



Implementation Protocol

In-Service Teacher Training (INSETT)



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Related resources and materials

Website: www.refugeeswellschool.eu

In-Service Teacher Training (INSETT) Manual: Pastoor, L. d. W. (2019). *RefugeesWellSchool Intervention Manual: In-Service Teacher Training (INSETT) – Psychosocial support to young refugees. Working paper 20.02.2019*. Oslo: Norwegian Centre for Violence and Traumatic Stress Studies.

Available in [English](#).

In-Service Teacher Training (INSETT) additional resources:

Osman, F. (2019): *Cultural competence. Theory and cases*. PowerPoint lecture presentation in the INSETT training introductory seminar. Uppsala University, Department of Public Health and Caring Science. Available in [English](#).

Punamäki, R.-L. (2019). *Trauma Impacts and Stabilization*. PowerPoint lecture presentation in the INSETT training introductory course. Available in [English](#), and [Finnish](#).

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Introduction

INSETT is an in-service teacher training programme developed by Lutine de Wal Pastoor at the Norwegian Centre for Violence and Traumatic Stress Studies (Pastoor, 2019). It includes and adds to an online training module developed by the Dutch Augeo Foundation, which was translated into Finnish, Norwegian and Swedish by the respective RefugeesWellSchool implementation partners. The INSETT intervention aims to strengthen teachers' competence and self-efficacy in three areas: (1) Promoting refugee/migrant students' mental health and psychosocial wellbeing. (2) Encouraging positive interethnic relationships and strengthening school belonging. (3) Fostering supportive interrelationships with parents, caregivers and/or guardians to promote school involvement (Pastoor, 2019).

National and international researchers have emphasized the important role played by teachers and schools 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 (Eurydice, 2019; Hamilton & Moore, 2004; Kia-Keating & Ellis, 2007; Pastoor, 2013, 2015; Peltonen et al., 2012; Tyrer & Fazel, 2014). However, research also highlights the need among teachers and other school staff for more competence concerning the mental and psychosocial challenges encountered by newly arrived migrant students in general, and refugee young people in particular (Brenner & Kia-Keating, 2016; McBrien, Dooley & Birman, 2017; Pastoor, 2015). Therefore, INSETT aims at increasing teachers' competence and skills in supporting newcomer refugee and migrant students' mental and psychosocial well-being as well as promoting their sense of school belonging and social inclusion (Pastoor, 2019).

The educational content of the INSETT intervention builds on a comprehensive ecological developmental framework (Bronfenbrenner, 1979; Hamilton & Moore, 2004; Ungar, 2012) considering personal as well as contextual factors in relation to the developmental and psychosocial needs of newcomer refugee and migrant adolescents. INSETT further acknowledges and aims to enhance the multiple processes of adaptation that resettlement after flight or migration involves, and the need for schools to become 'refugee competent' (Pastoor, 2015) in order to fulfil its decisive role in these processes.

INSETT consists of three interrelated course modules. It combines lectures, group work and exchange of participants' experiences, views and reflections in two whole-day seminars with individually completed online training 'sandwiched' between the two seminars (an introductory seminar and a follow-up seminar, respectively). The INSETT intervention manual working paper (Pastoor, 2019) introduces and elaborates on the aims and contents of the intervention, and

describes the contents of the seminars as well as the online training course, which is a translation and adaptation of the course *Providing support to refugee youth* developed by the Augeo Foundation in the Netherlands, who also hosts the adapted online modules on its online training platform ([Augeo Academy](#))¹. The INSETT manual working paper (Pastoor, 2019) includes a full manuscript and a PowerPoint presentation for the lecture “Young refugees’ psychosocial challenges upon resettlement: the need for a refugee-competent school.” For implementation in the RefugeesWellSchool project, additional PowerPoint presentations were developed on two topics suggested in the INSETT manual working paper but for which the manual does not include manuscripts, i.e., cultural competence (Osman, 2019) and trauma impact and stabilization (Punamäki, 2019).

The primary direct target group of the INSETT intervention are teachers and counsellors in introductory-/preparatory-/support-classes in lower and upper secondary school. However, the intervention can also be used for teachers in ordinary classes with newcomer students. The indirect target groups of the intervention are newcomer students from migrant and refugee backgrounds (ages 14-21) and, by virtue of its aim to enhance home-school collaboration, their caregivers/parents. When INSETT is used in ordinary classes, its indirect target group comprises all students of the participating teachers.

Organisation

Adapting INSETT to the context of implementation

Most of topics covered in the INSETT intervention may be applied across country contexts. However, some topics are more specific to the local and national situations. Moreover, even for the general topics, the use of country specific examples and illustrations will enhance the intervention’s relevance to participating teachers. It is therefore recommended to make adaptations to the INSETT intervention before applying the intervention in countries where it has not previously been implemented. *Note that,*

Country-specific versions of INSETT available

- ✓ Finland
- ✓ Norway
- ✓ Sweden

¹More about Augeo Academy: <https://www.augeo.nl/en/augeoacademyori/> The Augeo online course content was translated and adapted, and its course literature was adjusted for use in Finland, Norway and Sweden, by the respective RefugeesWellSchool partners (Uppsala University, Norwegian Centre for Violence and Traumatic Stress Studies, and Tampere University, respectively). All content presented in the online module nevertheless remains the property of the Augeo Foundation.

**Augeo online course
languages available:**

- ✓ Dutch
- ✓ German
- ✓ Finnish
- ✓ Norwegian
- ✓ Swedish

among the minimum adaptations required, translation of the online training module is the most comprehensive, if INSETT is to be implemented in a country for which an appropriate language version of the course does not yet exist.

INSETT adaptations

The INSETT manual (working paper) describes the intervention’s basis and contents, and provides advice on organizational issues (Pastoor, 2019; in English only). It includes a supporting manuscript and a corresponding PowerPoint presentation for the opening seminar’s key lecture “Young refugees’ psychosocial challenges upon resettlement: the need for a refugee-competent school”. In addition, PowerPoint presentations for the seminar lectures on “Cultural competence” and on “Trauma impacts and stabilization” are available (Osman, 2019; Punamäki, 2019).

The following list describes the prior adaptations to be performed in order to implement the INSETT intervention in a country for which a country-specific version of the full intervention is not available:

Contents of seminars	
<i>Minimum</i>	<ul style="list-style-type: none"> • Review of optional literature to remove country-specific sources • Review of lecture manuscripts to remove country-specific elements • Translation of the PowerPoint presentations provided • Review manuscripts and PowerPoint presentations to decide on feasibility of self-administered program implementation (cf. below)
<i>Optimal</i>	<ul style="list-style-type: none"> • Revision of lectures adding country-specific contents (replacing removed sources, texts) • Revision of optional literature and sources adding country-specific contents • Translation of key manuscript (“Young refugees’ psychosocial challenges upon resettlement”)

Contents of online course module	
<i>Minimum</i>	<ul style="list-style-type: none"> • Establishment of collaboration agreement with the Augeo Foundation² • Translation of text elements of online course module • Translation and replacement of subtitles, online course module video contents • Review and remove country-specific elements from online course library
<i>Optimal</i>	<ul style="list-style-type: none"> • Revision of online course library adding country specific contents

Preparing the intervention participating schools and teachers

Sense of ownership, perceived relevance and value of participation are important factors in any training activity. Receptiveness to the contents of INSETT as well as adherence to the training requirements are therefore sensitive to contextual and organizational factors that influence the motivation of teachers enrolled.

Factors to consider include:

- **Seeking formal credit for participation in the INSETT intervention.** Some countries have continuing education accreditation systems in which INSETT may be considered for formal credit. Where applicable, it is recommended that the possibility for such accreditation is investigated and acquired in advance,
- **Needs assessment.** The INSETT intervention should be reviewed in order to chart its contents for overlaps with previous or other ongoing programs schools may be involved in.
- **Understanding relevance and thematic limitations.** When promoting and recruiting for participation in the INSETT intervention, it is useful to be prepared to address teachers' possible issues of concern regarding its contents. Based on the implementation of INSETT in the RefugeesWellSchool project, such concerns may include:
 - Relevance for newcomer students with non-refugee background

² All changes to the online course module must be made in collaboration with, and with the approval of, the Augeo Foundation, who hosts the course module on its online training platform (Augeo Academy) and holds intellectual property rights in respect of all contents provided there. Note that although the Augeo Foundation currently provides the online module free of charge, adaptations involve costs (e.g., uploading translated contents; replacement of video subtitles). In the case that an appropriate country and language version is available, collaboration with the Augeo Foundation involves only administration of access to the online training platform.

- The balance between theory and practical teaching, i.e., skills and tools to be implemented in classroom practice.,
- The balance between a perspective on individual factors as determinants of newcomer students' wellbeing (e.g., flight/migration experiences, mental health and trauma), and on social and structural issues that have an impact on their everyday situation in the present
- The balance between problem-focused approaches and perspectives that foreground resilience and forward-looking promotive approaches.

Seminar planning

The INSETT manual working paper describes the objectives for the INSETT introductory seminar and follow-up seminar and elaborates on the topics to be covered. Included in the INSETT manual working paper and the additions produced for implementation in the RefugeesWellSchool project are also lecture manuscript and/or PowerPoint presentations (in English) for three of the five topics to be covered by lectures. This means that there are main topics in the seminars that remain to be decided and planned by an implementer. There are alternative ways of doing this. One alternative, as was done in the RefugeesWellSchool project, is to collaborate with local researchers or experts in the field to give seminar lectures using the manual and added presentations as a guide (cf. below). Another alternative is, however, to address the topics in question through group discussions and exchange between participating teachers, facilitated by the implementer or by participants, using the theme descriptions and additional reading materials provided in the INSETT manual working paper. Such a solution is likely to be the preferable option for schools wishing to implement INSETT without collaboration with external experts or who do not have access to such collaboration.

Seminar topics covered by existing presentations:

- ✓ In manual: *The need for a refugee-competent school*
- ✓ Added in RWS; *Trauma impacts and stabilization*
- ✓ Added in RWS: *Cultural competence*

Seminar topics for which group sessions and exchange of participants' experiences and reflections may be preferred (no lecture presentation or manuscript available):

- ✓ *School belonging*
- ✓ *Inclusion and inclusive education*

Teachers participating in INSETT in the RefugeesWellSchool project emphasized the opportunity provided by the intervention to engage in exchange of teaching experiences and reflections with fellow teachers in the newcomer field. This confirms the importance of providing an opportunity of exchange among like-minded professionals (peers) in addition to the lecture-based approach. However, the characteristics of the participants in any given implementation of INSETT should here be taken into consideration, as this is likely to affect the character and scope of exchange (e.g., whether INSETT is implemented with one school only, or includes teachers from several schools). Moreover, consideration should be given to the participating teachers' preferences with regard to the balance between theoretical input/professional replenishment and peer exchange of challenges, opportunities and dilemmas in their everyday teaching (e.g., if participating teachers are already well-versed in the topics under consideration in the seminars).

Practical and technical issues

Physical seminars. Implementation of the INSETT intervention involves administrative tasks relating to the facilitation of physical seminars: staffing (recruitment of lecturers, practical/technical assistance), venue management, participant communication, etc.

Costs can be reduced by:

- Working with schools to host the seminars on their premises (where INSETT is implemented with participation from several schools)
- Collaborating with local universities and community organizations to recruit or provide lecturers and presenters for specific seminar topics

Online training module. The online training module of INSETT is hosted by the Augeo Academy, i.e., the module is stored and accessed on the Augeo Academy servers and subject to their professional maintenance and support. The administration of teachers participating in any particular implementation of INSETT lies however with the implementing partner. Most tasks are preformed within the Augeo Foundation's online interface for student management.

Online student management tasks include:

- Admitting course participants individually and assigning the correct course to their training portfolio.
- Managing issues individual students may have with their subscription (e.g., resending log-in information emails, deleting and reassigning trainings).
- Monitoring student progress reports, if desired.
- Issuing reminders or other communication to students, individually or *en bloc*.

Computer system requirements, online training module. The technical requirements of computer equipment used to access the online course are few and generally met by standard specifications of most online PCs. They are critical, however, since they involve among other things, web browser plugins required to play video contents. At present, a tablet version is not available and hence the online course can only be accessed on a personal computer.

Overall organizational decisions

INSETT can be implemented with teachers in one single school (provided they constitute a sufficiently large group to produce a meaningful seminar setting), or with teachers from several schools (for instance with enrolment of teachers from schools in a specific municipality or county). The RefugeesWellSchool evaluation of INSETT points to advantages and drawbacks with both modalities. The combination of physical seminars and individual online training is another characteristic whose strengths and weaknesses one may have to consider beforehand. Finally, issues concerning migration, asylum and integration may be politicized and sometimes tense topics. Moreover, local communities and schools may vary greatly with regard to cultural and ethnic diversity and majority-minority relations.

Factors to consider include:

- **Benefits of cross-school exchange.** Teachers in introductory programs for newcomer students with a refugee or migration background may be few and far between, since such programs in most countries only exist at specific schools. The programs provided may

also differ in fundamental respects. Hence facilitating exchange between teachers in similar positions at other schools may be highly informative and greatly appreciated.

- ***Value of face-to-face exchange versus flexibility of webinar.*** The INSETT intervention is planned with a combination of online training and physical seminars at its core. The flexibility and other apparent benefits of online trainings notwithstanding, many teachers in the RefugeesWellSchool project still placed a premium on the face-to-face elements of the intervention (lectures, and exchange with colleagues). However, in the RefugeesWellSchool project, the COVID-pandemic and mitigation efforts it occasioned interfered with the physical implementation and forced some seminar activity to be conducted as webinars. While most teachers preferred physical seminars, there are obvious benefits of converting the seminars to online formats: costs are reduced, participation from teachers located far from each other is made simpler and less costly, and administrative load may be significantly reduced. The feasibility of replacing physical seminars with webinars should be balanced with such issues in mind, taking into consideration also the degree to which participants are already familiar with online meetings and technologies.
- ***Seminar lecturers/presenters.*** The contents of the seminar lectures is described in manuscripts and PowerPoint presentations included in the intervention manual working paper or additions to it (on contents of manual and additions, cf. above above). The function of these intervention elements is nevertheless sensitive to the social and professional position and identity of presenters, in particular:
 - Professional background (e.g., psychology, pedagogy, anthropology)
 - Classroom experience and pedagogical orientation
 - Migration/ethnic minority background and experience.
 - Competence concerning traumatic and exile-related stress

Implementation

In the following, we outline some of the challenges that arose as well as the contextual factors that influenced the implementation of INSETT in the RefugeesWellSchool project. Furthermore, where applicable, the measures taken to address concerns and solve problems are discussed.

Technical issues

Administration of online course participants on the Augeo Academy platform is performed by using a clear and easy-to-use administration interface. It includes the option to administer trainings in clusters, which makes it easier to enrol many participants or to enrol and administer the training in groups (administrator guides in English are available). A few factors should be noted, however:

- At present, the training administration interface is only available in Dutch and English. Language options here do not reflect the list of languages available for the online training module itself (i.e., the contents of the training course accessed by the participating teachers).
- At present, the mentioned language limitation pertains also to auto-generated system messages and student notification e-mail templates that are available to the training administrator.
- It may be necessary to follow up on the enrolment e-mail sent to participating teachers by the Augeo Academy platform to detect interception by local municipality or school spam filters.
- The student administration system features the ability to monitor student progress but at present it cannot identify the exact position of students in the course.

Recruitment, pace, adherence

In the RefugeesWellSchool project the initiative to implement INSETT in the given schools came from the RefugeesWellSchool team. That is, schools responded to an invitation presented to school principals/headmaster to consider enrolling teachers in the course. The invitation was either issued by the implementing RefugeesWellSchool partner directly, or by municipal or county level education authorities on the behalf of the RefugeesWellSchool team. Clearly, sense of ownership affects the motivation of participating teachers and hence their adherence to the course requirements. Therefore, it is of importance whether a competence building initiative originates in, or at least resonates with, a need felt by those who participate in it, or is suggested or even required of them by supervisors, school managers or authorities external to their specific school setting.

Issues to consider here include:

Course credit, course hour remittance. Schools varied regarding compensation for competence building activities. At some schools, the issue became one that needed clarification, even created some tension. In others, set criteria and formats existed that INSETT participation could be easily fitted in.

Cross-school variation in how the introduction of newcomer students is organized. There is great variation in the organisation of introductory programmes for newcomers. This diversity enhances the value of inter-school exchange through the INSETT seminars. Hence, organisational structures were priority topics among upper secondary school teachers participating in the RefugeesWellSchool project in Norway and featured prominently in seminar discussions and group work. The diversity also represents challenges, however, as teachers' knowledge, experiences, and interest in the intervention topics varies. For instance, introductory class teachers' needs may differ greatly from teachers in regular/mainstream classes. The problem is exacerbated in periods of low numbers of newcomer arrivals and may necessitate implementation with alternative teacher groups. However, also teachers in regular classes often have students from migrant/refugee backgrounds and may benefit from learning more about how to manage classroom diversity. Here, the perceived relevance of the programme, and motivation to participate in it, may of course vary, and additional pre-training information and motivation activities may be particularly valuable, as would the option to organize in-school peer training groups (see below). It may be noted that, in the online module, where the examples and cases are drawn from the Dutch school setting, organisational issues are not prominently addressed.

Selectivity of schools and teachers. The INSETT intervention emphasises the need for knowledge and skills development among teachers and counsellors for schools to become (more) "refugee competent" (Pastoor 2015, 2016). Training programmes such as INSETT may however attract teachers and schools that are already attentive to these issues, depending among other things on the structure and dynamics of how continuing professional education is provided. Apart from the need to reflect on how to connect with 'hard-to-reach' schools and teachers, any implementation of INSETT should consider how the composition of its particular cohort may affect reception and response. The considerations include evaluation of theoretical level, priorities and preferences in group work and discussion topics.

Peer training groups to enhance the training experience. Participation in the INSETT training involves proceeding from an introductory seminar thru individual completion of the online training module to a final follow-up seminar jointly with peers (fellow educators). In the RefugeesWellSchool project, some schools organised their participating teachers in in-house

study groups that met to discuss the training as it progressed. Although such organisation is not required or suggested in the INSETT manual working paper, the RefugeesWellSchool evaluation indicated that it served to support adherence to the training, moving through the online training module at pace, which may improve learning outcomes as well as promote sustainability of the in-service training over time.

The benefits and limitations of the Dutch online module contents

In the RefugeesWellSchool evaluation of the INSETT intervention, teachers held varied views on the relevance of the Dutch case material that run through the online course module (the case material is presented in video clips featuring interviews with teachers and newcomer students in the Netherlands). Some teachers voiced the opinion that the Dutch system appeared wholly different than their own and therefore beyond meaningful comparison. To others however, comparison on perceived, sometimes stark, contrast seemed to facilitate discovery, articulation, and discussion of taken-for-granted elements in their own practice, as well as the premises of that practice in pedagogical philosophy and newcomer school policy and organisation.

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