



D3.2 Interim Activity reports for pilots 1-3

Due date - M22

Submission date - 31/10/2022

Document identifier: D3.2

Version: 1

Author: KMOP

Dissemination status: Public



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 101004717. This document reflects only the authors' view. The European Commission is not liable for any use that may be made of the information contained herein.



D3.2 Interim Activity Reports

Pilot actions in Hotspots/Reception and Identification Centres

Due date - M22

Submission date - 27/10/2022

Document identifier: D3.2

Version: 1

Author: KMOP

Dissemination status: Public



D3.2 Interim Activity Reports

Grant Agreement n°:	101004717
Project acronym:	REFUGE-ED
Project title:	Effective Practices in Education, Mental Health and Psychosocial Support for the integration of Refugee Children
Funding Scheme:	H2020-MIGRATION-05-2018-2020: Mapping and overcoming integration challenges for migrant children
Project Duration:	2021/01/01 - 2023/12/31 (36 months)
Coordinator:	UNIVERSITAT AUTÒNOMA DE BARCELONA (UAB)
Associated Beneficiaries:	UNIVERSITA DEGLI STUDI DI FIRENZE (UNIFI) NEW BULGARIAN UNIVERSITY (NBU) KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (KMOP) THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (TCD) RED BARNET (STCD) DANSK RODE KORS (DANISH RED CROSS) (PSD) SUPPORT GROUP NETWORK (SGN) ASSOCIAZIONE CULTURALE COOPERAZIONE INTERNAZIONALE SID SUD (CISS)

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

Start date of project: 01/01/2021 Duration: 36 months

History Chart				
Issue	Date	Changed page(s)	Cause of change	Implemented by
0.10	27/10/2022	-	Version 1.0	KMOP
1.0		ALL	Version 1.0	
2.0		ALL	Version 2.0	

Validation			
No.	Action	Beneficiary	Date
1	Prepared		
2	Approved		
3	Released		

Disclaimer: The information in this document is subject to change without notice. Company or product names mentioned in this document may be trademarks or registered trademarks of their respective companies.

All rights reserved.

The document is proprietary of the REFUGE-ED consortium members. No copying or distributing, in any form or by any means, is allowed without the prior written agreement of the owner of the property rights.

This document reflects only the authors' view. The European Community is not liable for any use that may be made of the information contained herein.

Table of Contents

1. Executive Summary	5
2. Acronyms and abbreviations.....	Error! Bookmark not defined.
3. Key information about the participating pilots.....	6
4. Contact with the beneficiaries and co-creation procedure	6
4.1. The co-creation procedure	7
5. Training in pilot sites	8
5.1. Logistics.....	Error! Bookmark not defined.
5.2. Implementation	Error! Bookmark not defined.
5.3. Support/Coordination Sessions*	Error! Bookmark not defined.
5.4. Implementation of the practices by the trainees	Error! Bookmark not defined.
5.5. Evaluation of the SEA implementation in the pilot sites*	Error! Bookmark not defined.
6. Potential difficulties and recommendations for the implementation of the remaining activities	9



1. Executive Summary

During Work Package 3 *'Implementing pilot actions in three distinctive settings'*, partners implemented the trainings and piloting of the co-created practices in schools, Hotspots/Reception and Identification Centres and institution care facilities. The trainings followed the establishment of cooperation bridges between the partners and the pilot sites, in order to co-decide and co-create the Successful Education Actions (SEAs) and the Mental Health and Psychosocial Support (MHPSS) practices to be implemented in each site, based on the needs identified during the research phase. Although the curriculum drafted under D3.1 was the basis of their work, the procedure followed by each partner might have mild differences, due to the individualised approach.

D3.2 aims to summarise the progress made until M21 of the project implementation, i.e., September 2022. Three reports will be developed -one per pilot site category (schools, Hotspots/Reception and Identification Centres and institution care facilities)- gathering information regarding the implementation and evaluation of the process followed and the interventions in general. The three transnational activity reports will be developed by KMOP, with the contributions of all partners involved.

The present document summarises the information on the pilot actions implemented in Hotspots/Reception and Identification Centres in Spain and Bulgaria.



2. Key information about the participating pilots

Country	Pilot site	Rate of migrants/refugees in the pilot site	Specific information
Spain	Centre d'Emergència el Pla de Santa Maria	30 unaccompanied minors	
Spain	Centre Orió. Servei de Primera Acollida i Atenció Integral	30 unaccompanied minors	high rotation rates of the unaccompanied minors
Spain	Centre d'Acollida Sirius , Reception center	30 unaccompanied minors	high rotation rates of the unaccompanied minors
Bulgaria	RRC Voenna Rampa - Registration and Reception centre	pending information on the number of new students of migrant and refugee background	-
Bulgaria	RRC Ovcha kupel - Registration and Reception centre	pending information on the number of new students of migrant and refugee background	-

3. Contact with the beneficiaries and co-creation procedure

3.1. Preparation and contact with the pilot sites

3.1.1. Spain

Before contacting the pilot sites, the Spanish partners prepared a presentation that was sent to the management team.

Pilot site	Dates of contact	Assembly date	Participants
Centre d'Emergència el Pla de Santa Maria	25/01/2022: first contact (email) 31/01/2022 & 22/04/2022: meeting with management team Phone calls: 14/03/2022 & 24/05/2022 14/07/2022: visit	14/02/2022 21/03/2022	30 unaccompanied minors 10 educators and 1 stakeholder
Centre Orió	31/01/2022: first contact (email) 07/02/2022: follow up contact (email) 03/03/2022 & 06/07/2022: phone call 06/04/2022: meeting 22/09/2022: meeting with management team	25/07/2022	Staff and teachers
Centre d'Acollida Sirius	18/01/2022: first contact (email) Follow-up emails: 24/01/2022 04/04/2022 26/01/2022: meeting with manager to prepare the pilot's implementation 01/02/2022: email with dates proposal for the assembly (children)	10/02/2022 11/05/2022	Unaccompanied children Educators and staff of the centre

	09/03/2022: email with dates proposal for the assembly (educators and staff) 04/05/2022: setting the date for the assembly (educators and staff)		
--	---	--	--

3.2. The co-creation procedure

3.2.1. Spain

General assemblies were implemented with the participation of the management teams in the centres, as well as the direct beneficiaries, i.e. unaccompanied minors and educators who work with them. During the assemblies, UAB shared with the contacts the general needs identified in RICs and the specific needs of the respective centre. The aims of the meetings were to enhance the participation of the beneficiaries and to serve as an opinion and experience sharing, in order to reach a conclusion on the needs of the sites. The next steps and activities of the project were also discussed.

This was for example the case in the Centre d’Emergència el Pla de Santa Maria, where participants expressed their interest in the next steps, in order to overcome the present difficulties. In order to ensure a participatory approach, which would be inclusive for the minors as well, UAB organised an assembly with all the minors in the centre, combining different languages, mostly Spanish and English, while children translated to each other when possible and a Moroccan educator translated into Arabic. Open questions were made in this assembly so the minors themselves could answer what they thought they needed and what they would like to be doing in the centre to improve what needed to be changed. Another assembly with the educators working in the centre was implemented. Through this process, the participants agreed on focusing on the implementation of Dialogic Literary Gatherings to start with.

The same applied to Centre Sirius, where the participatory approach was enhanced through open-ended questions. Through this process, the participants agreed on focusing on the implementation of Dialogic Literary Gatherings to start with.

Although educators and staff of Centre Orió expressed their interest as well, it has been difficult to engage the team as the centre has been dealing with a lot of difficulties, related to changes in the management team and the reception of unaccompanied minors from Ukraine. Nonetheless, the project proceeded and the centre’s participation was ensured through the communication of the UAB team. During the assembly, participants decided to focus on Dialogic Literary Gatherings and emotional education and literacy.

In order to systematise the information needed for planning the training in the majority of the sites, the Spanish partners prepared an online survey for the pilots in which the interests and content of the training, the previous experience and the availability to conduct the training were specified. However, Centre Orió did not answer the survey and the training was designed through phone calls and meetings.

3.2.2. Bulgaria

Different activities are in-preparation in the safe zones, such as ‘Sports as Intercultural Bridges’ and expressive therapy with theatre. The ‘Intercultural Gardens as Green Bridges’ which is already implemented in a school is in discussion for a possible implementation in the safe zones. The unaccompanied minors from the safe zones who are attending the pilot schools will participate in all implemented actions.

On August 11th 2022, the team had a meeting with a psychologist from the International Organization for Migration (IOM) who has also taken part in one of the Focus groups in December 2021. The aim of the meeting was to discuss the implementation of the Expressive therapy in the two Safety zones in the RRCs as the psychologist has experience with this practice and was able to present to the team the specifics related to its implementation in the Zones.

4. Training in pilot sites

4.1. Spain

Pilot site	Dates of training	Target group	Place	No. of Participants
Centre d'Emergència el Pla de Santa Maria	02/05/2022	Educators	Pla de Santa Maria	8
Centre d'Emergència el Pla de Santa Maria	10/05/2022	Minors & educators	Tarragona	35
Centre d'Emergència el Pla de Santa Maria	30/05/2022	Educators	Pla de Santa Maria	6
Centre d'Emergència el Pla de Santa Maria	19/10/2022	Educators	Tarragona	
Centre Orió	25/07/2022	Educators	Tarragona	6
Centre Orió	05/10/2022	Educators	Tarragona	6
Centre Orió	19/10/2022	Educators	Tarragona	
Centre Sirius	01/06/2022	Educators	Santa Coloma	8
Centre Sirius	22/06/2022	Educators & children	Cerdanyola	14
Centre Sirius	05/10/2022	Educators	Tarragona	6
Centre Sirius	19/10/2022	Educators	Tarragona	

During the first session in Pla de Santa Maria, an introduction to Successful Educational Actions and DLG was made. A second session was held in the Universitat Rovira i Virgili, where DLG was piloted with educators and minors. This session was complemented by a visit to the URV with the unaccompanied minors and a session on a chemical experiment with a professor of the university, to inspire the minors to dream of studying at the university. After that, a Pedagogical Gathering was held online with educators, on a text about DLG, to support their acquired knowledge and to answer questions about the practice. After some weeks, a more deep and theoretical training with educators of the three reception centres in the project, focusing on the principles of Dialogical Learning, the Participation of the Educative Community, Extension of the Learning Time and Dialogical Reading was held.

Pla de Santa Maria put great effort during the piloting period, implementing two sessions per week. It is worth noting that they got inspired and built a little library in the centre. The baseline survey for the evaluation of the training has been handed out and answered by the educators; also the baseline survey for the evaluation of the implementation of actions has started with the minors. On July 2022, UAB visited the centre and the survey was answered by 14 minors with the support of a member of the UAB REFUGE-ED team. Two support sessions were organised in September 2022, on 14/09/2022 and 26/09/2022.

The pilot implementation is not initiated in Centre Orió. The baseline evaluation will be done with the staff via email before the sessions or during the first day of the training using the online forms.

After the first session in Centre Sirius, with the introduction to SEAs and DLGs, two visits were organised: a visit to the Autonomous University of Barcelona with the unaccompanied children where they enjoyed a Dialogical Literary Gathering reading and commenting Homer's *Odyssey* and a visit to the Faculty of Communication Studies where they could learn more about multimedia production from the faculty staff, to inspire the children to dream of studying in the university. A more in-depth training on the theoretical framework was organised, focusing on the principles of Dialogical Learning, the Participation of the Educative Community, Extension of the Learning Time and Dialogical Reading. The centre has started the piloting of the actions. Baseline evaluation was done with 8 minors using printed questionnaires, while the staff of the centre will do it via email or during the first day of training using the online forms.

UAB provided constant support to the sites, guiding the implementation and answering questions, like how many pages to read, how many sessions a day, how to help the minors prepare for the DLG sessions.

5. Potential difficulties and recommendations for the implementation of remaining activities

5.1. Spain

Difficulties related to the centres' nature have emerged during this process, related for example to the massive arrival of new accompanied minors to the centre that make it difficult to focus on the implementation of the actions or related to health problems and diseases affecting an important part of the minors in the centre (i.e. Tuberculosis, COVID-19). Nonetheless, the eagerness of the el Pla de Santa Maria staff and the management team is so strong that the process has not stopped and has been adapted to the centre's needs and reality at each time.

Specific difficulties were faced with Centre Sirius, which changed its nature from being a first reception centre to a residential centre. However, in this case, as well, the interest and willingness of the participants sustained the continuity of the project.

Two trainings in el Pla de Santa Maria are planned for October on principles of Dialogical Learning, on the Participation of the Educative Community, on Extension of the Learning Time and on Dialogical Reading.

5.2. Bulgaria

A specific difficulty with the safe zones is that currently only one member of the team has access to the two pilots - safe zones.



D3.2 Interim Activity Reports

Pilot actions in schools and non-formal and informal social and learning environments

Due date - M22

Submission date - 31/10/2022

Document identifier: D3.2

Version: 1

Author: KMOP

Dissemination status: Public



D3.2 Interim Activity Reports

Grant Agreement n°:	101004717
Project acronym:	REFUGE-ED
Project title:	Effective Practices in Education, Mental Health and Psychosocial Support for the integration of Refugee Children
Funding Scheme:	H2020-MIGRATION-05-2018-2020: Mapping and overcoming integration challenges for migrant children
Project Duration:	2021/01/01 - 2023/12/31 (36 months)
Coordinator:	UNIVERSITAT AUTÒNOMA DE BARCELONA (UAB)
Associated Beneficiaries:	UNIVERSITA DEGLI STUDI DI FIRENZE (UNIFI) NEW BULGARIAN UNIVERSITY (NBU) KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (KMOP) THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (TCD) RED BARNET (STCD) DANSK RODE KORS (DANISH RED CROSS) (PSD) SUPPORT GROUP NETWORK (SGN) ASSOCIAZIONE CULTURALE COOPERAZIONE INTERNAZIONALE SID SUD (CISS)



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

Start date of project: 01/01/2021 Duration: 36 months

History Chart				
Issue	Date	Changed page(s)	Cause of change	Implemented by
0.10	31/10/2022	-	Version 1.0	KMOP
1.0		ALL	Version 1.0	
2.0		ALL	Version 2.0	

Validation			
No.	Action	Beneficiary	Date
1	Prepared		
2	Approved		
3	Released		

Disclaimer: The information in this document is subject to change without notice. Company or product names mentioned in this document may be trademarks or registered trademarks of their respective companies.

All rights reserved.

The document is proprietary of the REFUGE-ED consortium members. No copying or distributing, in any form or by any means, is allowed without the prior written agreement of the owner of the property rights.

This document reflects only the authors' view. The European Community is not liable for any use that may be made of the information contained herein.



Table of Contents

1. Executive Summary	5
2. Key information about the participating pilots	6
3. Contact with the beneficiaries and co-creation procedure	9
3.1. Preparation and contact with the pilot sites	9
3.1.1. Spain.....	9
3.1.2. Greece.....	10
3.1.3. Bulgaria	13
3.1.4. Italy	13
3.2. The co-creation procedure	14
3.2.1. Spain.....	14
3.2.2. Greece.....	15
3.2.3. Bulgaria	15
3.2.4. Italy	16
4. Training in pilot sites	20
4.1. Spain.....	20
4.2. Greece.....	21
4.3. Bulgaria	23
4.4. Italy.....	23
5. Potential difficulties and recommendations for the implementation of remaining activities	29
5.1. Spain.....	29
5.2. Greece.....	29
5.3. Bulgaria	29
5.4. Italy.....	29



1. Executive Summary

During Work Package 3 *'Implementing pilot actions in three distinctive settings'*, partners implemented the trainings and piloting of the co-created practices in schools, Hotspots/Reception and Identification Centres and institution care facilities. The trainings followed the establishment of cooperation bridges between the partners and the pilot sites, in order to co-decide and co-create the Successful Education Actions (SEAs) and the Mental Health and Psychosocial Support (MHPSS) practices to be implemented in each site, based on the needs identified during the research phase. Although the curriculum drafted under D3.1 was the basis of their work, the procedure followed by each partner might have mild differences, due to the individualised approach.

D3.2 aims to summarise the progress made until M21 of the project implementation, i.e., September 2022; nonetheless, information about several actions implemented in October 2022 are also included. Three reports were developed -one per pilot site category (schools, Hotspots/Reception and Identification Centres and institution care facilities)- gathering information regarding the implementation and evaluation of the process followed and the interventions in general. The three transnational activity reports were developed by KMOP, with the contributions of all partners involved.

The present document summarises the information on the pilot actions implemented in schools and other educational institutions, high schools and adult education centres in Spain, Greece, Bulgaria, Italy and Ireland.



2. Key information about the participating pilots

Country	Pilot site	Rate of migrants/refugees in the pilot site	Specific information
Spain	Eibar BHI, High School	-	-
Spain	IES Veles e Vents, High School	173 migrant children out of 1131 students: 98 in secondary education, 23 from batxillerat and 17 from middle training cycle, and 31 from superior training courses. Main countries of origin: Bulgaria(31), Rumania (27), and Urania (12). There are 105 from Europe, 42 from Latin America, 8 from Africa, 2 from Asia, 2 from the Middle East and 1 from the United States.	There are no number records yet, but UAB has received information that some Ukrainian refugees will be attending lessons for the school year 2022-2023.
Spain	IES Alfonso II, High School	-	-
Spain	IES Al-Ándalus, High School	In years 8 & 9 there is a high presence of Roma students. There are 25 different nationalities in the school.	The center's socioeconomic and cultural index (ESCS) is -0.85, which is very low. The center's report describes that "even though the students are well integrated in the school life, we have been proving that they suffer a worrying school absenteeism and drop-out.".
Spain	CEIP Sant Vicent Ferrer, Primary School	95 migrant children, of 17 nationalities, in the school, out of 640 students	Almost half of them are from Morocco, 2 from other African countries, 25 from Romania, 7 from other parts of Europe, 11 from Latin America, one Chinese and one from USA.
Spain	IPI Karmenago Ama, Primary & High School	33 students from Latin American countries, 21 from African countries, 11 from Eastern Europe, 9 from Asian countries, and 7 from other EU countries	
Spain	CEIP Martina García, Early childhood and primary education school	A high percentage of migrant population and students with social problems	
Spain	CEIP República de Venezuela, Early childhood and primary education school	27 students of special education or integration, 51 students of special educative needs related to cultural or social disadvantaged situations	
Spain	CEIP BernatCalvó, Primary School	Families from: Morocco, sub-Saharan Africa and countries in South America, but also from Eastern Europe	According to the school: "We have a high percentage of students from families from abroad, with educational needs derived of its late incorporation into the educational system and with a lack of command of the vehicular

			and communication language, even with situations of deficient or non-existent previous schooling. This group represents the largest percentage of live tuition that the center receives. We also find this with many students from Roma families, also important in the center in terms of numbers, with some specific cases of risk of early school leaving."
Spain	CEIP Aranbizkarra, Primary School	150 foreign students (39%), 28 nationalities	Nationalities: Nigeria, Ghana, Algeria, Morocco, Senegal, Mali, Cameroon, Guinea, Gambia, Tunisia, Kenya, Equatorial Guinea, Mauritania, Portugal, Great Britain, Holland, Ukraine, Bulgaria, Romania, Moldova, Italy, Germany, Georgia, Dominican Republic, Paraguay, Colombia, Ecuador, Bolivia, Guatemala, Brazil, Venezuela, Pakistan, Russia, China, Mongolia, Nepal
Greece	52nd elementary school of Athens	156 migrants/refugees	Countries of origin: Albania (53), Romania (25), Georgia (13), Afghanistan (13), Egypt (10), Bulgaria (9), Bangladesh (7), Moldova (5), Ukraine (4), Iran (4), Pakistan (3), Senegal (2), Syria (2), Poland (2), DRC (1), Iraq (1), Turkey (1), Kenya (1)
Greece	21st primary school of Athens	152 migrants/refugees	Countries of origin: Albania (36), Romania (14), Afghanistan (14), Syria (13), Georgia (13), Nigeria (7), Bangladesh (7), Cameroon (7), Algeria (6), Pakistan (4), Philippines (4), Egypt (4)
Greece	2nd elementary school of Agios Ioannis Rentis (Attika Region)	35 migrants/refugees	Countries of origin: Egypt (2), Albania (14), Afghanistan (4), Iraq (7), Pakistan (2), Romania (3), Syria (3)
Greece	1st elementary school of Karditsa	15 migrants/refugees	Congo (9), Iraq (4), Kuwait (1), Syria (1)
Greece	4th high school of Karditsa	9 migrants/refugees	7 from DRC, and 2 from Cameroon
Greece	Development Agency of Karditsa (AN.KA) - non-formal education centre	40 migrants/refugees	75% are from DRC and the rest are from Gabon, Cameroon and Angola
Greece	6th intercultural elementary school of Kordelio	30 migrants/refugees	27 from Albania, 2 from Kurdistan-North Iraq, and 1 Armenian
Greece	2nd elementary school of Pylea	41 migrants/refugees	32 from Albania, 2 from Georgia, 1 from Russia, 2 from Iraq, 4 from Syria and 1 from Pakistan
Greece	13th elementary school of Abelokipi	41 migrants/refugees	31 from Albania, 2 from Georgia, 2 from Iraq, 1 from Russia, 4 from Syria, and 1 from Pakistan
Greece	NGO METAdrasi's non-formal education centre in Thessaloniki	138 students have been enrolled with 95 attending in a frequent manner	42 out of 95 students are from Afghanistan, 14 from Syria and 12 from Iran. The rest - to a lesser extent - are from Nigeria, Pakistan and Iraq
Bulgaria	74th School "Gotse Delchev" - Elementary and High School	no refugee children - enrolled students have a diverse socio-economic and ethnic profile	Children from China, Vietnam, Bangladesh and children of Roma origin
Bulgaria	15th School "Adam Mitskevich" - Elementary and High School	1 new student from Ukraine, 1 new UAM from Afghanistan, 2 children of a	

		Syrian refugee who are signed for the current school year and have not attended the classes	
Bulgaria	66th School "Filip Stanislavov" - Elementary and High School	40 new accompanied children for the academic 2022/2023, assigned mostly to elementary school; 2 from Ukraine	
Italy	1st Grade Secondary School "Vittoria Colonna", Vittoria (RG)	42 migrant students out of a total of 422 students	The main nationalities are: Tunisians, Moroccans, Albanians, Romanians, Chinese (a few); Greek
Italy	Primary School "Acate Centrale and Addario", Acate (RG)	69 migrant students out of 503	The school benefits from the project "Ri-Belli", run by an NGO, which provides an external team of support made of: 1 pedagogist, 1 psychologist, 2 language and cultural mediators, and 1 welfare worker.
Italy	1st Grade Secondary School "A. Volta", Acate (RG)	39 migrant students out of 298	Students are grouped in 13 classes, on average 6/7 foreign students out of 22/24 students per class. The school benefits from the project "Ri-Belli". Main foreign nationalities are: Tunisians and Romanians.
Italy	CPIA Palermo 1 - Palermo	50 foreign minors	A Centre for Adult Education, which provides education for adults, both local and with migratory background. Migrants, especially unaccompanied minors, over 16 y.o. are enrolled in CPIA in order to learn Italian and to get the compulsory diploma to work in Italy.
Italy	1st Grade Secondary School "Silvio Boccone" - Palermo	26 students with migratory background	Countries of origin: Ghana, Ivory Coast, Tunisia, Ukraine, Bangladesh, and Romania
Italy	Primary School "E. De Amicis" - Palermo+	105 students with migratory background	The majority of them are from Bangladesh, and Ghana, while other nationalities are from Ivory Coast, Mauritius, Ecuador, Romania, and Morocco
Italy	Primary School "La Masa" - Palermo	94 students with migratory background mainly from Bangladesh	Students and staff countries of origin: Mauritius (1), Bangladesh (20), Poland (3), Philippines (4), Germany (8), Tunisia (1), Cape Verde (1), Ghana (1), Ukraine (1), Hungary (1), Belgium (1), Ecuador (1), Russia (1)
Italy	1st Grade Secondary School "Archimede" - Palermo	43 students with migratory background mainly from Philippines	Students and staff countries of origin: USA (1), Germany (4), Romania (7), Tunisia (3), Bangladesh (8), Philippines (11), China (1), Senegal (1), Jordan (1), Mauritius (4), Norway (1), Poland (1)
Italy	1st Grade Secondary School "Federico II" - Palermo	24 students with migratory background, mainly from Bangladesh	
Italy	2nd Grade Secondary School "IIS Ferrara" - Palermo	150 migrants out of 555 students in total	Main nationalities: Bangladesh, Ghana, Ivory Coast, and Sri Lanka
Italy	2nd Grade Secondary School "Pietro Piazza" - Palermo	150 are foreign-born students - total: 2299 students	Countries of origin: Bangladesh, China, Tunisia, Morocco, Ghana, and Various Sub-Saharan countries

Ireland	St Joseph's Christian Brothers Primary School, Fairview	students from diverse backgrounds between the ages of 7 and 12	The staff are dedicated to giving their students the best possible start in their education, and see their student body as potential leaders of the future, whom they hope to teach to care for the environment, themselves, each other.
---------	---	--	--

3. Contact with the beneficiaries and co-creation procedure

3.1. Preparation and contact with the pilot sites

All partners involved further exploited the research findings during the preparation phase and prior to the contact with the beneficiaries and the initiation of the co-creation procedure.

3.1.1. Spain

Prior to their contact with the pilot sites, the Spanish partners prepared a presentation pertaining to the general needs of the participating high schools and the specific needs of each pilot site. Communication was also made to explain the co-creation process to be followed and the participatory and active role of the school community. In some cases, like IES Alfonso II High School and CEIP Sant Vicent Ferrer, meetings with the management teams were made in order to ensure that all information provided was clear and queries were addressed. Some schools, such as the CEIP Bernat Calvó took part in a training process organised by the regional administration on Learning Communities and SEAs, and it was discussed how REFUGE-ED could fit in and be a support in this process. UAB was in close cooperation with REFUGE-ED collaborators who lived near the schools and could better approach the school communities.

The findings presentation was firstly shared with the management team, where the latter shared their idea to focus on one SEA, due to the arrival of a lot of new teachers who need to lay their attention to one method and improve it. The school has former experience with SEAs.

Pilot site	Dates of contact	Assembly date	Participants
Eibar BHI, High School	14/02/2022 & 06/09/2022: meeting with collaborators Follow up emails: 22/03/2022, 30/03/2022, 26/05/2022, 23/09/2022	08/04/2022	6 teachers
IES Veles e Vents, High School	04/04/2022: first contact (email) Phone calls: 05/05/2022, 01/07/2022 & 10/10/2022 Follow-up emails: 23/05/2022 & 15/09/2022	-	-
IES Alfonso II High School	16/03/2022 & 03/05/2022: meeting with management team Follow-up emails: 18/05/2022, 01/07/2022, 15/09/2022	16/03/2022	50 members of the community (teachers, families, students, stakeholders)
IES Al-Ándalus, High School	04/04/2022: first contact (email) 22/04/2022: phone call Follow-up emails: 03/05/2022, 18/05/2022, 01/07/2022 & 15/09/2022	-	-
CEIP Sant Vicent Ferrer, Primary School	04/04/2022: first contact (email) 28/04/2022: meeting with	23/05/2022 26/05/2022	26 Teachers 10 members of the community

	management team Follow-up emails: 10/06/2022 & 15/09/2022 06/10/2022: visit		(families)
IPI Karmenago Ama, Primary & High School	05/05/2022: first contact (email) Follow-up emails: 13/06/2022, 01/07/2022&31/08/2022 06/09/2022: meeting with collaborator	25/05/2022	15 Teachers
CEIP Martina García, Early childhood and primary education school	22/02/2022: meeting with management team Follow-up emails: 31/05/2022 & 20/09/2022 04/07/2022: meeting with collaborators	24/03/2022	30 Teachers, 3 students and 1 mother
CEIP República de Venezuela, Early childhood & primary education school	08/02/2022: meeting with collaborator 22/02/2022: meeting with management team Follow-up emails: 19/04/2022 & 31/05/2022	04/04/2022	4 Teachers and 2 mothers
CEIP BernatCalvó	11/03/2022: first contact (email) 17/03/2022: meeting with management team Follow-up emails: 20/04/2022 & 01/07/2022 22/05/2022: meeting with management team and trainer 04/10/2022: phone call	-	-
CEIP Aranbizkarra	29/04/2022: phone call Follow-up emails: 01/07/2022 & 31/08/2022 04/10/2022: meeting with management team	10/05/2022	15 Teachers

3.1.2. Greece

Prior to the communication with each pilot site, KMOP further analysed the needs assessment findings, highlighting key commonalities and discrepancies amongst the participating schools. The specific characteristics, needs and ecological context of each site were summarised in order to be presented to the school representatives. This step enabled the two parties (each pilot site and KMOP) to reach a consensus on which needs should be addressed and proceed to a discussion on the best ways to address the identified issues.

Pilot site	Dates of contact	Assembly date	Participants
52nd elementary school of Athens	8/4/2022: first contact email, 21/4/2022: organizing the assembly, 9/5/2022: setting up the training date, 8/6/2022: follow-up and training evaluation, 19/9/2022: follow-up call, 5/10/2022: call to the	27/4/2022	2 teachers, 2 stakeholders

	principal for planning of implementation		
21st primary school of Athens	4/5/2022: first contact email, 16/5/2022: organizing the assembly, 26/5/2022: setting up the training, 8/6/2022: follow-up and evaluation, 19/9/2022: follow-up call, 5/10/2022: call to the principal for planning of implementation	20/5/2022	3 teachers, 2 stakeholders
2nd elementary school of Agios Ioannis Rentis (Attika Region)	8/4/2022: first contact email, 11/4/2022: organizing the assembly 3/5/2022: setting up the training, 25/5/2022: follow-up and evaluation, 17/9/2022: follow-up and planning of implementation, 12/10/2022: phone call with teacher who will implement DLGs	12/4/2022	5 teachers, 4 stakeholders
1st elementary school of Karditsa	7/12/2021: 1 st contact & follow-up and information from research stage, 8/4/2022: email contact to organize assembly, 17/5/2022: reminder, 23/5/2022: organizing the assembly, 19/9/2022: follow-up call as agreed, 13/10/2022: follow up call to set up training	24/5/2022	2 teachers, 1 stakeholder
4th high school of Karditsa	7/12/2021: 1 st contact & follow-up and information from research stage, 8/4/2022: email contact to organize assembly, 17/5/2022: call to follow-up, 20/9/2022: call to follow-up		
Development Agency of Karditsa (AN.KA) - non-formal education centre	8/12/2021: 1 st contact & follow-up and information from research stage, 8/4/2022: email contact to organize assembly,		

	17/5/2022: follow-up call, 9/9/2022: call to organize assembly and training		
6th intercultural elementary school of Kordelio	5/5/2022: first contact email, 25/5/2022: call to organize the assembly, 15/6/2022: setting up the training, 17/6/2022: follow-up and evaluation, 29/9/2022: follow-up call, 5/10/2022: email to the principal for planning of implementation, 14/10/2022: emails to teachers who will implement DLGs	27/5/2022	6 teachers, 1 stakeholder
2nd elementary school of Pylea	26/5/2022: first contact email, 31/5/2022: call to organize the assembly, 23/9/2022: email to set up the training, 27/9/2022: follow-up email, 29/9/2022: follow-up call	02/06/2022	3 teachers, 1 stakeholder
13th elementary school of Abelokipi	5/5/2022: first contact email, 9/5/2022: call to organize the assembly, 10/6/2022: setting up the training, 22/6/2022: follow-up and evaluation, 29/9/2022: follow-up call, 3/10/2022: email to the principal for planning of implementation, 10/10/200: visit to the school to meet teachers and answer queries	13/5/2022	3 teachers, 1 stakeholder
NGO METAdrasi's non-formal education centre in Thessaloniki	5/5/2022: first contact email, 24/5/2022: call to organize assembly, 15/6/2022: call to HR to organize assembly, 14/9/2022: call to remind and discuss concerns		

3.1.3. Bulgaria

The team started working on establishing strong connections with the pilot site representatives and parallelly identified potential CoP&L members during the interview phase. The established needs were discussed during the Focus groups held in December 2021 within WP2. The issues to be addressed within the REFUGE-ED were selected. After the ToT (Lvl1 of STEP 4 of D2.2. Dialogic Co-Creation Process), in April, the team presented and proposed some of the potential MHPSS practices and SEAs to the CoP&L (as per STEP 3 of D2.2.). The exchange and dialogues were exceedingly productive and the practices were highly evaluated by the teachers, psychologists and educators. All confirmed the results of the needs analysis and participated in the selection of possible practices to increase the adaptational potential of their schools. The CoP&L shared their issues and simulated appropriate approaches to implementing the selected practices within their subject's agenda, as well as the school's social life.

During the spring, the Bulgarian team conducted several meetings with school representatives. These meetings were organized after the Consortium meeting in Barcelona during which representatives of all national partners got the chance to see the implementation of key SEAs such as Interactive Groups and Dialogic Literary Gathering. They were demonstrated by teachers and students in Mare de Deu de Montserrat School. After that national partners could discuss with the school staff and the involved volunteers the practical application, effectiveness and challenges encountered in implementing innovative educational practices. The visit in the Mare de Deu de Montserrat School was of particular importance in providing a concrete idea of what, how and to which extent the Spanish school experiences with SEA could be transferred to other respective countries such as Bulgaria. Therefore during the above-mentioned meetings the Spanish experience was presented in detail by the Bulgarian team to all key stakeholders. The school practices provoked a strong interest of principals, pedagogues and psychologists. This was followed by an exchange of views on whether and how this would be applicable in the classroom of the respective Bulgarian schools.

Pilot site	Assembly date	Participants
66th school	12/04/2022	A history teacher, 2 Bulgarian language teachers (pre- and high school), 1 pre-school teacher (teaches all pre-school subjects)
66th school	14/10/2022	Meeting with the school CoP&L and with another 3 teachers who were interested in joining.
74th school	12/04/2022	2 psychologists, 1 philosophy teacher, 1 Bulgarian language teacher and 1 English language teacher
74th school	13/10/2022	One member of the CoP&L for the preparation of a video as a Communication and Dissemination activity with her participation
15th school	16/05/2022	-
15th school	13/10/2022	Two members of the CoP&L, to discuss the chosen SEAs and the plan for their implementation

Phone calls and mutual invitations for different events were shared between the team members and the CoP&L.

3.1.4. Italy

The process of contacting and planning the activities with schools has benefitted by a continuous coordination work between CISS and UNIFI, in particular regarding strategies and methods of interaction to be activated with the pilot sites. The process of establishing a community of practice and learning is still ongoing. Numerous outreaching actions, assemblies, telephone and online calls were made with teachers, educators and schools' headmaster in order to activate a co-creating discussion to design the implementation of SEAs in each pilot.



It is important to underline that CISS has organised a further assembly in each pilot to present the Needs' Analysis, to identify which need(s) to address through the SEAs and which SEA(s) try to implement. After each meeting a report in Italian was prepared (to meet the linguistic needs of the participants) which was shown and discussed orally in a subsequent meeting. So far, assemblies were held in 5 pilot sites in Palermo, while there are assemblies planned for the beginning of November in the other pilots.

The organisation of the meetings required particular care and attention. In order to establish a date and time for each meeting/assembly, several emails and phone calls, SMS and Whatsapp messages were exchanged. In addition, on average almost all scheduled meetings were postponed at least once. This process, therefore, not only required a lot of attention and mediation skills, but also energy and time to speed up the process of implementation. To overcome this problem, an attempt with schools was made to organise meetings in conjunction with already planned school reunions and assemblies, asking schools to carve out a space for the REFUGE-ED project. This strategy has proved to be functional in some cases, thus allowing to meet the teaching staff in plenary.

In total, 5 meetings/assemblies were held, with a total of around 50 participants, of which there were mainly female. Meanwhile, meeting/assemblies with pilots' contact person will take place during the last week of October, and assemblies will be held in the beginning of November.

3.1.5. Ireland

TCD has been in regular phone contact and held a number of meetings in the school to facilitate the co-creation process. In person meetings were held on 13/05/2022, 24/06/2022, 01/07/2022, and 18/08/22. The number of attendees at these meetings varied based on the school's schedule. The dotmocracy exercise included all school community members and was a rapid and interactive way to discuss the school's needs. For decisions around the specific successful educational actions needs to address these needs, we consulted with the principal who consulted with his staff members, and made a decision based on their previous experience, expertise, and the fit of the action with the school ethos.

3.2. The co-creation procedure

3.2.1. Spain

During the co-creation procedure, the general and specific needs of the schools were presented and analysed to some of the school staff, in order to enhance the education professionals' participation in the procedure and initiate a discussion on the needs of the school, the next steps of the project and future actions to be implemented. The presentation was thought to be more of a dialogue with the assemblies' participants, so that the needs analysis could be complemented with teachers' comments and co-decide on the next steps and actions to take place.

Participants also had the chance to share their concerns in terms of the activities suggested and other technicalities. This was, for example, the case in Eibar, where concerns were raised in terms of the viability of the implementation of the next steps, due to a recent change in the school management, the absence or transfer of highly interested teachers and the lack of prioritisation of the implementation of SEAs. Nonetheless, alternative procedures have been discussed thanks to the constant communication with the teacher leading the project and a REFUGE-ED collaborator near the site.

The Spanish partners took into consideration the specific needs of each school throughout the procedure, adapting their approach to fit the beneficiaries' needs. For instance, in CEIP BernatCalvó the actions and steps to be implemented in the school were discussed with the





headteacher, due to the teachers' workload and lack of time. Moreover, in order to reach an intragroup consensus on the practices to be implemented in Veles e Vents highschool, the UAB team distributed a document and a presentation of the needs analysis findings, while future steps of the project were discussed via phone calls with the school principal. Through this communication it was decided for the training to take place in the coming months, focusing on Interactive Groups, Dialogic Gatherings, Conflict resolution and psychosocial support. The same actions will be implemented in CEIP Sant Vincent Ferrer and CEIP Aranbizkarra will pilot Interactive Groups.

In order to systematise the information needed for planning the training in the majority of the sites, the Spanish partners prepared an online survey for the pilots in which the interests and content of the training, previous experience and the availability to conduct the training were specified. However, IPI Karmenago Ama did not fill in the questionnaire and alternative ways, such as emails and meetings, were deployed to detail the process. In most cases, additional emails and phone calls were made in order to arrange the details of the implementation. At the same time, communication efforts with IES Al-Ándalus are being made to integrate the project into the centre's activities; nonetheless, the school has been implementing SEAs for a long time.

3.2.2. Greece

The co-creation procedure followed by KMOP was identical for all pilot sites. Prior to the assembly, KMOP sent to the site representatives a summary of the best practices on SEAs identified in previous phases of the project. Hence, the assembly participants had the chance to study and decide on the most suitable practices to be implemented in their school. Based on the identified needs, KMOP has also voted on the most suitable practices. Upon this preparatory stage and the presentation of the research results - during the assembly-, the two parties exchanged their views and opinions on the reasons they concluded on the selected practices. In the case that the selected practice was common, it remained evident that the chosen intervention was the most suitable one for the respective site. On the other hand, if the chosen practices on behalf of the two parties differed, they initiated a dialogue in order to jointly formulate the trajectory of the intervention and, ergo, the trainings, on the basis of the identified needs and the available resources. This procedure enabled the actors to be actively involved in the implementation procedure, while the participatory aspect was further enhanced throughout the trainings, in the context of which KMOP and each site examined the ways the chosen action could be adapted to the school needs. The SEA selected by all pilot sites was Dialogic Literary Gatherings.

3.2.3. Bulgaria

Over the past year, the team has established relationships of mutual trust via regular contact with chosen members of the CoP&L and their colleagues in the three schools. That was achieved through the organization of Focus groups following the interviews in 2021 and regular phone calls, meetings, and visibility of the REFUGE-ED team and project on important school holidays, ensuring our smooth transition into the school's cultural and festive lives. The team was invited as special guests on the upcoming school patron holiday of the 66th and 74th schools (04/05/2022 and 11/05/2022 respectively) and attended a school play organized in the latter, observing existing practices and communicating the expressive therapy's potential to better include and adapt not only migrant and refugee children, but children with 'special educational needs'.

Via the invaluable help and mediation of CoP&L, the Bulgarian team got in touch with other members of the school staff that participated in the selection process and would potentially see through the project's aims beyond its time limits.

During the meetings in the schools, the Bulgarian partners presented the research findings, while the team discussed which ones should be addressed through the project activities, the available SEAs. Q&A sessions supported the alignment of the set objectives with the schools' expectations.



During the first meeting with the 66th and 74th schools the selected practices were Dialogic Literary Gatherings and Interactive groups, while Expressive therapy in the form of Documentary Theater, as well as the Intercultural Gardens such as Green Bridges and Sports Bridges were suggested. These recommendations were also made to the 15th school, where the ideas were well welcomed. As part of the co-creation process in this pilot site, together with the headmaster, the team decided to prepare a short theater performance as a pre-phase of the future implementation of the Expressive therapy which was presented in front of the international guests at the school.

In the respective meeting in the 74th school, teachers and psychologists provided examples for adaptational techniques of migrant children and children with 'educational challenges' from their practice and the ways SEAs and MHPSS practices can be implemented in their school.

Pilot implementation was agreed to begin in September 2022, due to summer holidays and exams.

3.2.4. Italy

The assembly in the De Amicis primary school was held on 18/10/2022 with the participation of teachers from the Primary School. Overall, they confirmed the identified needs. Initially, a meeting was held with a contact person for the entire institute, where it was possible to share the activities that would animate the discussion during the assembly, such as possible SEAs to be implemented and how they would be carried out. After a long discussion about the results of the assembly and other meetings, the Dialogic Literary gatherings have been framed as the methodology to experiment. The teachers will set meetings in order to discuss the classes that may be involved and will inform the Italian team as soon as possible about the outcome.



One assembly was organized on October 17th 2022 with representatives from Primary School "La Masa", 1st Grade Secondary School "Archimede" and 1st Grade Secondary School "Federico II", as they are part of one big institute IC "Politeama". A further assembly, for each school will be realised during the month of November. The need's analysis and SEAs have been introduced through an online presentation and there it has been a discussion on which SEAs should be implemented within the 3 pilots. Initially, a meeting was held with a contact person for the entire institute where it was possible to share the activities that would animate the discussion during the assembly. Identified priorities pertained to conflict prevention in secondary schools and family education in primary schools; the path to take, in terms of class involvement, will be decided by the schools. Possibly, the secondary schools will involve 6 classes with SEAs prevention actions and dialogical conflict resolution, while everything is still to be decided with primary schools; nonetheless, they are inclined to implement DLGs. The Italian team perceived many problems in collaborating with this school in terms of co-creating the process of implementing the practices, requesting precise numbers of hours, classes to be involved and duration.

After the first assembly that was held before the closure of the IIS "Ferrara" - Public School, Secondary 2nd grade in June, a second assembly was held on September 22nd, 2022. Teachers of the school, interested in and willing to implement the SEAs, participated. Upon the presentation of the needs analysis, they even highlighted challenges and needs they have encountered with the opening of the new school year. They added the need for their students to have good knowledge of the Italian language and those soft skills to deal with everyday life, especially when they will be out of the school. Therefore, teachers agreed to implement Interactive Groups, and to use this SEA to implement and to boost and improve the above-mentioned skills of their students and prepare them for real daily life after school. The implementation will likely take place in the afternoon.

Activities materials and project’s presentation were shared via email with teachers involved. Moreover, the school had the chance to meet in person with REFUGE-ED staff from UAB and UNIFI, thus helping them to understand better the next steps of the project, to have a clearer idea about SEAs, as well as thinking and talking, thus co-creating, about possible solutions for the school needs and the way to implement SEAs. Finally, teachers asked the REFUGE-ED team more practical and operating questions, they actually would like to be guided, even to be told, about how many classes involved, which children, how many hours and other technical issues. They might implement the Dialogical Model for conflict resolution, although a further operational meeting is necessary.

3.2.5. Ireland

A number of focus groups and individual interviews were conducted by TCD staff to understand how the school community (youth, parents/caregivers, staff) identified their needs. Following this period of data collection, the TCD researchers reviewed the audio recordings of these interviews and themes were identified. The TCD staff then presented these themes to the school principal using illustrative quotes and posters over two meetings. The principal and TCD staff discussed ways to involve the whole school community in the prioritisation process, and the dotmocracy method was decided upon. This method involved printing large scale posters which showed each need and asking school community members to place a sticker dot on the need that they would like to be prioritised first. (see attached photos)

Vote for the idea you think the school should work on first by placing your sticker in the box:

- Vote for staff training on wellbeing here.
- Vote for more involvement of parents here.
- Vote for extra English support here.
- Vote for bringing families' cultures into school life here.
- Vote for more group learning here.
- Is there something we missed? Add your ideas here.

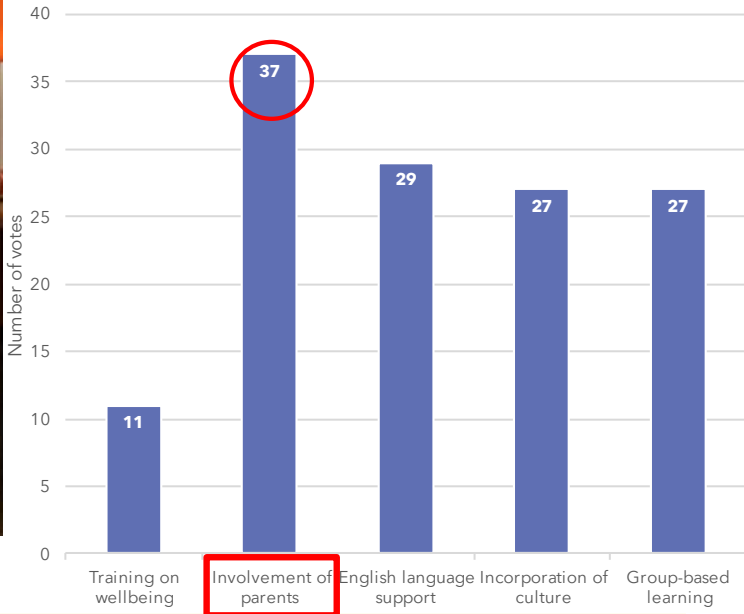
Options for the dotmocracy:

- 1 Provide training for school staff on:**
(a) how to tell if students need extra wellbeing support
(b) how to give them that support.
Quote: "Having someone that can be contacted to provide the help and support that they need for all the kids."
- 2 More communication and involvement of parents/guardians with school.**
Quote: "I feel all the more communication with parents of the learning journey, not to the last but parents' what they can do, and what they can do to help their children and contribute to the school."
- 3 Provide extra support for students' English language learning.**
Quote: "There's needed for programs - not just the same kind, but the kind that have been a success with the other kids."
- 4 Incorporate families' culture into day-to-day school life.**
Quote: "I feel the children learn the culture that they share from, maybe in activities, like what to have about different backgrounds, different ways for kids. I would be happy to have that for the parents and the atmosphere of the school."
- 5 Provide more opportunities for group-based learning.**
Quote: "I would like to have group projects, like maybe the kids together and the work that they do and to be able to have that kind of support for the kids to be able to work together."

The researchers visited each classroom, the staff lunch room, and discussed the dotmocracy with parents and caregivers at the school date. Following the dotmocracy, the results were analysed by the researchers and English language learning and facilitating group work were prioritized as areas where support could be offered. Visual representations of this analysis and the way in which it was feedback to the school community is offered below.

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss

OVERALL votes in 'dotmocracy' prioritisation exercise



This project has received funding from the European Union's Horizon2020 research and innovation programme under grant agreement No. 101004717.

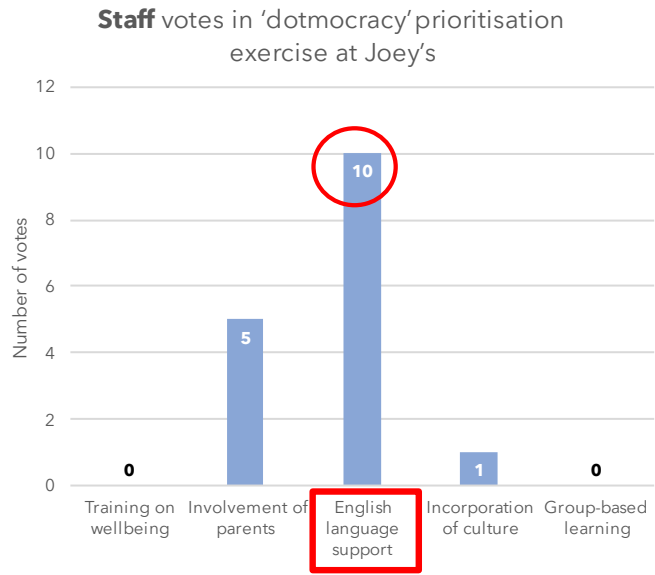
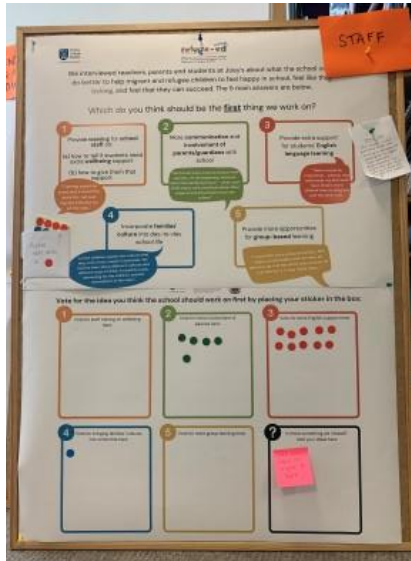
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss

Children's votes in 'dotmocracy' prioritisation exercise

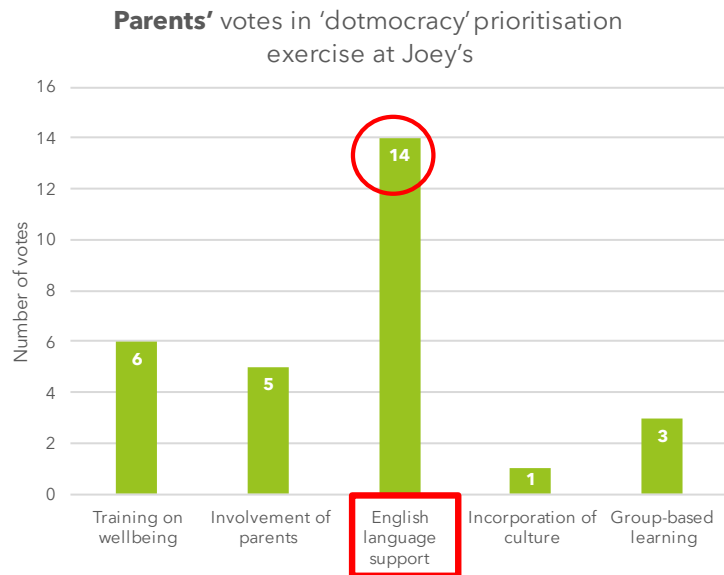


This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 101004717.

Oo Pp Qq Rr Ss Tt Uu Vv Ww Hh Yy Zz Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss



Oo Pp Qq Rr Ss Tt Uu Vv Ww Hh Yy Zz Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss



Following this exercise, the TCD staff reviewed the possible successful educational actions with the school principal. He then selected the interactive groups as a way to improve English language

levels, provide an opportunity for children to engage in group work, and as a manner to get parents and caregivers more involved in the school.

4. Training in pilot sites

4.1. Spain

The trainings is already planned and at this moment taking place in all the pilot sites. Due to the difficulties faced in some sites, the UAB team proposed for a training to be implemented with the participation of teachers that have expressed their interest from three different sites that are located in the same area, i.e. Eibar BHI highschool, IPI Karmengo Ama and CEIP Aranbizkarra. In this vein, the actions will be implemented in some of the classrooms, but will have a strong impetus to expand the impact to other classrooms.

The trainings in IES Alfonso II and CEIP Sant Vicent Ferrer are being designed in collaboration the Learning Communities Team in Spain, to convey the training through formal structures already functioning, adding to the sustainability and continuity of the project. The first training in IPI Karmenago Ama is scheduled to take place on November 16th, 2022 and will be a Pedagogic Gathering with the teachers. Other trainings are being designed for January. A session about Dialogic Learning, one on Dialogic Literary Gatherings, and a session about Interactive Groups, not linked to Refuge-ED, have taken place in the school. The training in BernatCalvó has not been implemented and will be organised in end of year 2022 or beginning of 2023. The content is still to be specifically designed but it will have a practical approach, complementing the more theoretical framework the teachers have already been trained on.

CEIP Martina García has another session scheduled on Educative Participation of the Community. The school will implement Dialogic Literary Gatherings and Extension of Learning Time in the 3rd the 6th grade of primary school. CEIP República de Venezuela will implement Dialogic Literary Gatherings, Interactive Groups and Dialogic conflict prevention and resolution model in the 3rd and 6th grade of primary school.

The sessions in CEIP Aranbizkarra are scheduled to take place until the end of November 2022. The first session will be about Interactive Groups, from a practical point of view, as most teachers have a solid theoretical framework. The second session will be about the evaluation of the actions based on the dialogic learning principles, and will be an exchange with CEIP Sant Vicent Ferrer, a school with more experience in this field. And the third session will deepen the knowledge and include multiculturalism and participation training.

In IES Al-Ándalus, the next steps of the project are still being designed in cooperation with the teacher who is actively participating in REFUGE-ED, and who will lead the training and implementation of the actions in the centre, specifically in her classrooms.

Pilot site	Dates of training	Target group	Place	No. of Participants
CEIP República de Venezuela	19/05/2022	Educators	Madrid	30
CEIP República de Venezuela	02/07/2022	Educators	Madrid	30
CEIP República de Venezuela	13-14/09/2022	Educators	Madrid	30
CEIP República de Venezuela	23-24/09/2022	Educators	Madrid	30
CEIP Martina García	04/10/2022	Educators	Madrid	20
CEIP Martina García	08/11/2022	Educators	Madrid	

Although implementation was not initiated in the Veles e Vents high school, the centre has a long experience in Interactive Groups, Dialogic literary Gatherings, Extension of the Learning Time, and Participation in the Educative Community. Alfonso II, IES Al-Ándalus and Bernat Calvó have long experience implementing SEAs, especially Interactive Groups and Dialogic literary Gatherings. CEIP Sant Vicent Ferrer also has experience in Extension of the Learning Time and Participation of the Educative Community. Aranbizkarra is also a Learning Community which has been implementing SEAs, especially IG for some time. Simultaneously, one of the highly involved teachers in Eibar has initiated the piloting of Interactive Groups.

The base-line survey for the training evaluation has been handed out and answered by the educators in CEIP Sant Vicent Ferrer; also the base-line survey for the evaluation of the implementation of actions has been completed by the students, two classrooms of 8-year-old students, in October 2022. Baseline evaluation of the staff in CEIP Martina García and CEIP República de Venezuelais being carried out via a personalised link sent to the school. The base-line evaluation surveys of the training with teachers in CEIP Aranbizkarra will be filled out before the training starts, and the base-line evaluation with students is scheduled for the second week of November.

4.2. Greece

Prior to the implementation of the trainings, KMOP further researched the selected actions, in order to prepare for the sessions and have additional resources ready to be sent to the relevant sites.

The agenda of the trainings included the following:

- Introduction to the project (incl. its scope and objectives), the practices and the method/procedure followed for the selection of the practice
- Ice breaking activity: the participants were asked to draw a tree that would represent their personal culture and worldview. The roots of the tree represented their sense of belonging in groups, the trunk included values that were important for the individuals and the leaves pertained to more superficial characteristics and information about them. Each trainee had to write down 3-5 words in each part of the tree. After all participants have shared the selected words that summarised their personality, the assistant facilitator shared with them the 'tree of their group', which included all the different aspects they have shared. Then, the facilitator suggested, upon the consent of the group, that the values gathered in the trunk of the tree would be the values of the group throughout the training. It was, finally, explained that this activity could be implemented in the class and the values chosen could summarise the values of the class, to be followed throughout the implementation of DLG sessions.
- Presentation of key theory aspects, such as the key principles of the selected practice, what the teachers should take into consideration when implementing the action and the steps they should follow for an effective intervention
- Pilot action of the SEA with the group: since all schools have selected Dialogic Literary Gatherings as the primary action to be implemented, participants were sent a part of a book prior to the trainings and were asked to select a paragraph that was closer to them. Participants shared their views on the text they have selected during the pilot implementation
- Debriefing: the group exchanged their views on how the practice was implemented, potential difficulties they may come across during their everyday work and discussed on how they could handle certain situations. The trainer shared tips on how to practically

implement the action and ways they could better fit it to address the needs of the specific school and its students.

Additional material was sent to the participants, after the completion of the session. Resources included recommendations of books, paintings and music pieces that were identified during the preparatory phases as internationally accepted and suitable to be exploited for the implementation of DLGs (identified, for example, in the International handbook of early childhood education). Some of the proposed books included *Odyssey*, *Romeo and Juliet*, *Around the World in 80 Days*, and tales from *One Thousand and One Nights*, also provided in YouTube storyline videos for children with refugee and migrant background who do not feel comfortable reading in Greek; the videos will serve as a way for them to practice listening and reading (subtitles) in Greek in a more playful way. Indicative paintings included in the provided resources were 'Adam and Eve in the Garden of Eden' by Peter Wenzel, 'Old Man in Warnemünde' by Edvard Munch, 'Garden Path at Giverny' by Claude Monet and 'Primavera' by Sandro Botticelli. Lastly, teachers were provided music pieces by Mozart, Chopin, Verdi, Puccini, Wagner, Brahms, Tchaikovsky, Johann Strauss II, Bach, Vivaldi and Shostakovich. Apart from the equipment with tools and ideas for the action implementation, KMOP deemed it crucial for the implementers to have a repository of free resources they could exploit.

During the implementation of the selected action, KMOP provided constant support, not only via phone and emails, but also by enabling implementers' participation in other trainings and activities organised in the framework of other projects KMOP participates, and by disseminating relevant information to the teachers who have participated in the piloting. As mentioned above, the organisation also provided further resources to be utilised by the teachers for the implementation of the DLG sessions. Pre and post evaluation questionnaires were shared with the participants online, upon coordination with TCD, following the SPICE cycle.

Pilot site	Dates of training	Target group	Place	No. of Participants
52nd elementary school of Athens	1/6/2022	Educators/stakeholders	Athens	3
21st primary school of Athens	1/6/2022	Educators/stakeholders	Athens	3
2nd elementary school of Agios Ioannis Rentis (Attika Region)	10/5/2022	Educators/stakeholders	Athens	8
1st elementary school of Karditsa	24-30/11/2022 (planned)	Educators	Karditsa or online	
4th high school of Karditsa				
Development Agency of Karditsa (AN.KA) - non-formal education centre		Educators/stakeholders		
6th intercultural elementary school of Kordelio	13-14/09/2022	Educators	Thessaloniki	25
2nd elementary school of Pylea	15/11/2022 (planned)	Educators	Thessaloniki	
13th elementary school of Abelokipi	04/10/2022	Educators	Thessaloniki	10
NGO METAdrasi's non-formal education centre in Thessaloniki			Thessaloniki or online	

Although the trainings were organised at the end of the 2021-2022 school year, some of the participants were so eager to pilot the actions that dedicated a few hours from the last weeks of the mentioned school year to the implementation of DLGs.

4.3. Bulgaria

A two-day training was implemented in 06-07/07/2022 in Pancharevo Lake, 21 km from Sofia. It was attended by 18 participants: 2 resource teachers/psychologist from 74th school; 2 teachers from 15th school; 2 teachers from 66th school; 3 Head experts from the State Agency for Refugees with the Council of Ministers; 2 representatives of IOM; 1 delegate from Caritas; 1 senior expert from the Agency of Regional Management of Education - Sofia. The training was led by Emilia Aiello (UniversitatAutònoma de Barcelona) and The Bulgarian REFUGE-ED team - Prof. Anna Krasteva, Assoc. Prof. Evelina Staykova, Assist. Prof. Mina Hristova, VaninaNinova and Chaya Koleva.

The session entailed an introduction to dialogic education, a presentation of Dialogic gatherings, Interactive groups, Participative Education of the community, Family Education, a dialogic model for conflict resolution and conflict prevention, and dialogic pedagogical training of teaching staff, as well as the pilot implementation of Expressive therapy - Documentary theater. Every SEA was followed by feedback regarding the possibilities of its implementation. The second day of the training shed light on the functioning of the IOM in the RRC - the essence and depth of their work. The presentation on their mental health (cultural peculiarities and crisis intervention) was of great value for all participants since it pointed attention to the importance of the MHPSS practices and clarified some of the existing misunderstandings in that direction. The program ended with a presentation on the concept of Documentary Theater. The psychological aspects of the practice were discussed, and its implementation was considered not only in the pilot sites but even outside of them.

Coordination meetings were implemented for further implementation:

- 05.10.2022 - The meeting with the 74th school had a coordinating function for the Implementation of Intercultural Gardens.
- 13.10.2022 - A coordination meeting with two members of the CoP&L from 15th school who took part in the ToT was conducted with the aim of discussing the chosen SEAs and the plan for their implementation during the first term of the newly started school year.
- 14.10.2022 - A coordination meeting for the selection of new SEAs according to the context changes in 66th school.

Some of the practices that need wider community participation require the harmonisation of the project's calendar and the school agenda which is not easy to manage.

The evaluation started at the training. The feedback has been collected, the first results have been analysed and shared with the consortium.

4.4. Italy

A 1st round of training took place in the week of October 24th, 2022. The 1st training was organised in the two areas of Sicily involved in the project, namely Palermo and Acate (Ragusa



province), in the two CISS' cultural centres: Casa della Cooperazione (Palermo) and Spazio Paspartù (Acate). A professional translation English - Italian was provided. Specifically, the training in Palermo took place on 24 and 25 October, and the training in Acate on 27 October. The training included one day for all teachers and professionals involved in the project. As a matter of fact, all professionals, teachers and educators working in the pilot/sites in Palermo were gathered at Casa della Cooperazione, the same occurred for the pilot sites in Vittoria and Acate, all gathered at Spazio Paspartù.

Overall, the training aimed at meeting and knowing the pilot sites in depth as well as introducing schools' teachers to the REFUGE-ED methodologies and approaches, and the SEAs implemented throughout the project. More specifically, the training would:

- foster team building among teacher, headmasters, researchers, tutors/educators from UNIFI and CISS, and trainers UAB;
- build a trustful relationship between schools and the REFUGE-ED project;
- understand the two contexts of Palermo and Vittoria-Acate, and their school system/situation;
- plan the ahead training and activities in schools.



The training was conducted by Emilia Aiello and Maria Troya from UAB, with the support of Tizia Chiappelli from UNIFI. The researcher from UNIFI, Francesco Lavanga, and the project coordinator from CISS, Roberta Maddalena, provided logistical support throughout the **training**.

The training in details



Monday - October 24th

During the 1st day of training, in the morning UNIFI and UAB had the chance to visit the pilot site IT13 (2nd grade Secondary School "F. Ferrara") located in the city centre of Palermo. They could meet and dialogue with 5 teachers, and visit some classrooms. This moment was precious for the trainers to understand better the context, thus implement the training accordingly, and for the teacher to understand more in depth the project.

During the afternoon, a training session was held in Casa della Cooperazione on approaches and methodologies adopted by the REFUGE-ED project: the co-creation approach and SEAs. It was attended by 7 teachers, 2 tutors who are going to work with CISS in supporting the schools with the SEAs implementation and 2 volunteers. During the afternoon training, Professor G. Burgio from the University of Enna Kore, part of the REFUGE-ED team of CISS, also intervened.

The Q&A session was fruitful, as participants had many questions about SEAs, and it helped them to better understand the work ahead.

The main content of the training was:

- Welcome and participants' presentations (CISS);
- Pre-training Assessment Evaluation (CISS);
- Presentation of the REFUGE-ED project in general and its implementation in Italy (UNIFI and CISS);
- Introduction to the Learning Communities and Dialogical Learning approaches (Module 1 and 2 of D3.1 Curriculum) (UAB);
- The potential of transforming an educational centre into a Learning Community (Module 3 of D3.1 Curriculum) (UAB);
- Discussion and conclusions - Q&A session (UAB - CISS - UNIFI).

Tuesday - October 25th

During the second day of activities the UAB and UNIFI delegations visited the pilot site IT10 (primary school "La Masa") located in the city centre of Palermo. A teacher from the school accompanied the delegation (UAB, UNIFI and CISS) inside the facility, showing them how the school is organized at logistical and content (classrooms and subjects) levels, bringing them into some classrooms, and by giving them the opportunity to talk with students and teachers. Other areas of the facility were also visited. The outdoor recreation area (an internal courtyard) was particularly interesting because there were mainly educational messages about legality, a key topic discussed in this school given its location in the city (the school is, in fact, located in an area with a high presence of mafia). In addition, there was a chance to briefly discuss with the two teachers from the school about the opportunities offered by this project.

After the visit to 'La Masa', the delegation visited the pilot site IT11 (Secondary School 1st Grade 'Archimede'). Initially, a brainstorming session took place in the Istituto Comprensivo (IC)'s assembly hall, where the delegation had the opportunity to meet with two teachers from the school and the headmaster of IC Politeama, which both the school 'Archimede' and the school 'La Masa' are part of. After this meeting, two classes were visited, during which the delegation interacted with students and teachers.

In the afternoon, the delegation moved to the Palermo headquarters of CISS where, together with other CISS members, it followed the activities of the online conference: "Children Matters!": seminar on good practices and approaches adopted in Italy and in other EU Member States to prevent and detect any form of violence against children, including those with migratory background who are particularly at risk given their socio-economic vulnerability. During the conference, the UAB delegation presented some key points of the MHPSS approach in REFUGE-ED, and the (SEA) Dialogic Model of Conflict Prevention and Resolution.

Wednesday - October 26th

The delegation moved to the town of Acate, in the province of Ragusa, where there are 4 pilots involved in the REFUGE-ED project. On that same day, in the framework of an ongoing training (Tools to deal with conflicts in school and family. On this day, the topic of the training was "Tools and methods to simplify the wording in a text") held by the association FO.CO at the CISS cultural centre in Acate (SpazioPaspertù), the delegation (in particular TizianaChiappelli of UNIFI) had the opportunity to speak and briefly introduce the REFUGE-ED project to the professionals (teachers and educators) who were attending the training.

Thursday - October 27th

The UAB, UNIFI and CISS delegation visited the IT3 and IT4 pilot sites (respectively the Primary School "Acate Centrale - Addario", and the 1st grade Secondary School "A. Volta") in Acate. The delegation, accompanied by the school institute headmaster, visited three classes in the first facility and two classes in the second facility where they could talk with students and teachers.

In the afternoon, the delegation returned to the CISS cultural centre in Acate, where another training on REFUGE-ED took place (see the Agenda). The content of this training was the same as the one held in Palermo on Monday 24th. This afternoon training was attended by 9 teachers from the IT3 and IT4 pilot sites, and 4 educators and volunteers working in the centre for unaccompanied minors of Vittoria - pilot site IT1 ("Casa di Giuseppe"). The training, held together by TizianaChiappelli (UNIFI), Emilia Aiello and Maria Troya (UAB), aimed at providing the participants with the knowledge of the theories and practices at the basis of the REFUGE-ED project.

After the self-evaluation assessment, the first part of the training concerned the theories and methodologies of REFUGE-ED, and real examples of SEAs implementation and scientific research. A second part was dedicated to showing in depth and into practice how the Dialogical Literally Gathering and the Interactive Groups work. The sessions were followed with interest by all participants who, eventually, had many questions to ask during the Q&A session. At the end of the training, participants were very well motivated to start the implementation.

The organisation of the training was preceded by several meetings between CISS and UNIFI, one meeting with UAB about the content, one meeting with TCD about the pre-assessment evaluation session and one meeting with Redbarnet DK about dissemination materials.

Intense communication was needed to invite the pilot/sites to ensure their participation.

Ideally, the implementation of the practices by the trainees is foreseen to start in the month of November 2022. The 1st Round will take place between November/December 2022 and February 2023, and the 2nd Round between March and June 2023.

Some meetings were held with the Irish team to prepare the evaluation survey tools (questionnaires) both to improve the translation not only from the literal point of view but also from the cultural one and to simplify some items. During the meeting, it was also decided that a simplified version in Italian, with images and simple words, of the assessment tools will be developed for children. The pre-evaluation tool was translated into Italian by UNIFI, with the support of CISS, and TCD put it in the online version. A preliminary meeting with TCD was necessary to plan everything. The pre-assessment evaluation was done at the very beginning of each training, by sharing the link via whatsapp with the trainees.

During the 1st day of training, 24 October, UNIFI and UAB had the chance to visit the pilot site 2nd grade Secondary School "F. Ferrara", located in the Palermo city centre. They could meet and discuss with 5 teachers, and visit some classrooms. This moment was precious for the trainers to understand better the context, thus implement the training accordingly, and for the teacher to understand more in depth the project.

A training session was held in Casa della Cooperazione on approaches and methodologies adopted by the REFUGE-ED project: the co-creation approach and SEAs. It was attended by 7 teachers, 2 tutors who will work with CISS in supporting the schools with the SEAs implementation and 2 volunteers. Professor Burgio from the University of Enna Kore, supervisor of CISS, also intervened. The Q&A session was fruitful, as participants had many questions about SEAs, and it helped them to better understand the work ahead.

The main content of the training pertained to the Pre-training Assessment Evaluation, presentation of the project, introduction to the Learning Communities and Dialogical Learning approaches and the potential of transforming an educational centre into a Learning Community.

A two day training will take place in 25-26-27 of October 2022 including, amongst others, innovative approaches and methodologies for multicultural schools, prevention and combating violence in children, DLGs, and Introduction to the Learning Communities and Dialogical Learning approaches.

4.5. Ireland

The training occurred over 4 sessions. The first in person training event involved an overview of Successful Educational Actions and the ethos behind these practices.

This training was conducted by Dr. Teresa Marti Sorde. The remaining trainings were completed online via Zoom. The second session focused on principles of dialogic learning as they are applied to interactive groups. This session was delivered by Dr. Javier Díez-Palomar, associate professor of the University of Barcelona over a three hour period. The next session was delivered over a three hour period by Ms. Andrea Khalfaoui, University of Bilbao and visiting scholar at the Moray House School of Education and Sports at the University of Edinburgh. Ms. Khalfaoui's input focused on the nature of interactions in interactive groups. During this session, Ms. Eileen Fitzgerald, a school teacher implementing SEAs in Tarragona also provided input on community participation and the role of volunteers in schools.

Finally, Dr. Silvia Molina, associate professor at the university of Rovira and Virgili provided two hours of training on the use of interactive groups in special educational settings as well as information on dialogic literary gatherings

Training in pilots sites				
1st	2nd	3rd	4th	
29/08/2022	13/10/2022		20/10/2022	27/10/2022
teresamartisorde	Javier Díez-Palomar	Andrea Khalfaoui plus school teacher, Eileen Fitzgerald		Silvia Molina
2 hours	3 hours	3 hours		2 hours
school	zoom	zoom		zoom
school teachers, school support staff, TCD staff	as previous	as previous		as previous
	5	8	6	5 (TBC)



Implementation sessions are scheduled to follow the training, but no dates have been finalised. Baseline and outcome data have been gathered but have not yet been analysed.



5. Potential difficulties and recommendations for the implementation of remaining activities

5.1. Spain

The involvement of the Eibar BHI high school in the project has presented difficulties, which are mediated through the re-design and coordination of the actions, with the collaboration of a highly involved teacher, who will lead the training and implementation of the actions in her classrooms. Furthermore, teachers from CEIP BernatCalvó are on leave for different reasons. At the same time, a change in the educational regulatory framework this school year, which includes some mandatory trainings and changes in schools in the region where Veles e Vents is located, will create barriers for the implementation of the REFUGE-ED trainings.

The main difficulties in CEIP Martina García stem from the timeline operated by the school which may cause delays with the timeline proposed in the project. However, there is a strong will from both parties to get the pilot entirely implemented. The evaluation of the success of the SEA will be done through questionnaires and official results obtained at the end of the year by students in 3rd and 6th grade of primary school at CEIP Martina García. The same applies to the CEIP República de Venezuela.

5.2. Greece

Apart from minor barriers related to teachers' workload, which were mitigated through the collaboration and eagerness of the education professionals, a great difficulty was the transfer of some of the teachers who were engaged in the trainings in other schools. In order to prevent the negative impact this could have on the pilot implementation of the selected SEAs, KMOP managed to establish communication with the new schools. Although the new school communities that entered the programme were not assessed during the research phase of the project, this new state of art enhanced the sustainability and expansion of the project activities and impact.

5.3. Bulgaria

The inclusion of the whole community is a possible challenge for the implementation of some of the SEAs.

The evaluation will continue upon implementation of the activities.

5.4. Italy

During the last year, some schools have changed their principals and part of the teaching staff. Due to these changes, it was necessary to arrange new meetings to reconnect and to explain the project in order to involve the school again. In one particular case, the Italian team found a principal's resistance to carrying out projects approved by his predecessor, and they are currently still in the negotiation phase.

Compared to the REFUGE-ED methodology, which envisages the co-creation of knowledge and not a predefined set of interventions by external staff, it was difficult to make people understand how the active participation of schools and teaching staff is necessary. In fact, schools have shown that they are used to delegation mechanisms: with respect to specific activities or projects: they expect external personnel to carry them out without having to self-train in the methodologies and contents covered, nor having to carry out the activities themselves. Furthermore, in most of the





schools involved, we found a scarce habit of communicating with families and involving them in events and/or activities. Consequently, in order to get in touch with families and, more generally, with the local community, as requested by the Learning Communities model proposed by the REFUGE-ED project, we had to activate direct outreach strategies, not being able to rely on the almost nonexistent relationships built by the schools.

Many teachers have also shown discomfort and little motivation with respect to the proposal of their direct use of the shared methodologies, and have also considered the training opportunities proposed as a further burdensome commitment rather than an opportunity and enrichment from a professional point of view.

As the pillars for the Communicative Methodology of Research and for the implementation of the model of Schools as Learning Communities adopted by REFUGE-ED are Interaction and Active participation, it was necessary to explain very well the scientific theoretical bases of the project but also, and above all, the practical gains that derive from the adoption of these approaches.

Nevertheless, thanks to the patient commitment in communicating with schools and teachers, little by little it was possible to establish with some of them a relationship of growing trust and more positive attitudes and expectations towards the proposed training courses. However, after the training on Dialogical Literally Gatherings one of the centre involved ("Casa di Giuseppe" in Vittoria, IT1) decided to start with the implementation of the above-mentioned SEA.

The methodology of the SPICE CYCLE used in the REFUGE-ED project will also be adopted in Italy, with an initial (pre-training) and a final (post-training) survey with different questionnaires adapted to all types of participants (teachers, educators, students and parents).

In particular, it was decided to use a facilitated questionnaire for children which has both guiding images and questions expressed in simple, highly readable Italian. The reason is the presence of many children and young people of non-Italian mother tongue with still very basic Italian L2 skills. With families too, the team has to adopt strategies to overcome linguistic barriers and scarce competencies in written Italian.

5.5. Ireland

TCD's intention is to meet with teachers and school staff in November to co-create an implementation plan, as well as to support in the development of resources. We will then also support the school staff in implementing the successful educational actions and will be working to keep channels of communication open and respond in a flexible manner to support our pilot site.





D3.2 Interim Activity Reports

Pilot actions in institutional care

Due date - M22

Submission date - 30/09/2022

Document identifier: D3.2

Version: 1

Author: KMOP

Dissemination status: Public



D3.2 Interim Activity Reports

Grant Agreement n°:	101004717
Project acronym:	REFUGE-ED
Project title:	Effective Practices in Education, Mental Health and Psychosocial Support for the integration of Refugee Children
Funding Scheme:	H2020-MIGRATION-05-2018-2020: Mapping and overcoming integration challenges for migrant children
Project Duration:	2021/01/01 - 2023/12/31 (36 months)
Coordinator:	UNIVERSITAT AUTÒNOMA DE BARCELONA (UAB)
Associated Beneficiaries:	UNIVERSITA DEGLI STUDI DI FIRENZE (UNIFI) NEW BULGARIAN UNIVERSITY (NBU) KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (KMOP) THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (TCD) RED BARNET (STCD) DANSK RODE KORS (DANISH RED CROSS) (PSD) SUPPORT GROUP NETWORK (SGN) ASSOCIAZIONE CULTURALE COOPERAZIONE INTERNAZIONALE SID SUD (CISS)

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

Start date of project: 01/01/2021 Duration: 36 months

History Chart				
Issue	Date	Changed page(s)	Cause of change	Implemented by
0.10	30/09/2022	-	Draft	KMOP
1.0		ALL	Version 1.0	
2.0		ALL	Version 2.0	

Validation			
No.	Action	Beneficiary	Date
1	Prepared		
2	Approved		
3	Released		

Disclaimer: The information in this document is subject to change without notice. Company or product names mentioned in this document may be trademarks or registered trademarks of their respective companies.

All rights reserved.

The document is proprietary of the REFUGE-ED consortium members. No copying or distributing, in any form or by any means, is allowed without the prior written agreement of the owner of the property rights.

This document reflects only the authors' view. The European Community is not liable for any use that may be made of the information contained herein.

Table of Contents

1. Executive Summary	5
2. Key information about the participating pilots	6
3. Contact with the beneficiaries and co-creation procedure	6
3.1. Preparation and contact with the pilot sites	6
3.1.1. Spain.....	6
3.1.2. Italy	7
3.1.3. Sweden.....	7
3.2. The co-creation procedure	7
3.2.1. Spain.....	7
3.2.2. Sweden.....	8
4. Training in pilot sites	8
4.1. Spain.....	8
4.2. Sweden.....	8
5. Potential difficulties and recommendations for the implementation of remaining activities	10
5.1. Spain.....	10
5.2. Sweden.....	10



1. Executive Summary

During Work Package 3 *'Implementing pilot actions in three distinctive settings'*, partners implemented the trainings and piloting of the co-created practices in schools, Hotspots/Reception and Identification Centres and institution care facilities. The trainings followed the establishment of cooperation bridges between the partners and the pilot sites, to co-decide and co-create the Successful Education Actions (SEAs) and the Mental Health and Psychosocial Support (MHPSS) practices to be implemented in each site, based on the needs identified during the research phase. Although the curriculum drafted under D3.1 was the basis of their work, the procedure followed by each partner might have mild differences, due to the individualised approach.

D3.2 aims to summarise the progress made until M21 of the project implementation, i.e., September 2022. Three reports will be developed -one per pilot site category (schools, Hotspots/Reception and Identification Centres and institution care facilities)- gathering information regarding the implementation and evaluation of the process followed and the interventions in general. The three transnational activity reports will be developed by KMOP, with the contributions of all partners involved.

The present document summarises the information on the pilot actions implemented in institutional care facilities in Spain, Italy and Sweden.



2. Key information about the participating pilots

Country	Pilot site	Rate of migrants/refugees in the pilot site	Specific information
Spain	CEPAIM	Approximately 178 adults and 182 children (main nationalities: Spain, Colombia, Nigeria, Algeria, Ecuador, Pakistan, Romania, Argentina, Senegal, Honduras, Venezuela, Morocco, The Netherlands, Equatorial Guinea, Peru, Congo, China, Ecuador, Ukraine, India, Syria)	Children and adults may participate in more than one programme so the actual figures of people attended may vary
Italy	Casa di Giuseppe - Centre for Unaccompanied Minors, Vittoria (RG)	11 male unaccompanied minors	From: Gambia, Guine, Mali, and Bangladesh Main spoken languages are: Bengalese, French, Mandinga as UAMs' mother tongues, Italian and English as vehicular languages
Italy	Comunità Arcobaleno - Centre for unaccompanied minors in Palermo	The Centre hosts male unaccompanied minors aged between 15 and 17 y.o., and newly 18 years old youth. The "Apartment Group Senegal" hosts 6 unaccompanied minors: 2 Tunisians, 1 Ivorian, 1 Bangladeshi, and 1 boy of 18 y.o.	The staff is made of: 1 responsible of the centre, 1 social support expert, 1 lawyer, 1 social worker for the night time, 3 educators. Language and cultural mediators are called upon needs
Sweden	Restad Gård	Since 2015 Restad Gård have been accommodating more than 1500 refugees in 9 houses. According to the Swedish Migration Agency about 500 refugees living in this refugee structure.	Majorities of refugee from Ukraine and the rest from Afghanistan, Iran, Turkey, Eritrea, Somalia and other countries.
Sweden	Vänernsberg Intercultural Centre		A platform that brings together cultural activities to promote interculture and develop a model for strategic work that enables and ensures meaningful and sustainable integration work in Vänernsberg municipality.
Sweden	Mölndal	Children with migrant background born in Sweden: 83,3 % graduate with passing grades. Children with migrant background born outside Sweden: 47,1% graduate with passing grades.	Schools and meeting centres around Refugee Camp Sagåsen, in the city of Mölndal, Sweden, with Formal and informal Education settings.

3. Contact with the beneficiaries and co-creation procedure

3.1. Preparation and contact with the pilot sites

3.1.1. Spain

Before contacting the beneficiaries that would participate in the training, UAB prepared a presentation in order to inform the educators and -then- the children who attend the after-school programme. The presentation pertained to the needs of the centre that have emerged.

Pilot site	Dates of contact	Assembly date	Participants
------------	------------------	---------------	--------------

CEPAIM	17/05/2022: first contact (email) to organize an assembly 26/05/2022: follow-up email 14/06/2022: set training dates 15/09/2022: follow up contact (training) 04/04/2022: meeting manager team	02/06/2022	Educators and staff of the centre (morning)
--------	--	------------	---

3.1.2. Italy

The process of contacting and planning the activities with centers has benefitted by a continuous coordination work between CISS and UNIFI, in particular regarding strategies and methods of interaction to be activated with the pilot sites. The process of establishing a community of practice and learning is still ongoing. Assemblies are planned for the beginning of November in the other pilots and continuous communication is established.

3.1.3. Sweden

The team has established a strong relationship with families and children live in the facilities and doing different activities that create meaningful time and psychosocial support. A community of practice and learning (CoP&L) representing families and children, teachers and volunteers and civil society organisations and community members is established.

Members of the CoP&L received two days training on October 15 & 16, 2022, in SEAs including Dialogical Literacy Gatherings, Interactive Groups, Participation of Education of the Community, family education and Dialogic pedagogical training of the teaching staff. SEAs trainings were very fruitful and productive. The recruitment of participant in SEAs training not only gained participants but rather it resulted in mobilising teachers, volunteers, and community members in taking a collective action in order to bring about changes in education methods that will strongly improve the quality of children's education, with a specific focus on children with refugee background.

After two days of intense training, the participants' reflection was satisfaction and commitment in implementing the methods learnt that will benefit all children regardless of their background.

3.2. The co-creation procedure

3.2.1. Spain

During the co-creation assemblies the needs of the centre were examined by the Refuge-ED team and the beneficiaries, enhancing the participatory approach of the session and the ensuring the active involvement of the group. The next steps were presented and co-decided by the two parties. To systematise the information needed for planning the training, an online survey for the pilots was prepared, in which the interests and content of the training, the previous experience and the availability to conduct the training were specified. Educators and staff expressed their interest in the research findings and the future steps to overcome the current challenges. UAB made sure all information was available for the centre and the steps of the project were clear, so they could effectively be involved in the decision-making. Separate site assemblies with educators working in the centre and with the children were also held. Open questions were made in this assembly so the staff could answer what they thought they needed and what they would like to be doing in the centre to improve what needed to be changed. Through this process, the participants agreed on focusing on the implementation of Dialogic Literary Gatherings to start with.

3.2.2. Sweden

An assembly of teachers, volunteers, politician, and community members was conducted on October 5th and 14th, 2022. Before the SEAs training for the purpose of reviewing identified needs from the pilot's settings in two different context the asylum accommodation center and multicultural center in the city in order to prioritize the actions that shall be taken into the SEAs training agenda. Those actions included a) Dialogic Literary Gatherings, b) Educative Participation of the Community, c) Expressive therapy (Forum theater) and d) Dialogic pedagogical training of teaching staff.



ASSEMBLY 05/10/2022

The teams discussed the needs identified and analysed the selected actions that can be targeted by the pilots' settings with the Refuge-ed action and scope. Different SEAs and MHPSS practices were discussed during the meeting so that the selection of the right action according to each setting context can be done.

Through the co-creation assembly, the team succeeded to mobilise the schools' administration in the municipality and shared the information about the REFUGE-ED initiatives that are innovative and scientific-based practices with schools in the Vänersborg municipality.

4. Training in pilot sites

4.1. Spain

Pilot site	Dates of training	of Target group	Place	No. of Participants
CEPAIM	04/07/2022	Educators	Valencia	15
CEPAIM	November	Educators	Valencia	N/A

During the first training session, an introduction to SEAs and DLG was made. A more in-depth and theoretical training followed, focusing on the principles of Dialogical Learning, on the Participation of the Educative Community, Extension of the Learning Time and Dialogical Reading. Constant support was provided, in terms of technical issues (where to find the books/classical texts, how many pages to read, how many sessions a day, how to help the minors prepare for the DLG sessions, etc.) and organisation of future actions. The centre has started the piloting of DLGs. Baseline evaluation was done with primary and secondary school students using printed questionnaires, while the staff of the centre is done via email.

4.2. Sweden

Training in the pilots sites was led by Dr. Teresa Sorde Marti from the Universitat Autònoma de Barcelona and in joint participation with Save the Children Sweden. The two-day training (15-16/10/2022) was implemented in YesBox Gothenburg, Sweden, with the participation of 33

teachers, volunteers and members of the civil society organizations who's working with children in education and after school activities in Vänersborg and Mölndal municipalities. It focused on SEAs and specifically Dialogical Literacy Gathering, Interactive Group, Participation of Education of the Community, family education and Dialogic pedagogical training of the teaching staff.

One week before the SEAs training participants from Mölndal got a "welcome email" with instructions, agenda and also material to read before the training.



16/10/22 TRAINING SEAS

Pilot implementation was planned with families and volunteers in order to involve them in the whole process by starting from the planning to evaluation and continuous cooperation as to establish a close relationship and to build trust by having them as partners or stakeholders so that they can feel the ownership of the program rather than to be counted as only a target group. Piloting is planned to start in the beginning of November 2022.

Coordination meeting with members of CoP&L which are teachers and volunteers is planned on October 29, 2022 in order to plan the pilot implementation in Vänersborg Intercultural Centre from both pilot settings in accordance with the SEAs training methods and priorities of needs in the context of this pilot site.

Monthly coordination meetings with teachers, trainers and volunteers in each pilot settings are planned in order to follow up the implementation of SEAs and the potential need for technical support, or any further collaboration with end users and stakeholders.

Baseline evaluation with teachers, volunteers and civil society organizations has been conducted before the SEAs training on 15-16 October. Baseline evaluation with families and children will be done before the SEAs implementation in the pilot settings Restad Gård and Vänersborg Intercultural Centre is planned for October 14, 2022 and will continue through the end of October and November 2022.

MHPSS training is planned for two days on January 2023 with the technical support of MHPSS collaboration Denmark and Save the Children Denmark. The agenda and content of the MHPSS training will be according to the identified needs in each pilot site and the recommendation of CoP&L.



5. Potential difficulties and recommendations for the implementation of remaining activities

5.1. Spain

Difficulties related to the centre's nature have emerged during the process, for example related to holidays and the planning of the activities that are different than regular schools. But the eagerness of the centre and the management team is so strong that the process has not stopped and was adapted to the centre's needs and reality at each time. One more training for the educators is foreseen to take place in November 2022.

5.2. Sweden

Families' displacement of families in Restad Gård pilot setting is a significant challenge that may affect the quality of SEAs. This means that the final evaluation will be affected.

Overcrowded institutions due to the recent escalation in the Ukraine war and the new governmental tough asylum policy may result in more psychosocial disorder among families and children and require more MHPSS intervention than SEAs actions.

Inclusion of the community in a more diverse way that will be including the Swedish families with families of refugees will be a challenge for the implementation of SEAs in Vänersborg Intercultural Centre.

