for staff and volunteers who are interested in gaining more knowledge of programme planning and management.

148 https://www.mhpss.net/toolkit/mhpss-and-eie/resource/safe-healing-and-learning-space-toolkit
149 https://www.edu-links.org/resources/safe-healing-and-learning-spaces-toolkit
150 https://pscentre.org/?resource=orientationon-psychological-first-aid-in-times-of-conflict-and-uncertainty&wpv_search=true&selected=single-resource

The Psycho-social Centre of the International Federation of the Red Cross and Red Crescent Societies (IFRC) and Save the Children has developed these and many other materials for the programme.

More info – Related links:

- Children's Resilience Programme - Booklet[151]
- Programme Manager's Handbook[152]
- More resources[153]

21. Support for Empowerment and Integration of Refugee Families (SOFIE)

SOFIE was a 2.5 year-long Erasmus+ project that addressed the European-level need of social integration of refugee families, as one of the most vulnerable targets to the host societies. Project partners from Austria, Italy, Cyprus, Turkey, and Sweden came together to promote professional, social and cultural integration of migrants and refugees.

To this end, the projects worked to:

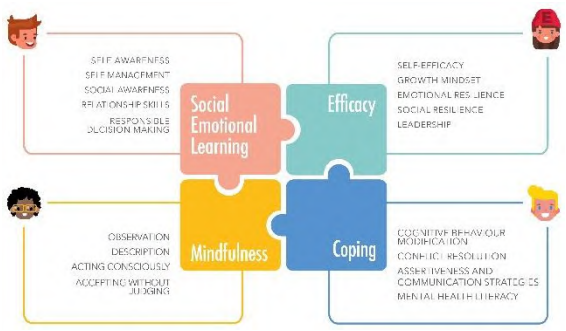
- Create a holistic set of tools, guides of best practice and curricula for trainings to support the inclusion process the most effectively.
- Support mother and child interaction for the learning process of second language.
- Increase the training of trainers and volunteers working with refugees.
- The project results include:
- Guidelines for Best Practice of Inclusion based on needs analysis of refugee families.
- Training for mothers and children focused on fostering language skills and integration of refugee families.
- Trainers training for adult educators, second language teachers, social workers and trainers working with refugee women and children.
- A guide for best practice and online training for buddying/mentoring.

More info – Related links:

- Project website[154]

151 https://pscentre.org/?resource=crp-understanding-childrens-wellbeing-english&selected=single-resource
152 https://pscentre.org/?resource=crp-programme-managers-handbook-english&selected=single-resource
153 https://pscentre.org/publication/childrens-resilience-programme/?selected=publication-archive
154 https://support-refugees.eu/

22. Preventive Resilience Intervention – UPRIGHT



With mental health issues having been multiplied among young people on a global scale, UPRIGHT is a project that teaches the skills needed for good physical and mental health. It is being implemented in schools, and early adolescents, their families, and all school staff of the participating schools are involved.

UPRIGHT is a research project funded by the EU's Horizon 2020 programme. The acronym stands for "*Universal Preventive Resilience Intervention Globally implemented in schools to improve and promote mental Health for Teenagers*". The aim of the project is to develop a mental well-being culture in Europe, by co-designing, delivering and validating a training programme on mental resilience through a whole-school approach. The programme was designed by psychologists, psycho-pedagogues, methodologists, and ICT experts from around Europe.

UPRIGHT is based on four main components: coping, efficacy, social and emotional learning, and mindfulness. For each component, there is a theoretical part, followed by a practical one. By putting these skills into practice in their everyday life, pupils improve their own well-being, and that of their families.

More info – Related links:

- Project's webpage[155]
- Project's video[156]

23. Pharos

PHAROS
EXPERTISECENTRUM GEZONDHEIDSVERSCHILLEN

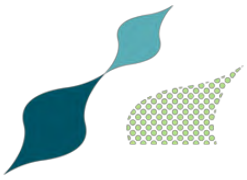
The Pharos programme in the Netherlands and UK seeks to prevent psycho-social difficulties amongst refugees and asylum seekers and promote their mental health and resilience through a set of activities with small groups of conflict-affected children and young people in schools. The activities address such topics as self-awareness, identity formation, social skills, relationship building and issues of discrimination and exclusion.

More info – Related links:

- Project website [157]

155 https://uprightproject.eu/
156 https://www.youtube.com/watch?v=vEqFLWFp8qk
157 https://www.pharos.nl/

24. **Barn i väntan (Children waiting) and Barn i start (Children starting)**



Barn i väntan (Children waiting) and Barn i start (Children starting) are programmes for 7-18 year old asylum seekers and refugees attending schools in Sweden. Students make use of group activities to express their personal stories through dialogue or art and reflect on their shared experiences. Through this exchange learners become more aware of their emotions and develop a positive self-esteem.

More info – Related links:

- Project website[158]

25. Multilingual programme Studi/Binogi

In the context of harnessing the potential of digitalisation in education, many countries are developing digital tools that could facilitate multilingual learning, e.g. Multilingual programme Studi/Binogi. This is an online system developed in Sweden that is designed to support students in gaining access to and learning curriculum content in a way that enables multilingual content-integrated learning. Curriculum content is presented through short animated modules that are narrated both orally and in written form (subtitles) in multiple languages.

More info – Related links:

- Programme website[159]
- Case study[160]

158 https://www.linkoping.se/omsorg-och-hjalp/integration-och-invandring/barn-i-vantanbarn-i-start/

159 https://www.binogi.com/

160 European Commission, Directorate-General for Education, Youth, Sport and Culture, Szőnyi, E., Siarova, H., Le Pichon-Vorstman, E., The future of language education in Europe : case studies of innovative practices : analytical report, Publications Office, 2020, https://data.europa.eu/doi/10.2766/478776

Additional sources

- Articles, resources and professional development opportunities to support the integration of displaced children from Ukraine into education can be found on the School Education Gateway [161]. It also includes a list of online resources in Ukrainian [162], and a link to the eTwinning platform [163] that supports networking among teachers and students, including on displaced education.
- Inclusion of young refugees and migrants through education [164] preparedby the members of the ET 2020 Working Group on Promoting Common Values and Inclusive Education. Other fiches prepared by the same working group (such as Citizenship Compendium [165] of inspiring practices on inclusive and citizenship education, Building bridges through inclusive and cross-border history education[166], Uses and abuses of (modern) media[167]) can also be relevant in the current context.
- Integrating Asylum Seekers and Refugees into Higher Education in Europe: National Policies and Measures[168]: this 2019 report shows how national systems are able to respond to the needs of asylum seekers and refugees in higher education. While there is a strong potential demand for higher education among refugees and many have previously been enrolled in university programmes in their home country, it cannot be taken for granted that this demand is easily met. This report can also bring useful lessons for today, to support displaced persons from Ukraine who were students or researchers until just a few weeks ago.
- Eurydice policy brief on integrating students with a migrant background in schools in Europe[169] presents an analysis of some of the key policies that can enable schools to welcome students from diverse linguistic and cultural backgrounds and to take into account students' social and emotional needs in order to encourage their learning and development
- The Potential Economic Benefits of Education of Migrants[170] in the EU report of the European Expert Network on Economics of Education (EENEE) highlights that education is key to help migrants break out of social and economic disadvantage. Public spending on education of migrants can be a profitable social investment: it may yield long-term economic returns through accelerated growth and better sustainability of public finances. Closing gaps in language, cultural knowledge, and skills early is especially profitable. However, the authors also highlight that there are no "one size fits all" policies for better education of migrants, as populations with immigrant background in the Member States are highly diverse.
- School Segregation of Immigrants and its Effects on Educational Outcomes in

161 https://www.schooleducationgateway.eu/en/pub/latest/news/education-support-ua-refugees.htm
162 https://www.schooleducationgateway.eu/en/pub/latest/news/online-ed-resources-ua.htm
163 https://www.etwinning.net/en/pub/newsroom/highlights/-etwinning-supports-ukrainian-.htm
164 https://op.europa.eu/en/publication-detail/-/publication/b3f7e61d-9ef7-11ea-9d2d-01aa75ed71a1/language-en/format-PDF/source-133040772
165 https://op.europa.eu/en/publication-detail/-/publication/2edab132-7fbe-11eb-9ac9-01aa75ed71a1
166 https://op.europa.eu/en/publication-detail/-/publication/334832ee-ba79-11ea-811c-01aa75ed71a1
167 https://op.europa.eu/en/publication-detail/-/publication/cd9faea8-ba77-11ea-811c-01aa75ed71a1/language-en/format-PDF/source-search
168 https://eacea.ec.europa.eu/national-policies/eurydice/content/integrating-asylum-seekers-and-refugees-higher-education-europe-national-policies-and_en
169 https://eacea.ec.europa.eu/national-policies/eurydice/content/integrating-students-migrant-backgrounds-schools-europe-national-policies-and-measures_en
170 https://eenee.eu/en/resources/library/the-potential-economic-benefits-of-education-of-migrants-in-the-eu/

Europe[171] report of the European Expert Network on Economics of Education (EENEE) points out that the flow of immigrants into Europe has increased sharply in recent years, leading to an increase in the share of immigrant pupils in schools. Immigrants usually concentrate in less affluent neighbourhoods, and natives tend to abandon schools with a high share of immigrants in favour of institutions with fewer or no immigrants, reinforcing segregation patterns. The existing evidence indicates that both natives and immigrants benefit from a lower share of immigrant students in the class or school.

- The Toolkit for inclusive Early childhood education and care[172] includes a section on approaches to provide ECEC to displaced children. Further sources are the 2019 Council Recommendation for high-quality ECEC systems that recognises that displaced children, due to their vulnerable situation, need enforced support.

- Eurydice report Integrating students from migrant backgrounds into schools in Europe - Publications Office of the EU (europa.eu)[173] investigates what top-level education authorities across Europe do to promote the integration of students from a migrant background in schools (in the reference year 2017/18). It presents a comparative mapping of a wide range of national policies and measures aimed at placing newly arrived migrant students in schools and addressing their language, learning and psycho-social support needs. It also offers a deeper analysis of some of the key policies that can enable schools to be welcoming for students from diverse linguistic and cultural backgrounds and to take into account students' social and emotional well-being in order to create an optimal state for their learning and development.
- Migrants in European schools - Publications Office of the EU (europa.eu)[174] Supporting newly arrived migrant children to master the language of schooling alongside maintaining and further developing their personal linguistic repertoire is key for their successful reception and integration, as well as successful teaching. Unlike their native peers, newly arrived pupils often have complicated, multi-country trajectories behind them and have accumulated varied levels of proficiency in multiple languages. This linguistic diversity is a rich and often unexploited source of social and cultural capital. At the same time, however, acquiring the language of schooling is not only key for education, but also for the labour market and wider society. This presents a conundrum as to how best to recognise social and linguistic difference as an asset within Europe's schools, while helping migrant children to thrive and become active citizens by learning the language of schooling.
- A 2017 NESET report provides an overview of the existing approaches of policies and initiatives for ensuring continuity of learning for newly arrived refugee children[175], especially in Belgium (Flanders), Finland, Germany, Greece, the Netherlands, Sweden, the United Kingdom (UK), and Italy.

171 https://eenee.eu/wp-content/uploads/2021/05/EENEE_AR30.pdf
172 https://op.europa.eu/en/publication-detail/-/publication/4c526047-6f3c-11eb-aeb5-01aa75ed71a1/language-en/format-PDF/source-search
173 https://op.europa.eu/en/publication-detail/-/publication/39c05fd6-2446-11e9-8d04-01aa75ed71a1/language-en/format-PDF
174 https://op.europa.eu/en/publication-detail/-/publication/c0683c22-25a8-11e8-ac73-01aa75ed71a1/language-en/format-PDF/source-search
175 https://nesetweb.eu/wp-content/uploads/2019/06/Continuity-of-learning-for-newly-arrived-refugee-children-in-Europe.pdf

- Language teaching and learning in multilingual classrooms - Publications Office of the EU (europa.eu)[176]For the children of migrants, learning the language of schooling and assessment so that they can enter school or carry on their education is paramount. Enabling such children to access teaching and learning quickly is critical to ensuring they can reach their potential and progress to higher education and employment to the same degree as non-migrant children. In the process the children themselves gain linguistic and meta-linguistic skills from learning the language of schooling and assessment in addition to their mother tongue.
- Rethinking language education and linguistic diversity in schools - Publications Office of the EU (europa.eu)[177] - Thematic report from a programme of expert workshops and peer learning activities (2016-17).
- Awareness raising trainings and resources on online risks including on disinformation/fake news concerning the war in Ukraine are translated into Ukrainian for children and youth especially in Luxembourg[178], Poland, Romania and Czechia[179] with the support of the EU-funded Safer Internet Centres network[180].
- The Toolkit on the use of EU funds for the integration of people with a migrant background- 2021–2027 Programming Period - Publications Office of the EU (europa.eu)[181]. The Toolkit aims to assist all relevant stakeholders at European, national, regional and local level in designing and implementing integration policies targeted at people with a migrant background, through the coordinated use of EU funds (in particular ERDF, ESF+, AMIF). In the area of education, EU funds should be used to ensure equal access to high-quality inclusive and non-segregated education in order to close the gap in educational outcomes.

176 https://op.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1
177 https://op.europa.eu/en/publication-detail/-/publication/de1c9041-25a7-11e8-ac73-01aa75ed71a1/language-en/format-PDF/source-69196245
178 https://www.bee-secure.lu/de/training/die-abenteuer-von-captain-kara/
179 https://www.jsns.cz/valka-na-ukrajine
180 https://www.betterinternetforkids.eu/en-US/policy/insafe-inhope
181 https://op.europa.eu/en/publication-detail/-/publication/55dffdce-5d5c-11ec-9c6c-01aa75ed71a1/language-en/format-PDF/source-245933748