Effective and socially innovative initiatives for the integration of migrant children in Europe.

Contribution from the fields of education and mental health and psychosocial support.

D1.1 Effective and socially innovative initiatives for the integration of migrant children in Europe

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Executive Summary

The main objective of this report is to present the effective practices and approaches from the fields of education (including formal, non-formal and informal education), and mental health and psychosocial support (MHPSS) that are efficiently contributing to the successful dynamic integration of children from recent migration cohorts, children of refugees and asylum seekers, and unaccompanied minors in schools and on the broader society'.

The methodology used to gather these educational effective practices and MHPSS principles and categories consists of three parts. First, we carried out a systematic literature review in the fields of education and MHPSS. In this review, we elaborated categories based on solid evidence (quantitative and/or qualitative) of the social impact achieved in three areas related to migrant children: academic success, well-being and social belonging. Second, we carried out fieldwork in two schools that despite of being located into disadvantage socio-economic areas and serving to migrant and ethnic minority families, they have both outperform the schools with similar characteristics. Our main goal in conducting these two qualitative based case studies was to identify which were the crucial aspects to be considered in the subsequent parts of the project. In our fieldwork, we interviewed migrant children, parents, schoolteachers and staff in order to gather evidence of the impact of the educational actions they were implementing on academic success, well-being and social belonging of all children. Finally, we complemented the information provided here with an analysis of key policy documents in the fields of education and MHPSS. The effective approaches in MHPSS presented are: 1) Creating a Safe Space; 2) Providing psychoeducation; 3) Facilitating creative expression. The effective practices identified in the field of education are: 1) Dialogic Literary Gatherings; 2) Interactive Groups; 3) Educative Participation of the Community; 4) Family education; 5) Dialogic Pedagogical Education for teachers; and 6) Dialogic Conflict prevention and resolution model.

A set of these practices will be presented to the centres that will participate in implementation of pilots under REFUGE-ED in Bulgaria, Greece, Ireland, Italy, Spain and Sweden, and they will select the practices that they want to apply in their respective case.

Introduction: Effective and socially innovative initiatives for the integration of migrant children in Europe

The year 2019 will be remembered for having reached a peak in the number of people who were forcibly displaced: from 41.1 million in 2010 to 79.5 million people by the end of 2019, being half of them below the age of 18.[1] These children and youth are facing many hazards and complex situations that could be better prevented if the plight to quality education is fully accomplished. However, reality is far from this benchmark. UNHCR data indicates that "77 percent of refugee children attend primary school, only 31 percent of refugee youth accesses secondary education, and a mere 3 percent accesses tertiary opportunities,"[2] in all levels, these figures indicate how children from these backgrounds participate in education substantially at a lower rate than their peers. The EC figures show how students of migrant descent in Europe are much more likely to dropout and to underachieve that their peers[3]. Many barriers a hindering the proper access to quality education from financial to legal as well as social, cultural and economic constraints.

Beyond being a basic human right, access to quality education is critical for safety reasons, social inclusion and stability. In the long term, it is crucial to be fully included in equal footing in society. Education is one of the most effective strategies to promote the integration of migrant children. Particularly, the EC Action Plan on Integration and Inclusion (2021-2027) estates that "education and training is the foundation for successful participation in society and one of the most powerful tools for building more inclusive societies."[4] The REFUGE-ED is committed to contribute to make this endeavour a reality by bringing closer the scientific advancements that have showed what works in the fields of education and MHPSS with these communities.

This report represents Deliverable 1.1. of the REFUGE-ED project. The main objective of this report was to identify 'practices from the fields of education (including formal, non-formal and informal education), and mental health and psychosocial support (MHPSS) that are efficiently contributing to the successful

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[1] World Bank and UNHCR. 2021. *The Global Cost of Inclusive Refugee Education. Washington*, DC: World Bank. License: Creative Commons Attribution CC BY 3.0 IGO

[2] Ibid, p. 14

[3] *European Commission, (2020). The EC Action Plan on Integration and Inclusion (2021-2027), Brussels, available at: European Web Site on Integration - European Commission (europa.eu)*

[4] Ibid, p.8.

dynamic integration of children from recent migration cohorts, children of refugees and asylum seekers, and unaccompanied minors in schools and on the broader society'.

Under the REFUGE-ED project, dynamic integration is defined as "a two-way process whereby migrants and EU citizens with migrant background are offered help to integrate and they in turn make an active effort to become integrated. The integration process involves the host society, which should create the opportunities for the immigrants' full economic, social, cultural, and political participation. It also involves adaptation by migrants who all have rights and responsibilities in relation to their new country of residence."[5] Amidst this dynamic process, education plays a crucial role across age groups and a wide range of spaces from formal, non-formal to informal ones.

In the present Catalogue, a list of a well selected approaches and practices are presented. Amidst the many catalogues, toolkits, lists or databases that exist of best or good practices, in the present proposal a careful selection is presented meeting several criteria. They are well outlined in the methodology sections but two of them are worth to be mentioned here, especially those which are much more substantive. First, all the approaches and effective practices presented here have been selected because evidence of social impact have been identified, meaning that they are scientifically endorsed evidence that, when taken as the basis of policies or actions, have generated improvements in society in relation to the objectives that enjoy a wide consensus and / or that have been set by the democratically elected persons.[6] Based on this, the effective practice is defined through the requirement of solid evidence (quantitative and/or qualitative) of the social impact achieved by the respective practice, both in education and MHPSS. The social impact required from these practices had to reflect the improvement in at least one of the following dimensions related to migrant students to be considered for its inclusion in the catalogue: academic success, well-being and/or social belonging.

Second, the present catalogue has been also selected considering the expertise brought by the consortium teams to guarantee the possibility to train and to provide support to the implementation of any of the approaches and practices listed here. In doing so, as mentioned in the Grant agreement and for the nature of being an Innovative Action, REFUGE-ED capitalizes on previous research experience of partner organisations in both fields. While the experience brought by the MHPSS

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[5] Ibid, p.2.

[6] Flecha, R. (2014). Definition of Scientific evidence of Social Impact. This work is licensed under a Creative Commons Attribution- NonCommercial-NoDerivatives 4.0 International License. Available in: https://archive.org/details/@crea_research

partners in projects like H2020 FOCUS, H2020 STRENGHTS and H2020 REDEFINE[7], among many others, partners in the field of education have brought the identification of Successful Educational Actions (SEAs) in the FP6 INCLUDE-ED, H2020 SALEACOM, Steps4SEAS or Enlarge (Erasmus Plus) among others.[8] This deliverable is essential for the development of REFUGE-ED project, since the catalogue of effective practices and approaches will later be presented and offered to the 46 pilot sites in Bulgaria, Greece, Ireland, Italy, Spain and Sweden to decide, upon a co-creation process, which ones they want to implement.

This is only an important first step towards the proper development of the project. To complete the circle, the Deliverable 1.2. Key issues for the effective integration of the MHPSS approach into education is more focused on identifying the important aspects to be considered in the implementation of these approaches and practices from both fields MHPSS and education. The literature review and policy analysis conducted under Tasks 1.1., 1.2. and 1.3. will also inform the further elaboration of D1.2.

This report consists in the catalogue of effective approaches and practices in MHPSS and education. In the appendixes, different information is provided of how this catalogue has been produced. First, a brief report on two qualitative case studies of schools which against all odds are succeeding through the implementation of the Successful Educational Actions. Second, some relevant information derived from the policy analysis of key documents are presented. The report ends with the methodological account of qualitative appraisal of the studies used in the two systematic reviews conducted to produce the present report in both fields of MHPSS and Education.

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[7] For more information, visit: FOCUS - addressing the challenges of forced displacement (focus-refugees.eu), STRENGTHS Project – STRENGTHS PROJECT (strengths-project.eu), Re-Define Project – Refugee Emergency: Defining and Implementing Novel Evidence-based psychosocial interventions

[8] For more information, visit: Strategies for inclusion and social cohesion in Europe from education | INCLUD-ED Project | FP6 | CORDIS | European Commission (europa.eu)SEAs4all – Schools as Learning Communities in Europe, SEAs, 4all – Schools as Learning Communities in Europe, SALEACOM Project – SALEACOM Project (medishub.net); 13 INCLUD-ED Book on SEA.pdf (schooleducationgateway.eu).

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1. MHPSS approaches for the integration of migrant children through education

1.1. Methodology

Five databases were systematically searched in March 2021: ERIC, PsycINFO, PsycARTICLES, Scopus, and Web of Science. Studies of mental health and psychosocial practices in formal, informal and non-formal education settings reported from January 2012 to December 2020 were identified. Searches of similar terms were combined, as demonstrated in Table 1. The searches were limited to participants 18 years and younger.

TABLE 1. SEARCH TERMS AND SEARCH STRATEGY

1	Refugee Migrant	Asylum seeker Unaccompanied minor	Separated children Displaced person	Forcibly displaced Forced migration
2	Hotspot Reception centre	Identification centre Institutionalised care	Residential care	Residential institution
3	Kindergarten Early childhood education Primary school Elementary school Primary education Elementary education	Grade school Grammar school National school Secondary school High school Secondary education	Post-primary school Post-primary education Middle school School counsel* School welfare Education*	Community After-school program* Informal education Informal learning Non-formal education Non-formal learning
4	**2 OR 3**			
5	Learn* Educational success Education* intervention	Academic success Academic Teach*	Teaching program* Academic achievement Academic performance	Academic engagement School engagement Student engagement School liking
6	Child* Adolescent*	Young Minor	Teen* Youth	
7	Mental health Health	Well-being or wellbeing or well being	Psychosocial Psycholog*	Socio-emotional or socioemotional or social emotional
8	Belong* Integrate*	Identity Social inclusion	Social participation Social connectedness	Inclusion Social awareness Connection
9	**1 AND 4 AND 5 AND 6**			
10	**7 OR 8**			
11	**9 AND 10**			
12	**Limiter: Date published 20120303-20201231**			

Based on a previous related systematic review, initial inclusion and exclusion criteria were created:

Initial Inclusion criteria:
- Documented an intervention/programme that addressed academic performance OR wellbeing OR belonging.
- The intervention/programme is in the field of MHPSS.
- The population was inclusive of migrants, refugees, asylum seekers or unaccompanied minors/separated children.
- Target age: up to 18 years (inclusive).

Initial Exclusion criteria:

- The intervention is not in the field of MHPSS.
- The intervention aims to change the overall school environment without measuring impact on the migrant/asylum-seeking/refugee children
- The intervention reported is a single case study.
- The study was published prior to 2012.

To conduct a systematic review, databases were searched for search terms. Next, several stages of screening were conducted. First, the title and abstract of each paper was reviewed independently by two reviewers for the inclusion criteria listed above. As is to be expected, reviewers disagreed for a number of papers at this stage of the review (i.e., one reviewer who thought it was irrelevant based on the title and abstract, and the other relevant). Inter-rater reliability was calculated using Cohen's Kappa, which was 0.39 (indicating a 'fair' level of agreement). For each 'conflict', the two reviewers discussed their reasoning and came to a consensus regarding the inclusion or exclusion of this paper.

Next, a search was conducted for the full text (PDF) of all papers to be included in the review. This was carried out using Trinity College Dublin Library's academic database subscriptions. In all cases where there was no access to the full text, an email was sent to the corresponding author to request a copy of the full text. In the case that there was no response from the author, the paper was excluded on the basis of lack of access.

The full text of all remaining articles was then reviewed independently by two reviewers for the inclusion and exclusion criteria listed above. Specifically, Cohen's Kappa for inter-rater reliability at full text review was 0.47 indicating 'moderate' agreement. As before, each 'conflict' was discussed between the two reviewers to achieve consensus.

1.2. Re-review process

Based upon a 'General Project Review' by the European Commission (EC), on 07/04/22, more stringent inclusion and exclusion criteria were specified.

Updated Inclusion criteria:

- Evaluation of an intervention/programme that addressed academic performance OR wellbeing OR belonging.
- The intervention/programme is in the field of MHPSS.
- The population was inclusive of migrants, refugees, asylum seekers or unaccompanied minors/separated children.
- Target age: up to 18 years (inclusive).
- Outcomes were measured with children/young people. NEW
- The REFUGE-ED core mental health indicators were assessed (can include 'clinical' indicators such as depression, anxiety, PTSD, etc.) NEW
- The article presents primary evaluation data (qualitative or quantitative data presented to assess impact of intervention). NEW
- The study was published in a peer-reviewed journal. NEW
- The intervention was delivered by a lay person (i.e., not a mental health professional/school counsellor/health worker). NEW

Updated Exclusion criteria:

- The intervention is not in the field of MHPSS.
- The intervention aims to change the overall school environment without measuring impact on the migrant/asylum-seeking/refugee children
- The intervention reported is a single case study.
- The study was published prior to 2012.
- The intervention needed to be implemented by a mental health professional/school counsellor/health worker. NEW
- The REFUGE-ED core mental health indicators are not assessed nor were clinical indicators such as depression, anxiety, PTSD. NEW
- The outcomes are not assessed among children/young people (e.g., were only assessed with teachers or parents).
- The study was not published in a peer-reviewed journal. NEW
- The article does not present primary evaluation data (e.g., it is a narrative description/review). NEW

The title and full-text of articles included according to the initial inclusion and exclusion criteria were then screened according to the updated criteria. This was completed by pairs of researchers among a team of six researchers. The mean Cohen's Kappa score among these pairs was 0.46, indicating moderate levels of inter-rater reliability. Differences in opinion were resolved by group discussion until consensus among the team members was reached.

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The final list of included articles was then examined to extract the information included in the extraction grid developed by the REFUGE-ED team.

Results of search and screening process

The systematic search for papers meeting the search terms listed above resulted in the identification of 549 papers from the ERIC database, 671 papers from the PsycARTICLES and PsycINFO databases, 864 from Scopus, and 733 papers from Web of Science.
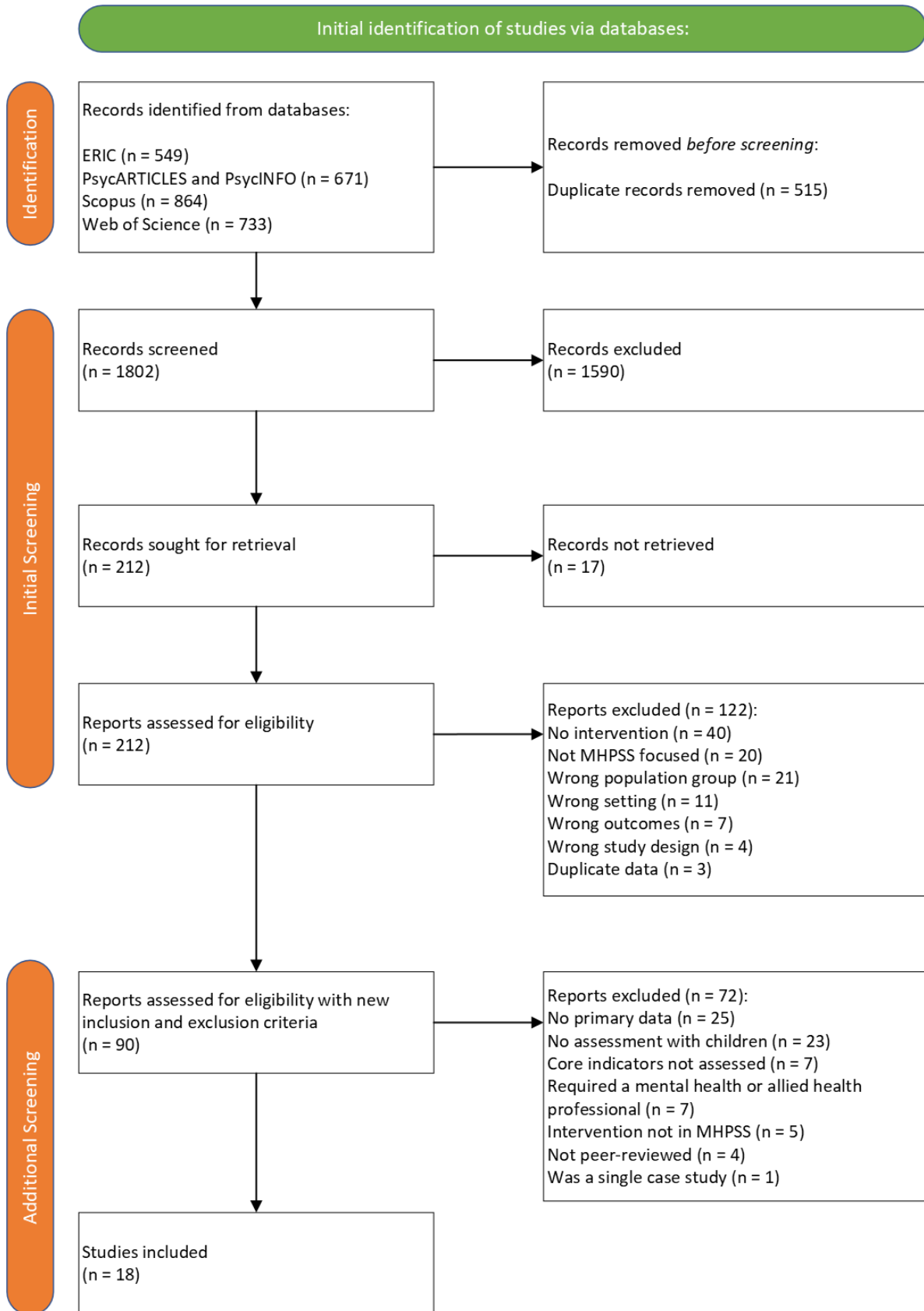
Covidence software was used to detect and remove 515 duplicates, leaving 1,802 papers to review.

After initial title and abstract screening, there were approximately 230 conflicts to resolve through discussion between the two reviewers. Upon reaching consensus, 1590 papers were deemed to be irrelevant, and 212 were deemed as eligible to review as full text, based on their title and abstract. We were unable to access the full text of 17 of these papers. Review of the full texts of the remaining papers resulted in 193 papers being excluded from this literature review, and 90 included.

Following the EC review, the full texts of these 193 papers were subject to more stringent inclusion and exclusion criteria. This resulted in the exclusion of a further 72 studies which resulted in a final total of 18 papers. See Figure 1 below.

FIGURE 1. FLOW DIAGRAM SHOWING SCREENING AND EXTRACTION PROCESS

Identification

Records identified from databases:

ERIC (n = 549)
PsycARTICLES and PsycINFO (n = 671)
Scopus (n = 864)
Web of Science (n = 733)

Records removed *before screening*:

Duplicate records removed (n = 515)

Initial Screening

Records screened
(n = 1802)

Records excluded
(n = 1590)

Records sought for retrieval
(n = 212)

Records not retrieved
(n = 17)

Reports assessed for eligibility
(n = 212)

Reports excluded (n = 122):
No intervention (n = 40)
Not MHPSS focused (n = 20)
Wrong population group (n = 21)
Wrong setting (n = 11)
Wrong outcomes (n = 7)
Wrong study design (n = 4)
Duplicate data (n = 3)

Additional Screening

Reports assessed for eligibility with new inclusion and exclusion criteria
(n = 90)

Reports excluded (n = 72):
No primary data (n = 25)
No assessment with children (n = 23)
Core indicators not assessed (n = 7)
Required a mental health or allied health professional (n = 7)
Intervention not in MHPSS (n = 5)
Not peer-reviewed (n = 4)
Was a single case study (n = 1)

Studies included
(n = 18)

1.3. Quality appraisal

Each of the 18 included studies was assessed for quality using the Mixed Methods Appraisal Tool (MMAT) (ref) by a member of the study team. MMAT has been used successfully for other systematic literature reviews (refs) and was chosen for its ability to score studies of varying methodological approaches in a single coherent manner. Due to the nature of this review, the MMAT was not used to inform the interpretation of our findings, but the results of the assessment are presented as a resource for readers.

Application of the MMAT resulted in the identification of 6 studies being deemed as low quality (i.e., a score of 0-2 out of 5). The majority of studies complied with the quality criteria, with 7 studies meeting all five and 4 studies meeting four of five, see Table 1. A detailed presentation of the ratings of each of the included studies, across the five criteria, is available in Appendix 3.

TABLE 2. MMAT SCORES FOR THE 18 INCLUDED PAPERS

MMAT Score	Papers
0	Bundy 2017
1	Baum 2013, Cefai 2015, Lee 2019, Sirin 2018
2	Sarkadi 2018
3	Gormez 2017
4	Betancourt 2012, Meir 2014, Crawford 2017, Langhout 2014
5	Ellis 2013, Fokaidou 2019, Khawaja 2019, Kuçuksuleymanoglu 2018, Ogun 2020, Pryce 2019, Rodriguez 2019

1.4. MHPSS approaches for the integration of migrant and refugee children through education

1.4.1. Creating a Safe Space

WHAT IS IT?

This category describes practices and principles associated with establishing the school (or other educational or community-based setting) as a safe space for migrant and refugee children. Although this has not been evaluated as a formal and defined 'intervention' or 'programme', research has clearly established having a safe space as a key factor contributing to children's well-being.

One example of an action taken to create a safe space is detailed below.

EXAMPLE: A LIBRARY-BASED SCHOOL DISTRICT PARTNERSHIP AND PROGRAM TO INCREASE BELONGING FOR NEWCOMER IMMIGRANT AND REFUGEE YOUTH (RODRIGUEZ, 2019).

This program, based in Hartford, CT, builds upon a long-standing partnership between the school district (specifically the director of English as a Second Language) and the director of the library. The library space was well positioned to offer a program to newcomer youth. The program aimed to focus on holistic supports related to belonging and the civically-minded social justice curriculum included a focus on civic awareness of state and local policies impacting newcomers, how to access public and social resources in Hartford and how to engage in activism in the community.

It was recognized that schools often struggle to provide safe spaces to cultivate identity and belonging for newcomers. The library was envisaged as a space to provide support for newcomers, who are learning languages and need support systems. The library-program was seen to provide the newcomers an authentic experience to learning English in context. Thus the curriculum was developed to be authentic to the youths' everyday experiences, including providing information about school, neighbourhood, services for immigrants and refugees, and the library.

Data collected from the youth who participated in the program reflected that the library as a space facilitated self-expression and being more 'social', unlike at school, where the focus was on testing and the academic curriculum. In addition, the library-based curriculum focused on developing civic awareness also increased their sense of belonging within the community.

RESULTS FROM THIS AND OTHER STUDIES

'Safe' schools and other spaces are likely to help to improve student well-being including:

- Reduced feelings of exclusion and enhancing shared sense of solidarity
- Higher self-esteem
- Greater sense of belonging
- Increased trust in communities
- Lower levels of internalizing (depression and anxiety) difficulties

EVIDENCE OF IMPACT

Betancourt, T. S., Yudron, M., Wheaton, W., & Smith-Fawzi, M. C. (2012). Caregiver and adolescent mental health in Ethiopian Kunama refugees participating in an emergency education program. *Journal of Adolescent Health, 51*(4), 357-365.

Fokaidou, M. & Loizidou, P. (2019). Reflections on Resilience. A Teacher's Professional Learning Journey. *Journal of Curriculum and Teaching. 8*(171). 10.5430/jct.v8n3p171.

Langhout, R. D., Collins, C., & Ellison, E. R. (2014). Examining relational empowerment for elementary school students in a yPAR program. *American journal of community psychology, 53*(3-4), 369-381. https://doi.org/10.1007/s10464- 013-9617-z

Pryce, J. M., Kelly, M. S., & Lawinger, M. (2019). Conversation club: a group mentoring model for immigrant youth. *Youth & Society, 51*(7), 879-899.

Rodriguez, S. (2019). "We're building the community; it's a hub for democracy": Lessons learned from a library-based, school-district partnership and program to increase belonging for newcomer immigrant and refugee youth. *Children and Youth Services Review, 102*, 135-144.

1.4.2. Providing Psychoeducation

WHAT IS IT?

This category of studies refers to programs integrated into the mainstream curriculum and delivered by school personnel, who are trained in the delivery of such programs. The programs tend to be focused on promoting protective mechanisms (such as coping skills, building social connections within the class/student groups, giving space for self-reflection and self-expression). These programs often (though not exclusively) involve the use of Cognitive Behavioural Therapy principles, which is based on the concept that thoughts, feelings and actions are interrelated and that difficulties can be addressed by focusing upon these components and interrelations among them. These principles help students develop strategies to solve problems, regulate emotions and establish helpful patterns of thought and behaviour.

Several examples of such programs are detailed below.

EXAMPLE: BUILDING RESILIENCE INTERVENTION (BRI) – BAUM ET AL., (2013)

Teacher training for this intervention is conducted over the course of 12 hours, in four three-hour meetings. The BRI has four underlying objectives: 1) Self-awareness and regulation; 2) Support for feelings; 3) Strengths and personal resources for coping; and 4) Significance, meaning and hope. Each of these objectives is the focus of one of the workshop sessions, with teachers being provided with both psycho-educational resources and training as well as an opportunity to process their own personal traumatic material, stress and feelings of helplessness. The goal of the BRI in a school-based intervention is to empower teacher participants with tools, support and coping strategies for the day-to-day stresses of their chosen profession, in addition to any additional stresses related to traumatic events in their classrooms, schools or communities.

EXAMPLE: RESILIENCE CURRICULUM (CEFAI ET AL., 2015)

The Resilience Curriculum seeks to promote educational equality and resilience assets for positive development and active citizenship of children and young people

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by fostering both their internal and external resources. These resources include self-awareness, problem solving, positive attitudes, optimism, adaptability, perseverance, belief in inner strength, self-efficacy, sense of coherence and purpose, high academic expectations, empathy and collaboration, as well as external resources such as caring relationships and meaningful participation at home, at school and in their peer group. The curriculum is based on a European perspective, reflecting the strengths and needs of European society. It is responsive to the needs of individual learner differences, underlining the right of all learners for a quality resilience education and a commitment towards social justice with awareness of the risks of discriminatory practices due to individual differences such as minority status

The curriculum is provided for three age levels, namely 4-5, 6-8 and 9-11 years. However, it takes a spiral approach, building the key skills from one year to the other, while matching the needs arising from increasing complexity of behaviour and social contexts at each developmental level.

Story telling is one of the main mediums of instruction adopted by the curriculum, providing learners with opportunities to explore their thoughts and feelings on a variety of topics (such as such as bullying, prejudice, discrimination, lack of friends, language barriers, difficulty in accessing learning, exclusion and culture mismatch) while reflecting and gaining insights on their own behaviours. The stories reflect the challenges and difficulties experienced by some children, while the questions and activities following the story encourage children to work out solutions to overcome such difficulties. Learners are also asked to reflect on their own challenges which are more related to their own context and reality. The activity includes also one or more questions on what other children can do to help the character in difficulty so as to encourage a culture of understanding, solidarity and support.

EXAMPLE: BUILDING RESILIENCE IN TRANSCULTURAL AUSTRALIANS (BRiTA FUTURES) FOR ADOLESCENTS (KHAWAJA, N.G. & RAMIREZ, E. (2019)

BRiTA for Adolescents is a strengths-based group intervention developed to build the resilience of culturally and linguistically diverse adolescents (12 to 18 years) who experience acculturation in the context of their migration and resettlement journey. The program consists often modules that can be implemented over 10 weeks in two-hourly sessions. There is also an option to deliver the modules in an intensive block format (in 2 to 3 days, or over 4 weeks). The content and activities of the program use Cognitive Behaviour Therapy principles to cover cultural identity, self-esteem, cross-cultural communication, under-standing and managing emotions and stress, strategies to challenge stereotypes, stages of conflict, triggers and resolution strategies, using humour and spirituality to build resilience, and building positive relationships and support networks. Familiarity with support services is also raised and finally goal setting and future directions are discussed. During the sessions, participants receive information and engage in experiential group activities and discussions. Take-home activities are also used to strengthen the content of the program.

RESULTS FROM THESE AND OTHER STUDIES

- Decrease in posttraumatic symptoms, anxiety levels and depressive symptoms
- Enables student engagement
- Promotes confidence and a sense of control
- Encourages social and emotional learning
- Enables young people to make sense of their experiences and cope with their everyday life
- Decrease in loneliness
- Increase in ability to manage emotions
- Increase in awareness of cultural identity (both in country of origin and host country)
- Improvement in resilience

EVIDENCE OF IMPACT

Baum, N. L., Cardozo, B. L., Pat-Horenczyk, R., Ziv, Y., Blanton, C., Reza, A., Weltman, A., & Brom, D. (2013). Training teachers to build resilience in children in the aftermath of war: A cluster randomized trial. *Child & Youth Care Forum*, *42*(4), 339–350. https://doi.org/10.1007/s10566-013-9202-5

Cefai, C., Cavioni, V., Bartolo, P., Simoes, C., Miljevic-Ridicki, R., Bouilet, D., Ivanec, T.P., Matsopoulos, A., Gavogiannaki, M., Zanetti, M. A., Galea, K., Lebre, P., Kimber, B., Eriksson, C. (2015). Social inclusion and social justice: A resilience curriculum for early years and elementary schools in Europe. *Journal for Multicultural Education*, *9*(3), 122-29. https://doi.org/10.1108/JME-01-2015-0002

Ellis, B. H., Miller, A. B., Abdi, S., Barrett, C., Blood, E. A., & Betancourt, T. S. (2013). Multi-tier mental health program for refugee youth. *Journal of Consulting and Clinical Psychology, 81*(1), 129-140. https://doi.org/10.1037/a0029844

Gormez, V., Kılıç, H. N., Orengul, A. C., Demir, M. N., Mert, E. B., Makhlouta, B., ... & Semerci, B. (2017). Evaluation of a school-based, teacher-delivered psychological intervention group program for trauma-affected Syrian refugee children in Istanbul, Turkey. *Psychiatry and Clinical Psychopharmacology*, *27*(2), 125-131.

Khawaja, N.G. & Ramirez, E. (2019) Building Resilience in Transcultural Adolescents: an Evaluation of a Group Program. *Journal of Child and Family Studies, 28,* 2977-2987. https://doi.org/10.1007/s10826-019-01473-x

Lee, H. H., & Wentz, B. L. (2019). Evaluation of a pilot school-based group for Mandarin-speaking minors. *International Journal for the Advancement of Counselling*, *41*(1), 73-85.

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Ogun, A., Braggs, R., & Gold, J. (2020). Social action learning: applicability to comrades in adversity in Nigeria. *Action Learning: Research and Practice*, *17*(1), 84-99.

Sarkadi, A., Adahl, K., Stenvall, E., Ssegonja, R., Batti, H., Gavra, P., Fangstrom, K. & Salari, R. (2018). Teaching Recovery Techniques: evaluation of a group intervention for unaccompanied refugee minors with symptoms of PTSD in Sweden. *European Child & Adolescent Psychiatry, 27*(4), 467-479.

1.4.3. Facilitating creative expression

WHAT IS IT?

Art, music, dance and theatre are forms of creative expression that can help individuals to process and cope with emotional issues. They provide a means to reconstruct meaning and identity, work with traumatic experiences, construct and retell stories and form social connections. Expressive therapy can take many forms, incorporating art, theatre, storytelling, music and dance. Below, are some examples of these types of interventions.

EXAMPLE: SUPPORTING SETTLEMENT: PARTICIPATORY DRAMA AS INTERVENTION - DRAMA FOR HOPE AND BELONGING (BUNDY, 2017)

The facilitator worked alongside two experienced teachers, one a drama teacher and one who had an interest in drama and expertise in working with children for whom English is not a first language. Each week began with a check in. The facilitator, teachers and students all sat in a circle and each person was greeted and invited to share something with the rest of the group. Throughout the sessions, the facilitator offered the students opportunities to work in pairs, small groups and in the larger group. Students were continually invited to share their opinions and ideas with others. An example of one exercise students completed, is a drama activity exploring emotion and status. Students listed words that described the emotions they were feeling and then together brainstormed words that might be the opposite. All of these were written on yellow sticky labels and placed on the board. The students formed small groups. In each group one person lay down on a large piece of butcher's paper and the others drew an outline around the body. They then took turns to select sticky labels naming emotions that they had placed on the board and placed these onto the body shapes. They were then faced with a question: Who is this person that experiences all these emotions? Their task was to create the fictional character and their story.

EXAMPLE: "A JOURNEY TO THE ISLAND NAMED ME" – A GROUP INTERVENTION PROGRAM TO ENHANCE MENTAL HEALTH OF CHILDREN OF MIGRANT WORKERS (MEIR ET AL., 2014)

The program included ten weekly sessions of one and a half hour each, conducted in small groups of seven to eight children. Each group was led by two group facilitators. The intervention program was administrated in a quiet room allocated to the research in the afternoon care facility. The program called ''A Journey to the

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Island Named Me'' aimed to enhance self-efficacy. The name of the program reflected the idea that children were invited into a process in which they discover themselves and strengthen their belief in themselves. In order to build a safe setting, each session had the same general structure as outlined below:

TABLE 3. SESSION STRUCTURE IN "A JOURNEY TO THE ISLAND NAMED ME" INTERVENTION PROGRAMME

Session Part	Content
Opening	Group song and dance
''Framework'' story	An ongoing story of a group of ''captains'' going on a journey on a ship to a secret island called the island ''Me'', facing different challenges during their journey. The goal of the story was to invite children into a playful space, implying that each child is a ''captain'' and has the ability to cope
Assignment	A personal or group assignment that reflected the challenge that the ''captain'' was facing in the story of that session. Each assignment was aimed to enhance self-efficacy and well-being. The different assignments used different channels of expression such as art, music and psychodrama
Summary	Group discussion of the assignment, the personal or group process, and summary of the session
Closing	Group song and dance. Children received a personal folder that was kept by the facilitators in which they were invited to keep their work; these folders were distributed at the end of the program as a gift and as a journey log

RESULTS FROM THESE AND OTHER STUDIES

These practices have demonstrated many positive impacts, including:

- Improvements in and increased comfort in using language of host culture
- Reduction in children's emotional distress
- Improvements in taking responsibility, social competence, and self-regulation
- Increased social integration, positive social relationships
- Increased self-expression

EVIDENCE OF IMPACT

Bundy, P. (2017). Supporting settlement: Participatory drama as intervention. Social Alternatives, 36(2), 13–19. https://search.informit.org/doi/10.3316/ielapa.141491541770233

Crawford, R. (2017). Creating unity through celebrating diversity: A case study that explores the impact of music education on refugee background students. *International Journal of Music Education, 35*(3), 343-356.

Kuçuksuleymanoğlu, R. (2018). Integration of Syrian Refugees and Turkish Students by Non-formal education activities. International Journal of Evaluation and Research in Education, 7(3), 244-252.

Meir, Y., Slone M., Levis, M. (2014). A Randomized Controlled Study of a Group Intervention Program to Enhance Mental Health of Children of Illegal Migrant Workers. Child and Youth Care Forum. 43. DOI: 10.1007/s10566-013-9237-7.

1.4.4. Other

This intervention was also identified within the systematic review but could not be clearly categorized along with the other interventions.

EXAMPLE: PROJECT HOPE

Project Hope is a curriculum that includes the following: Turkish language skills, cognitive skills development, 21st century skills (computational thinking and algorithmic thinking), mental health. The curricular materials consisted of four different environments, Cerego, Alien game, Code.org and Minecraft. Cerego is an adaptive learning engine that allows users to quickly create sets of items, such as vocabulary, which can then be presented to learners using a spaced repetition paradigm. For the purpose of Project Hope, 20 themed sets were developed, each with 10–15 Turkish vocabulary words and phrases, covering topics from numbers and colours to everyday phrases. These sets use the target language (Turkish) and visual images only, not the learners' first language. Alien game (CREATE, 2016) is an intervention to train executive functioning which has been shown to be effective for adolescents from middle school, high school and early college. For the current project, a version of Alien game was developed with the same gameplay, but all instructions translated into Arabic. Code.org is an online platform for learning how to code using age appropriate, playful self-guided activities with explanatory feedback. The code.org site reports student achievement by showing how many levels have been solved, how well they were solved and how many lines of code students wrote. For the current project, the students used the Arabic versions of the International Computer Science Fundamentals unit and were assigned the first three courses in this unit to complete. Minecraft is an open-ended sandbox game that allows users to construct buildings and structures using 3D blocks in a virtual world with different terrains and habitats. The Project Hope team designed three activities for participants to complete: (1) design your dream room, (2) design your dream house and (3) design your dream community. The idea behind this task was encouraging children to imagine a better future for themselves, even for a moment for the purposes of a video game.

RESULTS FROM THIS STUDY
- Significantly higher scores in executive functioning compared to control group
- Children completed 182 levels of Code.org, writing 1800 lines of code
- Significantly higher language scores in comparison to control group

- Significant decrease in hopelessness

EVIDENCE OF IMPACT

Selcuk Sirin, J.L., Plass, B.D., Homer, S.V. & Tzuchi, T. (2018). Digital game-based education for Syrian refugee children: Project Hope. *Vulnerable Children and Youth Studies, 13*(1), 7-18.

1.5. Mapping onto MHPSS practices available for training, as outlined in the REFUGE-ED curriculum

The results of the literature review allowed the identification of several elements common to effective practices in MHPSS. Drawing on the expertise of the consortium, D3.1 Training Curriculum was developed which outlines the training that is available to pilot sites. The MHPSS practices available for training map onto the results of the literature review, as depicted in Table 3 below.

TABLE 4. MAPPING THE RESULTS OF THE LITERATURE REVIEW ONTO THE TRAINING AVAILABLE IN THE REFUGE-ED CURRICULUM

Element of effective practices, as identified in the literature review	Supported by:	Addressed by: (programmes we can offer training on)
Creating a safe space	Betancourt 2012, Fokaidou 2019, Langhout 2014, Pryce 2019, Rodriguez 2019.	• Child Friendly Spaces in Humanitarian Settings • Psychological First Aid • Orientation Session to a Community Based Approach to Mental Health and Psychosocial Support
Psychoeducation on self-regulation, resilience, the effects of trauma, coping strategies	Baum 2013, Cefai 2015, Ellis 2013, Gormez 2017, Khawaja 2019, Lee 2019, Ogun 2020, Sarkadi 2018	• Children's Resilience Programme • Social Emotional Learning (SEL) Training • Psychological First Aid • A Hopeful, Healthy & Happy Living & Learning Toolkit: Guide for Teachers • Orientation Session to a Community Based Approach to Mental Health and Psychosocial Support • A Hopeful, Healthy & Happy Living & Learning Toolkit: Guide for Teachers
Facilitating creative expression	Bundy 2017, Crawford 2017, Kuçuksuleymanoğlu 2018, Meir 2014	• Play Opportunities for Wellness and Education Resource • Child Friendly Spaces in Humanitarian Settings • Social Emotional Learning (SEL) Training

2. Effective practices in education for the integration of migrant children

2.1. Methodology *(REVISED, NEW)*

This article is a systematic review that followed the PRISMA model for its realization, given its thoroughness and to the wide consensus about this model among the scientific community. The items described in the following section have been adapted for our study from different sources[9].

Inclusion criteria

Evidence of Social Impact
In line with the objectives of this systematic review, researchers sought data -either quantitative or qualitative- that showed improvement of the educational situation and well-being of refugee children, migrant children, asylum seeker children, unaccompanied minor, forcibly displaced children and/or their families, following an intervention, programme or quantitative data analysis.
Study designs
All types of research design were accepted, upon the condition that they are published in a peer-reviewed article. This way, we assure that the studies have gone through a quality check before being accepted, thus, they meet minimum standards in terms of data collection, analysis and conclusions.
Target Groups
Studies included in our sample had to be focused on the target population of REFUGE-ED project. That means that only those studies that included migrant, refugee, forcibly displaced, asylum-seeking children and/or unaccompanied minors entered our sample. This led to the exclusion of many studies that were focused on low SES families, children with special education needs, ethnic minorities, indigenous population etc., but did not mention any of the target groups for REFUGE-ED project.

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[9] Finn, M., Gilmore, B., Sheaf, G., & Vallières, F. (2021). What do we mean by individual capacity strengthening for primary health care in low-and middle-income countries? A systematic scoping review to improve conceptual clarity. *Human Resources for Health*, *19*(1), 1-13; Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., ... & Stewart, L. A. (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. *Systematic Reviews*, *4*(1), 1-9; Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Mdicine*, 6(7), e1000097; Shamseer, L., Moher, D., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., ... & Stewart, L. A. (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015: elaboration and explanation. *Bmj*, *349*, g7647.

Time range
No time restriction has been applied.
Setting
There was no restriction regarding the setting where the study took place. On the contrary, we were hoping for a diversity of settings that could represent the reality of the phenomenon that we study.
Language
We included articles in English, Spanish, Italian or French.
Availability
The last criterion was the availability of the paper. In the review process some articles were excluded because they were not available for download full text.

Search strategy
To conduct a systematic review, databases were searched for terms in the title. The same combination of keywords, which was agreed by all the involved partners. In June 2022, a systematic literature reviewed was carried out in three electronic databases which are: Elsevier's Scopus®; Clarivate's™ Social Sciences Citation Index™ (which includes records and cited references from 1900 to present) and Emerging Sources Citation Index™ (with records dating back to 2005). These electronic databases are arguably among the most representative for social sciences and education, the area that informs our systematic review, and this is the reason why we opted for them.
The search was carried out in two phases. In the first phase, we used 81 combinations from the keywords established in the REFUGE-ED project framework. In the second phase, we combined the REFUGE-ED project's target population with two key concepts in the education research literature: 'successful educational action' (concept emerged from the FP6 research project INCLUD-ED, 2006-2011) and 'culturally responsive leadership', following up with the EC reviewers' suggestion. All these combinations can be seen in Table 5.

TABLE 5. Search terms and Search strategy

1	refugee children migrant children	unaccompanied minor family	families forcibly displaced children	Asylum-seeker children
2	Hotspot Reception centre After-school	Identification centre Institutionalised care	Community Kindergarten School Education arena	Residential institution
3	Learning Education success Education* intervention	Academic success School engagement	Teaching program* Academic achievement Academic performance	School motivation School liking
4	**1 AND 2 AND 3**			
5	successful educational actions			
6	culturally responsive leadership			
7	**1 and 5**			
8	**1 and 6**			

Data management

Systematic literature search results were imported in the Rayyan web-based free of charge software for systematic reviews. This software allowed screening and selection of the literature search results collaboratively and blindly -one researcher cannot view the inclusion/exclusion decisions of the other researcher(s). Thus, researchers organized several internal coordination meetings for exploring how Rayyan worked and the use of the inclusion/exclusion criteria, prior to starting the review.

2.2. Results of search and screening process *(REVISED, NEW)*

As observed in Figure 1, we started from a total of 651 articles, which were reduced to 400 articles after removing duplicates. This is not unexpected as many of the scientific journals are included at the same time in more than one of the electronic databases where we conducted the search. In the second step of the systematic review, we eliminated 357 of the articles after screening all the titles and abstracts and looking for additional information in the articles as mentioned before in the 'Selection process' of the article. In the third step, we applied the inclusion criteria (see 'Eligibility criteria' section in the paper) to the 43 eligible articles and we finally got 30 articles included in the sample.

FIGURE 3. FLOW DIAGRAM SHOWING SCREENING AND EXTRACTION PROCESS
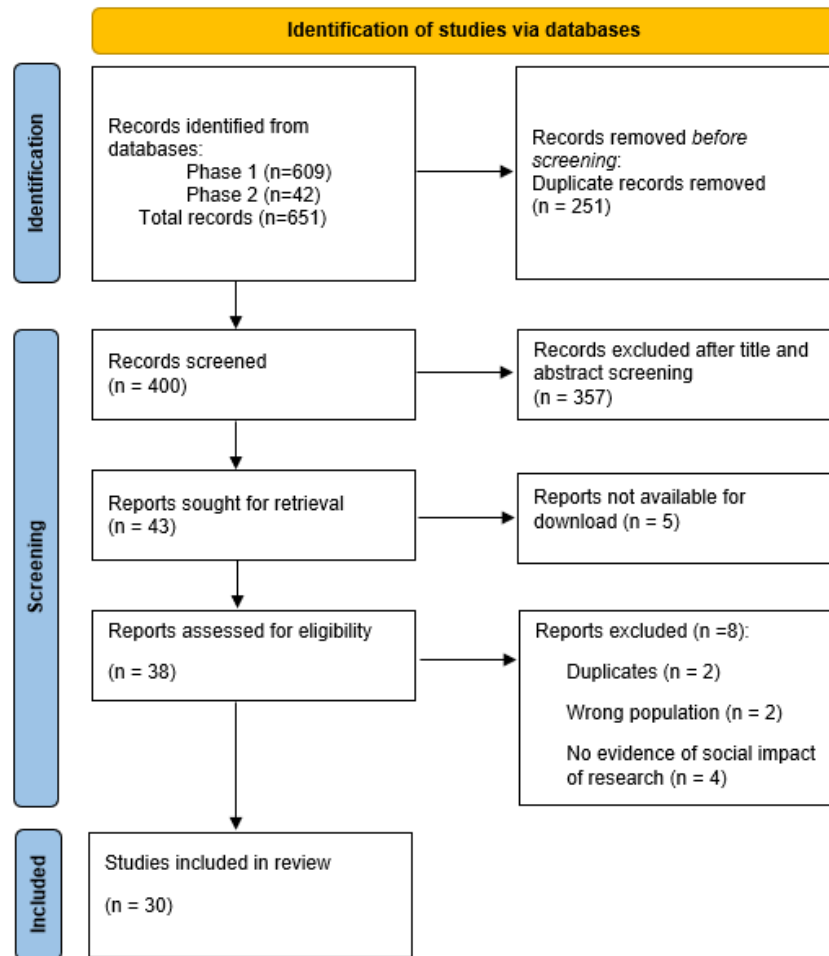
Selection process

Researchers screened the titles and abstracts of the articles uploaded in Rayan. In those cases that researchers were uncertain whether to include an article or not, more detailed account of the article was sought. Most of the articles that presented uncertainty were related to the target population. In those cases, researchers would look for the information in the 'Methods' section, where they would expect to find information about the participants in the study. For the selection of the studies that would enter our sample in the first phase of the literature search, there was a total of 12.5% (46) of the articles that had an inclusion/exclusion decision different by the researchers. In the second phase of the literature search, the 'conflict (different inclusion/exclusion decisions) went up to 43.75% (14) of the articles. In both cases, we looked for the opinion of a third researcher to decide on the 'conflict' cases. The decisions of the third researcher were then accepted as the final ones. Finally, both the raw data and a draft version of this paper was available to the REFUGE-ED consortium for review, comments, and suggestions.

Data analysis

In our analysis and interpretation of the data, we used the grounded theory approach developed by Glaser and Strauss.[10] First researchers got familiarized with data and start to generate codes of the data that we found interesting in relation to the objectives of our paper.[11] These codes are 'the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon'.[12] After the generation of these codes, which was done manually, the next step was to group codes that were close to each other and then putting together the patterns visible in our data.[13] The final results are presented in what follows under the three broad categories: Community Involvement, Interactive Learning Environment and Teachers and other professionals' preparation.

2.3. Quality appraisal *(REVISED, NEW)*

The quality of the empirical articles included in the sample was assessed through the Mixed Methods Appraisal Tool (MMAT).[14] Several internal sessions were organized via Teams to explore and agree on the use of the MMAT tool by the researchers.

Quality assessment was done for 27 of the 30 articles included in our sample, since the rest of the articles were not empirical. MMAT resulted in the identification of 22 studies being deemed as very high quality. Most studies complied with the quality criteria with 18 studies meeting all five and 4 studies meeting four of five. Furthermore, 4 studies were deemed as high quality and 1 study as moderate quality, as it can be seen below in Table 6. A detailed presentation of the ratings of each of the empirical studies included in the sample, across the five criteria, is available in Appendix 4.

TABLE 6. MMAT SCORES FOR THE 27 INCLUDED PAPERS

MMAT Score	Papers
0	

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[10] Glaser, B., & Strauss, A. (1967). *The Discovery of Grounded Theory*. Aldine Publishing Company.

[11] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77-101.

[12] Boyatzis, R.E. (1998). *Transforming qualitative information: thematic analysis and code development*. Sage (p. 63)

[13] Heath, H., & Cowley, S. (2004). Developing a grounded theory approach: a comparison of Glaser and Strauss. *International journal of Nursing Studies*, *41*(2), 141-150.

[14] Hong QN, Pluye P, Fàbregues S, Bartlett G, Boardman F, Cargo M, Dagenais P, P, Griffiths F, Nicolau B, O'Cathain A, Rousseau M-C, Vedel I. Mixed Methods Appraisal Tool (MMAT), version 2018. Registration of Copyright (#1148552), Canadian Intellectual Property Office, Industry Canada.

1	
2	
3	Ríos, García Yeste, Jiménez, Ignatiou, 2019
4	Diab, Guillaume, Punamäki, 2018; Lees, Stackhouse, Grant, 2009; Foncillas, Santiago-Garabieta, Tellado, 2020; García Yeste, Morlà, Ionescu, 2018
5	Lee, Hawkins 2008; Wassel, Hawrylack, 2021; Conteh, Kawashima, 2008; Huss, Ben Asher, Shahar, Walden, Sagy, 2021; Prinsen, Terwel, Zijlstra, Volman, 2013; Kanoute, Laaroussi, Rachedi, Doffouchi, 2008; Bal, Arzubiaga, 2014; Garcia Yeste, Gairal, Gomez, 2018; Carpenter, Young, Bowers, Sanders, 2016; Hannover, Mord, Neuhaus, Rau, Wolfgramm, Zander-Musié, 2013; Silva Iddings, Reyes, 2017; Taleni, Macfarlane, Macfarlane, Fletcher, 2018; Gil, 2019; De Botton, Girbés, Ruiz, Tallado, 2014; Flecha, 2012; Valls, Kyriakides, 2013; Stolz, Barber, Olsen, Erickson, Bradford, Maughan, Ward, 2004; Boit, Conlin, Barnes, Hestenes, 2021; Kirmaci, Buxton, Allexsaht-Snider, 2019; Baird, Kibler, Palacios, 2014; Lu, Zhou, 2013; Stevens, Vane, Cousineau, 2011

2.4. Categories and practices for education *(REVISED)*

2.4.1. Interactive Learning Environments for students

This category encompasses all the references made to those strategies or actions that promote the academic learning in each space embracing formal, non-formal and informal education by the means of promoting as many and as diverse interactions as possible. It includes the promotion of interactions around educational and cultural themes involving high quality learning. These interactions can be among the participants themselves, with teachers and other professionals or community volunteers.

Some results of the selected studies highlight:

Safe spaces

- It is important to create a space where children can express their different identities. Schools recognizing the culture, acknowledging the contributions of communities and families of immigrant children contribute for children to develop a sense of belonging (Lee, Hawkins, 2008).
- Inclusion of refugee community in the setting up of a school support contributes to the creation of safe spaces within. Safe spaces are important to improve relationships and problem-solving through dialogue, scaping the violence experimented in refugee camps. They are also important to favor academic motivation and instrumental learning (Huss, Ben Asher, Shahar, Walden, Sagy, 2021).

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- Creating a normalized place where children can reconnect to healthy memories of their childhood creates an attachment to school. Ethnic spaces in classrooms can make students re-create 'home', teachers as role model and culturally relevant. And universal spaces in school enable respect for all groups and being part in a positive multicultural world (Huss, Ben Asher, Shahar, Walden, Sagy, 2021).

Positive relations and atmosphere

- Neighborhood structural disadvantage is not related to academic achievement, whereas neighborhood profiles characterized by positive social relationships are associated with higher achievement (Witherspoon, Rivas-Drake, Banerjee, 2018).
- Good peer relations can protect child's academic achievement from the consequences of traumatic war experiences (Diab, Guillaume, Punamäki, 2018).
- The positive atmosphere in the classroom increases positive interactions and thus enhances the learning process. These positive interactions are taken into the family and community (Garcia, Gairal, Gomez, 2018)
- Learning environments where the cultural identity of migrant children is valued tend to promote higher expectations among teachers, literacy learning receives emphasis in school programs, and there is supportive school environment, all of them are key factors that contribute to achieve literacy in primary school years (Parkhill, Fletcher, Fa'afoi (2005).

Multicultural and inclusive approach

- When students feel welcome in the receiving society and define themselves as member of such, they are better off academically (Hannover, Morf, Neuhaus, Rau, Wolfgramm, Zander-Musić, 2013).
- Recognition in the classroom, self-confidence, engagement, promoting diversity influences the quality of migrant children engagement in learning (Conteh, Kawashima, 2008).
- Being bilingual and learning about your parents' culture can enhance learning in mainstream schools (Cohen, Kawashima, 2008). Encourage the use and acceptance of multiple languages may contribute to welcoming environments and sense of community (Boit, Conlin, Barnes, Hestenes, 2021).

Instrumental learning

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

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- Formal learning provides structure, safety and hope for refugee children. It gives hope of integration in a European country to parents and children. Formal learning also provides intellectual stimulation. (Huss, Ben Asher, Shahar, Walden, Sagy, 2021)
- Migrant children improve school performance and well-being when attending public schools (Lu, Zhou, 2013).
- The findings highlight the need for early, targeted school and community interventions that will help set all immigrant and refugee children onto long-term paths of positive adaptation (Gagné, Guhn, Janus, Georgiades, Emerson, Milbrath, Gadermann, 2020).
- Treating lack of resources and conflicts but not ignoring academic content helped the school achieve its academic goals. This way, school becomes a problem-solving learning place. Psychosocially, it contributes also to post-traumatic growth and a sense of efficacy in teachers (Huss, Ben Asher, Shahar, Walden, Sagy, 2021).

Children involvement

- Children are more engaged in science class when the decisions are made collectively (Kirmaci, Buxton, Allexsaht-Snider, 2019).
- Educational success of migrant children makes them also a model for other children in their communities (Bal, Arzubiaga, 2014).
- School libraries are positively related to learning outcomes in children, as well as to their reading behavior and attitude toward reading, factors that correlate positively with reading and language skills. However, on the basis of existing research, it is hard to draw firm conclusions about the effect of school libraries on students from migrant families in particular (Kleijnen, Huysmans, Elbers, 2015).

EXAMPLE 1: INTERACTIVE GROUPS

WHAT ARE THEY?

IG consist of grouping students in a class into small heterogeneous groups, each of them supported by an adult. Each of these groups is organised around four or five students, in a heterogeneous way regarding ability level, gender, culture, language and ethnicity. IG has two adult profiles involved in learning processes: teachers and volunteers. Volunteers are often family and community members – including illiterate persons or those with very low educational levels, former students, volunteer university students and other adults from community organisations. Volunteer as adult facilitator oversees promoting interaction among the students and

encouraging them to help each other learn. In this way, students acquire more instrumental learning and learn to help each other.

HOW DO THEY WORK?

- The teacher prepares four 15-20 minutes activities for the groups and briefly explains these to the volunteers. Although it is important, this brief introduction is not entirely necessary as the volunteer´s role is to produce dynamic supportive learning interactions in each group and guide the activity, not to replace the teacher's role. Thereby, anyone could be a volunteer. He/she attends to individual needs.

- Activities in the groups are short, around 15 or 20 minutes and centred on instrumental learning. After completing one activity, all students in the group move into the next one and work with a different adult. As a result of this dynamics, in about 1 hour and a half all the students in the classroom have worked on four different curricular activities and have interacted with four different adults apart from their group mates. In consequence, the IG increase the instrumental learning, as this way to work guarantees that all students learn 4 times more than in a regular classroom. Besides, it improves motivation of students who participate in them, as well as coexistence, as learning is based in the principle of solidarity, rather than rivalry, and all members within the group should help their peers to finish the task (as this is a prerequisite in order to be able to move to the next group).

- In schools where IG are implemented, the content of the curriculum does not differ from other schools, it is the official one, and teachers should respond to the standards approved by the government.

- Teachers are also the responsible for the correct implementation of the IG.

- As every adult only attends four or five students and the class teacher supervises the entire activity, IG allow for a more individualised assessment of the students' difficulties and support. It also makes possible having more and more diverse sources of support: the teacher, the volunteers, and the classmates.

- The critical factor is that the children do the activities by talking and explaining them to each other.

RESOURCES REQUIRED TO IMPLEMENT

The participation of volunteers as facilitators to promote interaction among the students. Thus, Interactive Groups do not imply additional costs for schools, neither for students, because the idea is to use material and human resources already available in the educational community (family, community members and the students themselves) to enhance all students' learning.

Results

- More dynamic and participative classrooms/non-formal education spaces
- Guaranteed learning for all students (ZPD, Vygotsky); High expectations are created; Context transformation
- More personalised education: the teacher is attentive to the needs of each person in the classroom
- Reorganised or increased human resources
- High levels of attention and better use of time
- Children develop an attitude of solidarity improving co-existence in the classroom
- Families' and communities' *cultural intelligence* is capitalised upon in the classroom
- Increase in school performance (performance rates)
- Involvement of all the community in the learning process and the school
- Reduced absenteeism and early school leaving
- More efficient use of the existing resources

EXAMPLE 2: DIALOGIC LITERARY GATHERINGS

Dialogic Gathering (DG) is an educative and cultural activity where a collective construction of meaning, and knowledge take place based on dialogue between all the people that participate. Created in adult education, DG have been extended to other educational settings and contexts like Early Childhood, Primary and Secondary Education, Professional or Higher Education and Family Education programs, community centres, libraries, afterschool programs, residential care centres, hospitals, and prisons, among others. The DG enable the direct access of anyone regardless of age, gender, culture or ability to the best knowledge and culture universally recognised in domains like Literature, Art, Music, or Science, in other words, the best creations of humanity, leaving behind the well extended prejudices that people from LSES neither enjoy nor understand them.

There are Dialogic Literary Gatherings, Dialogic Musical Gatherings, Dialogic Artistic Gathering, Dialogic Mathematical Gatherings, Dialogic Scientific Gatherings, and Dialogic Pedagogical Gatherings.

HOW DO THEY WORK?

- DLG is a dialogic reading activity based on two principles: reading a classical literature book and then sharing meanings, interpretations and reflections with the dialogic learning methodology.
- Before the gathering, the group chooses a classical book of the universal literature and agrees on the number of pages to be read before the next gathering. Then, each participant reads the text at home and selects the

paragraph he or she liked most or that caught his/her attention to share it in the gathering. During the gathering the moderator gives the floor to each participant, who reads aloud the paragraph and explains the reasons why he/she selected it. Then, the moderator gives the floor to other participants so that they can discuss that paragraph. The same procedure is repeated with each paragraph for the full duration of the gathering.

- The moderator also ensures the inclusion of all voices in an egalitarian dialogue. The moderator does not evaluate the participants ideas. The participants draw on their 'funds of knowledge' from home and community in their dialogue, and in so doing, they discuss deep and complex issues, such as love, death, fidelity, loyalty, etc. The key factor is that the participants explain and justify their arguments in the dialogue. The moderator listens, chairs and may participate on an equal basis with the participants.

RESOURCES REQUIRED TO IMPLEMENT

Access to best creations of humanity (books, e-books, photocopies etc.). Thus, Dialogic Literary Gatherings do not imply additional costs for schools, neither for students, because they use resources already available in the educational community (family, community members and the students themselves) to enhance all students' learning.

RESULTS:

- Dialogic reading (reading mediated by varying voices, experiences, and cultures, that changes from an individual to a collective experience) generates an understanding of a text which can never occur reading alone
- Dialogic literary gatherings improved the quality of life of children, making them feel loved and accompanied, in the context of the digital divide caused by the COVID-19 pandemic and the subsequent disconnection between children and schools
- Increases vocabulary, improves oral expression, comprehension, critical thinking, reasoning skills (with validity claims)
- Dialogic literary gatherings have been found to improve the family atmosphere and thus, to increase children's interest in reading, and more general, in school
- Inspires discussion of difficult topics concerned with citizenship and life dilemmas initiated by the participants

- The classic text diminishes social and cultural gaps and empowers (especially) the less privileged social groups, in reading literature thought of as for the elite

EVIDENCE OF SOCIAL IMPACT

Bal, A., & Arzubiaga, A. E. (2014). Ahıska refugee families' configuration of resettlement and academic success in US schools. *Urban Education*, *49*(6), 635-665.

Boit, R., Conlin, D., Barnes, A. C., & Hestenes, L. (2021). Supporting refugee preschooler's early learning: combined capitals and strengths of refugee families, an agency, and a community preschool program. *Journal of Immigrant & Refugee Studies*, *19*(2), 199-212.

Conteh, J. & Kawashima, Y. (2008). Diversity in Family Involvement in Children's Learning in English Primary Schools: Culture, Language and Identity. *English Teaching: Practice and Critique*, *7*(2), p. 113-125.

Gagné, M., Guhn, M., Janus, M., Georgiades, K., Emerson, S. D., Milbrath, C., ... & Gadermann, A. M. (2020). Thriving, catching up, falling behind: Immigrant and refugee children's kindergarten competencies and later academic achievement. *Journal of Educational Psychology*.

Garcia Yeste, C., Gairal Casado, R., & Gomez Gonzalez, A. (2018). I Learn so You Can Learn More: Helping to Improve the Educational System through Family Education in Learning Communities. REVISTA INTERUNIVERSITARIA DE FORMACION DEL PROFESORADO-RIFOP, (93), 47-60.

Hannover, B., Morf, C. C., Neuhaus, J., Rau, M., Wolfgramm, C., & Zander-Musić, L. (2013). How immigrant adolescents' self-views in school and family context relate to academic success in Germany. *Journal of Applied Social Psychology*, *43*(1), 175-189.

Huss E, Ben Asher S, Shahar E, Walden T, Sagy S. (2021). Creating places, relationships and education for refugee children in camps: Lessons learnt from the 'The School of Peace' educational model. Children & Society, *35*(4), 481–502. https://doi.org/10.1111/chso.12412

Kirmaci, M., Buxton, C. A., & Allexsaht-Snider, M. (2019). "Being on the Other Side of the Table": A Qualitative Study of a Community-Based Science Learning Program With Latinx Families. *Urban Education*. https://doi.org/10.1177%2F0042085919877934

Kleijnen, E., Huysmans, F. & Elbers, E. (2015). The Role of School Libraries in Reducing Learning Disadvantages in Migrant Children: A Literature Review. *SAGE Open*, DOI: 10.1177/2158244015580369

Lee, S. J., & Hawkins, M. R. (2008). "Family is here": Learning in community-based after-school programs. *Theory Into Practice*, *47*(1), 51-58.

Lu, Y., & Zhou, H. (2013). Academic achievement and loneliness of migrant children in China: School segregation and segmented assimilation. *Comparative Education Review*, *57*(1), 85-116.

Valls, R., & Kyriakides, L. (2013). The power of Interactive Groups: how diversity of adults volunteering in classroom groups can promote inclusion and success for children of vulnerable minority ethnic populations. *Cambridge journal of education*, *43*(1), 17-33.

2.4.2 Community involvement

The second category identified from the systematic review highlights the importance of community involvement. If community involvement has been showed to be important universally to enhance instrumental learning and the living together, it is even more important in the case of migrant, refugee, or asylum seeker students. The importance of addressing the home-school connection is vital for many of the students' prospects, thus, in non-formal education environments a better alignment with the communities should not be dismissed. A clear strategy to guarantee that the right to education is not hindered and high expectations are kept alive. Thus, it is clearly the best strategy to promote cultural awareness in the centres.

Some results of the selected studies highlight:

Collaboration

- Through collaboration, schools and community based after-school programs may be able to bridge the academic and cultural barriers that marginalize low-income immigrant youth. (Lee, Hawkins, 2008)

Family participation in school

- Educational actions grounded in dialogical learning have succeed in engaging Roma families and communities in the school and classroom, participating in children's learning activities and decision-making spaces. (Flecha, Soler, 2013)
- Some key features that support an inclusive context and the agency of students, families, and educators are an open door, collaborative, community-based approach. (Wassel, Hawrylak, 2021)
- The positive atmosphere in the classroom increases positive interactions and thus enhances the learning process. These positive interactions are taken into the family and community (Garcia, Gairal, Gomez, 2018). Parents' presence on campus improves school atmosphere. Also, having parents in school reinforces school's discipline standards at home, and thus, children behave better at school (Carpenter, Young, Bowers, Sanders, 2016).
- Shared activities parent-teacher increased parent-teacher communication and enhances learning outcomes (Carpenter, Young, Bowers, Sanders, 2016; Boit, Conlin, Barnes, Hestenes, 2021).
- Volunteers play a vital role in children's early education (Boit, Conlin, Barnes, Hestenes, 2021). Parents volunteer at school to perform diverse activities.

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Parents' learning how children learning, behavior and discipline management and that helped them adjust their expectations. (Carpenter, Young, Bowers, Sanders, 2016).

Family education

- Parents' participation in family education improves their learning and their children's academic performance (Carpenter, Young, Bowers, Sanders, 2016; Garcia, Gairal, Gomez, 2018; Soriano, Tarraga, Pastor, 2022; Garcia Yeste, Morlà Folch, Ionescu, 2018) and students' engagement (Kirmaci, Buxton, Allexsaht-Snider, 2019). Parents gain self-confidence through learning and training, and at home they impact positively their children learning. They become models and enhance interactions at home that can improve children's learning (De Botton, Girbés, Ruiz, Tellado, 2014; Garcia, Gairal, Gomez, 2018; Flecha, 2012). This way, children value their parents' knowledge, and ask that their parents help them with their homework (Garcia, Gairal, Gomez, 2018). Family's funds of knowledge shape their learning and their children's future learning in the receiving countries (Boit, Conlin, Barnes, Hestenes, 2021). Family education improves academic expectations in low-income contexts (Garcia, Gairal, Gomez, 2018; Flecha, 2012).
- Encouraging bilingual families to include various family members in literacy events as well as to interact with texts in all the languages spoken in the home presents benefits in learning of the languages (Baird, Kibler, Palacios, 2015). By teaching their children their language and culture they enhance children's learning processes and other skills useful in receiving societies (Boit, Conlin, Barnes, Hestenes, 2021)
- Family literacy programmes can potentially offer an alternative space in which to engage Travelers in formal education and that such engagement has the potential to impact positively on the academic attainment and achievement of Traveler children (Rose, 2013)
- High expectations placed on the families can favor achieving good outcomes with them. (Boit, Conlin, Barnes, Hestenes, 2021)

Family support

- Family support and motivation passing on to their children results in better performance. Ethnic and cultural community supporters help break stereotypes and support migrant children to thrive at school (Bal, Arzubiaga, 2014).

- Parents support is important in all cultures (Stolz, Barber, Olsen, Erickson, Bradford, Maughan, Ward, 2004)

School as a means for social upwards mobility.
- Having good access to medical home quality indicates better health-related quality of life, which favors school engagement among migrant children in low-income families (Stevens, Vane, Cousineau, 2011)
- Refugee families form social networks to help each other navigate through the system. They use these community resources for learning (e.g., English language) and helping their children succeed. (Boit, Conlin, Barnes, Hestenes, 2021).
- Helping parents find a job, complete the compulsory education indirectly affects children´s later learning (Boit, Conlin, Barnes, Hestenes, 2021).
- Parents from diverse cultural and linguistic backgrounds living in this socially disadvantaged area believe learning to talk to be very important. Local community groups and faith communities can play a positive role in supporting and developing children's knowledge and learning of the language.
- The home-school relationship is one of the key factors that contribute to achieving literacy in primary school years (Parkhill, Fletcher, Fa'afoi (2005).

EXAMPLE 3: DIALOGIC CONFLICT PREVENTION AND RESOLUTION

WHAT IS IT?

It is a model that overcomes the disciplinary model and the mediator one through dialogue with and participation of the whole community. The dialogic model for the prevention and resolution of conflict, allows for a better coexistence both in the centre and in the education community. It is based upon dialogue and consensus amongst all parties involved, particularly the student body, regarding coexistence rules.

HOW DOES IT WORK?

By creating opportunities for equalitarian dialogue: assemblies, meetings, classroom spaces ...

By constructing and creating school rules together.

By addressing through different areas preventive socialization of gender violence.

RESOURCES REQUIRED TO IMPLEMENT

Dialogic conflict prevention and resolution model do not imply additional costs for schools.

RESULTS

- Improves learning because students feel the school is a safe place free from violence
- Improves coexistence and relationships inside and outside the school environment
- Helps prevent gender violence
- This model enhances procedural ethic and deliberative democracy. Learning that the effectiveness and validity of agreements is not only about the 'what' but also about 'how' we reach those agreements; and it is about making decisions by consensus
- Provide students with ways to defend themselves free of violence
- Promote among the students the freedom to decide and that their decisions must be respected. "No means no"
- Support the victims so that they feel protected and supported when reporting an aggression
- Break the "law of silence" and the stigma of the "tell-tale"

EXAMPLE 4: EDUCATIVE PARTICIPATION OF THE COMMUNITY

WHAT IS IT?

It is a way of participation in which families and individuals in the community become both part of the school learning activities, as well as contribute to the school decision-making. For decades, much international research has proven the benefits of family and community participation in the educational process. The FP6 INCLUD-ED Project reviewed current research and concludes that participation of the community in education centres improves the performance of the student body. Cooperation with families contributes to transforming connections with school centres into equal relationships and to overcoming inequalities in academic results. Furthermore, this participation is particularly beneficial for vulnerable groups of students including those at a higher risk of social and educational exclusion, those from minority backgrounds and students with disabilities. 'Community participation in schools also plays a significant role in helping overcome gender inequalities in education, especially by involving female relatives and other women from the community.' However, the overall impact of this participation in the education community depends on both how and the degree to which it is created and implemented. The project FP6 INCLUD ED has identified five forms of educational community

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participation: informative participation, consultative, decisive, evaluative, and educational. Of these types of participation, the latter three demonstrate most impact on schooling success. The characteristics of each model are summarised below in Table 7.

TABLE 7. TYPES OF FAMILY PARTICIPATION

Informative participation	Parents are informed about school activities, school functioning, and decisions which have already been made.	Fewer opportunities for achieving school success and the participation of families.
	Parents do not take part in the above school decisions.	
	Parents' meetings consist of informing families about these decisions.	
Consultative participation	Parents have a limited impact on decision making.	
	Participation is based on consultation with families.	
	Parents participate through the school's statutory bodies.	
Decision-making participation	Community members participate in decision-making processes by becoming representatives in decision-making bodies.	Greater opportunities for achieving school success and the participation of families
	Family and community members monitor the school's accountability in relation to its educational results.	
Evaluative participation	Family and community members participate in students' learning processes through helping evaluate children's school progress.	
	Family and community members participate in general school evaluation.	
Educational participation	Family and community members participate in students' learning activities both during normal school hours and after school.	
	Family and community members participate in educational programmes which respond to their needs.	

HOW DOES IT WORK?

Families, volunteers and social agents are involved in the learning activities of the classroom through the SEAs, extending learning time and in the management of the school through mixed commissions.

Everyone wishing to improve the children's education can participate in the school. Therefore, the school must be flexible with the needs of members of the community regarding timetabling, areas, interests and so on. Particular attention must be paid to incorporating the voice of families who traditionally have not participated in such areas of school life before, including those from minority groups or those with no formal education. When there is a participative link between what happens at home in these families and the school, the school can respond to the real needs of the

children and the community and, at the same time, contribute to overcoming the prejudice and stereotyping so often experienced by them. The above is particularly salient since traditionally participation is often only engaged in by people with a particular background who communicate in the same language as the centre and who can talk confidently about academic skills and so on. In many cases families or people in the community with other backgrounds either culturally or educationally do not participate. Besides the fact they perhaps are not invited to do so, or their views are unthinkingly disregarded, they may lack confidence in their ability to contribute or feel they must meet with certain traditional expectations. The only option for overcoming such barriers is by encouraging all families to participate in the school and recognising that any differences they bring are in fact essential for the educational success of students. In short, the participation of those who have never taken part before must be enabled and encouraged by creating a climate of high expectations thus fostering an egalitarian and democratic engagement. To overcome any obstacles which may arise in the participation of families and community, the following is necessary:

- Adjusting timetables to accommodate people in the community.
- Including the community when making decisions. This means asking them to attend discussion and decision meetings and asking them to collaborate in decision-making.
- Creating an atmosphere of confidence and dialogue by using non-discriminatory language, where conversations are conducted on horizontal and egalitarian planes instead of the vertical planes often established at schools where the staff are considered the experts.
- Fostering the participation of everyone in meetings and assemblies as well as establishing an egalitarian dialogue which moves away from specialist language.
- Meetings must be productive, and no-one must feel that they are wasting their time so instrumental decision-making must be maximised.
- Maximum diversity of communication channels should be utilised to ensure the widest possible dissemination of information in the community.
- Existing levels of participation must be assessed so that mistakes which elicit complaints of limited participation or 'disqualifying' those who do not participate do not occur since these actions discourage rather than encourage people to participate.
- When calling families, we must emphasise the positive opportunities for their children's education in order that responses which solely focus on problems or negativity either regarding the individual child or the centre are avoided.

- Maintaining high expectations regarding the capacity of families to decide to become part of the school. Their participation is essential for improving the quality of what is offered by the school.

RESOURCES REQUIRED TO IMPLEMENT

Educative Participation of the Community do not imply additional costs for schools, neither for students, because they use resources already available in the educational community (family, community members and the students themselves) to enhance all students' learning.

RESULTS

- It has a beneficial impact on the students' academic success and coexistence.
- More efficient prevention and resolution of conflict. There are more human resources available to create dialogue which responds to problems in coexistence or social cohesion
- It changes school culture and relationships between families and teachers guaranteeing that all voices are heard. Open decision-making to the whole community
- The participation of the community means that multiple viewpoints about both the development of each student and results achieved by the school are considered
- Improves the management of the school
- The participation of families and the community improves relationships between relatives, the school, and the neighbourhood
- Relationships of solidarity, collaboration and friendship are strengthened, thus benefitting the student body, their families, and the community as a whole
- The transformation of interactions at school is a source of motivation for students because they make school more meaningful for children

EXAMPLE 5: FAMILY EDUCATION

WHAT IS IT?

This is to open the school to the families to improve their instrumental education. We often hear that the success of students depends on the formal education level of their parents. Students of parents who have a university degree are more likely themselves to go to university and achieve high academic grades. They are less likely

to give up on or drop out of school. However, such apparent statistical correlations between parents' educational background and their child's academic results do not establish any kind of causality, neither are they decisive. If, however, schools support equality rather than inequality, generations will overcome traditional educational levels so those who face most challenges, ultimately have equal access to university. It is now known that the relationship between parents' degrees and their children's educational achievements can be altered and that every parent, regardless of the educational level they may have, can aspire for their children to attend the best universities in the world. Research has shown that what affects the learning of children, more than their families' educational level, are the kind of activities and training in which they take part.

Training activities can vary a great deal. However, it is advisable and usually preferred by families that training is orientated towards improving skills and essential knowledge important for life today. This means families have an opportunity to help their children with their homework, to read together, to support them in academic issues and so on. One of the most common motivations for becoming involved in family education is the desire to help their children with homework or to support their learning.

How does it work?

Family education as a Successful Educational Action means that it is the parents, uncles and aunts, grandparents and so on of students who decide what must be learnt and when and how this will take place. Families meet, gather everyone's requirements, and consider possibilities for starting training. They decide on the timetable and which days to train on. The families themselves are the ones who interact, engage in dialogue, and decide on which training to aim for and also how it will be undertaken. For example, in one Learning Community, Arabic-speaking mothers were interested in literacy classes and after debating it, decided that such classes would only be for women and another group for men would be organised.

- Families proposed what they want to learn and when this would be possible.
- People in the community and volunteers are sought to provide this training.
- Normally a mixed commission oversees organizing the various trainings.
- Language, ICT, Literacy, Mathematics trainings are prioritized.

Resources required to implement

Thus, Family Education do not imply additional costs for schools.

RESULTS:

- Direct impact on academic improvement of students (FP6 INCLUD-ED)
- Contributes to higher self-esteem, perception of well-being and self-confidence thereby increasing their capacity to participate in discussions and debates
- Increases the skills and job opportunities for adults increasing their confidence
- Increases possibilities for parents to help their children with their homework, creating new meaning about learning and education
- Increases expectations regarding parent´s future and the future of their children by increasing the motivation to continue studying
- Bonds of understanding and tolerance between families and families and schools are created, prejudices are removed
- Increased participation
- Emergence of leadership
- Creation and reinforcement of social networks
- Obtaining new role-models in the educational field
- Improvement of coexistence in the neighbourhood

EVIDENCE OF SOCIAL IMPACT

Baird, A. S., Kibler, A., & Palacios, N. (2015). "Yo te estoy ayudando; estoy aprendiendo también/I am helping you; I am learning too:" A bilingual family's community of practice during home literacy events. *Journal of Early Childhood Literacy*, *15*(2), 147-176.

Bal, A., & Arzubiaga, A. E. (2014). Ahıska refugee families' configuration of resettlement and academic success in US schools. *Urban Education*, *49*(6), 635-665.

Boit, R., Conlin, D., Barnes, A. C., & Hestenes, L. (2021). Supporting refugee preschooler's early learning: combined capitals and strengths of refugee families, an agency, and a community preschool program. *Journal of Immigrant & Refugee Studies*, *19*(2), 199-212.

Carpenter, B.W., Young, M.D., Bowers, A. & Sanders, K. (2016). Family Involvement at the Secondary Level: Learning From Texas Borderland Schools. *NASSP Bulletin*, *100*(1), 47–70. DOI: 10.1177/0192636516648208

Conteh, J. & Kawashima, Y. (2008). Diversity in Family Involvement in Children's Learning in English Primary Schools: Culture, Language and Identity. *English Teaching: Practice and Critique*, *7*(2), p. 113-125.

De Botton, L., Girbés, S., Ruiz, L., & Tellado, I. (2014). Moroccan mothers' involvement in dialogic literary gatherings in a Catalan urban primary school: Increasing educative interactions and improving learning. *Improving Schools*, 17(3), 241-249.

Garcia Yeste, C., Gairal Casado, R., & Gomez Gonzalez, A. (2018). I Learn so You Can Learn More: Helping to Improve the Educational System through Family Education in Learning Communities. REVISTA INTERUNIVERSITARIA DE FORMACION DEL PROFESORADO-RIFOP, (93), 47-60.

Garcia Yeste, C., Morlà Folch, T., & Ionescu, V. (2018). Dreams of Higher Education in the Mediterrani School Through Family Education. *Frontiers in Education*, 3. doi: 10.3389/feduc.2018.00079

Gil, E. (2019). Hispanic leadership fostering parental engagement in a community-based space. *International Journal of Leadership in Education*, *22*(3), 371-379.

Flecha, A. (2012). Family education improves student's academic performance: Contributions from European research. *Multidisciplinary Journal of Educational Research*, *2*(3), 301-321.

Flecha, R., & Soler, M. (2013). Turning difficulties into possibilities: Engaging Roma families and students in school through dialogic learning. *Cambridge Journal of Education*, *43*(4), 451-465.

Johnson, L. (2014). Culturally Responsive Leadership for Community Empowerment. *Multicultural Education Review*, *6*(2), 145-170.

Kirmaci, M., Buxton, C. A., & Allexsaht-Snider, M. (2019). "Being on the Other Side of the Table": A Qualitative Study of a Community-Based Science Learning Program With Latinx Families. *Urban Education*. https://doi.org/10.1177%2F0042085919877934

Lee, S. J., & Hawkins, M. R. (2008). "Family is here": Learning in community-based after-school programs. *Theory Into Practice*, *47*(1), 51-58.

Ríos, O., García, C., Jiménez, J. M., & Ignatiou, Y. (2019). Construyendo una formación del profesorado de calidad: Estudiantes de grado de educación participando en programas de voluntariado en escuelas de éxito. *Eduación XX1*, *22*, 267-287.

Rose, A. (2013). Building on existing informal learning in Traveller communities through family literacy programmes: an Irish case study. *International Journal of Inclusive Education*, 17(2), 174-191.

Soriano, C., Tarraga, R., Pastor, G. (2022). Efectividad de las comunidades de aprendizaje en la inclusión educativa y social. Una revisión sistemática. *Educação & Sociedade*, *43*. https://doi.org/10.1590/ES.241333

Stevens, G. D., Vane, C., & Cousineau, M. R. (2011). Association of experiences of medical home quality with health-related quality of life and school engagement among latino children in low-income families. *Health Services Research*, *46*(6), 1822-1842. DOI: 10.1111/j.1475-6773.2011.01292.x

Stolz, H.E., Barber, B.K., Olsen, J.A., Erickson, L.D., Bradford, K.P., Maughan, S.L. & Ward, D. (2004). Family and School Socialization and Adolescent Academic Achievement. *Marriage & Family Review*, *36*(1-2), 7-33. DOI: 10.1300/J002v36n01_02

Taleni, T.O., Macfarlane, S., Macfarlane, A.H. & Fletcher, J. (2018). Tofa liuliu ma le tofa saili a ta'ita'i Pasefika: Listening to the Voices of Pasifika Community Leaders. *New Zealand Journal of Educational Studies*, *53*, 177–192. https://doi.org/10.1007/s40841-018-0114-7

Valls, R., & Kyriakides, L. (2013). The power of Interactive Groups: how diversity of adults volunteering in classroom groups can promote inclusion and success for children of vulnerable minority ethnic populations. *Cambridge journal of education*, *43*(1), 17-33.

Wassell, B.A. & Hawrylak, M.F. (2021). Responding to immigrant students and families: Supportive structures within a learning community school in Spain. *International Journal of Educational Research, 109*, 101831.

2.4.3. Teachers and other professionals' preparation

The third category refers to all those strategies and actions targeting the practice of teachers and other professionals working on educational settings with migrant, refugee, asylum seekers or unaccompanied minors. Different articles address the importance of culturally responsive leadership in implementing it into the practice, others present a reflection about the quality of professional development and the need to be research driven. The orientation of all of them should be the improvement of the academic achievement and well-being of all students.

Some results of the selected studies highlight:

- Shared activities parent-teacher increased parent-teacher communication and enhances learning outcomes (Carpenter, Young, Bowers, Sanders, 2016; Boit, Conlin, Barnes, Hestenes, 2021).
- Educational programs for preservice teachers where they get to know the families from different backgrounds and learn how to work with them, makes teachers become more responsive to family's knowledge (Da Silva Iddings, Reyes, 2017). Student teachers transform their prejudices against families from diverse cultural backgrounds thanks to the feeling of solidarity that emerge from the SEAs (Ríos, García, Jiménez, Ignatiou, 2019)
- Exposure to cultural immersion programs with parents can be beneficial for teachers to cultivate a broader vision of science (and other areas) teaching linked to students' lives and communities. This way parents can help and motivate children engagement with science and their investigations. (Kirmaci, Buxton, Allexsaht-Snider, 2019).
- Teacher discrimination is negatively related to academic achievement for urban Caribbean Black and African American adolescents (Bryan, Williams, Kim, Morrison, Caldwell, 2018).

EXAMPLE 6: DIALOGIC PEDAGOGICAL EDUCATION FOR TEACHERS

WHAT IS IT?

It is about going right to the source, to the international scientific community, and building knowledge together regarding the best educational theories. Teachers at elementary, secondary and adult education levels implement Successful Educational Actions in Learning Communities which provide the best opportunities for every child, teenager and adult in their classroom. They also develop ethical rigour in their own professionalism through participation in training for continuous improvement in their field with evidence-based knowledge. Such training is done through dialogue, in line with the best training practices of teaching staff at international level.

HOW DOES IT WORK?

- Teachers or other professionals are trained and updated based on theories that the International Scientific Community supports.
- This study, research and access to the latest knowledge is done with others, thus facilitating motivation.
- The most effective strategy for this is by using Dialogical Pedagogical Gatherings

RESULTS:

- Improves the professional practice and therefore the learning of students (parameter for evaluating teacher education)
- Adds more meaning to teaching and improves motivation
- The egalitarian dialogue establishes new and better relations among the teaching staff
- Arguments based on research are developed by teachers to explain their practices in front of the administration, family, community. Assumptions and prejudices are overcome
- Teaching staff have the mission to incorporate the latest scientific research into their training just as doctors are expected to do
- Maintaining an evidence-based foundation also allows teaching staff to describe their practices more effectively in dialogue with families, inspectors, local administration, university faculties and students
- Teaching staff need to be aware of the best education theories

Resources required to implement

Dialogic Pedagogical Education for teachers do not imply additional costs for schools.

EVIDENCE OF SOCIAL IMPACT

Boit, R., Conlin, D., Barnes, A. C., & Hestenes, L. (2021). Supporting refugee preschooler's early learning: combined capitals and strengths of refugee families, an agency, and a community preschool program. *Journal of Immigrant & Refugee Studies*, *19*(2), 199-212.

Carpenter, B.W., Young, M.D., Bowers, A. & Sanders, K. (2016). Family Involvement at the Secondary Level: Learning From Texas Borderland Schools. *NASSP Bulletin*, *100*(1), 47–70. DOI: 10.1177/0192636516648208

Da Silva Iddings, A.C. & Reyes, I. (2017). Learning with immigrant children, families and communities: the imperative of early childhood teacher education. *Early Years*, DOI: 10.1080/09575146.2016.1273202

Johnson, L. (2014). Culturally Responsive Leadership for Community Empowerment. *Multicultural Education Review*, *6*(2), 145-170.

Kirmaci, M., Buxton, C. A., & Allexsaht-Snider, M. (2019). "Being on the Other Side of the Table": A Qualitative Study of a Community-Based Science Learning Program With Latinx Families. *Urban Education*. https://doi.org/10.1177%2F0042085919877934

Ríos, O., García, C., Jiménez, J. M., & Ignatiou, Y. (2019). Construyendo una formación del profesorado de calidad: Estudiantes de grado de educación participando en programas de voluntariado en escuelas de éxito. *Eduación XX1*, *22*, 267-287.

Appendix 1. Success against all odds

The present paper presents the fieldwork conducted under Task 1.2. from WP1 that is aimed at the analysis of success stories in the integration of migrant children. Particularly, it focused on schools that, despite being in highly disadvantaged neighbourhoods and having high rates of migrant and ethnic-minority children, have provided evidence of academic outcomes improvement against all odds. It is often taken for granted that schools with the profile described here will fail. In this sense, students from deprived areas, belonging to migrant groups or ethnic minorities and whose parents do not have academic qualifications are often expected to fail. It is also very often considered that this course cannot be reversed, thus, very often no one expects these children to succeed, having long standing and highly negative consequences in their actual performance. Moreover, these groups are blamed for their own failure, without considering the type of education they receive, which in some cases is a watered down and low-quality education. It promotes the self-fulfilment prophecy of educational failure among non-academic families. It feeds prejudices and stereotypes towards these groups and makes it easier for schools to lower the level of education they offer without any responsibility, since the blame falls on the families. However, the scientific community has already gathered evidence on how schools with this profile can also achieve academic success. Knowing how this can be achieved is a key point to improve the future opportunities of this student profile and thus reduce inequality. We then analyse what practices are implemented in these schools that has led to the improvement of academic success, well-being, and sense of belonging. These schools have achieved these exemplary successes by the implementation of Successful educational actions which were identified under the FP6 INCLUD-ED project.

In what follows, a review of the literature on Successful Educational Actions' and how they contribute to the three dimensions is presented: academic success, well-being and sense of belonging. It then details the methodology used, starting from the communicative methodology, and specifies how the participants in the fieldwork were selected, the data collection techniques used and the data analysis strategy. Then, the results obtained in each case study are presented, each of them corresponding to a school. The results are arranged in three categories: academic achievement, well-being, and sense of belonging. Finally, the main concluding remarks are provided.

Educational success of migrant children
Educational success becomes a determinant aspect to define better future prospects for migrant and refugee children. Different examples are found of how this is achieved in schools located in disadvantaged areas. An example is found in the present literature review. 'La Paz' school in a deprived neighborhood in Albacete (Spain) reported a drop in school absenteeism by more than 40% in three

years, it doubled its student enrolment in five years, and it has also improved school achievement in mathematics (from 1 to 3 points out of 5), language, cultural and artistic skills, social and citizenship skills, learning to learn, autonomy, and emotional skills (from 2 to 3 points out of 5), and knowledge and interaction with the physical world (from 2 to 4), approaching the average of Castilla-La Mancha's autonomous community average, since it started implementing the SEAs (Flecha, & Soler, 2013; Rios, 2013).

At the early childhood education level, Aubert, Molina, Schubert and Vidu (2017) have found that according to teachers and mothers of the students at Hope school, located in a socially marginalized setting, Interactive Groups (one of the SEA) accelerate cognitive development of the students thanks to the multiplication of interactions that take place during this activity among children and the volunteer, and in turn, this has a positive effect on boosting language development, reading and mathematics skills, and acquisition of English as a second language. Moreover, the dialogue that Interactive Groups promote generates meaningful learning situations that favour children's learning, as it was noted in the case of mathematics (Diez-Palomar, & Cabre, 2015; García-Carrión, & Díez-Palomar, 2015).

Additional advantages offered by the interactive Groups that promote academic success of all children are the different interactions, learning strategies, and educational resources provided by the different participants and also the fact that four activities are done in one class intensifies the engagement of children in learning activities and, therefore, learning is accelerated (Valls, & Kyriakides, 2013). Specifically in the case of migrant children, Interactive Groups facilitate language learning for newcomers, because immigrant students may have more people acting as language models, while in a traditionally organised class, this diversity would be more difficult to achieve because students would join with other children that spoke the same language as; learning faster the new language is also reflected in the improvement of their grades (Valero, Redondo-Sama, & Elboj, 2018).

Participation in the Dialogic Literary Gatherings, another SEA, has been shown to improve academic self-confidence and academic improvement in the standardized tests at the end of elementary school (García-Carrión, 2015). Other research pointed out that Dialogic Literary Gatherings enhance particularly reading and vocabulary, which also affects positively these skills for other subjects (Garcia, Gairal, Munte, & Plaja, 2018; García-Carrión, Villardón-Gallego, Martínez-de-la-Hidalga, & Marauri, 2020).

The positive effect of the SEA is also transmitted indirectly, from parents to children. For example, the participation of mothers in Dialogic Literary Gatherings, a SEA which consists of bringing classical literature (such as The House of Bernarda Alba, by Lorca or The Grapes of Wrath, by Steinbeck) to people from low socioeconomic status that have been denied access to it, has increased the speed of their children learning to read, and children's school motivation and achievement in one year time (Roca, Gomez & Burgues, 2015). One way of impacting that the Dialogic Literary Gatherings have in the case of families with a recent migrant background is by helping participants to improve their language skills of the reception country and

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also creating new expectations regarding education, helping them to understand their child's homework and improving the learning environment of their children (de Botton, Girbes, Ruiz, & Tellado, 2014).

Another SEA that improves children's academic success through their parents is Family Education. Familiy Education consists of training offered by schools to families, a training that families choose and that is carried out on the basis of dialogic learning and it builds on the cultural intelligence that each person possess. Familiy Education has been noted to increase greater the participation of their children in extra-curricular educational activities (Renta Davids, Aubert, & Tierno García, 2019), increased self-esteem and improved self-concept of participants (families) that empowered and motivated them to continue with the training, which then also increased the educational expectations of those families regarding their children (Garcia, Morla, & Ionescu, 2018).

Finally, Educative Participation of the Community is also a SEA that depends on the inclusion of families and the acoomunity in the decision-making process in schools, in order to improve the academic success of children. This SEA can be implenented either by the participation of parents and community in the classroom as volunteers for the Interactive Groups, or it can consist of creating mixed committees together with other community members, teachers and school staff around specific topics that they consider necessary, such as learning, coexistence, absenteeism, library, volunteers or IT (García-Carrión, Molina-Luque, & Molina-Roldán, 2018). These committes would held at least one assembly per year to debate and decide about the school goals and actions to acomplish them, or about the difficulties that school and children face and how to overcome them (García-Carrión, Molina-Luque, & Molina-Roldán, 2018).

The Extension of Learning Time is a SEA that can be included within the Educative participation of the Community. This SEA can be carried out at the school, in institutional care facilities (Gairal, Garcia, Novo, & Salvadó, 2019) or in a physical space provided by a grassroots movement (Morla, Rios, Mara, & Garcia, 2020). On the one hand, scientists provide scientific workshops to children in institutional care that motivates them and encourages them to participate actively and on the other hand, this SEA has been noticed to promote scientific vocation within the participants (Gairal, Garcia, Novo, & Salvadó, 2019). In the case of the social movement, research suggests that the Extension of Learning Time has provided several benefits to migrant and non-migrant children: promoted cooperation between the children, making them explaining concepts to each other and performing their homework and other exercise together; improved their learning expectations by providing quality learning activities science-related, which they could not attend in other learning spaces because of low-expectations placed on them or because they could not afford them; improved their academic results after participating in the learning space because they could learn from each other and they also could receive help from the volunteers in those school topics that were difficult for them (Morla et al., 2020).

Well-being of migrant children

Academic success and learning depend greatly on the well-being of students. The scientific literature has also provided different indicators related to well-being to which SEA contribute positively. Overall, Learning Communities (schools that apply all SEA) generate positive feelings such as friendship and empathy, and a safe and supportive environments (Leon, Villarejo, Lopez, & Puigvert, 2020).

Aubert et al. (2017) suggest that social and emotional development are related closely related to the cognitive development of children. Thus, in the Interactive groups the authors noticed how the help and support dynamics that are main features of this SEA resulted in learning improvement but also in better relationships (Aubert et al., 2017). Furthermore, Interactive Groups can improve school climate and prevent situations of marginalization, harassment, or racism (Valero et al., 2018).

Regarding the Dialogic Literary Gatherings, Garcia et al. (2018) found that they modify self-perceptions and feelings of the participants, and thus they have the possibility to create exciting new meanings for their lives. Other benefits include the development of empathy, which in turn influenced in their relationships and well-being, and the creation of respectful and safe environment where they could express freely (Garcia et al., 2018). García-Carrión (2015) found that by sharing their opinions and emotions in the Dialogic Literary Gatherings led to consolidating a cohesion climate in the classroom and promoted friendship among students. In another study, the authors found that the Dialogic Literary Gatherings promoted kindness and positive behavioural changes among the students like the case of one child admitting having bullied a classmate and stopping from doing it again (García-Carrión et al., 2020). Also, in the case of children with special educational needs, Dialogic Literary Gatherings can help them learn to read and make them feel happy, because they can participate on an equal basis with their classmates (Molina-Roldan, 2015). Finally, a recent research shows how the Dialogic Literary Gatherings have been fundamental for the well-being of children during the COVID-19 confinement, by creating a safe and supportive environment for learning at their homes (Ruiz, Roca, Leon, & Ramis-Salas, 2020).

Another SEA that is effective in promoting well-being among children is Dialogic Pedagogical Education for teachers, which can nonetheless be open to families and the rest of the community. This SEA includes the organization of dialogic pedagogical gatherings where participants read scientific articles and books that are relevant and share experiences and opinions based on these primary sources in order to improve their educational practices. In some cases, these training can led to learning and creating mechanisms to prevent violence in the classroom and achieve a zero-violence climate in the nursery school (Rodriguez, Zubiri, Arostegui, Serradell, & Sanvicen, 2020).

Social belonging of migrant children

The sense of belonging of all children is transversal to the learning communities and also to each SEA, because they are based on the dialogic learning (Flecha, & Soler, 2013). This implies that all voices should be heard, and everyone can contribute on an egalitarian basis to the construction of knowledge. That is why the learning

communities and the SEA have inclusion at their core, and they generate this sense of belonging to a group and to a community. Moreover, the SEA are based on interactions, with teachers or other adults in the classroom, but also among students themselves, among equals (Valero et al., 2018). Finally, another key element for SEA to work correctly is establishing a trust relationship between parents and teachers and school staff (Khalfaoui, García-Carrión, & Villardón-Gallego, 2020), and this trust helps to the inclusion of all families in the school.

In low socio-economic contexts, Family Education can generate a sense of belonging for students because their parents also go to school, just like them, and sometimes they even go together to participate in different activities (Renta Davids et al., 2019). Interactive Groups consist of using all the resources available in the community, especially human capital in order to multiply learning interactions (Valls, & Kyriakides, 2013). On their part, Dialogic Literary Gatherings encourage togetherness, and participants share common worries and interests in these settings. Thus, it can be said that Dialogic Literary Gatherings create the feeling of a community, which means students feel closer to one another (Garcia, Gairal, Munte, & Plaja, 2018). Educative Participation of the Community is another effective practice for inclusion because it involves parents in real decision-making process regarding core aspects of the educational project, such as the learning and educational activities organized in the school (Garcia-Carrion et al., 2018). Another key aspect is that learning communities are generally diverse schools, since it wants to include all voices and offer different knowledge and role models to their students: it can be for example including Roma or Arab males (Gomez, Munte, & Sorde, 2014), or equal participation of women from different cultures (Garcia, Larena, & Miro, 2012), which helps fight racism and prejudice towards these groups. In what follows, the catalogue of effective practices and approaches for the integration of migrant children in Europe, which is the core of the report, followed by some concluding remarks. The report includes two appendixes: the methodology used for the policy and literature review, and the analysis of two success stories, which contains two case studies involving schools that have achieved social inclusion of their migrant students.

Methodology

The methodology used in the research contemplates the seven principles of the Communicative Methodology (CM). First, universality of language and starting from the premise that all humans regardless of their culture, ethnic, or academic background can communicate and interact with others. Second, people as transformative social agent, for this reason, is essential the creation of liberation spaces. Third, communicative rationality, people use knowledge to search for a wide consensus rather than imposing. "The people seeking to change their own situation who participate in the research contribute to that dialogue with their interpretations and reflections based on their daily-life experiences and common sense" (Gómez et al., 2011, p. 242). In the same line, the fourth principle is the common sense. The fifth principle is related to the premise of an interpretive hierarchy, the comments of the people under the study may be as solid or more than those of the research team. Then, equal epistemological level, the investigators participate in the research under the same conditions as the people under the

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study. And finally, dialogic knowledge, the knowledge resulting from the research is the result of a dialogue between all the agents.

Selection of Participants

The strategy for the selection of participants in the fieldwork has been to contact the school board of each school and though them contacting the teaching staff, students and families to propose them to participate in the project. Thus, in both schools it has been the principal and their team who has facilitated the contact with the participants in the fieldwork, according to the categories established in the project teaching staff, students and families.

Data Collection

In-depth interviews and focus groups have been conducted with teachers, families and students to learn about the work developed in these schools for the implementation and monitoring of the SEAs, as well as about the impact achieved in improving academic results and social cohesion. A summary of the fieldwork conducted is presented in the Table 1:

Table 1. Participants of fieldwork

Mediterrani School		Montserrat School	
In depth Interview	**Participant**	**In depth Interview**	**Participant**
Family	Fatima, Moroccan mother, 39 years old, Elementary school level, participates in the school	Student	Luis, Primary School 6th grade - boy
Family	Soraya, Moroccan mother, 42 years old, High School academic level, participates in the school	Student	Carlos, Primary School 6th grade - boy
Student	Hassan, High School 10th grade - boy	Student	Ana, Primary School 6th grade - girl
Student	Luis, High School 9th grade - boy	Teachers	Principal
Teacher	Principal		
Focus Groups	**Participants**	**Focus Groups**	**Participants**
Teachers	Principal and 4 teachers	Teachers 1	4 Teachers
Family members	5 Moroccan women, 3 mothers of students and 2 participants in school	Teachers 2	3 Teachers
		Family members	7 Moroccan mothers

Data Analysis

Data analysis was conducted using the following as analytical categories: academic success and well-being and/or the social belonging of any/all the target groups.

Case Studies

The research' findings have been analysed based on three analytical categories: well-being, academic achievement, and sense of belonging. In this way, first we present the main results of the fieldwork conducted at the Mediterrani school case study and afterwards the ones corresponding to Montserrat school case study.

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Case Study 1: The Roma school which overcame absenteeism

Mediterrani School (Tarragona, Spain) was known as a ghetto school until 2012, when they decided to transform the school into a Learning Community and to implement Successful Educational Actions (SEAs). The Mediterrani School is located in Campclar, a peripheral district of Tarragona (Spain), where 11,424 citizens live (Ajuntament de Tarragona, 2018). This neighbourhood was created in the 1960s as a result of the city's industrialization with the installation of petrochemical companies. Since its inception, it has been characterized by high rates of immigration and poverty; in Tarragona city, the poverty rate does not exceed 19%, but in Campclar, it reaches 48%.

This school is characterized by approximately 70% of students of Roma ethnicity and approximately 30% of descents of North-African families. The high rates of students with severe situations of poverty and a high rate of absenteeism have grown since its inception. A clear example is the 2011–2012 academic year, when absenteeism reached 48.4% in the mornings and 59.05% in the afternoons. The centre went through a very difficult situation during the 2009-2010 school year presenting:

- High level of absenteeism (50% absenteeism);
- Significant school failure;
- Lack of social cohesion;
- Low expectations towards students and families;
- Coexistence problems;
- Difficulty of positive relations between school and family.

All this required a drastic change in the trajectory of the centre and the families. In 2012, the school needed a change of course, and therefore, it was necessary to initiate a project that involved the entire educational community equally; and that everyone could intervene. During the 2011-12 school year, the first ever Family Assembly was held with the aim of initiating the whole process of transforming the centre into a Learning Community. Ten years later, the Mediterrani School, is a Learning Community and since 2017 it is also a High School, becoming a comprehensive school from K-to secondary school, a political decision to prevent students to dropout in their transition to secondary education.

The COVID-19 pandemic has complicated the monitoring of the course, especially considering that these are non-academic families, with few economic and academic resources. The school got organized to obtain computers to students to make possible follow the course online, as many families did not have computers.

> "As all the academic part could not. The family does not have this academic background, this does not mean that they do not try, they already try as best they can, they are requesting for help from the older siblings, it has been very noticeable at the academic level, it has also been noticed at the level of daily attendance, it has been very difficult for them to start this course". (Principal)

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Since the 2014-2015 academic year, all the successful educational actions (INCLUD-ED Consortium, 2009) of the project are being carried out at the Mediterrani School: 1) Interactive Groups, 2) Dialogic Literary Gatherings, 3) Tutored Library, 4) Family Education, 5) Mixed Work Commissions 6) the Dialogical Literary Gatherings for families who wanted to participate and 7) the Dialogic Model of Conflict Resolution and Prevention.

Family Education started in the academic year 2012–2013, when the school and families conducted adult training courses. Specifically, in adult training, the type of activities that were developed depending on family members' needs and demands. All activities developed are aimed at improving the skills and knowledge necessary for today's society. In the Mediterrani School, family education is offered to help prepare for the primary and secondary school graduate exams. These courses are attended by people (not only family members) who did not finish their primary or secondary education and people who graduated in their native country with qualifications that are not recognized in Spain.

Three years after the start of Family Education, the school registered a massive response from the community, when 63 community members, 41% of the Roma enrolled in the training courses. 5 years later, approximately 80% of family members participate in learning activities. All courses are established according to the community's decisions through their active participation (Diez, Gatt & Racionero, 2011). The transformation of the school into a Learning Community where families have an educational participation means that the school's transformation quickly obtained results that demonstrated the school's change. For example, in 2011–2012, after embracing the Learning Community project, the enrolment rate increased by more than 66%, family participation in the centre increased by 30%, and the absenteeism rate decreased from near 59% to less than 5%.

Thus, the most recent data available on academic results also show a positive progress in itself. The literacy level at the end of P5 (Kindergarten) was 21.05% in the 2011-2012 academic year, rising to 52.94% in the 2018-2019 academic year and reaching 77.77% in the 2020-2021 academic year (no data is available for the 2019-2020 academic year due to the pandemic situation caused by Covid 19).

In addition, the percentage of students passing basic skills in sixth grade has progressively improved. During the 2010-2011 academic year it was 5.52 %, the 2011-2012 academic year 37.5 % and the 2017-2018 academic year 51.46%. These results, in comparison to the results obtained with school with similar characteristics, are much better.

Academic achievement

Often the prolonged context of poverty, stereotypes and the minimal educational standards of the education students belonging to migrant groups or ethnic minorities receive leads to a very low expectations and academic failure. The lack of role models for students' environments who have reached university studies is a remarkable factor (Arabadjieva, 2016). As a result of the exclusion and repeated educational failure that the mothers have suffered in their life trajectories, they have internalized what it is generally expected to them. In this sense a Roma student, referring to her Roma family, tells us, "We have never been to university."

Families show how her self-esteem has improved after her participation in the SEAs in school. Mothers realize that the work they do is important for their children, a fact that also increases her motivation to continue learning.

> "Your daughter when she sees that her mother also studies at the same school is very motivated, (...) [her daughter] - Mom, I also go to get Dialogic Literary Gatherings like you" (Soraya).

Family Education and participation in school increase the adults' academic expectations and life prospects but also for their own children who realized that their families are part of the school. This is highlighted as crucial to break down the self-fulfilment prophecy, as families, students and teachers start thinking that success is a feasible and real objective in their lives.

A lot of benefits are identified in SEAs, especially among the students with special needs. The work in classroom from an equally perspective among students achieve better results:

> "In class I have an autistic student, in P3 (Pre-School) when we were in interactive groups, he did not see his classmates, nor the teacher or the volunteers, nothing, it was impossible. If the adult tried to intervene, he got into conflict, if a peer intervened, he did not get into conflict, not that he paid much attention to him, but he did not get into conflict. In P4 (Pre-School) he has discovered his peers, peers who explain things to me, I can work a little bit. Now we have moved to P5, he works as one more, he loves the interactive groups, although he doesn't have developed language, but he settles with his classmates because you know that it is an hour of work among equals, that maybe he doesn't know language but Lucia will help him, but in mathematics he knows a lot and he will help Lucia, he is completely integrated thanks to the interactive groups. That if I had put him at a table in a corner to do what he could, we would not be at this point. He has really succeeded in his learning thanks to the peer-to-peer work."(Teacher Focus Group)

There are many advantages to learning in Interactive Groups (IG), we recognize a extra motivation implied by the participation of families, not leaving behind those who have more difficulties in learning, enhancing solidarity among students as well as maximizing time by carrying out a greater number of activities.

> "When they make interactive groups, they do 5 activities, they make 3 or 4 groups, they are with the teachers for an hour and a half and they are not going to do only one activity. If some know more than others, they put those who have a lower level with those who know, they mix them. Seeing the mother explaining... motivates them, breaks the routine of the teacher always explaining. They do a lot of activities in a reduced time." (Family Focus Group)

The implementation of SEAs has had an important impact in the academic results of school. So, the principal shares some data about the increase of percentage of students who approve the test of basic skills since the school become a Learning Community:

> "Through the results of the tests at the beginning, middle and end of the course; then in the quarterly tests and above all in the basic competencies. Since we started in communities with only 8% of students who were achieving, we ended up with a 50% improvement. Obviously, we are not finished yet,

there is still a lot of work to do, but from having 8% to 52% is a lot" (Mediterrani school principal)

Well-being

With the school transition to Learning Community, the centre opens its doors to the participation of families in the school decisions, but it also invites them to participate in SEAs, such as Family Education or DLGs. Then, the school becomes a social hub for families. Family Education is a space where community members know each-other since they learn and coexist together. Prior to the school's transformation, they took their children to the school, but they did not enter the school or interact with other families. However, after they started participating in SEAs, they reinforced the bonds between different community members.

> *"There is a more respectful look. Most of them are women and both Roma and Arab women have their own problems. They have been coming together, becoming more and more cohesive. In the assemblies there were Roma women and Moroccan women and there was no problem of respect. School has been the starting point for later marking more respect outside the centre."*
> *(Principal)*

Thus, in addition to instrumental learning, these spaces encourage people to overcome the isolation that many families may feel, since, as mentioned before, most of the families in the school are migrants. Therefore, this trust among the community help families to work together and discuss what problems have been identified and how these problems have been overcome. Families themselves conduct community mentoring and peer support, which increases social cohesion in the centre and the neighbourhood (DeLuca, & Rosenblatt, 2010). They all agree on the importance of the school as a place where they can find support for their sons and daughters, but also for themselves.

SEAs proportionate skills and abilities very appreciated by families. DLGs promote dialogue, critical reflection, and knowledge construction are shared around universal classical literature works. For example, participants at the Mediterrani School have read *Blood Wedding* and *The House of Bernarda Alba*, two Spanish classic texts written by Federico Garcia Lorca, and *The Arabian Nights*. They have the opportunity of participating in DLGs with other relatives and neighbours and learn new and useful knowledge and concepts. In this sense, they mentioned that they feel better thanks to what they learn during the DLGs, they feel more confident, it enhances their self-esteem, it increases their opportunities to access job market, and all these contribute to their well-being. A lot of relatives who participate are migrant and do not have any academic title and do not know the language. They emphasize how DLG help them to learn the language and what it means for them.

> *"I have learned a lot of the language, I know a lot of things, Catalan (...) and I can speak, with the gatherings we can explain, talk... this helped me a lot at work to speak. I am not ashamed; I am more confident" (Soraya).*

On the other hand, they also appreciate the cultural exchange. Thus, in this space the families participate as equals, so they can know other cultures and share their own culture. In this way, prejudices and stereotypes are usually broken and it promotes the inclusion of different cultural groups, enhance the coexistence, and promotes the well-being.

"I have learned a lot about the language, the language. We have read many books that if it were not for the gatherings, we would not have been able to read. There is also an exchange of culture and customs, we know a lot about you and you about us. That is also very important". (Family Focus Group)

There are a lot of benefits beyond the academic learning in DLGs. They enhance the respect, promote the cohesion, and consolidate solidarity networks among participants. Therefore, they feel good when participating in DLGs.

Likewise, families value actions such as the Tutored Library, where volunteers help students to do their homework. It is very important, especially for non-academic families and those with difficulties in helping their children to do their homework. They also emphasize that it is a free resource because this makes it easier for everyone to have access. Thus, more is also offered to those who need it most, enhancing their learning. This contrasts with the usual trend in other centres, where only those with more resources can afford extra training.

This type of training is highly valued by families who would otherwise not be able to afford it and who feel reassured and confident because they know that the school will provide their children with the help that they need that they cannot afford. At the same time, students feel reassured and motivated by having this space where they can resolve any doubts and find the help they need.

"Especially the hour they do here, every day an hour in the library to help with homework, this is very important, because there are families who do not know how to read, do not know how to do homework with their children. Here parents are calmer; other schools do not do it or if they do it is with money, you have to pay, here it is free" (Soraya).

This generates a context of solidarity and support in which families and students feel comfortable.

Children work and consolidate principles as respect, solidarity, friendship, and no violence:

"In interactive groups, the activity is not finished until the whole group has done it. Therefore, they have no choice but to help each other, which translates into improved social cohesion. Dialogic Literary Gatherings is a space for reflection, debate and critical spirit, where all opinions are accepted equally and it is when they enter into consensus with each other, but always with respect and this also helps to look at each other differently." (Principal)

Sense of belonging

The openness of the centre, the proximity of the teaching staff in seeking solutions to whatever problems, either academic, coexistence etc. are so valued by families and students. Families explain that they can take classes on diverse topics, such as sewing, Catalan language, excursions, get-togethers, or preparation for driving license, sports, or informatics. Some participate and others do not, but they agree that the existence of these courses is important and that it makes them feel at home. Families appreciated especially the horizontal relationship with the school and emphasize the equal treatment they receive. They refer to the school's effort to make it possible for migrant families to participate, overcoming barriers such as language to guarantee the real participation and involvement of families and thus

integrate them into the day-to-day life of the centre. This means that they do not feel discriminated, and they really appreciated it.

> *"When for example you talk to the director or the teacher, you don't feel that there is a difference because you are Moroccan. Some mothers don't know how to speak... and they help you to explain, to understand, they make the effort for them." (Soraya)*

Families also appreciate the inclusion and participation of all families in the school. Migrant families point out how the school overcomes barriers which difficult their participation, as language. They feel integrated in the school, they emphasize that the principal and teachers ask them about their needs and what they want to do. The families also appreciate the visibility of their cultures in the school:

> *"What is most important for us is that here they do Arabic, that is very important for the Arabs. They have an Arabic day, we need it very much. Many schools do not want to do Arabic, it is one of the first (...) [how the idea of doing Arabic arises] The principal offers you if you want to add something, in other schools they don't ask you or pay attention to you..." (Family Focus Group)*

The equal treatment, the effort of the school to make possible the participation of all educative community and the visibly of all cultural groups, contribute to construct a more plural school where all people could feel represented, recognized, respected and supported.

Case Study 2: The Miracle school against all odds

The **Mare de Déu de Montserrat School** (Terrassa, Spain) is a single-track kindergarten and primary school located in a peripheral area of a medium-sized city near Barcelona. Housing in the neighbourhood is cheaper than in the centre of the city, so that most families who live there have low incomes. The population of the neighbourhood is mainly of Moroccan origin (85%), but there is also a group of Senegalese origin, most of them with school-age children, and the rest are Spanish born. The latter group is made up of an aging population that came to Catalonia in the 1960s from other parts of Spain to work in factories and construction, and also Roma with school-age children. The school has approximately 250 students between the ages of 3 and 12 who attend kindergarten and compulsory primary school, reflecting the population distribution of the neighbourhood. However, the vast majority of the children are Spanish-born, although their family have a migrant background. Thus, for example, 98% of the students are of Maghrebi origin and the remaining 2% are Senegalese or Roma.

The neighbourhood has suffered the socioeconomic consequences of the successive crises, first the 2008 crisis and today the COVID-19 crisis. During the 2008 crisis, many families lost the only regular source of income they had, since the economic sector of construction occupied a very important part of the Moroccan men who worked as laborers. Women, many of whom were brought by their husbands, without knowledge of the language of the country of destination and without academic qualifications, do not work. The crisis had strong effects on the families and specifically on the children. For example, when they ordered their school uniforms, their sizes were below the standard size of children of the same age. Unemployment has continued at very high rates in the neighbourhood and the COVID-19 crisis has further worsened the situation for families.

The director of the centre explains how throughout the 2020-21 school year many families were evicted from their houses, they lost their jobs, and they had to resort to irregular work to survive. The economic situation of the families is so serious that many cannot pay the running water or electricity bills. Faced with this serious situation, the school contacted the Social Services to reduce fees and guarantee school supplies, free outings, and summer camps to minimize the consequences of the pandemic and the economic crisis on the children, and even providing masks. The director explains how it is a priority for her students to be able to leave their neighbourhood, get to know other cities, towns, landscapes, or visit museums, to give everyone, the opportunity to get out of a very economically depressed reality. The Mare de Déu de Montserrat school has been distinguished with different awards:

- 1st prize Ensenyament 2018, awarded by the Fundació Cercle d'Economia and Obra social "la Caixa".
- Award from the Muslim Community to the school principal in recognition of the work done in the school.

In 2001, the Mare de Déu de Montserrat school began a process of transformation into a Learning Community that implied changing the organization of the centre and opening out to the participation of families in the education of their sons and daughters. The school started implementing some of the activities defined today by

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the international scientific community as Successful Educational Actions such as: 1) the Tutored Library (a space to extend the learning time of students and alumni), 2) the Interactive Groups, 3) the Dialogical Literary Gatherings with the children in the classroom, as well as 4) Family Education, turning the school into a training space open to the neighbourhood. In 2009, the school implemented two other SEAs: 5) the Dialogic Literary Gatherings as dialogic training for teachers, and always open to families who wanted to participate, and in 2014, 6) the Dialogic Model of Conflict Resolution and Prevention. In addition, the school carries out activities outside school hours, from 1pm to 2pm, such as classes of Arabic, Moroccan culture, sewing or xylophones.

Coinciding with the implementation of SEAs, between 2001 and 2006, the school increased the proportion of students achieving basic reading comprehension skills from 17% to 85%. Up to the year 2017-2018 the school has improved these results and it has achieved a position in performance above the average in Catalonia in Mathematics and Language (Catalan, Spanish and English) for the third year in a row. There are no data on the competitions for the 2019-2020 course as they were cancelled due to the COVID-19 crisis. At this moment the basic competences level tests for the courses of the students who should have done them in 2020 and for those of 2021 have been carried out but we still do not have the results.

Academic achievement

The students read universal classic literature in the DLGs. They identify racist or sexist remarks and comment them critically.

> *"We also do tertulia [gatherings], which is reading a book. It is not a normal book, it is a very important book, for example, Don Quixote, The Iliad, The Aeneid as well. This year we are reading the Iliad and ...we read a chapter, or two or three and from each chapter we take a paragraph and we put our personal opinion, what we think and why we have chosen this idea." (Ana).*

> *"[These gatherings] help us to develop our head to know more things [...] like in the Iliad they said "why do you cry like a girl?". This is not very good because everybody cries, not only girls cry. Men, boys, girls and women." (Carlos).*

> *"For example, in the essays we do in tutoring, the vocabulary that books use also sticks with us and we use it, for example, the book we are reading, the Iliad. Achilles says that he has a cholera, that a cholera is when he is very angry. That word, most of us didn't know what it meant, because the book is written in 700 B.C. or something like that... and thanks to that word, we can use it both in writing and in other things. Also, the essays, the written expression that we do in the group and in tutoring has helped us a lot in [the test of] the basic competencies that we have done. [...] We had come very nervous from 5th grade because we had lost half a year of 5th grade with the COVID, we were very scared, that if the competencies were very difficult... and the truth is that they were not very difficult, I think they have been easier thanks to our tutors and the school and the methods we use." (Ana).*

> *"The homework helps a lot, to be honest. (...). There is an extracurricular activity that is the tutored library that has been done for many years in the school, which is reinforcement. You have teachers who help you with your homework." (Ana).*

A 6th grader student has been playing chess at school since kindergarten, which has integrated as a formative activity. One of the students interviewed proudly explains that her classmate is one of the best chess players because he has won the second prize in the championship of Catalonia and he was the representative of the school. She assures that:

> *"[I am proud of this school because] it is also a school where we have one hour of chess every day. And I think that thanks to chess Robert has been able to be one of the best players". (Ana).*

Well-being

The economic situation of the families is often bad and the teachers provide very important support that has an impact on their well-being. One teacher gave an example of the concern experienced by a student:

> *"A high school girl came to me and said, "Oh, Edgar," because I found her very strange and I said, "What's wrong with you? "Because she didn't play with her classmates and she was kind of sad and she said to me, "well look, I have problems with the housing, because they are evicting us. They are kicking us out and we still don't know where we have to go to live, and yesterday I didn't come to the field trip because I went with my mother to pay the debts they had for electricity and water at the office so they wouldn't cut it off. But they told us that we could only pay if we did it online and my mother doesn't know how to do it". And I told her] well, talk to the school, talk to Sole, Sole is the TIS [social worker] who oversees the management with the families and so on, talk to Marta... and all this at the school, the families do know that it goes a little beyond what is education"* (Teacher).

Likewise, during the management of the pandemic they have created mechanisms, attentive to detect situations of violence at home.

The teachers consider the teachers' pedagogical gathering is a fundamental pillar for their training because they learn to deal with and go deeper into very relevant topics for the improvement of coexistence and society, but it also creates cohesion among them as a team, they get to know each other, etc. They explain that it makes them grow as professionals and as people. For the newer teachers, the pedagogical training provided by the DLGs has also been very important because it makes it easier for them to apply the knowledge they learn in the classroom. But they also take this learning to their environment, friends, families, etc.

They emphasize how the children see the school as a reference point for solving any problems that may arise in the neighbourhood. The children explain the problems they have and find support from the teachers. They always respond to the children's problems. What happens in the neighbourhood affects the school and vice versa. And this influences the school's performance. For example, conflicts were greatly reduced.

Among the teaching staff, there is a teacher who was at the school years ago (2008-2010), went to other schools and has been at the centre for five years now and has seen the evolution and improvements. She points out that the work that was being done has continued and there has been a very good evolution:

> *"Compared to when I was there, there has been an important evolution. The children go through the school with a much different attitude, they go calmly. When They want to solve a problem they come to you (most of them, not all).*

We are continuously working. What Marta and Eva said, when there is a problem in the neighbourhood, the first thing they do (and some mothers also do it): there is a problem and they come to the school and explain it to us so that we can try to solve it or help them to solve it" (Teacher).

They point out that one important way to improving academic results is to reduce conflicts inside and outside the school. This is how one teacher put it:

"Regarding what you were saying before about improving results, it is true that here it is clear how if you reduce violence, both in the neighbourhood and at school, they feel calmer, safer, and they are more focused on learning! They are not worried if I take the rubber off, if he has told me or not... ok? Because this is very well worked. And if you reduce it in the neighbourhood, then this continues doing homework, etc." (Teacher)

Children, teachers, and families are trained in conflict resolution and prevention. The principal explains that everyone has a change of outlook. They see that they must help the person who is being bullied, for example. The children help each other because the school is arranged on this from the first year of Pre-School, with mothers and teachers who also receive training on conflict prevention.

The teachers' actions are based on science, on what has been proven to work. However, the principal points out that this is a social problem that goes beyond the school, as many education professionals do not base their educational activities on scientific evidence.

The students explain how they learn to take a stand against violence and to foster positive friendships based on solidarity:

"We work a lot on behaviour and how we have to behave, what we don't have to do and what we do have to do, detect a violent person, detect aggression, violence, in order to solve" (Luis).

"Here, in this school, instead of using violence as a method of defence, we don't use fighting, we use our mouths to talk and solve problems. Like, for example, if there is a problem we don't fight, we go directly to talk to the teachers and that way it is solved. And also that here, let's see, if you fight, if there is a victim who is being bullied, for example, they don't allow it, there are people who don't let them do this. They talk to the teacher, and then they talk to their parents so that they don't do it. And so, everything is solved and there are no actions of violence or actions of aggression" (Carlos).

"The study methods and the methods they give us so that starting from now to tomorrow we will have as people, as adults, they are learning from an early age. [...] For example toxic friendships and we are very aware of what is a toxic friendship and what is not, they teach us what is cyberbullying, bullying, and these are methods that will come in handy" (Anal).

"Here your friends defend you, help you, as if... or also if you have a friend who is suffering you also help him/her. [good friends are] the ones that help each other, they don't swear at each other" (Carlos).

"I think that most of the people who have gone through this school and who were like that [violent] at the beginning have changed and have had the opportunity to have good friends and know what friendship is" (Ana).

All this contribute to generate a safe environment and enhance the well-being.

Sense of belonging

Families are very active in the school:

> *"There are many different mothers, I think they encourage each other to come, because we encourage everyone, we send messages in Catalan, Spanish and Arabic. [...] They choose what they want to do, for example, one day they wanted to talk about identity, so a person from Fomento, of North African origin, came to explain a bit about identity, how you felt about Spain, Catalonia, if you felt Catalan, Muslim or Muslim-Catalan, or... a bit of a talk about this, but not a talk about them, but for everyone to participate because we were all in the same situation". (Principal).*

The COVID-19 crisis has mainly affected the participation of families, but they have been able to maintain face-to-face activities in the school's annex room, which is separate from the classrooms. The families in the neighbourhood have little access to the Internet and few possibilities for online activities.

The teachers have been in contact with the families with the support of the school's mediators, one from the City Council and another hired by the school itself. This figure facilitates communication with families, translating from Arabic to Catalan and vice versa. It avoids paternalism and treats families on an equal standing. Encouraging the participation of the families has helped them to dare to say what they do not agree with, especially the women who, with the climate of trust, dialogue, and participation, are very critical and always give their opinion.

The solidarity generated among families and with teachers during the pandemic is the result of the way the school is organized, open to the participation of families and neighbours. A climate of high expectations is created on the part of the teaching staff towards the students and their families as well. This has very positive effects on academic performance, but also on the overall health of the students.

Some concluding remarks

The two exploratory case studies conducted in the Mediterrani and Montserrat school shed light to the fact that schools located in disadvantaged areas and with a diverse student body can succeed against all odds. These schools, not only through their performance data but also the testimonies of participants presented here the manifold benefits of implementing educational actions that achieve both at the same time outstanding academic success and improvement in living together.

Families, teachers and students agree that actions like the Interactive Groups make possible to draw from all the resources available in the community to achieve the goal of offering high quality education for all. Students do not only increase the number of activities completed but they do so by interacting and enhancing their relationships with their peers and volunteers from the community. It is showed how their own self-concept but also the expectations posed to them increase by all members of the educational community from educators to their families. Solidarity, collaboration and learning to work together, no matter how different they are, are one of the most valuable lessons pointed out by the participants of our fieldwork. The power of promoting multiple and diverse interactions around educational and cultural issues are very well demonstrated in these two cases where not only academic results but also the school climate has greatly improved throughout the years. These results are consistent with many previous studies on the effects of

implementing Interactive Groups for all students without exception. Family education, dialogic literary gatherings, or the extension of the learning time with the tutoring library are also strategies considered key in achieving these outstanding results.

Main conclusions can be drawn from the fieldwork conducted among different lines. The importance of implementing practices that work, both in terms of promoting learning but also well-being, and this cannot be done without the support and the meaningful involvement of the families. The community participation can only be done with the recognition and respect that volunteers are treasures with a lot to contribute to the schools. By no means they are supposed to substitute teachers and other professionals but to support and help them. To sum up, as Paul Freire used to say, to transform the world we need both science and dreams, we need to identify what works best but also need to believe that this is possible, so dreams can come through.

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Appendix 2. Key Policy documents in Education and MHPSS

Key policies in Education

International Organizations

The United Nations has set forward an ambitious agenda for a sustainable development that includes 17 goals and 169 targets to be achieved by all countries by 2030.[15] Furthermore, the European Union aligned its political strategy with the Sustainable Development Goals (SDG) of the United Nations[16] and thus it boosted the implementation of this UN 2030 agenda in the EU countries. In this context, the analyses carried out in this report is focused on Quality Education (SDG 4), although REFUGE-ED project's impact could indirectly contribute to other two SDG, as reflected in the targets and goals of SDG4: Good health and well-being (SDG 3) and Gender equality (SDG 5).

SDG4 Quality Education is set to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Among others, SDG 4's targets and indicators are oriented towards the provision of quality education, the completion of primary and secondary education for all, increase access to early childhood and pre-primary education, technical, vocational and tertiary education (including higher education), eliminate the gender disparities and promote access to education to vulnerable groups, or assure basic knowledge and skills for young and adults who do not have them (such as literacy and numeracy). Within its targets and indicators, SDG 4 also includes promoting health and psychosocial well-being of children under five years or the provision of safe, non-violent, inclusive and effective learning environments for all students.

In its 2019 report Refugee Education 2030: A Strategy for Refugee Inclusion,[17] the UNHCR aims at making meaningful and collaborative contributions to the goals of the 2030 Global Agenda for Education regarding The Incheon Declaration, adopted by UN member states in the process of developing the SDGs, which committed explicitly to the inclusion of refugee and internally displaced children and youth among the 'all boys and girls', 'all youth', 'all women and men' targeted in the goals of Sustainable Development Goal 4. In order to achieve the integration of refugee and internally displaced children, this report encourages governments to establish dedicated policy regarding refugee-inclusive national education systems that: outlines positions, approaches and procedures; guides national, district and local authorities; guides humanitarian and development action during emergencies and crises, and presents programme approaches to challenges

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[15] https://sdgs.un.org/2030agenda

[16] https://ec.europa.eu/commission/presscorner/detail/en/IP_16_3883

[17] https://www.unhcr.org/publications/education/5d651da88d7/education-2030-strategy-refugee-education.html

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regarding equitable participation of women, girls and learners with disabilities. One specific example of action to enhance this integration is to carry out annual sector reviews that include the voices and experiences of refugees, stateless and other displaced peoples, to facilitate responsive and systemic support to schools and learners that aligns with and contributes to education sector goals.

The Organisation for Economic Co-operation and Development (OECD) *Reviews of Migrant Education - Closing the Gap for Immigrant Students: Policies, Practice and Performance*[18] report, identifies eight tools that to guide the migrant education policy at the national, regional and/or local level: setting explicit policy goals for immigrant students within broader education policy goals; setting regulations and legislation; designing effective funding strategies; establishing standards, qualifications and qualifications framework; establishing curricula, guidelines and pedagogy; building capacity (especially training and teacher support); raising awareness, communication and dissemination, and monitoring, research, evaluation and feedback. This report acknowledges the fact that students from migrant background have diverse needs and meet more obstacles in order to achieve good education outcomes than native students. The report makes two main recommendations:
-school capacity needs strengthening in language teaching, diversity training for teachers and school leaders, and school-home co-operation

- system level policies need to manage concentration within schools and localities, funding strategies, and monitoring and evaluation

European Union

The EU acknowledges the importance of migratory flows and the necessity to integrate this population in society, which will benefit both the migrants or refugees and the host societies as well. EU places a special focus on early childhood education, and in the Council of June 21 has approved European Child Guarantee (within the European Pillar of Social Rights Action Plan), to guarantee the access of children in need to a set of services, including early childhood education and care, and education (including school-based activities).[19] Education is considered as a powerful tool for integration and the EU has planned several actions to help migrant and refugees overcome the obstacles to accessing education in the Member States.

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[18]https://www.oecd.org/education/school/oecdreviewsofmigranteducation-closingthegapforimmigrantstudentspoliciespracticeandperformance.htm

[19] https://ec.europa.eu/social/main.jsp?catId=1428&langId=en

On the one hand, the EU has planned a set of actions that it will implement and on the other hand, a set of recommendations for the Member States:[20]

The Commission will:

- Provide online language assessment and learning for newly arrived third country nationals, especially refugees, through the Erasmus+ online linguistic support (100.000 licences for online language courses available to refugees for a period of three years).

- Support peer learning events on key policy measures such as welcome classes, skills and language assessment, support for unaccompanied children, intercultural awareness, recognition of academic qualifications and integration into higher education.

- Support the school community in promoting inclusive education and addressing specific needs of migrant learners through the COM online platform School Education Gateway.

- Remove barriers to the participation of third country national girls and boys to early childhood education through the development of the European Quality Framework for Early Childhood Education and Care (ECEC), including assistance to ECEC staff to respond to the specific situation of families.

- Support the upskilling of low-skilled and low-qualified persons in the context of the New Skills Agenda for Europe.

In strengthening their integration policies, Member States are encouraged to:

- Equip teachers and school staff with the skills needed to manage diversity and promote the recruitment of teachers with a migrant background.

- Promote and support the participation of migrants' children in early childhood education and care.

Additionally, the EU encourages Member States to facilitate the access to the vocational education and training and the identification and recognition of skills for refugees and asylum seekers: 'remove obstacles to ensure effective access to vocational training and to the labour market for refugees and, where there are good prospects of granting them protection, for asylum seekers'[21].

A 2018 policy memo of the European Commission titled 'Education for unaccompanied migrant children in Europe. Ensuring continued access to

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[20] COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS. Action Plan on the integration of third country nationals. Retrieved from https://ec.europa.eu/home-affairs/sites/default/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf

[21] Ibid.

education through national and school-level approaches'[22], collected the different actions and approaches to ensure continued access to education, to accommodate the educational needs of migrant children, and to mitigate the risks associated with an education gap, adopted by the EU Member States. The memo contains five main categories: approaches that focus on teachers and teaching; access to the mainstream education system; preparatory classes for host country language learning; approaches facilitating faster integration into the host society and approaches focusing on informal education. However, less is known about the effectiveness of particular programmes or practices that fall under these categories. Since many of the initiatives presented in the following sections have been introduced recently, solid evaluations of their effectiveness are still not available.

Later, a 2019 brief by Eurydice Network[23] assessed the existence and content of regulations and recommendations related to the integration of students with migrant backgrounds into schools in four areas: access to education and training; language support; teaching of home languages and intercultural education.

Regarding the access to education, they found that in all but 8 European countries (Bulgaria, Denmark, Lithuania, Hungary, North Macedonia, Romania, Sweden and Turkey) children from migrant backgrounds of compulsory school age have the same rights and obligations to participate in education as those who born in those countries. As the brief details:
- migrant children and young people with resident status have the right but are not obliged to participate in education in: North Macedonia, Romania and Turkey;
- minors who are asylum seekers do not have the same education rights as students born in: Denmark, North Macedonia and Turkey;
- irregular migrants do not have the same education rights as students born in: Bulgaria, Denmark, Hungary, Lithuania, North Macedonia and Turkey. In Sweden, they can but are not obliged to participate in education.

Regarding language support, there are different aspect to consider: teaching the language of instruction, teaching of home languages, or intercultural education. Regarding the language of instruction, the review found that two thirds of the top-level education authorities in Europe that have a budget for integrating migrant children into schools, use criteria such as 'number of migrant students needing language support' and 'number of migrant students in the school/municipality' to allocate these funds. Moreover, except for England, Bosnia-Herzegovina and North Macedonia all top-level education authorities established regulations or recommendations on the provision of additional language of instruction classes to migrant students, within or outside school hours, and at all or some educational levels; furthermore, in many education systems it is expected that these classes be

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[22] https://op.europa.eu/en/publication-detail/-/publication/9d028cb9-9ab8-11e8-a408-01aa75ed71a1/language-en

[23] https://op.europa.eu/en/publication-detail/-/publication/37e45716-250b-11e9-8d04-01aa75ed71a1/language-en/format-PDF/source-search

given by teachers that hold specific qualification in language teaching. In that sense, 22 top-level educational authorities organize or support continuous professional development activities to enhance these language teaching skills of their teachers (Austria, Belgium, Bulgaria, Cyprus, Czechia, Estonia, Finland, Germany, Greece, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Malta, Montenegro, Norway, Portugal, Slovakia, Slovenia, Spain and Switzerland).

When it comes to teaching of home languages 13 top-level educational authorities (Austria, Denmark, Estonia, Germany, Iceland, Italy, Latvia, Lithuania, Norway, Slovenia, Spain, Sweden and Switzerland) established regulations or recommendations on the provision of home language teaching in school, although it is rarely a right and conditions may apply in order to materialize, such as a minimum number of students required. In other places where there is no regulation on recommendation in this sense, such as England, France or Portugal, it is still expected from teachers to include home languages, often in an instrumental way to help migrant students achieve proficiency in the language of instruction. Finally, only seven top-level educational authorities established recommendations or regulations regarding the necessary qualifications to teach home languages courses: Austria, Finland, Italy, Norway, Spain, Sweden and Switzerland.

The 2019 Eurydice brief mentions that intercultural education is a subject or theme in most of the national curriculums in the European education systems; moreover, intercultural education can be part of the school culture or addressed through activities such as special days or school projects. Intercultural Education is also included in the teacher education and training in most European countries, and in most of these education systems teachers have the possibility to acquire competences related to intercultural education (such as 'teaching in diverse, multicultural classrooms' or 'addressing general discrimination issues and implicit bias against culturally and linguistically diverse students') through the continuous professional development activities.

Finally, the Eurydice report identified other areas that some education systems in Europe focus to enhance the integration of migrant children: promoting psycho-social support (Austria, Catalonia, Finland, and Sweden); supporting teachers (and other professionals: school counsellors, social pedagogues, psychologists, social workers, etc.) to meet migrant students' holistic needs, and involving school heads, parents and other community actors.

Successful educational actions

This report is focused on the effective practices for the integration of migrant children through education. The results of the present analysis has focused on three main indicators that are directly and indirectly related to the targets and indicators of the SDG 4 mentioned before, with special emphasis on migrant children: *academic success* (quality education, the completion of primary and secondary education for all, increase access to early childhood and pre-primary education, technical, vocational and tertiary education (including higher education),

promote access to education to vulnerable groups assure basic knowledge and skills for young and adults who do not have them, such as literacy and numeracy), well-being (promoting health and psychosocial well-being of children under five years, eliminate the gender disparities) and *social belonging* (provision of safe, non-violent, inclusive and effective learning environments for all students).

The successful educational practices (SEAs) are effective practices for the integration of migrant children that present evidence of success in the three areas mentioned before: academic success, well-being, and social belonging. SEAs were identified under the European Union's 6th Framework Programme by *INCLUD-ED. Strategies for inclusion and social cohesion in Europe from education* research project (2006-2011). SEAs include interactive groups, dialogic literary gatherings, educative participation of the community, family education, dialogic pedagogical education for teachers and dialogic conflict prevention and resolution model. Although SEAs are implemented in diverse settings, this review is focused on the evidence produced by the implementation of the SEAs in marginalized context, with people at risk of social exclusion or vulnerable groups, including migrants. These SEAs were further implemented and developed in other European research projects under different EU framework programmes and calls:
- *Children's personal epistemologies: capitalizing children and families knowledge in schools towards effective learning and teaching (ChiPE)*. FP7-PEOPLE-2012-IEF - Marie-Curie Action: "Intra-European fellowships for career development", 2013-2015
- *Teacher leadership for school improvement: community capacity building towards effective leadership, educational success, and social cohesion (TEACH-IN)*. FP7-PEOPLE-2013-IEF - Marie-Curie Action: "Intra-European fellowships for career development", 2014-2016
- *Schools as Learning Communities in Europe: Successful Educational Actions for all* (*SEAS4ALL*). ERASMUS +, 2015-2017
- *SALEACOM. Overcoming Inequalities in Schools and Learning Communities: Innovative Eduation for a New Century*. Marie Skłodowska-Curie Research and Innovation Staff Exchange, 2015-2017, H2020
- *Social transformation through Educational Policies based on Successful Educational Actions* (*STEP4SEAS*). Erasmus +, 2016-2019
- *Enlarge SEAS*. Erasmus +, 2019-2021
- *Comunidades de Aprendizagem. Support to address school failure and drop out in educational areas of priority intervention (TEIP) in Portugal*. Ref number N° SRSS/S2019/057 (2019-2021).

Key Policy documents in Mental Health and Psychosocial Support

Our review of national, regional, and international policies revealed that there is a wealth of (a) information on educational policies for migrant children, and (b) literature that clearly expresses the need for this vulnerable population to gain access to mental health and psychosocial services. However, there is a dearth of policies that explicitly connect mental health and psychosocial support (MHPSS) and education for this population. Instead, educational policies tend to centre on the right to education and the importance of education settings for the integration of migrant children, while other policies focus on the right to healthcare; only occasionally is the right to mental health care specifically acknowledged. The academic literature clearly supports the need to have those two combined, so that migrant and refugee children's MHPSS rights are acknowledged and addressed through policy implemented in educational settings. These populations have suffered through traumatic experiences and have the right and the need for these MHPSS services to be integrated into educational settings, making them more accessible, follow-up, and clear results to improve their well-being, sense of belonging and academic achievements.

Methodology

The present selection of key policy documents was carried out consulting different sources: EU/national regulatory frameworks (e.g., European Commission, EACEA, UNHCR, UNICEF, IOM, FRA, WHO, UNHCR, UNICEF and National Ministries of Education, Social Affairs, Migrations etc.). Additionally, the partners from the consortium were asked to contribute with the most important policy documents from their countries focused on the areas of interest of the project. The criteria used for selecting the most relevant documents was Social Impact: the reviewed source had to provide solid evidence that the given practice, action, policy had already contributed to promote the academic success and well-being and/or the social belonging of any/all the target groups. Those policy documents that fulfilled this requirement were integrated into the description of the effective practices included in the catalogue.

Example of the dichotomy in health and educational policies: Bulgaria

The Bulgarian National Health Strategy (2014-2020) addresses the provision of integrated care by the state, including psychological support for refugees, victims of human trafficking, domestic and other violence, as well as those experiencing mental illness. However, a separate act (National Assembly of the Republic of Bulgaria (last amended in 2020) - Asylum and Refugees Act) states that child asylum seekers or beneficiaries of international protection shall have the right to basic and secondary education, including vocational education and training under the terms and procedures applicable to Bulgarian nationals.

Legislation and Policy Examples

Policies and guidelines have been intertwined in the categories of practices/interventions section below, but a summary of some of the key worldwide and European Union (EU) policies that refer to access to mental health services and mental health services for migrant children in the EU is provided below.

Worldwide
As declared in the preamble to the Constitution of the <u>World Health Organization</u>. Also, the International Covenant on Economic, Social and Cultural Rights, Article 2.2 and Article 12, recognizes the right of everyone to the enjoyment of the highest attainable standard of physical and mental health without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Guidelines: <u>IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings</u>
IASC Reference Group on Mental Health and Psychosocial Support in Emergency Settings 2007
Education: Emergency Preparedness
• Map existing resources for formal and non-formal educational practices • Determine levels of education and vocational options for girls, boys and adults who may have missed out on education • Using participatory methods, train and supervise teachers in basic psychosocial support, children's rights, participatory methods, positive discipline and codes of conduct • Strengthen the capacity of national education systems for school-based MHPSS in emergencies • Establish general and psychosocial crisis plans for schools • Strengthen emergency education capacities, addressing prominent protection issues in the curriculum

Comprehensive Response (potential additional response for stabilised phase and early reconstruction): 7.1 Strengthen access to safe and supportive education
• Expand educational opportunities for adolescent girls and boys, including vocational training, and start adult literacy courses • Ensure that education curricula are sensitive to culture, diversity and gender issues • Monitor and improve the quality of education • Expand educational opportunities for girls and boys and start adult literacy courses • Provide livelihood and other necessary supports to enable participation in education and prevent drop-out • Expand capacities for psychosocial support within formal and non-formal education settings • Strengthen prevention of and response to violence and other forms of abuse and exploitation in schools • Integrate peace-building and life skills into education

Overall European Policies

EU legislation28 requires Member States to provide vulnerable children, particularly those who have suffered violence or torture, with access to sufficient healthcare support to address their physical and mental needs. This has translated into a practical commitment by 24 EU Member States plus Norway to provide

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psychological care to unaccompanied and separated children (UASC) although Austria, Greece, Estonia and Latvia have entered reservations.

Most recent: In 2019 Commission President Ursula von der Leyen announced the creation of a European Child Guarantee with a view to ensuring that every child in Europe at risk of poverty or social exclusion has access to the most basic of rights like healthcare and education (including migrant children). The objective of the European Child Guarantee, **which was adopted by the Council in June 2021**, is to prevent and combat social exclusion by guaranteeing the access of children in need to a set of key services: early childhood education and care, *education (including school-based activities), healthcare*, nutrition, housing.

While most children in the EU already have access to these services, inclusive and truly universal access is vital for ensuring equal opportunities *for all children*, and in particular those who experience social exclusion due to poverty or other forms of a disadvantage. The European Child Guarantee itself will be effective only within a broader set of integrated measures, as outlined in the European Pillar of Social Rights Action Plan, and within a broader policy framework of the EU strategy on the Rights of the Child. The legal framework, unclear legislation, practical barriers to accessing health care and limited access to health care for their parents can significantly impact children's health and their access to services, thus showcasing in a greater way, why receiving mental health and psychosocial support in educational setting for this population is essential.

Recognizing the importance of equal access to health care at EU level

The European Council Conclusions on 'Common values and principles in European Union Health Systems' of 22 June 2006 endorsed a joint statement from the Ministers of Health of the EU MS, considering that universality, access to good quality of care, equity and solidarity are the overarching common values and principles underpinning Europe's health systems. European Council Conclusions on 'Equity and Health in All Policies: Solidarity in Health' of 8 June 2010 urge all EU MS to consider policies to "ensure that citizens, and all children, young people and pregnant woman in particular, can make full use of their rights of universal access to health care, including health promotion and disease prevention services."

The European Parliament 'Resolution of 8 March 2011 on reducing health inequalities in the EU' calls on MS 'to ensure that the most vulnerable groups, including undocumented migrants, are entitled to and are provided *equitable access to health care*; to promote public policies aimed at ensuring healthy life conditions for all infants, children and adolescents[…]; and to ensure all pregnant women and children, irrespective of their status, are *entitled to and effectively benefit from social protection* as defined in their national legislation'. The European Parliament has also adopted two additional resolutions which call for improvements in the provision of health care for undocumented migrants: European Parliament 'Resolution of 4 July 2013, 'Impact of the crisis on access to care for vulnerable

groups'' and European Parliament 'Resolution of 4 February 2014 on undocumented women migrants in the European Union'.

The European Commission's 2012 Recommendation "Investing in Children: breaking the cycle of disadvantage" sets out principles to guide the policy-making of member states to reduce child poverty and social exclusion. It recommends the development of integrated strategies based on three key pillars: Access to adequate resources, access to affordable quality services and children's right to participate. The second pillar calls for particular attention to the needs of undocumented children to access their right to health care. The European Commission Communication 'On effective, accessible, and resilient health systems' of 4 April 2014 sets out actions the EU can take to optimise the way that member states' health systems work and includes improving accessibility as one of the three areas for improvement through EU action. It does not mention migrants but notes the obligation for MS to have an adequate health care system which does not exclude parts of the population from receiving health care services. The European Commission Action Plan on HIV/AIDS in the EU and neighbouring countries: 2014-2016 lists migrants, including undocumented migrants, as a priority group for action.[24]

The European Centre for Disease Prevention and Control (ECDC) has stated that: "Countries in Europe and Central Asia need to provide equitable access to prevention and treatment services to all categories of migrants, including undocumented migrants."[25] The EU Fundamental Rights Agency (FRA) has stated in an opinion that "In light of Article 24 of the CRC, every child present on the territory of an EU Member State is entitled to the same healthcare services as nationals. This should also include immunisations, which are a major preventative healthcare measure."[26] Concerning all migrants in an irregular migration situation, they should "at a minimum, be entitled by law to access necessary healthcare services… The same rules for payment of fees and exemption from payment should apply… as nationals".

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[24] European Commission, Action Plan on HIV/AIDS in the EU and neighbouring countries: 2014-2016, Commission Staff Working Document, SWD(2014) 106 final Brussels 14.3.2014.

[25] ECDC, Monitoring implementation of the Dublin Declaration on Partnership to Fight HIV/AIDS in Europe and Central Asia: 2012 progress. Thematic report: Migrants, September 2013, p.26

[26] FRA, Migrants in an irregular situation: access to health care in 10 European Member States, 2011, p28

Appendix 3: Results of MMAT appraisal for 18 included papers in the MHPSS review

Quality Appraisal Notes

Note (a): Answers to screening questions are not included within score

1	Study ID: 82	
	Author and Year: Baum 2013	
	Study Design: Quantitative randomized controlled trial	
	Overall Score: 1	
Q	Ans.	Comment
S1	Yes	Hypothesis: when the current training programme focuses on teachers themselves and the ways they relate to trauma as individuals, there will be a positive impact (reduction in post-traumatic stress (PTS) and anxiety) on their students.
S2	Yes	Dependent variable: PTS and anxiety; covariates: age, previous traumatic experiences (PTEs), sex
1	Can't tell	Cluster (grade), randomized trial, with a wait-list design (school)
2	No	The four schools were matched by neighborhood, size, age, and religiosity, resulting in two matched pairs. No indication of how they accounted for differences between intervention and waitlist at baseline on measures of Anx, PTS, and age, no. of PTEs
3	Yes	Retention rate of between 77-80+%
4	No	Intervention is obvious (i.e., not placebo vs. active)
5	Can't tell	Efforts to reduce contamination, no explanation of fidelity to intervention
2	Study ID: 79	
	Author and Year: Betancourt 2012	
	Study Design: Quantitative descriptive	
	Overall Score: 4	
Q	Ans.	Comment
S1	Yes	Not very clearly specified as questions but aim outlined as follows: "Information gathered pre- and post-intervention was used to perform robust analyses of patterns of emotional and behavioral adjustment in children and adolescents, looking at both programmatic and family variables. In addition to examining a number of risk factors of interest - including poor caregiver mental health- the study also sought to illuminate protective processes contributing to child and adolescent adjustment to inform ongoing intervention development."
S2	Yes	Pre and post measures of emotional and behavioural problems of young people, caregiver distress, and demographic variables.

1	Yes	Description of the ethnic group and reason for mass migration of the ethnic group provided. Inclusion and exclusion criteria described: (1) enrolled in the IRC education program; (2) a Kunama refugee aged younger than 18 years; (3) living in the Walanhiby refugee camp for at least 1 month; and (4) without a severe cognitive disability that limited comprehension of the questionnaire as
		determined by study social workers (no such cases were identified). A registry compiled by government authority was used to screen adolescents and those for whom contact information was available and who met the inclusion criteria were approached - but number not specified in paper. There is no control/ comparison group.
2	Can't tell	No detail provided on who did not participate/how many were invited.
3	Yes	Outcome variables are measured using standardised measures, YSR and CBCL, and Hopkins Symptom Checklist - reliability/validity of measures established. 'Exposure' (i.e., the activities in the emergency camp) are not measured.
4	Yes	153/168 adolescents and 152/162 caregivers completed follow up one year later. Drop out occurred due to relocation or death of adolescent.
5	Yes	Regression analysis conducted and confounders controlled for.
3	Study ID: 72 Author and Year: Gormez 2017 Study Design: Quantitative non-randomized Overall Score: 3	
Q	Ans.	Comment
S1	Yes	Not stated as questions, but the aim is stated as follows: "to assess the effectiveness of an innovative, school-based, teacher-delivered group psychological treatment program".
S2	Yes	Effectiveness was conceptualised as "improvement in trauma-related emotional symptoms at the post-test evaluation". Data on post-traumatic stress reactions, anxiety and the SDQ were collected pre and post.
1	Yes	The sample for this study were drawn from a wider sample. "There was no difference between the intervention group and the rest of the total sample in terms of age, gender and, CPTS-RI scores"
2	Yes	Widely used and validated instruments were utilised
3	Yes	The authors only included participants in analyses who had completed both time points
4	Can't tell	No discussion of confounders was included.
5	Can't tell	They do state "all sessions are video-recorded to assess fidelity to the original program", but no report of the results of this assessment is provided.
4	Study ID: 66 Author and Year: Meir 2014 Study Design: Quantitative randomized controlled trial Overall Score: 4	
Q	Ans.	Comment

S1	Yes	The present research undertook to construct and examine the effectiveness of a specialized group intervention program to enhance children's self-efficacy and mental health
S2	Yes	The repeated measures design included completion of a self-efficacy scale and emotional, behavioural, and social difficulties child-report and teacher-report measures. Children were randomly allocated to either an intervention or control group.
1	Can't tell	The exact method of group allocation is vague: "Children were randomly divided into intervention and control groups by the project manager from lists provided by the teachers"
2	Yes	Comparison between intervention and control groups on demographic data showed no age differences between intervention (M_{age}=9.85, SD=1.36) and control (M_{age}=9.70, SD=1.31) groups, $t(68)$ =-.49, ns. In addition, no socio-economic status differences (calculated as the ratio between the number of people living in the house and the number of rooms), were found between intervention (M = 1.64, SD = .86) and control (M = 1.83, SD = .81) groups, $t(68)$ = .95, ns. The intervention group included 14 boys and 21 girls. The control group included 21 boys and 14 girls. These frequencies were not significantly different $\chi^2(1, N$=70) = 2.8, ns. The intervention group included 16 children of Philippine origin, 8 of African origin and 11 children of other origins. The control group included 16 children of Philippine origin, 12 of African origin and 7 children of other origins. These frequencies were not significantly different, $\chi^2 (2, N$=70) = 1.70, ns. The intervention group included 19 children living in single-parent families and 16 living with both parents. The control group included 12 children living in single-parent families and 23 living with both parents. These frequencies were not significantly different, $\chi^2 (1, N = 70) =$ 2.83, ns. NB: The two groups were not similar in baseline levels of self-efficacy.
3	Yes	Only the SDQ reported by teachers showed higher level of missing values (24% missing) while the percentage missing in the other models was 13% for the CBCL and 1.4% for SDQ child-report. A missing value analysis proved that missing data were completely at random (Little's MCAR test: χ^2 = 28.82, df = 24, p=.23)
4	Yes	
5	Yes	Small number lost to follow up in both groups - 3 in the intervention group, 4 in the control group.
5	Study ID: 54
	Author and Year: Bundy 2017
	Study Design: Qualitative
	Overall Score: 0

Q	Ans.	Comment
S1	Can't tell	The author describes a participatory drama practice that she engaged in with a group of students over two school terms. She interviewed the students to see if the program's achieved its goals or supporting the young people.
S2	Can't tell	Ten 30 min interviews were conducted with the young people. Some quotations from the young people are presented, along with the author's observations. No indication of type of analysis provided.
1	No	Study is not formally aligned with a qualitative approach
2	No	Interviews were conducted, although no details are provided about what questions were asked during the interviews or who specifically was interviewed (10 /32 participants interviewed).

3	No	No details are provided about the analytic process.
4	No	There is no sense of how data were treated or analysed, results are introduced as follows: "Drawing on interviews and observations, I turn to now reflect on our achievements against the program goals". No counter perspectives were presented - all quotations noted the positive effect of the program.
5	No	Detail on the methodological aspects of the study is very scant (e.g., no information on what research question is being addressed, how the data were collected and from whom and how the data were analysed)
6		Study ID: 51 Author and Year: Cefai 2015 Study Design: Mixed methods Overall Score: 1

Q	Ans.	Comment
S1	No	There were not clear research questions. A clear goal related to data collection on the implementation is not clearly defined.
S2	No	Research was conducted, but without clear research question, it was determined that it was not possible for the collected data to address the research question.
1	No	No rationale is provided for the methods which were used. This reviewer is assuming that the behaviour checklist ('indicating whether they [teacher] had observed any change in the group's behaviour related to the theme's learning goals since the beginning of the implementation') is at least primarily quantitative. Further detail on this tool is not documented in the paper, but the findings suggest it also includes a qualitative component with related findings including - comments on the brevity of the implementation, need for increased frequency of implementation, and changes in classroom climate. The reflective diaries and interview/focus groups are wholly qualitative in nature.
2	No	In the absence of a well-defined research question, it is not possible for the different components of the study to be integrated effectively to answer a research question.
3	Can't tell	Generally, the findings from the checklist assessment appear consistent appear consistent with the wholly qualitative methods (reflective diaries, focus groups, interviews) and it is not clear how the checklist produces added value to these qualitative methods.
4	Yes	No divergences
5	No	Qual. 1.1 No 1.2 No 1.3 Can't tell 1.4 Yes 1.5 Can't tell - no detail on analysis is given Quant. 4.1 Can't tell 4.2 Can't tell - participant details are vague on p.132 4.3 Can't tell - few details are given about the checklist (see 5.1 in MMAT review)

		4.4 No - non-respondents are not mentioned in the paper
		4.5 Can't tell - no statistical analysis is mentioned in the paper
7	Study ID: 48	
	Author and Year: Crawford 2017	
	Study Design: Qualitative	
	Overall Score: 4	
Q	Ans.	Comment
S1	Yes	This research explores whether music education (i.e., 'music specialist programme) has an impact on the wellbeing and learning outcomes of students of a refugee background. Specifically, what are the experiences of young refugee background students engaging in music education? Does music education have any impact on the personal and social wellbeing of this target group? Does music education have any impact on the learning or academic achievement of this target group?
S2	No	Not in total. The use of post-intervention interviews is appropriate to explore the experience(s) of the intervention, but not its impact.
1	Yes	Overall, the method of a community based participatory approach to conducting case study analyses was appropriate to the research questions. The use of semi-structured interviews and observational data analysed using interpretative phenomenological analysis was also appropriate. However, the aspect of 'impact' of intervention (part of the research question) was not addressed with interviews and observations occurring cross-sectionally only.
2	No	Overall, the method of a community based participatory approach to conducting case study analyses was appropriate to the research questions. The use of semi-structured interviews and observational data analysed using interpretative phenomenological analysis was also appropriate. However, the aspect of 'impact' of intervention (part of the research question) was not addressed with interviews and observations occurring cross-sectionally only.
3	Yes	Interpretative phenomenological data analysis was used.
4	Yes	
5	Yes	
8	Study ID: 42	
	Author and Year: Lee 2019	
	Study Design: Quantitative descriptive	
	Overall Score: 1	
Q	Ans.	Comment
S1	Yes	The stated research questions are: Specifically, we were curious to find out the ethnic background of these Mandarin-speaking parachute kids - "are they still mostly from Taiwan, or from mainland China and other Mandarin-speaking regions in Asia?", "What are the immigration patterns?", "What are their educational backgrounds prior to coming to the U.S.?"
S2	No	The paper doesn't report participants' country of origin or give much information on their educational backgrounds. The results focused on in the Results section are not aligned with the stated research questions.

1	Yes	The source of the sample is relevant to the target population - "All freshman and sophomore Mandarin-speaking parachute kids at the school were encouraged to participate". Sampling was therefore purposive.
2	Can't tell	The paper doesn't report how many Mandarin-speaking parachute kids attended the school (i.e., the size of the target population), so it is unclear how many students chose not to participate or their reasons for choosing not to participate.
3	No	The measure described in the paper was a form seeking feedback on the group sessions implemented; this form did not appear to collect data on the stated research questions. No pre-testing of the form was reported.
4	Can't tell	Nonrespondents were not reported.
5	No	The reported results don't match the research questions as stated.
9		Study ID: 32

9	Study ID: 32
	Author and Year: Ellis 2013
	Study Design: Quantitative non-randomized
	Overall Score: 5

Q	Ans.	Comment
S1	Yes	H1a - sought to establish if participants in Tier 3 and Tier 4 would have greater PTSD and dep. symptoms plus resource hardships (RH) than participants in Tier 2
		H2a - sought to establish if symptoms of PTSD and depression and RH would decrease over time
		H2b - those participants in Tier 3 / Tier 4 would show greater improvements in these areas than parts in Tier 2 only
		H3a - sought to establish if decreases in RH would be associated with decreases in PTSD and depression symptoms across all tiers
		H3b - sought to establish if decreases in RH in Tier 3 and Tier 4 would be greater than those in t2 only
S2	Yes	
1	Yes	The target population were Somali youth of a refugee background and description of the participants' characteristics fits this. The inclusion criteria including being a Somali ELL student at the middle school in which the program was implemented. Exclusion criteria are not outlined nor are the sex differences in the sample.
2	Yes	
3	Yes	Noncompletion of the study interview was 13% (4/30) at 6months and 23% (7/30) at 12 months
4	Yes	The study assessed for differences in those who did and did not complete the full study. The only differences found here were in age, and that those in tier 3 were more likely to complete the study than tier 3. There were no significant differences in age, gender, trauma exposure, post war hardships, or symptoms of PTSD or depression between the two ethnic groups at baseline. Groups were stratified into distinct tiers based on levels of emotional/behavioural dysregulation via a referral from teachers, parents, and group leaders.
5	Yes	Fidelity to the TST model was monitored for all children who received Tier 3 and higher services. Fidelity was monitored through weekly clinical team meetings attended by clinicians, cultural brokers, and supervisors who were trained in the TST model. In addition, team meetings were led by an expert in TST. Clinicians

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		presented clinical cases on a rotating basis. Based on their presentation, a team member who was not involved in the case being presented rated fidelity using a 12-item instrument designed to measure fidelity to TST. An overall percentage score was calculated based on the number of items endorsed "yes". Across the duration of treatment, fidelity ratings averaged 87.87%. Thus, the intervention appears to have been delivered with fidelity
10	Study ID: 28 Author and Year: Fokaidou 2019 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
S1	Yes	The questions addressed in the study were: - Which experiences of migrant students could be related to motivation or lead to positive results? - In what ways can this process represent a conceptual framework for teacher professional learning on resilience?
S2	Yes	The data collection was a combination of observations, discussions, and document analysis, relevant to the study. These were analysed to form categories referred to as commonalities through thematic analysis, in order to identify important items about the data that related to the research questions which represented a pattern in response or meaning within the data set (Braun & Clark, 2006, p. 82). This resulted in an in-depth descriptive analysis that addressed the research questions and identified the commonalities and patterns at the different steps of the professional learning experience.
1	Yes	For the purpose of the research the exploratory case study methodology was implemented. It "involves the study of an issue explored through one or more cases within a bounded system, a context" (Creswell, 2007, p. 73) which for the present study is the teacher's experience of a professional learning which focused on three resilient students. The teacher aimed at providing a "rich, thick description" (Glesne, 2016 p. 53) of a phenomenon in detail from her point of view. This demanded a detailed, in-depth data collection involving multiple sources of information (Creswell 2007, Marshall & Rossman, 2011).
2	Yes	The teacher obtained information gathered by observing the students in classroom and school yard, talking face-to-face with other teachers, parents/relatives, and the students themselves. She collected multiple forms of data from observations, interviews, as well as documents, reviewed all of the data collected, and analysed it into categories.
3	Yes	The teacher in cooperation with the facilitator employed mixed methods to collect data from the micro-level of classroom and the meso-level of school. The data collection was a combination of observations, discussions, and document analysis, relevant to the study. These were analysed to form categories referred to as commonalities through thematic analysis, in order to identify important items about the data that related to the research questions which represented a pattern in response or meaning within the data set (Braun & Clark, 2006, p. 82). The aim was to "arrive at a more nuanced understanding of some social phenomenon through understanding the processes that tend to involve that phenomenon as well as the perceptions, values, and beliefs of people toward it" (Glesne, 2016, p. 184). This resulted in an in-depth descriptive analysis that addressed the research questions

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		and identified the commonalities and patterns at the different steps of the professional learning experience.
4	Yes	This resulted in an in-depth descriptive analysis that addressed the research questions and identified the commonalities and patterns at the different steps of the professional learning experience.
5	Yes	The data collection was a combination of observations, discussions, and document analysis, relevant to the study. These were analysed to form categories referred to as commonalities through thematic analysis, in order to identify important items about the data that related to the research questions which represented a pattern in response or meaning within the data set (Braun & Clark, 2006, p. 82). The aim was to "arrive at a more nuanced understanding of some social phenomenon through understanding the processes that tend to involve that phenomenon as well as the perceptions, values, and beliefs of people toward it" (Glesne, 2016, p. 184). This resulted in an in-depth descriptive analysis that addressed the research questions and identified the commonalities and patterns at the different steps of the professional learning experience.
11	Study ID: 24	
	Author and Year: Khawaja 2019	
	Study Design: Qualitative	
	Overall Score: 5	
Q	Ans.	Comment
S1	Yes	This study investigates the effectiveness of Building Resilience in Transcultural Australians (BRiTA Futures) for Adolescents, a strengths-based group intervention developed to build the resilience of culturally and linguistically diverse adolescents who experience acculturation in the context of their migration and resettlement journey.
S2	Yes	A series of analyses of variances indicated an overall improvement in participants' wellbeing and resilience associated with the acculturation process. However, this improvement was not influenced by the format of the intervention, gender, visa status (refugee versus migrant), or duration of stay in Australia.
1	Yes	To gather qualitative data from the participants a 5-item form was developed for participants, which allowed them to comment on what they liked, disliked or would like modified in the session/program. They could also comment on their learning
2	Yes	Data collected through participants' and facilitators' comments were used for qualitative analysis. Content analysis was used to examine the frequency of participants and facilitators comments. The themes underlying these categories of comments were also identified
3	Yes	The facilitators and participants' comments were analysed using a content analysis. Themes emerging from the qualitative analysis are presented in Table 2. The themes identified in both groups were compared in order to identify common themes
4	Yes	The majority of the participants (87%) reported satisfaction with either a session, block of sessions or the whole program. Similarly,89% of comments made by facilitators indicated that according to their observations participants were pleased and satisfied with either a session, block of sessions or the whole program. Participants were asked to comment on the most important learnings as a result of the program. Further, facilitators were asked to comment on what they thought were the most important learnings the participants were benefitting from.
5	Yes	As represented by Table 2, participants and facilitators coincided on four out of the seven skills participants learned following their participation in the BRiTA Futures for

Q	Ans.	Comment
		Adolescents program. There was an overall consensus that participants learned about culture and its impact, and their skills in managing problems and conflicts.

12 Study ID: 22

Author and Year: Kuçuksuleymanoglu 2018

Study Design: Qualitative

Overall Score: 5

Q	Ans.	Comment
S1	Yes	The research questions were: 1. What are the opinions of the Syrian refugee children about their school environment before the NFE activities? 2. What are the opinions of the Syrian refugee children about their school environment after the NFE activities?
S2	Yes	The research was conducted in the selected public school with 73 Syrian children and lasted for 28 weeks. Semi-structured interview and observation methods were used in this study. The data were analysed using content analysis. As a result of the study, it has been determined that Syrian children can cope with the problems they are experiencing and integrate into the school life and Turkish students being more helpful and tolerant towards the refugees are influenced by non-formal education activities conducted in school
1	Yes	This study was phenomenological because it focused on understanding the lived experiences of students who shared a common experience. Narrative inquiry was the method implemented to gather and report the data from the participants. Clandinin and Connelly [22] defined narrative inquiry as "a way of understanding experience" by involving collaboration between the researcher and the participants, "over time, in a place or series of places, and in social interaction". This design was preferred since phenomenological approaches focus on how any individual or group experience is interpreted and how this meaning is conveyed
2	Yes	Semi-structured interview and observation methods have been utilized in this study. During the data collection, the interviews were recorded, and short notes were taken by the researcher. Triangulations of sources and of methods were accomplished to ensure their validity and reliability [23]. Semi-structured interviews, documents, field observations were compared. The interviews with the participants were recorded by mobile phone and then transcribed before analysis
3	Yes	Content analysis which is one of the significant techniques with frequent use seeking to present the problem in a systematic way, was used to analyse the data. In analysis, the raw data were first identified, and then common points were found in the responses given and then codes were created. The categories and themes of the data were identified through an open coding process in which the interviews, field notes and observations were analysed through line-by-line coding and analysis. First, data is listened and read many times to decide coding process. Then, data were coded. Later those codes were collected under some themes. Themes were

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		identified through the codes, and then sub themes composing the themes were identified.
4	Yes	Due to the results of the interviews and observations the findings obtained from the study related to school environment changes and improvements both in attitudes and behaviours have been organized into 3 main themes. These themes are "language", "coping and resolving conflict" and "joining a group and sustaining friendship".
		Obtained from interviews, it is seen that the idea of having similarities between the cultural meaning of the information in Syria and Turkey have lost its supportability for the Syrians with negative experiences in social terms. Moreover, they are angry because of the feelings of being alone and helpless. They have conflict with the other children. But after the NFE activities Syrian children started to cope with the Turkish.
5	Yes	In analysis, the raw data were first identified, and then common points were found in the responses given and then codes were created. The categories and themes of the data were identified through an open coding process in which the interviews, field notes and observations were analysed through line-by-line coding and analysis. First, data is listened and read many times to decide coding process. Then, data were coded. Later those codes were collected under some themes. Themes were identified through the codes, and then sub themes composing the themes were identified.
		Due to the results of the interviews and observations the findings obtained from the study related to school environment changes and improvements both in attitudes and behaviours have been organized into 3 main themes These themes are "language", "coping and resolving conflict" and "joining a group and sustaining friendship".
13	Study ID: 21	
	Author and Year: Langhout 2014	
	Study Design: Mixed methods	
	Overall Score: 4	
Q	Ans.	Comment
S1	Yes	How do children's (1) experiences in the yPAR ASP and their (2) goals in the yPAR ASP and school compared to relational empowerment factors? How do children (3) mobilize their networks (a relational empowerment factor)?
S2	Yes	(1) is addressed by questions in the interview that appear to reflect aspects of relational empowerment. But to be noted, only some sample questions are provided and these centres only on positive aspects of the children's experiences.
		(2) is addressed via the "World of Kids" protocol.
		(3) is addressed via "World of Kids" protocol
1	Yes	The authors comment that the qualitative data analysis 'enables us to hear from students and examine self-defined goals. Inspecting these goals is important because it is a reminder that children have agency and their own goals.' The quantitative component (i.e., social network analysis) is used to examined 'bridges between worlds, and helpers and challengers over two years.' i.e., the 'relationships... at the heart of transformative power.' They state that this holistic approach is required because 'empowerment is contextually mediated. (Christens,

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		2012; Langhout, 2003), and that 'the theory necessitates a thick description of process with the goal of achieving applicability rather than generalizability. Indeed, holistic studies (e.g., case analyses, path analyses, social network analyses) will assist researchers and practitioners with assessing which results are applicable to other settings. In the conclusion, they also specify that without heir mixed methods approach 'the information about mobilizing networks for these children would be sparse because it was not a frequently raised area in interviews or in self-generated goals'
2	Yes	The qual and quant components were used to answer different but related research questions related to (1) how relational empowerment maps onto children's experiences and goal of a programme and school and (2) how social networks are mobilised, respectively. Mobilising networks is a component of relational empowerment, but the authors note that children did not frequently refer to network mobilisation (or related topics under this theme) in their qualitative interviews. They note that in the program children were actually often mobilising networks (examples in text), but that it is 'not surprising that this code was infrequently used; children are often not positioned as network mobilisers.'' Given students did not identify themselves as network mobilisers, the quant. social network analysis provided researchers with an opportunity to further understand network mobilisation in this group (i.e., 'how and in what ways do young people's worlds link?). In reporting the social network analysis, they remark that of the '72 people named in the [programme] in year 1, 13.9% (N=10) were identified as bridgers, and this percentage increase in year 2 with 20.7% (N=12) of the 58 actors bridging at least two settings.' Further this analysis revealed that children's worlds became more integrated over time (between year 1 and year 2), which was not documented as part of the qualitative interviewing process. They highlight that these quant findings illustrate that 'the children gained significant opportunities to engage in mobilising efforts, influencing decisions made in the school and [programme] setting, which they map onto a quote from Fatima in her interview (p 375, under 'mobilising networks.'). Commenting on the quantitative results, they also remark that ' Increasing the number of helpers children have in their worlds enhances the opportunities for children to mobilize their networks' and they link this again with Fatima's same quote. In this situation, 'the school administration acted as a challenger, but through the mobilization of networks, and the assistance of a helper (the PI), Fatima and her peers were able to participate in decision-making.'
3	Yes	See 3
4	Yes	The authors comment that their qualitative interviewing methods did not reveal integrated social networks, but that children do commonly self-identify themselves as network mobilisers. However, in the (quant.) social network analysis numerous children identified peers as network mobilisers, and more integrated social networks were documented (see 5.2)
5	No	Qualitative component: 1.1 - Yes 1.2 - Yes 1.3 - Yes 1.4 - Yes 1.5 – Yes Quantitative descriptive component:

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		4.1 - Can't tell. No sampling criteria described, but inclusion criteria for the study were that the child was involved in at least one phase of the mural/research production cycle in the programme
		4.2 - Can't tell. Sample represents school-aged children of predominantly Latino/a backgrounds. In the introduction, the study appears to be focused on children in general, no ages are mentioned. Information on exclusion criteria is not available. Inclusion criteria for the study were that the child was involved in at least one phase of the mural/research production cycle in the programme.
		4.3 - Can't tell. Sample questions are provided for the qualitative component, but the full interview guide is not included; the "World of Kids" protocol is well-described and referenced
		4.4 - Can't tell
		4.5 - Yes

14	Study ID: 19
	Author and Year: Sirin 2018
	Study Design: Quantitative randomized controlled trial
	Overall Score: 1

Q	Ans.	Comment
S1	Yes	The authors state "The immediate goal of this project was to test whether this curriculum could effectively be implemented with refugee children in Turkey, and whether our interventions had the intended outcomes." Reported intended outcomes are: Turkish language skills, cognitive skills development (focus on executive functioning), twenty-first-century skills (computational thinking and coding), and mental health.
S2	Can't tell	The authors state "Pre-tests were given in the beginning of week 1, and post-tests at the end of week 4.", but it's not clear if all measures were administered at two time points as results are mostly only reported for the comparison between intervention group and control group at post-test.
1	Can't tell	No information is provided on the randomization procedure except "The initial sample included 147 children, ages 9-14 (M = 11.75; SD = 1.23), who were randomly assigned to be in either the intervention (n = 75) or a wait-list control (n = 72) group."
2	Can't tell	The authors stated, "The intervention and control groups did not differ significantly on key demographic variables (e.g., age, number of siblings, paternal education)". However, it appears that the only variable that was measured at pre-test for both intervention and control groups was hopelessness. The paper does not report on the control group's pre-intervention scores on executive functioning or language skills.
3	No	The authors state "Some data were lost due to participants missed days. Unfortunately, in addition to data missing for participants who were absent for individual sessions, due communication errors between the experimenters and the instructors, not all the intervention and control groups receive all the post-test measures (i.e., the DCCS was not given to two of the control groups). Because these data were not missing at random (MAR), performing multiple imputations would be difficult and unlikely to yield reliable estimates (Sterne et al., 2009). Therefore, in each of the separate analyses, cases with missing data were omitted."
4	Can't tell	No information about assessors was provided.

5	Yes	The authors stated "Retention rates for the intervention group were above 95%, a very high rate for a study involving refugee children outside of a refugee camp. Attendance records indicated that most children only missed 1 day out of the 20-day intervention (mode attendance = 19 days; M= 14.7 days)."
15	Study ID: 15 Author and Year: Ogun 2020 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
S1	Yes	RQ: Can action learning enable a holistic evaluation of the student learning experiences of former terrorist abductees on a university preparatory programme at the AUN?
S2	Yes	Findings show action learning enables student engagement, promotes confidence, encourages social and emotional learning, and provides a forum for feedback from NFSUP student
1	Yes	
2	Yes	Action learning set data, used in GT, was systematically gathered and analysed until concepts and dormant theories emerged during the research process - through the researcher's continuous analytical interplay between analysis and data collection.
3	Yes	Good visual aids to support data presentation.
4	Yes	
5	Yes	
16	Study ID: 12 Author and Year: Pryce 2019 Study Design: Mixed methods Overall Score: 5	
Q	Ans.	Comment
S1	Yes	Aim: To examine the effects of CC on newcomer youths' experiences of belonging, connectedness, hopefulness, and integration into Canadian society
S2	Yes	Both qual and quant data was collected.
1	Yes	The main objectives of the evaluation were to examine the effects of the program on adolescent experiences of belonging, hopefulness, connectedness, and integration into Canadian society. Using sequential mixed methods, these concepts were also explored through in-depth interviews with participants focused on obtaining a richer understanding of the newcomer experience. Qualitative interviews also allowed researchers to identify other important elements of CC participation for youth, including social connectedness and communication.
2	Yes	
3	Yes	Both dealt with adequately.
4	Yes	
5	Yes	Both qual and quant aspects of study deemed to be sufficient. Some issues, but they are not insurmountable and acknowledged. For example,

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		Not a randomized trial - convenience sample used that were not precisely matched on all demographic variables of the evaluation.
		Interview data, while rich and informative, were also limited based on the sample, duration, language, and feasibility.
17	Study ID: 8	
	Author and Year: Rodriguez 2019	
	Study Design: Qualitative	
	Overall Score: 5	
Q	Ans.	Comment
S1	Yes	The research questions for the *overall* study included: 1.) How do newcomer immigrant and refugee youth define belonging? 2.) To what extent do newcomer youth in a library-based program experience belonging? 3.) What factors contribute to an increased sense of belonging for newcomer youth? 4.) What are the challenges and lessons learned from the partnership for various stakeholders, including the library-based personnel and school district? This article reports findings from qualitative analysis from the larger mixed-methods study, specifically sharing data on research questions three and four on how newcomers articulate belonging, and lessons learned
S2	Yes	Focus groups with the youth (n= 22) and semi-structured interviews (n= 10) to learn about experiences in the community and library-program at different stages. Focus groups were conducted approximately every two months as newcomers progressed through different aspects of the curriculum (e.g., home, school, Hartford, Rodriguez, 2018). Focus groups were conducted multiple times throughout year to try to capture nuances and shifts in youth perceptions of belonging and the program. The focus groups asked questions related to newcomer experiences at the library in relation to their school experiences, program related activities such as the curriculum, relationships with the teachers, library-based personnel, and peers, and what the youth were learning about.
1	Yes	This article focuses on the qualitative findings from the larger exploratory sequential mixed-methods study. There is not much description of the qualitative approach used (for example, it's not labelled thematic analysis). However, this is probably OK for the qualitative component of a mixed-methods study.
2	Yes	
3	Yes	"During phase one, interview data were coded with community partners. In the second phase, the researcher coded interview and focus group data using a 'flexible coding strategy'." A three-level coding system was used to code 'belonging' which was central to the research questions.
4	Yes	
5	Yes	
18	Study ID: 3	
	Author and Year: Sarkadi 2018	
	Study Design: Mixed methods	

Q	Ans.	Comment
		Overall Score: 2
S1	Yes	"The current study aimed to [1] evaluate the effectiveness of TRT in reducing the symptoms of PTSD and depression in URMs when offered in a community setting in Sweden; and [2] examine participants' experiences of the program based on theories of posttraumatic adaptation"
S2	Yes	Validated measures of PTSD and depression were used to assess at baseline, two weeks post-intervention, and 3-6 months post-intervention (addressing aim 1). The interview guide is provided in Table 1 that asked about participants' experiences of the program.
1	Yes	The nature of the research questions is such that mixed methods were required. However, the rationale for mixed methods design is not explicitly discussed.
2	No	The data were analysed and discussed separately.
3	No	
4	No	
5	Yes	Qualitative component: 1.1 – Yes. Deductive and inductive analysis following the steps of content analysis); 1.2 – Yes. Focus groups were used, participants were in the same groups that had shared the experience of the intervention 1.3 - Yes 1.4 - Yes 1.5 - Yes. Quantitative component - quant descriptive: 4.1 – Yes. Intervention was offered to all participants who met inclusion criteria 4.2 - Can't tell. No information is provided about the target population 4.3 – Yes. 4.4 – Yes. Paper reports no statistically significant difference in age, CRIES-8, and MADRS-S between the children who started but did not complete and those who completed. 4.5 – Yes.

Appendix 4: Results of MMAT appraisal for 27 included papers in the Education review

Quality Appraisal Notes

Note: Answers to screening questions are not included within score. Instead, as a result of the screening phase, three of the articles were excluded because they were not empirical.

1	Title: "Family is here": Learning in community-based after-school programs Author(s) and Year: Lee, S. J., & Hawkins, M. R., 2008 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
2	Title: Responding to immigrant students and families: Supportive structures within a learning community school in Spain Author(s) and Year: Wassell, B.A. & Hawrylak, M.F., 2021 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
3	Title: Diversity in family involvement in children's learning in English primary schools: Culture, language and identity Author(s) and Year: Conteh, J. & Kawashima, Y., 2008 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
4	Title: Creating places, relationships and education for refugee children in camps: Lessons learnt from the 'The School of Peace' educational model Author(s) and Year: Huss E, Ben Asher S, Shahar E, Walden T, Sagy S., 2021 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	

5	Yes	
5	Title: The effects of guided elaboration in a CSCL programme on the learning outcomes of primary school students from Dutch and immigrant families Author(s) and Year: Prinsen, F. R., Terwel, J., Zijlstra, B. J., & Volman, M. M., 2013 Study Design: Quantitative non- randomized Overall Score: 5	

Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	

6	Title: Families and the academic success of immigrant high school students Author(s) and Year: Kanoute, F., Laaroussi, M.V., Rachedi, L. & Doffouchi, M.T., 2008 Study Design: Qualitative Overall Score: 5	

Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	

7	Title: Ahiska Refugee Families' Configuration of Resettlement and Academic Success in US Schools Author(s) and Year: Bal, A., & Arzubiaga, A. E., 2014 Study Design: Qualitative Overall Score: 5	

Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	

8	Title: Ecological approach to academic achievement in the face of war and military violence: Mediating and moderating role of school, family, and child characteristics Author(s) and Year: Diab, S. Y. M., Guillaume, M., & Punamäki, R.-L., 2018 Study Design: Quantitative descriptive Overall Score: 4	

Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	No	

9	Title: Association of experiences of medical home quality with health-related quality of life and school engagement among latino children in low-income families Author(s) and Year: Stevens, G. D., Vane, C., & Cousineau, M. R., 2011 Study Design: Quantitative non- randomized Overall Score: 5	

Q	Ans.	Comment
1	Yes	

Q	Ans.	Comment
2	Yes	
3	Yes	
4	Yes	
5	Yes	
10	Title: I Learn so You Can Learn More: Helping to Improve the Educational System through Family Education in Learning Communities Author(s) and Year: Garcia Yeste, C., Gairal Casado, R., & Gomez Gonzalez, A., 2018 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
11	Title: Supporting Refugee Preschooler's Early Learning: Combined Capitals and Strengths of Refugee Families, an Agency, and a Community Preschool Program Author(s) and Year: Boit, R., Conlin, D., Barnes, A. C., & Hestenes, L., 2021 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Can't tell	Because this study is part of a larger investigation, some of the data are general. This means that they could be better targeted to the main objective of the study.
3	Yes	
4	Yes	
5	Yes	
12	Title: "Being on the Other Side of the Table": A Qualitative Study of a Community-Based Science Learning Program With Latinx Families Author(s) and Year: Kirmaci, M., Buxton, C. A., & Allexsaht-Snider, M., 2019 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Can't tell	Data collection (interviews with teachers) did not start at the beginning of their participation in the program, so the study was not able to compare the change in teachers' perceptions during the 3 years of data collection.
3	Yes	
4	Yes	
5	Yes	
13	Title: 'Yo te estoy ayudando; estoy aprendiendo también/I am helping you; I am learning too: "A bilingual family's community of practice during home literacy events Author(s) and Year: Baird, A. S., Kibler, A., & Palacios, N., 2015 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Can't tell	Due to the fact that the study focuses only on one family (one case), the results may show certain patterns but are not sufficient to understand the complexity of the phenomenon. It would have been interesting to include more than one family in the study. In addition, another limitation of the study is that the data collection is based on 6 visits (12 hours in total).

Q	Ans.	Comment
3	Yes	
4	Yes	
5	Yes	
14	Title: Family Involvement at the Secondary Level: Learning From Texas Borderland Schools Author(s) and Year: Carpenter, B.W., Young, M.D., Bowers, A. & Sanders, K., 2016 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
15	Title: How immigrant adolescents' self-views in school and family context relate to academic success in Germany Author(s) and Year: Hannover, B., Morf, C. C., Neuhaus, J., Rau, M., Wolfgramm, C., & Zander-Musić, L., 2013 Study Design: Quantitative descriptive Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
16	Title: Learning with immigrant children, families and communities: the imperative of early childhood teacher education Author(s) and Year: Da Silva Iddings, A.C. & Reyes, I., 2017 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
17	Title: Learning to talk: Community support and views of parents from socially disadvantaged families Author(s) and Year: Lees, J., Stackhouse, J. & Grant, G., 2009 Study Design: Qualitative Overall Score: 4	
Q	Ans.	Comment
1	Yes	
2	No	Because the study uses a convenience sample, the results cannot be generalized and may be biased because some people chose to participate, and others did not
3	Yes	
4	Yes	
5	Yes	
18	Title: Tofa liuliu ma le tofa saili a ta'ita'i Pasefika: Listening to the Voices of Pasifika Community Leaders Author(s) and Year: Taleni, T.O., Macfarlane, S., Macfarlane, A.H. & Fletcher, J., 2018	

	Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
19	Title: Hispanic leadership fostering parental engagement in a community-based space Author(s) and Year: Gil, E., 2019 Study Design: Qualitative Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
20	Title: Analysis of dialogic literary gatherings in primary education: A case study through the voices and argued drawings of the students Author(s) and Year: Foncillas, M., Santiago-Garabieta, M., & Tellado, I., 2020 Study Design: Qualitative Overall Score: 4	
Q	Ans.	Comment
1	Yes	
2	No	Considering the objective of the study, the sample and method may be appropriate, however it is necessary to mention that the study may show the perception of the students after a single intervention, but it does not show the impact of that intervention. In addition, since the fieldwork was conducted just after the intervention, the students' responses could be influenced by the intervention itself.
3	Yes	
4	Yes	
5	Yes	
21	Title: Student teachers volunteering in pre-service programmes in successful schools: Contributing to their successful training Author(s) and Year: Ríos, O., García, C., Jiménez, J. M., & Ignatiou, Y., 2019 Study Design: Mixed methods Overall Score: 3	
Q	Ans.	Comment
1	Yes	
2	No	The results of the aforementioned questionnaires were mentioned only twice.
3	No	The results of the aforementioned questionnaires were mentioned only twice.
4	Yes	
5	Yes	
22	Title: Dreams of Higher Education in the Mediterrani School Through Family Education Author(s) and Year: Garcia Yeste, C., Morlà Folch, T., & Ionescu, V., 2018 Study Design: Qualitative Overall Score: 4	
Q	Ans.	Comment
1	Yes	

2	No	The results indicate a change in the perception of students and family with respect to their expectations, however there is no baseline where a comparison can be made.
3	Yes	
4	Can't tell	the interpretation itself, yes, but not necessarily the data collection
5	Yes	
23	\multicolumn{2}{l}{Title: Moroccan mothers' involvement in dialogic literary gatherings in a Catalan urban primary school: Increasing educative interactions and improving learning Author(s) and Year: De Botton, L., Girbés, S., Ruiz, L., & Tellado, I. 2014 Study Design: Qualitative Overall Score: 5
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
24	Title: Family education improves student's academic performance: Contributions from European research Author(s) and Year: Flecha, A. (2012). Study Design: Qualitative Overall Score: 5
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
25	Title: The power of Interactive Groups: how diversity of adults volunteering in classroom groups can promote inclusion and success for children of vulnerable minority ethnic populations Author(s) and Year: Valls, R., & Kyriakides, L., 2013 Study Design: Qualitative Overall Score: 5}
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
26	\multicolumn{2}{l}{Title: Academic achievement and loneliness of migrant children in China: School segregation and segmented assimilation Author(s) and Year: Lu, Y., & Zhou, H., 2013 Study Design: Quantitative descriptive Overall Score: 5}
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	

4	Can't tell	
5	Yes	
27	Title: Family and school socialization and adolescent academic achievement: A cross-national dominance analysis of achievement predictors Author(s) and Year: Stolz, H.E., Barber, B.K., Olsen, J.A., Erickson, L.D., Bradford, K.P., Maughan, S.L. & Ward, D., 2004 Study Design: Quantitative descriptive Overall Score: 5	
Q	Ans.	Comment
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	

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