



Tools for training, social exchange and co-creation in inclusive and supportive learning environments for dynamic integration: existing resources and pending challenges.

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Project no. 101004717

REFUGE-ED

Effective Practices in Education, Mental Health and Psychosocial Support for the integration of Refugee Children

MIGRATION-05-2018-2020: Mapping and overcoming integration challenges for migrant children

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1. Executive Summary

The primary objective of this report is the mapping and review of existing tools for training, social exchange and co-creation in Mental Health and Psychosocial Support (MHPSS) and across Successful Educational Actions (SEAs), with emphasis given to tools that address the needs of children, families and communities with a migratory or multicultural background, specifically in the European context. Project partners have worked together to define, test, refine and finalise criteria for tool identification; review the tools using a peer approach and finally select tools for inclusion in the report. Twenty-seven tools were initially identified for the MHPSS collection, and 23 for the tools for Education collection. Following a further refinement, this was reduced to a final inclusion of 19 MHPSS tools and 12 Education tools. A general overview of the resources, followed by an analysis of their strengths and gaps are included for both topic areas, with brief recommendations for use. This mapping will contribute to the development of the Brokering Knowledge Platform which is the primarily intended output of the REFUGE-ED project.



2. Introduction

2.1 Project and task objectives

REFUGE-ED brings together a consortium of partners from research institutions and non-governmental organizations (NGOs) to identify, implement, and test effective practices in education and mental health and psychosocial support (MHPSS) that promote the educational success, well-being, and sense of belonging of children (0-18 years old) from recent migration cohorts, refugees and asylum seekers, and unaccompanied minors. The project objectives are to:

- Map and identify best-practice and evidence-based tools and solutions in MHPSS and education for the dynamic, two-way integration of migrant and refugee children and their host communities
- Engage all actors in a dialogic consultation and co-creation process to identify needs and the ways in which these needs can be successfully met.
- Co-create and pilot evidence-based practices and approaches according to the needs-analysis and taking into account equally each pilot site's context as voiced by each pilot sites' community itself (educators, stakeholders, children and families etc.).
- Implement pilots of the co-created practices across three pilot settings (reception identification centres/camps, schools, institutional care), in a total of 46 settings, in six European countries
- Foster cross-intervention reflection and learning across different pilots
- Monitor, document, and evaluate the consultation and co-creation process and its impact on children, caregivers and educators
- Develop a platform to communicate and disseminate the co-created knowledge and tools in easy-to use packages
- Maximize the reusability, scalability and sustainability of the identified effective practices by exploiting the Brokering Knowledge Platform
- Maximize the visibility, reach and impact of the project by disseminating its results and outcomes

This report represents Deliverable 5.4. of the REFUGE-ED project. It looks to highlight the results from the mapping and review of the different existing tools for (the training, social exchange, and co-creation – defined in Annex D) Successful Educational Actions (SEAs) and evidence-based MHPSS actions and interventions, with a focus on tools with an eye for the specific needs and challenges of children, families, and communities with a migratory or multi-cultural background, including refugees, in dynamic integration of arriving and receiving communities, specifically in the European context.

The mapping will contribute to the development of the Brokering Knowledge Platform – a novel community-based platform, to provide evidence-based high-quality resources, tools, and solutions for inclusive, supportive, and transformative learning environments and to bring the co-created innovations to scale – which is the primarily intended output of the REFUGE-ED project.



The review will aid the identification of the possibilities and strengths offered by the existing training, social exchange, and co-creation resources, tools, and solutions as well as highlight gaps not covered by, and the potential to address educational and mental health, and psychosocial needs simultaneously (focused on improved educational outcomes, social belonging, well-being).

Lastly, the report complements [D1.1](#) (Effective and socially innovative initiatives for the integration of migrant children in Europe), [D1.2](#) (Key Issues for the effective integration of the MHPSS approach into education), and [D3.1](#) (Training curriculum for pilots), and provides access to additional resources and tools for training, exchange, and cooperation in the fields of Successful Educational Actions (SEAs) and evidence-based mental health and psychosocial support (MHPSS), with a special emphasis on the training, social exchange and co-creative process in using resources, solutions, actions, and interventions aimed at serving children with a migratory background, with the purpose of dynamic integration in multi-cultural arriving and receiving communities and inclusive and supportive learning environments in specific.

2.2 Process of tool identification, review, and selection

Project partners developed a list of criteria for the selection of relevant tools for training, social exchange, and co-creation: reusability, scalability, sustainability, relevance to the target population, outreach, and social impact. The criteria were selected based on EU and global interests and actions to enable the transfer of knowledge and practices generated from research for implementation and use in the public domain. These criteria were initially defined and tested with a few resource examples, and then shared with REFUGE-ED project consortium members both by email and during the consortium meeting in Athens in November 2022 for input and to build consensus on definitions. The final criteria list and definitions can be found in Annex D.

Task partners that included education and MHPSS experts then collected resources and tools based on their experiences and with support from their networks. The tools selected had to fit into the agreed-upon criteria which helped to assess their accessibility (open access and paywall restrictions), their potential for use beyond initial pilot sites, as well as their social impact and reach as determined by publications, outcomes met, media presence and scientific evidence. These tools and resources were collated in a spreadsheet accessible [here](#). The total number of resources and tools identified for MHPSS was 27, and 23 for education.

This was followed by a structured and objective peer review process. The selection criteria were further defined with subcomponents, that were given a score weighted by importance agreed on by consortium members. Each resource was then graded by two reviewers independently and a third reviewer if needed for any conflicts, to help determine their inclusion in the collection. This rubric can be found in Annex C.

A second review process for the final selection of tools to be included was carried out with priority given to tools that were directly relevant to the target population (children, families, and communities with a migratory or multi-cultural background, including refugees), as well as those that focus specifically on the REFUGE-ED project outcomes (of promoting successful educational outcomes, social support, social belonging, and well-being for children). The final selected tools can



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be found in Annex A for MHPSS (19 tools included out of the initial 27) and Annex B for Education (12 tools included out of the initial 23).

Currently all but one of the tools are accessible via external links. These will be uploaded to the Brokering Knowledge Platform when it is ready.



3. Tools for training, social exchange and co-creation in Education

3.1 General overview

The list of tools and resources in the educational field is the result of a curated selection process in which certain parameters and criteria were previously established. All the 12 tools on the list are focused on one or more of the following: training, social exchange, and co-creation, and the full list can be seen in Annex B (represented by serial numbers 1-12). Seven of them are focused on training (1, 2, 3, 4, 5, 7, 11), that is, guides or courses – some of them are specific for one tool or practice (4, 11), while others are more general (6, 8, 9, 10, 12); four on training and social exchange (4, 5, 7, 11), mostly platforms that promote interaction and the exchange of material; and one on co-creation and social exchange (6), that is not only platforms or websites where the interaction is key but also the co-creation of knowledge between the end-users and the initiative leaders. Incidentally, among the tools for training there is one training guide on co-creation methodologies (12).

Of the 12 resources, four focus explicitly on the integration of immigrant and refugee populations (8, 9, 10, 12). The other resources have, mostly aimed at teachers, have been applied in different contexts, most of them with high number of children with migrant background and also in multicultural backgrounds, in Europe and Latin America. Therefore, these tools are consolidated and have been successful in plural and diverse contexts and so they have a big potential to be successful in contexts that involve refugee and asylum-seeking minors and teens.

These tools and resources are in line with the outcomes of REFUGE-ED, namely promoting academic success, well-being, social support, and sense of belonging of all children. Nine of the 12 tools cover all the dimensions (1, 2, 3, 4, 5, 7, 8, 9, 11) two of the tools are focused on academic success (6, 10), while the last one is focused on the co-creation design of research (12). Moreover, in regard to the target groups, two of the tools are for teachers and school leaders (9, 10), one is primarily for teachers and other school staff (7) and three are open to the general audience (6, 8, 12). The remaining six (1, 2, 3, 4, 5, 11) are primarily open to teachers, school staff, and other members of the community around the educational center or wherever the educational action of interest takes place (including informal and non-formal education). Regarding the access modalities, three of them are offline tools (3, 10, 12), that is downloadable material; three are online courses (1, 2, 9), one online resource (6), and the remaining five (4, 5, 7, 8, 11) are online platforms with the possibility of download material. Finally, the tools related to the Successful educational Actions (1, 2, 3, 4, 5, 11) are the same as those included in deliverable [D3.1](#). ‘Training curriculum for pilots’, which were offered to the REFUGE-ED pilot centers in the co-creation process.

3.2 Strengths

As mentioned above, it is crucial to emphasize that the curated list provides valuable material due to its foundation in scientific evidence and the social impact it has proven to have for the community. Most of them promote academic success but especially wellbeing, sense of belonging and social support of all children. In addition, these tools have been used in challenging contexts worldwide. For instance, the Successful Educational Actions courses and modules provide a strong structure to tackle



the challenges for vulnerable groups. They have been used in multicultural contexts and have proven to improve academic results but also as a powerful tool for the enhancement of coexistence, inside and outside the classroom, as well as the sense of belonging and well-being – results that are reflected in countless studies of social impact.¹

Furthermore, most of the resources (1, 2, 3, 4, 5, 7, 11) allow communities to make use of them without depending on an ongoing project, but at the same time provide a network for the exchange of experiences and material. The list includes four repositories (5, 7, 8, 11) with countless resources focused on improving learning and overcoming the difficulties caused by social phenomena such as inequity, social inequalities, violence, etc.

Additionally, there is a training tool (12) that provides the necessary elements for the knowledge co-creation process, which constitutes an important source of expertise that is aligned with the REFUGE-ED project's objectives. Overall, all these resources are free of cost and thus they can be used by anyone in any educational setting. The only requirement in this case is to have access to the internet.

3.3 Gaps

The mapping of tools and resources in education and the final compilation show a clear gap in relation to the co-creation of knowledge and solutions in education; especially when it comes to meeting the socio-educational needs of migrant and refugee children. In other words, no tools and resources have been found that offer the possibility to share, exchange and co-create knowledge to overcome difficulties and challenges and that are easy to use for migrants and refugees.

Nevertheless, it is relevant to highlight that most of these tools and resources are based on social exchange and co-creation principles that have shown social impact in the community. Many of these educational resources are even being implemented following a co-creation approach in the REFUGE-ED project through its 46 pilot sites in five EU countries: Bulgaria, Ireland, Italy, Greece, and Sweden. In addition, there are few tools or resources that simultaneously address educational and mental health and psychosocial needs, which means that each of these aspects is treated separately, limiting their impact.

¹ Some examples are shown below:

- León-Jiménez, S. (2020). "This gives you life" The impact of friendship on health and well-being in old age: the case of the La Verneda learning community. *Research on Aging and Social Policy*, 8 (2), 191-215.

<http://dx.doi.org/10.17583/rasp.2020.5538>

- García, C., Gairal, R., Gómez, A. (2018). I learn so that you learn more: contributing to the improvement of the educational system through the formation of family members in Learning Communities. *Interuniversity Journal of Teacher Training*, 93 (32.3), 47-60. Retrieved from:

https://www.aufop.com/aufop/uploaded_files/articulos/1543613288.pdf#page=48

- Oro, B. and Díez-Palomar, J. (2018). Learning digital skills in vulnerable groups through Interactive Groups. *Research on Aging and Social Policy*, 6 (1), 53-81. doi: 10.17583/rasp.2018.3120

- García, C.; Gairal, R. and Rios, O. (2017). Empowerment and Social Inclusion of Immigrant Women through Dialogical Literary Gatherings. *International Journal of Education for Social Justice (RIEJS)*, 6 (2), 97-111. doi: 10.15366/riejs2017.6.2.006



3.4 Recommendations

The recommendations focus on the one hand, on including those resources that are related to the Successful Educational Actions (SEAs) and that have been used in various heterogeneous contexts throughout the world and, on the other hand, on incorporating those educational tools that can be useful for working with the target population, that is refugee and migrant children.

Regarding the SEAs resources, as mentioned above, it is worth mentioning that these are the ones implemented in the REFUGE-ED project, and they have been selected for the social impact they have achieved before in different socio-educational contexts (1, 2, 3, 4, 5, 11). The rest of the tools (6, 7, 8, 9, 10, 12), are included for their relevance and potential of social impact regarding REFUGE-ED's objectives.

Considering that there are several resources available for SEAs training, and that this can lead to confusion for end users, it is suggested to make an explicit distinction of each resource, explaining in which circumstances each one is recommended to be used.



4. Tools for training, social exchange and co-creation in MHPSS

4.1 General overview

As seen in the introduction, 19 MHPSS tools (represented by serial numbers 1-19 in Annex A) were selected for inclusion following the process of identification and review using the agreed-upon criteria. Of the 19 tools, seven are focused solely on training (2, 7, 8, 12, 13, 16, 17), 10 combine training and co-creative elements (1, 3, 4, 5, 6, 9, 10, 11, 14, 15), and two tools (18, 19) combine all three elements of training, co-creation, and social exchange.

Most of these tools have been developed and used across humanitarian contexts, but all 19 tools are relevant for children, families, and communities with multicultural or migratory backgrounds, including contexts for asylum seekers and refugees. None of the tools are developed for direct use by children but are developed for use by adults who interact with children and adolescents, including parents, caregivers, humanitarian staff and volunteers, youth workers, programme facilitators and animators, social workers, and child protection workers. One of the tools (6) is developed for adults to train children and youth on peer support.

Regarding modalities of access, the included tools cut across multiple channels with 16 tools accessible for use offline following their download (all except 5, 18, and 19), nine tools accessible for use online (1, 2, 4, 5, 6, 9, 15, 18, 19), one tool integrating an online learning component (1), and two tools representing resource collections and repositories of knowledge and tools for MHPSS (18, 19).

Three of the tools are collections of activities that can be chosen randomly by users (3, 10, 14), whilst five of the tools are for the implementation of specific interventions (1, 2, 4, 5, 9). Eight of the resources focus on strengthening psychosocial skills (6, 7, 8, 12, 13, 15, 16, 17), and two of the resources are broader collections of MHPSS activities (18, 19). All of the resources can be used independently of one another, but because of their different presentation described here, they also complement each other so that one could combine the implementation of a certain intervention (e.g., the Children's Resilience Programme (4)) with skill building (e.g., training in PFA for children, skills (7, 8, 13)).

The included tools are all in line with the REFUGE-ED project outcomes of promoting successful educational outcomes, social support, social belonging, and well-being for children. Seven of the tools focus on wellbeing and social support (3, 6, 10, 11, 14, 15, 17); four on wellbeing, social support, and sense of belonging (1, 4, 5, 9); five focus solely on wellbeing (7, 8, 12, 13, 16); one focuses on academic success, wellbeing, and social support (1) and two of the tools promoting all four outcomes (18, 19).

Lastly, of the 19 tools included, four (1, 3, 4, 13) were part of the Training curriculum for pilots from [D3.1](#), developed to support implementation at REFUGE-ED pilot sites.



4.2 Strengths

Of the 19 selected MHPSS tools, 18 are free, downloadable, and easily accessible in multiple languages. There is only one tool and approach (5) that requires contact with the developing organization (WarChild Holland) and requests for training through their mechanisms. The rest of the tools are easy to use, require minimal resources, and are designed for use in different contexts and settings. All of the tools can be adapted for use in different cultures or with different populations, including for adults or children living with physical movement disabilities. Most of the tools (1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 14, 16) include play as central to the tool, approach, or intervention. Growing evidence shows the importance of play for development and well-being². Although some tools describe specific interventions (1, 2, 4, 5, 9), these do not need to be run as stand-alone specialized MHPSS services but can be integrated into other responses and services for children and adolescents, including educational settings³. All of the tools included are based on evidence and knowledge of how children and adolescents are impacted by adversity, including experiences of forced migration. Several of the tools promote peer support amongst children and adolescents (4, 5, 6, 9), and a few focus specifically on building the skills of parents and caregivers to be able to support their children better (2, 3, 15, 17).

The training resources included in this collection can be used to train any adult who interacts with children and adolescents, including parents, caregivers, humanitarian staff and volunteers, youth workers, programme facilitators and animators, social workers, and child protection workers. This is an important strength to recognise as it highlights that mental health and psychosocial support can be provided by lay persons with training and supportive supervision and is not limited to mental health professionals with many years of tertiary institutional training and practice. A key strength of many of the tools (4, 5, 6, 7, 8, 9, 13, 15) is the focus on how to recognise signs of distress in children and caregivers, and especially how to recognise signs of severe distress that require referral for more professional support.

The two online resource collections (18, 19) are hosted by The Mental Health and Psychosocial Support Network (<https://www.mhpss.net>), which is a global platform for connecting people, networks, and organizations, for sharing resources and building knowledge related to MHPSS in emergencies and situations of adversity. This network is engaged actively by 5841 people globally, with 54,198 unique users across 205 countries and territories, and contains 11,181 resources so far⁴. Search functions on the platform enable users to narrow their search for resources by, for example, specific target groups, contexts, or languages. The platform promotes *connections* between practitioners, policymakers, and researchers; *sharing* – review, and access to resources such as training materials, field reports, guidelines and case studies; and *learning* – through knowledge

² See <https://learningthroughplay.com/explore-the-research/the-scientific-case-for-learning-through-play> and <https://www.warchildholland.org/news/better-school-performance/> for evidence on the importance of play for learning and development.

³ See <https://www.teamup.com/crisis-to-triumph-how-a-public-school-system-transformed-learning-with-teamup-amid-a-pandemic/> for examples of use of some of the approaches in educational settings.

⁴ <https://www.mhpss.net/>



exchange events such as webinars and information on upcoming online or field-level trainings, courses, and certification opportunities.

4.3 Gaps

Evidence on the impact of MHPSS approaches, interventions, and activities specifically for children who have experienced forced displacement, are refugees and asylum seekers and unaccompanied minors, is lacking. Research more generally, on the impact of MHPSS, is one of the top ten priority areas recommended in a recently released paper on research priorities for MHPSS from 2021-2030⁵. There are many reasons for this gap, including ethical considerations, lack of resources needed to develop or adapt research tools, and challenges with longitudinal research as these groups of children are often on the move. Thus, while the included resources are based on evidence and knowledge of how adversity impacts children and adolescents, there is limited evidence to show how these approaches or interventions promote coping and well-being. The approach that has been researched the most to this point is Psychological First Aid, and even here the recommendations are for further research as findings are inconsistent and weak.

A strength pointed out earlier is that the resources can be adapted and used in different contexts and cultural settings. This remains a strength, but it requires knowledge and skills in the adaptation of approaches, and resources. It is more than translating a manual and may require lengthy and in-depth consultations with the target groups for the approaches and interventions and users of the resources. Also mentioned earlier was the possibility of adapting activities to include children and adolescents living with physical or movement disabilities. Again, this adaptation is possible for many of the activities in the resources but may require resources and skills that are unavailable. None of the resources are available for use by adults with audio or sight impairments. The two resource collections (18, 19) include tools designed for supporting children living with disabilities; a number of resources include reference to the need for sensitivity to disability in the planning and implementation of activities and interventions (1, 2, 3, 6, 9, 11, 16), but only three resources share actual guidance on how to consider such needs or give examples of ways to adapt activities (2, 3, 6).

A big challenge in all settings with children and adolescents with migratory background is language. Only one of the tools (5) is specifically designed for use with children who speak different languages and is not dependent on a common language amongst the group. Unfortunately, this is also the only tool that is currently not available freely and requires training by the developer.

A number of the resources encourage co-creation in terms of choosing what activities are relevant for the target groups (1, 3, 4, 5, 6, 9, 10, 11, 14, 15). However, little attention is given to methods for creating safe, inclusive, co-creative spaces where children, caregivers, teachers, and community members are active participants in identifying, choosing, and adapting relevant and helpful activities.

⁵ [Mental Health and Psychosocial Support in Humanitarian Crises: Setting Consensus-Based Research Priorities for 2021-2030 - Elrha](#)



4.4 Recommendations

First, it is recommended that MHPSS activities are integrated into educational programmes. As highlighted in [D1.1](#) this requires high-quality and research-based training for teachers, educators, school staff, volunteers, and families on how to incorporate MHPSS principles and approaches into their usual day-to-day practices. It also requires supporting communities, civil society organisations, and local services to organize sensitization and information campaigns in the community for the active participation of volunteers in school and extracurricular activities that include MHPSS approaches and aims. The MHPSS resources included in this collection provide some good options for strengthening psychosocial skills and designing interventions for children and caregivers from recent migration cohorts, refugees and asylum seekers, and unaccompanied minors. It is recommended users combine training in interventions and running activities with children, with the strengthening of skills in, for example, psychological first aid and recognising children with severe distress for referrals.

If possible, it is recommended users conduct impact and implementation research on the use of specific interventions as well as more generally on the impact of MHPSS approaches to support this specific population. This will help to improve understanding of the approaches and inform on needed improvements.

If further adaptations of tools are considered, it is recommended to strengthen focus on adaptations for children living with disabilities as well as create training and resources materials for adults with sight or audio impairments. It is also recommended to adapt more activities and interventions for use across language differences, such as TeamUp.

Last, although co-creation is encouraged in design of some of the interventions, none of the tools provide direct instruction or guidance on how to involve children and young people ethically or in genuinely meaningful ways. It is recommended users of all of the tools included here consider child participation from the onset of designing responses and programmes. This can be done with all of the approaches, even though it is not well described in their manuals.



5. Conclusion

Addressing education and MHPSS at the same time is critical since migrant and refugee children face learning and academic difficulties because of exposure to traumatic events. In this sense, the mapping of tools and resources clearly shows the existing gap in terms of integrating education and MHPSS simultaneously. Likewise, this gives the possibility to develop a platform that potentially addresses educational and mental health and psychosocial needs at the same time as a result of a co-creative process.

Both MHPSS and SEAs have a wider impact on the child but also offer ways in which the communities through education, support children's well-being by following a holistic approach. Most importantly SEAs and MHPSS position the child as central to the activity while overlapping in key concepts such as wellbeing, establishing safe spaces, building resilience, and cognitive, social, and emotional skills. Children, families, and communities with a migratory background can often experience difficulty in integrating into host communities; using SEAs and MHPSS, education becomes a tool for community engagement, sharing of cultural practices and values, and building of connections.

Besides, the mapping of these tools and resources would give clarity to set priorities when developing a platform that combines all the aforementioned elements; on the one hand, the simultaneous integration of education and MHPSS and, on the other hand, providing the opportunity for social exchange and ultimately, co-creation of knowledge.



6. Annex

6.1 Annex A – List of tools for training, social exchange, co-creation in MHPSS

S/N	Tool/Resource	Description	Target	Focus	REFUGEE outcome covered	Type of resource/tool
1	Child Friendly Spaces in Humanitarian Settings	Child friendly Spaces (CFS) are interventions used by humanitarian agencies to increase children’s access to safe environments and promote their psychosocial well-being. Some CFS programmes may focus on informal education or other needs related to children. However, all CFS try to provide a safe place where children can come together to play, relax, express themselves, feel supported and learn skills to deal with the challenges they face.	Programme staff, facilitators and volunteers	Training, co-creation	Promotes wellbeing, sense of belonging, and social support	Online course; Online resource; downloadable/offline tool
2	Safe Healing and Learning Spaces Toolkit	A Safe Healing and Learning Space (SHLS) is a secure, caring and predictable place where children and adolescents living in conflict and crisis settings can learn, develop and be protected. The toolkit covers the SHLS approach, Social Emotional Learning, Basic math and reading skills for children, and Parenting skills.	Child protection and education practitioners, children, parents and caregivers	Training	Promotes academic success, wellbeing and social support	Online resource; downloadable/offline tool
3	Play Opportunities for Wellness and Education Resource	This resource is a collection of previous and new play-based learning activities. All learning activities are play-based and cover the following topics: health and psychosocial wellbeing, cognitive development, social development, emotional development, gender and child protection. Each activity includes the appropriate age, the time, the number of players and the materials needed. In addition, this resource also includes guidance for facilitators on the following topics: keeping children safe, child agency, psychosocial wellbeing play, gender responsive play, and children with disabilities and play.	Teachers/coaches, social workers, coaches, facilitators, parents, caregivers, and more. They can be used by any adult who works directly with children. Many of the games can also be facilitated by peer or youth leaders.	Training, co-creation	Promotes wellbeing and social support	downloadable/offline tool
4	Children’s Resilience Programme: Psychosocial support in and out of schools	The children’s resilience programme recognizes that children’s wellbeing is influenced by their interaction with their parents and caregivers, their peers and with others in their community environment. The programme therefore covers all these areas of children’s lives	Parents, teachers, community workers, trainers – both those people who are directly caring for	Training, co-creation	Promotes wellbeing, sense of belonging and social support	Online resource; downloadable/offline tool



		to help improve their wellbeing and their resilience. This is done through children’s workshops that focus on supporting the children’s inner strengths and their social interactions with others. It also involves meetings with parents and caregivers, promoting their understanding of the challenges their children are facing, and providing them with skills to support their children. As a whole, it involves working with the entire community to identify ways to improve the environment the children live in, and especially to improve child protection systems.	children and those who are supporting or training others in their work with children.			
5	Team Up	TeamUp is a psychosocial support intervention developed by War Child, Save the Children and UNICEF Netherlands. The sessions allow children (aged 6-18) to relieve stress and tension in the body while creating a sense of security within themselves and others.	Trained professionals, teachers, and volunteers who work with children on the move, or in active conflict settings as well as refugee children.	Training, co-creation	Promotes wellbeing, sense of belonging and social support	Online resource
6	I Support My Friends	“I Support My Friends” is peer to peer psychological first aid that is specifically adapted for training children and adolescents (9-17 years old) to support their friends in distress, under the mentorship and guidance of trusted adults.	Animators/facilitators, social workers, educators, psychologists, counsellors and others who work closely with children and adolescents as well as programme managers, technical specialists and other staff involved in designing training initiatives, building the capacity of facilitators, programme monitoring and evaluation, quality assurance and learning within	Training, co-creation	Promotes wellbeing, and social support	Online resource; downloadable/offline tool



			their organisation			
7	PFA for child practitioners	The Save the Children Psychological First Aid Training Manual for Child Practitioners is a set of skills and competences that help staff reduce the initial distress of children caused by accidents, natural disasters, conflicts and other critical incidents. Although the overall focus in this training manual is on children, the training also contains activities on how to communicate with parents and care-givers, as they are also likely to be affected by the crisis event or emergency. The manual also includes an optional day on stress management for staff. It can be delivered in any safe location, such as Save the Children Child Friendly Spaces, schools, Early Childhood Development centres or preschools, refugee camps, or at emergency sites.	Staff working directly with children, teachers, educators, health and social workers	Training	Promotes wellbeing	downloadable/offline tool
8	Psychological First Aid for Children II: Dealing with traumatic responses in children	The PFA for Children II: Dealing with Traumatic Responses in Children training manual provides guidance for staff working with children who are severely affected psychologically by acute crisis. It is a supplementary training to Save the Children's Psychological First Aid Training for Child Practitioners (2013), which lays the foundation for providing PFA. In some situations, additional skills to providing comfort and stabilization are needed. PFA II can be used to train such additional skills.	Staff dealing directly with children (including those who are not trained in mental health)	Training	Promotes wellbeing	downloadable/offline tool
9	Youth Resilience Programmes for children aged 14 and above.	The Youth Resilience Programme: Psychosocial support in and out of school has been developed by Save the Children as an independent continuation of the Children's Resilience Programme. The programme is a nonclinical psychosocial and protection methodology and framed within the concept of 'I AM', 'I CAN' and 'I HAVE' to capture the complex interaction of individual and social factors that facilitates resilience. The heart of the programme is a series of 8-16 structured workshops implemented by the same 1-2 facilitators once or twice a week, for the same group of young individuals aged 14-20.	Programme coordinators, parents and caregivers	Training, co-creation	Promotes wellbeing, sense of belonging and social support	Online resource; downloadable/offline tool



10	The Adolescent Kit for Expression and Innovation	The Adolescent Kit for Expression and Innovation is a package of guidance, tools, activities, and supplies to support adolescents ages 10-18, especially those who are affected by humanitarian crises. The Kit aims to bring about positive change in adolescents' lives through arts and innovation. The activities offer adolescents the chance to express themselves, experiment, solve real problems, and explore new ideas. In the process, adolescent girls and boys develop key competencies and new skills that help them to cope with stressful circumstances, build healthy relationships, and engage positively with their communities.	Humanitarian staff across different sectors, teachers, Child Friendly Space facilitators, youth workers, community volunteers and others	Training, co-creation	Promotes wellbeing, and social support	downloadable/offline tool
11	Singing to the Lions	Singing to the Lions' is a training manual based on proven psycho-therapeutic interventions that help children and youth overcome fear and violence in their lives. It targets children ages 11+; however, adaptations are easily made for younger and older groups, including adults.	Survivors of armed conflict, refugees, adolescents and young people who experienced physical or sexual abuse and other trauma.	Training, co-creation	Promotes wellbeing, and social support	downloadable/offline tool
12	Working with children and their environment: Manual of psychosocial skills	The 'Working with children and their environment: Manual of psychosocial skills' aims at improving the overall wellbeing of children through strengthening the psychosocial skills of the adults in charge, all the while passing on effective methods and tools (games and creative activities) for working with children.	Teachers, animators, social workers, educators, professional delegates, heads of mission, project coordinators or school directors, as well as ministries of education and social affairs	Training	Promotes wellbeing	downloadable/offline tool
13	Psychological First Aid Module 3: PFA for Children	The Psychological First Aid Module 3: PFA for Children is for training people working with children on how to provide Psychological First Aid (PFA). The training has been developed for staff and volunteers working with psychosocial support for children and those providing direct care and support to children and their caregivers in distress.	Nurses, teachers, social workers, health volunteers, ambulance workers or other first responders	Training	Promotes wellbeing	downloadable/offline tool
14	Traditional Games for Child	The Traditional Games for Child Protection manual collates 20 traditional games which are organized by age group, and teach life skills to	It was developed for animators, teachers and	Training, Co-creation	Promotes wellbeing, and	downloadable/offline tool



	Protection manual	children to foster resilience and self-protection. It uses the Movement, Games and Sports (MGS) methodology which champions 'learning by doing' and puts child participation at the heart of the learning process. The manual explains the psychosocial and protection related benefits of games for children, highlights the lessons from each game, and provides follow up questions for the children.	protection workers.		social support	
15	Parenting on the Move	The Parenting on the Move (PoM) programme package has been developed to support families to provide the necessary conditions for well-being, resilience, and education of children up to 12 years of age, in situations of migration/refugeehood. The programme has three components: parent workshops, family workshops (led by trained moderators), and materials for activities that parents and children can engage in, in a family setting.	Parents and caregivers	Training, Co-creation	Promotes wellbeing, and social support	Online resource; downloadable/offline tool
16	Fun, Safe, Inclusive: A half day module on facilitation skills	This manual has been specifically developed by Save the Children in response to requests from the field to provide a short training module on facilitating programmes for children. It can be used as a stand-alone training tool or as part of a comprehensive training on psychosocial and resilience-promoting activities for children, adults and families.	Programme facilitators	Training	Promotes wellbeing	downloadable/offline tool
17	Caring for Children through Conflict and Displacement	The Caring for Children through Conflict and Displacement booklet gives tips to caregivers who have lived through war and conflict and forced to leave their homes. The booklet aims to help caregivers by giving some ideas on how they can help themselves feel better, and how they can help their children.	Parents and caregivers	Training	Promotes wellbeing, and social support	downloadable/offline tool
18	The Children and Families Mental Health and Psychosocial Support Resource Collection	The Children and Families MHPSS Resource Collection offers access to a wide range of key materials that are relevant to mental health and psychosocial support work with children and families across humanitarian and development settings.	Everyone interested in, working with or interacting with mental health and psychosocial support for children and families in challenging humanitarian	Training, co-creation, social exchange	Promotes academic success, wellbeing, sense of belonging and social support	Online resource; Resource collection/repository



			and development contexts.			
19	MHPSS.net	A growing global platform for connecting people, networks and organizations, for sharing resources and for building knowledge related to mental health and psychosocial support both in emergency settings and in situations of chronic hardship. The network functions as an online community of practice for mental health and psychosocial support in challenging humanitarian and development contexts.	Everyone interested in, working with or interacting with mental health and psychosocial support in challenging humanitarian and development contexts.	Training, Social exchange, co-creation	Promotes academic success, wellbeing, sense of belonging and social support	Online resource; Resource collection/repository



6.2 Annex B – Tools for training, social exchange and co-creation in Education

S/N	Tool/Resource	Description	Target	Focus	REFUGE-ED outcome covered	Type of resource/tool
1	El Proyecto Comunidad de Aprendizaje	Online course on Dialogic Learning, the transformation phases of schools into Learning Communities and the 7 Successful Educational Actions.	Teachers, school staff and other members of the community	Training	Promotes the academic success, wellbeing, social support and sense of belonging of all children	Online course
2	Successful Educational Actions - Open courses	Online course on the scientific base of the learning communities.	Teachers, school staff and other members of the community	Training	Promotes the academic success, wellbeing, social support and sense of belonging of all children	Online course
3	Learning Communities modules	Training units on the scientific basis of the Learning Communities and the SEAs	Teachers, school staff and other members of the community	Training	Promotes the academic success, wellbeing, social support and sense of belonging of all children	Downloadable/offline tools
4	Guide for Scientific Dialogic Gatherings	Guidelines for setting up Scientific Dialogic Gatherings.	Teachers, school staff and other members of the community	Training, Social Exchange	Promotes the academic success, wellbeing, social support and sense of belonging of all children	Digital tool/resource
5	Comunidades de Aprendizaje Latinoamérica (Learning Communities- Latin America)	Repository and collection of different tools used in the learning communities.	Teachers, school staff and other members of the community	Training, Social Exchange	Promotes the academic success, wellbeing, social support and sense of belonging of all children	Repository/resource collection
6	ADHYAYANA	ADHYAYANA is a non-populist participatory platform, available to everyone, both to consult and to contribute. ADHYAYANA scientific evidence platform is focused on SDG Quality	General audience	Co-creation, Social Exchange	Promotes the academic success	Online resource



		Education, from a multicultural perspective. It will deepen, on the one hand, on the development of sociological theory at the international level and, on the other hand, it will contribute to the analysis and improvement of the social impact of research.				
7	European School Education Platform	ETwinning and School Education Gateway are merging in the European School Education Platform. On the one hand, eTwinning, teachers organise and run on-site and online activities with their students along with colleagues from countries participating in the Erasmus+ programme. They engage in collaborative projects with the support of the TwinSpace environment. On the other hand, the School Education Gateway is presented in 29 European languages, the School Education Gateway is an online platform for teachers, school leaders, researchers, teacher educators, policymakers and other professionals working in school education – including Early Childhood Education and Care (ECEC) and Vocational Education and Training (VET). Join today and stay informed about European policy and action for schools.	Mainly teachers and other school staff, but also to other community members	Training, Social Exchange	Promotes the academic success, wellbeing, social support and sense of belonging of all children	Repository/resource collection
8	MOOCs4inclusion	MOOCs4inclusion is a study, commissioned by the European Commission, which aims at assessing the adequacy of Massive Open Online Courses (MOOCs) and Free Digital Learning (FDL) for the inclusion of migrants and refugees. In 2021, the international research center CARDET undertook a new study, under the supervision of Dr. Charalambos Vrasidas, to update the catalogue and enrich it with new initiatives.	General audience	Training	Promotes the academic success, wellbeing, social support and sense of belonging of all children	Repository/resource collection
9	Integrating migrants and	The course will explore the practicalities of integrating migrant and refugee children in	School teachers and school leaders	Training	Promotes the academic success,	Online course



	refugees at school	the school community and will look at how teachers can work at a very practical level with such students in their classrooms. Participants will explore pedagogical approaches and activities that support the integration of migrant and refugee children in the classroom and school. Participants will also gain an understanding of requirements and strategies to support students who do not understand or speak the main language of instruction.			wellbeing, social support and sense of belonging of all children	
10	Promoting the learning performance and the participation of migrant children in primary school education. Teachers' Handbook	The handbook contains learning modules for strengthening the capacities of teachers. The learning modules are aimed at fostering the competences of teachers and school leaders required for effectively addressing equity, diversity and inclusion challenges in the learning environment in primary schools.	School teachers	Training	Promotes the academic success	Downloadable/offline tools
11	Dialogic Literary Gatherings	In this platform there is information on dialogic gatherings as well as a support tool to carry them out. There is also a library with suggested works, among other things.	Teachers, school staff and other members of the community	Training, Social Exchange	Promotes the academic success, wellbeing, social support and sense of belonging of all children	Repository/resource collection
12	FOCUS Implementation guide for Dynamic Integration	It is an output of the EU's H2020 FOCUS projects. The document contains information what co-creation and participation mean in the context of dynamic integration, why and how to make integration practices dynamic, co-creative and participatory, and what to keep in mind when doing so.	General audience	Training for co-creation	Co-creation methodologies	Downloadable/offline tools



6.3 Annex C – Criteria Rubric

Criteria	Scoring components	Assigned score
Reusability	<ul style="list-style-type: none"> Developed for a particular target population/context/need e.g., life skills programme for children in Uganda; basic psychosocial support skills for Covid-19 	1
	<ul style="list-style-type: none"> Developed for use across populations and contexts e.g., TEAMUp intervention; Psychological First Aid; Healing through play 	2
Scalability	Used beyond or the potential to be used beyond the initial pilot sites/initial context/need developed for: <ul style="list-style-type: none"> Potential to be used beyond initial pilot sites/initial context/need developed for 	0.5
	<ul style="list-style-type: none"> Used beyond initial pilot sites at least once 	1
	<ul style="list-style-type: none"> Used beyond initial pilot sites at least twice 	2
Sustainability	<ul style="list-style-type: none"> Integrates capacity strengthening elements (for e.g., Training of trainers) 	1
	<ul style="list-style-type: none"> Above component + integration into existing community-based practises or holistic approaches 	2
Relevance to target population	<ul style="list-style-type: none"> Relevant to children, families, and communities with multicultural or other background 	1
	<ul style="list-style-type: none"> Relevant to children, families, and communities with migratory/refugee background 	2
Outreach	<ul style="list-style-type: none"> Number of languages available in (availability in more than one language) 	0.33
	<ul style="list-style-type: none"> Open-source availability/behind paywall 	0.33
	Dissemination (presence in the media, public, ...): <ul style="list-style-type: none"> - Citation or mention in the media - Public debate in the media - Number of participants or audience - Public lectures / Public audiences - Public or professional debate 	0.33
	Use of research findings in non-academic documents (e.g., in guidelines, teaching materials...): <ul style="list-style-type: none"> - Use of Research in guidelines - Articles in professional journals - Research cited in advocacy publications - Citation and use of research in educational document 	0.33
	Collaborations with policymakers: <ul style="list-style-type: none"> - Invitations and consulting from policymakers - Participation or presentation of findings in policy debates - Evidence of influence on new policy, regulation, strategy or other documents 	0.33
	Use of research findings in policies: <ul style="list-style-type: none"> - Evidence of influence on changes of existing policies - Use or cited on policy debate and processes of policymaking - Consulting and interactions with policymakers 	0.33
	Changes in behaviours or practices: <ul style="list-style-type: none"> - Shift in public attitude - Funding - Change to professional standards, behaviour or practice - Improved working practices - Professional evaluations and impact reviews - "Satisfaction measures (for example, with services)." 	1.5



	Improvements to society: (resources are designed to promote the following outcome/s) <ul style="list-style-type: none">- Improved academic success- Improved sense of belonging- Improved social support- Improved wellbeing- Other improvements	1.5
Key: <ul style="list-style-type: none">- A total score of 2 for each criterion except for social impact which has a total score of 3.- Refer to the Annex D for criteria definitions- Only the scores for the last two criteria (outreach and social impact) are cumulative- Some resources will score 0 on some criteria- Some criteria might not be applicable to some resources – in such cases please leave blank or use NA		



6.4 Annex D – Definitions

Mapping Criteria	Criteria	Definition
	Reusability	The potential that an intervention/practice/action shows for its use after its original implementation, and it being successfully implemented in more than one context ⁶
	Scalability	The ability of an intervention shown to be efficacious on a small scale and or under controlled conditions to be expanded under real-world conditions to reach a greater proportion of the eligible population, while retaining effectiveness ⁷ .
	Sustainability	Sustainability refers to the impact achieved by the intervention/practice/action, which is based on scientific research, remaining constant over time ⁸ .
	Relevance to target population	Children, families, and communities with migratory or multicultural backgrounds, including refugees ⁹ .
	Outreach	The communication of scientific knowledge to a wide audience ¹⁰
	Social Impact	The social impact of research and innovation activities is the contribution of research and innovation activities to social impact, showing the ways in which and the extent to what research and innovation programmes, contribute to the pre-defined targets/indicators of a specific goal (for example targets/indicators of SDGs). In the EC Better Regulation Toolbox, the term Social Impact is used to refer to economic impact, societal impact, environmental impact, and, additionally, human rights impact ¹¹ .
REFUGE-ED Project Outcomes	Outcome	Definition
	Academic success	Academic success is inclusive of academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post-college performance ¹² .
	Improved sense of belonging	More specifically, sense of belonging in school, is what we are currently measuring as part of REFUGE-ED. Measured by the PSSM, we are assessing school connectedness according to how much

⁶ <https://datascience.codata.org/articles/10.5334/dsj-2019-022/>

⁷

<https://pubmed.ncbi.nlm.nih.gov/22241853/#:~:text=Through%20this%20process%20'scalability'%20was,eligible%20population%2C%20while%20retaining%20effectiveness>

⁸ <https://www.sciencedirect.com/science/article/pii/S0048969721025523>

⁹ https://redbarnet.sharepoint.com/sites/Youth_HORIZON_Refuge-Ed2020-2023/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=CapUb8&CT=1666698136541&OR=OWA%2DNT&CID=a9868cb5%2Df5d4%2D1365%2D836d%2D506da2467e22&FolderCTID=0x012000F1C1082FEA359048B9BEB7812C290D4B&id=%2Fsites%2FYouth%5FHORIZON%5FRefuge%2DEd2020%2D2023%2FShared%20Documents%2FGeneral%2FYouth%5FHorizon%5FRefuge%2DEd%5F2021%2D2023%2F1%2E%20Proposal%2FHorizon%202020%20full%20proposal%20%2DSEP%2D210659245%2Epdf&viewid=9116cdf0%2D59b5%2D44b4%2D9136%2Ddeed3552f8dd&parent=%2Fsites%2FYouth%5FHORIZON%5FRefuge%2DEd2020%2D2023%2FShared%20Documents%2FGeneral%2FYouth%5FHorizon%5FRefuge%2DEd%5F2021%2D2023%2F1%2E%20Proposal

[|](https://redbarnet.sharepoint.com/sites/Youth_HORIZON_Refuge-Ed2020-2023/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=CapUb8&CT=1666698136541&OR=OWA%2DNT&CID=a9868cb5%2Df5d4%2D1365%2D836d%2D506da2467e22&FolderCTID=0x012000F1C1082FEA359048B9BEB7812C290D4B&id=%2Fsites%2FYouth%5FHORIZON%5FRefuge%2DEd2020%2D2023%2FShared%20Documents%2FGeneral%2FYouth%5FHorizon%5FRefuge%2DEd%5F2021%2D2023%2F1%2E%20Proposal%2FHorizon%202020%20full%20proposal%20%2DSEP%2D210659245%2Epdf&viewid=9116cdf0%2D59b5%2D44b4%2D9136%2Ddeed3552f8dd&parent=%2Fsites%2FYouth%5FHORIZON%5FRefuge%2DEd2020%2D2023%2FShared%20Documents%2FGeneral%2FYouth%5FHorizon%5FRefuge%2DEd%5F2021%2D2023%2F1%2E%20Proposal)

¹⁰ <https://libguides.vu.nl/outreach-de-focus-english/what#:~:text=Outreach%20Outreach%20refers%20to%20the,knowledge%20to%20a%20wide%20audience.>

¹¹ <https://op.europa.eu/es/publication-detail/-/publication/cbb7ce39-d66d-11e8-9424-01aa75ed71a1>

¹²

<https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1260&context=pare#:~:text=Based%20on%20our%20findings%20we,%2C%20and%20post%2D%20college%20performance>



		students rate other students as being friendly to them, the extent to which they feel they can get along with others in the school, their participation in activities organised by the school, how attached they feel to the people in the school and how (little) they feel bored in school ¹³ .
	Improved wellbeing	In line with WHO's definition of wellbeing (WHO, 2001), wellbeing is probably best conceptualised here as 'consistent feelings of being well, satisfied or content, such that the individual feels productive and able to handle life stressors' (Stallman et al., 2018, p. 365). Measured using the WHO-5 will allow us to determine how much children rate their own (i.e., subjective) well-being according to subjective quality of life based on positive mood (good spirits, relaxation), vitality (being active and waking up fresh and rested), and general interest (being interested in things) ¹⁴ .
	Improved social support	Social support is probably best conceptualised here as "how children perceive friends, family members, and others as sources available to provide material, psychological and overall support during times of need" (Ioannou et al., 2019). Assessed using the MSPSS, we will assess children's perceptions of the social support they receive from three sources: Family, Friends, and a Significant Other ¹⁵ .
Resource Focus	Focus	Definition
	Tools for Training	Guides, courses and platforms developed for training
	Tools for Social Exchange	Platforms that promote interaction and the exchange of material or information
	Tools for Co-creation	Tools that facilitate co-creation of knowledge or integrate co-creative elements and processes

¹³ <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.735507/full>

¹⁴ <https://www.luciomarinelli.com/articoli/31362582.pdf>

¹⁵

[https://www.frontiersin.org/articles/10.3389/fpsyg.2018.02780/full?utm_source=Email_to_authors&utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers in Psychology&id=426493](https://www.frontiersin.org/articles/10.3389/fpsyg.2018.02780/full?utm_source=Email_to_authors&utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers%20in%20Psychology&id=426493)