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Quarterly newsletter

March 2022

PPMi

NESET coordinator since 2015

Welcome to the latest edition of the NESET newsletter – a quarterly bulletin of Network-related news, and a set of useful resources for experts, policymakers and educational practitioners working on the social dimension of education and training.

We hope you will enjoy this quarter's newsletter. In this edition, you will find a feedback form meant to evaluate our progress and to find out how we can improve. When you are done with reading the newsletter, please take a couple of minutes to fill out the feedback form. Thank you!

[Share your feedback](#)

NESET network members share their work

NESET Network member **Barbara Janta** has recently co-authored a research note Building a better understanding of the impact of Early Childhood Education and Care. The paper examines the medium- and long-term impact of early childhood education and care provision on education and labour market outcomes of children and parents, as well as the indicators employed for these measurements. The research note has been prepared for European Commission Directorate-General for Employment, Social Affairs and Inclusion.

You can access the research note [here](#).



Subscribe to Eurydice Today newsletter!



Eurydice Today

Act now, remain with us.



Eurydice is inviting everyone to subscribe to their newsletter to learn more about the Network and receive its latest updates.

Eurydice Network aims to provide reliable information and comprehensive analyses of the European Education systems and policies.

You can sign up to the newsletter [here](#).

the recipients' list and won't receive any more information from Eurydice.

Eurydice regular newsletter is a great way to stay in touch with the Eurydice and Youth Wiki Networks. In particular, Eurydice Today is the perfect way to be informed in real time about any new report published.

Note as well that Eurydice Today differs from Eurydice Voice, so don't forget to sign up for both newsletters!

You can find more information [here](#).

Join the the RefugeesWellSchool Webinar & Workshops!



SAVE THE DATE
21 March 2022

Webinar & Workshops
Interventions to promote the well-being of migrant and refugee adolescents in schools

Logos of partner institutions: Ghent University, KU Leuven, University of Copenhagen, Tampere University, Norwegian Centre for Violence and Traumatic Stress Studies, Uppsala University, University of Sussex, and the European Union flag.

The RefugeesWellSchool (RWS) is an EU Horizon 2020 research project that implemented and evaluated preventive psychosocial interventions in schools in order to promote the well-being of migrant and refugee adolescents. The project took place in Belgium, Denmark, Finland, Norway, Sweden and the UK. RWS implemented five interventions, all focusing on enhancing social support, social networks and social cohesion, namely:

- Classroom Drama
- Welcome To School
- Peer Integration & Enhancement Resource
- In-Service Teacher Training
- In-Service Teacher Training with Teaching Recovery Techniques

You can learn more about the project [here](#).

To share their knowledge and main findings, the RWS project is happy to invite you to its **Webinar & Workshops** on ***"Interventions to promote the well-being of migrant and refugee adolescents in schools"*** on **21st of March 2022**.

The Webinar will take place from 10:00 to 13:00 on 21st of March 2022. RWS researchers and invited speakers will talk about migrant adolescents' mental health and well-being in schools. Some results from the RWS project on migrant and refugee mental health, the role of schools and the effectiveness of the project's interventions will be presented. **Prof. Mina Fazel** will give a keynote on ***"Reflections on belonging: The role of schools in refugee health"***.

The Workshops will take place from 14:00 to 15:30 on 21st of March 2022.

implement that intervention in schools.

We invite you to register for the webinar, workshops or both [here](#).

Updates from the EENEE Network

Our partners, the European Expert Network on Economics of Education (EENEE), are about to publish two analytical reports.



EENEE analytical report on the **“Impact of COVID-19 on Education for Sustainable Development (ESD) in the context of twin transition”** will provide an overview of existing evidence on policy responses to COVID-19 targeting either ESD specifically or the provision of education generally at schools, vocational education and training, and higher education. The report will show how some of the policy responses to the crisis caused by the pandemic enable or challenge the promotion of ESD.

Analytical report on **“Policy measures to monitor and mitigate the negative impact of COVID-19 and COVID-19 related policy measures on education”** will explore the negative consequences of the pandemic as well as different policy measures aimed to tackle them and ensure continuity of education despite the pandemic.

Both reports will be published in the upcoming months. Stay tuned!

You can follow the news on the EENEE website [here](#) or the Network’s social media channels:

- [LinkedIn](#)
- [Facebook](#)
- [ResearchGate](#)

Latest news about exciting initiatives and projects!

PROMEHS Promoting mental health at schools



PROMEHS Promoting mental health at schools is a three-year European project (2019-2022) co-funded by the European Commission within the Erasmus+ Key Actions 3. The project aimed to develop a comprehensive evidence-based curriculum to promote the mental health of students and teachers. PROMEHS has been implemented in six European Countries (Croatia, Italy, Greece, Latvia, Romania and Portugal) involving more than 10000 students and their teachers, using the training study methodology.

The implementation of the curriculum in experimental schools included a training course and ongoing supervision for teachers, meetings with school teachers and parents, along with providing handbooks with manualized activities to be carried out at school by the teachers and at home by the students with their families.

The research design included the collection of pre and post-test data among students and their teachers from kindergarten to secondary school. Comparisons between the experimental group and

problems.

The results showed significant improvements in students' social and emotional skills, such as in self-awareness, self-management, social awareness, responsible decision making and relationship skills. A reduction in internalizing and externalizing behaviours has been also observed. Furthermore, the program contributed to increase teachers' self-efficacy and resilience as well as improving their social relationships among the school staff peer and families.

PROMEHS contributed to the area of teacher training by providing a unique, innovative and effective evidence-based program to promote mental health in schools applying a systemic approach. The findings will also serve to improve national and international educational policies in the Member States working collaboratively with public authorities.

You can find more information here:

- [Website](#)
- [Facebook](#)
- [LinkedIn](#)
- [YouTube](#)
- [Research Gate](#)

Teaching to be - supporting teachers' professional growth and wellbeing in the field of social and emotional learning



Erasmus + Support for policy reform (KA3) project co-funded by the European Commission (2021-2024).

The project "Teaching to be" co-funded by the Erasmus + (KA3) program aims to develop and examine a set of innovative teacher training and professional development practices that promote teachers' professional wellbeing and social, and emotional competencies.

As the project is approaching its second year, the project team is continuing its work with the development of the Gamified Online Teachers Professional Wellbeing Course (OWC). The purpose of the course is to provide teachers with foundations for better understanding and improving their professional wellbeing as well as fostering wellbeing in the school community. The Gamified course weaves learning content around a game, which allows learners to gain knowledge while playing, exploring and discovering on their own. This makes learning interactive and engaging, offering the advantages of flexibility.

The novelty of the course is not only the gamification, but also the development of the course together with the teachers through Participatory Action Research (PAR). In 8 partner countries 40 schools with 600 teachers are involved in the first cycle of PAR. Integration of PAR and Quasi experimental design results in a new approach that reflects not only on the complete nature of schools, but also will help project teams to answer research questions: does and to what extent the involvement of teachers in the development and application of innovations contribute to a higher professional wellbeing. PAR actions in schools will continue till the end of the school year and the final version of the OWC will be prepared in September of 2022.

You can find more information on "Teaching to be" here:

- [Facebook](#)
 - [Website](#)
 - Emailing Project Coordinator [Dalia Navikiene](#)
-

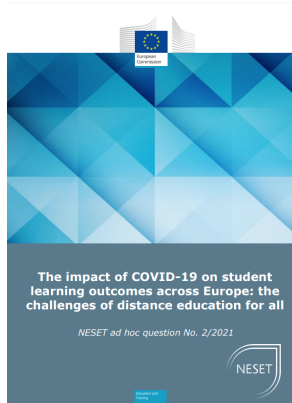
New NESET deliverables



A systemic, whole school approach to mental health and wellbeing in schools in the EU

NESET Analytical Report, 2021

Prepared by Carmel Cefai, Celeste Simões and Simona Caravita



The impact of COVID-19 on student learning outcomes across Europe: the challenges of distance education for all

NESET Ad Hoc Report, 2021

Prepared by Dalibor Sternadel

Forthcoming deliverables in 2021



The impact of COVID-19 on the education of disadvantaged children and the socio-economic consequences thereof

NESET and EENEE Analytical Report, 2021

Prepared by Claudia Koehler, George Psacharopoulos and Loes van der Graaf

Network member of the month



We continue our segment of NESET member of the month and introduce [Claudia Koehler](#).

About me

I studied Sociology at the University of Bamberg, Germany. I am the Executive Director of Farafina Institute and previously was a Senior Researcher at the European Forum for Migration Studies, both in Bamberg, Germany.

I have conducted numerous research studies on the education and social inclusion of migrants and refugees in Europe, and on migration and trafficking between Africa and Europe. I also coordinate international youth exchange and entrepreneurship programs with young people from Africa and Europe and art projects with refugees in Germany.

I am a member of SIRIUS – Policy Network on Migrant Education, of SAPDN - Southern African Policy and Development Nexus, and of SACHES – Southern African Comparative and History of Education Society.

My recent contributions to NESET activities

I have been a member of the Neaset Coordination Team in 2021 and am a co-author of the forthcoming NESET analytical report 'The impact of Covid-19 on the education of disadvantaged children and the socio-economic consequences thereof'.

My areas of expertise are:

- Migration;
- Asylum;
- Education;
- Social Inclusion;
- Youth;
- Community development in Europe and Africa.

I am currently conducting research on:

- The implications of distance learning for the education of learners with a migrant or refugee background
- The role of education for migration decisions and on the journey among irregular migrants from African countries coming to Europe

I am looking for opportunities of collaboration with other NESET members with expertise in:

- Education of migrants and refugees in Europe as well as before and during migration
- Migration between Africa and Europe

For more information about me, please, visit my profile on:

- [Farafina institute website](#)
- [LinkedIn](#)

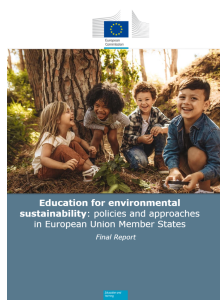
In case you want to collaborate/contact directly with the Network member of the Month, please write us at info-neset@ppmi.it.



The future of digital and online learning in higher education

Reflection paper series

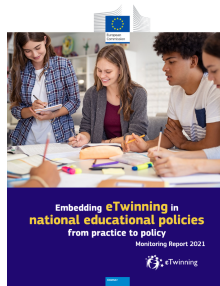
By Directorate-General for Education, Youth, Sport and Culture
(European Commission)



Education for environmental sustainability

Policies and approaches in European Union Member States: final report

By Directorate-General for Education, Youth, Sport and Culture
(European Commission)



Embedding eTwinning in national educational policies from practice to policy

Monitoring report 2021

By European Education and Culture Executive Agency (European Commission)



Impact of COVID-19 on young people in the EU

By Eurofound



Learning EU at school

A Jean Monnet action supporting better EU education in primary, secondary and vocational schools

By Directorate-General for Education, Youth, Sport and Culture
(European Commission)

The European Nature Protection Toolkit

By Directorate-General for Environment (European Commission)



Let's keep in touch

Follow the Network on [LinkedIn](#), [Facebook](#) and [ResearchGate](#) to stay up to date with our research activities.

We also invite you to share your opinion about our quarterly newsletters in a quick anonymous survey below. Thank you for your feedback!

Share your feedback



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NESET coordinator since 2015

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