



Interventions developed by H2020-RefugeesWellSchool: short description

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Classroom drama

Topic: Drama workshops in which refugee and migrant adolescents in multi-ethnic schools work around the construction of group stories

Relevance: refugee and migrant children and adolescents may need support to process difficult experiences within a context of group support

Short description: The CD program is a nine-week drama workshops in which refugee and migrant adolescents in multi-ethnic schools work around the construction of group stories. These group activities support the construction of identity and meaning, aiming to establish bridges between past and present and to engage with themes of migration, exclusion, identity and cultural adaptation in host societies. The intervention is based on Boal's forum and Fox' playback theatre and was developed and previously studied at McGill Transcultural Psychiatry. It targets refugee and migrant adolescents' well-being, as well as the quality of classroom relations, and is carried out by an external creative team entering the school context.

Target group: refugee and migrant newcomer adolescents

Format: 9 weekly sessions, guided by a drama therapist

Languages: any language possible

Links:

<https://refugeeswellschool.org/intervention/classroom-drama-intervention/>

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In-Service Teacher Training (INSETT)

Topic: In-service teacher training to make teachers and schools (more) ‘refugee competent’.

Relevance: Teachers and school staff need to have specific competencies to adequately support young refugees in school contexts.

Short description: International research highlights the need among teachers and other school staff for more competence concerning the psychological and social challenges encountered by newly arrived refugee students. INSETT aims at increasing teachers’ competencies and skills in supporting refugee students’ mental and psychosocial well-being, as well as promoting their inclusion and belonging in school. Two joint seminars with lectures, group work and exchange of experiences are combined with an individually completed online training course.

Target group: teachers and school staff working with refugee and migrant newcomer adolescents

Format: INSETT consists of three interrelated course modules, i.e., two collective seminars and one individual online course in between:

1. A joint introductory seminar (whole-day seminar)
2. Augeo online course “Providing psychosocial support to refugee young people” (4-5 hours): this individual online course consists of 8 sections. Each lecture deals with a special theme, including theory, case histories, exercises and recommendations for further reading.
3. A final ‘follow-up’ seminar (whole-day seminar)

Languages: INSETT course material: English; Augeo online course “Providing psychosocial support to refugee young people’ available in Dutch, Finnish, German, Norwegian and Swedish.

Links:

<https://refugeeswellschool.org/intervention/intervention-test/>

<https://www.augeo.nl/en/internationaal-providing-support-to-refugee-children/>

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Teaching Recovery Techniques (TRT) + In-Service Teacher Training (INSETT)

Topic: Training for teachers of refugee newcomers, combined with cognitive-behavioural therapy for refugee children with severe mental health problems.

Relevance: Teachers need to have sufficient knowledge and competencies regarding psychosocial wellbeing of refugee children, but some children and adolescents will be need of further mental health interventions.

Short description: The RWS tailored a combination of INSETT, a universal teacher-mediated psychosocial intervention (cf. supra), and the Teaching Recovery Techniques (TRT) program, a targeted intervention that involved cognitive-behavioural and psycho-educational elements. The rationale for the combination is a layered provision of services to trauma-affected adolescents. Some refugee adolescents suffer from severe mental health problems, such as posttraumatic stress disorder (PTSD), and are in need of targeted interventions. TRT is a manualized intervention developed by the Children and War Foundation, aiming to reduce PTSD symptoms, increase resilience, stabilize trauma reactions, and provide practical techniques and strategies for adolescents to deal with traumatic memories, physical and behavioural arousal, and withdrawal.

Target group: TRT: refugee and migrant newcomer adolescents with severe mental health symptoms, such as posttraumatic stress symptoms and their parents

Format: TRT consists of seven 90-minute-long sessions for adolescents and two for their caregivers. TRT is to be given by a trained TRT-facilitator.

Languages: TRT-manual is available in English

Links:

<https://refugeeswellschool.org/intervention/teaching-recovery-techniques-in-service-teacher-training/>

<https://www.childrenandwar.org/projectsresources/manuals/>

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Welcome to School

Topic: discovering mutual difficulties and identify opportunities to ways forward, fortifying the social support networks of these young newcomers

Relevance: refugee and migrant newcomer adolescents might be in high need for space to talk about and work around both positive and more difficult experiences and views on past, present and future.

Short description: Welcome to School was developed by the Pharos Refugees and Health Knowledge Centre (the Netherlands), with support from the European Refugee Fund. It consists of discussion sessions that bring refugee and migrant adolescents together under the guidance of a teacher. Emphasizing non-verbal techniques, such as drawing and drama exercises, the aim of WTS is for the adolescents to discover mutual difficulties and identify opportunities to co-construct solutions and ways forward - fortifying the social support networks of these young newcomers.

Target group: refugee and migrant newcomer adolescents

Format: 15 weekly sessions, using lots of non-verbal techniques, under guidance of the class teacher. The sessions are clustered into five units: (1) Introduction; (2) My country and the host country; (3) Me and the people around me; (4) Important things; and (5) Towards the future together.

Languages: manuals and student books available in English, Danish, Dutch (BE), Dutch (NL) and Norwegian.

Links: <https://refugeeswellschool.org/intervention/example-intervention/>

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Peer Integration and Enhancement Resource (PIER)

Topic: supporting peer interactions between ‘host’ society and migrant and refugee adolescents in schools

Relevance: building strong linkages with the host community, in particular in schools, is strongly beneficial for refugee children’s wellbeing, integration, feelings of belonging and academic achievements

Short description: The Peer Integration and Enhancement Resource (PIER) program aims to enhance peer interactions between ‘host’ society and migrant and refugee adolescents in schools. The direct target group is adolescent students (aged 11-16) in mainstream classes from diverse backgrounds, including refugee, migrant, and ‘host’ society adolescents. Each PIER session aims to build understanding and to increase empathy among young people by exploring issues such as reasons for displacement, migrant and refugee journeys, the asylum-seeking process, and social challenges and opportunities in the host country.

Target group: both adolescents with and without migration background

Format: The PIER intervention has three key phases.

- The initial session in Week 1 explores students’ own views on networks and groups.
- In Weeks 2-7, students engage in activities aimed at enhancing contact and friendship.
- The final session in Week 8 encourages young people to reflect on their views and to think about a variety of ways in which they might support positive changes in the school.

The PIER manual provides guidance on how to establish a ‘safe space’ for enquiry and discussion before the program begins.

PIER can be executed by a trained facilitators, the teacher or another school staff member.

Languages: PIER-manual available in English.

Links: <https://refugeeswellschool.org/intervention/pier-intervention/>

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