



The Interplay of Sustainable Development Goals on Education and Peace: Enhancing Trauma-Informed Approaches in Informal Learning Environments for Displaced and Vulnerable Populations

მდგრადი განვითარების მიზნების კავშირი განათლებასა და მშვიდობასთან:
იძულებით გადაადგილებული და დაუცველი მოსახლეობის არაფორმალურ
სასწავლო გარემოში ტრავმის შესახებ ინფორმირებული მიდგომების გაძლიერება

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Abstract

Introduction: The Sustainable Development Goals (SDGs), particularly Goal 4 (Quality education) and Goal 16 (Peace, justice and strong institutions), emphasize the critical need for inclusive and equitable education systems that foster peace and justice. In the context of global conflicts, refugee crises and forced displacement, a significant challenge arises in supporting the mental health and educational outcomes of trauma-affected individuals – especially within informal learning environments. Refugees and displaced individuals often experience severe trauma which can hinder their ability to engage in education effectively. This paper examines the interplay of trauma-informed care with informal educational frameworks as a pathway to account for the distinctive needs of these vulnerable learners. **Results:** Trauma-informed education, which emphasizes safety, trust and emotional support, provides a framework to mitigate the impacts of trauma while fostering resilience and enhancing learning outcomes. Non-formal education settings often serve as primary educational spaces for refugees; however, they frequently lack the necessary resources and training to implement trauma-sensitive practices. The COPE project (Cooperation in Adult Education for Traumatized Learners), which is a European initiative funded under the Erasmus + program, responds to this gap by equipping educators and volunteers with the knowledge, tools and skillset to incorporate trauma-informed practices where applicable. Through developing pedagogical and psychological guidelines, situational simulation-based training and an e-learning platform, COPE aims to create an accessible, scalable model for supporting trauma-affected learners in non-formal educational settings. **Conclusion:** Integrating trauma-informed care into informal learning environments not only addresses the educational needs of refugees, but also contributes to broader peacebuilding and social cohesion efforts that align with SDGs.

Keywords: Sustainable Development Goals (SDGs), COPE project, trauma-informed care, informal educational framework, education, refugees, displaced individuals, peacebuilding.

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აბსტრაქტი

შესავალი: მდგრადი განვითარების მიზნები (Sustainable Development Goals - SDGs), განსაკუთრებით მიზანი 4 (ხარისხიანი განათლება) და მიზანი 16 (მშვიდობა, სამართლიანობა და ძლიერი ინსტიტუტები) ხაზს უსვამს ინკლუზიური და სამართლიანი განათლების სისტემების კრიტიკულ აუცილებლობას, რომლებიც ხელს უწყობენ მშვიდობასა და სამართლიანობას. გლობალური კონფლიქტების, ლტოლვილთა კრიზისებისა და იძულებითი გადაადგილების კონტექსტში, მნიშვნელოვანი გამოწვევა ჩნდება ტრავმით დაზარალებული პირების ფსიქიკური ჯანმრთელობისა და საგანმანათლებლო შედეგების მხარდაჭერაში - განსაკუთრებით არაფორმალურ სასწავლო გარემოში. ლტოლვილები და იძულებით გადაადგილებული პირები ხშირად განიცდიან მძიმე ტრავმას, რამაც შეიძლება ხელი შეუშალოს მათ უნარს ეფექტური გზით მიიღონ განათლება. კვლევის მიზანია ტრავმაზე ინფორმირებული სამედიცინო მომსახურების ურთიერთკავშირის შესწავლა არაფორმალურ საგანმანათლებლო ჩარჩოებთან, როგორც გზა ამ დაუცველი მოსწავლეების გამორჩეული საჭიროებების გასათვალისწინებლად. **შედეგები:** ტრავმის შესახებ ინფორმირებული განათლება, რომელიც ხაზს უსვამს უსაფრთხოებას, ნდობასა და ემოციურ მხარდაჭერას, უზრუნველყოფს ჩარჩოს ტრავმის ზემოქმედების შესამცირებლად, ამავდროულად ხელს უწყობს მდგრადობას და აძლიერებს სწავლის შედეგებს. არაფორმალური განათლების დაწესებულებები ხშირად ემსახურება როგორც პირველადი საგანმანათლებლო სივრცეს ლტოლვილებისთვის; თუმცა, მათ ხშირად აკლიათ საჭირო რესურსები და ტრენინგი ტრავმისადმი მგრძობიარე პრაქტიკის განსახორციელებლად. COPE პროექტი (თანამშრომლობა ზრდასრულთა განათლებაში ტრავმირებული მოსწავლეებისთვის), რომელიც არის ევროპული ინიციატივა, დაფინანსებულია Erasmus+ პროგრამის ფარგლებში და ეხმაურება ამ ხარვეზს მასწავლებლებისა და მოხალისეების ცოდნით, ინსტრუმენტებითა და უნარ-ჩვევებით აღჭურვილთა, რათა ჩატარდეს ტრავმის შესახებ ინფორმირებული პრაქტიკა, სადაც ეს შესაძლებელია. პედაგოგიური და ფსიქოლოგიური გაიდლაინების შემუშავების, სიტუაციური სიმულაციური ტრენინგის და ელექტრონული სწავლების პლატფორმის შემუშავების გზით, COPE მიზნად ისახავს შექმნას ხელმისაწვდომი, მასშტაბური მოდელი არაფორმალურ საგანმანათლებლო გარემოში ტრავმით დაზარალებული მოსწავლეების მხარდასაჭერად. **დასკვნა:** კვლევამ აჩვენა, რომ ტრავმის შესახებ ინფორმირებული ზრუნვის ინტეგრირება არაფორმალურ სასწავლო გარემოში არა მხოლოდ ასახავს ლტოლვილთა საგანმანათლებლო საჭიროებებს, არამედ ხელს უწყობს უფრო ფართო მშვიდობისა და სოციალური ინტეგრაციის მცდელობებს, რომლებიც შეესაბამება SDG-ს.

საკვანძო სიტყვები: მდგრადი განვითარების მიზნები (SDGs), COPE პროექტი, ტრავმის შესახებ ინფორმირებული ზრუნვა, არაფორმალური საგანმანათლებლო ჩარჩო, განათლება, ლტოლვილები, იძულებით გადაადგილებული პირები, მშვიდობის მშენებლობა.

ციტატა: ტომისლავ მეშტროვიჩი, გორან ბანდოვი. მდგრადი განვითარების მიზნების კავშირი განათლებასა და მშვიდობასთან: იძულებით გადაადგილებული და დაუცველი მოსახლეობის არაფორმალურ სასწავლო გარემოში ტრავმის შესახებ ინფორმირებული მიდგომების გაძლიერება. *ჯანდაცვის პოლიტიკა, ეკონომიკა და სოციოლოგია*, 2024; 8 (2)

Introduction

The Sustainable Development Goals (SDGs), particularly Goal 4 (Quality education) and Goal 16 (Peace, justice and strong institutions), form the cornerstone of global efforts to promote inclusive, equitable education systems and peaceful, just societies (Morton et al., 2017). At the heart of these goals lies the

commitment to leave no one behind, particularly those most vulnerable to the impacts of global crises – including refugees, displaced populations and marginalized groups. As conflicts, displacement and forced migration continue to shape the global landscape, the dire necessity for educational frameworks that support these populations has become more urgent (Aber et al., 2021).

In recent years, the global refugee crisis has dramatically reshaped educational priorities, especially within Europe. The war in Ukraine, for example, has triggered the displacement of millions of people, leading to an unprecedented influx of refugees across Europe. Over 8 million people have been forced from their homes, many of whom now reside in countries that are unprepared to provide adequate mental health or educational support (Asanov et al., 2023). This situation, while emblematic of the Ukrainian crisis, reflects a broader global challenge: how to ensure access to quality education for individuals affected by trauma, displacement and conflict. The SDGs provide a valuable framework for addressing these challenges by emphasizing the need for inclusive education (SDG 4) and peaceful, just institutions (SDG 16) that support all learners, including those that are most at risk.

In formal education systems, trauma is often recognized as a critical factor that affects a student's capacity to learn (Frieze, 2015). However, for displaced populations, access to formal education can be limited by linguistic, cultural or bureaucratic barriers. This is where non-formal learning environments – for example, community centres, refugee camps, volunteer-led classes and online platforms – play a pivotal role. These spaces offer greater flexibility and accessibility, although they often lack the structured curricula, resources and trained personnel found in formal education systems. This presents a unique challenge: how can non-formal educational environments, which are often under-resourced, deliver the necessary support to people who have lived through severe trauma?

Consequently, trauma-informed care arose as a salient blueprint in tackling this challenge. The thing is, trauma-informed approaches acknowledge the wide-reaching effects of trauma on learners' intellectual functions, emotional regulation and social behaviours, and emphasize the need for safe, supportive and predictable learning environments. Trauma-informed care is not simply about recognizing post-traumatic effects; it involves actively designing educational spaces that avoid re-traumatization, foster resilience, and also promote emotional healing (Maynard et al., 2019). This framework has gained recognition as an effective approach in formal education systems, particularly in settings that serve marginalized and at-risk students (Frieze, 2015; Maynard et al., 2019). However, its implementation in non-formal education remains limited, particularly in Europe, where educational responses to trauma are still developing.

The COPE project as a response to the growing crisis

The COPE (Cooperation in Adult Education for Traumatized Learners) project, funded by Erasmus+ (which is an EU programme in the fields of education, training, youth and sport) seeks to address the aforementioned gap. More specifically, it is an ERASMUS+ KA220-ADV- Cooperation Partnership in Adult Education, project number 2023-1-DE02-KA220-ADU-000155022. By focusing on non-formal education, the COPE project recognizes the critical role that these learning environments play in providing education to refugee and displaced populations. The project's core objective is to develop trauma-informed pedagogical and psychological guidelines that can be easily integrated into non-formal educational settings, empowering educators to better support their learners. COPE emphasizes the importance of equipping educators and volunteers with practical tools and strategies for recognizing trauma, managing trauma-related behaviours, and creating learning environments that are conducive to healing (<https://www.cope-project.org/>).

The theoretical foundation for trauma-informed education draws heavily on research that highlights the need for a shift from traditional, therapy-based models of trauma treatment to more holistic, community-based approaches. Studies have indicated that trauma-informed care can have profound implications for learners, improving their mental status, engagement and overall sense of safety in educational environments (Sweeney et al., 2016; Chopp et al., 2023). Trauma-informed practices prioritize relationships, trust-building and creating safe spaces – elements that are critical for learners who have experienced violence or loss. These practices stand in contrast to the medical model of trauma treatment, which often focuses on clinical interventions (Yadav et al., 2024). Instead, trauma-informed education underscores the need for educators to foster positive relationships with their learners and to adopt a strength-based approach that empowers learners to regain a sense of control and agency (Frieze, 2015; Maynard et al., 2019).

Moreover, we have to be aware of the importance of cultural sensitivity when we consider trauma-informed care. Trauma does not occur in isolation, but it is rather shaped by a learner's cultural, historical and gender contexts, which must be taken into consideration when crafting trauma-informed interventions (Bowen

& Murshid, 2016; Becker-Blease, 2017). For displaced populations, and most notably refugees, the trauma of migration is often compounded by the challenges of navigating new cultural environments. Therefore, trauma-informed education must also address the unique cultural experiences of refugee learners, ensuring that interventions are responsive to their specific needs. Unfortunately, a myriad of studies on trauma-informed care focused predominantly on European American or White demographics, leaving gaps in the literature regarding the experiences of more diverse populations (Champine et al., 2019).

In this context, the COPE project aims to create a comprehensive, adaptable framework for trauma-informed education that can be applied across different non-formal settings in Europe (COPE, 2024). A key component of this effort is the creation of a situational simulation-based training format for educators and volunteers. This training allows educators to practice responding to trauma-related challenges in simulated learning environments, helping them develop the skills necessary to support their learners effectively. Additionally, COPE's e-learning platform aims to provide educators with easy access to training materials, case studies and infographics designed to improve their knowledge on trauma and how it impacts learning. By making these resources available online, COPE will ensure that educators in even the most remote or under-resourced environments can benefit from trauma-informed training.

Integrating trauma-informed practices into non-formal education is not only indispensable for supporting individual learners, but also for fostering peace and social cohesion in communities affected by displacement and conflict (Frieze, 2015; Infield & Boswell, 2020). COPE project recognizes that, and by creating safe, supportive educational environments, implemented trauma-informed practices help alleviate the effects of trauma on learners' social behaviours – not only by promoting positive interactions, but also by reducing the risk of conflict and violence within educational settings. This aligns directly with SDG 16, which accentuates the importance of inclusive institutions that promote peaceful and just societies.

Trauma and education: the role of non-formal learning spaces

Trauma, most notably in the context of refugees, manifests in various ways that directly affect educational engagement. Learners who have lived through trauma may have issues with memory, concentration and emotional regulation (Sep et al., 2023). These cognitive and psychological disruptions can gravely hinder their capability to participate fully in learning and other activities, whether in formal or non-formal settings (Becker-Blease, 2017; Sep et al., 2023). Refugees often arrive in host countries with varying levels of educational attainment, and many have experienced interruptions in their schooling due to conflict and displacement. This creates additional barriers to re-engaging with education, as trauma often exacerbates feelings of inadequacy, frustration and disengagement.

Moreover, trauma affects not only the academic performance of learners but also their ability to form social connections and trust in their educators and peers (Sep et al., 2023). The psychological effects of trauma (e.g., hypervigilance, emotional withdrawal and trust issues) can create significant barriers to participation in educational activities. In formal education systems, there are often established mechanisms for addressing these challenges; salient examples are access to school counselors, specialized support services, as well as structured curricula that provide a sense of routine and/or stability (Maynard et al., 2019). However, in non-formal learning environments, these supports are often lacking, leaving educators and volunteers to manage complex emotional and psychological needs without adequate training and/or resources.

Non-formal education spaces have a crucial part in filling the educational gaps for refugees and displaced individuals, and their importance was already established in children from the vantage point of developmental psychology (Pesch et al., 2024). These spaces – which include sport venues, community-based education programs, informal language classes, vocational training centers and online education platforms – offer flexibility and accessibility that is often unattainable in formal education settings. For many refugees, especially those who have just reached a host country or who are residing in temporary accommodations such as refugee camps, non-formal education can be viewed as an immediate and actually more practical solution to their educational needs.

One of the key advantages of non-formal education is its adaptability (Pesch et al., 2024; Morris et al., 2024). Unlike formal education systems, which are often rigid in their curricula and administrative structures, non-formal education programs can be tailored to the specific needs of learners, particularly those dealing with the consequences of trauma. This flexibility allows educators and volunteers to adjust their teaching methods and content to better accommodate the cognitive and emotional challenges that trauma presents (Halligan, 2017). For example, in many non-formal education settings, educators can implement shorter, more focused lessons that cater to learners with limited attention spans or incorporate creative and

therapeutic activities, such as art or music, which have been shown to support emotional expression and healing in trauma-affected individuals.

However, non-formal education spaces are often under-resourced, with heavy reliance on volunteers and educators who may lack formal preparation in trauma-informed practices. Trauma-informed education prioritizes building a safe, supportive and foreseeable environment for learners, recognizing the influence of trauma on behaviour and learning capacity. Furthermore, it aims to reduce re-traumatization, promote emotional and psychological healing, but also to foster resilience. The introduction of trauma-informed frameworks in non-formal settings can improve learning outcomes. It can also support the psychological recovery of trauma-affected learners.

What does the literature say regarding trauma-informed methodology?

The pervasive theme in literature tackling trauma-informed approaches is an emphasis on the transformative potential of these practices. This is particularly reflected when complex needs of individuals with trauma are addressed, which includes refugees and displaced individuals. A fundamental principle of trauma-informed care is the recognition that services and systems (including educational institutions) can sometimes re-traumatize individuals if not handled sensitively. This acknowledgment is crucial, particularly for refugees and displaced persons, as they may have already experienced heightened anxiety, fear and insecurity due to their past experiences. According to Infield and Boswell (2020), systems and services must be designed with trauma in mind to avoid exacerbating the stress and vulnerability of trauma-affected individuals. Trauma-informed approaches, therefore, involve actively working to prevent re-traumatization by creating environments where learners feel not only safe but also adequately respected and supported.

The literature also underscores the significance of relationships in trauma-informed education. Positive relationships with educators and peers can serve as protective factors for trauma-affected individuals, helping to buffer the effects of trauma and promote emotional and psychological healing (Sweeney et al., 2018). Educators are crucial players in this process, as they build trust and provide regular support (Sweeney et al., 2018). In non-formal education settings, where structured curricula and formal support systems may be lacking, the role of the educator as a stabilizing force becomes even more important.

As mentioned previously, a plethora of studies on trauma-informed practices have predominantly focused on European American or White populations, leaving significant gaps in understanding how these approaches apply to more diverse groups (Champine et al., 2019). This gap is extremely concerning in the context of refugee education, where learners come from a wide range of cultural backgrounds and may have experienced trauma in vastly different ways. McCarthy et al. (2020) argue that the lack of evidence on trauma-informed practices in diverse populations underscores the need for more inclusive, context-specific approaches that account for the complexities of culture, history and identity.

In the literature, there is still an ongoing debate about the terminology used in trauma care. While “trauma-informed” has become a widely accepted term, some studies and organizations prefer the term “trauma-aware”, reflecting, in turn, a distinction in the degree to which organizations and individuals incorporate trauma into their practices (Gerber, 2019). “Trauma-aware” organizations are those that identify the impact of trauma, but may not yet have completely incorporated trauma-informed, evidence-based practices into their policies and procedures. This distinction is important because it highlights the continuum of trauma sensitivity, where organizations may begin by becoming trauma-aware and then gradually move towards more comprehensive trauma-informed practices (Gerber, 2019). The latter stage involves raising awareness about the frequency/impact of trauma and laying the groundwork for deeper organizational change. In educational settings, being trauma-aware means that educators and administrators understand that trauma affects many learners and that their behavior may be a response to past experiences (Gerber, 2019). Nevertheless, moving from awareness to fully implemented trauma-informed practices requires a significant investment in training and policy development, with continuous support.

One of the challenges identified is the difficulty of measuring the effectiveness of trauma-informed practices, particularly in non-formal education settings. The TICOMETER, a psychometrically validated tool, has been developed to assess the degree of trauma-informedness within organizations (Bassuk et al., 2017; Burge et al., 2021). This tool evaluates trauma-informed care across five domains: 1) building trauma-informed knowledge and skills, 2) establishing trusting relationships, 3) respecting service users, 4) fostering trauma-informed service delivery, and 5) promoting trauma-informed policies and procedures.

The TICOMETER was intended to help organizations assess their advancement in implementing trauma-informed care and identify areas for improvement (Bassuk et al., 2017; Burge et al., 2021). In educational settings, this tool can be particularly useful for assessing how well trauma-informed principles are being integrated into teaching practices, classroom management and overall institutional culture. By providing a structured framework for evaluation, the TICOMETER helps educators and administrators measure the full effect of their trauma-informed interventions. It is also useful for making data-driven decisions about how to improve their practices (Bassuk et al., 2017; Burge et al., 2021).

Numerous studies have verified manifold positive impacts of trauma-informed interventions on both individuals and organizations. For trauma-affected individuals, these interventions can improve mental health outcomes (with improved emotional regulation) and reduce symptoms linked to post-traumatic stress disorder (or PTSD) (Han, 2021). Trauma-informed approaches have also been associated with increased engagement in educational settings, as learners feel safer and more supported, which in turn facilitates better learning outcomes (Prestidge, 2014; Cordis Bright, 2017). Research has revealed that trauma-informed care can lead to better service utilization, improved adherence to interventions, as well as enhanced relationships between learners and educators (Prestidge, 2014).

Moreover, trauma-informed approaches have been found to have an advantage not only for the individuals receiving care, but also for the organizations implementing these practices (Purtle, 2020). When educational institutions are concerned, trauma-informed practices can contribute to a more positive organizational culture with less burnout and improved cohesion among educators and/or administrators. The literature also suggests that trauma-informed care can augment the overall efficiency of educational programs, especially for learners with complex needs (and refugees can be seen as having such needs) (Cordis Bright, 2017; Purtle, 2020).

Trauma-informed practices and peacebuilding

Trauma-informed education not only addresses the extant psychological and emotional requirements of individual learners, but also plays a significant role in broader peacebuilding efforts (Hertog, 2017; Jeffery, 2023). When educational environments prioritize trauma-sensitive approaches, they contribute to the development of peaceful and resilient communities by helping individuals process their trauma in a supportive setting (Jeffery, 2023). Learners who feel safe and understood usually engage positively with their peers and build trusting relationships. They are also more likely to contribute to a cooperative and harmonious social environment. This is especially important in post-conflict societies or in communities affected by ongoing migration and displacement, where the risk of social fragmentation and tension is rather high (United Nations, 2020).

Consequently, trauma-informed practices emphasize the significance of generating emotionally safe spaces that promote resilience and healing (Jeffery, 2023). By knowing the extensive impact of trauma on individuals and actively working to prevent re-traumatization, educators can foster a sense of security and stability for learners. This aids in reducing the potential for violence and conflict within educational settings, which can spill over into broader community interactions. In this way, trauma-informed education serves as a foundational tool for promoting social cohesion and mutual understanding/tolerance, which are essential for sustainable peacebuilding (Shank & Schirich, 2008)

The COPE project's focus on adult learners – particularly refugees and displaced individuals – directly aligns with the abovementioned peacebuilding goals. Many refugees have experienced severe trauma due to conflict, persecution, or violence, so their ability to integrate into new communities is often hampered by unresolved psychological and/or emotional wounds. By equipping educators with the tools to provide trauma-sensitive education, COPE supports the social and emotional recovery of these learners by helping them rebuild their lives and contribute positively to their new communities. This, in turn, fosters greater social cohesion, reduces the risk of re-traumatization, and also enhances the general resilience of both individuals and the communities in which they reside. Adult education, especially for marginalized groups like refugees, can indeed serve as a powerful tool for fostering civic engagement and supporting peaceful, democratic transitions in post-conflict societies.

Challenges and opportunities in trauma-informed care implementation

While trauma-informed care is gaining recognition as a vital basis for supporting trauma-affected individuals, its implementation in informal educational settings faces several challenges and hurdles. The literature highlights the absence of established standards for trauma-informed training content, which hinders

consistency across interventions (Bendall et al., 2021). Additionally, resistance to change, particularly among staff who are uncomfortable confronting systemic issues within their organizations, remains a significant barrier (Sweeney et al., 2016; Wilton & Williams, 2019).

Hence, despite its growing recognition, fully implementing trauma-informed care in non-formal education is still in its infancy, thus significant challenges remain. The lack of resources and infrastructure in many non-formal education spaces means that even when trauma-informed practices are introduced, they are often inconsistently applied (Tompkins & Neale, 2018). To address these challenges, COPE emphasizes the need for a multi-faceted approach that includes training, resource development and awareness-raising campaigns (COPE, 2024). Through this holistic approach, the project aims to not only provide educators much needed tools for supporting their learners, but also to foster a broader cultural shift towards trauma-informed care in non-formal education.

And notwithstanding these challenges, the flexibility of non-formal education indeed presents opportunities for innovative, context-sensitive trauma-informed practices. Educators in informal settings can adapt their teaching to meet the specific needs of their learners, utilizing tools like the already mentioned TICOMETER, a validated instrument that is used in service delivery for assessing trauma-informedness (Bassuk et al., 2017; Burge et al., 2021). Moreover, the effectiveness of trauma-informed interventions in improving mental health outcomes, such as reductions in PTSD symptoms, anxiety and depression are well documented (Han, 2021).

Conclusion

The world is facing a fragile and uncertain situation, which is a reality that cannot be ignored. With trauma-informed education, we can see the potential to transform non-formal learning environments into spaces of healing, resilience and empowerment – something we desperately need during these tumultuous times. As conflicts and displacement continue to affect millions globally, investing in trauma-informed practices is not merely a moral imperative, but a strategic necessity. These practices can help build more cohesive, more peaceful communities, where individuals affected by trauma are empowered to overcome their past and contribute to a more stable and just future. As projects like COPE demonstrate, with the right tools, training and support, trauma-informed education can be a powerful force for social change and peacebuilding. The COPE project, therefore, offers a model for how trauma-sensitive education can be implemented in non-formal settings – equipping educators with the skills to support their learners and contribute to broader peacebuilding efforts.

As conflicts and displacement continue to shape the global landscape, the need for trauma-informed education will only grow. A recommendation for policymakers and institutions is to develop clearer standards and guidelines for trauma-informed education in non-formal settings; at the moment, the absence of established benchmarks makes it difficult to measure the effectiveness of these practices and ensure their consistent application across different contexts. Standardizing training requirements, creating certification pathways for educators, and investing in monitoring tools can help ensure that trauma-informed approaches are implemented effectively and in a sustainable manner. Finally, by putting the learners' well-being and mental health first (e.g., through partnerships with mental health professionals and community organizations), educational systems can play a critical part in fostering resilience and contributing to a more peaceful and inclusive world aligned with the ambitious vision of SDGs.

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