

# RefugeesWellSchool



*Webinar & Online Workshops*  
*21.03.2022*



A European Horizon2020 Research project



UPPSALA  
UNIVERSITET

**KU LEUVEN**

UNIVERSITY OF  
COPENHAGEN

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## PROGRAMME

### Plenary Webinar 10:00 – 13:00 CET

10:00 – 10:15	Welcome & Overview of the project <i>Ilse Derluyn, Ghent University, Belgium</i>
10:15 – 10:45	“Reflections on belonging: The role of schools in refugee health” <i>Mina Fazel, University of Oxford, UK</i>
10:45 – 11:00	“The mental health of migrant and refugee adolescents in the RWS study” <i>Caroline Spaas, KU Leuven, Belgium</i>
11:00 – 11:15	“The relationship between resilience and mental health problems among newcomer students in the RWS study” <i>Natalie Durbeej &amp; Fatumo Osman, Uppsala University, Sweden</i>
11:15 – 11:30	Questions & Answers
11:30 – 11:45	Break
11:45 – 12:15	Effectiveness of the RWS interventions <i>Nikolett Szelei, Ghent University, Belgium</i>
12:15 – 12:30	Testimony from teachers ( <i>Finland</i> )
12:30 – 12:45	Demonstration of RWS tools and resources <i>Signe Smith Jervelund, University of Copenhagen, Denmark</i>

### Online Workshops 14:00 – 15:30 CET

We will have four parallel sessions to discuss the implementation of each RWS intervention. You will be able to choose one of the following sessions:

- Classroom Drama (*KU Leuven, Belgium*)
- Welcome To School (*University of Copenhagen, Denmark*)
- Peer Integration and Enhancement Resource programme (*University of Sussex, UK*)
- In-Service Teacher Training with Teaching Recovery Techniques (*Tampere University, Finland & Norwegian Centre for Violence and Traumatic Stress Studies, Norway*)

# Overview of the project

*Ilse Derluyn,  
Ghent University, Belgium*



refugees  
well school



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## The overall aims of RefugeesWellSchool are...

- ❑ Providing psychosocial support for adolescent refugees and migrants in schools
  - ❑ Adding to the evidence-base on the role of preventive, school-based interventions in promoting refugee and migrant adolescents' mental well-being
  - ❑ Understanding how they can be implemented in diverse educational settings
  - ❑ Understanding the role of social support networks and social cohesion in the interventions
- + Understanding the impact of COVID-19 on adolescents wellbeing and on psychosocial interventions in schools



We want to evaluate the implementation of different preventive, school-based interventions, looking at:

1. The **effectiveness** of these interventions on the enhancement of participating migrant and refugee adolescents' mental well-being;
2. How **contextual factors** influence both the effectiveness of these interventions on adolescents' mental well-being and the implementation processes (process evaluation);
3. The **implementation processes** themselves;



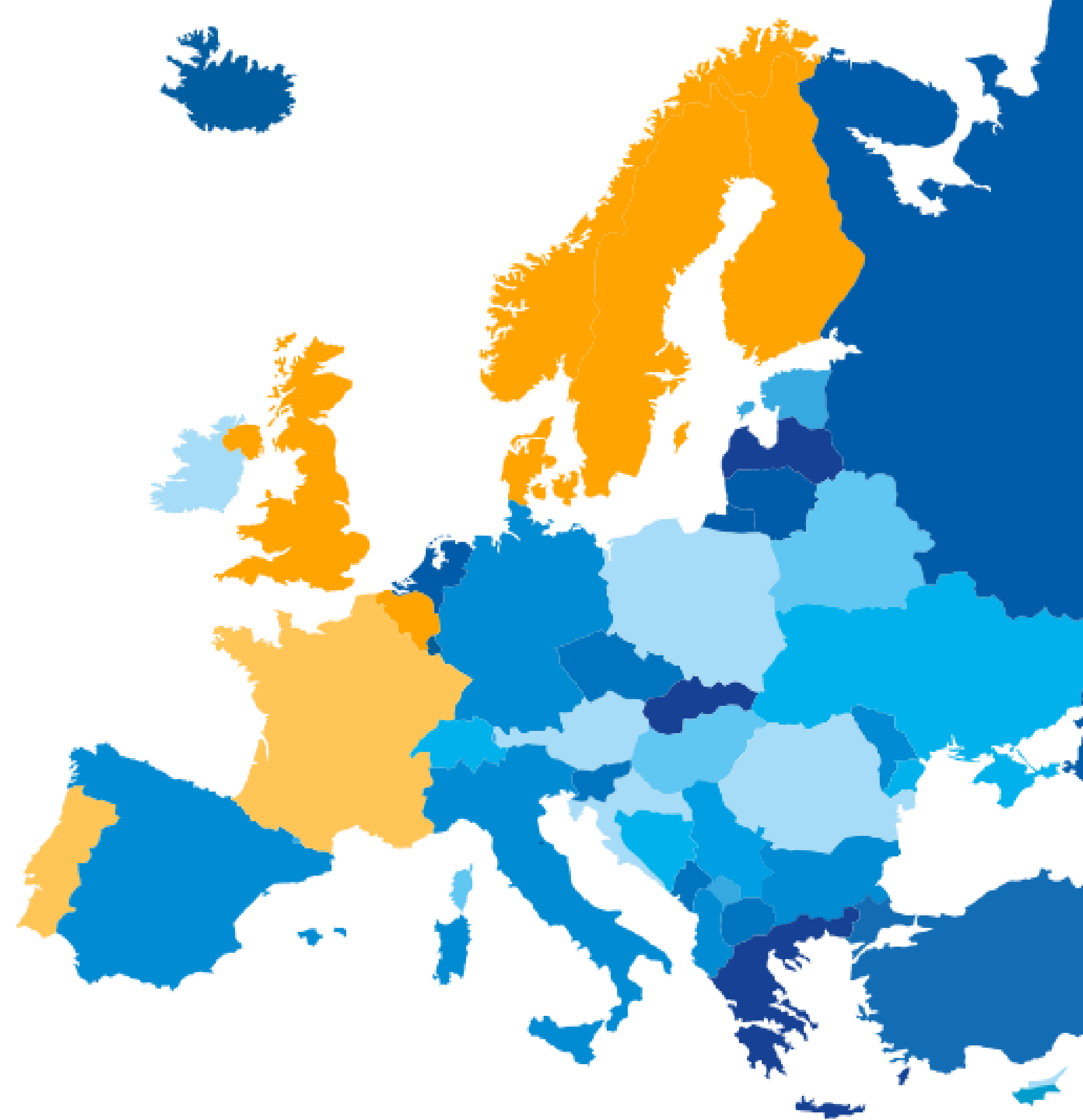
# The interventions

- Classroom Drama (CD) workshops;
- Welcome-To-School (WTS);
- Peer Integration and Enhancement Resources (PIER) programme;
- In-Service Teacher Training (INSETT);
- In-Service Teacher Training + Teaching Recovery Techniques (INSETT + TRT).



Implemented in 6 European countries:

- Belgium
- Denmark
- Finland
- Norway
- Sweden
- United Kingdom



# Implementation of the Interventions

	Classroom Drama (CD) workshops	In-Service Teacher Training + Teaching Recovery Techniques (INSETT + TRT)	In Service Teacher Training (INSETT)	Welcome To School (WTS)	Peer Integration and Enhancement Resources (PIER) programme
Belgium	x			x	
Finland		x			x
Norway			x	x	
Denmark	x			x	
UK	x				x
Sweden		x	x		





We look at the effectiveness of these interventions in relation to the mental well-being of the participant refugee and migrant adolescents.

We explicitly opt to use a broad conceptualisation of 'mental well-being':

- A. Reduced mental health problems;
- B. Increased resilience;
- C. Increased executive functioning; and
- D. Increased social support networks and positive relationships.



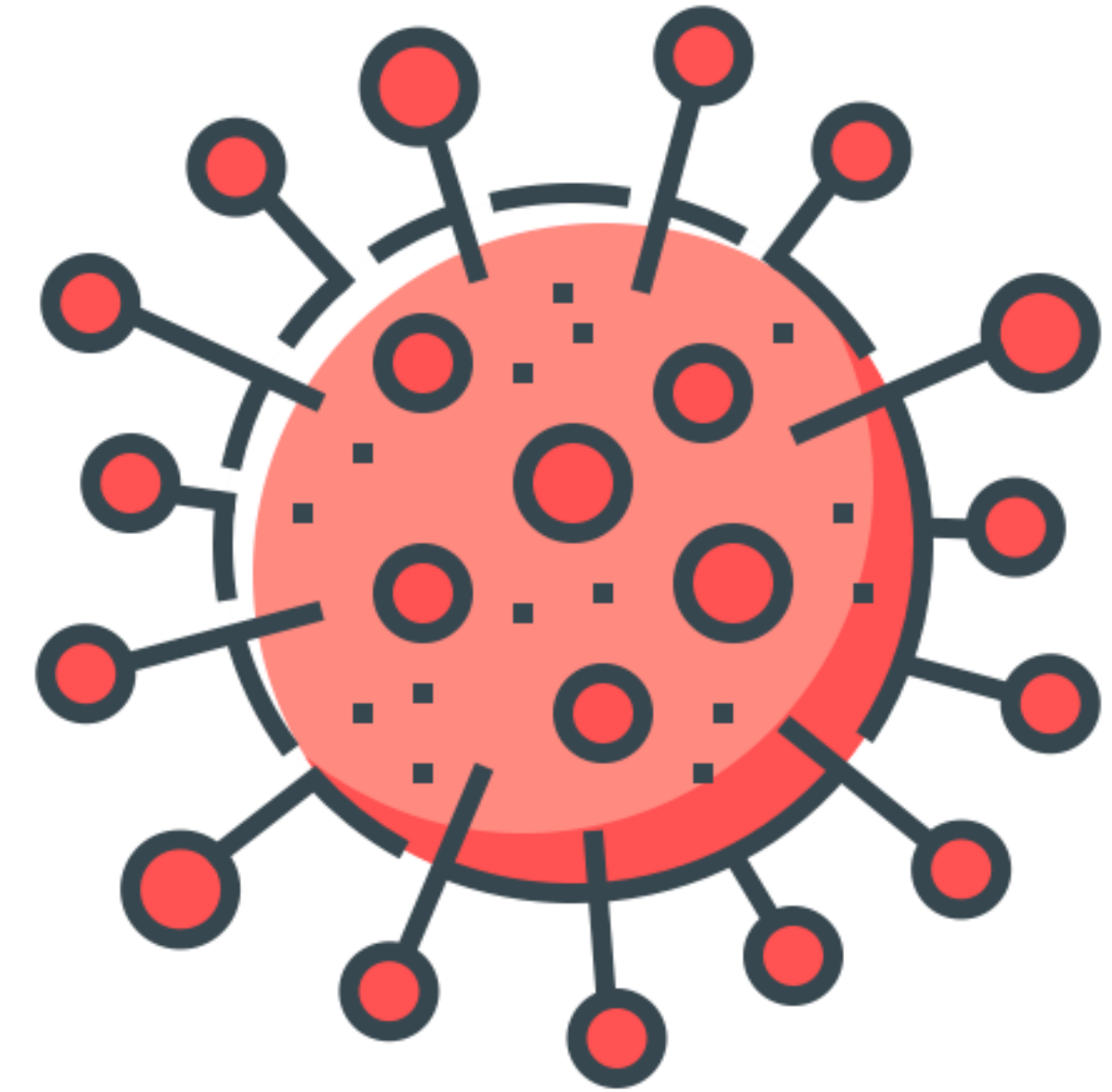
# Methodology

- Planned as a large scale cluster randomized-control design, aiming to contribute to the evidence-base on psychosocial interventions in schools (Dreyhaupt et al., 2017)
- One pre-intervention measurement (T1), and 2 follow-up measurements (T2, T3)
- Data from adolescents, teachers and parents
- Quantitative and qualitative data



# COVID-19 during RWS

- Closure of schools
- Uncertainty of measures and timings
- Disrupted contact between consortium members and schools
- Disrupted contact between schools and students
- Burden on teachers and schools
- Online interventions and assessment
- Timing and dropout
- Additional study objective: COVID-19



# Outputs of the RefugeesWellSchool project




Teachers and practitioners



Policy makers




Academics

 What school-based preventive interventions?




INTERVENTION MANUALS

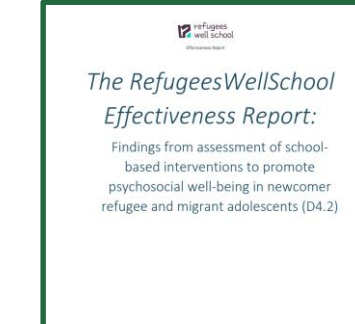
 How to implement interventions different countries, educational settings and contexts?




IMPLEMENTATION PROTOCOLS



 What is the impact of preventive psychosocial intervention? How do they work in varied contexts?

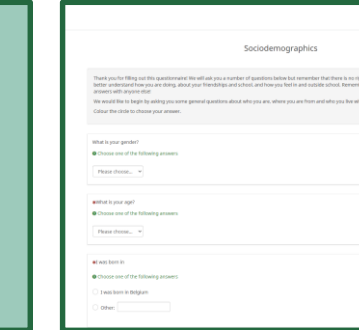



EFFECTIVENESS REPORT

 How to assess the mental health of adolescent newcomers and refugees in schools?




ASSESSMENT PROTOCOLS (ON REQUEST)



 What is the mental health of adolescent migrant and refugees across the five countries?



ACADEMIC PUBLICATIONS

 What is the most suitable intervention in different school contexts in different countries?

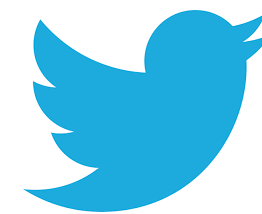
MODELS

## Where do you find us?

<https://refugeeswellschool.org>



Refugeeswellschool



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Subscribe to the RWS newsletter:

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dfc77673&id=f2c4b4390e](https://refugeeswellschool.us7.list-manage.com/subscribe?u=55fec8cdb3e7238cdfc77673&id=f2c4b4390e)

