

ENABLE

ENABLING School Integration of migrant and refugee children through social and Emotional learning interventions to address psychosocial trauma

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MAPPING MATRIX

WORK PACKAGE N° 2

DEVELOPING TRAUMA-INFORMED CLASSROOM PRACTICES

DATE: 10.05.2023

Erasmus+ Programme

KA220-SCH - Cooperation partnerships in school education



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INTRODUCTION

ENABLE is a European project implemented by 7 partners from 5 European countries (France, Belgium, Italy, Turkey and Greece) focused on “enabling school integration of migrant and refugee children through social and emotional learning interventions to address psychosocial trauma”. The project is funded by the European Commission under the call for proposals KA220-SCH - Cooperation partnerships in school education and will last from 01/11/22 to 31/10/24.

Migration and especially forced displacement and refugee experiences are associated with extreme psychosocial trauma considering the conditions under which migrants and refugees have to leave their countries, which is even more severe when it comes to children who are still in the sensitive period of development. Schools can be important settings to foster the wellbeing of all students, and particularly that of Migrant, Refugee and Displaced Children (MRDC) who may have had traumatic experiences before leaving their homes, during the journey or while settling in a new community or country. Such traumatic experiences became even more evident during the pandemic, as in many cases migrant children were dropping out of school due to psychosocial rather than educational difficulties.

In recent years, the key role that education plays in treating psychosocial trauma among MRDC is increasingly recognized as school institutions can stimulate resilience and cultivate learners’ social and emotional development, thus helping build self-confidence and emotional regulation skills, while teaching children to create relationships based on trust with others. To that end, EU countries that face increased migrant and refugee flows of migrant, refugee and especially unaccompanied children should better equip public and private schools with educational tools, methodological practices and interventions able to treat the negative psychosocial effects of the migration, displacement and refugee experience within the school environment. Far from taking over the role of specialized mental health professionals, teachers can and should be trained to recognise the signs of trauma and deploy a whole-school approach and appropriate teaching methods to help mitigate the trauma effects on learning. School policies that foster cooperation between education, health and social protection services are also of critical importance in schools with high migrant and refugee populations.



As this is a growing area of practice, countries deeply affected by the migration crisis such as France, Italy, Greece and Turkey should work together to identify innovative solutions to respond to the psychosocial needs of MRDC, acknowledging that school is the first -and usually the only- point of entry where coordinated actions by properly trained staff could help traumatized MRDC find support and realize their educational potential, leading to increased social inclusion and, in general, a better life.

ENABLE's key objective is to promote the social and emotional development of Migrant, Refugee and Displaced Children (MRDC) through culturally sensitive, school-based interventions designed to deal with the negative effects of psychosocial trauma. The project's specific objectives are to:

- a) enhance the capacity of primary & secondary schools to effectively deal with cases of psychological trauma by developing first-level treatment and response mechanisms, protocols and tools
- b) build the capacity of primary & secondary education teachers to stimulate the social and emotional development of MRDC in the school environment
- c) raise the awareness of educational institutions, relevant stakeholders and decision makers about the importance of strengthening their policy framework on psychosocial trauma treatment for MRDC.

The present "Mapping Matrix" has been developed to compile the results of the 1st activity titled "Mapping of effective practices and tools on culturally sensitive social and emotional learning for traumatized Migrant, Refugee and Displaced (MRD) children" implemented in terms of the 2nd Work Package "Developing trauma-informed classroom practices".

The purpose of this document is to provide information about the 21 effective practices and tools on culturally sensitive social and emotional learning for traumatized MRD children collected by the project partners. More specifically, partners collected 12 good practices that have been implemented in France (Pistes-Solidaires), Italy (CESIE), Greece (the Regional Directorate of Education of Central Greece and Symplexis) and Turkey (Mamak District Directorate of National Education). Moreover, 10 international good practices were also collected by the above-mentioned partners plus SIRIUS, among which 9 were selected to be presented. Such good practices and tools are related to children's social and emotional development, focusing on the treatment of trauma among MRD children and adolescents, especially in the school environment and were chosen according to specific



predetermined criteria. The following pages include an overview of the good practices collected, the map published on the website together with the relevant link, as well as a longer description with additional information for each good practice.



LIST OF GOOD PRACTICES

No.	TITLE	DESCRIPTION	ADDITIONAL COUNTRIES
FRANCE			
1	Du Mons au Monde (From Mons to the World)	Du Mons au Monde is an innovative method led by a teacher who is passionate about images and multimedia for children in the introductory class (primary level) based on the new technologies so as to enhance children's progress and, in the long run, to help the children find their place in the classroom, the town, the new country and the world.	-
2	La Cimade Toolkit: Understanding Migration for a Worthy Hosting of Foreign People	A kit addressed to persons working in a scholar or extracurricular context with children aged from 6 to 12 years old, so as to equip them with resources and activities that aim to develop children's knowledge of the realities of migration and help them to deconstruct stereotypes and prejudices relating to immigrants, exiles, refugees, etc.	-
3	Toolkit: Paddington, Messenger of Children Rights, UNICEF France	Paddington toolkit has been designed for children aged between 6 and 11 years old, to develop children's empathy and understanding of the refugee crisis and the impact it can have on children and their families.	-
ITALY			



4	Good Practices of Inclusive Education and Social Innovation for Migrants Minors in Europe	A document presenting 60 good practices across different European countries and descriptions of six case studies to inspire ideas on how to address the challenge of inclusion through a multidimensional approach.	Spain, Ireland, Greece, Germany, Belgium
5	PSYCHOSOCIAL GUIDE FOR AGENTS engaged in the reception of Unaccompanied Foreign Minors	A Guide for social workers, especially educators and cultural mediators in Italian reception facilities for Unaccompanied Foreign Minors that provides insight into the experiences of these minors and aims to offer valuable contributions to psychosocial support interventions that enhance resilience strategies, activate resources, and encourage self-care by reactivating positive systems of belonging.	-
6	Trauma-Informed Practices in Second Chance Education in Europe	An outcome of the Erasmus+ co-funded THRIVE project, which aims to develop a trauma-informed training program for educators of early school leavers based on research in neuroscience, trauma-sensitive education, and positive psychology.	Ireland, Romania, Malta, Austria
GREECE			
7	PASSAGE - Pedagogies of Passing from Reception to Education	A two-year EU project with the aim to develop innovative and urgently needed solutions to ensure that newly arrived children of third-country national background receive a smooth transition to quality education in the early stages of their integration process.	Cyprus, Italy, Lithuania, Portugal, Slovenia
8	SEDIN Creative Methods for Successful Inclusion	A two-year Erasmus+ project that proposes alternative methods in the school environment (Montessori and Creative Learning) that promote	Spain, Turkey, Italy, Ireland,



	in Multicultural Schools	emotional aspects of learning and positive interaction between immigrant children and children belonging to local communities.	Belgium, Bulgaria
9	Teach4Integration	Developed by 3 Ministries and UNICEF in Greece, and addressed to teachers, with priority to those who staff Reception Classes or whose classes are attended by students with a refugee/immigrant background, this program invests in strengthening the skills of teachers and the inclusive culture of schools.	-
TURKEY			
10	Trauma-Informed School Programme	The Programme, organised by the Maya Foundation, is a cost-effective and high-impact programme that aims to identify and support traumatised children, especially focusing on refugee children, as well as implement trainings for teachers and school counsellors.	-
11	Supporting the Integration of refugee Children into the Education System (PIKTES)	"Promoting Inclusive Education for Children in the Turkish Education System (PIKTES+)" project aims to contribute to foreign children's access to education and social cohesion in Turkey.	-
12	PIKTES Volleyball Tournament	Within the scope of 'PIKTES Volleyball Tournament Youth Category', in cooperation with PIKTES and the Ministry of Youth and Sports, sports activities are organised with refugee students and psycho-social trauma processes of refugee students are successfully addressed.	-



INTERNATIONAL			
13	Safe & Sound: A School-Based Psychosocial Support Program for Refugee Adolescents	Safe and Sound (SAS) Program is a 10-week intervention that reinforces healthy coping strategies among refugee adolescents by contextualizing psychosocial support programs within learning environments, and engages parents and educators throughout the process.	Lebanon
14	Guidelines on Mental Health and Psychosocial Support in Migration and Displacement	Guidelines and recommendations for psychosocial support for migrants and displaced persons in various situations and contexts.	Denmark
15	Colors of Kindness	An innovative, hybrid EdTech approach to classroom instruction that combines a podcast and digital workbook to enhance 6 social and emotional competencies of children aged 6-12, following a trauma-informed and play-based approach that includes activities such as art, movement, breathwork and storytelling.	Bangladesh, Greece, Uganda
16	Refugees Well School: In-Service Teacher Training (INSETT) – Providing psychosocial support to young refugees	The overall objective of the RefugeesWellschool is to further the evidence-base on the role of preventive, school-based interventions in promoting refugee and migrant adolescents' mental well-being, and on how they can be implemented in diverse educational settings.	Belgium, Denmark, Finland, Great Britain, Norway, Sweden
17	Inter-Act- Interdisciplinary	The InterAct project identifies and addresses success factors of cooperation between	Germany, Greece,



	cooperation psychosocial interventions- A case study on refugees	Psychology, Occupational Therapy, Physiotherapy, Social Work, Speech Therapy and Health Care Education in psychosocial interventions for refugees, by combining teaching and training models, experiences from practice and corresponding research evidence.	Spain, Sweden
18	Refuge-Ed	REFUGE-ED brings together two fields of expertise: education and mental health and psychosocial support (MHPSS) in humanitarian settings to improve academic achievement and the dynamic integration of migrant, refugee and asylum-seeking children.	Greece, Ireland, Sweden, Bulgaria
19	CarePath	The project CarePath aims to develop an integrated approach for the protection of children aging out of care in the EU, empowering professionals and public authorities towards trauma-informed approaches.	Belgium, Greece, Italy, Hungary
20	Safe Places, Thriving Children	The project aims to give care professionals the tools and knowledge required to understand trauma and address the needs of children and young people affected, by using trauma-informed care practices.	Belgium, Bulgaria, Croatia, Greece, Hungary, Serbia
21	Leaving with Care – Living with Care	CARE project aims to develop and provide trauma-informed training to the first responders (social workers and law enforcement and medical practitioners) in order to provide a set of critical skills and competencies for the staff who participate in the process of investigation, removal	Greece, Italy, Cyprus, Croatia



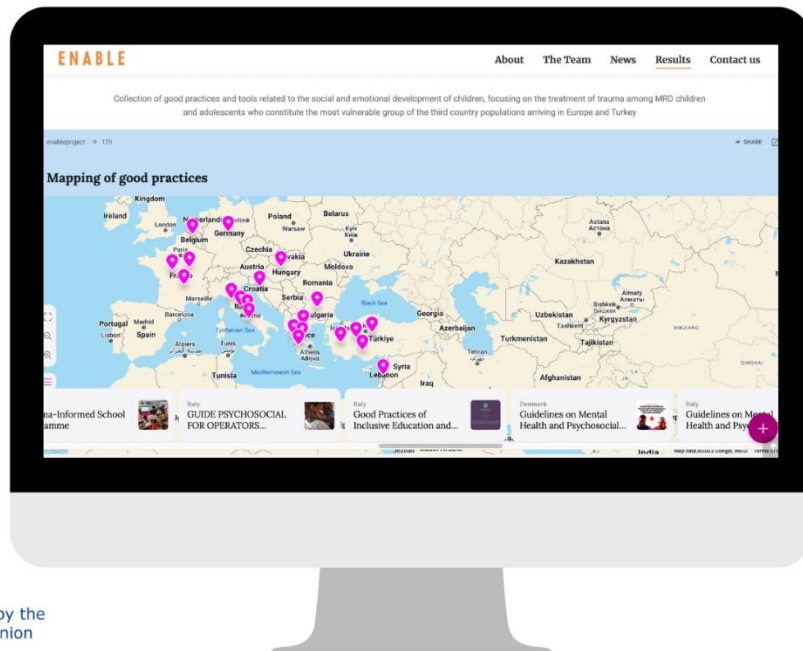
		and out-of-home placement of children victims of abuse and neglect.	



MAP OF GOOD PRACTICES

The good practices collected are also presented at ENABLE’s official website at the following link:

<https://enable-europe.org/results/mapping-of-good-practices/>



 Co-funded by the European Union

ANNEX: MAPPING OF GOOD PRACTICES

(1) Du Mons au Monde (From Mons to the World)

Country:	France
Eligibility criteria:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and psychosocial support pyramid:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1st level - basic services and security <input checked="" type="checkbox"/> 2nd level - supportive generalized activities
Social and emotional learning competencies it targets	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social awareness <input checked="" type="checkbox"/> Relationship skills
Short Description	<p>The general mission of an UPE2A programme is to offer newly arrived pupils an intensive introduction to spoken and written French and to enable them to join a full-time ordinary class as soon as possible. The way it works depends largely on the orientation chosen by the UPE2A and ordinary class teachers.</p> <p>The UPE2A scheme is a pedagogical challenge because it involves rapidly acquiring the fundamentals of oral and written language for allophone pupils of different ages, levels and relationships with the written word.</p> <p>We chose the UPE2A class of Mons en Bareoul as a good practice because it is based on an innovative method led by a teacher who is passionate about images and multimedia for children in the introductory class (primary level). The new technologies are not seen as an extra, but rather as a privileged tool in an approach that aims to enhance the children's progress and, in the long run, to help the children find their place in the classroom, the town, the new country and the world.</p>



(1) Du Mons au Monde (From Mons to the World)

	<p>The project started in 2003 and in 2005 the teacher created the website where all the artistic creations of the pupils have been exposed there.</p>
<p>What activities does the practice involve?</p>	<p>The activities proposed by this teacher within the project Du Mons au Monde operate on a daily basis and bring together 7 to 10 pupils, a group size that seems to be a good compromise between individualisation and group dynamics and allows for intensive oral practice.</p> <p>Depending on the profile, the pupils come for one or two days a week over a period ranging from six months to two years according to their education level. That represent a volume of 100h to 400h per year.</p> <p>The teacher had some initial questions: <i>What do you want to talk about? What do you want to write about? You can't speak or write?</i></p> <p>Well the answer was: let's do it together.</p> <p>His approach sets a framework of authenticity (I can really speak to really write), experimental trial and error (my mistakes are interesting for me as well as for the group) and peer cooperation (the group is the recipient of my work).</p> <p>Speaking is central in UPE2A because solid writing must be rooted in solid speaking. He adapted the typical Freinet situations (the morning interview, the sentences of the day and the free texts) to his classroom reality and added other situations more specific to his audience.</p> <p>The choice of situations was made according to four criteria:</p> <ul style="list-style-type: none"> the intensity of the work that the situation allows (intrinsic motivation, rooting in the sensory, attachment to the productions, positive status of the error), the quantity of work (fluidity of the supports, recourse to self-correction, simplicity of the reference points), the diversity of the work (richness of the supports, variety of entries, differentiation) and the regulation by the group (cooperation between peers, sharing of the productions, rotation of the roles). <p>In recent years, he tried to strengthen the pedagogical coherence of these days by removing or simplifying certain situations and materials. He managed</p>



(1) Du Mons au Monde (From Mons to the World)

	<p>to set up a very structured day with a dozen activities and educational situations. The structured timetable protects the work and guarantees a balance between oral and written, individual and group activities.</p> <p>The main tools used through these classes are audiovisual productions like podcasts and songs creation, movie making, photo reporting, theater playing, etc.</p> <p>The teacher came with a documentary expectation: he was filming the children during school outings, at the bakery, at the fire station, etc., with the aim of having the children experience real-life situations. He wanted to put the pupils in the front line. He filmed the scenes with a camcorder and then edited them. Each of these short films was re-used in class with work on the vocabulary.</p> <p>For example, one year, the class has been following the construction of the middle school which is being built next to the school. Seven visits have been scheduled. The children go to the building site, they can take pictures, and then when they come back, they organise the pictures and write the captions. The children are really in the shoes of reporters. This requires them to gradually master a number of techniques, both communicative and technological.</p> <p>In order to promote the work of the students, the teacher created a website in 2005 where all the work is available.</p>
<p>How does this practice contribute to the aims of the ENABLE project?</p>	<p>This practice shows that there are some methods used by the French national education system that take into account not only a desire to improve the basic learning (reading and writing) of MRD pupils but also to take into consideration their cultural differences and to value them in order to enable them to be better integrated into the school system in the first place and into the host country in a more general way.</p> <p>The integration of these children represents a sign of overcoming the psychological and social obstacles they may face and therefore this practice contributes directly to the work on the well-being of the pupils.</p>
<p>How could this good practice be used/ transferred in other</p>	<p>This practice could be generalised or disseminated in all the schools that set up the UPE2A programme in order to allow teachers to think about creative and playful tools so that migrant pupils can develop their learning while</p>



(1) Du Mons au Monde (From Mons to the World)

domains (e.g., from education to policy)?	expressing their feelings and sharing around their culture in order to minimise the feeling of exile from which they may suffer.
How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	<p>This method can be used in both contexts: formal and non-formal education.</p> <p>On one hand, this method aims to enhance the learning outcomes of the MRD children in the official disciplines at school like reading and writing by using artistic techniques. On the other hand, it helps them develop new soft skills like creativity, teamwork, adaptability, flexibility by implementing other activities like theatre, songs, games, free writing, etc.</p> <p>The mixed approach makes the readaptation and transferability of this method possible because it suits both of the education types.</p>
What are the main characteristics that make it a good practice?	<p><input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying.</p> <p><input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions.</p> <p><input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being.</p>
Website/social media/additional sources:	<p>http://demonsaumonde.free.fr</p> <p>https://vimeo.com/user15828973</p>
Additional Information	

(2) La Cimade Toolkit: Understanding Migration for a Worthy Hosting of Foreign People

Country:	France
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(2) La Cimade Toolkit: Understanding Migration for a Worthy Hosting of Foreign People

<p>Eligibility criteria:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
<p>Classification according to the mental health and psychosocial support pyramid:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 2nd level - supportive generalized activities
<p>Social and emotional learning competencies it targets</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Social awareness <input checked="" type="checkbox"/> Relationship skills
<p>Short Description</p>	<p>In a growing context of rejection and fear of the other, foreigners are subject to numerous prejudices and increasingly outspoken racist remarks that undermine their inclusion while threatening social cohesion. The fight against prejudice and a better understanding of the intercultural richness that characterises our history are essential to strengthening the founding values of the French Republic, namely Liberty, Equality and Fraternity.</p> <p>Because children can also be actors of change, because they sometimes find themselves on the front line as "arriving" or "receiving" children and because they are the adults of tomorrow, stimulating their critical thinking on migration issues while developing their empathy towards the people concerned appears to be a major challenge.</p> <p>La Cimade and La Ligue de l'enseignement have decided to join forces to create this educational kit, with a non-formal education approach, to address children as future citizens, in a climate of mutual listening that will help change mentalities.</p> <p>This kit is addressed to persons working in a scholar or extracurricular context with children aged from 6 to 12 years old. It aims to equip them with resources and activities that aim to develop children's knowledge of the realities of</p>



(2) La Cimade Toolkit: Understanding Migration for a Worthy Hosting of Foreign People

	<p>migration and help them to deconstruct stereotypes and prejudices relating to immigrants, exiles, refugees, etc.</p> <p>The figure of the "foreigner" as perceived in public opinion, and by ricochet among children, is too often a fantasized person, produced by figures and media rhetoric that erase any sensitive reality. Enabling children to go beyond this disembodied vision of foreigners and making them aware of the existence of plural identities is therefore a major challenge.</p> <p>The aim of the kit is to discover to which extent our differences are an asset, while becoming aware of what brings us together and how we are alike.</p>
<p>What activities does the practice involve?</p>	<p>This good practice is an activity kit, created jointly by La Cimade and La Ligue de l'enseignement, and aimed at people working in a scholar or extracurricular contexts with children aged from 6 to 12: socio-educational and associative actors, leisure centre leaders, school teachers, etc. It offers "a step by step" guidance for each animation, support and numerous resources.</p> <p>The 10 activities include artistic expression based on a film or a book, a moving debate, a card game, a board game, and an outdoor game.</p> <p>They allow to approach migration from different angles - uprooting, the causes of departure, the separation of families, solidarity, returns in history, plural identities, and gives importance to children's rights which are all too often abused by migration policies.</p> <p>Some of these activities are based on mini life stories or an invitation to "put yourself in the shoes of...". The aim is to help children discover the richness of their differences, while at the same time helping them to become aware of what brings us together and how we are alike. Because beyond our differences, children, women and men, and whatever our country of birth or adoption, we are likely to share the same desire for justice, security, family life, access to culture, relaxation and a happy future...</p> <p>Each activity sheet includes the following elements: the educational objectives, the theme(s) addressed, the type of activity, the needs in terms of human resources, the age and number recommended of children, the duration of the activity, the material required, the space constraints, and the keywords explored.</p>



(2) La Cimade Toolkit: Understanding Migration for a Worthy Hosting of Foreign People

	<p>In addition to the activity description, data and resources on the themes addressed are provided as references to stimulate discussion with the children.</p>
<p>How does this practice contribute to the aims of the ENABLE project?</p>	<p>First of all, this practice is addressed to formal and non-formal practitioners working with native and MRD children, the same target group as ENABLE project.</p> <p>It shows that some tools can be adapted in both contexts and addressed to native and migrants’ children to allow both better understanding the concepts and paths of migration, and their effects on the wellbeing of children.</p> <p>It will help native children be more empathetic towards MRD children so they can participate in their welcome and integration by being comprehensive of the harshness of the experience they endured during their exile.</p> <p>This toolkit shows that by using playful activities inside or outside the classroom, the adult can help install a secure climate among children to ensure the social and emotional development of all of them.</p>
<p>How could this good practice be used/ transferred in other domains (e.g., from education to policy)? (500 words max)</p>	<p>This toolkit can be adapted to the different context of the partner countries and the different nationalities that exist in the classrooms concerned.</p> <p>It is an easy tool to be redesigned with real stories from the MRD children concerned so they can talk about their trauma and psychological difficulties through the characters of the different stories and activities of the toolkit.</p> <p>It will help them feel secure and protected because they will be covered by the character’s name in the stories.</p>
<p>How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?</p>	<p>This method can be used in both contexts: formal and non-formal education. It is mentioned within the description of the tool that it can be used by scholar and extracurricular staff with children between 6 and 12 years old.</p>



(2) La Cimade Toolkit: Understanding Migration for a Worthy Hosting of Foreign People	
What are the main characteristics that make it a good practice?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Is delivered through contextualized inclusive extracurricular activities that are part of classroom routine. <input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being.
Website/social media/additional sources:	<p>https://www.lacimade.org/wp-content/uploads/2022/02/Cimade_kit_peda.pdf</p> <p>https://www.lacimade.org/kit-migrations-10-activites-pour-les-6-12-ans-mieux-comprendre-les-migrations-pour-un-accueil-digne-des-personnes-etrangeres/</p>
Additional Information	

(3) Toolkit: Paddington, Messenger of Children Rights, UNICEF France	
Country:	France
Eligibility criteria:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and	<input checked="" type="checkbox"/> 2 nd level - supportive generalized activities`



(3) Toolkit: Paddington, Messenger of Children Rights, UNICEF France	
psychosocial support pyramid:	
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Social awareness <input checked="" type="checkbox"/> Relationship skills
Short Description	<p>UNICEF promotes the rights and well-being of every child in all its work on the ground and with governments. Together with its partners, it works in 190 countries and territories to translate this commitment into concrete programmes for the well-being of all children, with special efforts for the most vulnerable and marginalized.</p> <p>Paddington is UNICEF's new Children's Messenger, promoting the rights of children around the world and helping them to be happy, healthy and safe.</p> <p>Paddington's story is similar to that of millions of children around the world who are also uprooted, forced to leave their homes and undertake long journeys in the hope of finding safety and protection.</p> <p>Paddington's values of kindness, tolerance and perseverance make him a messenger for children and their rights.</p> <p>Paddington is a supporter of UNICEF in promoting the rights of children everywhere, and mobilising the support and commitment needed to create a world in which every child knows that no matter where he or she is, there will always be people like the Brown family to love, care for and protect them.</p> <p>In this perspective, this kit has been designed for children aged between 6 and 11 years old, however the colouring activities can be used with children under 6 as well. The activities can be deployed in leisure centres, as well as in the framework of the new extracurricular activities (NAP).</p>
What activities does the practice involve?	<p>This kit has several objectives:</p> <ul style="list-style-type: none"> To develop children's empathy and understanding of the refugee crisis and the impact it can have on children and their families To understand the rights that protect refugee children To advocate for the rights of refugee children



(3) Toolkit: Paddington, Messenger of Children Rights, UNICEF France

It is composed of 5 pedagogical activities that explore the migration and exile themes from different perspectives and stress on the values of empathy, tolerance and acceptance among children.

It allows the professionals working with MRD and native children to discuss and understand the difficulties that the MRD children have been going through via playful tools and methods.

Although ludic, the activities are completely adapted to talk about serious issues like the dangers that a MRD child can face, the exile from someone's homeland, children's rights, family reunion, without scaring the children involved in the activity.

The activities proposed in this toolkit are the following:

Activity 1: Discovering Paddington: video projection and discussion to understand the link between Paddington's story and that of refugee children and to reflect on the situation of refugee children, separation and family reunification

Activity 2: Difference Game: Refugees and Migrants to understand the difference between the words 'refugee' and 'migrant' and to know the articles of the International Convention on the Rights of the Child that protect refugee children.

Activity 3: "A Long Journey to London" (small group reflection) to begin to understand the difficulties and dangers that children may face when fleeing conflict or persecution and to develop empathy by thinking about what they would take with them if they were forced to flee their country

Activity 4: Colouring game

Activity 5: Creative activity: the family reunification banner to reflect on the meaning of the word "family" and the importance of the family in a migratory context and to be aware of Article 10 of the International Convention on the Rights of the Child on family reunification

It also includes a facilitator's guide sheet to provide the facilitator with some additional information and references to be fully prepared for implementing the activities with the children.



(3) Toolkit: Paddington, Messenger of Children Rights, UNICEF France

<p>How does this practice contribute to the aims of the ENABLE project?</p>	<p>This tool provides an example of methods and techniques that can be created to reinforce the capacities and equip the educational body working with MRD children with easy and playful activities to discuss migration and its effects on MRD children.</p> <p>It allows us to see how we can create the links between characters from fiction, familiar to children, with real life situations in order to treat serious subjects without causing negative emotions on children.</p>
<p>How could this good practice be used/ transferred in other domains (e.g., from education to policy)?</p>	<p>This tool can be an example to be used in extracurricular activities in the different European countries hosting MRD children in their classrooms.</p> <p>The thematic of migration should be treated in all the educational fields (formal and nonformal) where children from different cultures and countries are brought together.</p> <p>It can be a part of national education policy to stress on the importance of the implementation of activities and lessons dealing with diversity subjects and those related to migration and multiculturalism.</p>
<p>How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?</p>	<p>This method can be used in both contexts: formal and non-formal education.</p> <p>Although it was created initially to be used in extracurricular activities context, it can be also used within classroom context because some of the activities are adapted to formal learning especially for grammar, vocabulary, and spelling.</p> <p>It can be also adapted to older children by making the activities more difficult and by going further in the definition and group discussions.</p> <p>The playful side of the tool can also be very reassuring for the MRD children who don't speak the national language of the hosting country because the kit provides some visual aids to help the children do the activity.</p> <p>And most of all, they are group activities that reinforce teamwork and solidarity among the children which will enhance the integration and wellbeing of MRD children through the interaction with their peers.</p>
<p>What are the main characteristics that</p>	<p><input checked="" type="checkbox"/> Avoids victimizing children and youth who have had traumatic experiences</p>



(3) Toolkit: Paddington, Messenger of Children Rights, UNICEF France

<p>make it a good practice?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being.
<p>Website/social media/additional sources:</p>	<p>https://www.diffuz.com/upload/docs/application/pdf/2018-09/kit-pedagogique-paddington-web.pdf</p> <p>https://my.unicef.fr/article/paddington-messenger-des-droits-de-lenfant/</p>
<p>Additional Information</p>	<p>This toolkit was chosen as a French good practice because it was created by UNICEF France and is in French, but this doesn't mean that it cannot be used in other countries because the activities can be adapted to every country and for all the MRD children wherever the country they are coming from is.</p>

(4) Good Practices of Inclusive Education and Social Innovation for Migrants Minors in Europe

<p>Country:</p>	<p>Italy – Save The Children</p>
<p>Eligibility criteria:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
<p>Classification according to the mental health and psychosocial support pyramid:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 2nd level - supportive generalized activities



(4) Good Practices of Inclusive Education and Social Innovation for Migrants Minors in Europe	
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Social awareness
Short Description	<p>This document is the result of part of the research work of the IMMERSE project, which includes the collection and analysis of best practices on the socio-educational integration of children migrants and refugees at the local, national and regional levels. The project partners have collected 60 good practices in different European countries, which were evaluated through a comparative analysis. The purpose was to provide a rich pool of contextualized data and insight into the cross-cutting characteristics of implemented or ongoing socio-educational initiatives targeting migrants and refugees in Europe. This report also includes extended descriptions of 6 selected case studies to show a variety of inspiring initiatives that can shape ideas on how to address</p> <p>the challenge of inclusion. Creating the document on Best Practices emerged a study on the socio-educational integration of a large population of children with migrant backgrounds, including specific categories and involving different actors in the process. The good practices collected show a growing attention to the issue and increased activation of projects with a multistakeholder approach. The 60 best practices analyzed offer a wide range of activities designated to achieve the inclusion goals in the short, medium and long term. In most cases, the initiatives implement multiple activities, supporting the hypothesis that the socio-educational inclusion of children with migration can be interpreted from different perspectives and achieved through work integrated into other areas. The prevalence of projects characterized by a multiplicity and simultaneity of interventions suggests an attempt to adopt a multidimensional approach to inclusion</p>
What activities does the Practice involve?	<p>The collection of 60 Best Practices goes for five primary outcomes:</p> <ul style="list-style-type: none"> ● Access to Rights; ● Language and Culture; ● Children Welfare; ● Social Connection; ● School Outcomes. <p>For this, numerous activities within the 60 Good Practices point to these goals. These activities are Language Lessons, Extra-curricular Activities, Professional Training, Mentoring and Tutoring, Thematic Training, Support, Development</p>



(4) Good Practices of Inclusive Education and Social Innovation for Migrants Minors in Europe

	<p>of Toolkits/Manuals/Platforms, Management and Governance Models, Research and Advocacy, Networks, Awareness and Dissemination Events.</p> <p>The enhancement of the linguistic repertoire of all students within the educational activities provided by the school curricula, according to a multilingual and intercultural pedagogical approach, is attested as one of the critical tools for integration. 25 out of 60 projects propose language classes for the acquisition of the host country's language and for the strengthening of the mother tongue. Similarly, language is used as a fundamental in educational projects. The process of socio-educational inclusion is also pursued through extra-curricular activities, with more than half of activities involving homework support and leisure activities such as sports, music, art and dance classes. About one in three projects offer professionalizing courses, including internships, youth work experience and vocational courses for teachers and school staff. These are also complemented by tutoring and mentoring initiatives, as well as a wide range of other activities such as legal and school counselling, psychological support, family welfare interventions, and actions aimed at fostering parental participation. The development of innovative management for schools is also present in fair numbers, as is scientific interest in the topic of inclusion, with many projects implementing research activities to develop toolkits, manuals, and platforms. Finally, there are also concepts and practices of training and thematic courses, networking, exchange of good inclusion practices, and activating advocacy initiatives aimed at policymakers and the educational sector.</p>
<p>How does this Practice contribute to the aims of the ENABLE project?</p>	<p>Through this document, it will be possible to have a database of new Best Practices for managing migrants' psychosocial trauma, which has already been initiated and has tangible results. This will help the ENABLE project have a greater capacity to implement effective interventions toward MRDs, having opportunities to use many activities already carried out in other contexts.</p>
<p>How could this good Practice be used/ transferred in other domains (e.g., from education to policy)?</p>	<p>The collection and study of these best practices, together with the results of other qualitative and quantitative research activities, are aimed at developing a series of recommendations and advocacy initiatives to achieve positive change in the policies and realities of the education sector at the national and community levels. Through the publication and dissemination of the document, the IMMERSE partners intended to provide an opportunity for practitioners, policymakers, educational professionals and the wider public to learn about, connect with and be inspired by positive practices, innovative and practical techniques for the socio-educational inclusion of migrant and refugee children.</p>



(4) Good Practices of Inclusive Education and Social Innovation for Migrants Minors in Europe	
How can this Practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	<p>The variety and diversity of approaches presented by the various Best Practices can be implemented in extra-curricular and curricular settings, thus adopting formal and non-formal methods.</p> <p>Moreover, since these are shared best practices already implemented in various contexts, they are easily replicable at different levels, whether European, national or local.</p>
What are the main characteristics that make it a good practice?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Has a community-based approach encouraging parental involvement and engaging relevant stakeholders. <input checked="" type="checkbox"/> Is delivered through contextualized inclusive extra-curricular activities that are part of classroom routine. <input checked="" type="checkbox"/> Makes use of school surveys or other methods to monitor and evaluate its effect.
Website/social media/additional sources: (In APA style 7 th edition)	<p>ITALIAN VERSION: https://s3.savethechildren.it/public/files/uploads/pubblicazioni/immerse-buone-pratiche-di-inclusione-educativa.pdf</p> <p>ENGLISH VERSION: https://www.immerse-h2020.eu/wp-content/uploads/2022/08/IMMERSE_D4.1_Extended.pdf</p> <p>SHORT VERSION - EN: https://www.immerse-h2020.eu/wp-content/uploads/2022/08/IMMERSE-D4.1_Short.pdf</p> <p>WEBSITE: https://www.immerse-h2020.eu/</p>
Additional Information	<p>We chose to add this resource because it was conducted and published by Save The Children Italy. Although the publication is from July/August 2022, the</p>



(4) Good Practices of Inclusive Education and Social Innovation for Migrants Minors in Europe

project has been active since 2018 and the collection of best practices was conducted in 2021.

(5) PSYCHOSOCIAL GUIDE FOR AGENTS engaged in the reception of Unaccompanied Foreign Minors

Country: Italy - TDH

- Eligibility criteria:**
- Has a clear context description
 - Has a clear description of its objectives and purposes
 - Has a clear description of the actions/activities involved
 - Is at least one year old

Classification according to the mental health and psychosocial support pyramid:

- 3rd level - focused, non-specialized support

- Social and emotional learning competencies it targets**
- Self-awareness
 - Self-management
 - Relationship skills

Short Description

The Guide is addressed to all social workers. In particular to educators and cultural mediators who work in the various reception facilities for Unaccompanied Foreign Minors in the Italian system. It intends to offer them a complete cross-section of the "before" of everything that contributed to building the minor's experience with whom the operator must deal and support today.

In this perspective, the project experience carried out in Lampedusa takes on particular importance, where information was gathered from work with hundreds of boys and mothers useful information to reconstruct the journey of these migrants and their experience. This Guide aims to highlight the complexity of these people's needs and propose valuable contributions to the realization of interventions that offer psychosocial support that facilitates the fulfilment of the migration project of these young people.



(5) PSYCHOSOCIAL GUIDE FOR AGENTS engaged in the reception of Unaccompanied Foreign Minors

	<p>The FARO project is grounded in recognizing the complex experience of Unaccompanied Foreign Minors arriving at reception centres in Italy and closely examining the dynamics of first aid and reception contexts that can significantly impact their balance. The objectives are to enhance resilience strategies, activating individual and group resources through a methodology aimed at capturing the needs and instances of minors to facilitate both their orientation in the present and future planning. In addition, to reactivate the link with different positive systems of belonging (affective, cultural, religious), often "removed" or "suspended" during the journey, to encourage self-care.</p>
<p>What activities does the Practice involve?</p>	<p>Activities aim to optimize the reception, reassurance, and orientation of migrant youth by creating free or semi-structured confrontation spaces to allow youth to symbolize the present emotional state and process the transition from past to current conditions. A methodology is presented without excessive procedural burdens, aiding listening to help the young migrant regain a sense of self-efficacy after potentially de-subjectifying experiences. To avoid diagnostic errors, we adopt the ethnopsychiatric approach. Listening to the different cultural meanings of psychological suffering weaves a geopolitical reflection on the forms of violence (political, institutional, gender, ethnic, etc.) and its effects on societies and individuals. The opportunity to discuss the journey and investigate its collective and individual meaning is encouraged during psychosocial activities. Reflect together on their expectations and plans for study and work by bringing out their skills and valuing the assets they bring with them. Reactivate internal connections with important reference figures and enhance their effective coping strategies. Therefore, group discussions are created to create conditions for sharing, verbalizing and symbolizing some critical experiences during the migration journey, and fantasies about the country of arrival provide space for individuals' planning. These may involve using informational (maps) and expressive (drawing) materials on various themes. One of these may be to talk about their imagery about Europe, from which emerge the matrices of migration, role of the family, the concerns, hopes, stereotypes, and desires. Individual projects to enhance acquired skills, and personal propensities, creating reflections on the type of man or woman one wants to become and one's family supports. Emphasis is placed on focusing on one's own project, regardless of minor/major age, and making the best use of one's resources and strategies within the reception system. Comparisons about representations of childhood and adolescence, duties and rights of these stages in their home contexts are encouraged. This step is essential to begin to navigate a system that views them as 'minors' while many of them already</p>



(5) PSYCHOSOCIAL GUIDE FOR AGENTS engaged in the reception of Unaccompanied Foreign Minors	
	feel like 'adults,' especially after the journey. Finally, interactive solutions for language support are proposed. All these solutions can also be applied in one-on-one meetings if there are particular vulnerabilities.
How does this Practice contribute to the aims of the ENABLE project?	Considering that a large proportion of young foreigners arriving in Italy come through first reception centres, it is evident that most of the psychosocial traumas of young people are dealt with just after their arrival. Inadequate support from those who carry out first reception leads to negative consequences in all areas of life, undeniably affecting the educational aspect as well. For this reason, understanding the methods and best approaches of those doing reception to handle the arrival of young people traumatized by the journey and arrival in an unknown country can help the ENABLE project. Mainly to be able to acquire and share with teachers at school as well as the best methods to approach their students.
How could this good Practice be used/ transferred in other domains (e.g., from education to policy)?	Understanding and knowing the reasons for the traumas faced by MRDs, and understanding their basic needs and listening skills are transferable cornerstones within different realities. Knowing the dynamics behind an effective reception system can also be helpful in other contexts, especially within the educational system. In addition, the possibility of creating group or individual sessions, with suggestions of formal and non-formal activities, which allow for greater integration and acceptance of the new situation for MRD, can also be helpful tools within school environments.
How can this Practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	These practices for psychosocial support of MRDs are open to all ages and genders, thus being able to be applied to different educational settings. Since these are innovative practices based on listening and understanding the new situation of being in a foreign country, the non-formal approach linked to games draws playfulness and the ability to create relationships, it can be considered transferable and adaptable to different contexts in Italy and Europe.
What are the main characteristics that make it a good practice?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Avoids victimizing children and youth who have had traumatic experiences. <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying.



(5) PSYCHOSOCIAL GUIDE FOR AGENTS engaged in the reception of Unaccompanied Foreign Minors	
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Has a community-based approach encouraging parental involvement and engaging relevant stakeholders. <input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being.
Website/social media/additional sources:	<p>https://terredeshommes.it/download/GuidaFARO-2017.pdf</p> <p>https://terredeshommes.it/download/GUIDA_MSNA_psicosociale_Terre_des_Hommes.pdf</p>
Additional Information	

(6) Trauma-Informed Practices in Second Chance Education in Europe	
Country:	Italy – CESIE as partner
Eligibility criteria:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and psychosocial support pyramid:	<input checked="" type="checkbox"/> 1 st level - basic services and security
Social and emotional learning competencies it targets	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Responsible decision-making
Short Description	The Good Practice it's an outcome of the THRIVE project, co-funded by the Erasmus+ programme and conducted by a multidisciplinary team of



(6) Trauma-Informed Practices in Second Chance Education in Europe

	<p>researchers from several institutions across Europe, including Italy. The THRIVE programme is based on research in neuroscience, trauma-sensitive education, positive psychology and current best practices in second-chance educational settings to understand the needs and priorities of educators and learners in this sector and develop a trauma-informed training programme for educators working with early school leavers. The goal is to create an innovative online training program aimed at educators of early school leavers. The training trains educators to use the skills acquired to increase the resilience and social-psychological well-being of youth who are victims of school dropouts to assist them in developing the skills needed to take advantage of educational, training, and employment opportunities. Finally, it aims to promote the development of safe educational environments and positive relationships between educators and youth, paying particular attention to trauma, positive psychology, social and emotional skills</p>
<p>What activities does the Practice involve?</p>	<p>The project led to creating a European Comparative Study to develop techniques for creating environments that are mindful of the consequences of exposure to traumatic events. This is based on consequence-conscious teaching approaches resulting from exposure to traumatic events by professional institutions. The study also includes an analysis of teachers' awareness and understanding of the impact such events can have on education, teachers' perceptions of their effectiveness, and the challenges they often face. It is based on a mixed methodology, a quantitative and qualitative approach, which allows for the emigration of the primary role that practices attentive to the effects of trauma can play in the inclusion and future successes of vulnerable students. In addition, THRIVE has created a training course aimed at educators of youth who are victims of school dropouts. It aims to provide the knowledge and skills necessary to create environments that are mindful of the consequences of exposure to traumatic events. It also seeks to provide educators with a set of practices designed to assist female students in overcoming trauma experienced in childhood and in developing and strengthening their capacities. The guidelines are based on two critical concepts to overcome trauma: interpersonal relationships and resilience. After introducing trauma and the context in which it is based, the course focuses on Case Studies of young students who have experienced psycho-traumatic situations that led to school dropouts. Then various techniques, activities and Best Practices are exhibited to achieve five goals: Creating Attachment and a Sense of Safety, Building Trusting Relationships, Working on Self-Awareness and Emotional Regulation, Promoting Resilience and Psychic Well-Being, and finally also, for the Well-Being of Educators. For each</p>



(6) Trauma-Informed Practices in Second Chance Education in Europe	
	of these, a module is created that summarizes the problem, introduces it by going on to explain the basic concepts, and finally finds practical and implementable solutions in school settings.
How does this Practice contribute to the aims of the ENABLE project?	Trauma-sensitive practices which strengthen educators' awareness of trauma and promote positive relationships, a sense of security and strengths-oriented approaches can help to promote positive outcomes for vulnerable young people. This will help contribute to the ENABLE project's aims by giving new ways to empower teachers' knowledge in approaching MRDs' traumatized students.
How could this good Practice be used/ transferred in other domains (e.g., from education to policy)?	The use of these practices, as they are open and internationally replicable approaches, can lead to increased international cooperation and exchange of best practices within trauma-sensitive environments, positive psychology, and social and emotional skills. The opportunity to provide knowledge and raise awareness among teachers and educational stakeholders (including policymakers) is also crucial from the perspective of new approaches to creating new policies.
How can this Practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	Given the nature of these practices, which are cross-cutting and adapted to different contexts, the proposed adapt to the use in other educational settings. In this way, it is possible to use the new capacity and awareness to address the problems of traumatized students, including additional vulnerabilities, such as may be experienced by MRD students approaching school settings with psychosocial difficulties.
What are the main characteristics that make it a good practice?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Is delivered through contextualized inclusive extra-curricular activities that are part of classroom routine. <input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being. <input checked="" type="checkbox"/> Makes use of school surveys or other methods to monitor and evaluate its effect.



(6) Trauma-Informed Practices in Second Chance Education in Europe

Website/social media/additional sources:	https://cesie.org/media/thrive-summary-report-en.pdf https://thrivelearning.eu/languages/ https://www.thriveresearch.eu/
Additional Information	

(7) PASSAGE - Pedagogies of Passing from Reception to Education

Country:	Greece (& Cyprus, Italy, Lithuania, Portugal, Slovenia)
Eligibility criteria:	<input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and psychosocial support pyramid:	<input checked="" type="checkbox"/> 1 st level - basic services and security
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Social awareness <input checked="" type="checkbox"/> Relationship skills
Short Description	<p>PASSAGE is a two-year project co-funded by the Erasmus+ programme of the European Union, implemented from January 2021 to January 2023 by 7 partner organisations in 6 EU countries (Cyprus, Greece, Italy, Lithuania, Portugal, and Slovenia). Its aim is to develop innovative and urgently needed</p>



(7) PASSAGE - Pedagogies of Passing from Reception to Education

	<p>solutions to ensure that newly arrived children of third-country national background receive a smooth transition to quality education in the very early stages of their integration process. The approach that PASSAGE envisions focuses on providing teachers in EU countries with tools and resources to enable and empower them to deal more effectively with existing systemic pedagogical challenges.</p> <p>To that end, the main objectives of the PASSAGE project are to:</p> <ul style="list-style-type: none"> ➤ Increase the knowledge, skills, and capacity of primary and secondary school teachers to ensure that migrant children receive support in entering a new pedagogical environment. ➤ Raise awareness among migrant pupils about school life in their local communities, so that they are better able to participate in it, aiming to strengthen their sense of belonging in local schools. ➤ Implement more effective tools to strengthen inclusiveness in educational approaches. ➤ Promote the active engagement of migrant parents and families more generally, in supporting young pupils navigate their way through new school environments. <p>In Greece, PASSAGE was successfully piloted in 12 schools, while 58 teachers and 166 students took part in the piloting activities (i.e., peer-to-peer mentoring).</p>
<p>What activities does the practice involve?</p>	<ul style="list-style-type: none"> ○ Mapping of current needs and practices through desk and primary research in order to analyse the existing situation and identify key challenges that school systems face in the educational integration of newly arrived children of third-country national background ○ Capacity Building and Training of teachers, students, and stakeholders through face to face and online courses on effective methodologies, teaching techniques, activities and tools that aim at creating a more inclusive learning environment ○ Design of educative resources and toolkit for school educators on how to create and sustain culturally sensitive and inclusive school systems that foster educational integration ○ Development of policy recommendations for policy and decision makers at all levels, seeking to establish a set of minimum requirements for the effective transition of newly arrived children from reception to education



(7) PASSAGE - Pedagogies of Passing from Reception to Education

	<ul style="list-style-type: none"> ○ Awareness raising and dissemination of the project’s approach and methodology to a wide range of key actors and stakeholders in an effort to strengthen inclusiveness in educational approaches and promote culturally diverse school systems
<p>How does this practice contribute to the aims of the ENABLE project?</p>	<p>The course developed in terms of the PASSAGE project can be used as a source for the ENABLE training course, especially Modules 3 and 4 that address aspects of both the effect of past experiences and social and emotional learning (Module3) and offer useful strategies to create welcoming, inclusive classrooms, as described below:</p> <p>Module 3: HOW TEACHERS CAN REDUCE EFFECT OF PAST EXPERIENCES IN REFUGEE STUDENTS</p> <p>In this module, the aim is to raise reflection about the impacts that the past and present traumatic, distressing or difficult experiences refugee children can have on their learning process and behaviour, as well as, to provide some helpful advice in order to cope with these difficulties.</p> <p>Learning objectives of module:</p> <ul style="list-style-type: none"> ➤ Get acquainted with distressing situations experienced by refugee students and the impact they have on their integration; ➤ Be aware of what teachers can do to reduce the impacts of distressing past experiences on refugee children and how they can help these children express their emotions. <p>Module 4: INTEGRATION STRATEGIES OF MIGRANTS/REFUGEES STUDENTS IN THE CLASSROOM</p> <p>In this module, the aim is to provide teachers with fundamental knowledge to welcome migrant/refugee students and to promote diversity in the classroom, as well as to install an inclusive, friendly-learning environment.</p> <p>Learning objectives of module:</p> <ul style="list-style-type: none"> ➤ Promote cultural diversity in the classroom: engagement, motivation and language skills;



(7) PASSAGE - Pedagogies of Passing from Reception to Education

	<ul style="list-style-type: none"> ➤ Explore integration strategies to include migrant/refugee students in the classroom; ➤ Promote an inclusive, friendly-learning environment in the classroom. <p>In addition, the potential of the peer-to-peer mentoring and role models it introduces can also be examined for ENABLE’s purposes.</p>
<p>How could this good practice be used/ transferred in other domains (e.g., from education to policy)?</p>	<p>Due to its transnational character, the tools developed can be easily adapted to other contexts and countries. Based on the implementation, on the experiences and evaluation of the PASSAGE project activities and results, a “Policy Recommendations Paper” was developed which establishes a set of policy recommendations for policy makers at all levels to ensure that newly arrived children with migrant or refugee background receive sufficient support in entering school life. This document aims to support high-level and school level policy makers to adapt policies and methods aimed at ensuring an efficient pedagogical integration passage from reception to education.</p>
<p>How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?</p>	<p>The course developed can be used at all levels of education in both formal and non-formal settings that involve MRD children, including schools, after-school activities, learning spaces run by NGOs, etc.</p>
<p>What are the main characteristics that make it a good practice?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Is delivered through contextualized inclusive extracurricular activities that are part of classroom routine.



(7) PASSAGE - Pedagogies of Passing from Reception to Education

	<input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being.
Website/social media/additional sources:	<p>https://passageproject.eu/ (official website)</p> <p>https://passageproject.eu/resources/ (reports, resources for teachers and policy makers, newsletters, informational material, press releases)</p> <p>https://lms.casa-do-professor.com/course/index.php?categoryid=6 (online course)</p> <p>https://www.facebook.com/passageEUproject (Facebook account)</p> <p>https://twitter.com/passage_project (Twitter account)</p> <p>https://www.linkedin.com/showcase/passage-project/ (LinkedIn account)</p>
Additional Information	

(8) SEDIN Creative Methods for Successful Inclusion in Multicultural Schools

Country:	Greece
Eligibility criteria:	<p><input checked="" type="checkbox"/> Has a clear context description</p> <p><input checked="" type="checkbox"/> Has a clear description of its objectives and purposes</p> <p><input checked="" type="checkbox"/> Has a clear description of the actions/activities involved</p> <p><input checked="" type="checkbox"/> Is at least one year old</p>
Classification according to the mental health and psychosocial support pyramid:	<input checked="" type="checkbox"/> 1st level - basic services and security



(8) SEDIN Creative Methods for Successful Inclusion in Multicultural Schools	
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Relationship skills
Short Description	<p>The project was created because refugee children (as well as children with immigrant/minority backgrounds) often have difficulties adapting to the school environment of host countries and traditional cognitive teaching models cannot meet this need. Therefore, in collaboration with different stakeholders, there is a need to introduce alternative methods in the school environment, that cultivate children's imagination, that promote emotional aspects of learning, positive interaction between these children and children belonging to mainstream communities and the promotion of non-verbal communication and learning. The project aims to transfer two methods in this regard: the Montessori Method and Creative Learning. It was applied from 31-12-2017 to 28-02-2020 in Greece, Bulgaria, Belgium, Italy, Spain and Turkey. The coordinator of the project was Action Synergy SA and the consortium consisted of the University of Girona, the National Directorate of Education Karsiyaka, the Center for Creative Training Association, the Vocational Training Center of Lesvos, the Cooperazione Internazionale Sud Sud, the Center for Higher Education of Theater Studies, the Waterpark Montessori International, Haute Ecole Galilee. It was a two-year Erasmus+ project funded by the European Commission.</p>
What activities does the practice involve?	<p>The purpose of SEDIN is to adapt two methods, the Montessori method and the Creative Learning method to support social inclusion in multicultural schools. Several activities that adapt these two methods have been designed.</p> <p>The Montessori Method:</p> <p>The Montessori Method is widely known and practiced all over the world. It was developed in Italy by the educator Maria Montessori and is based on 5 basic principles: respect for the child, assimilative mind, sensitive periods, the prepared environment and self-education.</p> <p>The Montessori Method is based on independence and cooperation thus it can give children the knowledge and skills they need to live in society and develop self-discipline and independence. It also enables children, through practice, to respond appropriately in social situations. The discipline to which</p>



(8) SEDIN Creative Methods for Successful Inclusion in Multicultural Schools

the child is accustomed is not limited to the school environment but extends to society.

The Montessori method is important for refugee children (as well as immigrant/minority children) because one of its aspects is the inclusion of the family in the educational method. According to this approach, the environments inside which children live and the schools they attend constitute social methods/tools. Thus, it is important that children are educated in both settings.

The purpose of the SEDIN project is to promote the integration of elements, principles, values and tools of the Montessori Method in schools rather than apply the method as a whole, in order to enhance autonomous and creative learning in multicultural classrooms.

Creative Learning:

The Creative Learning Method is based on the use of theatrical techniques. It has been developed for primary school children and is based on the principle that children learn better when they are actively involved in the learning process compared to being passive listeners.

This Method, through 10 steps, provides information and instructions to the teacher to create their own scenario according to the school curriculum and use it in the classroom. It also includes guidelines to manage the transition from creative to traditional learning. It provides the teacher with examples of scenarios categorized into 6 different categories: Language, History, Geography, Physics, Mathematics and various others. The Creative Learning Method can be used for the education of disadvantaged/refugee children. It is currently used in some regular schools but it would be very effective if it could also be used in multicultural schools.

The activities using the Montessori Method proposed in this project are divided into 3 groups: Mathematics, Language and Culture activities and can be found here: <https://sedin-project.eu/wp-content/uploads/2019/04/SEDIN-Project-Trainers-Manual-Waterpark-Montessori-International-EN.pdf>

The activities using the Creative Learning Method are listed in Case Studies for Geography, History and Language and can be found here: https://sedin-project.eu/wp-content/uploads/2019/04/SEDIN-Creative_Learning_Meth_EN.pdf



(8) SEDIN Creative Methods for Successful Inclusion in Multicultural Schools

<p>How does this practice contribute to the aims of the ENABLE project?</p>	<p>The use of the project resources in the Erasmus+Projects’ Results Platform (https://erasmus-plus.ec.europa.eu/projects/search/details/592253-EPP-1-2017-1-EL-EPPKA3-IPI-SOC-IN) can help teachers and school staff transfer elements, principles and tools of the Montessori Method to children that have faced several difficulties in their lives. Furthermore, Creative learning method aims to develop the children’s fantasy and informal interaction through the use of theater techniques in the classroom in order to achieve cognitive results. Although the project is not directly addressed to psychosocial trauma, it presents techniques that can work for the softening of it.</p>
<p>How could this good practice be used/ transferred in other domains (e.g., from education to policy)?</p>	<p>This practice could be adapted in schools’ curricula since it uses alternative methods of teaching that cultivate the fantasy of the students, promote emotional aspects of learning and non-verbal communication and learning. It could be used as a template for teaching different subjects such as literature, arts, poetry etc. It could be adapted in the after-school classes and used as a pilot in Experimental schools</p>
<p>How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?</p>	<p>In Greece, after the end of regular classes in Primary Education, students can choose to attend after school classes until the afternoon. During these classes they are supported by teachers in completing their homework and they also attend creative classes such as music, ICT, PE etc. This practice would be very important to be adapted in the after-school classes, where children might feel tired after the regular school program, since it helps students learn using inspirational and innovative approaches.</p>
<p>What are the main characteristics that make it a good practice?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Is delivered through contextualized inclusive extracurricular activities that are part of classroom routine. <input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being.
<p>Website/social media/additional sources:</p>	<p>https://sedin-project.eu/el/%ce%b1%cf%81%cf%87%ce%b9%ce%ba%ce%ae/</p> <p>https://www.facebook.com/creativityforsocialinclusion</p>



(8) SEDIN Creative Methods for Successful Inclusion in Multicultural Schools

Additional Information	

(9) Teach4Integration

Country:	Greece
Eligibility criteria:	<input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and psychosocial support pyramid:	<input checked="" type="checkbox"/> 1 st level - basic services and security
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Responsible decision-making <input checked="" type="checkbox"/> Relationship skills
Short Description	<p>"Teach4integration" is a free program for teachers and education officials involved in the education of children with a refugee/immigrant background. It is collaboration between the National and Kapodistrian University of Athens, the Aristotle University of Thessaloniki, the University of Thessaly, the University of Ioannina and the University of Crete with the UNICEF Office in Greece, with the support of the Ministry of Education and Religious Affairs and under the supervision of the Institute of Education Politics.</p> <p>This is part of the "All Children at School" Initiative, a three-year program developed in collaboration with the Ministry of Immigration and Asylum, the Ministry of Education and Religious Affairs and the UNICEF Office in Greece,</p>



(9) Teach4Integration	
	<p>with funding from the European Commission and with the main objective to ensure that all refugee/immigrant children of school age have access to quality, inclusive education.</p> <p>The program invests in strengthening the skills of teachers and the inclusive culture of schools. It is addressed to all teachers and education executives in the country, with priority to those who staff Reception Classes or whose classes are attended by students with a refugee/immigrant background.</p> <p>It includes 400 hours of training over a period of 9 months, divided according to current legislation, and is implemented through modern and asynchronous electronic training and with the provision of live meetings.</p>
<p>What activities does the practice involve?</p>	<p>The practice involves the following activities:</p> <ol style="list-style-type: none"> 1. LearnIn: The LearnIn program is an initiative of the UNICEF Europe and Central Asia Office, in collaboration with the educational authorities of 12 countries in this region, including Greece. It is about developing a flexible, user-friendly, open-access digital learning ecosystem that supports diverse communities of practice to achieve their goals. It supports educators to work together to develop effective instructional designs that lead to inclusive practices. More info about this program can be found here: https://learnin.info/more 2. Accelerated Learning Program (ALP): It was developed in 2020 by a partnership between the University of Thessaly, UNICEF and the Institute for Educational Policy, with the aim of addressing the issues of educational inclusion in lower secondary education (High School) for teenagers/ students with refugee or immigrant experience. It is aimed for pupils, the majority of them, apart from the challenge of learning the language of school, face significant obstacles in attending other subjects, often due to more or less extended periods during which they have been out of education in their country of origin, during the refugee journey, but also during the first period of their stay in Greece. <p>In this context, the Accelerated Learning Program was established as a learning framework, compatible with existing curricula, transformed into corresponding educational materials for students, guides for teachers and diagnostic tests to capture knowledge and skills, in the lessons:</p>



(9) Teach4Integration

	<p>Biology History Social and Political Education Mathematics Physics Chemistry.</p> <p>The ALP material was reviewed not only by the Ministry of Education and the Institute of Educational Policy and an expert group made up of IEP officials and Educational Project Coordinators, but also by an important group of teachers who approached it critically and piloted it in their classrooms, offering valuable feedback. This material is being envisioned by the producers as a living, evolving body of multimodal and multilingual texts and activities, changing, improving, and adapting flexibly to the different needs of different groups of the student population and to a variety of educational contexts. More info about the ALP can be found here: https://alp.teach4integration.gr/</p>
<p>How does this practice contribute to the aims of the ENABLE project?</p>	<p>This practice promotes the social and emotional development of Migrant, Refugee and Displaced Children (MRDC) inside the school environments, through culturally sensitive, school-based interventions. Although these interventions were not exclusively designed to deal with the negative effects of psychosocial trauma, they are extremely helpful in this direction.</p> <p>Through the LearnIn program, teachers and staff of schools are presented with ways to come closer to the MRD children. New tools are being developed to guide the teacher practices (e.g., protocols for individualized educational planning) and student learning (e.g., materials tailored for low-achieving children). But LearnIn doesn't just provide tools, it provides a comprehensive methodology and learning opportunities to become familiar and comfortable using these tools.</p> <p>Through the ALP practice, primary & secondary education teachers are being helped to stimulate the social and emotional development of MRDC in the school environment. ALP materials support students, have been out of education for shorter or longer periods, to replenish the knowledge that will allow them to keep up with students of their age and have a successful school journey and access to subsequent educational levels beyond compulsory education. In this sense, addressing early school leaving, non-systematic attendance and school leakage are among the central aims of the</p>



(9) Teach4Integration	
	<p>Program. When students feel supported and successful in school, social and emotional development is easier to be achieved.</p> <p>Moreover, the fact that students with refugee or immigrant experience come into contact with these knowledge items through a language with which they usually have limited or no familiarity at all, resulted to the translation of the glossary of each knowledge item, i.e., the basic vocabulary with corresponding definitions, in 8 of the languages most spoken by people in this group: English, Arabic, French, Kurmanji, Urdu, Sorani, Turkish, Farsi.</p>
How could this good practice be used/ transferred in other domains (e.g., from education to policy)?	<p>Teachers working with MRD children in Greece stated that this program has helped them a lot in their work. It would be more effective if all teachers working with immigrant children underwent this program before starting working with these children. It could be a national program for teachers working with MRDC</p>
How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	
What are the main characteristics that make it a good practice?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Avoids victimizing children and youth who have had traumatic experiences. <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Has a community-based approach encouraging parental involvement and engaging relevant stakeholders. <input checked="" type="checkbox"/> Is delivered through contextualized inclusive extracurricular activities that are part of classroom routine.
Website/social media/additional sources:	https://www.teach4integration.gr/



(9) Teach4Integration

Additional Information

This good practice was introduced to us during interviews with teachers working with MRD children who stated that helped them very much at their work

(10) Trauma-Informed School Programme

Country:

Türkiye

Eligibility criteria:

- Has a clear context description**
- Has a clear description of its objectives and purposes**
- Has a clear description of the actions/activities involved**
- Is at least one year old**

Classification according to the mental health and psychosocial support pyramid:

- 2nd level - supportive generalized activities**

Social and emotional learning competencies it targets

- Self-management**
- Responsible decision-making**
- Social awareness**

Short Description

Turkey currently hosts 3.6 million Syrians under temporary protection, 44 per cent of whom are under the age of 18. When Syrian families fled the horrors of war, they may have thought that at least their children would be in a safer place; however, witnessing the conflict and the journey of migration traumatised many adolescents and children. When hundreds of thousands of traumatised children started education in our country, many teachers did not know how trauma would be experienced in the classroom and school environment, how it would manifest itself and how to approach this issue. Turkey's decision in 2017 to integrate all Syrian children into the public school system over the next three years has made it even more important to up skill and train school authorities, especially teachers and school counsellors, to support Syrian children.



(10) Trauma-Informed School Programme

The Programme, organised by the Maya Foundation, aims to identify traumatised children, provide additional support to children in need, and implement trainings for teachers and school counsellors. The Trauma Informed School Programme is a low-cost and high-impact programme that can be adapted to the existing education system and is more cost-effective than other programmes implemented for the education process of refugee students.

What activities does the practice involve?

1. Teacher Training

The teacher training designed by Maya Foundation focuses on creating awareness among teachers that "Children do well when they can" and that teachers need to recognise what skills, environments and relationships children need when they need support. Within the scope of teacher training, teachers learn about the common effects of trauma; they are informed about trauma symptoms and are made aware of the correct way to respond to the needs of children who exhibit symptomatic behaviours. In addition, teachers and school administrators are provided with guidance on how to approach students in stressful situations through clear and understandable communication channels.

The teacher training is designed as two six-hour modules. The training can be integrated into the existing education system and implemented throughout the academic year.

Module 1 (3 hours)	
Module Title	Topics
Trauma Definition	Introduction to trauma with art therapy-based approach. The definition of trauma and its effects observed in daily life are mentioned. The subject is opened to discussion through the participants' own experiences.
The Effect of Trauma on the Brain and the Learning Process	Biological and physical effects of traumatic experience are discussed. The negative effects of trauma on the education and training process are discussed. Teachers share their classroom observations.
Trauma Indicators	It is discussed how trauma indicators can be reflected on children's behaviors in daily life and school environment.
Trauma Sensitive Approach	The positive effects of a trauma-sensitive approach are explained and discussed.
War and Migration Trauma	The trauma caused by war and subsequent migration and the effects of this trauma on the child and family are evaluated.
Child Neglect and Abuse	The trauma caused by child neglect and abuse and its effects on children are explained. The roles and responsibilities of teachers and school administration in cases of child neglect



(10) Trauma-Informed School Programme

	and abuse are discussed. General information is given about the legal process of child neglect and abuse cases.
Loss and Mourning	The effects of trauma caused by loss and grief on children and their families are mentioned. Information is given about the approach to children with loss and grief experience.

➤ For teachers, the second module addresses issues such as positive discipline, classroom management and emphasizes the importance of consistent, open and calm communication.

Module 2 (3 hours)	
Module Title	Topics
Maintaining Classroom Discipline with Children with Traumatic Experiences	Teachers are taught knowledge and techniques about applying positive discipline methods for students with traumatic experiences in the classroom.
Negative Behavior Management in the Classroom with Children with Traumatic Experiences	Teachers are taught information and techniques about applying positive discipline methods for students with traumatic experiences in the classroom. Teachers' observations and experiences are discussed. Through practical supervision, teachers are offered solutions through cases.
Classroom Management with Children with Traumatic Experiences	Case discussions on classroom management and teachers' experiences are held and teachers are supported. Information is given about the management of classes with children with traumatic experiences.
Psychosocial Support Activities in the Classroom with Children with Traumatic Experiences	Basic psychosocial support activities such as breathing exercises, muscle relaxation exercises are demonstrated in the classroom.
Peer Bullying Prevention Studies	Precautions against peer bullying are discussed.

1. School Psychological Counsellor Training

The Trauma Informed School Programme, implemented by the Maya Foundation, is based on a holistic perspective, putting the child at the centre. The programme brings together the approaches that schools should adopt in providing support to students who have been exposed to trauma, and its components are as follows:



(10) Trauma-Informed School Programme

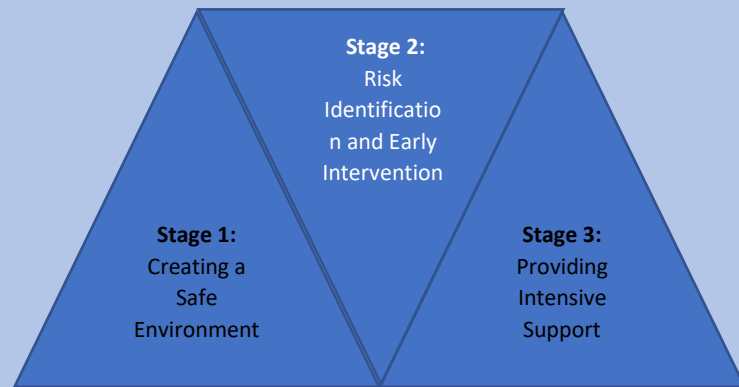
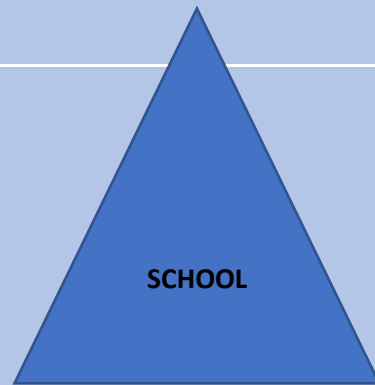


Figure 1: Three-phase Trauma Informed School Model

- Step 1:** Supporting students by providing a safe school environment through trainings for teachers and school psychological counsellors
- Step 2:** Identification of children at risk and early intervention
- Step 3:** Intensive support modalities and implementation of trauma-sensitive interventions

How does this practice contribute to the aims of the ENABLE project?

This practice is one of the aims of the ENABLE project "To define the profile of the trauma informed teacher/ educator (incl. training needs)." In addition, according to the good practice activities, the training of the school counsellor corresponds to the needs of traumatised students.

How could this good practice be used/ transferred in other

This good practice is focussed on one area but can be adapted to other areas. Although it focuses on one problem, it can be adapted to other problems. For example, as a result of a major earthquake in the South East Region of Turkey, thousands of people were killed, injured and left homeless. Upon this event, thousands of people started to migrate



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(10) Trauma-Informed School Programme

domains (e.g., from education to policy)?	to other provinces as a necessity. As a psycho-social process, they are experiencing a trauma similar to the trauma experienced by Syrian children. This good practice activity can be applied to these children affected by the earthquake.
How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	This practice can be included in the ongoing project to support the integration of Syrian children into the Turkish education system (PİKTES). In formal education, special education programmes are implemented not only for Syrian students but also for Iraqi students who are victims of war. Within the scope of the PIKTES project, Syrian students are provided with trauma management classes, one-to-one teacher reinforcement, integration trainings into the Turkish education system and adaptation to normal education.
What are the main characteristics that make it a good practice?	<input checked="" type="checkbox"/> Avoids victimizing children and youth who have had traumatic experiences. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Makes use of school surveys or other methods to monitor and evaluate its effect.
Website/social media/additional sources:	Trauma Informed School Education Programmes Maya Vakfı (mayavakfi.org)
Additional Information	

(11) Supporting the Integration of refugee Children into the Education System (PİKTES)

Country:	Türkiye
Eligibility criteria:	<input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old



(11) Supporting the Integration of refugee Children into the Education System (PIKTES)	
Classification according to the mental health and psychosocial support pyramid:	<input checked="" type="checkbox"/> 1st level - basic services and security <input checked="" type="checkbox"/> 2nd level - supportive generalized activities
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Responsible decision-making <input checked="" type="checkbox"/> Social awareness <input checked="" type="checkbox"/> Relationship skills
Short Description	<p>"Promoting Inclusive Education for Children in the Turkish Education System (PIKTES+)", the main objective of the PIKTES+ Project is to contribute to foreign children's access to education and social cohesion in Turkey. In this context, the specific objectives of the Project include supporting the efforts of the Ministry of National Education to increase enrolment, school attendance and transition to the next level in the formal education system (from pre-school education to the end of secondary education) for foreign children in 29 project provinces with high foreign population density. PIKTES Project started its 3rd phase in January 2023 and will continue until November 2025.</p> <ul style="list-style-type: none"> • In 29 project provinces, the accessibility of the formal education system (pre-primary to post-secondary education) for foreign and socio-economically disadvantaged host community children has increased. • A safe, supportive and quality learning environment for students (foreign and socio-economically disadvantaged host community) in the supported educational institutions was established and maintained. • The operational quality of educational institutions and staff has been improved.
What activities does the practice involve?	<ol style="list-style-type: none"> 1. Provide Turkish language classes for Syrian children both in and out of school. 2. Provide Arabic language classes for Syrian children both in and out of school. 3. Provide pre-primary education for Syrian and Turkish children.



(11) Supporting the Integration of refugee Children into the Education System (PIKTES)

	<ol style="list-style-type: none"> 4. Provide remedial education for Syrian children outside of school or in Temporary Education Centres. 5. Providing additional classes for children in public schools. 6. Provision of school transport for Syrian and socio-economically disadvantaged Turkish students. 7. Meeting the stationery needs of Syrian and socio-economically disadvantaged Turkish students. 8. Providing scholarships for Syrian and Turkish students receiving vocational and technical education. 9. Informing Syrian families about education services. 10. Organising awareness raising activities to support the integration of Syrian children into the education system. 11. Developing and revising the Turkish education programme. 12. Purchase, revision and content creation of educational materials. 13. Developing an examination system to determine the language proficiency and academic performance of Syrian students. 14. Providing school guidance and counselling support for Syrian students. 15. Ensure a safe, hygienic and appropriate learning environment in schools and educational institutions. 16. Provision of educational equipment in case there are more students than expected. 17. Research activities and conference events related to the project. 18. Training of teachers. 19. Training for administrative staff of the Ministry of National Education and other staff. 20. Monitoring and evaluation. 21. Organisation of social integration activities for Syrian and Turkish students. 22. Organisation of social integration activities for Syrian and Turkish families. 23. Turkish language training for Syrian parents.
<p>How does this practice contribute to the aims of the ENABLE project?</p>	<p>This activity is compatible with the ENABLE project in terms of teacher training, student training, psycho-social training. PIKTES project is implemented with the support of the European Union and contributes to the integration of refugee children into the Turkish education system.</p>
<p>How could this good practice be used/ transferred in other</p>	<p>This good practice has been integrated into the Turkish education system. It has taken its place in the education policy and will be included in the education laws in the future.</p>



(11) Supporting the Integration of refugee Children into the Education System (PİKTES)

domains (e.g., from education to policy)?	
How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	This good practice is applied both in formal and non-formal education. In non-formal education it is aimed at the families and relatives of refugee students.
What are the main characteristics that make it a good practice?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Avoids victimizing children and youth who have had traumatic experiences. <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Has a community-based approach encouraging parental involvement and engaging relevant stakeholders. <input checked="" type="checkbox"/> Is delivered through contextualized inclusive extracurricular activities that are part of classroom routine. <input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being. <input checked="" type="checkbox"/> Makes use of school surveys or other methods to monitor and evaluate its effect.
Website/social media/additional sources:	<p>https://piktes.gov.tr/cms/Home/Hakkimizda</p> <p>https://www.avrupa.info.tr/tr/proje/suriyeli-cocuklarin-egitim-sistemine-entegrasyonunun-desteklenmesi-piktes-ii-10396</p>
Additional Information	



(12) PIKTES Volleyball Tournament	
Country:	Türkiye
Eligibility criteria:	<input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and psychosocial support pyramid:	<input checked="" type="checkbox"/> 2nd level - supportive generalized activities
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Responsible decision-making <input checked="" type="checkbox"/> Social awareness <input checked="" type="checkbox"/> Relationship skills
Short Description	<p>Within the scope of 'PIKTES Volleyball Tournament Youth Category' organised in cooperation with PIKTES and the Ministry of Youth and Sports, sports activities are organised with refugee students among other provinces of Turkey. Within the scope of this activity, psycho-social trauma processes of refugee students are successfully carried out. This sports activity consists of 52 teams with 624 athletes. In the young girls' category, it was organised between Antalya, Samsun, Hatay, Mersin, Batman, Adıyaman, İzmir and Bursa. In the young male category, it was held between Konya, Samsun, Hatay, Mersin, Gaziantep, Mardin, Yalova and Istanbul provinces.</p>
What activities does the practice involve?	<p>Organising sports competitions as one of the awareness raising activities to support the integration of Syrian children into the education system.</p> <p>Organising social integration activities for Syrian and Turkish students.</p> <p>Thanks to this good practice, the integration and harmonisation of refugee and Turkish students will be ensured.</p>



(12) PIKTES Volleyball Tournament	
How does this practice contribute to the aims of the ENABLE project?	This good practice contributes to the ENABLE project not only through theoretical training but also through sporting activities.
How could this good practice be used/ transferred in other domains (e.g., from education to policy)?	This good practice enables refugee students to integrate and overcome social trauma processes without any problems.
How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	This good practice ensures the integration of refugee and Turkish students in the formal education process. It contributes to the integration process into the Turkish education system.
What are the main characteristics that make it a good practice?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being.
Website/social media/additional sources:	https://piktes.gov.tr/cms/Haberler/Detay/44
Additional Information	



(13) Safe & Sound: A School-Based Psychosocial Support Program for Refugee Adolescents

Country:	Lebanon
Eligibility criteria:	<input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and psychosocial support pyramid:	<input checked="" type="checkbox"/> 2nd level - supportive generalized activities`
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Social awareness <input checked="" type="checkbox"/> Relationship skills
Short Description	<p>A study conducted in 2017 by <u>Harvard Program in Refugee Trauma (HPRT)</u> and CCECS found that almost 70% of Syrian adolescents living in Lebanon show symptoms indicating mild depression, anxiety disorders, hostile behavior. Traumatic experiences have disrupted their behavioral reactions and educational progress.</p> <p>The Safe and Sound (SAS) project was implemented under the lead of Dr. Astrid ter Wiel, Associate Consultant at Maastricht School of Management (the Netherlands), in close collaboration with the Center for Civic Engagement and Community Service (CCECS) of the American University of Beirut (Lebanon), Living Peace Institute (Goma), Kayany Foundation and Al Maymouna Education (Lebanon).</p> <p>Safe and Sound (SAS) Program reinforces healthy coping strategies among refugee adolescents by contextualizing psychosocial support programs within learning environments, and engages parents and educators throughout the process.</p> <p>Project Safe and Sound is a 10-week intervention, adapted from the Living Peace Institute model in Central Africa, and contextualized within informal</p>



(13) Safe & Sound: A School-Based Psychosocial Support Program for Refugee Adolescents

	<p>education in Lebanon. The curriculum is designed to guide refugee adolescents through the different stages of identifying and alleviating physiological and emotional stressors, and local mental health specialists deliver trainings to prepare educators to facilitate psycho-education sessions. To optimize the acquired skills outside the school, parents also receive training to better understand adolescents’ behavior and to nurture positive social networks necessary for safe and non-violent environments.</p> <p>The project was implemented in 5 schools in Bekaa reaching more than 1100 students, their parents, and educators during 2019-2020.</p> <p>Key findings revealed that adolescents experienced:</p> <ol style="list-style-type: none"> 1- an increase in positive coping behavior; 2- more support in the family; 3- a shift towards a broader acceptance of emotional expression. <p>In addition, the majority of parents reported satisfaction and requested a continuation of the PSS program.</p>
<p>What activities does the practice involve?</p>	<p>The project used a Train-the-Trainer approach whereby 11 local psychosocial support (PSS) Specialists were trained as trainers and supervisors of 52 Teacher and Community Facilitators who were trained to lead the adolescent PSS sessions.</p> <p>10 sessions were facilitated during school days by these trained local teachers and community members. Sessions included topics such as coping with problems, getting to know yourself better and strengthening positive coping behavior and building social support. The sessions reinforced Syrian refugee adolescents’ resilience through skill-building in self-awareness, conflict resolution, bullying prevention, and healthy communication. The participants indicated that the activities have had a positive impact on them.</p> <p>Further, Project SAS conducted formative research through which the manuals for adolescent boys and girls were adapted and manuals for the parents and school staff were created. AUB-CCECS also organized a public lecture named “From Central Africa to Lebanon: adapting evidence-based psychosocial support interventions in post-conflict settings.” Additionally, parents’ sessions, school staff sessions, a refresher day workshop and an institutional development workshop took place.</p>



(13) Safe & Sound: A School-Based Psychosocial Support Program for Refugee Adolescents

	<p>The project in numbers</p> <ul style="list-style-type: none"> • SAS has provided a total of 527 psychosocial support sessions to 1,157 direct beneficiaries; • SAS trained a total of 71 local members; • SAS produced: 4 PSS Manuals, pre/post tests & M&E tools, the Illustrated Book 'Safe and Sound Adolescent Journey' and an extensive Sustainability Report.
<p>How does this practice contribute to the aims of the ENABLE project?</p>	<p>As a school-based psychosocial intervention, Project Safe and Sound (SAS) offered an opportunity to understand how the teachers or educational staff can better understand the psychosocial development process of refugee children.</p> <p>It also allows them to learn how to help students to handle strong emotions and practice healthy coping skills that strengthen resilience and promote non-violent relationships with others.</p> <p>This method shows the importance of a well-informed educational staff for a better psychosocial development of refugee children through interactive and participative methods where refugee children have also a major role to play to deal with their trauma with the help of the educational staff.</p>
<p>How could this good practice be used/ transferred in other domains (e.g., from education to policy)?</p>	<p>Since this method was settled down by many collaborators from different fields (American University of Beirut, Ministry of Foreign Affairs - Government of the Netherlands, Maastricht School of Management, Living Peace Institute, Kayany Foundation, Al Maymouna Education, AUBMC Department of Psychiatry, AUBMC Department of Family Medicine, AUB Department of Education and UNESCO) it shows the possibility of transferability in different domains and sectors of education and health systems in general.</p> <p>The method was already tested in Congo and transferred to Lebanon so this means that it could be adapted to different countries and contexts by taking into consideration the background of children refugees and their cultural specificities.</p>
<p>How can this practice be adapted to other educational levels/settings (both</p>	<p>This method can be used in both contexts: formal and non-formal education.</p>



(13) Safe & Sound: A School-Based Psychosocial Support Program for Refugee Adolescents

<p>formal and non-formal) in your country?</p>	<p>Since it was implemented by a multidisciplinary team from formal and nonformal education fields it shows that links can be made between both of the fields and that can be implemented by professionals from both fields.</p> <p>The cooperation between international organisations shows also the possibility of adaptability of this tool in different countries and to different local context which means that it could be adapted to the ENABLE partners' countries.</p>
<p>What are the main characteristics that make it a good practice?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Avoids victimizing children and youth who have had traumatic experiences <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Has a community-based approach encouraging parental involvement and engaging relevant stakeholders. <input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being.
<p>Website/social media/additional sources:</p>	<p>https://www.msm.nl/news-events-and-blogs/news/safe-and-sound?fbclid=IwAR0v5tehQII37yl2lQuFeBI9i1W4HEUB63307ala9MdFUbi9QHsyhHynNoY</p> <p>https://aubmediterraneo.cy/ccecs/srrp/Pages/Safe-and-Sound.aspx</p>
<p>Additional Information</p>	

(14) Guidelines on Mental Health and Psychosocial Support in Migration and Displacement

<p>Country:</p>	<p>Denmark – Danish Red Cross</p>
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(14) Guidelines on Mental Health and Psychosocial Support in Migration and Displacement

<p>Eligibility criteria:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
<p>Classification according to the mental health and psychosocial support pyramid:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 2nd level - supportive generalized activities
<p>Social and emotional learning competencies it targets</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Relationship skills
<p>Short Description</p>	<p>This Good Practice focuses on providing psychosocial support for migrants and displaced persons in various situations and contexts. It contains guidelines and outlines key recommendations for activities in different migration and displacement-related contexts that can support staff working in contexts of migration and displacement to design, review and organize mental health and psychosocial support interventions in the country. The Guideline also highlights some essential key points concerning promoting mental health and psychosocial well-being to support migrants. These can be resumed in:</p> <ol style="list-style-type: none"> 1. Treat all people with dignity and respect and support self-reliance 2. Respond to people in distress in humane and supportive ways 3. Provide information about services, supports, and legal rights 4. Provide relevant psychoeducation and raise awareness 5. Prioritise protection and psychosocial support for children, in particular children who are separated, unaccompanied and with special needs 6. Strengthen Family Support 7. Identify and protect persons with specific needs 8. Make interventions culturally relevant and ensure adequate interpretations 9. Provide appropriate treatment for severe mental health disorders 10. Do not start psychotherapeutic treatments that need follow-up if follow-up is unlikely to be possible 11. Monitoring and managing the well-being of staff and volunteers



(14) Guidelines on Mental Health and Psychosocial Support in Migration and Displacement

	<p>12. Do not work in isolation: coordinate and cooperate with others.</p> <p>The Guideline shows methods, ways and contexts to put these principles into Practice, promoting actions and recommendations for different contexts, ages and historical backgrounds.</p>
<p>What activities does the Practice involve?</p>	<p>The document of Best Practice promotes many different activities and actions. It consists of activities that should be implemented by operational staff dealing with migrants and displaced populations and are applicable in many different contexts. The activities aim to inspire creativity and create a community. Guidelines groups different kinds of activities, from physical, games, sports, arts and crafts, and are applicable for all ages and gender. After explaining in what ways and contexts the activities can be applied, various examples are presented. For each of the activities, there are operational hints and tips. These focus on creating community spaces, safe spaces for children, how to implement capacity building, youth empowerment activities, how to welcome newcomers, etc.</p> <p>The detailed list of all activities and practices, can be resumed in three different big areas: Arts and crafts, Sports, Relaxation and Recreational Activities, and Community Engagement Activities. For the first one, the activities aim to enable migrants to create something for the centre or to bring with them on their other journeys, such as paintings, dreamcatchers, shelves, clothes, board games, and journals. Some facilitation skills are also introduced, such as methods for being inclusive, engaging youth, how to listen and be empathetic, and helping migrants express themselves. As Sports, Relaxation and Recreational Activities are often used as icebreaking activities and are linked to a specific objective, such as conflict resolution, collaboration, empathy, and expressing and interpreting emotions. Some examples are creating and performing music, dance and drama for the community on relevant issues. Finally, Community Engagement Activities consist of presenting projects done, encourage migrants cooperate with host community members, such as clean-up campaigns and repair work, and presenting the result of the activities to each other.</p>
<p>How does this Practice contribute to the aims of the ENABLE project?</p>	<p>Since these are good community practices, aiming at non-formal integration activities and psychological support, they allow use in different contexts and realities. Because of this, it can be considered a good and valuable tool for supporting MRD children, which the project will follow during the two-year project period.</p>



(14) Guidelines on Mental Health and Psychosocial Support in Migration and Displacement

<p>How could this good Practice be used/ transferred in other domains (e.g., from education to policy)?</p>	<p>This Practice can be transferred to new domains by creating a culture of acceptance and a non-formal approach toward integration. Providing teachers with methods of inclusive strategies that can be used on MRDs in the classroom can create a new community cultural approach, which can lead to more radical and profound change within society.</p>
<p>How can this Practice be adapted to other educational levels/settings (both formal and non-formal) in your country?</p>	<p>The guidelines target different groups with different historical backgrounds and travel histories. They also look at other psychosocial states and different ages for which the activities and recommendations can be applied. Applying new approaches can transfer good Practice to new ways of addressing MRDs in school settings, including at the level of internal policies within school institutions. This also makes the good Practice usable for various educational settings and environmental contexts.</p>
<p>What are the main characteristics that make it a good practice?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Avoids victimizing children and youth who have had traumatic experiences. <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Has a community-based approach encouraging parental involvement and engaging relevant stakeholders. <input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being.
<p>Website/social media/additional sources:</p>	<p>https://pscentre.org/wp-content/uploads/2022/02/Guide-on-MHPSS-in-migration-and-displacement_DRC.pdf</p>
<p>Additional Information</p>	

(15) Colors of Kindness

<p>Country:</p>	<p>Bangladesh, Greece, Uganda</p>
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(15) Colors of Kindness	
Eligibility criteria:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and psychosocial support pyramid:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1st level - basic services and security
Social and emotional learning competencies it targets	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-awareness <input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Responsible decision-making <input checked="" type="checkbox"/> Social awareness <input checked="" type="checkbox"/> Relationship skills
Short Description	<p>Colors of Kindness is an innovative hybrid edtech approach to classroom instruction that combines a podcast and digital workbook to enhance six (6) social and emotional competencies of children ages 6-12. The trauma-informed, play-based approach includes activities such as art, movement, breathwork, and storytelling</p> <p>It was created by the Amal Alliance, Inc., a 501(c)(3) nonprofit, Non-Governmental Organization (NGO) based in New York, dedicated to empowering displaced and disenfranchised children through education and social development programs around the globe in both refugee camps and formal school settings.</p> <p>Colors of Kindness is a multi-award winning Social and Emotional Learning programme designed to help children explore themselves and the world around them, an education-in-emergencies adaptation for the Rainbow of Education that responds to the needs caused by the disruption of education due to global crises such as COVID-19.</p>



(15) Colors of Kindness

	<p>Born from UNHCR's HEA COVID 19 Challenge, the programme was piloted in Bangladesh in Bangla & Rohingya with 10 virtually trained teachers and 137 children, including a high percentage of girls and Rohingya refugees. Findings indicated that there was a 16.5% increase in SEL competency, and 99% increase in mood and positive outlook amongst the children. The 0 infection rate amongst participants and families, showed in-person instruction can be safe. It is being translated into Spanish, French, and Arabic, and adapted for early childhood [specifically 3–6-year-olds]. It has also been adapted into a Learning Workbook with Education Above All for 50,000 offline learners in India, Kenya, Palestine, etc. In the fall, a CoK program will begin in the Nakivale Camp in Uganda.</p> <p>As mentioned before, using social and emotional learning materials delivered via podcast, the programme aims to empower children in low-resource settings through holistic SEL. More specifically, aiming to improve children's 1) social and emotional skills, 2) wellbeing, and 3) academic outputs, teachers are trained on SEL fundamentals and implementation of this hybrid model. The programme provides SEL curriculum via audio podcasts that are embedded within an interactive digital workbook with visual aids that feature culturally sensitive, gender-neutral blobs.</p> <p>The program is available under a CC-BY-NC-ND-International 4.0 License at https://colorsofkindness.org/ for non-commercial use only. Given the nature of the trauma sensitive content, the program is designed to safeguard the children, and does NOT allow for derivatives to be made. Localization and training are suggested.</p>
<p>What activities does the practice involve?</p>	<p>The activities are developed based on the understanding of the need for childhood pedagogies to include human-centered approaches integrating social, emotional, cognitive, and physical aspects of learning. Each week, activities include an opening exercise, breathwork, a main activity (i.e., Emotions Charades or Dream Mapping), a yoga pose, a check-in using our emotions thermometer, and a closing gratitude practice. Children are also prompted to complete a challenge, which aims to give them a task to focus on throughout the week.</p>



(15) Colors of Kindness

How does this practice contribute to the aims of the ENABLE project?

Colors of Kindness is a holistic programme that bridges the learning gap posed by the pandemic, displacement, and other factors that contribute to learning losses. It serves the purposes of the ENABLE project since its aim is to help children develop the social and emotional skills necessary to cope with the new and difficult emotions that accompany emergency situations. The resources offered, divided in the six competencies of social and emotional learning, can be used for the ENABLE training course.

How could this good practice be used/ transferred in other domains (e.g., from education to policy)?

Considering its global impact, Colors of Kindness could be introduced to official curricula so as to benefit MRD children, as well as all children affected by the pandemic and other factors.

How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?

The focus on Social and Emotional skills through a use of a variety of approaches makes this innovation highly scalable as well as impactful for the learners who have access to the programme. This innovation has already been implemented in Greece in:

- Public schools all over the country,
- Ioannina (Second Tree)
- Serres (Lifting Hands International)
- Alexandria (Danish Refugee Council)
- Koutsochero (Danish Refugee Council)
- Lagadikia (Danish Refugee Council)
- Schisto (Danish Refugee Council)
- Thessaloniki (ARSIS)
- Drama (Ladies Union of Drama)
- Nea Kavala (Drop in the Ocean)

It could further be adopted and adapted in all educational contexts, both formal and non-formal, as it is suitable for all age levels. The provision of resources according to competencies targeted makes it useful and easily adaptable by everyone.



(15) Colors of Kindness	
What are the main characteristics that make it a good practice?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Avoids victimizing children and youth who have had traumatic experiences. <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Is delivered through contextualized inclusive extracurricular activities that are part of classroom routine. <input checked="" type="checkbox"/> Makes use of school surveys or other methods to monitor and evaluate its effect.
Website/social media/additional sources:	<p>https://colorsofkindness.org/ (official website)</p> <p>https://colorsofkindness.org/programs/ (programmes)</p> <p>https://colorsofkindness.org/news/ (news)</p> <p>https://colorsofkindness.org/global-impact/ (impact)</p> <p>https://colorsofkindness.org/evidence/ (reports)</p>
Additional Information	

(16) Refugees Well School: In-Service Teacher Training (INSETT) – Providing psychosocial support to young refugees	
Country:	Belgium, Denmark, Finland, Great Britain, Norway, Sweden
Eligibility criteria:	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes



(16) Refugees Well School: In-Service Teacher Training (INSETT) – Providing psychosocial support to young refugees	
	<input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and psychosocial support pyramid:	<input checked="" type="checkbox"/> 2nd level - supportive generalized activities
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Responsible decision-making <input checked="" type="checkbox"/> Social awareness <input checked="" type="checkbox"/> Relationship skills
Short Description	<p>Today, European societies face the challenge of promoting the integration of growing numbers of refugee and migrant adolescents. Supporting the mental well-being of these young newcomers is herein pivotal, with recent scholarly work emphasizing the preventive role of schools in promoting mental well-being. Yet, there is still little robust evidence on how preventive school-based interventions may impact newcomers’ well-being. This project therefore aims to further the evidence-base on the role of preventive school-based interventions in promoting refugee and migrant adolescents’ mental well-being, and on how they can be implemented in diverse educational contexts.</p> <p>The INSETT intervention builds on international research that emphasizes the decisive role of teachers in promoting the mental health and well-being of newcomer refugee and migrant students as well as in supporting their inclusion in the new school environment.</p> <p>Within the RWS (Refugees Well School) project the following five interventions will be implemented and evaluated: (1) Teaching Recovery Techniques (TRT); (2) Classroom Drama Therapy; (3) Welcome to School (Tutor Method for Newcomers); (4) Peer Integration and Enhancement Resource (PIER); (5) In-Service Teacher Training (INSETT). The evaluation of the interventions will be based on questionnaires, qualitative interviews and focus group discussions with students from refugee and migrant backgrounds, their teachers and parents/caregivers or guardians.</p>



(16) Refugees Well School: In-Service Teacher Training (INSETT) – Providing psychosocial support to young refugees	
	The RWS project will be carried out in six European countries, i.e., Belgium, Denmark, Finland, Great Britain, Norway and Sweden.
What activities does the practice involve?	<ol style="list-style-type: none"> 1. In service teacher training: <ol style="list-style-type: none"> 1.1. Introductory seminar to the course content, methodology and goals for teachers 1.2. Online course teachers for promoting the mental health and well-being of newcomer refugee and migrant students and supporting their inclusion in the new school environment 1.3. Follow up seminars which will allow teachers to ask questions and share experiences 2. Classroom Drama Therapy Program 3. PIER Intervention 4. In-Service teacher training and teaching recovery techniques
How does this practice contribute to the aims of the ENABLE project?	The modules and content of the seminar are all available in the final report, this information could be helpful for building the content of the ENABLE online course for teachers. As the ENABLE project, the RWS project considers individual, relational as well as contextual factors regarding the developmental and psychosocial needs of refugee and migrant adolescents, and this is the baseline for their teacher training modules. Additionally, the project also focuses on the whole school approach encouraging other key actors in the involvement of the interventions.
How could this good practice be used/ transferred in other domains (e.g., from education to policy)?	Since this is a European project which has been designed to be implemented in 6 different countries, the techniques and tools they use can be easily transferred to other contexts and to the ENABLE project. Moreover, the resources can be found online and which details descriptions on how to use them and how to implement them in the schools. Additionally, they have created a tool called Decision Aid for School-Based Intervention Selection , for guiding schools head and teachers to choose the right psychosocial for their context. Policy wise, on the framework of the project they have launched many publications which could be used as supporting documents to advocate for psychosocial interventions policies.
How can this practice be adapted to other	



(16) Refugees Well School: In-Service Teacher Training (INSETT) – Providing psychosocial support to young refugees

<p>educational levels/settings (both formal and non-formal) in your country?</p>	
<p>What are the main characteristics that make it a good practice?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying. <input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Has a community-based approach encouraging parental involvement and engaging relevant stakeholders. <input checked="" type="checkbox"/> Makes use of school surveys or other methods to monitor and evaluate its effect.
<p>Website/social media/additional sources:</p>	<p>Refugees Well School (2022) https://refugeeswellschool.org/</p>
<p>Additional Information</p>	

(17) Inter-Act- Interdisciplinary cooperation psychosocial interventions- A case study on refugees

<p>Country:</p>	<p>Germany, Greece, Spain, Sweden</p>
<p>Eligibility criteria:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
<p>Classification according to the</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 2nd level - supportive generalized activities



(17) Inter-Act- Interdisciplinary cooperation psychosocial interventions- A case study on refugees	
mental health and psychosocial support pyramid:	
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Responsible decision-making <input checked="" type="checkbox"/> Social awareness
Short Description	<p>The InterAct project identifies and addresses success factors of cooperation between Psychology, Occupational Therapy, Physiotherapy, Social Work, Speech Therapy and Health Care Education in psychosocial interventions for refugees, by combining teaching and training models, experiences from practice and corresponding research evidence.</p> <p>The InterAct project collects experiences from refugee centers in four European countries (Germany, Greece, Spain, Sweden) through the collaboration of academic institutions and creates transfer of these experiences to regular Psychosocial Support Practice, Education and Research.</p>
What activities does the practice involve?	<ol style="list-style-type: none"> 1. An educational toolbox on psychosocial practice 2. Practice Guidelines 3. Policy recommendations
How does this practice contribute to the aims of the ENABLE project?	<p>The toolbox they have created includes tools from different areas as Psychology, Occupational Therapy, Physiotherapy, Social Work, Speech Therapy and Health Care Education in psychosocial interventions for refugees, so it could be a useful resource for development of the training, and also for creating awareness and sharing information with relevant stakeholders for a “whole-community” approach. Additionally, the policy recommendation could be useful for advocating at the national and EU level for more policies on trauma-informed practices at schools.</p>
How could this good practice be used/ transferred in other domains (e.g., from education to policy)?	<p>The context of the project and the guidelines are specifically designed for target professionals in the psychosocial interventions, but some of the modules could be transferred to the educational context, and specifically at the ENABLE activities. Specifically, the toolbox module on “psychosocial support” and the one on “working with refugees”. Furthermore, the</p>



(17) Inter-Act- Interdisciplinary cooperation psychosocial interventions- A case study on refugees

	handbook for practitioners on Interdisciplinary cooperation in psychosocial interventions: A case study on refugees , has a really interesting section on cultural sensitivity and also one in interdisciplinary cooperation, which could be relevant for our work.
How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	
What are the main characteristics that make it a good practice?	<input checked="" type="checkbox"/> Uses active forms of learning, such as project-based learning, role play or group discussions. <input checked="" type="checkbox"/> Is culturally sensitive and adapted to context, aware of perceptions of mental health and well-being.
Website/social media/additional sources:	InterAct (2022) http://interact-erasmus.eu/#about
Additional Information	

(18) Refuge-Ed

Country:	Greece, Ireland, Sweden, Bulgaria
Eligibility criteria:	<input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old



(18) Refuge-Ed	
Classification according to the mental health and psychosocial support pyramid:	<input checked="" type="checkbox"/> 2nd level - supportive generalized activities
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Responsible decision-making <input checked="" type="checkbox"/> Social awareness
Short Description	<p>Education, well-being, and a sense of belonging are essential to all children’s development. Child refugees and asylum seekers are no exception. For them, there is even more at stake – namely their successful integration in their new homelands and communities.</p> <p>REFUGED-ED brings together two fields of expertise: education and mental health and psychosocial support (MHPSS) in humanitarian settings to improve academic achievement and the dynamic integration of migrant, refugee and asylum-seeking children.</p> <p>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.</p> <p>Implementing partners: Greece, Ireland, Sweden, Bulgaria</p>
What activities does the practice involve?	<ul style="list-style-type: none"> ● Catalogue of existing effective practices targeted at the promotion of integration, academic success and inclusion, wellbeing, and social belonging of refugee and asylum seeker children ● Procedure for involving all actors in each pilot setting in co-creation to choose the best action and methodology in each setting ● Implementation, follow-up and monitoring of the selected pilot actions in the different settings / countries.



(18) Refuge-Ed	
	<ul style="list-style-type: none"> ● Toolkit for evaluation of outcomes and process evaluation as well as a data management system, which can be used across the pilot actions sites ● Brokering Knowledge Platform for end-users and stakeholders and a transnational European community of learning and practise will also ● Exploitation of the co-created effective practices to new settings across formal, informal and non-formal education.
How does this practice contribute to the aims of the ENABLE project?	<p>The project aims to create educational spaces that are more safe for migrant and refugee children, focusing on the well-being and psychosocial aspects.</p> <p>Their methodological framework is based in the co-creation of knowledge, and as the ENABLE project, making use of working groups (or focus groups). In their case, these working groups include children, families, local service providers, schools, civil society organisations and policy makers.</p>
How could this good practice be used/ transferred in other domains (e.g., from education to policy)?	<p>The toolkit for evaluation of outcomes and the knowledge platform for stakeholders and transnational European community make this project really easily transferable to other domains and countries.</p>
How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	
What are the main characteristics that make it a good practice?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Is delivered through contextualized inclusive extracurricular activities that are part of classroom routine. <input checked="" type="checkbox"/> Makes use of school surveys or other methods to monitor and evaluate its effect.
Website/social media/additional sources:	<p>Refuge-ed (2022) https://www.refuge-ed.eu/</p>



(18) Refuge-Ed	
Additional Information	They are in the 1st year of the project, so specific results are not available yet, but information about the outcomes and methodology of the project can be found on the website.

(19) CarePath	
Country:	Belgium, Greece, Italy, Hungary
Eligibility criteria:	<input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and psychosocial support pyramid:	<input checked="" type="checkbox"/> 1st level - basic services and security
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Responsible decision-making <input checked="" type="checkbox"/> Social awareness
Short Description	<p>The project CarePath: Empowering public authorities and professionals towards trauma-informed leaving care support" is co-financed by the European Union's Rights, Equality and Citizenship Programme (REC 2014-2020). It aims to develop an integrated approach for the protection of children ageing out of care in the EU, empowering professionals and public authorities towards trauma-informed approaches.</p> <p>Objectives:</p>



(19) CarePath	
	<ul style="list-style-type: none"> ● Ensure that children leaving care have access to adequate trauma-informed aftercare support. ● Increase the capacity of professionals in child protection systems to support traumatised children. ● Develop a sustainable mechanism for providing integrated psychosocial support services based on trauma-informed interventions.
What activities does the practice involve?	<ol style="list-style-type: none"> 1. Identification of transferable working methods in integrated trauma-informed child protection systems. 2. Development of a training programme for professionals working with traumatised children 3. Pilot testing of the programme, delivery of train the trainer and training seminars 4. Establishment of the CarePath integrated service provision mechanism for cases of traumatised children leaving care
How does this practice contribute to the aims of the ENABLE project?	<p>The project aims to fill the gaps in the national child protection systems. The project is not limited to the development of the training and the identification of transferable trauma-informed practices, it also has a part on advocacy work, with the policy working groups, for raising the awareness in the need of trauma-informed practices. This could serve the ENABLE project, not just for the development of the project, but also for advocating at national level for trauma-informed strategies.</p>
How could this good practice be used/ transferred in other domains (e.g., from education to policy)?	<p>The deliverables in the project are being piloted with inter-disciplinary settings, but the training materials could be easily adapted to the educational context. Additionally, since the target of the project are staff from different areas, it could also be easily adapted to formal and non-formal educational settings at different levels (even if the project doesn't specifically focus on educational settings).</p>



(19) CarePath	
How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	
What are the main characteristics that make it a good practice?	<input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying.
Website/social media/additional sources:	CARE PATH (2022) https://carepath-project.eu/site/en/project/target-groups.html
Additional Information	

(20) Safe Places, Thriving Children	
Country:	Belgium, Bulgaria, Croatia, Greece, Hungary and Serbia
Eligibility criteria:	<input checked="" type="checkbox"/> Has a clear context description <input checked="" type="checkbox"/> Has a clear description of its objectives and purposes <input checked="" type="checkbox"/> Has a clear description of the actions/activities involved <input checked="" type="checkbox"/> Is at least one year old
Classification according to the mental health and	<input checked="" type="checkbox"/> 2nd level - supportive generalized activities



(20) Safe Places, Thriving Children	
psychosocial support pyramid:	
Social and emotional learning competencies it targets	<input checked="" type="checkbox"/> Responsible decision-making
Short Description	<p>Children and young people in alternative care are highly vulnerable to adverse childhood experiences: Research shows that 75% of children in alternative care have experienced trauma prior to their alternative care placement.</p> <p>Unfortunately, despite these common experiences, many care professionals are unequipped or not adequately trained in how to care for children and young people who have experienced trauma.</p> <p>These children need care professionals with the skills, knowledge and experience regarding their psychosocial and mental health, in order to build trust and strong caring relationships, and to help them overcome these adverse experiences.</p> <p>The project aims to give care professionals the tools and knowledge required to understand trauma and address the needs of children and young people affected by it. We do this by using trauma-informed care practices.</p>
What activities does the practice involve?	<ol style="list-style-type: none"> 1. An e-learning programme that aims to reach around 1,000 professionals from the social, educational, health and justice sectors, to equip them to better understand and identify adverse childhood experiences and their impact on the development of children. 2. Face-to-face training to equip 400 to 500 child care professionals in the target countries with the skills to implement a trauma-informed approach in their work with children and young people in alternative care. 3. Organizational development workshops to embed trauma-informed care practices in around 18 selected programmes/organisations providing alternative care to approximately 1,000 children without parental care in order to make a sustainable systemic change in those organisations 4. Policy recommendations to encourage the commitment of public authorities in supporting and implementing trauma-informed care practices



(20) Safe Places, Thriving Children	
	on a national level. The adoption of these policy recommendations can have an impact on the wellbeing of 40,000 children living in alternative care
How does this practice contribute to the aims of the ENABLE project?	Even Though the project and the course developed is not specifically for MRD children, the training includes a specific module on unaccompanied and separated refugee and migrant children which can be useful for the ENABLE project. Additionally, they have an annex to the practice of culturally sensitive approach, for using trauma informed-practices in a culturally sensitive way with migrants and refugees. Furthermore, they have national policy recommendations for embedding trauma-informed practices for the partner countries working on the project, including a series of recommendations for Greece, that could be useful for our project, for example during the info-days.
How could this good practice be used/ transferred in other domains (e.g., from education to policy)?	This project really covers both areas (education and policy). Since it developed training for teachers and also policy recommendations for policy-makers and decision makers at the national level, so it can indeed be used in different domains.
How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	
What are the main characteristics that make it a good practice?	<input checked="" type="checkbox"/> Avoids victimizing children and youth who have had traumatic experiences. <input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and protected by possible internal threats such as school-based violence or bullying.
Website/social media/additional sources:	https://www.sos-childrensvillages.org/trauma-informed-practices



(20) Safe Places, Thriving Children

Additional Information

(21) Leaving with Care – Living with Care

Country:

Greece, Italy, Cyprus, Croatia

Eligibility criteria:

- Has a clear context description**
- Has a clear description of its objectives and purposes**
- Has a clear description of the actions/activities involved**
- Is at least one year old**

Classification according to the mental health and psychosocial support pyramid:

- 2nd level - supportive generalized activities**

Social and emotional learning competencies it targets

- Responsible decision-making**
- Relationship skills**

Short Description

Children in care are more likely to have been exposed to multiple forms of traumatic experiences, such as physical or sexual abuse, neglect, family and/or community violence, trafficking or commercial sexual exploitation, bullying, or loss of loved ones. In addition to the circumstances of abuse or neglect that led to their removal, children may be subject to further stresses after entering the system, including separation from family, friends, and community, as well as the uncertainty of their future.

CARE' project aims to develop and provide trauma-informed training to the first responders (social workers and law enforcement and medical practitioners) in order to provide a set of critical skills and competencies for



(21) Leaving with Care – Living with Care	
	<p>the staff who participate in the process of investigation, removal and out-of-home placement of children victims of abuse and neglect.</p> <p>‘CARE’ project focuses on what is the trauma that children may experience during the processes of investigation, removal & out-of-home placement & what can first responders (social workers, police officers, medical practitioners, helpline operators etc.) and those who interact with children during this time do to reduce the trauma they may experience during these processes.</p>
What activities does the practice involve?	<ol style="list-style-type: none"> 1. Establishment of national working groups 2. Training (capacity building) 3. Development of policy recommendations 4. National conferences
How does this practice contribute to the aims of the ENABLE project?	<p>The training toolkit of CARE consists of the European inter-disciplinary set of trauma informed approaches, good practices and modules for professionals in different areas, including teachers. This training toolkit has already been piloted in two of our project partners (Italy and Greece). They also have a comparative report (including Greece and Italy) which could be helpful for the development of policy recommendations and the informative campaign of the ENABLE project.</p>
How could this good practice be used/ transferred in other domains (e.g., from education to policy)?	<p>This project already covers both areas (education and policy).</p>
How can this practice be adapted to other educational levels/settings (both formal and non-formal) in your country?	
What are the main characteristics that	<p><input checked="" type="checkbox"/> Provides welcoming and safe environments that celebrate diversity, where children feel cared for, valued, supported, engaged, stimulated and</p>



(21) Leaving with Care – Living with Care	
make it a good practice?	<p>protected by possible internal threats such as school-based violence or bullying.</p> <p><input checked="" type="checkbox"/> Makes use of school surveys or other methods to monitor and evaluate its effect.</p>
Website/social media/additional sources:	<p>https://project-care.eu/about-care/</p>
Additional Information	<p>Currently the website is not working well, so some of the deliverables cannot be found on their website, but the project coordinator has been contacted and sent the ENABLE partners relevant materials.</p>



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