

Social and emotional learning of refugee learners



Ulrike STOROST, European Commission

Educational integration of refugee children

Learning needs

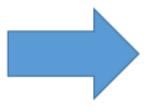
- Language learning
- Catching-up on schooling
- Adjustment to new education system

Social needs

- Communication
- Sense of belonging and bonding
- Strong personal identity

Emotional needs

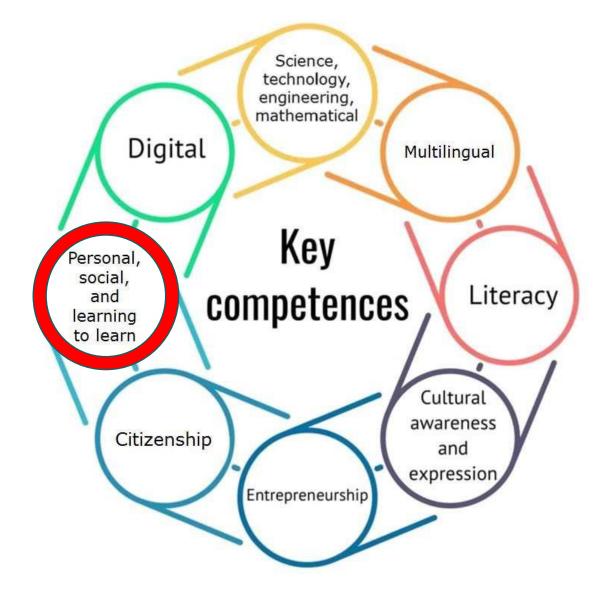
- Safety
- Coping with separation, loss and/or trauma



EDUCATIONAL INTEGRATION



8 Key competences for Lifelong Learning (2018)





Social and emotional learning

Knowledge, skills, and attitudes to



understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, build resilience, and make responsible decisions.

Network of Experts working on the Social dimension of Education and Training (NESET), 2018

LifeComp

The European Framework for Personal, Social and Learning to Learn Key Competence

Communication

Use of relevant communication strategies, domain-specific codes and tools, depending on the context and the content

Empathy

The understanding of another person's emotions, experiences and values, and the provision of appropriate responses

P2

Collaboration

Engagement in group activity and teamwork acknowledging and respecting others

Wellbeing

Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle

Flexibility

Ability to manage transitions and uncertainty, and to face challenges

Self-regulation

Awareness and management of emotions, thoughts, and behaviour

Growth Mindset

Belief in one's and others' potential to continuously learn and progress

Critical Thinking

Assessment of information and arguments to support reasoned conclusions and develop innovative solutions

Managing Learning

The planning, organising, monitoring and reviewing of one's own learning

Academic achievement and wellbeing go hand-in-hand











Inclusion of displaced children from Ukraine in education: Practical manual for the school year 2022/23

- 1. Ensure a place in a host-country school
- 2. Prepare schools and teachers
- 3. Provide psycho-social + language support, extracurricular activities
- 4. Engage families + link with Ukraine

- 5. Promote inclusive learning for all
- 6. Support early childhood education and care

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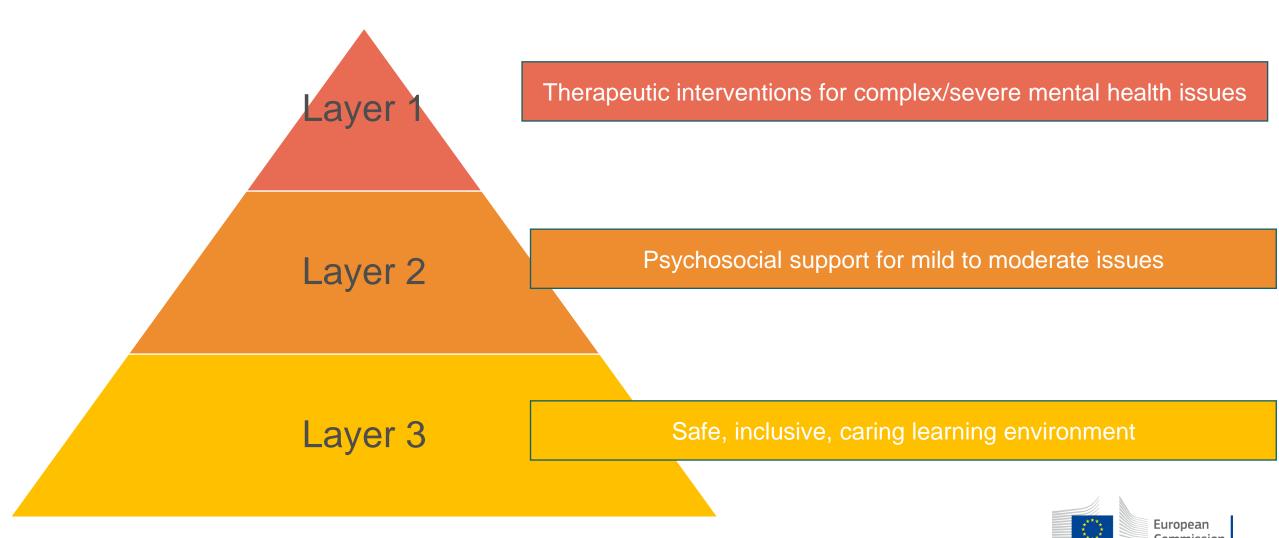
Support measures in EU Member States

- Compulsory school enrolment in two-thirds of Member States in 2022/23
- Language support
- Psychosocial and community support
 - On-demand psychological counselling
 - Intervention teams, helplines
 - Informal adaptation groups
 - Teacher training, guidelines and material
 - Summer camps, extracurricular activities





Psycho-social support: Engaging the entire school community





Refugee children are normal children in an abnormal situation.

Ilse Derluyn, University Ghent (Belgium) European School Education Platform

"Connection, continuity, connectedness"

Routines, "everyday magic", working with families, referral systems, school based-interventions



School-based psycho-social support EU-funded project examples

- Voice of the child
- Peer support, including from nonmigrant background
- Artistic interventions
- Support to school staff
- Schools as safe zones
- Taking a stance against bullying



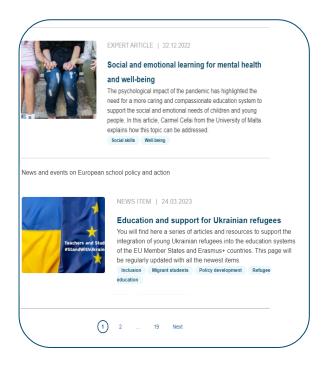






More information on the <u>European School Education Platform</u> + <u>European Toolkit for Schools</u>

Stay informed



Develop yourself



Network

