



Selected actions to address the integration challenges of migrant children

Due date – May 2022

Submission date – May 30, 2022

Document identifier: D2.1

Author: UAB

Dissemination status: Public

Document version: 3.0



D2.1. Selected actions to address the integration challenges of migrant children

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

Project no. 101004717

REFUGE-ED

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

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

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

History Chart				
Issue	Date	Changed page(s)	Cause of change	Implemented by
0.10	28/07/2021	-	Draft	UNIFI/UAB
1.0	30/08/2021	ALL	Version 1.0	UNIFI
2.0	28/02/2022	ALL	Version 2.0	UAB
3.0	30/05/2022	3	EU Disclaimer and Data Analysis update	UAB

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1. Acronyms and abbreviations

MHPSS	Mental Health and Psychosocial Support
SPICE	Supportive Process for the Inclusion of Children's Experience
UMA	Unaccompanied minors
DLG	Dialogic Literary Gatherings
IG	Interactive Groups
SEAs	Successful Educational Actions

2. Executive Summary

This document provides an individualized overview of each of the 46 pilots that are being implemented as part of the REFUGE-ED project in six different countries: Bulgaria, Ireland, Greece, Italy, Spain and Sweden. 3 of the pilots are being implemented in hotspots/reception and identification centers; 37 of them are being implemented in inclusive school environments and formal and informal social learning environments, and 6 in institutional care (including unaccompanied minors).

The document describes specifically the results derived from the initial step of the REFUGE-ED dialogic co-creation process (RDCP), which is currently being implemented in each pilot site, that is, Step 1. Needs Analysis with stakeholders and end-users [M6-M14].

The current situation posed by COVID-19 across Europe has delayed the timeline initially foreseen for the development of the implementing pilot sites, as some of the fieldwork is being conducted online and under unstable circumstances. The overall location of pilots' sites has been leaning toward including more in inclusive school environments also due to new policies and restrictions that have limited the researchers access to reception and identification centers as originally planned. However, the REFUGE-ED research team has continued working to ensure that all tasks keep developing and progress is made, thus advancing to reach the goals set for year 1 of the project.

3. Introduction

The main purpose of the present report is to provide an individualized overview of each of the 46 pilots that are being developed under the REFUGE-ED project. It will describe the results of the **Step 1. Needs Analysis with stakeholders and end-users [M6-M14]**

For any project which seeks to make a helpful and successful change, it is important to have a deep and concrete knowledge of not only the field in which is developed, but also the context in which is being implemented and the challenges and needs that must be addressed. The identification of these needs is the first step of the **Dialogic Co-creation Process**, as they are not established by researchers themselves, but through a dialogue with the whole community which is facing challenges daily.

Therefore, it is the result of, on the one hand, a data collection based on the communicative methodology of research,¹ explained in D.2.2. On the other hand, considering the perspective of the whole community, this is all the social actors who are affected or in touch with the researched problem. **In REFUGE-ED case, this includes** children with recent migration backgrounds, refugees and asylum seekers and unaccompanied minors, their families, educators or professionals in their centres, volunteers in the pilots, social and public workers, and policymakers.

Thus, this phase has been aimed at collecting information about the needs experienced by direct and indirect end-users (including both those professionals working in the pilot settings and those to whom the actions will be directed), and stakeholders (those with decision-making capacity in the management of actions).

Some difficulties have been faced in this phase of the project, as some needs or problems can only emerge when the ideas that have been theorized and planned are put to practice. These difficulties are mainly related to the implication of some centers in some countries which initially were interested in participating in the project, but afterwards have realized they could not commit; or to the coordination to carry out the fieldwork in the sites, especially with the part of the communities which are not in the center itself so arrangements to meet become more complicated. This part of the work has been especially affected by the COVID-19 pandemic, as well as by the delay in the approval of ethics procedures. However, when these difficulties emerged, REFUGE-ED partners have put in place strategies to identify other potential centers which would be interested in join the project. Eventually, all 46 pilots have been engaged in the process, and now REFUGE-ED is ready to embrace the training challenges being tackled in the framework of WP3.

¹ Gómez, A., Puigvert, L., & Flecha, R. (2011). Critical communicative methodology: Informing real social transformation through research. *Qualitative Inquiry*, 17(3), 235-245.

4. Methodology

The dialogic co-creation process which is described in-depth in D.2.2., has guided all the aspects regarding methodology and content development. The selection of participants, for instance, has been decided by the center themselves (mainly by the person responsible for the center or those with more interest and involvement with the project). Therefore, the role of researchers has been to facilitate all the information provision and comprehension of the project, while respecting the participants' selection of each pilot setting.

The data collection, then, in most cases, has been done following the communicative approach, by doing interviews, life stories and focus group discussions with end-users and stakeholders. This critical communicative methodology starts from the premise that "social research must not only commit to the coherence between theory and practice in research, but also recognize that it is the most effective way of detecting and analyzing specific phenomenon in society today"². This way, people in daily contact with the reality which is being researched are those who know the most about what needs and challenges they face and can analyze them and formulate proposals to improve their situation.

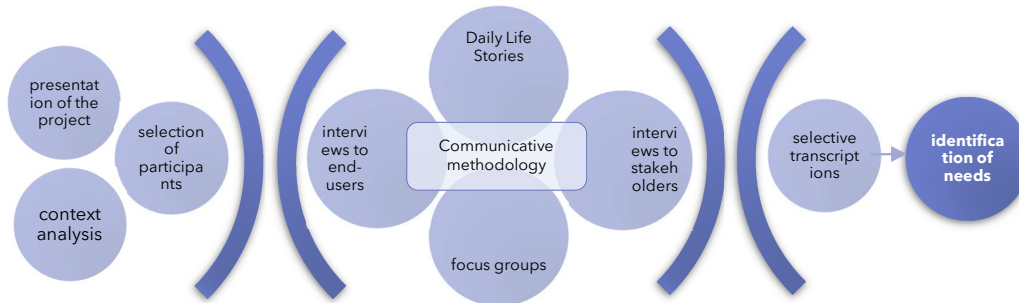
Box 1. Fieldwork conducted in each pilot site

For each center, roughly five communicative life stories with end-users (minors and families), five interviews with end-users (professionals, families and minors), five interviews with stakeholders (volunteers, NGOs, public workers, policymakers), and two focus group discussions have been held. In most centers an informal presentation to teachers, professionals, and the whole community has also taken place. The project has adapted to the realities of each pilot site, so this has been just a guide in doing the fieldwork. Also interviews with more than one professional, or with students and their parents together, or other techniques and combinations have been carried out.

In some of the implementing partners, the final number of data collection techniques carried out differs a little bit from the initial plan, as it was agreed to follow the criteria of saturation of information.

As explained and detailed in appendix 3, by May 2022, **a total of 818 individuals have participated in the fieldwork across the six implementing countries.**

² Gomez, J., Latorre, A., Sánchez, M. y Flecha, R. (2006). *Metodología comunicativa crítica*. Barcelona: El Roure.



Data analysis

All data collected has been analyzed according to two dimensions: thematic issues of the project; and implementing level.

First, at the light of the “thematic issues of the project” dimension, the three REFUG-ED categories were considered, that is: academic achievement, well-being and sense of belonging. This way, all data collected was classified and analysed looking at how the needs and challenges detected across the implementing sites was either promoting academic achievement, well-being and sense of belonging, or hampering it. It should be mentioned that this way of looking at the data according to promoting/hampering factors corresponds to the communicative approach of research (Gomez, Puigvert, Flecha 2011) used in REFUG-ED. The communicative approach of research which is well explained in D.2.2. emphasizes looking at the transformative/exclusionary dimensions.

The second dimension of analysis was that of the “implementation level”. For this, three levels were defined: the main challenges and needs faced by end-users level; the main challenges and needs faced at the centre/organization level; and the main challenges and needs faced at the stakeholder’s level (see Appendix 2 for a through description).

This way, for the data analysis the first step done was conducting selective transcriptions of the interviews, focus group discussions and daily life stories and classify it based on these analysis categories, and looking at the two dimensions.

In turn, three online sessions of 90 minutes each were held between January and February 2022 opening up a debate for each implementing partner (Bulgaria, Greece, Ireland, Spain and Sweden) to share the needs and challenges identified, and this inform the work that



each partner was doing. These sessions were of upmost help at the time of clarifying how to interpret data obtained and its subsequent analysis.

Through the selective transcriptions the key findings regarding the needs analysis of the pilot sites have been drawn, as it is reflected on the following points of this report. These identified needs will be the base to determine the practices/approaches that are going to be implemented in each pilot setting (as identified in the Catalogue of Actions derived from WP1), through a subsequent co-creative process with the whole community.

5. The REFUGE-ED pilots across Europe

In this section the 46 pilots are presented, describing their context information as well as the needs detected derived from the fieldwork.

Summary of pilots by type of center		Nr
Type 1. Hotspots/Reception & Identification Centers		3
Type 2. Inclusive school environments and on-formal and informal social learning environments		37
Type 3. Institutional care (including unaccompanied minors)		6

Detailed summary of pilots			
Code	Type	Country	Name of the center
BU1	Type 2	Bulgaria	15 th School "Adam Mitskevich"
BU2	Type 2	Bulgaria	74 th School "Gotse Delchev"
BU3	Type 2	Bulgaria	66 th School 'Filip Stanislavov'
BU4	Type 1	Bulgaria	RRC Voenna Rampa
BU5	Type 1	Bulgaria	RRC Ovcha kupel
EL1	Type 2	Greece	52nd Primary School of Athenes
EL2	Type 2	Greece	21st Primary School of Athenes
EL3	Type 2	Greece	2nd Primary School of Renti
EL4	Type 2	Greece	1st Primary School of Karditsa
EL5	Type 2	Greece	4th Primary School of Karditsa
EL6	Type 2	Greece	ANKA SA - Development Agency of Karditsa
EL7	Type 2	Greece	2nd Elementary School of Pylaia
EL8	Type 2	Greece	6th Multicultural Elementary School of Eleftherio-Kordelio
EL9	Type 2	Greece	13th Elementary School of Ampelokipoi
EL10	Type 2	Greece	METAdrasi's non-formal education centre
IE1	Type 2	Ireland	St Joseph's
IT1	Type 3	Italy	Casa di Giuseppe - Institutional care for unaccompanied minors
IT2	Type 2	Italy	IC Vittoria Colonna - 1st Grade Secondary School, part of "Giovanni XXIII-Vittoria Colonna" Institute [Istituto Comprensivo]
IT3	Type 2	Italy	Acate Centrale and Addario - Primary School, part of "Capitano Biagio Puglisi" Institute [Istituto Comprensivo]
IT4	Type 2	Italy	A. Volta - 1st grade Secondary School, part of "Capitano Biagio Puglisi Institute" [Istituto Comprensivo]
IT5	Type 3	Italy	"Arcobaleno" Community - Institutional care for unaccompanied minors
IT6	Type 3	Italy	"Centro Freedom" - Institutional care for unaccompanied minors
IT7	Type 2	Italy	CPIA Palermo 1 & CPIA Palermo 2- Centre for adult education
IT8	Type 2	Italy	I.C.S. Silvio Boccone / 1 st Grade Secondary School
IT9	Type 2	Italy	E. De Amicis - Primary School
IT10	Type 2	Italy	Primary School "La Masa", part of the "Politeama" Institute [Istituto Comprensivo]
IT11	Type 2	Italy	1st grade Secondary School "Archimede", part of the "Politeama" Institute [Istituto Comprensivo]
IT 12	Type 2	Italy	1st grade Secondary School "Federico II", part of the
IT13	Type 2	Italy	IISS Francesco Ferrara - 2nd grade Secondary School
IT14	Type 2	Italy	IISS Pietro Piazza - 2nd grade Secondary School
SP1	Type 3	Spain	Pla de Santa Maria
SP2	Type 3	Spain	Centre Orió
SP3	Type 3	Spain	Centre Sírius
SP4	Type 2	Spain	Eibar BHI

SP5	Type 2	Spain	IES Veles e Vents
SP6	Type 2	Spain	IES Alfonso II
SP7	Type 2	Spain	IES Al-Ándalus
SP8	Type 2	Spain	CEIP Sant Vicent Ferrer
SP9	Type 2	Spain	IPI Karmengo Ama
SP10	Type 2	Spain	CEIP Martina García
SP11	Type 2	Spain	CEIP República de Venezuela
SP12	Type 2	Spain	CEIP Bernat Calvó
SP13	Type 2	Spain	Aranbizkarra
SW1	Type 2	Sweden	Mölnadal
SW2	Type 1	Sweden	Restad Gård asylum accomodation centre)
SW3	Type 2	Sweden	Vänersborg Interkulturellt Centrum



1. Pilots implemented in Bulgaria

REFUGE-ED partner: New Bulgaria University

INTRODUCTION

For the case of Bulgaria, the New Bulgarian University team is leading five pilots. The data analysis was structured around two case studies – one for the schools (3 pilots) and one for the Registration and Reception Centers (RRCs) (2 pilots). We have suggested such grouping since the two sets of sites did show similar challenges during the fieldwork period. All pilot sites are in the capital city of Bulgaria – Sofia, so the NBU team provides contextual information on the neighborhoods, to draw on the socio-cultural background of the end-users.

Therefore, the two case studies are as follows:

- **Case Study 1: Schools – 15th School “Adam Mitskevich”** (BU1) in the “Nadezhda” district of Sofia; **74th School “Gotse Delchev”** (BU2) in the neighbouring “Vrabnitsa” district and **66th School “Filip Stanislavov”** (BU3) in the “Ovcha kupel” district.
- **Case Study 2 – Registration and Reception Centers – RRC “Voenna Rampa”** (BU4) in the “Serdika” District, which neighbours “Nadezhda district”, and **RRC “Ovcha Kupel”** (BU5) in the district of the same name.

“Nadezhda”, “Vrabnitsa” and “Serdika” districts (where BU1, BU2 and BU4 are located) are among the northern and western neighbourhoods - with the lowest income per capita on the territory of Sofia, as opposed to the southern and central parts. “Ovcha kupel” district (where BU3 and BU5 are located), on the contrary, has above average income (10% higher) than the median for Sofia. All the four districts are predominantly ethnically Bulgarian by population (btw 86% and 95%), and the rest is distributed between Turks (btw. 0.4% - 1%), Roma (0.3-1,7%), and others (0.6 – 1.3%). Noteworthy is that “Serdika” district includes the industrial zone “Voenna rampa” - a non-residential territory. The cultural life in these parts of Sofia is supported by a number of community centers (*читалища [chitalishta]*). All have a different number of schools, but “Ovcha kupel” is the only one that also had universities or higher education institutions on its territory.

All the pilot schools provide primary (ages 6-7 to 12-13) and secondary (13-14 to 18 y.o.) education. Nevertheless, they differ in the number of pupils enrolled in 2021/2022. **74th School “Gotse Delchev”** is the largest one among them and has currently 750 students, while **15th School “Adam Mitskevich”** has 557 and **66th School “Filip Stanislavov”** – 350. Accordingly, the numbers of teaching and pedagogical staff vary between 26 and 65 teachers and additional teams of psychologists, resource teachers, etc. All schools provide foreign language education and specialized education profiles for high schoolers. All these pilots have a rich background in educating migrant and refugee children (Iran, Iraq, Lebanon, Syria, Egypt, Vietnam, China, Afghanistan, Georgia, Bangladesh, China, Greece, Nigeria, Ukraine, Somalia, etc.), as well as Roma. This is due to their location in or close to neighbourhoods with a higher migrant and/or Roma population, as well as to their proximity to the two RRC (BU4 and BU5).

“Voenna rampa” and “Ovcha kupel” RRCs are two of three RRCs in Sofia, managed by the State Agency for Refugees (SAR). They have a capacity of 800 and 860 asylum seekers, respectively, and up to November 2021 are hosting 296 (230 UAM, 8 accompanied minors, 58 adults) and 239 (197 UAM, 13 accompanied minors, 29 adults). The population of “Voenna rampa” is currently consisting of asylum seekers from Afghanistan, Pakistan, and Iran, (Pashto, Dari, Farsi, and Urdu speakers) mainly. The “Ovcha kupel” asylum seekers are from Syria, Iraq, North Africa, and other countries where the spoken language is Arabic or Kurdish, as well as Sub-Saharan Africa. There are various services and support offered by the SAR, international organizations, and civil society organizations (CSOs), available to asylum seekers in the RRCs, including food, health, non-food items, and protection services. In 2019 and 2020, IOM Bulgaria, in coordination with the SAR, set up Safety Zones for unaccompanied minors (UAM) in “Voenna rampa” and “Ovcha kupel” RRCs. They have a capacity of 100 and 138 UAM, respectively, and IOM social workers provide 24/7 care and support to the UAM accommodated therein.

Case study 1. School centers

A. Context information

PILOT BU1. СУ „Адам Мицкевич“ [15th School “Adam Mitskevich”]

General information

Type of site: Educational center/School

Name of the center: 15 СУ „Адам Мицкевич“ [15th School “Adam Mitskevich”]

Location: “Nadezhda – 2” Nbhd., “Jordan Hadzhinkonstantino Dzhinot” № 68, 1220 Sofia, Bulgaria

Key information about the area where the site is located: “Nadezhda” district is one of the 24 districts of Sofia municipality and is one of the oldest ones dating back to 1905 – 1906 when it was first populated. It consists of 9 neighborhoods and residential complexes. According to the General Directorate for Civil Registration and Administrative Services in 2016 the population of the district was 74 520 people³. A 2019 journal article places the Nadezhda district in sixth place among the other Sofia administrative parts in population numbers⁴.

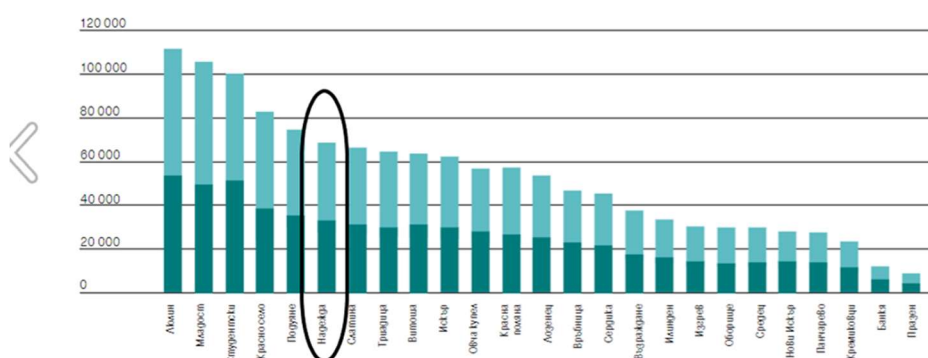


Fig. 1: “Nadezhda” by population among the other districts of Sofia Municipality. Source: “Gradat” Journal, 2019, vol. 3 [<https://gradat.bg/sgradi/rayonite-na-sofiya-usloviya-na-zhivot-i-biznes>]

According to the census in 2011, the total population was 67 905. The ethnic profile of the district at this point was as follows: Bulgarians (60 240 or 88.71%), Turks (314 or 0.46%),

³ <http://www.grao.bg/tna/tab02.txt>

⁴ <https://gradat.bg/sgradi/rayonite-na-sofiya-usloviya-na-zhivot-i-biznes>

Roma (312 or 0.45%), others (895 or 1.31%)⁵. The gender balance is 47% men and 53% women. For that period the main population (65%) was in a working age, 22% were above and 13% were under the working age (see Fig. 2⁶).

Fig. 2: The age profile of the “Nadezhda” population as described above.



In 2017 “Nadezhda” district was among the district of Sofia with the lowest income levels, with 31% below the medial for the capital. The percentage follows closely the level of income of the businesses in the area. In the capital, the difference between the northwestern districts and the southern and central ones is visible in that respect. Indicative of the social discrepancies in that respect is also the concentration of population with secondary education, as opposed to higher numbers of university graduates living in the central and southeastern neighborhoods⁷ (Gradat 2019).

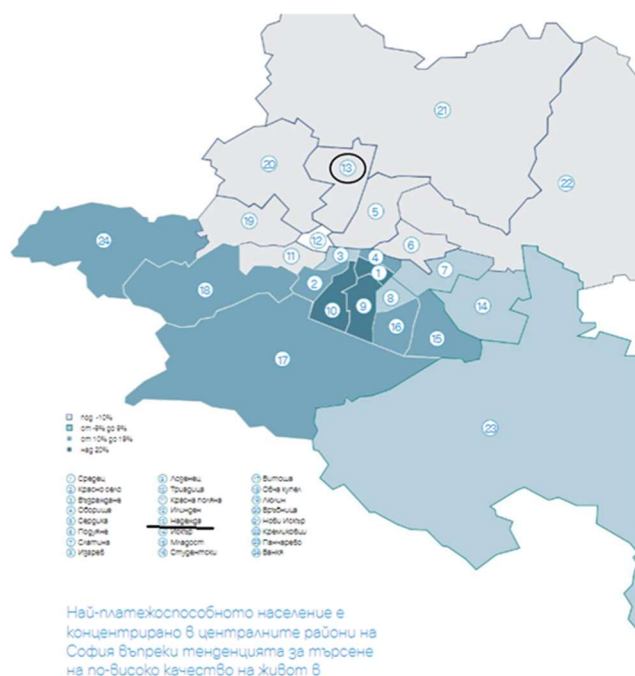


Fig. 3: “Nadezhda” district (in black circle) is among the northern and western neighborhoods, that mark the lowest income per capita on the territory of Sofia, as opposed to the southern and central parts. This tendency is contrary to the trend among those with higher revenue who search for a better-quality life on the outskirts of the city. Source: “Gradat” Journal, 2019, vol. 3

[<https://gradat.bg/sgradi/rayonite-na-sofiya-usloviya-na-zhivot-i-biznes>].

The district has good infrastructure and is well connected within its different parts, outside of the city and with the city centre. A main road artery is “Lomsko shose” Blvd. along which there are 3 metro stops, connected with the center and with the city’s bus and train stations. “Hristo

⁵ <http://pop-stat.mashke.org/bulgaria-ethnic-loc2011.htm>

⁶ “Nadezhda” district’s webpage. Available at: <https://bit.ly/3BioKcF>

⁷ <https://gradat.bg/sgradi/rayonite-na-sofiya-usloviya-na-zhivot-i-biznes>

Silyanov" str. Divides the "Nadezhda" I, II, III neighborhoods from the IVth part; "Beli Dunav" str. Divides "Nadezhda" III and IV from "Vrabnitsa" neighborhood. On the territory of the district there are five tram lines and six bus lines connecting it with the center, the train and bus stations and the southern and western neighborhoods of Sofia.

Nadezhda has a number of hypermarkets and supermarkets, open markets, restaurants and cafes. On the territory of the district there are two Diagnostic consultative centers. It also concentrates a considerable amount of the industry on the territory of Sofia such as: Sopharma AD, Elprom "ZEM", the "Agresia" factory, "Hunday Heavy Industries" AD, etc⁸. The State Agency for Refugees' (SAR) Registration and Reception Centre Sofia - Voenna Rampa is in close proximity to 15th school "Adam Mitskevich" (about 1,8 km).

The area is built mainly with panel and high-rise residential buildings (mostly large-area formwork. Along "Lomsko shose" blvd. there are some small family houses, as well as (although rare) newly built buildings⁹.

The district has ten schools. One provides only primary education (1st to 4th grade), four of them provide education from 1st to 7th grade, while another three, among which is 15th school "Adam Mitskevich", are also high schools. "Nadezhda" also has one sports school. There is also a Centre for arts, culture and education "Sofia" which has an educational role for younger children from the ages of preschool and early school years to high school¹⁰. There is also the private professional college "International services in security"¹¹.

The cultural life in "Nadezhda" is supported by six community centers which have a wide range of activities stretching from English language courses, tutoring in mathematics and Bulgarian language and literature. Many offer private lessons in piano and other instruments, as well as organize ensembles and Bulgarian folklore dancing courses. Additionally, some have modern dancing lessons, yoga, Latino and sport dancing, aikido, taekwondo and gymnastics clubs. There are also summer groups for children and libraries with more than 7 thousand books¹².

In the different neighborhoods of Nadezhda district there are a number of Christian Orthodox churches, but also Chinese Christian Church, an evangelical church - United Bulgarian Church "Blagodat", Sofia Korean Church. There is also a crisis center "Faith, Hope, and Love", which is newly renovated and currently hosts 12 boys and 12 girls under the age of 18, which have suffered from different forms of violence at home or outside of it.

Context information about the site

The 15th "Adam Mitskevich" school¹³ is a municipal public non-specialized school [according to art. 24-27/37-41 of the Pre-School and School Education Law (чл.24-27/37-

⁸ <https://bit.ly/3n1c4wt>

⁹ <https://bit.ly/3E9H5Kw>

¹⁰ <https://www.sofia.bg/en/municipality-schools-nadezda>

¹¹ <https://bit.ly/3GhGkRt>

¹² <https://bit.ly/3BbRKT8>

¹³ The official webpage of the school is: <https://www.15sou-sofia.com/>
Facebook: <https://www.facebook.com/15.SU.school>

41 от ЗПУО) of the Republic of Bulgaria] one of 193 public schools (there are 263 schools if we account for the private ones) registered in the capital city of Sofia¹⁴.

In 2017/2018 there were 430 students in 21 classes. The teaching staff includes 42 teachers and 8 non-pedagogical staff. The school has a rich history in terms of providing education for students of diverse ethnic and cultural backgrounds and, currently, has pupils from Iran, Iraq, Lebanon, Syria, Egypt, Vietnam, China, Afghanistan, Georgia, as well as children from the Roma community in the "Nadezhda" district and coming from crisis centers¹⁵. During the interviews, the school's principal reported that currently and in the past the school has had students of 12 nationalities. For the 2021/2022 school year the school has 557 students. 30 of them are coming from the listed countries - 3 unaccompanied Afghani children in 8th grade and two in the 2nd grade. Two Iraqi children are currently in primary school and one in 5th grade.

The school has 7 wireless and wired interactive boards (one of which was awarded by the "Education for tomorrow" Project¹⁶), 11 projectors and 26 laptops that provide for an interactive and mobile educational process. All these are facilitating the work of two school clubs - in "Digital skills" and a computer club. There are two gyms and 3 other sports playgrounds, as well as a canteen and a library with wi-fi. There are 30 classrooms and those for the children in primary and elementary education were recently renovated. Each subject studied at the school has a dedicated classroom and there are two lecture rooms for informatics.



Fig. 4: The renovated façade of the 15th school "Adam Mitskevitch".

The high school stage provides students with a profiling choice in two main areas: "Technology and tourism" and "Entrepreneurship". Some of their classes are: "Information technologies", studied under the curriculum of "Junior Achievement Bulgaria", Geography and Economics, Entrepreneurship and Business education¹⁷. There are also a number of languages that they can choose from: English, German, Russian, Polish.

The school offers a rich program for learning outside the school, including educational excursions for the children to different historical places, monuments, museums, and towns around Bulgaria. In 2017, 4 trips and classes of that kind were organized. The same year there was a "Spelling Bee" competition (organized to support English language education in Bulgarian schools) held in one of the community centers in Sofia, at which two of the school's pupils won first and second place¹⁸.

¹⁴ For more information, visit: <http://89.252.196.217/Schools/schinfo?60768>

¹⁵ <https://bit.ly/3vDd16Z>

¹⁶ <https://bit.ly/3jumh8M>

¹⁷ <https://bit.ly/3b5gX7i>

¹⁸ <https://bit.ly/2ZgTGfH>

In 2017, 15th school “Adam Mitskevitch” was awarded with financial support for a project for innovative schools. It is currently participating in 5 projects. One of them is funded by the European Union and is implemented jointly with the Polish Institute in Sofia. The school actively collaborates with the Polish institute in Sofia, and the Polish and Vietnamese Embassies¹⁹. In 2018, 40 students from the school were invited to visit the Parliament.

The teachers, on the other hand, took part in programs aimed at developing their professional skills in Ohrid and Tirana. Many worked towards gaining a professional and qualification degree (ПКС), as well as participated in training dedicated to recognizing situations of violence and prevention and dealing with such in support of children at risk²⁰. A discussion “Say ‘no’ to violence” was held in the school.



Pic. 5: The entrance of the 15th school “Adam Mitskevitch”.

In 2017/2018, the 15th School initiated its “Young Journalists” 4-year project within the “Innovative school” program. Within its scope, 44 pupils from 1st through 4th grade participate twice a week in classes related to global problems, such as ecology, healthcare, wellbeing, problems at school. They will meet different professionals, conduct interviews with them and will have firsthand information about their experience in the chosen area ²¹. During the campaign “Successful Bulgarians set a personal example” in 2018, the students met with journalists, television presenters, public relations professionals, architects, political scientists, etc.²²

As of 20.10.2021, all schools in the Sofia municipality operate online due to the ongoing COVID-19 pandemic. The Bulgarian Refuge-Ed team was granted access to the school by the deputy minister of the Ministry of Education and Sciences (MES), Evgenia Peeva-Kirova, through letter № 16-253/ 09.06.2021. The letter of the MES granted the right to interview the teaching staff of the school.

¹⁹ <https://bit.ly/3m75oTn>

²⁰ <https://bit.ly/3nqnQG4>

²¹ <https://bit.ly/3jqb4pG>

²² <https://bit.ly/3GgRLJm>

PILOT BU2. СУ „Гоце Делчев“ [74th School “Gotse Delchev”]

General information

Type of site: Educational center/ School²³

Name of the Center: 74. СУ „Гоце Делчев“ [74th School “Gotse Delchev”]

Location: “Vrabnitsa” 1 Dist., 470th Str., 1229 Sofia, Bulgaria

Key information about the area where the site is located: “Vrabnitsa” district is one of the 24 administrative district of Sofia municipality. It encompasses 7 neighborhoods (and residential complexes) and two villages. According to the General Directorate for Civil Registration and Administrative Services, in 2016, the population of the district was 48 072 people ²⁴ and in 2020 – 52 661²⁵.

According to the census of 2011 (the 2021 census was carried out in the past month), the three main ethnic enclaves are Bulgarians (40 974 or 85.41%), Roma (802 or 1.67%), Turks (262 or 0.54%), and others (264 or 0.55%).

74th school Gotse Delchev is in the Vrabnitsa – 1 neighborhood, which borders the neighborhood “Nadezhda” III via “Beli Dunav” str. There is a metro station of the same name close by and, due to its proximity to “Lomsko shose” boulevard, the neighborhood remains well connected with two of the metro lines (and thus a big part of Sofia) via the four stations located on it. There are two public bus lines that service the neighborhood, but in close proximity (in Nadezhda nbd.) there are many more (also see the context fact sheet for “Nadezhda” district). Housing/property consists mainly of panel and high-rise residential buildings (mostly large-area formwork) ²⁶. The municipality provides housing for vulnerable social groups²⁷.

There are 7 schools in the district²⁸. Five of them provide education from 1st to 7th grade, while another two, including 74th school “Gotse Delchev”, are also high schools. The second one is the National High School for Ancient Languages and Culture “Constantine-Cyril the Philosopher”, which is scientifically and methodologically integrated with Sofia University “St. Kliment Ohridski”. It has the status of a National Classical Lyceum at the University and is considered one of the most prestigious high schools in Sofia. In Vrabnitsa, there is also a

²³ The school’s official webpage: <https://www.74su.org/>

Facebook: <https://www.facebook.com/74-%D0%A1%D0%9E%D0%A3-%D0%93%D0%BE%D1%86%D0%B5-%D0%94%D0%B5%D0%BB%D1%87%D0%B5%D0%B2-172511222567>

²⁴ <http://www.grao.bg/tna/tab02.txt>

²⁵ <http://www.vrabnitsa.bg/rajon-vrbnitsa/naselenie.html>

²⁶ https://web.archive.org/web/20080119042818/http://www.eppi.bg/ad_show_info.php?for_areas=117

²⁷ <http://www.vrabnitsa.bg/proekt-osiguryavane-na-svremenni-sotsialni-zhilischa-za-nastanyavane-na-uyazvimi-grupi-ot-naselenieto.html>

²⁸ <https://www.sofia.bg/en/municipality-schools-vrabnica>

specialized school for Visually impaired children, as well as for visually impaired children with intellectual disabilities and other psychomotor disorders.²⁹

It is noteworthy that the district has 7 community centers (*чумалища*), most of which have rich libraries (over 13,000 books), organize language courses, lessons in music (modern and folklore) and dance (modern and folklore) for all ages, folklore ensembles, theatrical groups, etc. Some have an even more specialized profile, providing courses in beekeeping. One of the centers serves mainly the Roma population in the district.

Vrabnitsa has five diagnostic consultative centres and one emergency medical centre. On its territory, there are ten Christian Orthodox churches and a protestant church (The Bulgarian Church of God).

Context information about the site

The 74th "Gotse Delchev" school is a municipal public school [according to art. 24-27/37-41 of the Pre-School and School Education Law (чл.24-27/37-41 от ЗПУО) of the Republic of Bulgaria] one of 193 public schools (there are 263 schools if we account for the private ones) registered in the capital city of Sofia³⁰. It is one of the largest ones in Sofia and the biggest in the "Vrabnitsa" district, as well as one in which there are a lot of Roma pupils. The school is located 4.5 km from the State Agency for Refugees' Registration and Reception Centre Sofia - Voenna Rampa.

The school was opened in 1986 and its building was officially inaugurated the following year. The parts of it where the pupils from the primary and elementary levels are studying were remodeled in 2020 and the interior design was provided as part of the project "I love my school" (*Обичам моето училище*) of the LightSource charity. The renovation was carried out by the school's teaching and pedagogical staff and children's parents and had the main goal to remodel the classrooms, the hallways and lobbies of the building to ensure a "relaxing and comfortable" learning environment with "fairytalelike wallpapers and inspiring quotes"³¹. The pupils also participated in the renovation. An interviewee stressed that this participatory activity was highly beneficial, because children like and preserve more the school when they take part in its embellishment. The school's webpage reports that further remodeling of the studying spaces for the students in elementary and high school is expected in the near future.

Pic. 1 & 2: As part of the renovation project some of the school's hallways were renovated in 2020. Except for the drawings on the walls (as shown here, representing famous places and characters from Walt Disney's Picture films) most have inspirational quotes written on them, i.e. "Each day brings new opportunities" (see pic. 2).

²⁹ <http://www.vrabnitsa.bg/obrazovanie/uchilischa.html>

³⁰ <http://89.252.196.217/Schools/search>

³¹ <https://www.74su.org/%d0%b8%d1%81%d1%82%d0%be%d1%80%d0%b8%d1%8f/>



There are modernized classrooms with multimedia, as well as four computer rooms, two additional multimedia rooms, dedicated rooms for physics, chemistry, music and choreography classes, two gyms, sports grounds, a tennis court, assembly hall, conference hall, library, bookstore, canteen.

The school provides education from 1st to 12th grade – the full scope of the Bulgarian school system – primary (1st to 4th grade; pupil age from 7 – 10/11) and elementary (until 7th grade; pupil age – 10/11 – 13/14) school plus secondary education/high school (grades 8th to 12th; pupil age – 14/15 – 18). In the first two stages the students can choose from elective classes in Bulgarian language and literature, mathematics, English language, choreography. The latter can be chosen as an optional class.

In high school, the education is carried out in classes with a profile in Software and Hardware sciences and Natural science. When it comes to the arts, the school has a choir, vocal group “Ladybugs”, a traditional Bulgarian folklore choir “Ot izvora”, folk dance ensemble “Sevdinka”, modern dance club, educational theatre “Vila Vilekula”.

The school is led by a principal and two deputy directors. There are a total of 65 teachers and pedagogical staff, 17 of whom have earned their Master’s degree and 17 have Bachelor’s degree. There are five teachers in Bulgarian language and Literature, six in English language, seven teaching Mathematics (two are from the administrative body of the school), Informatics, Information Sciences, two in History, one in Geography and one in Philosophy, two in Biology, one in Chemistry and Physics, four in Physical education (Sports), one in Arts and in Music, respectively, one in Choreography, one in Technologies and entrepreneurship, thirteen leading primary education, and nine teachers leading the all-day organization of the educational process³².

³² [1] A type of organization of the educational process, sanctioned by the Ministry of Education, which provides the students from grades one through 8th with a full daily engagement in an educational surrounding. This means that the students take part in their obligatory school classes according to the school’s curriculum followed by self-preparation activities, classes chosen by interest and organized recreation and sports activities. See:

https://webcache.googleusercontent.com/search?q=cache:Sv60NZbmXTcJ:https://www.mon.bg/upload/11851/INSTRUKCIO_1_ot_30102014_g_za_provejdane_na_celodnevna_organizaciq_na_ucebniq_den.pdf+&cd=2&hl=bg&ct=clnk&gl=bg

The school has a dedicated team of two psychologists, three speech therapists, and two resource teachers³³, as well as a teacher - pedagogical consultant who is engaged with helping children with drug-abuse related problems. He is also engaged in control and prevention of student drop-out of school. All of these specialists are engaged with the daily psychological, social, educational needs of the children, including migrant and refugee pupils. The teachers report that IOM carried out lectures for the high school students on the cultural and historical background of the countries of origin of refugee children. An English language teacher has attended a two-day seminar for the qualification of pedagogical staff as specialists to work with children and students seeking or having received international protection, organized jointly by the Ministry of Education and Science and UNHCR in September 2020.

During the school year 2020/2021, around 750 students were enrolled. The background of the pupils is diverse in terms of ethnicity (Bulgarians, Roma, migrants from Vietnam, Bangladesh – currently 2 kids in 5th grade, 1 child from China in 5th grade) and socio-economic background. This year no refugee children were enrolled in the school. Last year there were six, but none managed to finish the school year, due to the fact that many opted to be reunited with their families outside of Bulgaria (mostly in other European countries such as Germany, Austria, France, Belgium, United Kingdom, etc.). There is one Palestinian boy in 11th grade who now studies “independently”³⁴. The teachers report that the refugee children enrolled at the school previously were mostly of Afghan and Syrian origin. Typically, they were placed in high school, but often they were older than their peers in the grades they were assigned to. According to the teachers, they were placed in grades with younger children to be able to catch up with the study load and Bulgarian language skills. Currently at the school there are 57 kids in 1st grade, 21 of which are Roma.

As of October 2021 all schools in the Sofia municipality operate online due to the ongoing COVID-19 pandemic. The teachers have reported that in the school year 2019/2020 a problem for one of their Afghani refugee pupils, who was accommodated in RRC Sofia – Voenna Rampa was the poor wi-fi reception in the center that often prevented him from partaking in the educational process. Additionally, his environment was reported as not peaceful enough for the child to concentrate.

³³ Resource teachers are specialists, working with children with *special educational needs* (as in the legislative documents of the Ministry of education and science).

³⁴ This is a type of educational process in which the students are self-studying outside of the classroom (“independently”) and are being examined at the end of each school year in each of the study subjects. This form of education is possible for children with health problems, but is also used as a “sanction” for “problematic” pupils.



Pic. 2 & 3: One of the school's entrances (top) and part of NBU's team (left to right: Assist. Prof. Mina Hristova, PhD, Prof. Anna Krasteva, PhD, Vanina Ninova) with one of 74th school's psychologists – Vessela Milanova.

The Bulgarian Refuge-Ed team was granted access to the school by the deputy minister of the Ministry of Education and Sciences (MES), Evgenia Peeva-Kirova, through letter № 16-253/ 09.06.2021. The letter of the MES granted the right to interview the teaching staff of the school.

PILOT BU3. 66 СУ „Филип Станиславов“ [66th School ‘Filip Stanislavov’]

General information

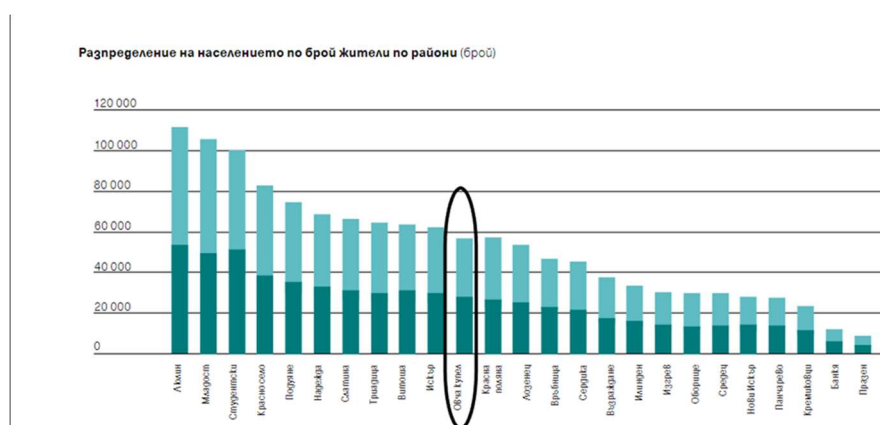
Name of the Center: 66 СУ „Филип Станиславов“ [66th School ‘Filip Stanislavov’]

Type of site: Educational center / School

Location: ‘Buket’ 29 Str., ‘Ovcha kupel’ Nbhd, 1618 Sofia, Bulgaria

Key information about the area where the site is located: “Ovcha kupel” is one of the oldest neighbourhoods in Sofia and is part of a district of the same name. The origin of the name is related to the fact that the area is known for its thermal waters and was attractive for the shepherds and their sheep (sheep – ovtsa (овца); ovcha – of sheep; place for sheep bathing). Thus, it is also known for its public bathhouse that was opened in the 1920s and functioned until the 1980s. In 2020, the renovation of the bathhouse received financial support through EU Structural Funds for Bulgaria, Operational program “Science and education for intelligent growth”³⁵. Additionally, there are a balneocomplex, two specialized hospitals for rehabilitation and physical therapy and an orthopedic hospital, urological departments and hospices³⁶ in this region of the capital.

The “Ovcha kupel” district comprises two neighborhoods, and the residential complex “Ovcha kupel” with its three parts, as well as the Malo Buchino village. According to the 2011 census, the “Ovcha Kupel” district had a population of 54 320 people, distributed between 49% men and 51% women. In 2016, the district was estimated to be in 11th place among the other 24 districts of the Municipality of Sofia with just under 60 000 people (Fig. 1).



³⁵ <https://www.svobodnaevropa.bg/a/31019406.html>

³⁶ <https://ovchakupel.bg/%d0%b7%d0%b0-%d0%be%d0%b1%d1%89%d0%b8%d0%bd%d0%b0%d1%82%d0%b0/>

Fig. 1: Distribution of population by number of people and districts in 2016. Source: https://issuu.com/tcmgbg/docs/gradat_03_2019/36

In 2016 the percentage of persons of working age, between 20 and 59 years old, was around 60% (Fig. 2). Possibly the higher percent of persons of working age is related to the fact that in 2017 “Ovcha Kupel” was among the districts in Sofia with an above average income 10% higher than the rest³⁷.

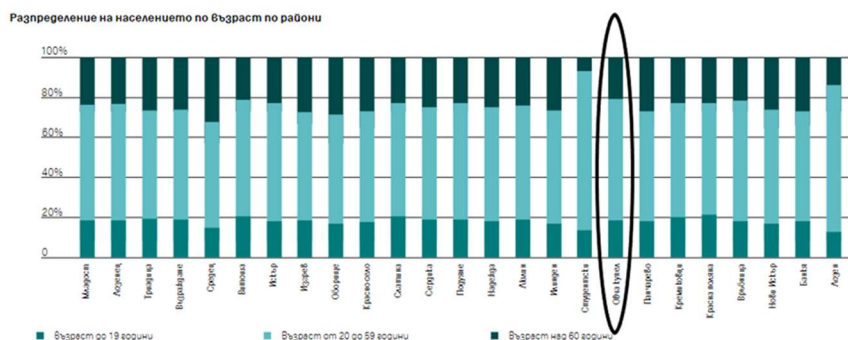


Fig. 2: Distribution of population by district and age in 2016. The light green marks people between the ages 20 – 59; the medium green - these up to 19 years old; the dark green - the population above 60 years of age. Source: https://issuu.com/tcmgbg/docs/gradat_03_2019/36

The ethnic composition of the district according to the 2011 census is as follows: 49 447 Bulgarians or 90.86 %, 219 Turks (0.40%), Roma – 697 (0.34%), others – 321 (0.58)³⁸.

In terms of infrastructure, as of 2021 the neighborhood is part of the Sofia metro system with the newly built third metro line that connects the neighborhoods with the city center, as well as with the southern districts. In the district there is a bus station connecting Sofia with the rest of the country and predominantly with its western and southwestern parts. There are two tram lines and four bus lines that enable access within the district’s parts, but also connect it with the center and other parts of the city. Despite its location not too far from the city center, the infrastructure is still not adequate and the population often experiences heavy traffic.

The State Agency for Refugees’ Registration and Reception Centre (RRC) Sofia – Ovcha Kupel is also situated in the district and is located about 2 km from 66th school “Filip Stanislavov”. The latter is one of four secondary/high schools in the district. Additionally, there are two professional high schools – in electronics and automation and in agriculture. One of the most prominent public high schools in Sofia – popularly known as the Italian lyceum (National educational complex of culture with a lyceum for the study of Italian language and culture with the participation of the Republic of Italy), is also located there. Aside from high school education, it provides kindergarten and primary and elementary education. There is also a private high school – Deutsche schule (the first one licensed by the Ministry of Education and Science). There is also a specialized school for hospitalized

³⁷ https://issuu.com/tcmgbg/docs/gradat_03_2019/36

³⁸ <http://pop-stat.mashke.org/bulgaria-ethnic-loc2011.htm>

children (pre-school until 8th grade) with chronic diseases and special education needs that provides on the spot education at nine hospitals in Sofia. In "Ovcha kupel" there are two public primary and elementary schools (from 1st to 8th grade) and one private one, which provides education from kindergarten to elementary school³⁹.

"Ovcha kupel" district hosts four universities or higher education institutions. Among them is the New Bulgarian University, which has its own library and publishing house. Annually, registrations amount to around 12,000 students. VUZF is a higher education school in the fields of economics, insurance and finances. The third one is the state Higher school of Civil Engineering and the fourth one is ESFAM - specialized institute of the Francophonie for administration and management, which is the result of an international agreement between Bulgaria and the University Agency of the Francophonie.

In the district there are five community centers⁴⁰, a Christian Orthodox and a Catholic Uniate church⁴¹.

Context information about the site

The 66th "Filip Stanislavov" school is a municipal public school [according to art. 24-27/37-41 of the Pre-School and School Education Law (чл.24-27/37-41 от ЗНУО) of the Republic of Bulgaria] one of 193 public schools (there are 263 schools if we account for the private ones) registered in the capital city of Sofia⁴².

According to the principal, the school used to have around 700 students each year, but their number dropped in the 2000s when the school launched a Roma integration program. This led many Bulgarian parents to register their kids in the school (according to the laws and regulations, children studying from grades 1st to 7th must study in the school closest to their home where there are available places⁴³), only to unregister them almost immediately. She pointed out the fact that some parents do not want their children to attend school due to ethnic diversification. Currently the school has about 350 students, 35% of which are Roma. 20 Syrian pupils, unaccompanied minors, registered in RRC Sofia - Ovcha Kupel attend the school. The principal said that many refugee children just "disappear into thin air", referring by this to the fact that for most unaccompanied minors Bulgaria is a transit country, and they continue their journey to reach their final destination and/or get reunited with the rest of their families, usually located in Western European countries. As Bulgaria is a transit country, many Syrian refugee children stay in Bulgaria for just a few months, until they receive international protection, following which they travel on to Western Europe. This year, 4 - 5 Afghani boys, beneficiaries of international protection, were denied placement in the school because they are "older" and no longer living in a reception center. Additionally, in the school there are (or used to be) children of migrant families and mixed marriages coming from Greece, Nigeria, Ukraine, Somalia, etc. According to the State

³⁹

<https://ovchakupel.bg/%d0%b7%d0%b0-%d0%be%d0%b1%d1%89%d0%b8%d0%bd%d0%b0%d1%82%d0%b0/>

⁴⁰ <https://bit.ly/3nUYi3Y>

⁴¹ shorturl.at/hoHLP

⁴² <http://89.252.196.217/Schools/search>

⁴³ <https://bit.ly/3maLMhd>

Agency for Refugees, on 2nd of July 2021 three children from RRC Sofia - Ovcha Kupel received their diplomas for successfully completing their education in 4th grade⁴⁴.

In 2016, the "News.bg" website published an article about the school under the title: "The capital's 66th school which is not afraid of the refugee-students has charmed Manolova". Maya Manolova was the Ombudsman of Bulgaria and was invited to the official opening of the school year. According to the article, she chose this school specifically because there are Roma and refugee children there and the teachers "are not afraid to make extra efforts to integrate "the different" children". She is quoted as saying: "This school sets an example in tolerance and respect, and it educates its students in the spirit of these values". She promised additional financial support from the state to support the school and help with the transportation of the children from RRC Sofia - Ovcha Kupel⁴⁵.



Fig.3: In one of the main hallways of the school there are educational tables done by the students. The second one shown above is dedicated to the "66th school 'Filip Stanislavov's years of experience working with refugee children". Five of the image's present short statements by refugee and migrant children, who are studying at the school, while two give the definition of "refugee" and explain the background of refugee issues in Bulgaria.

The school has 26 teaching and pedagogical staff. Among them there is one psychologist and resource teacher, a speech specialist and resource teacher, and an educator/counselor⁴⁶. During the interviews, it became apparent that at least one of the teachers received their master's degree in "Intercultural education" and several others went through some type of informal education usually provided by the NGO sector and the Ministry of Education and Science.

⁴⁴ <https://www.aref.government.bg/bg/node/450>

⁴⁵ <https://news.bg/education/stolichnoto-66-to-sou-koeto-ne-se-strahuva-ot-uchenitsite-bezhantsi-ocharova-manolova.html>

⁴⁶ <http://66sou.org/%d0%ba%d0%be%d0%bb%d0%b5%d0%ba%d1%82%d0%b8%d0%b2/>

The school provides education for pupils from 1st to 12th grade. Children start learning foreign languages in 1st grade: English, French or German. There are a number of elective subjects, from which they and their parents can choose: ecology, Eastern Orthodox religion, gymnastics, swimming, tennis, karate, folklore dancing, ski-school, singing groups, informational technologies, Eco club, club "Rodolyubie", and club "Friends of art". There are additional classes in basketball, football (with the help of qualified coaches from the football team "Slavya"), and volleyball. This year, there are the following extracurricular activities: tennis, football, karate, arts, puppetry⁴⁷, as well as tennis, singing groups and mathematics for students of pre-school groups and 1st graders⁴⁸. After 7th grade the students can receive a profiled education in Geography or Information sciences.⁴⁹

As of September 2021, the school has accounts across various social media: Instagram (https://www.instagram.com/66_su_filip_stanislavov/), YouTube (https://www.youtube.com/channel/UCPZ8XsLsCE5k5eCaZ_jdUsQ; with two Q & A videos of the class teacher of this year's first graders), Tik Tok (@66_su_filip_stanislavov; with own videos and shares of educational and sports Tik Toks in Math). There is also an active Facebook account (<https://www.facebook.com/66SOU/>) and webpage (<http://66sou.org/>), which mostly provide information on the educational process (some of the main information "About" the school is missing, nevertheless). From the Facebook and Instagram accounts of the school it becomes apparent that the DSK bank has donated electronics to support the education of the school's pupils⁵⁰. According to the school's web-page, the building as well as its computer classrooms and its gym were renovated in the early 2000s⁵¹.



Fig.4: One of the school's hallways.

As of 20.10.2021 all schools in the Sofia municipality operate online due to the ongoing COVID-19 pandemic.

The Bulgarian Refuge-Ed team was granted access to the school by the deputy minister of the Ministry of Education and Sciences (MES), Evgenia Peeva-Kirova, through letter № 16-253/ 09.06.2021. The letter of the MES granted the right to interview the teaching staff of the school.

⁴⁷ <https://www.instagram.com/p/CSuFKkZsW-a/>

⁴⁸ <https://www.instagram.com/p/CT9FpAGrMRi/>

⁴⁹ http://uchilishta.guide-bulgaria.com/a/1447/filip_stanislavov_secondary_school.htm

⁵⁰ <https://www.instagram.com/p/CUcUVR7sPED/>

⁵¹ <http://66sou.org/%d0%b8%d1%81%d1%82%d0%be%d1%80%d0%b8%d1%8f/>

B. Insights from the fieldwork: Needs assessment for case study 1

Pilots 1-3: 15th, 74th and 66th schools in Sofia, Bulgaria

Methodological challenges. A main challenge of the fieldwork was that, while the Ministry of Education and Science granted access to the team to interview only teachers at the pilot schools, access to parents and students living outside of the State Agency for Refugees' (SAR) Registration and Reception Centers (RRCs) was not authorized. The NBU team is trying to gain access to these two groups through a Bulgarian NGO.

Outline the rationale for the selection of participants. After initial meetings with the school administration (headmasters, deputy-headmasters, HRs) and some teachers, we used the snowball technique to identify potential respondents knowledgeable of the topic.

Main findings identified during the fieldwork

- **Knowledge of the migratory phenomenon and its impact on the territory:** The levels of knowledge among end-users (teachers) were satisfactory, although many can benefit from further trainings in that respect - both theoretically and practically, as identified below.
- **Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin.** A certain adaptation period - between arrival in the country - and leaving the country and/or starting school must be created in terms of migrant or refugee minors. Activities during this period may include language classes, as well as structured cultural mediation which will aim at remedying the cultural differences that have proven to be problematic so far. Another such activity can be pointed at same issues experienced by parents (both Bulgarian and foreign) and teachers.
- **Collaboration with other public and private subjects (local and not).** Pilot schools collaborate closely with RRCs, managed by the SAR, other government institutions, NGOs, and international organisations in a variety of activities - coordination of the refugee children's enrolment and continuous communication on the educational and adaptational status of students, training of teachers, active participation and informational activities for the school pupils, intercultural, humanitarian and other activities. Nevertheless, the collaboration could be improved in some segments: coordination between schools and RRCs can be strengthened; better monitoring of unaccompanied minors (UAM); better provision of educational and adaptational tools for teachers, especially for UAM; deepening the knowledge and understanding of the culture of countries of origin of refugee children; searching for trainees' feedback after training and workshops to avoid some inefficient practices and better future planning. Covid-19 was also an obstacle in terms of implementation of good practices from all sides.
- **Detection of any good territorial practices**

- ✓ **Choice of specific schools.** A psychologist at 74th school implements an innovative practice for children with special educational needs (SEN). She consults them on their interests and skills (if they cannot be motivated to work under the general educational framework) and tries to find schools that fit them. For example, if a kid is interested in cars and mechanics, she would suggest a technical school, if the child is interested in drawing - to a school with a graphic design profile. Recently UNHCR, the IOM and the Sofia Regional Management of Education Office and the Ministry of Education and Science introduced evening classes for refugee children. That way, they study Bulgarian alongside acquiring professional, technical, or practical skills together in the same class instead of in an existing one. This practice can answer the specific needs of migrant and refugee children, especially those who stay in the country for shorter periods.
- ✓ **Organizing shared events celebrating cultural diversity.** Many teachers reported the organization of different festivals and events celebrating diversity among pupils. This way, schools create an inclusive, understanding, and caring environment among children and teachers (e.g., "Festival of cultures", "Festival of Cuisines and costumes", singing and reciting events). These practices can be renewed regularly as an extracurricular activity at school.
- ✓ **Active participation and involvement.** "Social ateliers" on tolerance, professional orientation, etc., were organized by the Infinite Opportunities Association NGO for three consecutive years in 74th school. Due to Covid-19, they are currently discontinued. English speakers from different countries led the training as interactive games. The kids actively participated in the exercises and could also practice their English language skills. End-users report their positive impact on the educational process, cohesion and the development of empathy among students. Additionally, drawing, mathematics and music clubs can be formed as these are identified by all end-users as main subjects that interest migrant students. These encourage creativity and empathy in the classroom.
- ✓ **Information and discussions on the refugee and migrant children's culture and background in lessons on various disciplines.** Some teachers implement different aspects of the cultural, historical and geographical background of refugee and migrant children in their practice. This approach creates a stronger bond between classmates and provides a deeper understanding of the refugee and migrant needs among peers.
- ✓ **Encourage the creation of an emotional and empathetic environment in the classroom.** Many teachers reported helping to establish shared knowledge among pupils about a new student before and once he/she starts school. They usually give brief information on his/her background, through an empathetic narrative. This way, they stimulate children to cooperate, be kind and understanding, and help each other.
- ✓ **Bulgarian and migrant students communicate with each other via Google translate.**
- ✓ **A teacher at 66th school explains lessons in English (or Russian) briefly at the end of the class to help foreign children.**

Shared needs identified across the centers

Needs Detection data	
Main challenges and needs faced by students, end-users, families, etc.	
Bulgaria as a transit country: building trust between refugees and society and state.	<p>There is a shared understanding among end-users, stakeholders, and the host society that Bulgaria is a transit country - a temporary stop on refugees' way to (usually) Western European countries. This perception has multilevel effects on the life of the refugees, the work of institutions (incl. schools) and society. It may put unaccompanied minors in limbo. Some await their reunification procedure completion for an uncertain time. Hoping for its shortness hurts their motivation to attend school, participate in the educational process, learn Bulgarian. This projects in a challenging adaptation and socialization among peers and in society.</p> <p>Some minors even become anxious while waiting. Teachers and state structures report cases of their sudden disappearance (possibly leaving the country with smugglers).</p> <p>On another note, the UAM who arrived in the country over the last several years are mostly teenagers. No matter the place and setting, this age group is generally recognized as prone to present challenges concerning motivation to go to school and respect rules. Additionally, it challenges planning and ensuring durable and comprehensive psychological and educational help for minors.</p>
Structured approach for improving language capacities and communication	<p>Being able to communicate with their teachers and peers is essential for the adaptation, integration, education and wellbeing of migrant children. The language barrier is very stressful for them and is possibly one of the first things to be addressed. It poses obstacles in providing minors with psychological and other help. Additionally, it might further affect their mental health due to feeling alienated, especially in the case of UAM and distance learning.</p> <p>In the past few years, mainly due to Covid-19, some language learning practices established by the state and NGOs were suspended. As a result, refugee children often start school without any language preparation. That prevents them from understanding the lessons at school, which poses a challenge to all parties. Exceptions are the Arts, Math and English classes which provide universal knowledge. Some pilots (74th and 66th) have additional language classes (for the elementary school pupils) and provide help after the start of the school year.</p> <p>Therefore, a leading need is the provision of structured Bulgarian language classes for migrant students of all ages before (and during) attending school.</p> <p>Across pilots, teachers identify that many UAM who have arrived in Bulgaria over the past few years are illiterate in their mother tongue. The reason might be that many have attended only religious schools in their CoO. Therefore, it is critical for them, even before learning Bulgarian, to have the chance to know their own language. That will help them acquire learning habits identified as lacking, as well.</p> <p>Unlike previous cohorts, now many of the minors arriving in the country have insufficient or no command of English. The latter was the usual communication</p>

	<p>form between them and classmates and teachers. It might be beneficial for minors' (and their families) future to learn foreign languages.</p> <p>Distance learning under Covid-19 is even more challenging since the online system functions in Bulgarian only and instruction is mainly under lecture form. That, combined with the shortage of teaching staff who know English, presents a challenge to the refugee and migrant minors and their teachers.</p> <p>Nevertheless, a good practice initiated by school children is to communicate with their foreign peers using Google Translate. Creating a digital platform or an app working with Bulgarian and Middle eastern languages can facilitate sharing and connection between school children.</p> <p>Another good practice used by some pilots is inviting refugee and migrant parents with good command in Bulgarian to mediate (culturally and linguistically) the parent-teacher meetings. They can also help with teaching Bulgarian (both children and parents). In the same line, students in Middle Eastern languages can carry out their teaching practices in the schools or RRCs. That can help the refugee and migrant children and earn the students' credits to finish University.</p>
Comprehensive approach to MHPSS and prevention practices	<p>All three schools have many students of diverse backgrounds (Roma, migrants, refugees). Due to that fact, the teachers are sensitive to intercultural issues and psychological problems related to migration. Across pilots, they report cases of refugee children struggling with trauma, depression, alienation. A variety of factors play a role – witnessing or experiencing violence; refusal and/or delay of procedure for international protection; shame for having insufficient finances; bullying; language barrier, feeling of non-belonging; with UAM - caused by the insecurity of being alone without knowing what the future holds. Due to these variations and the lack of a structured approach to the psychological needs of schoolchildren, most teachers and psychologists have an ad-hoc approach for each specific treatment. Providing them with protective and risk-identifying tools might help improve their attention to MHPSS.</p> <p>There is a shared need to anticipate, reduce and mitigate the negative effects of distance learning on children's ability to communicate, bond with each other, and share knowledge or emotions since these got worse during COVID -19.</p> <p>Many teachers have noticed that migrant and refugee students enjoy and have talent in drawing. Stimulating them, they try to help minors feel safe and secure in the classroom and adapt. Psychological consultations or different forms of arts and crafts activities are common.</p>
Involvement of parents and caretakers in the school's activities	<p>From an adaptational standpoint, the need for a settled and stable environment for a child's wellbeing is well known and documented.</p> <p>In a prevailing number of interviews, migrant families are described as caring and engaged. The teachers highlight their positive impact on education, adaptation and socialization. Parents often initiate personal consultations with the teachers. Some engage a Bulgarian speaking mediator (e.g., sibling) if there is a language barrier.</p> <p>The reversed situation is also true. The faster adaptation of children often leads to the integration of the whole family. Therefore, a more active and structured inclusion of refugee and migrant families in the educational process and school life might address this two-component challenge.</p>

	<p>Although rare, instances of insufficient support (or lack of) from the parent in educating, motivating or disciplining the child, were observed by teachers. There are a variety of reasons for that. Sometimes, for example, the lack of language command can result in the inability to help the child with its school load. A more severe case of the months-long absence of a caretaker, resulting in behavioural and educational problems of a minor, was reported at one of the schools. The intervention of different level institutions in cooperation resolved the situation.</p> <p>The teachers accentuated the importance of family support, specifically when referring to UAM's educational performance. According to them, the new cohort of refugees currently enrolled in the schools is different. Respondents identify that due to being unaccompanied, the boys, usually high schoolers, who are poorly educated or uneducated, have low motivation to learn. A stronger and better connection should be facilitated between UAM and their legal representative and the organizations that work with them closely. Among them of high importance is IOM as the ones who manage the Safety zones for unaccompanied minors.</p>
Increasing class cohesion and solidarity	<p>Teachers and psychologists report having created a very inclusive and understanding environment among students of diverse backgrounds. The UAM interviewed in the Safety zones also confirmed this positive atmosphere in the pilot schools that they attend.</p> <p>Several teachers have shared that migrant and refugee children stay in touch with them and their classmates after leaving Bulgaria. As mentioned above, many kids try to integrate the refugees by communicating with them via translation apps, body language, 'beyond' words or using a few words of English.</p> <p>However, teachers report few instances of discrimination. An example is calling two girls - Afghani and Iranian - "gypsies", which reflects the highly negative attitudes in Bulgaria towards the Roma community. Another case was of dubbing a Syrian boy - "Chinese". These two instances show a certain misunderstanding of "who these children are". There is a need to approach the integration of migrant children more comprehensively and dynamically. Establishing interactive groups of peers (and adults) will increase solidarity and bonding among peers. They can also simultaneously stimulate the educational process and aid language learning.</p>
Age-sensitive grade levelling	<p>Due to the language barrier, UAM are usually enrolled in lower grades than those corresponding to their age with up to 3 years younger students. The practice aims to ease their educational process by placing them in classes that demand a lower functional understanding of the language. Nevertheless, the age difference makes it difficult for teenage boys to find a common language with the younger kids and vice versa.</p> <p>The combination of factors - lack of language knowledge, age difference and possible feeling of non-belonging - often leads the UAM to search for the company of peers of similar backgrounds. Regardless of this routine behaviour for teenagers generally, it might, potentially, impede their adaptation (but is also induced by such) and language learning.</p> <p>There is a need for unified tools to effectively assess the level of education of the minors entering the Bulgarian system. Further, an adaptation period might</p>

	<p>be needed so that the newcomer children can adjust to the European model of education.</p> <p>Additionally, there is a difference in the educational systems in Bulgaria and the CoO. That calls for more flexible and adapted administrative and curriculum planning for refugee children. The latter should target possible gaps in the previous education.</p>
Main challenges and needs faced at the center/organization level	
Enhancing communication between institutions	<p>All stakeholders – schools, SAR, NGOs and international organizations - are aware of the crucial importance of communication between institutions, but difficulties exist. For instance, it took a few months for the SAR to provide textbooks (previously purchased by the Bulgarian Red Cross) to the UAM in the Safety zones for the current school year. Across pilots, the teachers say that they are not regularly informed when a refugee family or a UAM leaves the country.</p> <p>Many institutions and organizations are involved in the adaptational and educational processes regarding refugee and migrant children. More expedient communication must be adopted for prompt decision-making on the ground.</p> <p>Meetings and training between RRC staff and teachers would possibly have a good effect on achieving common goals for the successful and gentle integration of children into the Bulgarian education system. It will also improve institutional cooperation and build on the previous steps made for convergence between SAR and school principals (mediated by the Regional Management of Education office).</p>
Prevention of segregation and parents' prejudice	<p>Respondents reported very few instances of negative attitudes from Bulgarian parents towards refugee children studying at the schools. They stated, nevertheless, that many move their children to different schools if a high number of Roma pupils are enrolled. In 74th school, this resulted in a whole class consisting of only 14 Roma children. A teacher reported that over the past 20 years, 66th school started registering more Roma children as part of a government-led integration strategy. Recently, most refugee children accommodated in RRC Sofia - Ovcha kupel, were also registered in this school. At some point, minority students comprised around 50% of all pupils, while state regulations limit them to 20%. That led to a drastic drop-down in the number of Bulgarian pupils other than Roma.</p> <p>Therefore, according to a teacher, if the number of refugee children enrolled in a limited number of schools increases, this may lead to Bulgarian pupils leaving them. A possible explanation may be a stereotypical image of refugees as culturally "inflexible". The same goes for Roma. That makes it easy for either group to be socially stigmatized even if only a few members act wrongly.</p> <p>One way to resolve this issue is to enroll refugee children in different schools around the capital city (with transportation ensured by the SAR or Ministry of Education). Such an approach will prevent segregation and might help with the education process. The latter will be achieved if the enrolment process is more sensitive to the minor's skills and interests (especially in terms of technical and foreign language high schools).</p> <p>That, nevertheless, remains a solution for the children that stay longer in the country. Better representation of the diverse cultures at schools (e.g., posters,</p>

	positive informational campaigns, meeting spaces, multicultural events) and cultural mediation targeting Bulgarian parents might aid prejudice.
Understanding cultural differences	<p>Across pilots, many teachers observed a difference in the adaptation of refugee and migrant boys and girls, specifically of Middle Eastern origin. These differences, according to them, are preconditioned by the culturally developed social roles of men and women in the respective societies.</p> <p>Often, they describe the girls as modest and quiet and the boys as doing "boyish" things. The teachers report the brash attitude of the UAM - mostly teenage boys - in the classroom and hallways.</p> <p>A male philosophy teacher observed that the unaccompanied boys show some contempt towards female teachers and display more respect to the male ones. For him, this is possibly a result of the patriarchal structure of the societies in their CoO. Nevertheless, most of the teachers in the pilot schools (and generally) are female. Due to a combination of factors (age, possible cultural differences, language barrier, among those identified during the fieldwork), the latter often recognize their helplessness regarding their approach to the teenage refugee boys.</p> <p>A challenge identified by respondents has to do with the friendships and relationships formed between Bulgarian girls and refugee boys. The teachers are often consulted and asked by foreign and Bulgarian parents to help with breaking up relationships. The reasons vary - arranged marriages, fear of foreign influence, etc.</p> <p>Some teachers believe that refugee minors "take advantage" of their cultural, religious background and international protection status. A class teacher gave an example. Two girls from Afghanistan and Iran refused to play sports during physical education classes in the month of Ramadan. They explained that they lacked energy for physical activities, while the teacher didn't believe them and was displeased with their absence in class.</p> <p>A deeper knowledge of history, migration background, cultural specificities and differences and international law must be provided to all end-users (migrant and Bulgarian pupils, teachers, parents) to ensure mutual respect and understanding. The knowledge and tools for the methodical work of teachers with refugee children are insufficient.</p>
Technical support for learning online at Reception centers	Children in RRCs are often experiencing problems with either Wi-Fi connection and lack of electronic devices needed to partake in classes. Some teachers indicated hearing loud voices in the background during online classes. Such a setting can't stimulate their studies and concentration. That is due to sharing rooms with many others.
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	
Lowering pressure on teachers and educators.	Over the last few years, there have been positive developments in the national policies concerning the integration of migrant and refugee children into the Bulgarian education system. On some occasions, however, they do not work as expected "on the ground". Some respondents shared that the system sometimes puts too much pressure on them. On the one hand, they often must fulfil unattainable criteria. On the other hand, this will take up a lot of their energy in the process. E.g., the enrollment of too many refugees, migrants, minorities and SEN (special education needs) children in selected pilot schools.

	<p>That may lower the capacity of teachers to tend to the diverse needs (educational and mental health-related) of individual children. More teachers, interpreters and psychologists are needed. That will lower the pressure on the educators and will help their work.</p> <p>The language barrier of the newly enrolled foreign children can lead to compromise in the grading and equality between students: "If we don't "gift" them with higher grades so that they [pass] and be at school for the new academic year, they will fail."</p> <p>Some respondents shared that the Ministry of education and science can improve further in that respect. E.g., policymakers should consider their expertise when designing policies. A psychologist at one of the pilots advocated a bottom-up approach. While the teachers connect to the kids and adapt to their needs, the administration remains distanced from this dynamic.</p>
Tailored capacity building for teachers.	<p>In the past years, the state and other stakeholders have provided teachers with qualifications and capacity building training/courses on several topics. Respondents identified them as much needed. However, they evaluated some as unproductive, outdated, non-corresponding to their capacity or hardly applicable in practice. According to teachers, one reason is that the courses do not consider their specific and current needs, issues and experiences.</p> <p>There is a need to create tailored capacity building training targeting the quality of teaching in a multiethnic environment. It should be designed around intercultural competencies and include other aspects related to working with migrant and refugee children (mental health evaluation; prevention; culture and history; good practices). They should level the emotional and pedagogical capacities of teachers and their understanding of different cultures. Such training can provide more tools for the teachers to help the children that are only transiting the country.</p>
Other relevant information	
Additional recommendations	<ul style="list-style-type: none"> • The Agency for Social Help reported that small communities (e.g., in towns, rural areas) are not used to migrants. There is a need for dedicated work with them to aid the integration of refugees (e.g., community meetings, positive information campaigns). • Stakeholders suggested a different approach to educating UAM, especially if they are in a family reunification procedure. These are, namely, more practically oriented short courses. The qualifications gained can be useful in the country of destination. • Stakeholders suggested the creation of dedicated centres for Bulgarian language study for refugees. Concerning schoolchildren, they identify the need for daycare centres to help them catch up with school. <p>A psychologist from 74th school suggested forming small emotional and educational peer-support groups. They will be a safe space to discuss and talk about emotions, feelings, problems. Sharing with like-minded peers with different experiences and backgrounds will prevent the acceleration of negative emotions from similar traumatic encounters.</p>

Case study 2: Registration and Reception Centers

A. Context information

PILOT BU4. Registration and Reception Center in Sofia - Voenna Rampa

General information

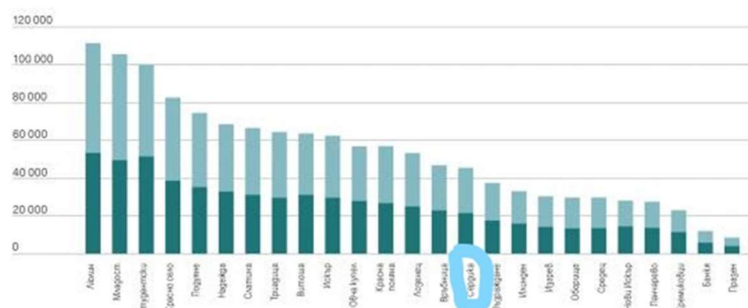
Type of site: **Refugee Site** – Registration and Reception Center in Sofia

Name of the Center: Registration and Reception Center in Sofia - Voenna Rampa (RRC Sofia - Voenna Rampa), including Safety Zone for unaccompanied minors (UAM)

Location: 11 Lokomotiv St., Voenna Rampa industrial zone, 1220 Sofia, Bulgaria

Key information about the area where the site is located: Voenna Rampa is an industrial zone located on the outskirts of Serdika District in the city of Sofia (the capital of Bulgaria). Serdika District also includes part of the city center and is one of 24 districts that make up Sofia. Voenna rampa does not include any residential areas, excluding make-shift Roma structures. It comprises logistics companies, energy companies, construction companies and stores, printing companies and others. It is bordered by the railroad that leads from the Central Railway Station to the North of the city of Sofia. 11% of the industrial companies in the city of Sofia are located in Serdika District, which occupies 8.8% of the territory of the capital.⁵² In 2016, Serdika District was in 15th place among other districts in Sofia in terms of population numbers⁵³, with a population of 46,958, according to the National Statistical Institute.

Разпределение на населението по брой жители по райони (брой)



⁵² <http://www.serdika.bg/index.php/2017-08-19-10-08-55/2017-08-19-17-11-34/35-2017-08-24-18-39-47>

⁵³ <https://gradat.bg/sgradi/rayonite-na-sofiya-usloviya-na-zhivot-i-biznes>

Fig. 1 - Sofia districts ranked by population numbers

According to the National Revenue Agency, in 2017 the district was among the 14 districts in Sofia whose median monthly income was lower than the median for the capital (1,312 BGN) – Serdika’s income was 19% lower than the average for the city, or 1,062.72 BGN (EUR 543).^[1]

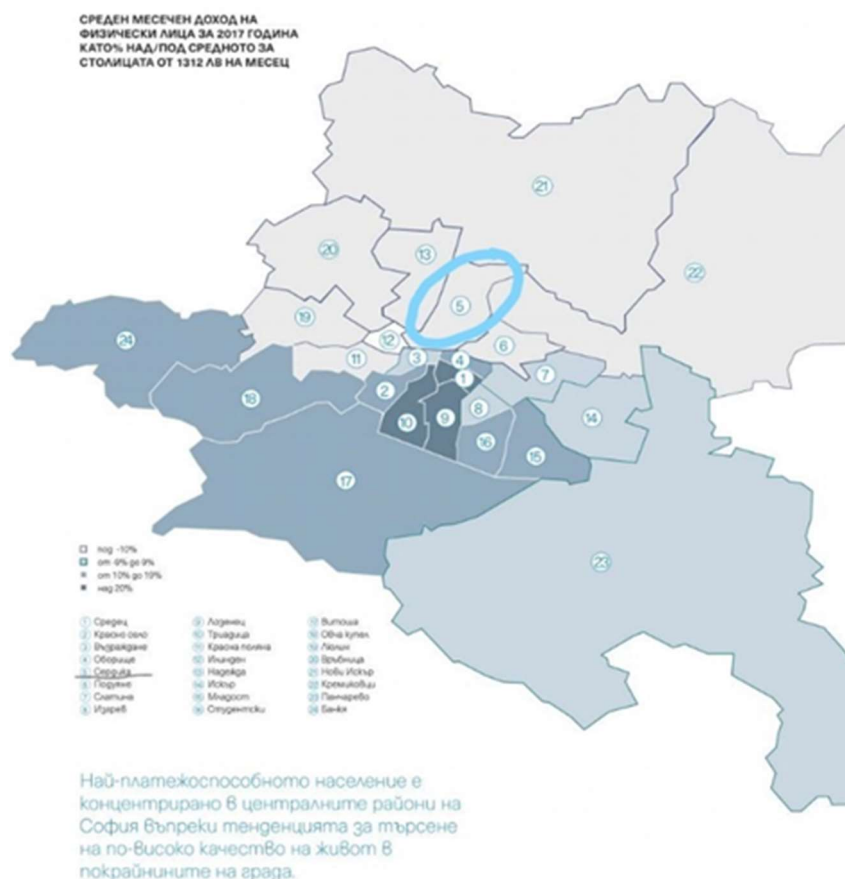
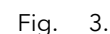


Fig. 2 - Distribution of the population in Sofia Municipality by age and district



The share of the population who was of working age (20 to 59 years old) in Serdika District in 2016 was around 60%.⁵⁴ Regarding economic activity, Serdika District was in 12th place in 2016 in terms of the share of the total revenue of Sofia municipality for the year, with 3.9%.⁵⁵ In terms of nationality, according to the 2011 census (the most recent census was in September 2021 and the results have not been published yet), 95 % of the population identify as Bulgarian, around 1 % as Turkish and around 1,6 % as Roma (the remaining do not identify themselves or did not answer this question during the last census).⁵⁶

There are 9 kindergartens/pre-schools, 1 nursery, 4 elementary schools (1st to 7th grade), 3 schools that offer education from 1st to 12th grade, 1 high school specialized in fine arts, 4 technical schools and 7 “chitalishta” (a type of community center that is also used for educational purposes) on the territory of the Serdika District.⁵⁷ Healthcare infrastructure includes 2nd and 5th City Hospitals, the Institute of Transport Medicine and two polyclinics. Also located in the district are the Central Railway Station (below right), the Central Bus Station, Lion’s Bridge (below left), the Central, Catholic, and Military cemeteries, and the Central Sofia Prison.⁵⁸

⁵⁸ <http://www.serdika.bq/index.php/2017-08-19-10-08-55/2017-08-19-17-11-34/35-2017-08-24-18-39-47>



Education rates in the district, according to the 2011 census, were as follows: 31% of the population with higher education, 47% secondary, 18% elementary, and 5% pre-school.⁵⁹

Context information about the site

The Registration and Reception Center (RRC) Sofia – Voenna Rampa, one of three RRCs in Sofia, managed by the State Agency for Refugees (SAR) is in Serdika District, in the industrial zone Voenna Rampa.



Site Management. The RRC is managed by the SAR, the national institution under the Council of Ministers that is responsible for the reception and accommodation of asylum seekers, as well as for the examination of and decision on applications for international protection. Aside from

the three open RRCs in Sofia, the SAR also manages a closed RRC located within the Special Home for the Temporary Accommodation of Foreigners (SHTAF) in the village of Busmantsi, two open RRCs in the village of Banya and the city of Harmanli, and one Transit Center in the village of Pastrogor. SAR staff includes senior management staff, social experts, interviewers, accommodation officers, and maintenance and cleaning staff. The SAR has engaged a security company whose responsibility is to check the credentials (including asylum cards) of all persons entering and exiting the RRC, as well as to ensure overall safety and security in the RRC.

⁵⁹ <https://vizia.sofia.bg/2019/03/14/economic-profiles-sofia-districts/>

The RRC is located on the premises of a former technical school.

Capacity & Infrastructure. RRC Sofia – Voenna Rampa has a total accommodation capacity of 800 asylum seekers. The shelter units are made up of rooms that fit between 4 and 20 beds, depending on the room size. The RRC living areas are split between two buildings (A and B), situated on 5 floors (two in one of the buildings and 3 in the other). The remaining floors and spaces are occupied by the administrative offices of SAR and offices for external organizations (International Organization for Migration, CARITAS, Bulgarian Red Cross, the Council of Refugee Women, etc.), as well as the facilities described below. Toilets and showers are shared (separated for men and women) and are located on each floor. There is one floor for families, one floor for single men and three floors for unaccompanied minors (Safety Zone – more details below).

There is a kitchen and dining area in the RRC that are not used by the asylum seekers accommodated therein, as they receive food, three times per day, via a catering service. The kitchen/dining area is used for food distribution. There are also the following amenities: a playground, a football pitch (also has basketball and volleyball nets), a gym, a cinema hall, a room for educational activities, a computer room, a doctor's office, and a child friendly space (operated by CARITAS).

Population⁶⁰ The total population of RRC Sofia – Voenna Rampa was 296 asylum seekers on the 3rd of November 2021, including 230 unaccompanied minors, 8 accompanied minors, and 58 adults. RRC Voenna Rampa accommodates asylum seekers from Afghanistan, Pakistan, and Iran, (Pashto, Dari, Farsi, and Urdu speakers) mainly. There are also asylum seekers from Bangladesh and Albania. The majority of asylum seekers accommodated in the RRC are from Afghanistan.

Access. Public transport is scarce – only two bus lines service the area (#100 and #79). The stops are just across from the RRC. The Central Railway Station and the Central Bus Station, where there is also a metro stop (Line #2) and several other options for public transport are around 50 minutes to 1 hour on foot. The Sofia North Railway station is 20 minutes on foot from the RRC.

Asylum seeking children accommodated in the RRC and wishing to attend school are registered by SAR in one of two schools in the area: 15th School “Adam Mitskevich” and 74th school “Gotse Delchev”. 15th school is around 25 minutes on foot from the RRC. It is also possible to take public transport to the school, but it is necessary to walk 15 to 20 minutes and the time to reach the school via public transport is an estimated 45 minutes. 74th school is between 50 minutes and 1 hour on foot, and around 50 minutes via public transport and on foot. In previous years SAR offered organized transport to the two schools; however, for

⁶⁰ The statistics below are from the 6th of October 2021. As Bulgaria is considered a transit country by most migrants/asylum seekers/refugees, the turnover rate is high, and the number of persons accommodated in RRCs changes constantly.

the 2021/2022 school, there is no organized transport. Therefore, this school year, asylum-seeking children residing in the RRC are all attending 15th school and they go on foot.⁶¹

Regarding access to medical facilities, 2nd and 5th City Hospitals, 7th Polyclinic and the Institute of Transport Medicine are around 1 hour on foot (same time via public transport and on foot) – they are all located in the same area, close to the Central Railway Station. 9th Polyclinic is around 30 minutes on foot and 50 minutes via public transport and on foot. The closest pharmacies are around 1 hour on foot. When urgent medical situations arise, the response from emergency medical services is between 30 minutes and 2 hours. Ambulance shortages due to the ongoing COVID-19 pandemic cause delays in the response.

There is a large food shopping center (Via Trakia Food) around 40 minutes on foot from the RRC and several smaller food shops and a couple of fast-food restaurants within 10 to 15 minutes walking distance. The Iliyantsi bazar that offers food, clothing and other items is around 20 minutes on foot from the RRC. Many of the asylum seekers accommodated in the RRC, including some of the unaccompanied minors (UAM) work there under the table, mostly as day laborers.

Health. Health services are provided in the RRC by a doctor (general practitioner) who is paid by the SAR. He is there every morning until noon, Monday through Friday. SAR register asylum seekers with GPs, and IOM, the Bulgarian Red Cross (BRC), and the Council of Refugee Women (CRW) accompany asylum seekers to medical facilities, as well as pay for medical interventions and medicines. The support provided by IOM, BRC and CRW is project-based. COVID-19 measures have been implemented in the RRC, including distribution of personal protective equipment to asylum seekers, instruction to wear face masks and keep social distance, interdiction of group activities with more than 10 beneficiaries, and, since recently, all external visitors, including the staff of NGOs, must present a valid EU Digital Vaccination Certificate prior to entering the RRC.

Protection. Various protection services are provided in RRC Sofia – Voenna Rampa by the International Organization for Migration (IOM), the UN High Commissioner for Refugees (UNHCR), the Bulgarian Helsinki Committee (BHC), CARITAS, the Bulgarian Red Cross (BRC) and CRW, including:

- A Safety Zone for unaccompanied minors (UAM) is operated by IOM (*for more details, please see below*)
- IOM's mobile protection teams, consisting of social workers, psychologists and legal counsellors provide individual and group consultations, case management, organize information sessions on various topics, including rights and responsibilities during the procedure for international protection, etc.
- UNHCR carries out protection monitoring activities on a regular basis

⁶¹ Interviews carried out within the framework of REFUGE-ED.

- The BHC provides legal counselling and support, including representation, as well as help UAM and their families in other EU Member States, in cooperation with IOM, to submit applications for family reunification under the Dublin III Regulation
- The BRC conducts family tracing and provides case management
- CARITAS operates a Child Friendly Space (CFS) where they organize various activities with small children and provide support for school homework
- The CRW also provides individual consultations, case management, and organizes information sessions on gender-based violence

Safety Zone for UAM.⁶² The first of its kind in Bulgaria Safety zone for UAM in RRC Sofia – Voenna Rampa was established by IOM in June 2019. Prior to the opening of the zone, IOM renovated three floors, including rooms, corridors, and common toilets and showers, in the RRC to adapt them for us as a Safety zone. There are a total number of 25 rooms with a capacity of 4 UAM each, for a total capacity of the Safety Zone of 100. The capacity has since been increased to 150, as the majority of UAM come from Afghanistan and the last year has seen an increase in arrivals. One of the rooms, located next to the office for IOM’s social workers on the first floor, is specifically designated for girls or UAM with specific needs and there is a room for individual consultations. UAM mainly from Afghanistan, Iran and Pakistan have been accommodated in the zone, as well as a few boys from Bangladesh. Since the opening of the zone, more than 2,400 UAM have been registered and accommodated therein, out of which only one girl (from Afghanistan). The UAM are provided with a free Wi-Fi network to be able to stay in touch with relatives and friends in their home countries and elsewhere. Safety and security in the zone are ensured by a security company contracted by IOM (different from the one contracted by SAR).



A team of IOM social workers provide 24/7 care and support to the UAM, including registration and accommodation, case management, accompaniment to medical facilities, purchase of medication, distribution of clothing and hygiene items, organization of non-formal education, sports (football, cricket, basketball, badminton, table tennis, volleyball,

⁶² Information and photos/images for this section were provided by IOM.

yoga), arts and crafts, music (guitar lessons, community drum circle) and other recreational activities. Half of the staff come from Afghanistan and Iran and are, therefore, familiar with the languages and culture of the UAM. Psychologists from IOM's mobile protection teams provide individual and group consultations, and legal counsellors provide legal support. Information sessions on different topics are carried out on a regular basis on topics including rights and responsibilities, the culture and history of Bulgaria, social norms in Europe, good hygiene practices, and others. IOM also provides support for family reunification (Dublin III Regulation) of the UAM with relatives in other EU Member States, in coordination with BHC. IOM interpreters from Pashto and Dari/Farsi provide interpretation support.



Each UAM is assigned a legal representative from the National Bureau for Legal Aid. Their main roles are to assist the UAM during their procedure for international protection or family reunification, and to provide consent for medical interventions, for taking the UAM to excursions or any other organized activities taking place outside of the RRC.

Formal/Non-Formal Education. When a UAM or the parents of an accompanied child declare that they would like to attend school, SAR social experts fill out request forms and submit them to the Ministry of Education and Science. Following this, the Regional Education Inspectorate in Sofia appoints a committee to decide in which school and grade each child should be placed. As mentioned above, asylum-seeking children accommodated in RRC Sofia - Voenna Rampa usually attend 15th School "Adam Mitskevich" and 74th school "Gotse Delchev". Eight accompanied and unaccompanied children were registered for the 2021/2022 school year and attend 15th school.

Non-formal education activities are carried out by CARITAS in the CFS and IOM in the Safety zone for UAM. These include support with homework and Bulgarian language. Additionally, IOM social workers organize English classes, reading in Dari/Farsi, geography, and history classes for UAM accommodated in the Safety Zone.

IOM is currently offering an intensive 2-month online Bulgarian language course, Monday through Friday, and 3 UAM from the Safety zone are registered and attend the classes. Previous years SAR offered Bulgarian language courses for children and adults in the RRC.

Non-food items. Non-food items, such as clothing, shoes, and hygiene items (toothbrush, toothpaste, soap, toilet paper, shampoo, deodorant, and cleaning products) are distributed regularly by SAR, as well as IOM, CRW and BRC.

Recreational activities. SAR currently organizes weekly football training for UAM with a professional coach. IOM has previously organized several football and cricket tournaments, for both children and adults.

SAR, CARITAS, CRW and IOM regularly organize different arts and crafts, sewing, music, and other workshops.

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Two members of the Bulgarian Refuge-Ed team were granted access to the RRC by the SAR Chairperson, Ms. Petya Parvanova, through letters № C2-309/2/11.10.2021 and №C2-340/1/29.10.2021. The SAR letters granted physical access to the RRC and the right to interview unaccompanied minors (provided consent from their legal representatives was obtained prior to the interviews), parents and accompanied minors accommodated in the RRC.

PILOT BU5. Registration and Reception Center in Sofia - Ovcha Kupel

General information

Type of site: Refugee Site - Reception and registration

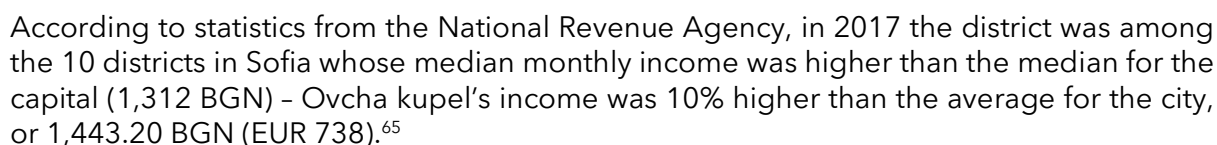
Name of the Center: Registration and Reception Center in Sofia - Ovcha Kupel (RRC Sofia - Ovcha Kupel), including Safety Zone for unaccompanied minors (UAM)

Location: 21 A Montevideo St., Ovcha Kupel 2, 1618 Sofia, Bulgaria
It can also be found here: <https://goo.gl/maps/shKNxVKwk8FL7YMt7>

Key information about the area where the site is located: Ovcha kupel is one of the oldest neighborhoods in Sofia and is part of a district of the same name. The origin of the name is related to the fact that the area is known for its thermal waters and was attractive for the shepherds and their sheep (sheep - ovtsa (овца); ovcha - of sheep; place for sheep bathing). Thus, it is also known for its public bathhouse that was opened in the 1920s and functioned until the 1980s. In 2020, the renovation of the bathhouse received financial

The Ovcha kupel District comprises two neighborhoods, and the residential complex “Ovcha kupel” with its three parts, as well as the Malo Buchino village. According to the 2011 census, the “Ovcha Kupel” district had a population of 54 320 people, distributed between 49% men and 51% women. According to the National Statistical Institute, in 2016, the district was in 11th place among the 24 districts of the Municipality of Sofia in terms of population size, with just under 60 000 people.⁶⁴

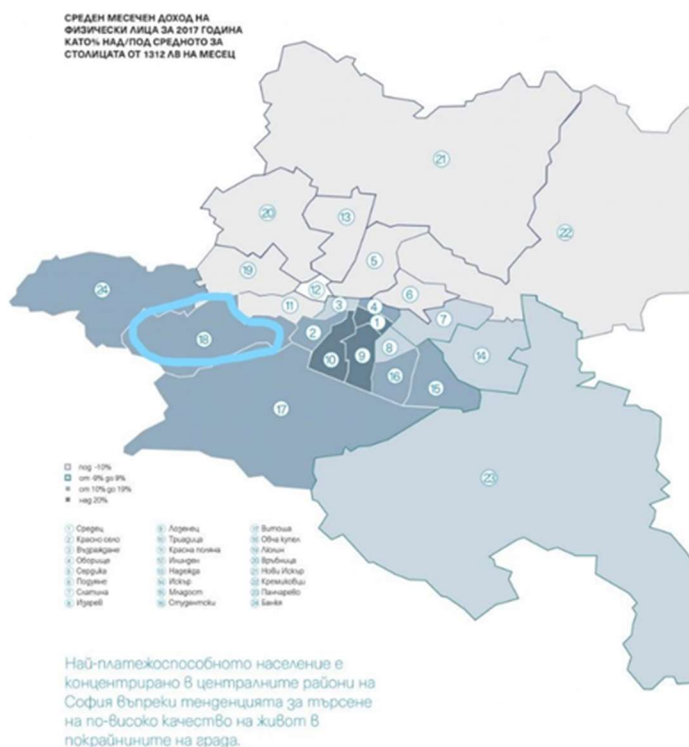
Разпределение на населението по брой жители по райони (брой)



⁶³ <https://www.svobodnaevropa.bg/a/31019406.html>

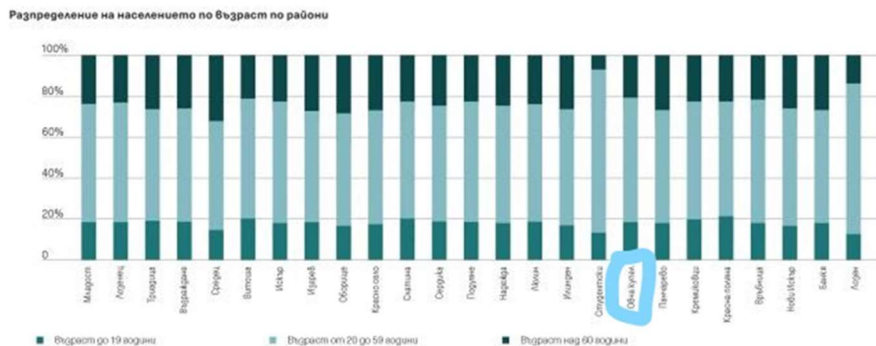
⁶⁴ <https://gradat.bg/sgradi/rayonite-na-sofiya-usloviya-na-zhivot-i-biznes>

⁶⁵ *Ibid.*



The share of the population of Ovcha Kupel District who was of working age (20 to 59 years old) in 2016 was around 60%.⁶⁶

Fig. 3 – Distribution of the population in Sofia Municipality by age and district



Regarding economic activity, Ovcha kupel District was in 18th place in 2016 in terms of its share of the total revenue of Sofia municipality for the year, with 1.7%.⁶⁷

The ethnic composition of the district, according to the 2011 census (the most recent census was in September 2021 and the results have not been published yet), is as follows: 49 447 Bulgarians or 90.86 %, 219 Turks (0.40%), Roma – 697 (0.34%), others – 321 (0.58%).⁶⁸

⁶⁶ Ibid.

⁶⁷ <https://vizia.sofia.bg/2019/03/14/economic-profiles-sofia-districts/>

⁶⁸ <http://pop-stat.mashke.org/bulgaria-ethnic-loc2011.htm>

In terms of infrastructure, as of 2021, the neighborhood is part of the Sofia metro system with the newly built third metro line that connects the neighborhoods with the city center, as well as with the southern districts. In the district there is a bus station that connects Sofia with the rest of the country, and especially with its western and southwestern parts. There are two tram lines and four bus lines that enable access within the district's parts, but also connect it with the center and other parts of the city. Despite its location not too far from the city center, the road infrastructure is not adequate, and the population often experiences heavy traffic.

Healthcare infrastructure includes a Specialized Hospital for Physical Therapy and Rehabilitation, Specialized Orthopedics Hospital "Gorna Baya", Hospital "Serdika", Hospital "Doverie" (trust), 21st Polyclinic, and Hospice Leonardo Ca Vinci.⁶⁹

There are 10 kindergartens/pre-schools, 1 nursery, and 4 secondary/high schools in the district. Additionally, there are 2 professional high schools – in electronics and automation, and in agriculture. One of the most prominent public high schools in Sofia, popularly known as the Italian lyceum (National educational complex of culture with a lyceum for the study of Italian language and culture with the participation of the Republic of Italy), is also located there. Aside from high school education, it provides kindergarten and primary and elementary education. There is also a private high school – Deutsche schule (the first one licensed by the Ministry of Education and Science). There is also a specialized school for hospitalized children (pre-school until 8th grade) with chronic diseases and special education needs that provides on the spot education at nine hospitals in Sofia. There are 2 public primary and elementary schools (from 1st to 8th grade) and one private school that provides education from kindergarten through elementary school⁷⁰.

Ovcha kupel District hosts four universities or higher education institutions. Among them is the New Bulgarian University (pictured below), which has its own library and publishing house. Annually, registrations amount to around 12,000 students. VUZF is a higher education school in the fields of economics, insurance, and finances. The third one is the state Higher school of Civil Engineering and the fourth one is ESFAM - specialized institute of the Francophonie for administration and management, which is the result of an international agreement between Bulgaria and the University Agency of the Francophonie.

In the district there are five "chitalishta" (a type of community center that is also used for educational purposes).⁷¹

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<https://ovchakupel.bg/%d0%b7%d0%b0-%d0%be%d0%b1%d1%89%d0%b8%d0%bd%d0%b0%d1%82%d0%b0/>

⁷⁰ Ibid

⁷¹ <https://bit.ly/3nUYi3Y>



Context information about the site

The Registration and Reception Center (RRC) Sofia - Ovcha kupel, one of three RRCs in Sofia, managed by the State Agency for Refugees (SAR) is in Ovcha Kupel District.



Site Management. The RRC is managed by the SAR, the national institution under the Council of Ministers that is responsible for the reception and accommodation of asylum seekers, as well as for the examination of and decision on applications for international protection. Aside from the three open RRCs in Sofia, the SAR also manages a closed RRC located within the Special Home for the Temporary Accommodation of Foreigners (SHTAF) in the village of Busmantsi, two open RRCs in the village of Banya and the city of Harmanli, and one Transit Center in the village of Pastrogor. SAR staff includes senior management staff, social experts, interviewers, accommodation officers, and maintenance and cleaning staff. The SAR has engaged a security company whose responsibility is to check the credentials (including asylum cards) of all persons entering and exiting the RRC, as well as to ensure overall safety and security in the RRC.

The RRC is located on the premises of a former Academy of Social Sciences and Social Management.

Capacity & Infrastructure. RRC Sofia - Ovcha Kupel has a total accommodation capacity of 860 asylum seekers. The shelter units are made up of rooms that fit up to 6 people, each with a toilet and shower. The RRC is split between two buildings - one has 7 floors and the

other 5 floors. The SAR administration and offices of NGOs, IOM and other actors are situated on two floors. One floor is designated as a Safety zone for UAM (please see below).

There is a small kitchen and dining area in the RRC that are not used by the asylum seekers accommodated therein, as they receive food, three times per day, via a catering service. The kitchen/dining area is used for food distribution. There are also the following amenities for all asylum seekers (additional amenities found in the Safety zone and only for the UAM are described below): a playground, two basketball courts (also used for football and volleyball), a large room for group activities (called the Refugee club), a room for education activities, a room for recreation activities, a doctor's office, and a child friendly space (operated by CARITAS).

Population.⁷² The total population of RRC Sofia - Ovcha Kupel was 239 asylum seekers on the 3rd of November 2021, including 197 unaccompanied minors, 13 accompanied minors, and 29 adults. RRC Ovcha Kupel accommodates asylum seekers from Syria, Iraq, North Africa, and other countries where the spoken language is Arabic or Kurdish, as well as Sub-Saharan Africa. The majority of those accommodated are from Syria. However, unaccompanied minors from Afghanistan, Iran, Pakistan and Bangladesh are also accommodated here for a COVID-19 quarantine period of 10 days, prior to being transferred to the Safety Zone in RRC Sofia - Voenna Rampa.

Access. As mentioned above, the area is very well connected in terms of public transport. The RRC is around a 10-minute walk from the nearest Metro station "Miziya/NBU". There are also several bus stops within a 5 to 10-minute walking distance, and a tram stop around 20 minutes on foot. Asylum seeking children accommodated in the RRC and wishing to attend school are registered by SAR in 66th 'Filip Stanislavov' School, which is around 25 minutes on foot from the RRC, and 40 to 45 minutes via public transport. For the 2021/2022 school year, SAR is providing monthly passes for the public transport so that the children accommodated in the RRC who are attending school can reach it by bus.⁷³

Regarding access to medical facilities, 21st Polyclinic is around 10 minutes on foot, while Hospital "Doverie" and Hospital "Serdika" are both around 25 minutes on foot or 30 to 40 minutes via public transport. When urgent medical situations arise, the response from emergency medical services is between 30 minutes and 2 hours. Ambulance shortages due to the ongoing COVID-19 pandemic cause delays in the response.

There is a large grocery store within a 5-minute walk from the RRC (Billa) and another that is 10 minutes away (Fantastico). There are pharmacies within a 5 to 10-minute walking distance and a number of cafés and restaurants in the vicinity.

Health Health services are provided in the RRC by a doctor (general practitioner) who is

⁷² The statistics below are from the 6th of October 2021. As Bulgaria is considered a transit country by most migrants/asylum seekers/refugees, the turnover rate is high, and the number of persons accommodated in RRCs changes constantly.

⁷³ Interviews carried out within the framework of REFUGE-ED.

paid for by the SAR. She is there every day, Monday through Friday. SAR register asylum seekers with GPs, and IOM, the Bulgarian Red Cross (BRC), and the Council of Refugee Women (CRW) accompany asylum seekers to medical facilities, as well as pay for medical interventions and medicines. The support provided by IOM, BRC and CRW is project-based.

COVID-19 measures have been implemented in the RRC, including distribution of personal protective equipment to asylum seekers, instruction to wear face masks and keep social distance, interdiction of group activities with more than 10 beneficiaries, and, since recently, all external visitors, including the staff of NGOs, must present a valid EU Digital Vaccination Certificate prior to entering the RRC.

As mentioned above, unaccompanied minors from Afghanistan, Pakistan, Iran, and Bangladesh are accommodated in RRC Sofia - Ovcha Kupel for a COVID-19 quarantine period of 10 days prior to being transferred to the Safety Zone for UAM in RRC Sofia - Voenna Rampa.

Protection. Various protection services are provided in RRC Sofia - Ovcha Kupel by the International Organization for Migration (IOM), the UN High Commissioner for Refugees (UNHCR), the Bulgarian Helsinki Committee (BHC), CARITAS, the Bulgarian Red Cross (BRC) and CRW, including:

- A Safety Zone for unaccompanied minors (UAM) is operated by IOM (*for more details, please see below*)
- IOM's mobile protection teams, consisting of social workers, psychologists and legal counsellors provide individual and group consultations, case management, organize information sessions on various topics, including rights and responsibilities during the procedure for international protection, etc.
- UNHCR carry out protection monitoring activities on a regular basis
- The BHC provide legal counselling and support, including representation, as well as help UAM and their families in other EU Member States, in cooperation with IOM, to submit applications for family reunification under the Dublin III Regulation
- The BRC conduct family tracing and provide case management
- CARITAS operates a Child Friendly Space (CFS) where they organize various activities with small children and provide support for school homework
- The CRW also provide individual consultations, case management, and organize information sessions on gender-based violence

Safety Zone for UAM⁷⁴. In January 2020, IOM opened the second Safety Zone for UAM in Bulgaria, located in RRC Sofia - Ovcha Kupel. Renovation works were carried out prior to the opening of the zone to adapt one floor for this purpose, including renovation of rooms, bathrooms, toilets, and the corridor. There are a total of 23 rooms with a capacity of 6 UAM each, for a total capacity of the Safety Zone in RRC Sofia - Ovcha Kupel of 138 UAM. Each

⁷⁴ Information and photos/images for this section were provided by IOM.

room has a toilet and shower. There are two rooms designated for girls or UAM with specific needs. UAM from Syria, Iraq, and the Palestinian territories, as well as other country where Arabic and Kurdish are spoken, are accommodated in the Safety Zone. Around 1100 UAM have been registered and accommodated in the zone, including some 750 from Afghanistan, Pakistan, Bangladesh, and Iran for a quarantine period, following which they were transferred to the Safety Zone in RRC Sofia - Voenna Rampa. The remaining UAM accommodated in the zone are mostly from Syria. Aside from IOM offices, the zone includes a room for individual consultations, a small gym area with fitness equipment, a multifunctional entertainment room with a bathroom and kitchen, with a total capacity of 25 seats and an additional room with a capacity of 12 seats, designated for educational and group activities. The UAM are provided with a free Wi-Fi network to be able to stay in touch with relatives and friends in their home countries and elsewhere. Safety and security in the zone are ensured by a security company contracted by IOM (different from the one contracted by SAR).



A team of IOM social workers provide 24/7 care and support to the UAM, including registration and accommodation, case management, accompaniment to medical facilities, purchase of medication, distribution of clothing and hygiene items, organization of non-formal education, sports (football, basketball, badminton, table tennis, volleyball), arts and crafts, music, and other recreational activities. All the staff speak Arabic or Kurdish and come from the countries of origin of the UAM. Psychologists from IOM's mobile protection teams provide individual and group consultations, and legal counsellors provide legal support. Information sessions on different topics are carried out on a regular basis on topics including rights and responsibilities, the culture and history of Bulgaria, social norms in Europe, good hygiene practices, and others. IOM also provides support for family reunification (Dublin III Regulation) of the UAM with relatives in other EU Member States, in coordination with BHC.



Each UAM is assigned a legal representative from the National Bureau for Legal Aid. Their main roles are to assist the UAM during their procedure for international protection or family reunification, and to provide consent for medical interventions, for taking the UAM to excursions or any other organized activities taking place outside of the RRC.

Formal/Non-Formal Education. When a UAM or the parents of an accompanied child declare that they would like to attend school, SAR social experts fill out request forms and submit them to the Ministry of Education and Science. Following this, the Regional Education Inspectorate in Sofia appoints a committee to decide in which school and grade each child should be placed. As mentioned above, asylum-seeking children accommodated in RRC Sofia - Ovcha Kupel usually attend 66th 'Filip Stanislavov' School. Twenty-eight accompanied and unaccompanied children were registered and currently attend school (2021/2022 school year).

Non-formal education activities are carried out by CARITAS in the CFS and IOM in the Safety zone for UAM. These include support with homework and Bulgarian language. Additionally, IOM social workers organize various classes in topics such as geography and history for the UAM accommodated in the Safety Zone.

Previous years SAR offered Bulgarian language courses for children and adults in the RRC.

Non-food items. Non-food items, such as clothing, shoes, and hygiene items (toothbrush, toothpaste, soap, toilet paper, shampoo, deodorant, and cleaning products) are distributed regularly by SAR, as well as IOM, CRW and BRC.

Recreational activities. SAR currently organizes weekly football training for UAM with a professional coach. IOM has previously organized several football and cricket tournaments, for both children and adults. SAR, CARITAS, CRW and IOM organize regularly different arts and crafts, sewing, music, and other workshops.

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Two members of the Bulgarian Refuge-Ed team were granted access to the RRC by the SAR Chairperson, Ms. Petya Parvanova, through letters № C2-309/2/11.10.2021 and №C2-340/1/29.10.2021. The SAR letters granted physical access to the RRC and the right to interview unaccompanied minors (provided consent from their legal representatives was obtained prior to the interviews), parents and accompanied minors accommodated in the RRC.

B. Insights from the fieldwork: Needs assessment for case study 2

Pilots BU4 and BU5: RRC Sofia - Voenna Rampa and Ovcha Kupel

Methodological challenges: One of the main challenges was the necessity to use an interpreter for the interviews and FGDs carried out with asylum seekers who do not speak Bulgarian or English. There was also a delay in the State Agency for Refugees' (SAR) granting access to the project team to carry out the fieldwork in the two RRCs. In the end, access was granted only to 1 team member for a period of one week. One other team member already had access due to the nature of her employment with an international organization.

Rationale for the selection of participants: both asylum seekers accommodated in the RRCs (parents, accompanied and unaccompanied minors) and professionals working in the RRCs were selected by the project team with support from IOM to ensure a comprehensive identification of the needs.

Main findings identified during the fieldwork

- **Knowledge of the migratory phenomenon and its impact on the territory:** all participants interviewed exhibited good knowledge on the topic, possibly because they were all either asylum seekers or professionals who have worked with migrants and refugees for several years.
- **Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin:** one of the principal issues regarding integration of minors identified during the fieldwork is the language barrier – it is necessary to offer Bulgarian language classes in RRCs in a more systematic way, as well as additional Bulgarian classes and/or support for foreign students in schools. The provision of transportation to/from schools was also identified as a need. Informal education opportunities and specific activities for younger children in the RRCs were also identified as priorities. Because some of the minors are illiterate in their own mother tongue, education activities in their languages are also essential.
- **Collaboration with other public and private subjects (local and not):** according to the fieldwork carried out, there is good coordination among the various

institutions and organizations working in the RRCs – SAR, IOM, CARITAS, and so on. The unaccompanied minors interviewed rely the most on the support provided by IOM in the two Safety zones for UAM in RRC Sofia – Voenna Rampa and Ovcha Kupel.

- **Detection of any good territorial practices:** several good practices were identified during the field work carried out in the two RRCs, as presented in the bullet points below:
 - ✓ Informal education activities in the RRCs implemented by CARITAS and IOM, including language learning (Bulgarian, English, etc.), support with homework, information sessions on various topics and classes on topics such as geography and history. These activities are both for children who attend school and those who do not
 - ✓ Information sessions for Bulgarian students on the cultures of the countries of origin of migrant students
 - ✓ Child Friendly Space operated by CARITAS in the two RRCs. The CFS provides support and implements activities for young children of kindergarten age, as well as older children
 - ✓ Safety zones for unaccompanied minors operated by IOM in the two RRCs
 - ✓ Maintenance of regular contact by SAR and IOM social workers with the head teachers of accompanied and unaccompanied children
 - ✓ Online Bulgarian language courses offered by SAR and IOM
 - ✓ Psychosocial activities such as arts and crafts workshops, theatre workshops, etc. implemented by SAR, IOM, CARITAS, and the staff of other organizations working in the RRCs, as well as external actors (e.g., NBU students)
 - ✓ Provision of individual social and psychological consultations by IOM, the Bulgarian Red Cross, the Council of Refugee Women in Bulgaria, Center Nadia, and other organizations
 - ✓ Use of tools, such as Google translate, by foreign minors to communicate with their classmates at school

Needs Detection data	
Main challenges and needs faced by students, end-users, families, etc.	
Facilitating access to schools - organized transportation	The lack of organized transportation to school was cited as a major challenge by nearly all respondents. In previous years, SAR organized transportation to schools via hired school buses; however, this school year there is no organized transport. The schools that children accommodated in RRC Sofia Voenna Rampa attend (15 th , 59 th , and 74 th schools) are around a 30-minute walk from the RRC. The lack of transport is a demotivating factor regarding school attendance. Small children need an adult to accompany them, which is problematic for single-parent households, especially if the parent works, and even for older children it takes time to get used to their surroundings and they may get lost. In RRC Sofia – Ovcha Kupel, SAR provides monthly passes for public transportation so that the children accommodated there can reach school (66 th).
Addressing language and communication	It is important to offer additional support/classes for learning Bulgarian at school – this is necessary for foreign students to understand the material being taught, as well as to communicate with teachers and classmates. Special

barriers at school	<p>attention should be paid to reading and listening comprehension. The unaccompanied minors (teenagers) interviewed during the fieldwork reported not receiving this type of support at school. One accompanied minor in 4th grade reported that she did receive additional support at her school (59th school) – extra classes to learn Bulgarian. Foreign minors use various methods such as body language or Google translate to communicate with their peers and teachers. One child respondent speaks English and for her it is easier to communicate with teachers (a few speak English) and classmates, who also support her by explaining the lessons in English. Another child respondent recommends the presence of cultural mediators in schools who speak the mother tongues of the foreign students, as this would facilitate their adaptation and integration, as well as communication with their peers/teachers. Not all the respondents are currently learning foreign languages at school, but they share that they would like to. It would be beneficial for them to learn foreign languages at school, such as English, German, French, Swedish, especially for those who are in a Dublin procedure to reunify with family members in other EU Member States (MS). Some of the respondents are using mobile applications on their phones to learn Bulgarian/foreign languages. Another need identified during interviews is the purchase of schoolbooks for those registered in 8th grade or above. The Bulgarian Red Cross sometimes purchases books; however, this is project-based, and they did not have funding for this in the current school year. While all children interviewed underlined their motivation to go to school, them and other respondents shared that the lack of knowledge of Bulgarian, the delay in receiving schoolbooks, as well as cultural barriers and other factors may demotivate foreign students to attend classes.</p>
Ensuring schools are a respectful and inclusive learning environment	<p>Most of the respondents share that they like going to school and their classmates and teachers treat them well. One respondent even shared that he prefers Bulgarian school to the one back in Syria, where the teachers beat the students. One of the accompanied minors interviewed shared, however, that, sometimes, her classmates who are predominantly of Roma ethnic origin tease her. One of the parents interviewed shared that she did not like the attitude of the teachers in the school where her son was going to be registered, and she decided not to register her child there. It is important to offer training and information sessions to both students and teachers on intercultural competences and the culture/history of the countries of origin (CoO) of the migrant students. To make foreign students feel included in the school environment and to help them adapt better, they should be integrated in school activities, for e.g., sports. One of the respondents shared that he has been included in the school's volleyball team and this has made him feel very happy. Another respondent, who is of Russian origin, shared that her son was very well accepted in school and treated as a Bulgarian by teachers and students. He is excelling in classes and competitions. His easy acceptance in school most likely has to do with the similarity between Bulgarian and Russian cultures, as well as the languages.</p>
Main challenges and needs faced at the center/organization level	
Organization of informal educational and recreational	<p>The systematic provision of Bulgarian classes in RRCs is essential to prepare students for school and support them throughout the school process, as well as for adults to facilitate finding a job (legal). Providing the opportunity to learn/practice foreign languages would also be beneficial. Some migrants are illiterate even in their own languages, however; therefore, for them, prior to</p>

activities at RRC level	<p>teaching them any other languages, it is essential to offer them the opportunity to become literate in their mother tongue. Similarly, many unaccompanied boys studied at religious schools in their CoO – for them, it is important to teach them educational habits that they may not have formed yet.</p> <p>Currently informal educational activities for children accommodated in the two RRCs where field work was carried out are implemented. SAR is offering Bulgarian classes. There are Child Friendly Spaces (CFS) operated by CARITAS, while IOM carry out such activities in the two Safety zones. CARITAS work both with younger accompanied children, as well as with UAM accommodated in the zones, to a certain extent. Activities included language learning, help with homework and various recreational activities. They work specifically with young children twice per week, which allows the parents to engage in other activities during those times. IOM organizes online and in-person Bulgarian classes, foreign languages classes (on an ad-hoc basis and depending on the social worker who is on shift), classes on geography, history and other topics, information sessions, and different recreational activities. IOM staff also maintain regular contact with the teachers of the UAM who attend school to obtain information on attendance, how they are doing and upcoming exams. It is also important to support UAM and accompany children to take part in activities outside of the RRCs, such as sports, visits to historical, cultural and other sites. For e.g., one of the UAM shared that he would like to practice karate as this is a sport he played back at home. IOM has organized visits for the UAM to the National Museum of Natural History and the Sofia Zoo.</p> <p>One adult respondent shared that there should be a library with books in the mother tongues of the children so that they can read. Another respondent, a UAM accommodated in a Safety zone in RRC Sofia – Voenna Rampa shared that there is no quiet place for him to study and recommended that UAM going to school should be accommodated together, in the same room, as this would make it easier to study. Another issue identified by the parent of a child is that, sometimes, the Wi-Fi connection in the RRC is not good, which impedes his participation in online school.</p>
Addressing MHPSS in RRCs	<p>Migrants arriving in Bulgaria have lived through traumatic experiences in their CoO and on their journeys to Europe. Many have lost family members to war or other types of violence, but even those who haven't, once in Bulgaria lack the support of the large family networks they relied on back at home because their extended family has remained there or are in another country. Most of the respondents share that they don't think it will ever be possible to go back home. It is important to note that many of the migrant children arriving in Bulgaria have not had a proper childhood as they grew up during war and violence, and/or extreme poverty. Some of the adult female respondents shared that they were forcibly married as children and did not get the chance to finish school, although they would have liked to. Additionally, the lengthy application process for international protection and general feeling of uncertainty for the future lead to feelings of anxiety and stress. While most migrants may be generally distrustful when they first arrive in Bulgaria, after some weeks or months they may seek support, including from psychologists or social workers in the RRCs. Some of the UAM interviewed reported trusting IOM staff working in the two Safety zones and that they are the people they go to when they need to speak with someone.</p> <p>The provision of psychological support for parents, accompanied and unaccompanied minors is essential. It is currently offered by IOM, Center</p>

	<p>Nadia, and other organizations in RRCs. It's important to be aware that the word "psychologist" has a negative connotation in many of the cultures where the asylum seekers come from. i.e., "only crazy people talk to a psychologist", and needs to be explained as a trusted person to speak with when not feeling well, feeling sad, not being able to sleep, having nightmares, etc.</p> <p>Many organizations working in RRCs, as well as external actors organize psychosocial activities for children and adults, including arts and crafts workshops, music workshops, theatre (currently implemented by a group of students from NBU in RRC Sofia - Ovcha Kupel).</p> <p>Another important aspect related to the UAM is ensuring that they have a daily schedule that includes various activities (washing, cleaning, participation in recreational and informal education activities) as this would create a structure in their life that is lacking due to the absence of their parents/guardians, as well as improve their mental state.</p>
Provision of adequate basic services in RRCs - shelter, food, water, health, etc.	<p>Most respondents shared that the SAR RRC staff are respectful and helpful. A few respondents did complain, however, about their treatment by some SAR staff, as well as the SAR security. SAR provides basic essential services in the RRC, including shelter, food, water, sanitation and hygiene, and health. Nevertheless, not all respondents were satisfied with these services, identifying a few issues, such as insufficient quantity and quality of the food, insufficient financial support from SAR (20 BGN/10 EUR per person per month), unsatisfactory hygiene (presence of insects for e.g.), insufficient showers in the family section (women and men must share them), accommodation of families and single men on the same floor (feeling of insecurity), inability of SAR doctor to write prescriptions, etc. It should be noted that IOM, the Bulgarian Red Cross, and the Council of Refugee Women in Bulgaria offer additional medical support in the form of accompaniment to external medical facilities and payment for exams, interventions, and medication. One major challenge that was identified by respondents working with NGOs and that has been an issue for a while back is the unwillingness of GPs to register migrants. This stems from the way the Bulgarian healthcare system works and the inability of GPs to deregister migrants who have left the country without prior notification.</p> <p>One specific recommendation arising from the interviews was the organization of information sessions for adults and teenagers on respecting the rules in the RRC and each other's private spaces.</p>
Addressing the perception of Bulgaria as a transit country	<p>Most migrants, including asylum seekers and UAM accommodated in RRCs view Bulgaria as a transit country. This makes it difficult to work with them in-depth (for e.g., on psychological issues) and to plan longer term support with them. The high turnover that results from the UAM viewing Bulgaria as a transit country leads to difficulties for SAR, IOM, and other organizations to motivate them to go to school, to respect the rules in the Safety zones and RRCs. It is important to organize information sessions with UAM and other migrants on social norms and etiquette.</p>
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	
Facilitating family reunification -	<p>The unaccompanied minors who have relatives in other EU member states are supported by SAR, their legal representatives, the Bulgarian Helsinki Committee (BHC), and IOM to start procedures for family reunification within</p>

Dublin III regulation	<p>the framework of the EU's Dublin III Regulation. The procedure may take several months, and it is important to explain it clearly, several times if needed, including the timeframe for its completion, to the minors, as they may become impatient and decide to continue their journey with smugglers instead.</p> <p>Adults can also apply for Dublin family reunification, if their spouse, partner, or child is a refugee or asylum seekers in another EU MS. Two of the respondents shared that they hope to join their husbands in other EU MS.</p>
Length and quality of the asylum procedure	<p>Several organizations, including BHC, Legal Aid - Voice in Bulgaria, Foundation for Access to Rights (FAR), and IOM offer legal support (some also offer representation) to migrants/asylum seekers. Some of the respondents shared that the procedure is very lengthy and, if they receive a final negative decision, while they are still allowed to live in the RRC they no longer have access to food, health, or any other services because they are in an irregular situation. There are instances when migrants do not tell the truth (about their names, refugee stories, etc.) during the interview with the SAR and this often has a negative impact on their procedure. They may do this because they are distrustful of authorities or they have been told (for e.g., by smugglers) to lie. Most of the respondents who shared that they would like to stay in Bulgaria said that they hope to receive a positive decision on their application for international protection, move out of the RRC and establish a life here in Bulgaria.</p>
Provision of support to UAM by their legal representatives	<p>The UAM interviewed have legal representatives appointed by the National Bureau for Legal Aid (NBLA). Some of the UAM shared that they call them whenever they have questions about their legal procedure (asylum, Dublin, etc.) IOM facilitates contact with the legal representatives, including through the provision of interpretation.</p>
Addressing language barriers in access to administrative services	<p>Upon arrival and during their process of adaptation and integration in Bulgaria, migrants and refugees often need to access several administrative services. To facilitate this process, it is very important for them to receive support in the form of cultural mediation/interpretation and/or accompaniment to the services by competent staff of NGOs or international organization who can help them to navigate the system.</p>
Facilitating legal employment	<p>One of the adults interviewed shared that he works in a hotel. His colleagues help him to learn Bulgarian. CARITAS supported him to find this job.</p> <p>In Bulgaria, asylum seekers have the right to work three months after applying for international protection. While there are employers willing or even looking to hire asylum seekers and refugees, many of the latter (especially those who do not plan to remain in Bulgaria), prefer working on the black market where they are paid very low wages, they do not necessarily have work each day and there is the potential for exploitation. Some of the UAM also engage in such daily jobs stemming from the necessity to send money to their parents/siblings back at home or because they need to pay smugglers to continue their journey onwards to Western Europe.</p>
Addressing discrimination and violence at community and	<p>While most respondents shared that the Bulgarians, they have met have treated them with respect, some isolated incidents of racism were reported. Two female adult respondents shared that they were subjected to discrimination while living in Turkey. This prevented the children from going to school. Additionally, most respondents shared experiencing violence at the hands of border police along their journey (including beatings, pushbacks,</p>

institutional levels	<p>and dogs) and smugglers. Some shared that the presence of Gendarmerie outside of the RRCs made them feel safe.</p> <p>One of the respondents who works for an organization in one RRC and is himself a foreigner, shared that sometimes a few migrants may behave inappropriately, and this has a negative effect on all others, especially regarding the perception of migrants by the host community. Another respondent shared that, in her opinion, some of the migrant boys present very poor manners and it is necessary to teach them about the social norms in Bulgaria and how to behave.</p>
Other relevant information	
	<p>A few additional recommendations were made during the field work that can facilitate the adaptation and integration of migrants and refugees in Bulgaria:</p> <ul style="list-style-type: none"> o The establishment and implementation of government integration programs to encourage refugees to stay in Bulgaria o Encouraging the creative potential of refugees and asylum seekers - e.g., the arts teacher of one of the accompanied UAM interviewed invited her to present her drawings at an exhibition (she won 3 awards) o The establishment of separate reception centers for the accommodation of UAM, following the example of the Safety Zones o The organization of national information campaigns about migrants and their positive contribution to host societies

C. Dialogic co-creation process: Where are we at now?

1. Implementation of the dialogic co-creation process.

In line with the dialogic co-creation process, during the fieldwork carried out in the pilot sites in Bulgaria, the team aimed at ensuring engagement with relevant stakeholders. First among them were school staff as those who carry out the process of child socialization and education, including school counsellors and psychologists who are the main actors ensuring MHPSS. NBU team's access to children and families of migrant and Bulgarian backgrounds was limited by the decision of the Ministry of Education and Science (MoE) to grant access only to school staff and not to parents and children. As the stakeholders working closest to the children - each day of the school year, the knowledge and involvement of the school staff have contributed to our deeper understanding of the social and educational situation at schools.

Initially, the team held meetings with administrative representatives at all pilot schools to present the project, its aims, and goals. Information sheets were given out to the stakeholders - headmasters, vice-headmasters, and teachers. The interviews covered personal stories about their teaching and pedagogical experience focused on the one hand, on the obstacles that they, the children and their parents faced in terms of education, learning environment, socialization and MHPSS, and, on the other hand, on the good

practices identified and carried out on individual teacher or class-basis and generally in the schools.

During the fieldwork carried out in the two RRCs, the NBU team identified key stakeholders working directly with and providing support to unaccompanied and accompanied asylum-seeking minors. We organized interviews with IOM social workers who are responsible for the 24/7 provision of care and support to UAM accommodated in the two Safety Zones managed by IOM who shared key information on the well-being of the children, including the consequences of hardships they have gone through on their journey to Bulgaria and their adaptation process in the country, and SAR staff who have the overall responsibility for all UAM and accompanied children in RRCs. Focus group discussions were held with social workers and professionals from other organizations providing social, psychological, and educational support to both UAM and accompanied children, including CARITAS, the Bulgarian Red Cross, and the Council of Refugee Women in Bulgaria.

The NBU team was granted access by SAR to conduct the fieldwork in the two RRCs for a period of one week (5 working days), leading to a very intense programme of interviews with stakeholders and end users. As the project progresses, including the setting up of Communities of Practice and Learning, additional access will need to be granted to the team by SAR.

2. The above process was related to making the first steps towards building a Community of Practice and Learning.

The team has identified and led three initial conversations (one in each site) with schoolteachers and psychologists whose work is relevant to the aims of the project. These individuals will help the process by establishing conditions that will ensure the prolonged implementation of the selected practices beyond the project's lifespan. In the three schools so far, their profile varies, e.g.:

- **In 66th school:** Focal points will be three senior teachers – one teaching History, one Bulgarian language and literature and German language and one leading primary school pupil. All have teaching experience in a multicultural environment of more than 15 years. Due to the unstable learning environment created by COVID-19, our meetings with school psychologists and councilors are forthcoming. We believe the project's goals will be supported by the school's administrative bodies.
- **In 74th school:** The main actors are representatives of both fields the project is interested in – namely education and psychological well-being. The foreseen Community of Learning at the pilot site is one of the youngest ones in profile. In terms of competencies, their profile once again varies – two psychologists working with children of all ages, one philosophy and one history teacher, as well as the school headmaster and two vice-headmasters.
- **In 15th school:** The main identified actors suitable for building a Community of Practice and Learning are the ones who have presented good knowledge as well as important and objective observations about the current educational process of migrant and refugee children in Bulgaria based on their personal experience. Focal points will be a young Bulgarian language and literature teacher with serious interest into engaging in the project, an IT and Math teacher who is class tutor of a

multicultural class, a math teacher with personal experience of being a migrant student and the school headmaster who has expressed support for the project's goals.

In the two RRCs, the limited access granted by SAR to the project team did not allow for sufficient time to adequately initiate discussions on the setting up of the Communities of Practice and Learning. Nevertheless, the project team did identify relevant stakeholders working in both pilot sites, who have the necessary experience with similar initiatives and/or good knowledge of the needs of asylum-seeking children, including UAM, and who can be involved in the setting up and implementation of the selected practices involving "Expressive therapy", including their adaptation to the context and needs, and their continued implementation after the end of the project.

3. Identified effective practices:

➤ **Capacity building is essential for end-users.**

Capacity building was identified by school staff as an important addition to their practice. Trauma sensitive teaching, training on supporting newcomer and refugee students, training in psychological first aid and training in teaching social and emotional competencies and resilience will all contribute greatly to the teacher competencies. These will also ensure the role of the schools as "sources of stability and care". Additionally, capacity building and ongoing learning is important for other professionals (end-users) working with migrant and refugee children, such as social workers and psychologists. The NBU team will reach out to professionals in Bulgaria with specific competencies on the topics included in the capacity building activities to be included as trainers.

Approx. numbers of participants: 15

Approx. frequency: 3 times

- **Successful educational practice "Interactive groups"** as curriculum-based activities are possibly among the most effective practices that might tend to the needs pointed above.

They will simultaneously improve the motivation of students, decrease absenteeism and help those with language deficiencies learn in an interactive environment. The created groups of peers and adults will join forces to ensure dynamic integration and as a result, will possibly help foreign kids with their school load. Helping each other understand the classes in different languages will possibly also help all learn them (Bulgarian, English, etc.). Additionally, that will create solidarity and bonding among peers even outside the classroom and will prevent the observed encapsulation of migrant children which. Such groups will be helpful to create peer-based communities for communication of cultural specifics and ensuring mutual understanding. The main drivers for these groups will be schoolteachers and other school staff.

Approx. numbers of participants: 15

Approx. frequency: 3 times

- **Expressive therapy** - (psychosocial) activities organized for migrant and refugee children in RRCs and schools – for e.g., theatre, art, and music workshops.

Collective sport or art activities attract migrant and refugee kids. Valuing and encouraging the creative potential of refugee and migrant children is a way to make them and their parents feel fulfilled and empowered. Interviewed teachers and refugee kids themselves reported that this is a way to participate in the life of the school. In addition, this can be a source of happiness for their parents which naturally improves their mental health and positivism towards possible and effective integration in the host community. Professionals working with asylum-seeking children in RRCs, including UAM, also accentuated the importance for such activities to be organized in the centers to help build up the children's resilience and support their social inclusion.

Approx. numbers of participants: 60

Approx. frequency: 3 times

2. Pilots implemented in Greece

REFUGE-ED partner: Social Action and Innovation Center [Kentro Merimnas Oikogeneias Kai Paidiou] (KMOP)

INTRODUCTION

This document consists of the context information and the needs analysis of the pilot sites, as well as the overview of the co-creation process plan. The 10 pilot sites that are being implemented in Greece have been categorized in 3 cases studies, according to the location (urban and rural) and the city (Athens, Karditsa, Thessaloniki) they are situated at.

- **Case study 1: Attika region including the city of Athens**
 - PILOT EL1: 52nd Primary school of Athens
 - PILOT EL2: 21st Primary school of Athens
 - PILOT EL3: 2nd Primary school of Agios Ioannis Rentis (Attika Region)
- **Case study 2: City of Karditsa, Central Greece**
 - PILOT EL4: 1st Primary school of Karditsa
 - PILOT EL5: 4th high school of Karditsa
 - PILOT EL6: Development Agency of Karditsa (AN.KA) - non-formal education centre
- **Case study 3: City of Thessaloniki**
 - PILOT EL7: 2nd Primary school of Pylaia
 - PILOT EL8: 6th intercultural elementary school of Kordelio
 - PILOT EL9: 13th Primary school of Ampelokipoi
 - PILOT EL10: NGO METAdrasi's non-formal education centre in Thessaloniki

A note on the incorporation of EL10 pilot site:

KMOP had approached the NGO METAdrasi non-formal education center in October, but they were reluctant to take part, as they are not very open to have their people or students mingle with research initiatives. Consequently, we had ruled them out; but they unexpectedly initiated contact again with KMOP last week. After extended discussions with their coordinator regarding research and implementation of the project, they confirmed officially their participation on 23/2. We believe that it would be extremely beneficial for the project to include them as a pilot site, hereby constituting the reason KMOP will submit data concerning the specific pilot site after the submission deadline.

Reason why the initial timeframe was delayed:

The main reason why the initial timeframe for developing and implementing the RDCP in some pilots was the surge in COVID-19 cases after the Christmas break, which resulted in classes being shut down and frequent absence of a high percentage of staff and students from the school premises. Consequently, it was extremely difficult to organise visits in schools, or even online interviews.

Case study 1. Attika region including the city of Athens

A. Context information

PILOT EL1. 52nd Primary School of Athens

General information

Type of site: School of Formal Education

Type of management: The school is operating as a formal Education Institution, embedded in and monitored by, the Hellenic Ministry of Education.

School Website: <https://blogs.sch.gr/52dimath/>

Location : City of Athens, Greece

Key information about the area where the site is located: The school is in Sepolia, a neighborhood north of the centre of Athens, Greece, that belongs in the 4th municipal department of the municipality of Athens. The area of the municipality of Athens is 38,96 square kilometres. According to the 2011 census⁷⁵, the municipality has a population of 664.064 -the 4th municipal department has approximately 85.000 residents- out of which 25,16% are foreigners. The area's employment rate is 42,16%, whilst 10,79% are job seekers. Regarding the residents' educational level, 32,95% have completed secondary education and 28,27% have completed any type of tertiary education, while 15,94% have completed only primary education.

Athens is the capital and largest city of Greece, part of Attica region. Attica's total population is almost 4 million. Sepolia is a multicultural area, with inhabitants of various nationalities including locals. It borders Agios Nikolaos, Kolonos and Patisia, areas widely inhabited by refugees and migrants. The neighborhood's historic football and basketball clubs have been always opened to include all nationalities and cultural backgrounds.

Size in terms of children (number, nationality, age) and staff (number, occupation)

The "52nd Elementary School of Athens" has a capacity of 277 (two hundred seventy-seven) places, and it deploys 38 (thirty-eight) teachers.

⁷⁵ If no otherwise indicated, the data regarding the area around the site have been retrieved from the (latest) Greek Census Data of 2011 (EKKE-ELSTAT, 2015; Government Gazette of the Hellenic Republic 698/B/20.03.2014).

The children with migrant profile and/or refugee status attending school, are 156 (one hundred fifty-six) for the current academic year. According to their nationality, there are 53 (fifty-three) from Albania, 25 (twenty-five) from Romania, 13 (thirteen) from Georgia, 13 (thirteen) from Afghanistan, 10 (ten) from Egypt, 9 (nine) from Bulgaria, 7 (seven) from Bangladesh, 5 (five) from Moldova, 4 (four) from Ukraine, 4 (four) from Iran, 3 (three) from Pakistan, 2 (two) from Senegal, 2 (two) from Syria, 2 (two) from Poland, 1 (one) from DRC, 1 (one) from Iraq, 1 (one) from Turkey, and 1 (one) from Kenya . Their age ranges from 6 (six) to 12 (twelve) years old. Refugee children are allocated to the school by the focal point of the Municipality's department of education in cooperation with the organisation handling the family's accommodation scheme (i.e. IOM). Migrant children's families mostly enroll them on their own.

Services offered by the "52nd Elementary School of Athens" in terms of health, protection and supportive education

- 1 (one) Social Worker once per week
- 1 (one) Psychologist once per week.
- 1 (one) Integration Class operates in the school
- 2 (two) Reception Classes operate in the school

Other Info: The school is open to collaborations that will facilitate engagement between students from different cultural and ethnical background (e.g. a "colorful" library operates in the school hosting books from the most of students' countries of origin). The school's newest equipment has been donated or purchased through private donors.

PILOT EL2. 21st Primary School of Athens

General information

Type of site: School of Formal Education

Type of management: The school is operating as a formal Education Institution, embedded in and monitored by, the Hellenic Ministry of Education.

School Website: <http://21dimath.weebly.com/>

Location : City of Athens, Greece |

Key information about the area where the site is located: The school is located in Kipseli, a neighborhood in central Athens which occupies much of the 6th municipal department of the municipality of Athens.

The area of the municipality is 38,96 square kilometres. According to the 2011 census⁷⁶, the municipality has a population of 664.064 -Kypseli has approximately 65.000 residents- out of which 25,16% are foreigners. The area's employment rate is 42,16%, whilst 10,79% are job seekers. Regarding the residents' educational level, 32,95% have completed secondary education and 28,27% have completed any type of tertiary education, while 15,94% have completed only primary education. On its side, Athens is the capital and largest city of Greece, part of Attica region. Attica's total population is almost 4 million. Kypseli is a multicultural area, with inhabitants from various nationalities including locals. It borders Agios Panteleimonas and Patisia, areas widely inhabited by refugees and migrants.

Context information about the site

Size in terms of children (number, nationality, age) and staff (number, occupation).

The "21st Elementary School of Athens" has a capacity of 210 (two hundred ten) places, and it deploys 20 (twenty) teachers.

The children with migrant profile and/or refugee status attending school, are 152 (one hundred fifty-two) for the current academic year. According to their nationality, there are 36 (thirty-six) from Albania, 14 (fourteen) from Romania, 14 (fourteen) from Afghanistan, 13 (thirteen) from Syria, 13 (thirteen) from Georgia, 7 (seven) from Nigeria, 7 (seven) from Bangladesh, 7 (seven) from Cameroon, 6 (six) from Algeria, 4 (four) from Pakistan, 4 (four) from Philippines and 4 (four) from Egypt. Their age ranges from 6 (six) to 12 (twelve) years old. The rest are children that have not completed enrollment or have not attended classes for more than a month. Refugee children are allocated to the school by the focal point of the Municipality's department of education in cooperation with the organisation handling the family's accommodation scheme (i.e. IOM). Migrant children's families mostly enroll them on their own.

Services offered by the 21st Elementary School of Athens in terms of health, protection and supportive education

- 1 (one) Social Worker once per week
- 1 (one) Psychologist once per week.
- 1 (one) Integration Class operates in the school
- 2 (two) Reception Classes operate in the school

Other Info: Their vision is to create a school that is open to society, digital, sustainable and inclusive, where students experience recognition and acceptance and are actively involved in the management of their learning. Hence, they have taken initiatives aiming towards developing the intercultural and digital skills of teachers and students, adopting innovative teaching methods and developing a network of partnerships with local, national and

⁷⁶ If no otherwise indicated, the data regarding the area around the site have been retrieved from the (latest) Greek Census Data of 2011 (EKKE-ELSTAT, 2015; Government Gazette of the Hellenic Republic 698/B/20.03.2014).

international bodies that promote the European dimension in the curriculum. The school's newest equipment has been donated or purchased through private donors.

PILOT EL3. 2nd Primary School of Renti

General information

Type of site: School of Formal Education

Type of management: The school is operating as a formal Education Institution, embedded in and monitored by, the Hellenic Ministry of Education.

School Website: <http://2dim-ag-ioann.att.sch.gr/autosch/joomla15/>

Location: City of Athens, Southern Greece

Key information about the area where the site is located: The school is in the Municipality of Nikaia - Agios Ioannis Rentis of the regional unit of Piraeus in the Attica region. The area of the municipality is 11,173 square kilometres and its seat is Nikaia. According to the 2011 census⁷⁷, the municipality has a population of 105,430 out of which 10,123 are foreigners. The area's employment rate is 40,52%, whilst 8,03% are job seekers. Regarding the residents' educational level, 28,59% have completed secondary education and 17,54% have completed any type of tertiary education. is 24,64%.

Context information about the site

Size in terms of children (number, nationality, age) and staff (number, occupation). The "2nd Elementary School of Agios Ioannis Rentis" has a capacity of 178 (one hundred seventy-eight) places, and it deploys 31(thirty-one) teachers. The children with migrant profile and/or refugee status attending school, are 35 (thirty-five) for the current academic year, and their age ranges from 6 (six) to 12 (twelve) years old. More specifically- Egypt (2), Albania (14), Afghanistan (4), Iraq (7), Pakistan (2), Romania (3), Syria (3)

Services offered by the "2nd Elementary School of Agios Ioannis Rentis" in terms of health, protection and supportive education

- 1 (one) Social Worker once per week
- 1 (one) Psychologist once per week.
- 1 (one) Integration Class operates in the school
- 1 (one) Reception Classes operate in the school

⁷⁷ If no otherwise indicated, the data regarding the area around the site have been retrieved from the (latest) Greek Census Data of 2011 (EKKE-ELSTAT, 2015; Government Gazette of the Hellenic Republic 698/B/20.03.2014).

Other Info: It is an active school which has created and/or participated in initiatives and projects related to environmental issues, creative writing, artificial technology etc.

B. Insights from the fieldwork: Needs assessment for case study 1

PILOT EL1: 52nd Primary School of Athens

Outline the rationale for the selection of participants. The headmaster and the deputy headmasters were selected as the sole policy makers within the school internal administration. The ZEP teachers are the responsible educators for integrating new refugee and migrant students into the Greek educational system, teaching them the language and familiarizing them with the school curriculum. They teach only refugee students and have the capacity to focus and identify their needs in depth. The refugee students and the families were selected from a pool of willing participants by taking into consideration the time since their arrival in Greece. Both families that had just arrived and families that had been in Greece for more than three years were chosen.

Main findings identified during the fieldwork

Summary of fieldwork conducted at the light of the following issues and considering perspectives of different actors: end-users [minors/workers of sites]; and stakeholders.

- Knowledge of the migratory phenomenon and its impact on the territory: Both refugee/migrant students and the school community were aware of the phenomenon and the differences between foreign and native families.
- Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin: Refugee students' main needs seem to circle around language learning, psychological support for dealing with their trauma, and cultivating social skills for developing social relationships with the local school community.
- Collaboration with other public and private subjects (local and not): There is no systematic collaboration with other public or private individuals, organizations and groups.
- Effectiveness of specific interventions and services activated: The ZEP classes seem to achieve a significant degree of integration, especially after the second year of attendance. They could be improved with additional hours per week, with a heavier focus on language learning.
- Detection of any good territorial practices: The school has enriched its library with books from some of the refugee's native countries, and has dedicated school hours towards group readings, so that Greek students can familiarize with foreign culture.

PILOT EL2: 21st Primary School of Athens

Outline the rationale for the selection of participants. The headmistress and the deputy headmaster could provide insight into the school's excellent long run integration rates and the numerous projects they had participated. The ZEP teachers and the class teachers were selected because they had high numbers of refugee and migrant students in their classes and could provide insight into their needs. The students and their mothers who took part in the daily life stories were the best integrated students from each of the school's foreign country population.

Main findings identified during the fieldwork

- Knowledge of the migratory phenomenon and its impact on the territory: The students were aware of their refugee/migrant status and the reason they were made to attend ZEP classes.
- Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin: The school's integration levels are considerably higher than other pilot sites. The main area of focus of the ZEP classes was the teaching of Greek and the tutoring of struggling students, in different modules.
- Collaboration with other public and private subjects (local and not).
- There is no collaboration with outside parties.
- Effectiveness of specific interventions and services activated
- The ZEP classes seem to be very effective in helping students who do not speak Greek as a mother tongue, overcome the language barrier.
- Detection of any good territorial practices
- The school has taken part in numerous national and European projects that aim to cultivate social inclusion, global citizenship and environmental conscience over the years.

PILOT EL3: 2nd Primary School of Renti

Outline the rationale for the selection of participants. The headmaster and regional educational plan supervisor were selected as key policy makers, the teachers were chosen due to their high interaction with refugee/migrant students, the social worker and psychologist as key personnel in identifying their needs, and the students and their families were chosen based on the country of origin and their willingness to participate.

Main findings identified during the fieldwork

- Knowledge of the migratory phenomenon and its impact on the territory: Most of the students were aware of the phenomenon and the reasons they attended ZEP classes.
- Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin: As the main skill that was identified was the learning of the Greek language. Newly arrived refugee students (during the current academic year) were facing difficulties in communicating and socializing with the other

students, while migrant/refugee students that had been attending the school for more years were significantly more integrated into the school community.

- Collaboration with other public and private subjects (local and not): No collaboration with other subjects were reported.
- Effectiveness of specific interventions and services activated: There have been no ZEP classes until later during the school year, due to lack of personnel. Therefore, extra effort had to be made to close the gap between newly arrived refugees and the rest of the students. The social worker and psychologist visited were only allowed to visit once per week, making it impossible to offer sufficient support to all the students.
- Detection of any good territorial practices: No other territorial practices were identified. Most events and actions had been put off, due to Covid.

Needs Detection data for case study 1 (Attika region including the city of Athens)	
Main challenges and needs faced by students, end-users, families, etc.	
Language barrier	This is the most common obstacle that was identified throughout most of the pilot sites, especially for the schools with high numbers of newly arrived refugee/migrant students. Inability to communicate was identified as the catalyst factor that hinders social inclusion, educational progress and receiving psychological support. Due to the way the Greek educational system is structured, the ZEP teachers are only hired part-time, while sometimes there is no ZEP teacher at all or is hired med-year. A few schools in Athens try to invest more hours than those foreseen in the official curriculum on these language lessons, also using non-formal and alternative teaching methods, while they also make efforts to have classes with fewer students, following a learner-centered approach. Nonetheless, research participants highlighted the need for such lessons to be implemented in the form of a preparatory year, prior to the students' enrolment in schools.
High Absenteeism	High absenteeism is another common finding among refugee students. According to the school staff, refugee students are repeatedly absent from school throughout the school year, often for an extended period. This phenomenon creates gaps in their already fragmented educational progress. Based on data received by the refugee students, they feel reluctant to attend school because they feel like they have nothing to gain.
Psychological Support	Some newly arrived refugee families have shared harsh and traumatic experiences during the daily life stories. Greek schools only have one psychologist and one social worker visiting once a week. Stakeholders clearly stated that one professional does not have enough time in their hands to provide adequate psychological support to refugee students, due to the number of students in each school (both refugee/migrants and locals). This made clearer the fact that extra psychological support needs to be integrated into schools with high refugee numbers. Some of the psychologists that participated in the research also elaborated on their struggles in terms of communicating with migrant/refugee children; the latter's needs are sometimes not covered, due to the absence of an interpreter.
Social Exclusion and Bullying	Educators and stakeholders from many schools mentioned cases of bullying, when the refugee population first started arriving to schools. According to the educators and stakeholders, no bullying incidents occur now, although refugee students tend to isolate themselves from the rest of the Greek students. Life stories with migrant

	students revealed that cases of social exclusion still exist at school and refugees don't feel as part of the school community. Bullying was also reported by migrant students.
Main challenges and needs faced at the center/organization level	
Lack of school personnel	School stakeholders mentioned a serious lack of educators and other personnel required to provide quality services to refugee students. The ZEP teachers are only hired part-time in public schools and the psychologists and social workers only visit once a week. This leads to gaps in roles that the general class teachers try to cover. Moreover, classes with high number of students (20+) are very common, and teachers find it impossible to provide extra care to refugees, while simultaneously teaching Greek students.
High Drop-out rates	High drop-out rate was reported by the school educators and stakeholders. According to them, a significant number of refugee students drop out of school and are unable to be reached. The school receives no information on their status from the organization responsible for the refugees, leading the school to believe that they have left the country. However, it is unclear whether the students left the country, moved to a different area/city within Greece, or dropped out of school altogether. No matter the reason, it creates educational gaps and psychosocial instability, as reported by the refugee students that took part in the research.
Lack of cross-cultural educational material	Some educators mentioned that there is a lack of extensive educational material, workbooks and activities for cross-cultural education. ZEP teachers end up using the one book (Ya Sas) provided by the Ministry of Education, while the class teachers have no educational materials and activities suitable for both refugees and Greek students. There are some schools that make efforts to bring multicultural elements to schools; for example, the principal of the 52nd primary school of Athens has applied for donations to Greek institutions and has created an 'intercultural library', in order for students to get to know different cultures, traditions and languages, as well as for students with migrant and refugee and migrant background not to lose touch with their cultural identity and be supported in learning Greek. Schools, from different areas, explained that they also try to host relevant events and develop an intercultural environment through non-formal education and experiential activities. Such events may include celebrations with the presentation of music, food, traditions etc. from different countries, where students have the chance to present their home countries. A teacher of theatre education working in an Athenian school elaborated on how they use theatre, in order for children to better understand different cultures and exchange experiences.
Lack of communication/cooperation with parents	Educators and stakeholders have reported reluctance on behalf of refugee parents to visit school or even communicate with teachers via the phone. Participants from the public schools that took part in the study mentioned that language barriers between Greek schools and parents were the main reason for the lack of communication. Some parents of students enrolled in Athenian schools confirmed their difficulties in communicating with the school staff; one parent reported to have tried to address their child's problems to the school, but the lack of available interpreters has made communication challenging.
Lack of appropriate training for educators	Educators and especially ZEP teachers expressed their need for additional training to be delivered centrally, by the ministry. Due to the way the Greek Educational System is structured, ZEP teachers are usually younger educators (sometimes newly graduated) that are only assigned to a school for one academic year. This does not allow for strong connections with the rest of the teachers or the students that continue to attend school. ZEP teachers are, thus, left to feel inadequately prepared for the task.

Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	
Lack of external coordinator who can act as a contact point between families and school	School policy makers have expressed the need for an external organization that can act as a mediator and coordinate communication and actions between the school, the sheltering organization and the refugee families. Social workers and educators receive little-to-no information regarding the background, the past and the family of newly arrived refugees. This makes working with those students extremely stressful, as school personnel are unaware of possible difficulties and trauma that could potentially be triggered. Such a coordinator could facilitate communication between the parties involved.
Other relevant information	
Need for translator	The school personnel have mentioned the need for an available translator during the early stages of a newly arrived student, during school-parent meetings, and during special cross-cultural events.
Suggestions for more cross-cultural athletic/musical/culinary events	School personnel suggested numerous times the organization of cross-cultural events for both refugee/migrant and native families, for the purpose of socializing and getting to know each other and their corresponding culture.

Case study 2: City of Karditsa, Central Greece

A. Context information

PILOT EL4: 1st Primary School of Karditsa

General information

Type of site: School of Formal Education

Type of management: The school is operating as a formal Education Institution, embedded in and monitored by, the Hellenic Ministry of Education.

School Website: <https://blogs.sch.gr/1dimkard/>

Location: City of Karditsa, Central Greece

Key information about the area where the site is located: The school is located in Karditsa, a city in western Thessaly in mainland Greece. The city of Karditsa is the capital of Karditsa municipal unit of region of Thessaly. The area of the municipal unit is 110.086 square kilometres. According to the 2011 census, the municipality has a population of 56.747 -the city of Karditsa has 39.119 residents- out of which 3,43% are foreigners. The area's employment rate is 34%, whilst 8,83% are job seekers. Regarding the residents' educational level, 21,5% have completed secondary education and 19,63% have completed any type of tertiary education, while 27,51% have completed only primary education. Karditsa is one of the most bicycle-friendly cities in Greece with an extensive network of bicycle paths. Approximately 30% of all the city transportation is done by bicycles. The city is also a holder of the "Cycle friendly Employer" issued by the European Cyclists' Federation. Moreover, the city has a few historic football and basketball clubs among a wide range of sports clubs.

Context information about the site

Size in terms of children (number, nationality, age) and staff (number, occupation)

The "1st Elementary School of Karditsa" has a capacity of 191(one hundred ninety-one) places, and it deploys 31(thirty-one) teachers.

The children with migrant profile and/or refugee status attending school, are 15 (fifteen) for the current academic year, and their age ranges from 6 (six) to 12 (twelve) years old. More specifically, Congo (9), Iraq (4), Kuwait (1), Syria (1). Those 15 (fifteen) children are hosted with their families in the urban setting of Karditsa in rented apartments by ANKA SA, a corporation monitored by the Local Government Administration, under the ESTIA Project- a Support to Integration and Accommodation programme, funded by the Asylum, Migration and Integration Fund of the European Union (AMIF). The Greek Government took

over the management of the ESTIA Accommodation programme at the end of 2020- firstly implemented and handed over by UNHCR-, and that of the ESTIA Cash Assistance programme as of 1 October 2021.

Services offered by the “1st Elementary School of Karditsa” in terms of health, protection and supportive education

- 1 (one) Social Worker visits the school once per week
- 1 (one) Psychologist visits the school once per week
- 1 (one) reception class operates in the school
- 1 (one) integration class operates in the school

Other Info: The teacher in charge of the reception class was appointed to the school as temporary staff (only for the current school year) during the last week of October 2021. The school shares attached buildings and facilities with the 12th elementary school of Karditsa.

PILOT EL5: 4th High School of Karditsa

General information

Type of site: School of Formal Education

Type of management: The school is operating as a formal Education Institution, embedded in and monitored by, the Hellenic Ministry of Education.

School Website: <http://4gym-kardits.kar.sch.gr/>

Location: City of Karditsa, Central Greece

Key information about the area where the site is located:

The school is located in Karditsa, a city in western Thessaly in mainland Greece. The city of Karditsa is the capital of Karditsa municipal unit of region of Thessaly.

The area of the municipal unit is 110.086 square kilometres. According to the 2011 census⁷⁸, the municipality has a population of 56.747 -the city of Karditsa has 39.119 residents- out of which 3,43% are foreigners.

The area's employment rate is 34%, whilst 8,83% are job seekers. Regarding the residents' educational level, 21,5% have completed secondary education and 19,63% have completed any type of tertiary education, while 27,51% have completed only primary education.

⁷⁸ If no otherwise indicated, the data regarding the area around the site have been retrieved from the (latest) Greek Census Data of 2011 (EKKE-ELSTAT, 2015; Government Gazette of the Hellenic Republic 698/B/20.03.2014).

Karditsa is one of the most bicycle-friendly cities in Greece with an extensive network of bicycle paths. Approximately 30% of all the city transportation is done by bicycles. The city is also a holder of the "Cycle friendly Employer" issued by the European Cyclists' Federation. Moreover, the city has a few historic football and basketball clubs among a wide range of sports clubs.

Context information about the site

Size in terms of children (number, nationality, age) and staff (number, occupation)

The "4th High School of Karditsa" has a capacity of 285 (two hundred eighty-five) places, and it deploys 39 (thirty-nine) teachers.

The children with migrant profile and/or refugee status attending school, are 9 (nine) for the current academic year. According to their nationality, there are 7 (seven) from DRC, and 2 (two) from Cameroon. Their age ranges from 12 (twelve) to 15 (fifteen) years old. Those 9 (nine) children are hosted with their families in the urban setting of Karditsa in rented apartments by ANKA SA, a corporation monitored by the Local Government Administration, under the ESTIA Project- a Support to Integration and Accommodation programme, funded by the Asylum, Migration and Integration Fund of the European Union (AMIF). The Greek Government took over the management of the ESTIA Accommodation programme at the end of 2020- firstly implemented and handed over by UNHCR-, and that of the ESTIA Cash Assistance programme as of 1 October 2021.

Services offered by the "4th High School of Karditsa" in terms of health, protection and supportive education

- 1 (one) Psychologist visits the school once per week
- 1 (one) Social Worker visits the school once per week
- 1 (one) integration class operates in the school
- 1 (one) reception class operates in the school

Other Info: The teacher in charge of the reception class was appointed to the school as temporary staff (only for the current school year) during the first week of November 2021. The school shares attached buildings and facilities with the 4th lyceum of Karditsa.

PILOT EL6: "ANKA SA - Development Agency of Karditsa"

General information

Type of site: School of Non-Formal Education

Type of management: The SA is operating under the direction and supervision of the Local Government Administration- Municipality

School Website: <https://www.anka.gr/index.php/en/>

Location: City of Karditsa, Greece

Key information about the area where the site is located: ANKA has developed and is operating in the city of Karditsa, in the central Greece. The Municipality of Karditsa has an area of 110.086 (one hundred ten thousand eighty-six) square Klm, and according to the 2011 census, it hosts 38.554 (thirty-eight thousand five hundred fifty-four) residents, who are mainly employed in trade and agricultural work. Karditsa is one of the highest income agricultural cities in Greece. The main purpose of the identity of ANKA S.A is the implementation of programs and projects. Through the programs and projects, the development of both rural and urban areas is sought by highlighting and utilizing all kinds of resources (natural, human, cultural), proposing as a driving force the local initiative and entrepreneurship. The development concept of AN.KA SA focuses on "capacity building" and the "empowerment" of the local population, especially the disadvantaged groups as well as the avoidance of social exclusion. The programs and projects are designed and implemented to serve a coherent and integrated vision for local development. Each one meets specific needs, satisfies an individual goal of this vision, which is constantly updated and enriched through social consultation.

All of the above create an increased demand for planning, management and operational adequacy, because, on the one hand, the programs must obey the strategies compiled by all local bodies (most of which are shareholders of AN.KA) and on the other hand, they must be in line with national and Community policies. To achieve the above, the Development of Karditsa has established a flexible team of experienced and specialized, in many different subjects, executives, with international experience and full complementarity, in order to offer integrated solutions and consulting services in the public, social and private sector. The result of all the above is the admittedly successful action of the company during the last twenty years. The permanent ambition of AN. KA SA is to be the most reliable and effective development mechanism at the disposal of local agencies and the residents of its intervention area.

Context information about the site

Size in terms of children (number, nationality, age) and staff (number, occupation)

The "ANKA" has a capacity of one non formal education centre, and it deploys 1 (one) teacher.

The children currently hosted and who are receiving non formal education services currently, are 40 (forty) According to their nationality, 75% are from DRC and the rest are from Gabon, Cameroon and Angola. Their age ranges from 6-18 years old.

Services offered by the "ANKA" in terms of health, protection and supportive education.

ANKA is one of the main- and oldest- implementing partners of the ESTIA project in Greece- a Support to Integration and Accommodation programme, funded by the Asylum, Migration and Integration Fund of the European Union (AMIF). The Greek Government took over the management of the ESTIA Accommodation programme at the end of 2020- firstly implemented and handed over by UNHCR-, and that of the ESTIA Cash Assistance programme as of 1 October 2021.

Other Info: ANKA i has developed a stable and permanent cooperation with Research Centers, University Institutions, Technological Institutes and Development Agencies of Greece and Europe, as well as public and private sector services. This ensures efficiency, transfer of know-how and utilization of recent research results and developments in general.

B. Insights from the fieldwork: Needs assessment for case study 2

PILOT EL4: 1st Primary School of Karditsa

Date when fieldwork was conducted: November 2021

Methodological challenges: Some of the refugee students and their families did not speak neither Greek nor English fluently. Even though interpreters were appointed by the managing NGO, they were not available for all interviews.

Outline the rationale for the selection of participants. The headmaster and the deputy headmasters were selected as the policy makers within the school internal administration. The ZEP teacher is the responsible educators for integrating new refugee and migrant students into the Greek educational system, teaching them the language and familiarizing them with the school curriculum. She teaches refugee students and have the capacity to focus and identify their needs in depths. The refugee students and the families were selected from a pool of willing participants, as most refugee families were not willing to participate in any extracurricular activities.

Main findings identified during the fieldwork

- Knowledge of the migratory phenomenon and its impact on the territory: A number of refugee students did not understand the role of ZEP classes and were not aware that they were only attended by refugees.
- Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin: Refugee students' main needs seem to circle around language learning, and being able to communicate with the rest of the school community. Most of the refugee population in the school consisted of newcomers with no previous experience in Greek education.
- Collaboration with other public and private subjects (local and not): There is no systematic collaboration with other public or private individuals, organizations and groups, apart from ANKA which is the managing NGO of the refugee population.
- Effectiveness of specific interventions and services activated: The ZEP classes seem to achieve a smaller degree of integration. The effectiveness could be improved with additional hours per week, with a heavier focus on language learning.

Psychological support from the school psychologist and social worker was reported as insufficient, due to the limited hours/week that they are available.

PILOT EL5: 4th High School of Karditsa

Date when fieldwork was conducted: November 2021

Methodological challenges: Some of the refugee students and their families did not speak neither Greek nor English fluently. Even though interpreters were appointed by the managing NGO, they were not available for all interviews.

Outline the rationale for the selection of participants. The headmaster and the two deputy headmasters were selected as the policy makers within the school internal administration. The ZEP teacher is the responsible educators for integrating new refugee and migrant students into the Greek educational system, teaching them the language and familiarizing them with the school curriculum. The ZEP teacher had just been appointed and had little interaction with students. The refugee students and the families were selected from a pool of willing participants, as most refugee families were not willing to participate in any extracurricular activities.

Main findings identified during the fieldwork

- Knowledge of the migratory phenomenon and its impact on the territory: A number of refugee students did not understand the role of ZEP classes and were not aware that they were only attended by refugees.
- Assessment of the needs and priorities of reception and integration skills of UASCs and minors of foreign origin: Refugee students' main needs seem to circle around language learning and being able to communicate with the rest of the school community. Most of the refugee population in the school consisted of newcomers with no previous experience in Greek education. Social seclusion of refugees was evident in the school, mostly due to their own personal preference to socialize among themselves. Psychological support due to trauma was identified by the ZEP teacher.
- Collaboration with other public and private subjects (local and not): There is no systematic collaboration with other public or private individuals, organizations and groups, apart from ANKA which is the managing NGO of the refugee population.
- Effectiveness of specific interventions and services activated: The ZEP classes had little effect, since they had only been established two weeks prior to the interviews. Daily life stories with the refugee students revealed a significant improvement in the students' perception of school. A student mentioned that it was the first time someone bothered to offer them guidance within the school grounds. The effectiveness could be improved with additional hours per week, with a heavier focus on language learning and the development of social skills. Psychological support from the school psychologist and social worker was reported as insufficient, due to the limited hours/week that they are available.

PILOT EL6: "ANKA SA - Development Agency of Karditsa"

Date when fieldwork was conducted: November 2021

Methodological challenges: Some of the refugee students and their families did not speak neither Greek nor English fluently. Even though interpreters were appointed by the managing NGO, they were not available for all interviews.

Outline the rationale for the selection of participants: The director was selected as the person overseeing the whole cabals of communication between refugee families and school personnel, while the teacher was identified by the refugee students as the person with the most interaction with students from all schools and ages, within the refugee community of Karditsa. The ANKA teacher was the person with the most insight into refugee students' needs, from all pilot sites.

Main findings identified during the fieldwork

- Knowledge of the migratory phenomenon and its impact on the territory: The majority of the students were aware that they required help with language learning and the services that were provided by ANKA
- Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin: As the main skill that was identified was the learning of the Greek language. Newly arrived refugee students could not communicate with the school and the local community.
- Collaboration with other public and private subjects (local and not): There had been some cases of collaboration with private organizations, the central government and the public schools of Karditsa. The collaboration with private organizations was deemed good. The director mentioned that communication with the government of some public schools were ineffective; some cases were even reported as hostile (certain public schools).
- Effectiveness of specific interventions and services activated: The Greek language classes offered by ANKA were reported as excellent by the refugee students. Apart from learning the language, the educator and the rest of the personnel offered soft skill training, and authentic care towards their needs. ANKA facilitated extracurricular activities for refugee students (i.e., sports, dancing, music) through local centers.

Main common needs derived from the data analysis for pilots in case study 2 (City of Karditsa, Central Greece)

Main challenges and needs faced by students, end-users, families, etc.

Language barrier	This is the most common obstacle that was identified throughout the majority of the pilot sites, especially for the schools with high numbers of newly arrived refugee/migrant students. Inability to communicate was identified as the catalyst factor that hinders social inclusion, educational progress and receiving of psychological support. Due to the way the Greek educational system is
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	structured, the ZEP teachers are only hired part-time, while sometimes there is no ZEP teacher at all or is hired med-year. Schools in Karditsa appoint only one ZEP teacher. ANKA tries to make up for the insufficient hours of language learning, through non-formal training.
High Absenteeism	High absenteeism is another common finding among refugee students. According to the school staff, refugee students are repeatedly absent from school throughout the school year, often for an extended period of time. This phenomenon creates gaps in their already fragmented educational progress. Based on data received by the refugee students, they feel reluctant to attend school because they feel like they have nothing to gain. Refugee students often find it impossible to understand the language and therefore the modules taught at school, and feel excluded by both classmates and the teachers, who devote very little time towards their learning process. Absenteeism is also correlated to students' everyday needs and struggles; e.g. in case students have to support younger siblings.
Psychological Support	School stakeholders and educators mentioned many times the need for psychological support. Greek schools only have one psychologist and one social worker visiting once a week. Stakeholders clearly stated that one professional does not have enough time in their hands to provide adequate psychological support to refugee students, due to the number of students in each school (both refugee/migrants and locals). This made clearer the fact that extra psychological support needs to be integrated to in schools with high refugee numbers. Some of the psychologists that participated in the research also elaborated on their struggles in terms of communicating with migrant/refugee children; the latter's needs are sometimes not covered, due to the absence of an interpreter.
Social Exclusion and Bullying	Educators and stakeholders from many schools mentioned cases of bullying, when refugee population first started arriving to schools. According to the educators and stakeholders, no bullying incidents occur at the moment, although refugee students tend to isolate themselves from the rest of the Greek students. Life stories with refugee students from the 1st primary school of Karditsa revealed that cases of social exclusion still exist at school and refugees don't feel as part of the school community. Although bullying was never directly reported, data obtained from non-verbal communication with refugee students implied that it is still present. The refugee population in Karditsa seemed to be further socially excluded from the local community, compared to Athens' population.
Lack of guidance for the refugee children when they first arrive at school	Some refugee students have mentioned that they receive no guidance regarding the main activities and areas, when they first arrive at school. They feel socially excluded and are offered no explanation regarding the different modules and their corresponding teachers (i.e., music education, theater education, physical education, etc.). They end up not knowing the class that they need to go to, what time are the breaks and what subject each teacher teaches; characteristically one student mentioned that they 'stare at the ceiling without knowing what we are talking about'. Newly arrived refugee students from the 4th high school of Karditsa mentioned a significant improvement, when the ZEP teacher first arrived in school and started offering them extra attention.
Lack of basic resources	The funding cuts that the government has implemented has rendered refugee families incapable to cover some of their basic needs.

Main challenges and needs faced at the center/organization level	
Lack of school personnel	School stakeholders mentioned a serious lack of educators and other personnel, required to provide quality services to refugee students. The ZEP teachers are only hired part-time in public schools and the psychologists and social workers only visit once a week. Moreover, classes with high number of students (20+) are very common, and teachers find it impossible to provide extra care to refugees, while simultaneously teaching Greek students.
Lack of school personnel	School stakeholders mentioned a serious lack of educators and other personnel, required to provide quality services to refugee students. The ZEP teachers are only hired part-time in public schools and the psychologists and social workers only visit once a week. Moreover, classes with high number of students (20+) are very common, and teachers find it impossible to provide extra care to refugees, while simultaneously teaching Greek students.
High Drop-out rates	High drop-out rate was reported by the school educators and stakeholders. According to them, a significant number of refugee students drop out of school and are unable to be reached. The school receives no information on their status from the organization responsible for the refugees, leading the school to believe that they have left the country. However, it is unclear whether the students left the country, moved to a different area/city within Greece, or dropped out of school altogether. No matter the reason, it creates educational gaps and psychosocial instability, as reported by the refugee students that took part in the research.
Lack of communication/cooperation with parents	The schools have reported reluctance on behalf of refugee parents to visit school or even communicate with teachers via the phone. Participants from the public schools that took part in the study mentioned that language barriers between Greek schools and parents were the main reason for the lack of communication. On the other hand, the educator and stakeholder from ANKA mentioned that teachers from public schools are not very cooperative, when it comes to communicating with refugee families. Refugee parents from the 1 st primary school of Karditsa mentioned that they felt like the teachers were not putting effort into helping them or their children. Stakeholders and educators from the 4 th high school of Karditsa mentioned that organizing a round table between parents, students, stakeholders and educators would greatly facilitate communication.
Limited cooperation between ZEP teachers and general class teachers	Interviews with some ZEP teachers revealed a lack of communication and cooperation between ZEP and the general class teachers. The latter depend solely on ZEP to close the gap between refugee/migrant and local students, while the former require extra work to be done during general class, due to reduced ZEP hours. ZEP teachers mentioned that general class teachers find it hard to motivate refugee students to participate in general class. Interviews with some of the general class teachers revealed a slight reluctance to engage further with refugee students and offer personalized education. General class teachers also perceived the refugees' language understanding skills to be higher than it actually was. Leading them to believe that they could understand what was taught, when in reality refugee students just copied what was written on the whiteboard, with little understanding of the modules.
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	

Lack of external coordinator who can act as a contact point between families and school	Even though ANKA has taken up the role of mediation between schools and refugee families, it was evident that not even them had a clear picture of all the needs and obstacles that were faced at school and at their homes. It was suggested that the formation of a round table could greatly benefit the integration of newly arrived refugee students. Suitable individuals for the round table might include the ZEP teachers, administration officers from ANKA, representatives of local authorities and local community, and representatives from the refugee community (especially refugee parents). Efficient combating of absenteeism and drop out rates should be of the main focus of the external coordinator team.
Other relevant information	
Refugee population relocation	The refugee population that resided in Karditsa at the time of the interview had just been allocated in the region, having been moved a few months prior. The population consisted mainly from African refugees, while the previous Muslim population had just been moved away from the region. Therefore, the dynamic of the population in the local community had just been changed.
Suggestions for more cross-cultural athletic/music al/culinary events	School personnel suggested numerous times the organization of cross-cultural events for both refugee/migrant and native families, for the purpose of socializing and getting to know each other and their corresponding culture.

Case study 3: City of Thessaloniki

A. Context information

PILOT EL7: 2nd Elementary School of Pylaia

General information

Type of site: School of Formal Education

Type of management: The school is operating as a formal Education Institution, embedded in and monitored by, the Hellenic Ministry of Education.

School Website: <https://blogs.sch.gr/2dimpylaia/>

Location : City of Thessaloniki, Northern Greece

Key information about the area where the site is located: The school is located in the Municipal Unit of Pylaia, one of the 3 (three) Municipal Units of the Municipality of Pylaia-Hortiatis, in the city of Thessaloniki. The area of the Municipal Unit is 26.362 (twenty-six thousand three hundred sixty-two) square kilometres and it is located in the Northern-Eastern side of the city. According to the 2011 census⁷⁹, Pylaia has a population of 34.625 (thirty-four thousand six hundred twenty-five), out of which, only 568 (five hundred sixty-eight), ie 1,64% (one point sixty-four) are foreigners. The area's employment rate is 40,21 %, (forty point twenty-one), whilst 12,37% (twelve point thirty-seven) are job seekers. Regarding the residents' educational level, 30,15% (thirty point fifteen) of the population are university degree holders, 23,64% (twenty-three point sixty-four) have completed secondary education and 10,50% (ten point fifty) have completed elementary school.

Pylaia is mainly habituated by residents with moderate to high income rates, and this is the reason it hosts so few people with migrant background.

Context information about the site

Size in terms of children (number, nationality, age) and staff (number, occupation)

The "2nd Elementary School of Pylaia" has a capacity of 311 (three hundred eleven) places, and it deploys 34(thirty-four) teachers. The children with migrant profile and/or refugee status attending school, are 30 (thirty) for the current academic year. According to their

⁷⁹ If no otherwise indicated, the data regarding the area around the site have been retrieved from the (latest) Greek Census Data of 2011 (EKKE-ELSTAT, 2015; Government Gazette of the Hellenic Republic 698/B/20.03.2014).

nationality, there are 27 (twenty-seven) from Albania, 2 (two) from Kurdistan-North Iraq, and 1 (one) Armenian. Their age ranges from 6 (six) to 12 (twelve) years old.

Services offered by the “2nd Elementary School of Pylaia” in terms of health, protection and supportive education

- 1 (one) Psychologist visits the school once per week
- 1 (one) assisting nurse daily.
- 2 (two) integration classes operate in the school

Other Info: The teachers deployed for the management of the integration classes hold, both, vast experience in working with students with different cultural backgrounds. It is an active school which is engaged in initiatives and projects related to lifelong learning, fighting bullying in the school environment, recycling, first aid, reading clubs, etc.

PILOT EL8: 6th Multicultural Elementary School of Eleftherio- Kordelio

General information

Type of site: School of Formal Education

Name of the Center: “6th Multicultural Elementary School of Eleftherio- Kordelio”

Type of management: The school is operating as a formal Education Institution, embedded in and monitored by, the Hellenic Ministry of Education.

School Website: <http://6dim-diap-elefth.thess.sch.gr/>

Location: City of Thessaloniki, Greece

Key information about the area where the site is located: The school is located in the Municipal Unit of Eleftherio-Kordelio, one of the 2 (two) Municipal Units of the Municipality of Kordelio-Evosmos, in the city of Thessaloniki. The area of the Municipal Unit is 926 (nine hundred twenty-six) acres/ 3.75 (three point seventy five) square Kilometres, and it is located in the Western side of the city. According to the 2011 census⁸⁰, Eleftherio-Kordelio has a population of 27.067 (twenty-seven thousand sixty-seven), out of which, 1.464 (one thousand four hundred sixty-four) are foreigners. The area’s employment rate is 31,45 %, (thirty-one point forty-five), whilst 28,86% (twenty-eight point eighty-six) are job seekers. Regarding the residents’ educational level, 9,38% (nine point thirty-eight) of the population are university degree holders, 23,21% (twenty-three point twenty-one) have completed secondary education and 21,37% (twenty-one point thirty-seven) have completed

⁸⁰ If no otherwise indicated, the data regarding the area around the site have been retrieved from the (latest) Greek Census Data of 2011 (EKKE-ELSTAT, 2015; Government Gazette of the Hellenic Republic 698/B/20.03.2014).

elementary school. Eleftherio-Kordelio is mainly habituated by residents with moderate to low-income rates.

Context information about the site

Size in terms of children and staff: The “6th Multicultural Elementary School of Eleftherio-Kordelio” has a capacity of 241 (two hundred forty-one) places, and it deploys 32 (thirty-two) teachers.

The children with migrant profile and/or refugee status attending school, are 41 (forty-one) for the current academic year. According to their nationality, there are 32 (thirty-two) from Albania, 2 (two) from Georgia, 1 (one) from Russia, 2 (two) from Iraq, 4 (four) from Syria and 1 (one) from Pakistan. Their age ranges from 6 (six) to 12 (twelve) years old.

Services offered by the 6th Multicultural Elementary School of Eleftherio- Kordelio in terms of health, protection and supportive education

- 1 (one) Social Worker on a daily basis
- 1 (one) Assisting Nurse on a daily basis.
- 1 (one) Reception Class operates in the school

Other Info: It has a vast history of experience in the area of multicultural pedagogical systems, and is actively engaged in initiatives and projects related to human rights, diversity, mother tongue celebrations, lifelong learning, creative writing, environment, history and cultural background activities, reading clubs, sport activities, and other European Projects and Competitions. The school is infamous for its activities and interventions, and has received quite a few awards in both national and international competitions. Most of the school’s needs are covered by private donations and funding.

PILOT EL9: 13th Elementary School of Ampelokipoi

General information

Type of site: School of Formal Education

Type of management: The school is operating as a formal Education Institution, embedded in and monitored by, the Hellenic Ministry of Education.

School Website: <http://13dsampelokipon.blogspot.com/>

Location: City of Thessaloniki, Greece

Key information about the area where the site is located: The school is located in the Municipal Unit of Ampelokipoi, one of the 2 (two) Municipal Units of the Municipality of Ampelokipoi-Menemeni, in the city of Thessaloniki. The area of the Municipal Unit is 2.420,60 (two thousand four hundred twenty point sixty) acres/ 9,8 (nine point eight) square

Kilometres, and it is located in the Western side of the city. According to the 2011 census⁸¹, Ampelokipoi has a population of 37.381 (thirty-seven thousand three hundred eighty-one), out of which, 2.040 (two thousand forty) are foreigners. The area's employment rate is 30,48 %, (thirty point forty-eight), whilst 26,19% (twenty-six point nineteen) are job seekers. Regarding the residents' educational level, 8,07% (eight point zero seven) of the population are university degree holders, 24,02% (twenty-four point zero two) have completed secondary education and 21,25% (twenty-one point twenty-five) have completed elementary school. Ampelokipoi is mainly habituated by residents with moderate income rates.

Context information about the site

Size in terms of children (number, nationality, age) and staff (number, occupation). The "13th Elementary School of Ampelokipoi" has a capacity of 241 (two hundred forty-one) places, and it deploys 32 (thirty-two) teachers.

The children with migrant profile and/or refugee status attending school, are 41 (forty-one) for the current academic year. According to their nationality, there are 31 (thirty-one) from Albania, 2 (two) from Georgia, 2 (two) from Iraq, 1 (one) from Russia, 4 (four) from Syria, and 1 (one) from Pakistan . Their age ranges from 6 (six) to 12 (twelve) years old.

Services offered by the "13th Elementary School of Ampelokipoi" in terms of health, protection and supportive education

- 1 (one) Psychologist visits the school once per week
- 1 (one) assisting nurse on a daily basis.
- 2 (two) integration classes operate in the school

Other Info: It is an active school in the area of children and student activities, which is engaged in initiatives and projects related to lifelong learning, recycling and environment, sport activities, creative writing, choir, etc, with long experience in students with different cultural backgrounds.

PILOT EL10: NGO METAdrasi's non-formal education centre in Thessaloniki

Type of site: School of Non Formal Education

Type of management: The centre is operated by NGO METAdrasi and since September 2021 the educational centre is funded by UNICEF Greece under the All Children in Education action.

⁸¹ If no otherwise indicated, the data regarding the area around the site have been retrieved from the (latest) Greek Census Data of 2011 (EKKE-ELSTAT, 2015; Government Gazette of the Hellenic Republic 698/B/20.03.2014).

School Website: <https://www.anka.gr/index.php/en/>

Location: City of Thessaloniki, Greece

Context information about the site

Key basic information about the area where the site is located:

The educational centre operates in the premises of METAdrasi's office in the heart of Thessaloniki's city centre, which is located in the Municipality of Thessaloniki.

The area of the Municipality is 926 19.307 square Kilometres, including the city centre and is the second largest municipality of Greece by population. According to the 2011 census, it hosts 324.766 (three hundred twenty four point seven hundred sixty six) residents, out of which 6,46% are foreigners. The area's employment rate is 36,53 %, whilst 7,85% are job seekers. Regarding the residents' educational level, 18,52% of the population are university degree holders, 28,10% have completed secondary education and 24,15% have completed elementary school.

METAdrasi was founded in December 2009 with the mission of facilitating the reception and integration of refugees and migrants in Greece. One of its main purposes is the education and integration of refugees and migrants through educational programmes, Greek language lessons, multilingual support guides and remedial education for children that enables access to the right to education.

Since June 2017, METAdrasi implements a non-formal educational programme called "Step2school" at METAdrasi's premises as well as at schools, serving more than 3,215 students since its beginning. "Step2School" is addressed to minors aged 4 to 17 that live in temporary hosting facilities. The programme provides remedial education in the form of afternoon support classes, which emphasize language acquisition, mathematics, and homework support. With classes delivered by METAdrasi's experienced educational staff, the programme establishes a framework of support for the integration of refugee and migrant children.

Under the umbrella of this programme, with the scope to support children in their smooth integration in school, METADRASI begun operating its new Educational Center in Thessaloniki. Since December 2021, children aged 6-18 have been taking Greek, math, English and German classes, as well as remedial education classes.

Size in terms of children (number, nationality, age) and staff (number, occupation)

Since the beginning of the programme 138 students have been enrolled with 95 attending in a frequent manner. In total 9 teachers offer their services (paid & voluntarily).

In terms of nationalities 42 out of 95 students are from Afghanistan, 14 from Syria and 12 from Iran. The rest - to a lesser extent - are from Nigeria, Pakistan and Iraq. Their age ranges from 4-18 years old.

Services offered by the METAdrasi in terms of health, protection and supportive education

- 2 Psychologists
- 2 social workers
- Interpretation services

Other Info: For the first time, the educational center of METAdrasi in Thessaloniki has begun offering creative activities for children aged 4-6 years, while at the same time Greek lessons are held for adults.

B. Insights from the fieldwork: Needs assessment for case study 3

PILOT EL7: 2nd Elementary School of Pylaia

Number of techniques: Three interviews with educators and one interview with a stakeholder, as well as one life story interview with a student.

Date when fieldwork was conducted: February 2022

Methodological challenges: no significant challenges were identified

Outline the rationale for the selection of participants: The participants were selected based on their experience and collaboration with students with migrant/refugee background.

Main findings identified during the fieldwork

- The principal of the school was reported to be strongly opinionated towards inclusion and diversity. Two of the teachers were highly skilled in multicultural pedagogy, with many years of experience working with children with migrant/refugee background.
- Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin
- More communication and activities with the local community.
- Collaboration with other public and private subjects (local and not): The lack of collaboration with the local community was identified, along with the lack of interaction between migrant/refugee and local families.
- Effectiveness of specific interventions and services activated: There are only two Integration Classes in the school (addressed to children with educational difficulties and class adapting needs); migrant children attend the classes 4 hours per week - nonetheless, this is not sufficient.
- Detection of any good territorial practices: No territorial practices were identified

PILOT EL8: 6th Multicultural Elementary School of Eleftherio- Kordelio

Number of techniques: Two interviews were carried out with policy makers, one of whom was the school principal, five interviews were carried out with educators, and two separate daily life story sessions with students.

Date when fieldwork was conducted: February 2022

Methodological challenges: challenges were found in end users expressing themselves.

Rationale for the selection of participants: The director was selected as the person responsible for the overall school practices, while they have 26 years of experience. Educators had experience with students with migrant/refugee background, while students also provided an idea on how the school operates, while they shared former experiences.

Main findings identified during the fieldwork

- Knowledge of the migratory phenomenon and its impact on the territory: The school is a multicultural school, while the principal and the teachers have experience in multicultural pedagogy and integration techniques. At the same time, the involved parties were found to understand what is needed for an inclusive multicultural school.
- Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin: The students need to enhance their language skills and receive psychological support when needed. Some of the participants reported the need for awareness raising of the local community to combat expressions of xenophobia, as well as further activities to be implemented for the creation of bridges between the refugee/migrant and local families.
- Collaboration with other public and private subjects (local and not): The school was found to collaborate with the UAM accommodation shelter operating in the area.
- Effectiveness of specific interventions and services activated: The school was mentioned to change the whole daily programme every time a new child is enrolled in the school and organise a welcome celebration for them with songs and group activities. Such activities appear to play a significant role in the integration of students, as the latter reported to like the school and a specific teacher, while they mentioned to have friends.
- Detection of any good territorial practices: The school was mentioned to change the whole daily programme every time a new child is enrolled in the school and organise a welcome celebration for them with songs and group activities.

PILOT EL9: 13th Elementary School of Ampelokipoi

Number of techniques: Two interviews were carried out with policy makers (headmaster and the school nurse), three interviews were carried out with educators, and three separate daily life story sessions with students.

Date when fieldwork was conducted: March 2022

Methodological challenges: Communication in Greek or English was fragmented and time consuming.

Rationale for the selection of participants: The headmaster and the deputy headmasters were selected as the sole policy makers within the school internal administration. The teachers were selected, based on the population of refugee students in their classes. The refugee students that took part in the research were selected based on their willingness to participate.

Main findings identified during the fieldwork

- Knowledge of the migratory phenomenon and its impact on the territory: A big part of the school's curriculum centers around the integration and the needs of foreign students. Students are aware of their refugee status and differentiation from native students.
- Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin: The main need for refugee and migrant student is the assessment of initial knowledge and the learning of Greek. Another main need is their integration to the local community and the need to belong somewhere and be loved. The parents of native students are often skeptical and dismissive of refugees.
- Collaboration with other public and private subjects (local and not): Collaboration with public organizations has proven difficult. NGOs that manage the refugee families' accommodation and basic needs have proven more communicative.
- Effectiveness of specific interventions and services activated: The ZEP classes seem to achieve a significant degree of integration. The school occasionally manages.
- Detection of any good territorial practices: The school has enlisted the help of refugee students who have been to Greece for a longer time, as cultural and language mediators. The school utilizes interpreters on occasions, especially for bureaucratic purposes. Experiential activities are integrated into the school curriculum, in order to promote empathy.

PILOT EL10: NGO METAdrasi's non-formal education centre in Thessaloniki

Number of techniques: Three interviews were conducted with stakeholders (one director, and two psychologists) and two educators.

Date when fieldwork was conducted: March 2022

Methodological challenges: METAdrasi is very reluctant to allow researchers to conduct interviews with beneficiaries in their premises, hence we were able to conduct only one interview with an unaccompanied minor attending their classes through the shelter of ARSIS.

Rationale for the selection of participants: The director was selected as the person overseeing many of the operations and educational programs with refugee students. The two psychologists (one clinical and one educational) were selected as key persons, with insight into both educational and psychosocial needs.

Main findings identified during the fieldwork

- Knowledge of the migratory phenomenon and its impact on the territory: All the students are aware of their refugee status.
- Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin: The main need of the students is language learning and integration of the families to society, through facilitation of employability.
- Collaboration with other public and private subjects (local and not): Communication has proven difficult with many public schools and headmasters.
- Effectiveness of specific interventions and services activated: The Greek language classes offered by METADRASI, have proven very popular with refugee students. Sessions with the psychologists seem to offer adequate support, but would become more effective with the incorporation of interpreters to every session.

Needs Detection data for pilots in case study 3 (City of Thessaloniki)	
Main challenges and needs faced by students, end-users, families, etc.	
Language barrier	Teachers and stakeholders from the 2 nd Elementary School of Pylaia, the 13 th school of Amelokipoi and the 6 th Intercultural School of Kordelio elaborated on the language barrier, which hinders the educational progress of children with migrant and refugee background, but also their socialisation and well-being; one of the educators mentioned that students cannot share with their teachers potential issues they face at home. At the same time, such barriers also prevent educators' communication with the parents. The parents' lack of knowledge also prevents them from supporting their children in their educational needs and homework.
High Absenteeism	<p>Some teachers and stakeholders from the 2nd Elementary School of Pylaia, the 13th Primary school of Amelokipoi and the 6th Intercultural School of Kordelio identified that students' low motivation to attend classes lies on the fact that Greece constitutes a transit country. The level of absenteeism was increased during the pandemic and the method of remote teaching.</p> <p>Refugee students from the 13th primary school of Amelokipoi have confirmed that they wish to transit to a different country (Germany, Albania, etc.), in order to follow their aspirations to go to university, or meet their family, who is already stationed there.</p> <p>The level of absenteeism is also affected by the need of migrant/refugee families to cover their basic living needs and need for material support: some families do not have resources to provide their children with school supplies, pocket money, money for excursions etc.</p>
Psychological Support	<p>In terms of the provision of psychological support in the 2nd Elementary School of Pylaia, interviewees' opinions differentiated, as although many reported that such support is provided by an expert, one stakeholder reported that there is no psychologist in the school.</p> <p>A teacher from the 6th Multicultural School of Kordelio elaborated on the specific needs of these children in terms of socialization, behaviour, ability to concentrate and learn.</p>

	<p>Educators and stakeholders from METADRASI and 13th school of Ampelokipoi have highlighted the students' need for psychosocial safety and stability. Stakeholders from the 13th primary school also mentioned the most important needs that refugee students have are love and acceptance.</p> <p>Refugee students from the 13 primary school have shared their emotional traumas from the hardships of their trips, as well as parent losses.</p>
Social Exclusion	<p>According to a teacher from the 6th Multicultural School of Kordelio, unaccompanied minors sometimes choose to isolate themselves, due to personal shame because they are different. Another teacher mentioned xenophobic tensions between migrant children in the reception class. This was also stated by a child that attended this school, who reported to have experienced such behaviours when they firstly attended a school in Southern Greece.</p> <p>Students from the 13th primary school of Ampelokipoi have mentioned that they have no one to play with, since Greek students to talk to them.</p>
Students' integration in school	<p>One of the teachers from the 2nd Elementary School of Pylaia elaborated on the specific challenges of older migrant/refugee students in terms of their integration, due to the higher educational demands of the relevant classes and the difficulties they may face in making friends.</p> <p>Furthermore, children enter classes where friendships and communication codes are already established, hardening children's integration.</p> <p>Educators also highlighted students' difficulties in integrating in the relevant classes, as class assignment is implemented based on the children's age and not their knowledge on the Greek language. Difficulties are also faced in terms of educators' acceptance, due to lack of empathy, training, proper tools etc.</p> <p>One of the educators from the 2nd Elementary School of Pylaia indicated that the problems faced by students with migrant/refugee background derive from their homes, while she underlined that they may also face difficulties in integrating into the community due to their <i>'low social and economic background'</i>.</p> <p>An educator from the 6th Multicultural School of Kordelio pointed out that a multicultural pedagogical system is needed to overcome the barriers of the different cultures and promote respect for diversity, assisting students' integration.</p> <p>Students with migrant/refugee background attending the 6th Multicultural School of Kordelio mentioned to like their teacher in school; however, some children mentioned not to have friends outside the shelter for UAMs they reside. The majority mentioned to dislike the English courses, which seems to be caused by the strict stance of the relevant teacher.</p> <p>Some children shared the difficulties they faced when they started attending school, mentioning, amongst others, that they did not understand what was going on in the class and the difficulty in making friends. However, this situation got better when they could better understand Greek. Some students mentioned to have received support -e.g. interpretation, when needed- by their friends from the shelter, who have been in Greece for a longer period and were familiar with the language.</p>
Learning disabilities	<p>Stakeholders and educators from METADRASI and 13th primary school of Ampelokipoi have mentioned that refugee students are placed in grades that are discontinues to their</p>

and prior knowledge	prior knowledge. Several refugees have never gone to school and are placed in classes that are more demanding of them, in a foreign language nonetheless. Many students struggle with learning disabilities and serious gaps in their knowledge of basic modules. Schools are in dire need of tools for assessing prior knowledge and diagnosing learning disabilities, adapted to refugee students.
Main challenges and needs faced at the center/organization level	
Lack of school personnel	<p>Educators from the 2nd Elementary School of Pylaia reported that there is no ZEP class in the school – only 2 Integration Classes are provided, which address students with special educational and class adapting needs, but are attended by migrant students for 4 hours/week. This was further enhanced by one stakeholder from a UAM shelter that accommodates children enrolled in the 6th Multicultural School of Kordelio.</p> <p>At the same time, as mentioned above, one of the stakeholders from the 2nd Elementary School of Pylaia reported that there is no psychologist in the school and underlined the relevant need; an educator also mentioned that there is no constant presence of such a professional.</p> <p>Additionally, a teacher from the 6th Multicultural School of Kordelio underlined the lack of interpreters and cultural mediators in their school, that could facilitate the communication between educators and students.</p> <p>All stakeholders and educators of the 13th primary school of Amelokipoi have highlighted the need for full-time interpreter within school, in order to assist the students' integration and bureaucratic operations.</p>
Lack of training and tools	<p>One teacher from the 2nd Elementary School of Pylaia identified the lack of training as a challenge at an organisational level; it lies on educators' discretion to participate in relevant trainings, while out of those who attended courses during the pandemic, many found them too theoretical, not providing practical tools, and thus not useful.</p> <p>One stakeholder from the 13th primary school of Ampelokipoi has mentioned the need to incorporate experiential (role-playing) activities into the teaching curriculum, in order to cultivate empathy. The focus on empathy was also mentioned by other educators of the same school.</p>
Lack of communication/cooperation with parents	As mentioned above, the existing language barrier hinders the communication between educators and parents.
Lack of information on the students' background	<p>Interviewees (2nd Elementary School of Pylaia) reported that the lack of information on students' background prevents them from addressing their specific needs and creating a safe and inclusive environment.</p> <p>Nonetheless, some educators from the 6th Intercultural School of Kordelio pointed out that the language barriers also hinders the establishment of an environment of safety and trust. Others highlighted that schools should assist in the promotion of diversity and equality, while they should be able to detect trauma and address children's specific needs.</p> <p>One educator from the 6th Multicultural School of Kordelio mentioned that despite the efforts of the school and the teachers, some UAMs continue expressing introvert</p>

	behaviours, due to their emotional trauma and exhaustion, highlighting the need for educators to learn more about students' background and needs.
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	
Cooperation with/amongst parents	Educators reported that the language barriers also hinder the communication and cooperation with parents, leading to gaps of parents not being updated on their children's educational progress and not participating in Parents' Meetings. In fact, parents who see Greece as a transit country are not interested in motivating/supporting their children attending school. Nonetheless, such lack of cooperation is also noticed amongst parents of refugee/migrant children and Greek children; one teacher reported that the first do not attempt to socialise, while the latter do not make efforts to interact. Moreover, migrant families do not engage in school activities with other parents.
Psychological support	As suggested by some teachers from the 2 nd Elementary School of Pylaia, the presence of psychologists is not sufficient, while psychologists are not properly trained to address the specific needs of students with migrant and refugee background.
Lack of interpretation services	The lack of interpretation services hinders communication in many different levels. In fact, one of the stakeholders from the 2 nd Elementary School of Pylaia reported that such services might delay the up to two months upon the request of the school, when the communication need is out of date.
Lack of educators' training	An educator from the 2 nd Elementary School of Pylaia mentioned that the lack of educators' training on multicultural pedagogical tools leads to them being frustrated, as they do not know how to handle classes with students of different backgrounds, which sometimes, eventually, leads to some teachers perceiving migrant/refugee students as causes of classroom instability.
Relationship with the community	<p>A teacher from the 6th Multicultural School of Kordelio underlined the lack of awareness of the local community, in terms of the situation and traumas that these children and their families bear.</p> <p>The establishment of relationships with the community is significantly hindered from UAMs who live in shelters away from the school and the rest of the community, as in this case integration lies on the activities implemented by the organisation that provides accommodation to the child.</p> <p>Educators from the 13th primary school of Ampelokipoi have mentioned that Greek parents are dismissive and skeptical of refugee students and their families. It is therefore evident that there is a high need for raising awareness and cultivating acceptance and empathy, within the local community.</p>
Cooperation with private and public subjects	<p>Stakeholders from the 13th primary school of Ampelokipoi have mentioned that communication and cooperation with other public services have proven very challenging. However, NGOs that manage refugee children and their families are more inclined to cooperate with the school and provide adequate support.</p> <p>Stakeholders from MEADRASI mentioned that communication with several public schools is very limited. Many school headmasters and personnel refuse to cooperate and seem reluctant when dealing with refugee students.</p>
Other relevant information	
Identified needs of the	<ul style="list-style-type: none"> - Capacity building on multicultural pedagogical tools and management of multicultural classrooms; migrant & refugee routes; personal well-being; xenophobia and empathy; addressing children's special needs; interactive/experiential

education stakeholders	<p>techniques to overcome the language barriers; tools to promote a sense of belonging and promote empathy</p> <ul style="list-style-type: none"> - Provision of language classes to children with migrant and refugee background, including more hours per week - School visits from psychologists and social workers to implement individual and group interventions - Support and prompt response to interpretation requests, to facilitate the communication between the school and the parents & teachers and students - Cross-cultural initiatives for students - Provision of material support to students with migrant and refugee background, in terms of school supplies - Lessons on students' mother tongue - Collaboration between schools and organisations that provide support to children with migrant/refugee background - Establishment of daily communication mechanisms between the children and the teachers, to promote the sense of safety and belonging - Active cooperation between the school and the caregivers - In terms of socialisation, one teacher from the 6th Multicultural School of Kordelio suggested for neighboring children to meet and play in the park.
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C. Dialogic Co-creation Process: Where are we at now?

KMOP aims to include the participating pilot sites in the development of the of the dialogic selection and co-creation process, to the degree possible. Upon the development of the curriculum with the identified good practices, the relevant document will be forwarded to the pilot sites, permitting the exploration of and acquaintance with the practices.

KMOP staff that will train education professionals on the practices that will be selected will participate in the train the trainer's sessions. After being trained, KMOP trainers will further study the identified practices, encapsulated in the curriculum, as well as the needs of each pilot site, as emerged in the research phase. KMOP will develop a document addressing each pilot site, which will include the main gaps, barriers and needs of the site, as well as one main practice recommended for the specific context, and an additional alternative practice.

The education professionals from each pilot site will study the identified needs and the practices and will agree on the practice that will be implemented in their facility. Having read the curriculum, as well as the identified gaps and needs, pilot sites will have the opportunity to provide constructive feedback and participate in a constructive dialogue to finalise the selection of the respective good practice, which will address their specific needs. The final decision of the practice that will be implemented in each pilot site will be jointly made by KMOP and the respective site.

After the completion of the research activities, KMOP maintained communication with the relevant stakeholders, for the smooth coordination of the future steps and procedure



followed. The aforementioned process will be presented to the sites during March, in order for them to provide their inputs on whether any steps should be added or changed.

The active participation of the direct target group will permit the selection of the most appropriate practice and a more holistic intervention. As depicted in the research results, collaboration is much needed for the better integration of children with migrant and/or refugee background in the school environment and the wider society, while conjoint efforts should be made with the engagement of public and private organisations for acquiring more comprehensive results and achieving meaningful inclusion.



3. Pilot implemented in Ireland

REFUGE-ED partner: Trinity College Dublin

Pilot IRL1. St Joseph's CBS Primary School

A. Context information

General information

Type of site: Primary school

Name of the Center: St Joseph's CBS Primary School

Type of management: The school is part of the Edmund Rice Schools Trust (ERST). For more information on the ERST and what they do, please visit their website [here](#). The five key elements of the Edmund Rice Schools Trust Charter are:

- Nurturing faith, Christian spirituality and Gospel-based values;
- Promoting partnership;
- Excelling in teaching and learning;
- Creating a caring school community;
- Inspiring transformational leadership.

The school has been designated DEIS Band 2 status by the Department of Education. DEIS stands for Delivering Equality of opportunity In Schools. DEIS schools receive a grant paid based on the level of disadvantage, as well as access to:

- Home School Community Liaison services
- The school meals programme
- A range of supports under the School Completion Programme
- Literacy/numeracy support such as Reading Recovery, Maths Recovery, First Steps, Ready Set Go Maths
- Planning supports
- A range of professional development supports
- Additional funding under the School Books Grant Scheme

History of the Center: There has been a school on this site since 1888. The school began as a primary school only, opened by the Christian Brothers as a 'practising school' – that is, a school where trainee teachers could practice their teaching before being posted to various schools in Ireland and abroad. In 1898, the Christian Brothers decided to open an intermediate (secondary) class. A separate primary school was built in the early 1960s and officially opened on May 21st 1965. The school built in the early 1960's was extensively refurbished and upgraded in 2001 and 2002 and extensions were added in 2004 and 2007; a garden was constructed in 2008/09 and extended in 2011.

Location: North East Dublin inner city.

Key information about the area where the site is located: The North-East inner city of Dublin is characterized by significant clusters of high deprivation. In small pockets of this

region, there are areas where up to 80% of households are lone parent households, and where up to half of the population have attained primary education only. Data gathered in 2016 (the most recent data available) show that, in the areas surrounding the school, between 10 and 30% of households depended on social welfare to form the majority of the household income (i.e., were without employment). One of the school's local neighbourhoods is Ballybough, which in the original Irish is 'An Baile Bocht' or 'the poor town'. Ballybough is in the top 30 most deprived electoral division areas in the country.

Context information about the site

Access and Institutional management in St Joseph's CBS Primary School: The admission policy of St Joseph's CBS Primary School can be found [here](#).

Size in terms of children (number, nationality, age) and staff (number, occupation): Approximately 112-125 students are enrolled in the school in any given year. They are all boys. The school caters for students from 2nd to 6th class (inclusive) meaning an age range of approximately 7 to 13 years old. At the start of the 2021/2022 school year, there were 12 students enrolled in 2nd class, 29 in 3rd class, 20 in 4th class, 19 in 5th class, and 14 in 6th class. There are approximately 20-30 languages spoken within the school community.

There are 8 teachers, 1 Home School Community Liaison teacher, 3 Learning Support/Resource team members, and 10 Special Needs Assistants.

Services offered by St Joseph's CBS Primary School in terms of health, protection & formal/non-formal education

Health:

- Liaison with the [National Educational Psychological Service \(NEPS\)](#)
- Curricular provision of Social Personal and Health Education (SPHE)
- Participation in the [Active Flag programme](#)
- Participation in the [Marathon Kids programme](#)
- The school has a 'daily mile' initiative where teachers bring their classes for a walk around the perimeter of a local park every day
- Participation in the [Green Flag programme](#) - the school has been awarded a Green Flag for five consecutive years
- The school competes in soccer, Gaelic football, and hurling. There are also kickboxing, karate and judo clubs affiliated with the school.

Protection:

- The school provides the [Stay Safe](#) programme as part of the curriculum
- The school's child safeguarding risk assessment 2020-2021 can be found [here](#).
- Child protection procedures in schools are the responsibility of the Department of Education in Ireland. See [here](#) for more information.

Formal education:

- The school provides the standard primary school curriculum, see [here](#).

- The school has established three classes to provide an education exclusively for students with a diagnosis of Autism Spectrum Disorder without a learning difficulty, with a recent assessment (within 2 years of application), and who have a cognitive ability within the average range.
- The school provides an after-school/homework club for students.

B. Insights from the fieldwork: Needs assessment

Methodological challenges: The information leaflet for parents was very long, as it required the inclusion of a large amount of data protection information in order to meet GDPR requirements, as per review by the TCD Data Protection Officer and the Research Ethics Committee. The school reported to the research team that many parents were intimidated by the length of the document (14 pages) and the nature of the language contained within. The school principal reported that many parents had low literacy in English – and, in some cases, in their heritage languages – and this also limited their ability to engage with the participant information leaflets.

The school also was affected by COVID-19, with a large number of cases among the student body and staff, which impacted on the school's functioning and ability to facilitate external visitors (i.e., the research team).

Rationale for the selection of participants:

- Staff: The principal, Home School Community Liaison (HSCL) teacher, and Special Education Teacher (SET) were identified as staff with important specific roles in supporting newcomer students and their families. The classroom teachers self-nominated themselves as interested in participating in the needs analysis interviews.
- Parents and children: Information leaflets and consent forms were distributed to all students and parents. Parents could choose if they were happy to participate and/or if they were happy for their child to participate. Therefore, parents and children were not selected but rather self-nominated to participate.

Main findings identified during the fieldwork

Themes arising:

1. Difficulties assessing MHPSS needs

The staff reported that children seem happy and content to be in school, particularly if they are experiencing difficult housing situations. According to the staff, there are a number of students living in emergency homeless accommodation. School provides 'escape' from their living situations, routine and structure, and physical space to play:

"With a few kids who are in emergency accommodation, they will say things to us like - you know, I just want to feel safe, I want to have a good night's sleep... They just want to have the same childhood as everybody else, but it's not possible in the accommodation that they're in. Or I might have like, 'I wasn't able to do my homework because we didn't have any room in our accommodation to do it.' Then I'm like, well then don't be worrying about homework, the most important thing is that, you know, is that you're here and you're turning up." (Interview, classroom teacher).

However, it is difficult for staff to assess migrant and refugee children's MHPSS needs for several reasons: firstly, due to language barriers. Staff reported that it was easier to get a sense of other students' wellbeing through conversation. In contrast, when students arrived at the school with little to no English language, staff were reliant on observations of the students' demeanour:

"With other children, you'd have a lot more conversation. With the boys [who come to the school with little English], the more their oral language develops, then they can maybe share a little bit about things. [Before then], you're depending on demeanour". (Interview, SET).

Staff also raised the issue of a lack of coordination between education systems, such that they received little information on students' educational backgrounds when they come to the school:

"It's very hard to assess a child who is from a different country [and has little English] to see whether they have other needs, like dyslexia or dyscalculia, or that they might have some sort of difficulty emotionally or behaviourally, because we don't know anything, we don't get any information from other countries when they come here." (Interview, classroom teacher).

Another reason that staff find it difficult to identify MHPSS needs is the lack of training/knowledge in MHPSS. Staff were open to the possibility of completing MHPSS training, and believed that it would be beneficial for their work in general (not just for their work with migrant and refugee students):

"[Training] would be great and it would be great for, not just those kids but for all the kids. We're not trained on that... We have well-being programmes that we run through the classes, but if something crops up that's not right, we'd have to refer it onto [National Educational Psychology Service], or refer it on... so there's always more room for training around that end of things, definitely." (Interview, principal).

2. Communication with parents & parental involvement in the school

Parents' involvement with the school was greatly impacted by COVID-19; in the past, the school provided more opportunities for parents to visit the school and engage with different activities. The principal was concerned that parents of students who had joined the school since the start of the pandemic were particularly affected:

"We'd usually have meet and greets, where parents come into the class and then come into the hall for a coffee, and it'd be nice to link them in that way and it's harder to do that now. I definitely feel that those new families that have come in are probably a bit detached from the whole thing." (Interview, principal).

Parents reported that they would have liked more information on the school website, and more communication from the school, particularly when their child first started attending:

"First of all, communication. At the beginning, because that's the hardest process when the children start, and could feel alone. More support and information from the school. For the parents to feel more relaxed about how the process of your son integrating in the school. Communication, meetings." (Interview, parent).

Parents also mentioned volunteering with the school on activities that aligned with their skillsets, such as mentoring students or teaching them certain skills:

"I work in IT, so one of the things I really would love to see in the school is more CoderDojo things...if those kind of activities were offered to the parents, or asked of the parents, I would probably jump in because I'm very involved in that thing...Before the pandemic, I participated in that kind of stuff organised by my company for kids." (Interview, parent).

Children reported that they would like to have more opportunities for their parents to engage with the school:

"In my old school there was kind of like a group for afterschool and some parents would come in and you'd have the parents teaching other people how to read... and lots of the parents would come in, and if we were lucky, play games as well". (Focus group, children).

Staff reported language barriers affected communication with parents:

"There's parent teacher meetings this week and they're over the phone. There's a certain percentage of parents who won't be able to engage with that because they're not going to be able to understand, particularly over the phone." (Interview, principal).

At a system/policy level, there was a lack of solutions for addressing these language-based communication issues between the school and parents – there are no translation services available through the Department of Education, or cultural brokers, for example. Instead, staff depended on ad-hoc solutions, such as Google Translate: *"We're at the gate with Google Translate and the phones back and forth..."* (Interview, principal).

Both staff and parents also reported that migrant parents were sometimes self-conscious about their level of English, and that this impacted on their willingness or perceived capacity to engage with the school:

"If the parents don't have the confidence in the language, they might have a lot of questions they want answered, they might want to engage with the school, or they're worried about stuff. But the language holds them back and then they're not confident enough to come up and say, "Listen, I'm worried about this", or "I'm curious about this", or "I want to get involved in the parents' council". The most common complaint I have from people is, oh I don't know, my English isn't great, I don't know if I'd be able to do it." (Interview, HSCL teacher).

"I have seen in other parents that they not feel good or they don't interact that much with other people in the school because of the language barrier.... Sometimes culturally but the language part is the most difficult part I would say". (Interview, parent).

3. Migrant and refugee students' English language needs:

Staff reported that a lack of time and resources for one-to-one work impeded students' progress in learning English. Classroom teachers felt under pressure to ensure they were progressing through the curriculum, which meant they didn't have the time to provide extra support to these students:

"I have to actually go ahead and do some history or geography, and they're kind of left doing their work sort of independently. We're running down and trying to help them, but there isn't - there seems to be a lack of a good resource that they could actually work away a little bit independently and you could just check on them every so often." (Interview, classroom teacher).

Staff reported that, in the past, the Department of Education provided funding for designated English as an Additional Language (EAL) teachers, however this is not the case anymore:

"We don't have a specific EAL teachers anymore, all additional needs are just moved into the one resource teacher. So, it's difficult when you have lots of different kids, lots of different needs, lots of different nationalities." (Interview, classroom teacher).

This was raised as an issue by parents also, who emphasised that the role of the EAL teacher is *"crucial for integration... without that extra help that the school put in place, my kid could have [had] a more difficult time to integrate with the other kids."* (Interview, parent).

Teachers reported that the available English language learning resources were not appropriate for use - they were often outdated and mostly targeted towards very young children. They identified a significant gap in resources for older children that incorporated their interests but were at an appropriate language level:

"A lot of the resources are based for very young children, and even stuff that we have here, we're kind of using stuff that's for junior infants [4- to 5-year-olds], so it's not fair to use with a 12 ½ year old, they're not interested in looking at apples and balls and cats, you know... They have very different emotional needs, and you don't want to infantilise them" (Interview, classroom teacher).

4. Training on culture & incorporating families' cultures into regular school life

The students wondered, *"Why don't we celebrate foreign holidays?"* (Focus group, children). This was also mentioned by staff:

"Maybe we could introduce some of those things into the school, or even being aware or mention with the kid, 'oh, it's [XYZ festival]'. You know, there's different festivals or different big days in their culture. We could mention it or say it in class and have a thing, you know lessons on it for the other kids as well, it would be nice, yeah." (Interview, principal).

Some staff expressed a concern that migrant and refugee children could feel 'singled out' or feel under pressure if they were asked to share about their language or culture in the classroom: *"We don't want to put kids under pressure, you know, 'Teach everyone how to say [XYZ] in your language'."* (Interview, principal). Staff also raised concerns that this might be difficult to incorporate into the already *"jam-packed"* curriculum.

However, other participants suggested that this could be a positive opportunity to encourage interactions between children:

"Stuff like that is good for building up the interactions between the kids. Say I'm from Romania and we're doing a thing about Romania - I have all the answers, everyone is going to be coming to me, asking me, and all of a sudden, I'm a fountain of knowledge". (Interview, HSCL teacher).

Both staff and children suggested that *"everyone could learn a little bit of [newcomer students'] languages"* (Focus group, children) to help them feel included. Other suggestions from students were to obtain resources in other languages: *"I think we should get a few books that are in other languages, for people who are still like adapting to like speaking English."* (Focus group, children).

Interestingly, teaching staff proposed that 'someone' (implying an external service provider) visited the school to provide training to staff on different cultures present in the school. In contrast, the Home School Community Liaison (HSCL) teacher and parents suggested that children themselves would teach their class about their cultures:

"Let the children explain the cultures that they come from, maybe in activities. We need to learn about different cultures and different ways to think. It could be really interesting for the children, and the atmosphere of the class". (Interview, parent).

This in itself highlighted a need that teaching staff may need to reconfigure their understanding of children, repositioning and centring them as experts in their own cultures.

5. The importance of play, group work, and game-based learning

Staff highlighted the importance of play for children's wellbeing: "*The universal language of play... they can communicate through play. We find play, no matter what age they are, can help*" (Interview, classroom teacher). This was reiterated by children who had joined the school without English language:

"When I was first entering school in Ireland... all these people there welcomed me, and I played with them. They started playing some games with me, in the morning we always played with Lego..." (Focus group, children).

In terms of initiatives that have worked well in the school to date, staff shared that play-based activities had been successful:

"We always find they always come together during fun activities, so if there was like an organized, you know, intercultural fun day of some sort. That sort of a thing would be brilliant for everybody." (Interview, classroom teacher).

The children also reported that they particularly enjoyed group-based activities: "Working together is funner and we get more ideas." (Focus group, children).

"I would like more group activities...like today we did maths and we were all about to do it at the same time and we all just flew by it, it was really easy...it was kind of fun". (Focus group, children).

C. Dialogic co-creation process: Where are we at now?

We have just completed the data collection for the needs analysis (focus groups with children completed 16th February 2022). The school is currently on mid-term break (21st – 25th February 2022). The school has been informed of the next steps involved in the dialogic co-creation process, and the research team will organise a presentation of the findings of the needs analysis upon the school's return from mid-term break. After this, decisions will be made about which effective practices/approaches to implement and the Community of Practice and Learning will be convened.



4. Pilots implemented in Italy

REFUG-ED partner: International South-South Cooperation - Cultural Association [Associazione Culturale Cooperazione internazionale Sud Sud (CISS)]

INTRODUCTION

This document shows the results of the Needs' Analysis conducted in 14 pilot sites in the region of Sicily in Italy.

A first disclaimer is needed. Due to the time constraint caused by the late Ethical Approval from the University of Florence Ethical Committee, it has been necessary to adapt the techniques, i.e. interviews with end-users, interviews with stakeholders, focus groups and communicative daily life stories, of the needs' analysis for several pilots.

The 14 pilot sites are: 3 Centres for Unaccompanied Minors, 1 Centre for Adult Education ("CPIA" in Italian), and 10 schools (both primary and secondary schools). The 14 pilot/sites are located in Palermo, Vittoria and Acate (a city and a town respectively in the province of Ragusa, in the South-East of Sicily), which have similarities but also many differences as regards the socio- economic and cultural context as well as the administration and organization of the municipalities and the province of belonging.

As specifically regards the pilot/sites, the 3 Centres for Unaccompanied Minors (UAMs) are managed by private social cooperatives in partnership with the local public administration, and they are part of the Italian national program for reception and integration of migrants and refugees defined by the Ministry of Interior, which is the donor and the coordinator in collaboration with the National Association of Italian Municipalities (ANCI). This system, previously called SPRAR and now RETE SAI [Network of Accommodation and Integration System], is mainly addressed to beneficiaries of international protection and unaccompanied minors. It provides reception and accommodation service as well as social, education, legal, health and psychosocial, work support, counselling and service, and any other support according to the person's needs in order to facilitate his/her integration in the society and start an autonomous life in Italy.

The Centre for Adult Education, the so-called "CPIA" in Italian (Centri Provinciali per l'Istruzione degli Adulti), is a type of education institution created by the Ministry of Education for all adult people who could not complete their studies (from primary to secondary school). CPIA, then, offers courses of primary and secondary school as well as of Italian language. Given that school education is mandatory from 6 to 16 years old according to the Italian law, foreign minors over the age of 15 without any school certificate are obliged to enroll and attend the CPIA school to obtain at least the 1st Grade Secondary School certificate. This is the case of many youth living in the centres for unaccompanied minors (which are around 80.6%, according to ISTAT).

Finally, the Italian school system is organized in:

- Pre-school: kindergarten (3-6 years old). 3 years' curriculum;
- Primary school (6-10 years). 5 years' curriculum;
- Secondary school, which includes 1st grade Secondary School (11-13 years old) with 3 years' curriculum and 2nd grade Secondary School (14-18 years old) with 5 years' curriculum;
- Tertiary School: university.

At the management and administrative level, pre-school, primary school and 1st grade secondary school are grouped in one Institute (the so-called "Istituto Comprensivo") with one headmaster - who gives and outlines the general policy and strategy-, one administration, and one or more branches of primary and 1st grade secondary school, with one responsible each - who can take some management decisions autonomously. Usually, in big cities such as Palermo, the branches are located in different areas of the city and they even have their own name in addition to the one of the Institute. Considering this specificity of the Italian school system, in some cases every school "branch" of one Institute has been considered as one pilot site, and not the whole Institute as such. The choice has been made according to the size of the Institute and, therefore, of the school branch, the location of the school branch and, finally, the availability of the school staff and population.

By taking into account the peculiarities of the pilots sites as described above, the socio-economic and culture context of each city, the context information of each pilot site and the first needs' analysis done, **all information has been organized according to 3 case studies:**

- **Case study 1:** the city of Vittoria and the town of Acate in the province of Ragusa, which includes the following pilot sites:
 - o Pilot IT1. Casa di Giuseppe - Institutional care for unaccompanied minors
 - o Pilot IT2. IC Vittoria Colonna - 1st Grade Secondary School, part of "Giovanni XXIII-Vittoria Colonna" Institute [Istituto Comprensivo]
 - o Pilot IT3. Acate Centrale and Addario - Primary School, part of "Capitano Biagio Puglisi" Institute [Istituto Comprensivo]
 - o Pilot IT4. A. Volta - 1st grade Secondary School, part of "Capitano Biagio Puglisi" Institute [Istituto Comprensivo]
- **Case study 2:** the centres for Unaccompanied Minors and the CPIA of Palermo and its province, which includes the following pilot sites:
 - o Pilot IT5. "Arcobaleno" Community, managed by Idee in Movimento - Institutional care for unaccompanied minors
 - o Pilot IT6. "Centro Freedom", managed by Nuova Generazione- Institutional care for unaccompanied minors
 - o Pilot IT7. CPIA Palermo 1 & CPIA Palermo 2- Centre for adult education
- **Case study 3:** Schools of Palermo, which includes the following pilot sites:
 - o Pilot IT8. I.C.S. Silvio Boccone, part of the Institute Comprensivo
 - o Pilot IT9. Primary School "E. De Amicis"
 - o Pilot IT10. Primary School "La Masa", part of the "Politeama" Institute [Istituto Comprensivo]
 - o Pilot IT11. 1st grade Secondary School "Archimede", part of the "Politeama" Institute [Istituto Comprensivo]
 - o Pilot IT12. 1st grade Secondary School "Federico II", part of the "Politeama" Institute [Istituto Comprensivo]
 - o Pilot IT13. IISS Francesco Ferrara - 2nd grade Secondary School
 - o Pilot IT14. IISS Pietro Piazza - 2nd grade Secondary School



As specifically regards the participation in the Needs' Analysis, it is worth mentioning that peculiar social, community and personal relationships and situations have in some cases affected the number of interviews, daily life stories and focus group done for each pilot/site. This will be explained and clarified in the introduction of each case study.

Case study 1: the city of Vittoria and the town of Acate in the province of Ragusa

A. Context information

The city of Vittoria and the town of Acate are neighborhood, and they are in the South-East part of the Sicilian region, in the province of Ragusa, on the Centre Mediterranean coast. They are part of the co-called “transformed belt”, an area of around 30 km of greenhouses producing vegetables all over the year and exporting them in Italy and Europe, making the city of Vittoria among the biggest vegetables and fruits market of Europe. While the owner of enterprises, markets and greenhouses are mainly locals (Italian), most people working in the greenhouses as farmer come from several countries worldwide, mainly from Morocco, Tunisia, Romania, Albania, and Bulgaria. Even though the agriculture production is prosperous, the economy of the city of Vittoria and of the town of Acate is not flourishing; agriculture farmers, packaging enterprises, the market as well as all other related activities must deal with the global economy and market system which cause low prices and, therefore, low cost of work, but also small money budget for the public administrations to spend for basic services. The city and the town, indeed, lack public means of transport, adequate health and social services. This situation affects both locals and migrants, however the latter living in the countryside areas of Acate and Vittoria with their families are particularly impacted, usually by living in poor conditions, exploited and isolated.

Migration from these countries towards this area of Sicily began in the late Sixties/early Seventies of the last century, but families started arriving only in the Nineties. The arrival of family is explained by the fact that the agricultural work in greenhouses is yearly and not seasonal, therefore workers are employed for the whole year and, thus, women and children started coming to this area to reunite with their partner. Therefore, workers of greenhouses are both male and female, some researchers talk about feminization of migrant agriculture work. Since then, the number of migrant populations has been rising up, with children reaching a significant presence in classes. Moreover, with the big migration flows of 2015-2018, which is still partially ongoing, many persons and especially unaccompanied minors from Sub-Saharan Africa countries and some Asian countries have been arrived in Sicily. Vittoria and Acate are also near to one of the main and biggest hotspots in Sicily and Europe, the Pozzallo hotspot, and many minors arriving there are, then, accommodated in the centres for unaccompanied minors of Vittoria.

According to ISTAT, the Italian Institute for Statistics, in 2019 (the latest data available) 9,3% of the Ragusa population comes from a country other than Italy, of which 10,9% are resident in Vittoria and 32,6% in Acate (among the highest rate in Sicily). Almost 25% of the foreign population living in Vittoria is minor aged between 0 and 19 years old, while 21% lives in Acate. In addition to that, it should be noted that there is a significant proportion of foreign people who are not registered, do not have any permit, and are invisible, without documents, including children, therefore the percentages might be higher. Data disaggregated per sex are not available, too. The main nationalities are Romanian, Tunisian, Moroccan, Albanian, Gambian, Nigerian, Senegal, Bangladeshi, etc. On the socio-economic perspective, the two cities are characterized by work exploitation in agriculture,

high rates of poverty which particularly affect children with migratory background, lack of public services (health, transportation, schooling, etc.) available, economic debts for the local public administration, the presence of mafia, and fragmented communities.

Pilot IT1. “Casa di Giuseppe”, managed by Fo.Co.

General information

Name of the Center: “Casa di Giuseppe”, managed by Fo.Co.

Type of site: Center for Unaccompanied Minors [Comunità alloggio per minori non accompagnati]. Only male minors.

Location: City of Vittoria (Ragusa), Region of Sicily (Italy).

Key information about the area where the site is located: Casa di Giuseppe is in the city centre of Vittoria, which is a municipality in the province of Ragusa (South-East Sicily), located on the Mediterranean coast. The city has an internal urban area, an area on the sea called Scoglitti and a large countryside with greenhouses. The city counts a total of 62.206 inhabitants, of which 6.829 come from other countries, but this figure refers to registered migrants / asylum seekers and refugees only, while it seems that there are much more not registered persons totalling around 15.000 single and family migrants mainly living and working in the countryside. Out of the registered migrants and refugees, 25% are minors both children of settled families working in greenhouses, unaccompanied minors arrived to Pozzallo’s hotspot (usually from Libya) and children of Roma communities. The city is also near to Pozzallo, one of the main and the biggest hotspots set for arrivals of migrants along the Central Mediterranean route.

The main economy is agriculture and all related activities, including packaging and marketing. The current municipality administration has been elected in October 2021, after 3 years of Special Commission designated by the Italian Ministry of Interior to rule the city because of mafia infiltration in the local administration.

Context information about the site

Type of management: Fo.Co. is a social cooperative created in 2012 in Sicily to provide training, language mediation, social and legal services, basic Italian language class for centres for unaccompanied minors and reception centres for adult migrants. It also writes and manages projects and organizes education courses. The scope of the cooperative is to contribute and to promote human rights, solidarity and support for those in need.

<https://www.coopfoco.org/chi-siamo/>

Fo.Co, in partnership with two other cooperatives, manages the SPRAR (now SAI) project for UAMs in Vittoria too, which casa di Giuseppe is part of, and funded by the National Fund for asylum policies and services. The Italian national program for reception and integration of migrants and refugees is defined by the Ministry of Interior, which is the donor. This

system, previously called SPRAR and now RETE SAI [Network of the Integration and Accommodation System], provides first reception and accommodation service as well as social, educational, legal, health and work counseling services and any other support according to the person's needs in order to facilitate his/her integration in the society and start an autonomous life in Italy.

Fo.Co, in its centres, provides reception and accommodation, and the following services upon minor's arrival:

- socio-psychological support, health and legal support;
- check if the minor has been a victim of trafficking and/or violence;
- counselling and support to request the international;
- check if there are relatives in Italy for reunification, or if there are compatriots or other persons willing to take charge of the child;
- starting the guardianship process;
- regularization of the legal status and their presence on the territory;
- registration to the National Health Service;
- basic teaching of the Italian language;
- activation of services for job and school occupation and integration of the minor;
- awareness-raising activities in society;
- participation in recreational, cultural and sports activities, building and fostering the local network;
- identification and outline of a personal socio-educational project for each minor.

Centre organization: Casa di Giuseppe is organized as an apartment, where minors live in sharing bedrooms, kitchen and bathroom.

Minors arrived here after their disembarkation in Sicily (usually in Lampedusa) and a first check upon arrival. Due to Covid-19 emergency, after disembarkation they are quarantined in "quarantine ships" for 14 days. Once the quarantine is ended, minors are transferred in centres like Casa di Giuseppe.

After their arrival in the centre, they are showed the protocols and all procedures to follow to obtain the documents, the rules of the apartment and they are invited to sign the "integration agreement" through which they agree and they take the responsibility to learn Italian at the basic level, to go to school and to participate in the activities offered by the centre. A legal guardianship is also designated by the Court for Minors for each minor of the centre.

There minors live almost autonomously, they oversee the cleaning of their rooms, they cook by themselves, they have shared spaces where to do their own hobbies. If the minor is under 16, he is enrolled in a public school. If he is over 16, he attends three times per week the Italian language class organized by and in the centre, during which they also receive after school support for their homework. Twice per week, in the afternoon, they go to the Centre for Adult Education (CPIA), for Italian language class and for the course to obtain the diploma of Secondary 1st grade School, the minimum level of diploma requested in Italy to work. Minors are, then, involved in leisure activities, such as photography workshops, community lunch, sports activities, organized by the centre together with the High School

and other associations. However, due to Covid-19 outbreak, most leisure activities have been interrupted.

Some of them also attend driving license school, while others do internships in local enterprises.

Size in terms of children (number, nationality, age) and staff (number, occupation)

The Centre only hosts male unaccompanied minors, and it has currently 11 minors: 1 from Gambia, 1 from Guinea, 1 from Mali and 8 from Bangladesh, aged between 16 and 17 years old. The main languages spoken are Bengalese, French and Mandinga as UAMs' mother tongues, Italian and English as vehicular language. The staff is made of 3 educators/social workers, 3 language and cultural mediators, 2 teachers of Italian language, 1 administration expert, 1 coordinator and general staff.

Pilot IT2. IC Vittoria Colonna - 1st Grade Secondary School, part of "Giovanni XXIII-Vittoria Colonna" Institute [Istituto Comprensivo]

General information

Name of the Center: "Vittoria Colonna", part of "Giovanni XXIII-Vittoria Colonna" Institute [Istituto Comprensivo]

Type of site: Public School - 1st Grade Secondary School- Insitute [Istituto Comprensivo]

Location: City of Vittoria (province of Ragusa) - Region of Sicily (Italy).

Key information about the area where the site is located: The school is in the city centre of Vittoria, close to the main square. The city counts a total of 62.206 inhabitants, of which 6.829 come from other countries, but this figure refers to registered migrants / asylum seekers and refugees only, while it seems that there are much more not registered persons totaling around 15.000 single and family migrants mainly living and working in the countryside. Of the registered migrants and refugees, 25% are minors.

The economy of the city is characterized by the cultivation of vegetables and flowers in greenhouses and vineyards, and, therefore, by the presence of numerous farms and small enterprises that recruit many migrants for agricultural work. Although the territory of Vittoria has an important fruit and vegetable market and it is among the most intensely cultivated in Sicily, the agricultural sector lives a crisis that affects the whole economy of the city and its population, particularly migrants. Hence, the condition of workers with migrant background and their family is very poor, but there are also many locals in disadvantaged social and economic conditions. Moreover, the city lacks basic services, such as public transportation, sufficient health and social services, cultural and sports activities.

The city is also characterized by social and geographical fragmentation according to nationalities. In fact, local Italians mainly live in the urban area of the city and most of them

has also got a second house in Scoglitti, the seaside area of Vittoria where usually move to during summer. Many Tunisians, Moroccans and Algerians live in the urban area of the city, and this is because they have been living there for many years, some of them for more than 20 years, thus their migratory path and integration process in the society is quite old and stabilised. This, however, does not necessarily imply good living conditions, many of them still live in poor houses without a well-paid and with contract job, etc. Migrants coming from Eastern European countries, instead, such as Romanians and Albanians, whose migration history is more recent, mainly live isolated and in poor conditions in the countryside. In addition to that, some reception and accommodation centres for migrants and refugees (both adults and minors), mainly from Sub-Saharan African Countries and Bangladesh who has been arriving since the big flows of 2013-2015 are spread over the city centre and the periphery.

The above-described context is mirrored in the school. Indeed, many students' parents have the minimum level of education, which is the Diploma of 1st grade Secondary School, followed by those with 2nd grade Secondary School (High School) Diploma, and only a few with a university degree. The socio-economic background of students is various, with many coming from disadvantaged conditions. The school also confirms that the number of minors with migratory background has been increasing, thus making the school in need of identifying and applying good practices and strategies to manage multi-cultural classes.

Context information about the site

Type of management and organization: The I.C. Giovanni XXIII- Colonna is a public Istituto Comprensivo, born on 1 September 2016 from the merging of the Kindergarten and Primary School "Giovanni XXIII" and the 1st grade Secondary School "Vittoria Colonna". It was the first Primary School of the city too.

<https://www.giovanni23colonna.edu.it/>

The Institute is organised as follows:

3 kindergarten branches;

2 primary school branches;

1 Secondary school of 1st grade branch.

Kindergarten and primary school in the hospital.

It has one Headmaster, and one coordinator/responsible per each school branch. Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer⁸²] (PTOF), which is made every three years by the headmaster and the teachers. The PTOF is followed by the whole school organization although each branch can identify and implement specific activities and courses. Besides traditional school activities and subjects, the school participates in several projects in partnership with local associations for after-school and non-formal education activities, as well as promotes inter-cultural exchange program in other EU countries, such as Erasmus projects.

⁸² <https://www.giovanni23colonna.edu.it/attachments/article/95/PTOF%202019-22.pdf>

Overall, the Institute has more than 990 students, 110 teachers and 22 caretakers, doorkeepers and cleaners.

The 1st grade Secondary School “Vittoria Colonna” is the pilot/site for the REFUGE-ED project.

The school has a total of 422 students, out of which 42 are of migratory background. Students are grouped in 24 classes, for the three years' curriculum, with on average around 20 students in total and 3/4 students with migratory background per class. The main nationalities are Tunisians, Moroccans, Albanians, some Romanians, few Chinese and one Greek. Most of them were born in Vittoria.

These students can follow specific classes of Italian language during the school weekly schedule, meaning that few hours per week they are not in the usual class, but they go to another class with other migrant/refugee students for Italian language class, while the rest of the week they are in the assigned class according to their age. One hour per week of this Italian language class is made by the expert teacher in Italian as L2.

The school is also served by the public psycho-social équipe, provided by the City Council Administration, once per week. The équipe is made of 1 psychologist and 1 pedagogic expert.

The school, like all others in the city and its neighbourhood towns, lives a major phenomenon and issue: high rate of school dropouts, especially of minors with migratory background, and educational poverty. Many children and youth, in fact, do not have the possibility to learn, experiment and freely develop their skills because of the lack of after-school activities and the difficulty of reaching the school for those minors living in the countryside. There are, in fact, many minors living in the greenhouses who do not go to school because there is not adequate public transport available, or public-school buses reach only some areas of the countryside because of broken or not existing roads, and their parents do not have a car or time available (due to long hours- job) to bring them. There are cases of minors who must walk half an hour alone early in the morning to reach the closest bus stop to go to school.

Furthermore, many of them stop going to school at the age of 12 because they must look after their younger siblings or, in the case of male children, they must help the economy of the family by working in the greenhouses with parents.

Nevertheless, the “Vittoria Colonna” school is trying hard to bring and to keep the children in the school, by working in partnership with local associations and local administration.

Pilot IT3. “Acate Centrale” and “Addario”, part of “Capitano Biagio Puglisi” Institute [Istituto Comprensivo]

General information

Name of the Center: "Acate Centrale" and "Addario", part of "Capitano Biagio Puglisi" Institute [Istituto Copmprensivo]

Type of site: Public School - Primary School - Institute [Istituto Comprensivo]

Location: Town of Vittoria (province of Ragusa) - Region of Sicily (Italy).

Key information about the area where the site is located: The school is in the town of Acate, which has 10.954 inhabitants, of which 32,6% come from other countries. Of the registered migrants and refugees, 21% are minors. Romanian, Tunisian and Moroccan are the main nationalities, besides Italians, living in Acate. Acate's territory is extended for 101,42 km², made of the urban centre, the seaside area called Marina di Acate and the countryside with its thousands of greenhouses.

The economy of the town, like the neighbourhood city of Vittoria, is characterized by the cultivation of vegetables and flowers in greenhouses and vineyards, and, therefore, by the presence of numerous farms and small enterprises that recruit many migrants for the agricultural work. Despite the intensive agriculture production, the agricultural sector lives through a crisis that affects the whole economy of the city and its population. More and more families live in precarious social and economic conditions, registering the lowest PIB of the whole Ragusa province. This situation particularly affects migrants and their families, whose living conditions are poor, but there are also many locals in disadvantaged social and economic conditions. Moreover, the town lacks basic services, such as public transportation, sufficient health and social services, cultural and sports activities.

The town is also characterised by social and geographical fragmentation according to nationalities. In fact, local Italians mainly live in the urban area of the town and most of them has also got a second house in Marina di Acate, the seaside area of Acate where usually move to during summer. Many Tunisian and Moroccan families live in the town centre, around the schools, and this is because they have been living there for many years, some of them for more than 20 years, thus their migratory path and integration process in the society is quite old and stabilized. This, however, does not necessarily imply good living conditions, many of them still live in poor houses without a well-paid and with contract job, etc. Migrants coming from Eastern European countries, instead, such as Romanians and Albanians, whose migration history is more recent, mainly live isolated and in poor conditions in the countryside.

The school, like all others in its neighbourhood towns and city, lives a major phenomenon and issue: high rate of school dropouts, especially of minors with migratory background, and educational poverty. Many children and youth, in fact, do not have the possibility to learn, experiment and freely develop their skills because of the lack of leisure and cultural activities and the difficulty of reaching the town centre from the countryside after school. While there is a school public transportation available, during school hours only, there is no public transport available and, thus, the distance between the urban area and the countryside is even further. Furthermore, many of them stop going to school at the age of 12 because they must look after their younger siblings or, in the case of male children, they have to help the economy of the family by working in the greenhouses with parents.

Context information about the site

Type of management and organization: The Primary School is part of the *Istituto Comprensivo* [Institute] *Capitano Biagio Puglisi* born on 1 September 2013.

<https://www.icpuglisiacate.edu.it/index.php/chi-siamo>

The Institute is organised as follows:

2 kindergarten branches;

1 primary school branch, located in two different areas of the town;

1 Secondary school of 1st grade branch.

The whole Institute counts a total of 966 students, out of which 194 are with migratory background. The nationalities are Afghanistan (3), Albania (19), China (1), Morocco (27), Pakistan (1), Poland (2), Romania (62), Tunisia (77), Ukraine (2). It has one Headmaster, and one coordinator/responsible per each school branch. Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer⁸³] (PTOF), which is made every three years by the headmaster and the teachers. The PTOF is followed by the whole school organization although each branch can identify and implement specific activities and courses. The Institute works in partnership with the local administration, the province, the public regional health and education service, the local associations in order to provide further activities and tools to students, besides the traditional school classes and subjects, which can compensate the lack of public resources, meanwhile guarantee a holistic educational program. For instance, thanks to its partnership with a local association in a project against the educational poverty, the Institute has now an external team of linguistic and cultural mediators and psycho-social experts which provides language and culture support to families and students from other countries and help their relationship with the school, psycho-social support to single students and families, peer tutoring and activities for students with school difficulties and vulnerabilities.

The Primary School "*Acate Centrale*" and "*Addario*" as pilot/site for the REFUGE-ED project.

The *Acate Centrale* and *Addario* Primary school has a total of 503 students, out of which 69 are of migratory background. Students are grouped in 24 classes, which are in turn divided in two separate buildings. There are 31 teachers, supported by 8 special needs teachers. In addition, there are 3 teachers which organises classes and activities of Italian language, school support and literacy for students with migratory background.

⁸³ 2019-2022: <https://www.icpuglisiacate.edu.it/attachments/article/671/RGIC832004-2019-20.pdf>

2022-2025: <https://www.icpuglisiacate.edu.it/attachments/article/928/RGIC832004-202225-202122.pdf>

Pilot IT4. "A. Volta", part of "Capitano Biagio Puglisi" Institute [Istituto Comprensivo]

General information

Name of the Center: "A. Volta", part of "Capitano Biagio Puglisi" Institute [Istituto Comprensivo]

Type of site: Public School – Primary School - Institute [Istituto Comprensivo]

Location: Town of Vittoria (province of Ragusa) – Region of Sicily (Italy).

Key information about the area where the site is located: The school is in the town of Acate, which has 10,954 inhabitants, of which 32,6% come from other countries. Of the registered migrants and refugees, 21% are minors. Romanian, Tunisian and Moroccan are the main nationalities, besides Italians, living in Acate. Acate's territory is extended for 101,42 km², made of the urban centre, the seaside area called Marina di Acate and the countryside with its thousands of greenhouses.

The economy of the town, like the neighbourhood city of Vittoria, is characterized by the cultivation of vegetables and flowers in greenhouses and vineyards, and, therefore, by the presence of numerous farms and small enterprises that recruit many migrants for the agricultural work. Despite the intensive agriculture production, the agricultural sector lives through a crisis that affects the whole economy of the city and its population. More and more families live in precarious social and economic conditions, registering the lowest PIB of the whole Ragusa province. This situation particularly affects migrants and their families, whose living conditions are poor, but there are also many locals in disadvantaged social and economic conditions. Moreover, the town lacks basic services, such as public transportation, sufficient health and social services, cultural and sport activities.

The town is also characterised by social and geographical fragmentation according to nationalities. In fact, local Italians mainly live in the urban area of the town and most of them have also got a second house in Marina di Acate, the seaside area of Acate where they usually move to during summer. Many Tunisian and Moroccan families live in the town centre, around the schools, and this is because they have been living there for many years, some of them for more than 20 years, thus their migratory path and integration process in the society is quite old and stabilised. This, however, does not necessarily imply good living conditions, many of them still live in poor houses without a well-paid and with contract job, etc. Migrants coming from Eastern European countries, instead, such as Romanians and Albanians, whose migration history is more recent, mainly live isolated and in poor conditions in the countryside.

The school, like all others in its neighbourhood towns and city, lives a major phenomenon and issue: high rate of school dropouts, especially of minors with migratory background, and educational poverty. Many children and youth, in fact, do not have the opportunity to

learn, experiment and freely develop their skills because of the lack of leisure and cultural activities and the difficulty of reaching the town centre from the countryside after school. While there is a school public transportation available, during school hours only, there is no public transport available and, thus, the distance between the urban area and the countryside is even further. Furthermore, many of them stop going to school at the age of 12 because they must look after their younger siblings or, in the case of male children, they must help the economy of the family by working in the greenhouses with parents.

Context information about the site

Type of management and organization: The 1st Grade Secondary School "A. Volta" is part of the *Istituto Comprensivo* [Institute] *Capitano Biagio Puglisi* born on 1 September 2013.

Website: <https://www.icpuglisiacate.edu.it/index.php/chi-siamo>

The Institute is organised as follows:

2 kindergarten branches.

1 primary school branch, located in two different areas of the town.

1 Secondary school of 1st grade branch.

The whole Institute has a total of 966 students, out of which 194 are from a migratory background. The nationalities are Afghanistan (3), Albania (19), China (1), Morocco (27), Pakistan (1), Poland (2), Romania (62), Tunisia (77), Ukraine (2). It has one Headmaster, and one coordinator/responsible per each school branch. Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer⁸⁴] (PTOF), which is made every three years by the headmaster and the teachers. The PTOF is followed by the whole school organization although each branch can identify and implement specific activities and courses. The Institute works in partnership with the local administration, the province, the public regional health and education service, the local associations in order to provide further activities and tools to students, besides the traditional school classes and subjects, which can compensate the lack of public resources, meanwhile guarantee a holistic educational program. For instance, thanks to its partnership with a local association in a project against the educational poverty, the Institute has now an external team of linguistic and cultural mediators and psycho-social experts which provides language and culture support to families and students from other countries and help their relationship with the school, psycho-social support to single students and families, peer tutoring and activities for students with school difficulties and vulnerabilities.

The 1st grade Secondary School "A. Volta" as pilot/site for the REFUGE-ED project.

The *A. Volta* 1st grade Secondary school has a total of 298 students, out of which 39 are of migratory background. Students are grouped in 13 classes. There are 29 teachers, and 1 additional teacher who organises classes and activities of Italian language, school support

⁸⁴ 2019-2022: <https://www.icpuglisiacate.edu.it/attachments/article/671/RGIC832004-2019-20.pdf>

2022-2025: <https://www.icpuglisiacate.edu.it/attachments/article/928/RGIC832004-202225-202122.pdf>

and literacy for students with migratory background. The school also has a specific curriculum for music, that there are specific modules about learning how to play a musical instrument which students can choose to attend.

B. Insights from the fieldwork: Needs assessment for case study 1

Methodological challenges. A main challenge was the time constraint caused by the delay of the Ethical Approval. As a matter of fact, the need's analysis had to start only after the approval by the Ethical Committee of University of Florence and had to last 6 months from June to December 2021. However, the approval arrived only in the month of January 2022, thus delaying the start of the research, which had to be concluded in 2 months. Therefore, it has not been possible to await the availability of all contacted people, who in some cases replied after 4/5 weeks from the first contact, and of those in quarantine for Covid-19, as well as it has been necessary to adapt some techniques of investigation.

Finding available stakeholders to speak was a challenge too, due to the lack of a network among all institutions and associations, and the presence of few external personnel involved in the daily activities of the school and or centre.

In addition, it has been difficult to speak with families because of the difficulties for the schools themselves to speak with them for many reasons (see the table B.1. Shared needs identified across the centres below), and, thus, not being able to pass the contacts to CISS. Only in one case it has been possible to talk with some mothers (IT3).

Finally, Covid-19 has particularly affected the schools in the first months of 2022, with many people in quarantine, including those who should have participated in the interviews and/or focus group, which in some cases have been cancelled. Also in this case, for the pilot site IT 4, only 3 children have been involved as the others were in quarantine, while for pilot site IT3 a mixed between Focus Group and Daily Life stories was conducted with 4 mothers and one sister as they came all together.

B.1. Shared needs identified across the centers

The table below describes the main needs identified, which most of them are common for the four sites.

Needs Detection data for pilots in case study 1 (the city of Vittoria and the town of Acate in the province of Ragusa)
Main challenges and needs faced by students, end-users, families, etc.

Promoting social interactions with local communities	<p>The interactions among migrant communities and local communities, regarding both the city of Vittoria and the town of Acate, are sporadic with communities being mainly closed within themselves, despite the fact that migration is not a new phenomenon in the city, on the contrary it started in the '70s. Also interviewed students claimed that outside the school, they mainly meet and spend time with their families and relatives (i.e. cousins), while very little with their local peers.</p> <p>This is also due to the fact that there are very few ludic, cultural and social activities available in the area which can foster the interaction. Hence, some teachers claimed of not being able to deal with the multi-culturalism in class, and they feel not able and not comfortable to talk about human rights meanwhile respecting their culture of origin. "I would like to learn to not reach a clash of civilization" (IT2_INT4).</p>
Rising awareness about integration and against racism	<p>Host societies don't particularly welcome refugees and migrants, including minors and unaccompanied minors. There is a feeling of mistrust and judgement which hamper the process of integration and of fighting discrimination. <i>"It is like migrants do not exist in Vittoria"</i> (IT2_INT6)</p> <p>Some interviewed UAMs, minors and migrant parents affirmed to have assisted or to have being victims of discrimination. This also affects their daily life, as they prefer to stay indoor or to participate in activities organised by the centres only.</p> <p>There is a need of creating awareness-rising campaigns at the local level. Need of students to talk more about the culture and the tradition of their (family) country of origin, also language course like Arabic and other religion like Muslim. This happens very rarely in the class.</p> <p>Some of interviewed students feels segregated and discriminated or they felt so in the past, as well as outside the school. <i>"I have to change the colour of my skin"</i> (IT2_DLS4). Cases of discrimination in class mentioned also by some interviewed teacher. Some students feel different in and outside the school, and this comes out from their writings too.</p>
Lack of communication with students' parents/families	<p>Difficult communication and relationship between the school (teachers) and the family. The main reason is the language barrier, parents - especially mothers- do not speak Italian or very little, many of them are even illiterate in their native language. This has also been confirmed by students, who speak in the mother tongue of their family at home, young siblings often are not fluent in Italian, and usually "serves" as mediators in the communication and even help their young siblings in doing their homework.</p> <p>Furthermore, parents usually work many hours and they cannot go to school. According to some teachers, cultural background should also be taken into account, as some parents consider the school only mandatory due to the Italian law and, therefore, they do not feel motivated to go and to check what their children do, as after that they would have to go to work.</p>
Language barrier and illiteracy of parents	<p>The process of learning the Italian language is not supported at home where, on the contrary, children continue to speak their mother tongue, especially in summer when many of them return to their country of origin and they forget almost everything. Parents, especially mothers, do not speak Italian even though they have been living in Sicily for many years; they learn a "broken Italian" (a mix between Italian and Sicilian dialect) which affects the interaction between the school as well as the learning process of their children. The language barrier also provokes difficulties for psycho-</p>

	<p>social workers to understand whether there is a cognitive issue in the student, or it is linked to his/her arrivals in a new place.</p> <p>Difficulties to understand and to evaluate the needs of students because of the language barrier «<i>we use Google translator</i>» (IT2_INT7).</p> <p>Moreover, they are almost digital illiterate, thus hampering the opportunities to speak with the school and to follow schools' activities as they are now communicated mostly through emails and schools' digital platforms.</p>
Poverty and family burden	<p>The need to help their families at economical level makes difficult for UAMs to accept the rule that it is mandatory to go to school before starting to work. Moreover, it is difficult to find a regular job.</p> <p>As specifically regards children, given the fact that many of them live in isolated countryside, it is easier for them to drop-out from school in order to help their families in the greenhouses. In addition, immigrant children do not have time to study because in the afternoon they are engaged in domestic tasks given the absence of their parents who work in greenhouses.</p>
Open the school during the afternoon	<p>The school should stay open in the afternoon and during summer too, so that to follow the children and their learning process with other activities as well (example of activities in summer 2021 thanks to post-Covid funds provided by the Ministry). This is particularly true for students with families coming from other countries, because students succeed in school, also with Italian language, but their efforts are partly lost as soon as they go back home where they speak in the mother tongue of their parents, so sometimes the work has to start again.</p> <p>Opening the school in the afternoon with recreational and educational activities would also foster the process of integration and inclusion, as well as the development of the child by providing him with other soft skills.</p>
Sentiment of frustration and discouragement	<p>Teachers and social workers are frustrated because of the difficulties they encounter every day and the inability to face them properly. "<i>We try to sort things out with what we have</i>" (IT1_INT7).</p> <p>Teachers should be the first to make the student feel a resource, but it doesn't always happen, in fact the foreigner is seen "<i>like a ball and chain</i>" (IT4_INT1) due to lack of time or for the teacher's excessive workload, which does not allow the teacher to follow everyone. Teachers and social workers feel being alone and without tools, they work on the basis of their own experience only, and they feel to have too much work to do, overburden. In some cases, there is also the fear of novelties, including this project.</p>
Main challenges and needs faced at the center/organization level	
Shortage of public educational and psycho-social services available.	<p>Public psycho-social and educational services and human resources are particularly inadequate due to the lack of available resources. The Municipality of Vittoria provides one team, made of one psychologist and one pedagogic expert, available once per week for all the schools (which are 8) and on demand for emergency. Similarly, the UAMs centre "Casa di Giuseppe" calls the psycho-social support upon request, while in the schools of Acate there is a team available once per week, which is not public but provided by an external project run by an NGO. Language and cultural mediators are also lacking, thus negatively affecting a fluent communication with UAMs and families.</p>

	There should be more use of technologies. <i>"teachers look at us [psycho-pedagogues] as Harry Potter, but we cannot solve all issues and alone"</i> (IT2_INT7).
Increasing learning and training offer for professionals	Both teachers and social workers complained about the need of more learning and training to face daily challenges.
School enrolment system according to the age without considering the level of Italian language knowledge and understanding.	UAMs, refugees and minors with migratory background are enrolled in school classes according to their age, without any previous initial course of Italian language as L2. This makes difficult the learning process of the Italian language at fluent level, but especially to understand other school subjects, such as history, literature, geography, etc., therefore to succeed in school. During the interviews, the majority of minors affirmed the kind of job they want to do after the mandatory school, especially manual job (i.e. plumber, hairstylist), only few of them dream to go to university.
Improving and increasing Italian language course	Need to create specific class and courses of Italian language specifically for students with migratory background, who (according to the teacher) should attend them fully at the beginning, only after they should be inserted in the regular classes. Hence, there is the need to increase the number of Italian language courses as well as to use several and different tools, such as drawings, for students who are not fluent in Italian.
Too much bureaucratization	Too much bureaucratization and ministerial programs to follow which does not allow teachers to follow the students and the most vulnerable, there is not so much time. There should be more interaction between primary and secondary school, in order to know the issues and difficulties of students. <i>The Italian school system as such has to change, "the whole education strategy should be reconsidered by thinking about inclusion"</i> [IT4_FG1]
Covid-19 pandemic	Because of the Covid-19 pandemic outbreak, which has particularly affected this area of Sicily, many projects and activities in the schools and in the centre have been suspended and/or cancelled. Because of Covid-9 and the numerous lockdowns, many of minors with migratory background did not follow online classes because of technology illiteracy of their parents and or unavailability of devices. Also, many children could not go to school because they did not get vaccinated.
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	
Lack of public	The Municipalities have to find economic resources from other funds, not directly linked to social and educational services. In many cases they ask for the help of non-

resources available, especially at local level	<p>governmental organisations and associations, whose assistance is linked to projects. The cities have also many issues linked to the illegality, and therefore the school along with the church are the bastion for these children, the only two institutions that offer opportunities and avoid for children and youth to lose themselves and live in the illegality "<i>but we feel alone</i>" (IT2_FG2). The situation is worst in the town of Acate. This is also confirmed by some students with whom we talked. Also, children confirmed that they would like to do more leisure activities.</p> <p>A public system of transport, which can help those living in the rural areas to go and be connected with the urban areas, is lacking and this causes isolation and less integration, especially for minors.</p>
Lack of network and cooperation	<p>Despite the small dimension of the city of Vittoria and the town of Acate, there is a lack of network among all associations and public services, which would help teachers, educators, language and cultural mediators, psychologists and social workers in their job. There is a lack of institutional dialogue.</p> <p>More connection and synergic work between the school and social policies would be needed.</p>
Same work strategies and models applied in different contexts	<p>"<i>We work like a production line</i>" (IT1_INT6), guidelines and good practices are applied indiscriminately, especially if they are successfully, without taking into account the peculiarities of each context and sites. The Italian school system is too old to face nowadays challenges. It does not prepare the teachers to face current challenges and issues, mainly because the system is not flexible according to the context. It provides receipt from the Ministry, without contextualizing.</p> <p>For teachers, there is also the need to follow a common approach, starting from trainings and continuous learning "<i>foreign students are part of the school and I think that all of us [teachers] should follow a common path, we should find and agree on same strategies all together</i>" (IT3_INT1).</p> <p>Finally, the school is too much focused on the logic and math dimension by neglecting the dimension of relationships, emotions, playing. In fact, students interviewed confirmed they prefer doing sports, arts and music in class.</p>
Lack of leisure, cultural and basic services	<p>There are very few opportunities to do outdoor and/or afterschool activities, and those available sometimes are too much expensive or not easy to reach because there is not a system of public transportation. The latter also affects the schoolbus system, which is not enough, and therefore there are children in the countryside who do not go to school for this reason.</p> <p>Not integration at community level, in school pupils going along very well, but once they are outside, they stay with their families only and this is also because of the lack of opportunities, while "<i>pupils and youths can learn a lot from each other all together</i>" [IT4_INT5]</p>
High rate of school drop-out and educational poverty	<p>The high rate of school drop-out and educational poverty is due to the lack of public resources and leisure activities available. The situation is worst for those children living in the rural areas, which are badly linked to the urban areas due to the lack of public means of transport. Some school buses do not reach all rural areas because the road system is disrupted too.</p>

B.1. Other specific aspects and needs observed in the centers

Pilot IT1. “Casa di Giuseppe”, managed by Fo.Co.

Poverty and family burden. One of the main challenges faced by the centre is the difficulty to make UAMs understand that since they are minors they are obliged to go to school to obtain at least the 1st grade Secondary School Diploma before starting working according to the Italian regulations. This type of stress and pressure is higher in those coming from Bangladesh, and it is difficult for social workers to deal with it. *“They ask us ‘find me a job’. We explain them the procedures here in Italy and that they need first to get the 1st grade Secondary School diploma in order to get access to job and/or traineeship opportunities. We try to convince them, but then they spoke with their family and they reset everything we said”* (IT1_INT1).

Becoming autonomous. The centre at organizational level also works for UAMs to become autonomous once they turn 18, when they have to leave the place. This is possible and easy to do thanks to the apartment dimension they live in, where each youth has to arrange the room, to clean common space, to cook, etc. They are prepared to go to live alone. However, it is very difficult to find a flat, because of the prejudice, the misconception and mistrust of locals, - which affects the market with high prices to avoid to rent the property to foreign people - *“they do not want to rent their flats or houses to foreigners”* (IT1_INT3); as well as to find a regular and well-paid job which would allow them to be economically independent and to have regular documents guaranteed to stay in Italy. Hence, UAMs feel the above-described situation, which affects their well-being.

Post-journey stress and trauma and the difficulty to handle it. The majority of the UAMs in the centre arrived along the Central Mediterranean route, this means that they spent some time in Libya before undertaking the journey through the sea, and, for those arrived during the pandemic, they had also to quarantine 14 days upon their arrival before entering into the Casa di Giuseppe community. Hence, some of them have traumas and stress, some others do not speak the first days. For those working in the centre it is difficult to deal with it, especially because they lack of specialised external support, and they do not feel well prepared and trained to do that. The workers find difficult to be empathic, lovely, friendly with them and at the same time avoid to become too much emotional, this is because they do not feel well-prepared and equipped. All interviewed people mentioned the need of continuous learning.

Familiar vibe. Everyone interviewed confirmed that there is a familiar vibe in the centre *“we are like a family”* (IT1_INT5). Educators, social workers and youth go outdoor for a walk, for a coffee or a drink in a bar, to play together football or cricket. The centre is and try to be involved in as many projects as possible, so that UAMs can do many activities besides taking care of the flat and going to school. In this sense, UAMs did a photography project with the high school of the city, participated in workshops about sexual health and in a sport project with the Sport National Federation (*CONI*), were sensitized about legality and mafia issues. Unfortunately, many of these activities have been stopped and/or cancelled because of the Covid-19 pandemic and this has particularly affected them and their daily life.

Pilot IT2. IC Vittoria Colonna - 1st Grade Secondary School, part of "Giovanni XXIII-Vittoria Colonna" Institute [Istituto Comprensivo]

Culture background. The culture background of families influences the attendance of children at the school, the relationship with the school and the teachers *"sometimes we have in front of us a wall built by families, and this wall is their culture"* (IT2_INT2), for instance difficulty to speak with fathers (and so with the family) because the teacher is a woman. Families are not engaged in the school life and the educational development of their child/children *"they delegate everything to the school"* (IT2_INT3).

Identity crisis. 11-13 is the age when minors with migratory background doubts about their origins, they do not know where they are from *"they do not feel either Sicilian, nor Italian nor from the country of origin"* (IT2_INT4). *"The 11-13 age is delicate, especially for those with migratory background because they have their language, culture and family of origin but they try to homologate with the others"* (IT2_INT1).

This makes also difficult for teachers to manage the classes. Sometimes they try to ask to bring some items from the origin culture of their parents, but not everyone wants to do it or does it with pleasure because they want to be like the Italian peers. Moreover, they have to confront and agree with their families' culture, sometimes they talk about it and classmates/friends help and support them also outside the school.

Frustration also for students who do not understand Italian *"they are looking forward to the Italian L2 class/teacher because they want to learn and they want to be at the same level of their classmates. For them the Italian L2 class is also the moment when someone's attention is exclusively on them, they feel on a lower level in everything in their everyday life, this class is the few moments for them to be heard"* (IT2_FG2). They have high expectations from themselves.

Teachers are worried about their future, starting from going to the high school. Teachers do not have enough time and resources to provide them with orientation in choosing the high school, and some of the students do not enrol in High School. There is too much focus on their academic success and skills (i.e. learning Italian) that *"we forgot about their passions"* (IT2_FG2).

Pilot IT4. "A. Volta", part of "Capitano Biagio Puglisi" Institute [Istituto Comprensivo]

Difference between the North and the South of Italy. Most of the teachers interviewed previously worked in schools in the North of Italy and they recognize the difference in methodologies, strategies and tools applied between the North and the South of Italy, by preferring and claiming that how it works in the North is better and should be taken as a good practice to follow.

Selective mutism. Many times, foreign students take an attitude of "selective mutism", as a consequence of feeling different and not comfortable in the school. They need to be listened and to be loved, but teachers do not have time available as they have numerous classes with many issues and differences for each student.

C. Dialogic co-creation process: Where are we at now?

Implementation of the dialogic co-creation process:

In line with the dialogic co-creation process, during the fieldwork carried out in the pilot sites in Sicily, the CISS team has had first meetings mainly with social workers and teachers to show the preliminary results of the Needs' analysis and to identify effective practices. An additional assembly will be held in each pilot site to present the results of the needs' analysis and to define which practice they would like to implement and experiment throughout the REFUGE-ED project, as well as the number of participants and the way of implementing it. This assembly could have not been done earlier due to the above-mentioned time constraints.

Identified effective practices:

On the basis of the needs found, the following effective practices have been identified so far:

- **Capacity building:** it is essential for all practitioners, both social workers and teachers who feel the need for continuous learning. All the four pilots agreed on this.
- **MHPSS specific practices,** for instance the **BriTA Futures** has been identified has a good approach to apply for the IT1 "Casa di Giuseppe" to respond to their need of dealing with psychological issues.
- Create a safe space through **Expressive Therapy and Dialogical Literary Gatherings** have been identified by the IT2 1st Grade Secondary School "Vittoria Colonna" pilot site.
- **Use of storytelling, photography and theater** have been seen as possible approaches to adopt by the pilot sites IT3 Primary School "Acate Centrale" and "Addario" and IT4 1st Grade Secondary School "A. Volta" in order to cope with the need of having more extra-curricular activities.
- **Educative Participation of the Community has also been chosen by both** IT3 Primary School "Acate Centrale" and "Addario" and IT4 1st Grade Secondary School "A. Volta" as a good practice to foster interaction among communities in the town and to increase the dialogue with families and their presence in school.

These choices are provisional and they may eventually change during the next assemblies.

Case study 2: the centres for Unaccompanied Minors and the CPIA of Palermo and its province

A. Context information

Palermo is the capital of the Sicily region and, obviously, the biggest city of the region. It counts 637.885 inhabitants, of which 25.256 are foreigners (around 3.9%⁸⁵), coming from 130 countries, around 3.9% of the total population. These figures, however, only relates to registered people, with the residency in Palermo, while there are much more undocumented and unregistered migrants. The first five foreign communities are Bangladeshi, Sri Lanka, Romanian, Ghanaian and the Philippine, which cover almost two thirds of the total number of foreigners. In addition to that, it is worth mentioning that in 2019, more than 4.000 foreign citizens obtained the Italian citizenship, while 3.787 foreign minors were born in Palermo, thus, they are 2nd generation migrants. Sicily hosts about a thousand of unaccompanied migrant minors – boys and girls, the highest number in the whole Italy. More specifically, Palermo has around 500 unaccompanied minors.

Termini Imerese is a town close to Palermo, along the seaside coast, and it is part of the metropolitan area of Palermo. The town has 23.356 inhabitants, and it is among the biggest of the metropolitan areas of Palermo. Termini Imerese is among the biggest towns of Palermo province, and thus it offers many health, social and education services, like those available in Palermo, for the surrounding towns and villages, like Trabia. This is also the case with the centres for unaccompanied minors and adult migrants. In the past the city saw the development of the car industry and oil company, which used to offer jobs and well-being to its population and the surrounding towns. These two economic activities are now not prosperous anymore, causing unemployment, social and environmental issues. The district, which Termini Imerese is part of, is the home of 49.58% of non-EU people, 23% of them are minors. They all come from China, Morocco, Gambia, Bangladesh, Ghana, Tunisia, Ivory Coast, Nigeria, Albania, Senegal, Guinea, Somalia, Mali, Pakistan, Egypt, Burkina Faso and Sierra Leone.

Either in Palermo, in Termini Imerese and in the surrounding urban areas many centres for unaccompanied minors, for victims of human trafficking, for refugees and migrant have been created after the start of migration flows in 2013 that are still ongoing. These centres are managed by local associations, social cooperatives, local and private bodies and authorities, but they are part of the Italian national program for reception and integration of migrants and refugees defined by the Ministry of Interior, which is also the main donor together with the European Commission, with the National Fund for asylum policies and services. This program, previously called SPRAR and now RETE SAI [Network of the Integration and Accommodation System], provides reception and accommodation service, including cleaning; kitchen equipment; clothing, basic personal hygiene items; a telephone sim card; tickets for public transports, and a pocket money, as well as social, educational,

⁸⁵ <https://www.tuttitalia.it/sicilia/81-palermo/statistiche/popolazione-andamento-demografico/>

legal, health and work counselling services and any other support according to the person's needs in order to facilitate his/her integration in the society and the start of an autonomous life in Italy. People are accommodated in these centres, after the first reception and identification procedures received in the hotspots centre upon disembarkation. It is in these centres that the international and national agencies identify the SAI accommodation place for the beneficiaries, according to their needs and conditions. SAI centres are usually flats or community centres of small (about 15 people), medium (up to 30 people) or large (more than 30 people) size. Refugees and beneficiaries of subsidiary protection can stay in the accommodation centre for six months, which can be extended for another six months in order to find autonomous accommodation.

Currently, 11 SAI projects are active in Palermo and its province, of which 7 for adults, 3 for unaccompanied minors and 1 for mental health issues and vulnerable people, for a total of 582 places available. Each SAI project can have more than one reception and accommodation centre. In addition to that, thanks to the significant number of no-profit associations, NGOs and social cooperatives on this territory devoted to vulnerable and most disadvantage people, to migrants and refugees rights, to human rights and developing a welcome and multi-cultural environment, there are always many activities and opportunities for people with migratory background, especially unaccompanied minors, such as cultural event, leisure activities, internships opportunities, language courses, etc. (even though many of them have been put on hold or stopped due to the Covid-19 pandemic).

Finally, according to the SAI program, minors under 16 are immediately enrolled into public school, while those over the age of 16 and migrant adults must obtain a certificate of at least a basic level proficiency of Italian language. Moreover, minors over 16 years old must obtain the diploma of 1st grade Secondary School (the minimum level of education requested in Italy to work) and it is recommended to adults too. These courses are offered by the CPIA [*Centro Provinciale per l'istruzione degli Adulti*], which is a Centre for Adult Education established by the Italian Ministry of Education, University and Research. Classes are organized according to the literacy level of students, and they usually take place in the late afternoon/late evening in order to allow everyone to attend them. The functioning of CPIA is like that of the public school. Palermo has the CPIA-Palermo 1 for students living in the city and CPIA-Palermo 2 for students living in the surrounding district, like Termini Imerese, Trabia, Bagheria, etc.

Pilot IT5. Arcobaleno Community, managed by Idee in Movimento - Institutional care for unaccompanied minors

General information

Name of the Center: "Arcobaleno" Community, managed by Idee in Movimento

Type of site: Center for Male Unaccompanied Minors [Comunità alloggio per minori non accompagnati].

Location: City of Palermo, Region of Sicily (Italy)

Key information about the area where the site is located: The Arcobaleno Community is in the VIII District [Circoscrizione] of Palermo. It is one of the Palermo's districts with the highest number of citizens with migratory background: 6.960 inhabitants come from other countries, equal to 23.4% of the total number of citizens of foreign origin living in Palermo. The main foreign communities living in this area are Romanian and Filipinos.

As regards the economy and society composition, in the district there are both wealthy families and families living in disadvantage conditions; the economy of some areas is characterized by commerce, big shops and offices, while in some other areas there are small job opportunities and high unemployment rate; there are culture and leisure activities - here there is one of the biggest and the most important theatre of the city-, but high crime rate too - in this district it is based the jail for minors.

Context information about the site

Type of management: *Idee in Movimento* is a social cooperative established 2013 in Palermo. It provides social, recreational, educational and social support services for unaccompanied minors, disabled people, elder people, and vulnerable persons at any level. It promotes, launches and manages activities for social and job-related inclusion of people in society. During summer it collaborates with the social cooperative *Libera...Mente* for summer recreational and educational activities for babies aged 12-60 months.

Among its activities, *Idee in Movimento* manages the *Arcobaleno Community*, where male unaccompanied minors are hosted. The community is part of the ex-SPRAR/now SAI system for UAMs and funded by the National Fund for asylum policies and services. The Italian national program for reception and integration of migrants and refugees is defined by the Ministry of Interior, which is the donor. This system, previously called SPRAR and now RETE SAI [Network of the Integration and Accommodation System], provides first reception and accommodation service as well as social, educational, legal, health and work counseling services and any other support according to the person's needs in order to facilitate his/her integration in the society and the start of an autonomous life in Italy.

The *Arcobaleno Community* provides the following services:

- socio-psychological support, health and legal support;
- language and cultural mediation;
- counseling and support to request documents (i.e. international protection);
- regularization of the legal status and their presence on the territory;
- registration to the National Health Service;
- leisure activities organised in partnership with other local organisations;
- activation of services for job and school occupation and integration;
- identification and outlining of a personal socio-educational project for each minor.

Moreover, it works in network with ITASTRA, the school of Italian Language for foreigners of the University of Palermo, the regional health service, schools, CPIA, oratories, play centres, local associations, and private companies for internship activities.

Centre organization: The *Arcobaleno* community is organized in two apartments, called "Apartment Group Senegal" and "Apartment Group Gambia" located in two different areas of Palermo, and they can accommodate maximum 10 minors in total.

Upon their arrival in the centre, they are showed the protocols and all procedures to follow to obtain the documents, the rules of the apartment and they are invited to sign the "integration agreement" through which they agree, and they take the responsibility to learn Italian at the basic level, to go to school and to participate in the activities offered by the centre. A legal guardianship is also designated by the Court for Minors for each minor of the centre. Moreover, they have a first interview with the psychologist and the social worker. There minors live almost autonomously, they oversee the cleaning of their rooms, they cook by themselves, they have shared spaces where to do their own hobbies. If the minor is under 16, he is enrolled in a public school. If he is over 16, which is currently the case for all of them, he attends the Centre for Adult Education (CPIA) for Italian language class and for the course to obtain the diploma of Secondary 1st grade School during the afternoon. Once per week they meet with their psychologist, they participate in leisure and sports activities organized by the educators of the centre, but they are also free to go outside the centre and meet new people. They also can participate in internship programs, and those over 16 years old can also start working. Minors receive monthly pocket money for their basic needs. The Community is currently implementing the activities of a project managed by another local association, called "TEAM UP". The project consists in promoting sports activities to minors in order to contribute to their psycho-social wellbeing and mental health, as well as to promote team building.

Size in terms of children (number, nationality, age) and staff (number, occupation).

The Centre only hosts male unaccompanied minors aged between 15 and 17 years old, and newly 18 years old men. Currently the "Apartment Group Senegal" hosts 6 unaccompanied minors, of which 2 Tunisian, 1 Ivorian and 1 Bangladeshi, and 1 newly 18 years old boy. The latter works. The staff is composed of 1 person responsible for the centre, 1 social support expert, 1 lawyer, 1 social worker for the night, 3 educators. Language and culture mediators are called upon needs.

Pilot IT6. Centro Freedom, managed by Nuova Generazione- Institutional care for unaccompanied minors

General information

Type of site: Center for Female Unaccompanied Minors [*Comunità alloggio per minori non accompagnati*].

Name of the Center: "Centro Freedom", managed by *Nuova Generazione*

Location: Town of Trabia (Palermo), Region of Sicily (Italy).

Key information about the area where the site is located: The Freedom community is located in the municipality of Trabia, in the province of Palermo; it is 30 km away from Palermo and 5 km away from the closest big city, called Termini Imerese. Trabia is a small town, with 10.279 inhabitants, and its economy is mainly devoted to tourism, thanks to its geographical location at the seaside. The town, in fact, is quite calm during winter, while during summer it becomes full of tourists. The town is also well connected with the main neighbourhood cities and towns, including Palermo, thanks to the railway.

Context information about the site

Type of management: *Nuova Generazione* is a social cooperative created in 1982 in Trabia to provide social, recreational, educational and support services for unaccompanied minors, victims or at risk of being victim of human trafficking, disabled people, women and men victims of violence, and elder people. It currently manages 10 centres, located in different towns of the Palermo province, each of them providing a specific service among those listed above.⁸⁶

The Freedom Centre, managed by the social cooperative *Nuova Generazione*, is a centre for female unaccompanied minors and newly 18 years old women. Created in 2018, it is a project of the ex-SPRAR/now SAI system for UAMs and funded by the National Fund 2019/2020 for asylum policies and services. The Italian national program for reception and integration of migrants and refugees is defined by the Ministry of Interior, which is the donor. This system, previously called SPRAR and now RETE SAI [Network of the Integration and Accommodation System], provides first reception and accommodation service as well as social, educational, legal, health and work counselling services and any other support according to the person's needs in order to facilitate his/her integration in the society and the start of an autonomous life in Italy.

The Freedom Centre provides the following services:

- socio-psychological support, health and legal support;
- language and cultural mediation.
- counselling and support to request documents (i.e. international protection);
- check if there are relatives in Italy for reunification, or if there are compatriots or other persons willing to take charge of the child;
- regularization of the legal status and their presence on the territory;
- registration to the National Health Service;
- basic teaching of the Italian language;
- activation of services for job and school occupation and integration;
- counselling and orienteering to local services;
- family education activities for mothers and their child;
- identification and outline of a personal socio-educational project for each minor.

Centre organization: Centro Freedom is based in a small villa, with a large garden, six bedrooms (some with windows and others with balconies), large common areas, a large kitchen, storage rooms, three bathrooms, and a laundry room.

⁸⁶ For more information, visit: <https://www.coopnuovagenerazione.it/chisiamo/>

Upon their arrival in the centre, UAMs are shown and receive explanations about the functioning of the centre and the ex-SPRAR/now SAI system, their rights and duties inside the centre. They do a first interview with the social worker and the psychologist, assisted by the cultural mediator, which also tries to understand whether the girl has been trafficked.

During the day, they are free to organize their life in the centre as they wish to, including by contributing to the cleaning and the preparation of food. If the minor is under 16, she is enrolled in a public school. If she is over 16, she must attend the Italian language class and the course to obtain the 1st grade Secondary School at the CPIA of Termini Imerese.

In addition, the centre works in partnership with the CPIA Palermo 2 located in Termini Imerese, the Maddalena Project for victims of human trafficking, the Municipality of Trapani, the Region of Sicily, the regional health system, law enforcement officials, local authorities.

Size in terms of children (number, nationality, age) and staff (number, occupation).

The Centre only hosts female unaccompanied minors and newly 18 years old women. It currently hosts 14 female UAMs, some of them are already mothers with children, while 10 of them are victims or at risk of human trafficking. Human trafficking, along with sexual and child exploitation, are among the major risks the centre has to face. As a matter of fact, it occurs very often that the girls run away from the centre and they disappear.

The origin of the minors follows the migratory trend and, after a first year of mainly Nigerians and Malians, in the last 2 years (2019 -2021) Somalis and Ivorian are the main nationalities.

Pilot IT7. CPIA Palermo 1 & CPIA Palermo 2- Centres for adult education

General information

Type of site: *Center for Adult Education [Centri Provinciali per l'Istruzione degli Adulti (CPIA)] - Public School*

Name of the Center: CPIA Palermo 1 & CPIA Palermo 2

Location: Palermo and Termini Imerese (province of Palermo) - Sicily Region (Italy)

Key information about the area where the site is located: **CPIA - Palermo1 is in the metropolitan area of Palermo.** Palermo, which counts 25.256 people coming from 130 countries, around 3.9% of the total population. The first five foreign communities are Bangladeshi, Sri Lanka, Romanian, Ghanaian and the Philippine, which cover almost two thirds of the total number of foreigners. In addition to that, it is worth mentioning that in 2019, more than 4.000 foreign citizens obtained the Italian citizenship, while 3.787 foreign minors were born in Palermo, thus, they are 2nd generation migrants.

The city of Palermo has wealthy and well economically developed areas and poor areas with a high unemployment rate and social issues, which coexists next to each other. The city offers numerous social and cultural activities, tourism is well developed among the main economy's sector, and there are many local associations. However, there are still high crime rates and social issues, i.e., lack of houses, insufficient public local transportation, low level of education, etc. Nevertheless, the city has a long migratory history, and many migrants have been living in the city for more than 30 years, grouped in communities. Most of the foreign communities live in the historical city centre, and its neighborhoods areas such as the central train station "Oreto area" and "Zisa".

A peculiar feature of the city is the ongoing gentrification with local and rich people living in the geographical periphery of the city, while disadvantaged families and main social issues are found in the historical city centre. **CPIA - Palermo 2, instead, is in Termini Imerese, a town close to Palermo, along the seaside coast.** The town has 23.356 inhabitants, and it is among the biggest of the metropolitan areas of Palermo. In the past the city saw the development of the car industry and oil companies, which used to offer jobs and well-being to its population and of the surrounding towns. These two economic activities are now not prosperous anymore, causing unemployment, social and environmental issues. The district, which Termini Imerese is part of, is the home of 49.58% of non-EU people, 23% of them are minors. They all come from China, Morocco, Gambia, Bangladesh, Ghana, Tunisia, Ivory Coast, Nigeria, Albania, Senegal, Guinea, Somalia, Mali, Pakistan, Egypt, Burkina Faso and Sierra Leone. Either in Palermo, in Termini Imerese and in the surrounding urban areas many centres for unaccompanied minors, for victims of human trafficking, for refugees and migrant have been created after the start of migration flows in 2013 that are still ongoing.

Context information about the site

Type of management and organization: CPIA is a public school established by the Italian Ministry of Education, University and Research, to offer education to adults who did not complete the mandatory school, and Italian language and courses to obtain 1st grade Secondary School to foreign people from the age of 16.

Classes are organized according to the literacy level of students, and they usually take place in the late afternoon/late evening in order to allow everyone to attend them.

It has one Headmaster, and one coordinator/responsible per each school branch. Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer⁸⁷] (PTOF⁸⁸), which is made every three years by the headmaster and the teachers. The PTOF is followed by the whole school organization although each branch can identify and implement specific activities and courses. CPIA has ordinary teachers, who teaches Italian and other school subjects (i.e. geography, history, etc.), teachers of Italian as

⁸⁷ <https://www.giovanni23colonna.edu.it/attachments/article/95/PTOF%202019-22.pdf>

⁸⁸ <http://www.cpiapalermo2.it/attachments/article/1376/Ptof%202022%20-25%20aggiornato.pdf>
<https://cercalatuascuola.istruzione.it/cercalatuascuola/istituti/PAMM15700G/cpia-palermo-ptof/documenti/>

L2, language and cultural mediators, coordinators of specific modules and projects, caretakers, cleaners and doorkeepers. CPIA also works in partnership with local public authorities, local associations, the University of Palermo and its school for foreigners (ITASTRA) by implementing education projects.

CPIA-Palermo 1 has 26 teachers, and 50 foreign minors.

<https://www.cpiapalermo1.edu.it/>

CPIA -Palermo 2 has 54 teachers, and 27 foreign minors, mainly from Bangladesh (32), Morocco (16) and Tunisia (9).

<http://www.cpiapalermo2.it/>

B. Insights from the fieldwork: Needs assessment for case study 2

Methodological challenges. A main challenge was the time constraint caused by the delay of the Ethical Approval. As a matter of fact, the need's analysis had to start only after the approval of the Ethical Committee of University of Florence and had to last 6 months from June to December 2021. However the approval arrived only in the month of January 2022, thus delaying the start of the research, which had to be concluded in 2 months. Therefore, it has been necessary to adapt some techniques of investigation.

Finding available stakeholders to speak was a challenge too, due to the lack of a network among all institutions and associations, and the presence of few external personnel involved in the daily activities of the centres, this has particularly been the case of IT5 pilot site.

Finally, given the small size of the IT6 pilot site, only a focus group has been held in this centre.

B.1. Shared needs identified across the centers

The table below describes the main needs identified, which most of them are common for the three pilot sites (IT5, IT6 and IT7).

Needs Detection data for pilots in case study 2 (the centres for Unaccompanied Minors and the CPIA of Palermo and its province)	
Main challenges and needs faced by students, end-users, families, etc.	
Dealing with traumas from the journey	Traumas caused by their staying in Libya (mainly in jail) and by their journey through the Mediterranean Sea come out during the daily routine, for instance when they receive the bread for dinner. Sometimes these traumas are shown through several types of behaviours: violence and intolerance among minors themselves in the centre; or loneliness, sadness, isolation and a strong desire to forget everything.

	Finally, social workers and any other centres' staff claimed their difficulty to deal with this issue.
Difficulty to follow the rules, to understand the context of the country of destination and to share spaces.	It is difficult for youth hosted in the centres to follow the basic and daily rules settled, they sometimes feel like being in a jail. Moreover, it is challenging for some of them to share the spaces because they would like to have their own privacy. This brings to conflicts with the workers and among the minors themselves. It would be useful to organize activities to present and to talk about health and food issues and norms, gender issues, and other issues and socio-cultural norms in the destination society.
Building trustful relationships between minors/guest and social workers	At the beginning, upon their arrival, minors are sceptical and they hardly trust the social workers, so building a relationship among them is challenging. Their distrust is sometimes strengthened by the fact that there is a high workers' turnover. Indeed, cases of minors felt abandoned when a social worker goes away have been reported; as a consequence when a new worker comes in the centre the UAM is not willing to build a new relationship.
Language barrier	Learning and understanding Italian is a main challenge in the communication among minors and social workers, also when there are language and cultural mediators available as not all of them speak the native language of guests (especially languages from the Sub-Saharan African countries). Therefore, the communication is not always easy and smooth, thus generating conflicts as well as not allowing teachers, social workers and educators to satisfy minors' curiosity through new activities. This hampers the minor's desire or even the thought of continuing learning. The majority of minors involved in this needs' analysis, in fact, said that they would like to do manual jobs, only few mentioned the university.
Need of money and of becoming autonomous	UAMs feel the stress and the burden of earning money to send back to their families. Therefore, they constantly search for work, they continuously demand centres' staff to help them finding a job. This is stressful for both minors and workers; moreover, it puts minors at risk of accepting illegal work and even being exploited.
Need of continuous learning	Need of continuous learning and training for teachers, social workers and language/cultural mediator on several topics in order to respond to the different needs and the challenges they face every day, especially when new nationalities come in.
Continuous turnover of UAMs because of the precariousness of their legal condition	Minors move from one centre to another according to their "bureaucratic" conditions. This affects their personal, educational and psycho-social development, which is cut off and has to start over again. Therefore, they are not patient and feel frustrated. Some of them even flee away from the centre, and go out of Italy illegally.
Biological and bureaucratic age <i>versus</i> real age felt	Minors in the centres and the CPIA are between 15 and 18 years old (sometimes newly 18 years old), therefore they are treated as minors according to the Italian laws. However, they feel much older, especially as regards their past and their journey, and they are less willing to accept and to do the offered activities. This makes difficult for professionals to find good ways to work with them, to develop and implement proper activities and actions.
Racism and intolerance. Need to create more spaces for interaction and integration	Some minors have been victims of intolerance or they feel discriminated by locals, especially in CPIA. There is little interaction among them, with UAMs and locals organised in groups according to their nationality, while few meaningful relationships have been developed. Cases of UAMs using

	<p>the same racist and discriminated words addressed to them by locals have been reported too.</p> <p>It should be necessary to create spaces for linguistic and cultural exchanges between locals and those coming from other countries, as well as spaces for socialization, for recreational activities among peers.</p> <p>Traineeships and other opportunities should be activated in order to foster mutual knowledge and socialization.</p>
Valuing minors' skills to manage their expectations	<p>Less attention is put on UAM's desires, as well as their skills and capabilities are less valued. Hence, minors do not feel motivated to do activities other than going to the mandatory school, learning Italian, and finding manual jobs. This also hampers their integration process in school classes and in the society, as well as their educational success. Furthermore, schooled children arrived in Italy do not see their school qualification achieved recognized. This makes children even more discouraged to go to school, because they are forced to start over again.</p>
Main challenges and needs faced at the centre/organization level	
More leisure and recreational activities	<p>Besides the CPIA's courses and the management of the apartment (cooking, cleaning, etc), more extra leisure and recreational activities would be needed in the centres so that the UAM'S can develop new skills, do not get bored, and are helped to overcome their stress and traumas.</p> <p>By organising leisure activities, UAMs can also get to know the city where they live in, its cultural and natural resources, and, eventually, developing relations with local peers.</p>
High turnover of professionals	<p>The continuous turnover of professionals in the centres and the CPIA hinders the implementation of activities for UAMs; sometime the work done so far is interrupted and has to start over again. This particularly affects minors' emotions, who are attached to the workers, as well as their personal development.</p>
Lack of psycho-social support and language /cultural mediators	<p>There is the need of continuous and internal psycho-social and language and cultural mediation support in centres and CPIA. CPIA's and centres compensate this shortcoming by externalising the service, which then is not always available, or with teachers and social workers trying to find solutions by themselves without preparation and training.</p> <p>CPIA also lacks of expert and professional, with the necessary knowledge and skills to manage multicultural classes, to deal with students with several issues (behaviour, psychological, physical, etc.), to teach Italian as L2.</p>
Organising school hours/ schedule in a better way	<p>First level literacy and Italian language courses are done too fast, they should be more gradual in order to respect the learning time of each minor, and to put attention on the learning dimension rather than the need of obtaining a certificate for the permit.</p> <p>Moreover, the courses are done in the afternoon and evening (to give the opportunity to all adults who work to participate in), the only moment when in the centres there are the educators for cultural and recreational activities. As a matter of fact, UAMs do not do anything in the morning, while in the afternoon they can only go to school (because it is mandatory) and they cannot participate in other activities.</p>
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	
Long bureaucracy and lack of communication	<p>The waiting time to obtain documents is very long, the path is not smooth. The system to obtain all documents is not efficient, and it is longer for migrants, thus hampering and slowing down any possibility to participate in activities (i.e. traineeship). <i>"They are treated like citizens of second class"</i> [IT5_INT6]. Finding and accessing basic services is not easy, and it is made</p>

	more difficult by the fact that there is a lack of communication from the services, which is not done in other languages besides Italian. As a consequence, minors are not aware of the service they need and how to access the, and they feel stressed and frustrated.
More network and collaboration between local institutions and other associations	More network and interaction between public and private actors would help to better respond to the needs and the emergencies, as well as to prevent further ones. A network of public and private actors with several backgrounds (administration, social and health service, policy makers, schools, associations, etc.) would provide an holistic support to the minors with migratory background to become autonomous in their country of destination, as well as to prevent discrimination and racism. A better coordination among all associations and services that deal with migrants is envisaged, in order to implement targeted and efficient interventions, and to spend economic funds efficiently.
Need of more funds	More economic funds are needed, but also better tailored. In order to implement more effective and sustainable actions, there should be a mind-set change at political level.
Too many services may limit the possibility of becoming autonomous	The city of Palermo is a very welcoming city towards migrants. However, it provides several and redundant services, and this may make migrants/refugees believe that they can be always assisted, by thus limiting their possibility to become autonomous and independent.

B.1. Other specific aspects and needs observed in the centers

Pilot IT5. Arcobaleno Community, managed by Idee in Movimento - Institutional care for unaccompanied minors

Focusing more on UAM's life with a view to create more opportunities for their future.

There should be more traineeship opportunities, IT courses and other specific trainings for unaccompanied minors aiming at developing new skills, understanding Italian laws and regulations and becoming autonomous. This is perceived a very important matter as UAMs in the centre are almost 18 years old, and, thus, they are about to leave the centre. To reach this goal, it is advisable to reorganize their daily routine in the centre (by reaching a balanced activity daily schedule), and by activating partnerships with local enterprises and other associations. In addition, it is important to know what the minors do outside the centre, who they meet, which are the places they mostly go to, in which communities they mainly hang out in order to prevent them from any risk and peril.

Dealing with their status of unaccompanied minors. Social workers and centre's staff should put a greater effort to relate the minors with their families of origin. Moreover, the legal guardianship system should be strengthened with minors' tutor being more present in their daily life in Palermo. As legal guardians are selected on a voluntary basis and they do not receive any economic support, there are many legal tutor who are concerned only about documents, they are present only when a signature is needed. On the contrary, according to the centre's staff interviewed and few stakeholders, they should be more involved in the daily activities for the well-being of the minor.

Pilot IT6. Centro Freedom, managed by Nuova Generazione- Institutional care for unaccompanied minors

Dealing with young motherhood and escaping. Some of the girls are victims of human trafficking, and many times they are pregnant when they arrive in the centre. It is difficult for social workers to deal with it, because they are likely to run away, and they do not want to stay in the centre. Every now and then, girls run away, therefore special and emergency measures have to be put in place. This can slow down any educational and psychological path that each minors undertake in the centre.

Human trafficking and becoming autonomous. It is difficult for social workers and minors to follow the rules and the new journey they undertake once they enter in the centre. This is because they need a significant psycho-social support, they are not used to be autonomous as there has always been someone to tell them what to do, and they need money. Therefore, the risk of fleeing from the centre and becoming a victim of re-trafficking is high.

Pilot IT7. CPIA Palermo 1 & CPIA Palermo 2- Centres for adult education

Education success linked to the level of literacy and the teachers' efforts. Minors who are not literate or schooled, even in their country of origin, have more difficulties in learning Italian and they have to put more effort compared to their literate peers, who speak several languages and have motivation to learn. Similarly, teachers have to work hard to motivate minors to learn, and they feel alone in finding good solutions and strategies for a successful education, especially by considering the fact that they are without language and cultural mediators within mixed classes (with both adult locals and no-locals).

C. Dialogic co-creation process: Where are we at now?

Implementation of the dialogic co-creation process:

Like in Case study 1, in the pilot sites 5, and 7 the dialogic co-creation process has just started. First meetings have been held with professionals of the Freedom Centre (IT 5), CPIA (IT6) and the Arcobaleno Community (IT7) to preliminary identify the immediate needs to tackle with the effective practices proposed by REFUGE-ED. An additional assembly will be held in each pilot site to present the results of the needs' analysis and to define which practice they would like to implement and experiment throughout the project.

Identified effective practices:

Given the peculiarities of the "Freedom" centre and the "Arcobaleno" community and their organisation, they are more in need of implementing MHPSS practices initially, as the stress and the

traumas of minors are among the main challenges to face, meanwhile the staff feel less expert and trained on this. This need is also perceived by the CPIA, as the majority of the unaccompanied minors attend this school, and, therefore, they bring their stress and traumas in the school too. Hence, during the preliminary talks, the debates were about the MHSS practices (to be identified after the next assemblies), in particular:

- **BriTA Futures;**
- **Capacity Building and training;**
- **Actions to create safe space.**

These choices are provisional and they may eventually change during the next assemblies.

Case study 3: Schools of Palermo

A. Context information

Palermo is the capital of the Sicily region and the biggest city of the region. It counts 637.885 inhabitants, of which 25.256 are foreigners (around 3.9%⁸⁹), coming from 130 countries, around 3.9% of the total population. These figures, however, only relates to registered people, with the residency and legal documents in Palermo, while there are much more undocumented and unregistered migrants. The first five foreign communities are Bangladeshi, Sri Lanka, Romanian, Ghanaian and the Philippine, which cover almost two thirds of the total number of foreigners. In addition to that, it is worth mentioning that in 2019, more than 4.000 foreign citizens obtained the Italian citizenship.

As regards minors, they represent 19% of the entire foreign community, with the highest percentage of minors come from Bangladesh (26,1%), China (25,6%) and Nigeria (25,4%), followed by Gambia (0,4%), Poland (2,9%) and Ukraine (4,3%). 3.787 foreign minors were born in Palermo; thus, they are 2nd generation migrants.

The city of Palermo has wealthy and well economic developed areas and poor areas (Sicily is among the 5 poorest regions of Italy) with high unemployment rate (53,2% according to ISTAT) and social issues, which coexists next to each other. The city offers numerous social and cultural activities, tourism is among the main economic sectors, and there are many local associations. However, there are high crime rates and social issues, i.e., lack of houses, inadequate public local transportation, low level of education, etc. The level of education of locals is for most locals at minimum (1st grade secondary school), still a low number of persons have 2nd grade Secondary School Diploma and University degree, even though the numbers have been increasing. Nevertheless, the city has a long migratory history, and many migrants have been living in the city for more than 30 years, grouped in communities. Most of the foreign communities live in the historical city centre, and its neighbourhood areas such as the central train station "Oreto area" and "Zisa" (VIII District). A peculiar feature of the city is the ongoing gentrification with local and rich people living in the geographical periphery of the city, while disadvantaged and vulnerable families and main social issues are found in the historical city centre.

The schools identified are all located in the historical city centre, the neighbourhoods central station "Oreto" (II District), "Zisa" and "Politeama" areas (VIII District). These are among the areas where the majority of the population with migratory background lives in, therefore the schools have a significant number of minors with migratory backgrounds. Furthermore, classes have both minors firstly arrived in Palermo and in Italy, as well as minors born in Palermo from parents with foreign origins. The schools can benefit from many projects implemented by local associations in the city, thus offering extra-curricular and no-formal education activities to their students, but also specific activities for minors with migratory background, such as Italian language class or activities to foster their integration process.

⁸⁹ <https://www.tuttitalia.it/sicilia/81-palermo/statistiche/popolazione-andamento-demografico/>

However, schools of all levels face a big issue: the high rate of school drop-out, which affects not only minors with migratory background but also locals. Between 2020 and 2021, the School Drop-out Unit of Palermo Municipality and the Regional School Office has recorded 1993 reported students out of the school, out of which 1195 have returned to school and 209 have not.

Pilot IT8. I.C.S. Silvio Boccone, part of the Institute Comprensivo

General information

Type of site: Public School - Institute [Istituto Comprensivo]

Name of the center: I.C.S. Silvio Boccone

Location: City of Palermo, Sicily Region (Italy)

Key information about the area where the site is located: The school is in the *Oreto-Stazione* district, which is characterized by the presence of the *Policlinico Universitario* (University) and the *Ospedale Civico* (hospital), where a considerable number of health and social workers and users from the city and the provinces goes to daily. It is crossed by the only subway line of the city. The school is close to the Central Railway Station, and to the picturesque and busy market of *Ballarò*. There is also the Gemellaro Museum, the library "Le Balate", the Santa Chiara reception center, a very important place for many non-EU families living in the neighborhood. The economy is mainly linked to the market, shops, the railway station and the hospital; however, many families (both locals and non-locals) live in precarious conditions. In addition, there is also a high rate of criminality, and environmental problems (mainly rubbish). The district is also characterized by a large set of modern and old buildings and does not have many green and public spaces. The population of this area is composed of a high percentage of young families, with a high incidence of teenagers and kids. The *Oreto-Stazione* district is one of the Palermo-s neighborhoods with a high presence of migrants. Particularly in the last decade, the municipality of Palermo has recorded an increase in the number of citizens of foreign origin, but it is difficult to have precise figures because of the precariousness living conditions, which makes difficult the registration, and the lack of documents for many of them.

Context information about the site

Type of management and organization: The I.C.S. Silvio Boccone is an Istituto Comprensivo,⁹⁰ born on 1st September 2013, from the merging of other three schools. It is organised as follows:
1 kindergarden,

⁹⁰ For more information visit: <https://www.icsboccone.edu.it/>

1 primary school;
1 Secondary of 1st grade school.

It has one Headmaster, and one coordinator/responsible per each school branch. Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer⁹¹] (PTOF), which is made every three years by the headmaster and the teachers. The PTOF is followed by the whole school organization although each school branch can identify and implement specific activities and courses. Overall, the Institute counts approximately 550 students, 74 teachers, and 15 among doorkeepers, cleaners and caretakers, and the administration.

The 1st grade Secondary School participates in the project.

The 1st grade Secondary school is organised in 26 classrooms, and it has 65 teachers. It works in partnership with many external local actors, such as the University, local NGOs, Research centres and foundations in order to provide a holistic education to the students, through projects with no-formal education and exchange activities, but also to offer to its staff continuous learning programs. In network with the Municipality of the II district, and the social and health service, the school is equipped with one psico-social expert who goes to the school once per week to support the students and their wellbeing. It also has an agreement with the School of Italian for foreigners (ITASTRA) of the university of Palermo for students with migratory background to learn and improve their Italian language skills, and to have a further study support.

It has a total of 26 students with migratory background, coming from Ghana, Ivory Coast, Tunisia, Ukraine, Bangladesh, and Romania. Some of them were born in Palermo.

Pilot IT9. Primary Schools “E. De Amicis”

General information

Type of site: Public Primary School

Name of the Center: Primary Schools “E. De Amicis”

Location: Palermo– Sicily Region (Italy)

Key information about the area where the site is located: The site is in the district called “Noce”, economically developed with small enterprises. However, the economy of the area is not prosperous, the unemployment rate is high. Moreover, the level of literacy of people is minimum. In the area there are many people coming from other countries. The population density is very high, however there are no spaces for leisure, sport and cultural activities, such as playgrounds, gyms or cinemas.

⁹¹ <https://www.icsboccone.edu.it/index.php/piano-dell-offerta-formativa>

Context information about the site

Type of management and organization: The Primary school was founded in 1951, and it is part of the Educational Institute that also includes the kindergarten. It lacks adequate spaces for management and administrative activities, as well as those educational (i.e. gym). Therefore, it is divided into two buildings.⁹²

It has one Headmaster, classrooms coordinators, and coordinators for external activities and relationship with stakeholders. Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer⁹³] (PTOF), which is made every three years by the headmaster and the teachers. The school works in partnership with the local administration, the province, the local associations in order to provide further activities and tools to students, besides the traditional school classes and subjects, and guarantee a holistic educational program. For instance, it participates in projects to improve the education success of students through after school activities that use the non-formal education methodology or sport. Since 2021, it has offered social and psychological support to students, teachers and families. Furthermore, it works with the regional and local public authorities to combat and prevent school drop-out, which is significant. The school lacks a free psychological counselling service despite the need for it.

Size in terms of children (number, nationality, age) and staff (number, occupation).

The school has 107 students with migratory background, the majority are from Bangladesh and Ghana. The school staff is composed by 97 teachers and 20 doorkeepers, cleaners and caretakers.

Pilot IT10. Primary School “La Masa”, part of the Institute Comprensivo Politeama

General information

Type of site: Public Primary School – Insitute [Istituto Comprensivo]

Name of the Center: Primary Schools “Serpotta” “La Masa” of IC Politeama

Location: Palermo– Sicily Region (Italy)

Key information about the area where the site is located: number of citizens of foreign origin. The most relevant foreign communities in this area are Romanian and Filipinos. The

⁹² For more information visit: <https://www.deamicispa.edu.it/index.php/chi-siamo>

⁹³ https://www.deamicispa.edu.it/images/allegati/A.S.21.22/ptof_agg_22/PAEE017009-201922-202122-20220103.pdf

district has both well-off neighborhoods, like the commercial area of the Politeama theatre, as well as poor and precarious ones, like Borgo Vecchio, where there is high unemployment and high crime rates. The area is characterized by little green areas, and low offers of leisure, culture and sports activities, while those available are expensive with high costs that cannot be sustained by the families. The literacy level of the family, both local and foreign, is mainly at a minimum, (1st grade Secondary School).

Context information about the site

Type of management and organization: The Primary school is part of the Institute Politeama [*Istituto Comprensivo*], born between 2012 and 2014 from the merging of several schools.⁹⁴

The Institute is organized as follows:

2 kindergarten branches;

2 Primary school branches;

2 1st grade Secondary School branches.

The whole Institute counts a total of 1047 students, out of which 188 are with migratory background (18%). Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer⁹⁵] (PTOF), which is made every three years by the headmaster and the teachers. The PTOF is followed by the whole school organization although each branch can identify and implement specific activities and courses.

The Primary Schools “Serpotta” and “La Masa” as pilot/site for the REFUGE-ED project.

Although located in two different areas of the District, the two Primary School branches have been accounted as one pilot/site because they have the same coordinator/responsible who outlines the specific strategies.

The “Serpotta” school is located in the poor and precarious area of Borgo Vecchio, with a high rate of unemployment and criminality; while the “La Masa” school is base in the well-off, commercial and cultural area of Politeama. The two schools count a total of 94 students with migratory background, mainly from Bangladesh. The schools also participate in projects with external local actors, such as local NGOs, to promote and foster other transversal skills of the students as well as the dialogue with the parents, especially those in the living in the more difficult area of Borgo Vecchio. The school lacks a free psychological counselling service despite the need for it. The two schools count a total of 94 students with migratory background, mainly from Bangladesh.

⁹⁴ For more information, visit: <https://www.icspoliteama.edu.it/>

⁹⁵ https://www.icspoliteama.edu.it/images/allegati/2021-22/varie/PTOF_Politeama_publicato_13dic21.pdf

Size in terms of children (number, nationality, age) and staff (number, occupation)

Plesso *La Masa Primaria*

Nazionalità	n°
Mauritius	1
Bangladesh	20
Polonia	3
Filippine	4
Germania	8
Tunisia	1
Capo Verde	1
Ghana	1
Ucraina	1
Ungheria	1
Belgio	1
Ecuador	1
Russia	1
Tot.	44

Plesso *Serpotta Primaria*

Nazionalità	n°
Ghana	1
India	2
Germania	3
Bangladesh	38
Filippine	4
Serbia	2
Tot.	50

Source: PTOF

Pilot IT11. 1st grade Secondary School “Archimede”, part of the Institute Comprensivo Politeama

General information

Type of site: Public Primary School - Institute [Istituto Comprensivo]

Name of the Center: 1st grade Secondary School “Archimede” of IC Politeama

Location: Palermo- Sicily Region (Italy)

Key information about the area where the site is located: The school is in the VIII District of Palermo, specifically in well-off neighborhoods, like the commercial area of the Politeama theatre. The district is among those with the highest number of citizens of foreign origin. The most relevant foreign communities in this area are Romanian and Filipinos. The area is characterized by little green areas, and low offers of leisure, culture and sports activities, while those available are expensive with high costs that cannot be sustained by the families. The literacy level of the family, both local and foreign, is mainly at a minimum, (1st grade Secondary School).

Context information about the site

Type of management and organization: The 1st grade Secondary School “Archimede” is part of the Institute Politeama [*Istituto Comprensivo*], born between 2012 and 2014 from the merging of several schools.⁹⁶

The Institute is organized as follows:

- 2 kindergarten branches;
- 2 Primary school branches;
- 2 1st grade Secondary School branches.

The whole Institute counts a total of 1047 students, out of which 188 are with migratory background (18%). Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer⁹⁷] (PTOF), which is made every three years by the headmaster and the teachers. The PTOF is followed by the whole school organization although each branch can identify and implement specific activities and courses. The school offers specific modules on music, to learn how to play a music instrument during the three years. In addition, the schools also participate in projects with external local actors, such as local NGOs, to promote and foster other transversal skills of the students as well as the dialogue with the parents. The school lacks a free psychological counselling service despite the need for it.

Size in terms of children (number, nationality, age) and staff (number, occupation).

The school counts 12 classes, and a total of 43 students with migratory background, mainly from Philippine.

Plesso Archimede (12 classi)

Nazionalità	n°
Stati Uniti	1
Germania	4
Romania	7
Tunisia	3
Bangladesh	8
Filippine	11
Cina	1
Senegal	1
Giordania	1
Mauritius	4
Norvegia	1
Polonia	1
	Tot. 43

⁹⁶ For more information, visit: <https://www.icspoliteama.edu.it/>

⁹⁷ https://www.icspoliteama.edu.it/images/allegati/2021-22/varie/PTOF_Politeama_publicato_13dic21.pdf

Source: PTOF

Pilot IT12. 1st grade Secondary School “Federico II” of IC Politeama

General information

Type of site: Public 1st grade Secondary School – Insitute [Istituto Comprensivo]

Name of the Center: 1st grade Secondary School “Federico II” of IC Politeama

Location: Palermo– Sicily Region (Italy)

Key information about the area where the site is located: The school is in the VIII District of Palermo, specifically in the Borgo Vecchio area, where there is high unemployment and high crime rates. The area is characterized by little green areas, and low offers of leisure, culture and sport activities, while those available are expensive with high costs that cannot be sustained by the families. The literacy level of the family, both local and foreign, is mainly at a minimum, (1st grade Secondary School). The most relevant foreign communities in this area are Romanian and Filipinos. The district has both well-off neighborhoods, like the commercial area of the Politeama theatre, as well as poor and precarious ones, like Borgo Vecchio, where there are high unemployment and high crime rates. The area is characterized by little green areas, and low offers of leisure, culture and sports activities, while those available are expensive with high costs that cannot be sustained by the families. The literacy level of the family, both local and foreign, is mainly at a minimum, (1st grade Secondary School).

Context information about the site

Type of management and organization: the 1st grade Secondary School “Federico II” is part of the Institute Politeama [*Istituto Comprensivo*], born between 2012 and 2014 from the merging of several schools.⁹⁸

The Institute is organized as follows:

- 2 kindergarten branches;
- 2 Primary school branches;
- 2 1st grade Secondary School branches.

The whole Institute counts a total of 1047 students, out of which 188 are with migratory background (18%). Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer⁹⁹] (PTOF), which is made every three years

⁹⁸ For more information, visit: <https://www.icspoliteama.edu.it/>

⁹⁹ https://www.icspoliteama.edu.it/images/allegati/2021-22/varie/PTOF_Politeama_publicato_13dic21.pdf

by the headmaster and the teachers. The PTOF is followed by the whole school organization although each branch can identify and implement specific activities and courses. The schools also participate in projects with external local actors, such as local NGOs, to promote and foster other transversal skills of the students as well as the dialogue with the parents. The school lacks a free psychological counselling service despite the need for it.

Size in terms of children (number, nationality, age) and staff (number, occupation).

The school counts 6 classes, and a total of 24 students with migratory background, mainly from Bangladesh (9).

Pilot IT13. IISS Francesco Ferrara - 2nd grade Secondary School

General information

Type of site: Public School- 2nd Grade Secondary School

Name of the Center: IISS FRANCESCO FERRARA

Location: City of Palermo - Sicily Region (Italy)

Key information about the area where the site is located: The IISS Ferrara is located in the historical Tribunali-Castellammare District of Palermo. In this area, there are churches, museums, auditoriums, theaters, libraries, social centers, cultural associations, cinemas, and historic markets. The economy of this district is based on tourism, the commerce sector and services, many of the shops are run by people from Bangladesh and China. This urban area, until a few years ago unattractive and less developed, is now economically revitalized thanks to tourism, culture and public administration offices. Although this area is affected by a phenomenon of gentrification, with the resettlement of middle and upper middle-class families, it seems to be characterized by a process of strong immigration, settled in the neighborhood for both work and residential purposes.

Context information about the site

Type of management and organization: the IISS Francesco Ferrara is a 2nd grade Secondary public school (ex- High School).¹⁰⁰ It lasts 5 years, for students aged 15-18 years old, but it also has evening courses for adults. It offers several types of curricula courses, which students choose to study at the first stage of enrolment. These curricula are:

- Administration and commerce;
- Market and international relationships;
- Tourism;
- Modern foreign languages;

¹⁰⁰ For more information, visit: <https://www.iissferrara.edu.it/>

- Human Social Science;
- Health and social services.

Given its geographical position, the school has a high percentage of students with migratory backgrounds, as well as with different socio-economic backgrounds: from well-off families to more disadvantaged families.

Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer¹⁰¹] (PTOF), which is made every three years by the headmaster and the teachers. The PTOF is followed by the whole school, although each curriculum course has its own specifics. Besides traditional courses and subjects, the school participates in several projects in partnership with local associations for after school and non-formal education activities, as well as promotes inter-cultural exchange program in other EU countries, such as Erasmus projects. According to the guidelines of the Italian Ministry of Education for the 2nd grade Secondary School, the IISS Francesco Ferrara also organizes the so-called PCTO, projects that make students learn the job market and provide them with initial skills to find a job after the end of the school. These projects are, indeed, realized in collaboration with local associations, enterprises and any other economic activities interested in it. They are compulsory and they are performed during the last 3 years of school. It also works with local association and participate in projects to promote the inter-cultural dialogue, learning of Italian as L2 for minors, as well as provide teachers with tools to teach with a multi-cultural approach. Currently, once per week there is an external team of language and cultural mediators to support those students whose Italian language level is not yet fluent, those with migratory background, a team for psycho-social support and wellbeing of all students, and the observatory for school drop-out.

The school has a significant school drop-out rate. For this reason, it also organizes specific courses for students lacking with learning problems to strengthen their skills, but also for the most vulnerable families. The latter have been stopped with the Covid-19 outbreak.

Size in terms of children (number, nationality, age) and staff (number, occupation).

The school has one Headmaster, one responsible/coordinator for each curriculum course, coordinator of each classroom, responsible of all other activities and not-teaching related tasks for school functioning (i.e. responsible for external relations, responsible of parents relations and communication, etc.), 80 teachers, 19 among cleaners, doorkeepers and caretakers, administration unit. There are 555 students in total, of which 150 with migratory background. The main nationalities are Bengalese, Ghanaian, Ivorian, Sri Lanka

Pilot IT14. IISS Pietro Piazza - 2nd grade Secondary School

General information

Type of site: Public School- 2nd Grade Secondary School

¹⁰¹<https://www.iissferrara.edu.it/index.php/l-istituto/ptof-offerta-formativa>

Name of the Center: IIS PIETRO PIAZZA

Location: City of Palermo – Sicily Region (Italy)

Key information about the area where the site is located: The school is in Corso dei Mille n. 181, in the Oreto-Stazione district, which is part of the II jurisdiction. It is crossed by the only subway line of the city. The school is close to the Central Railway Station, and to the picturesque and busy market of Ballarò. The economy is mainly linked to the market, shops, the railway station and the hospital. The school is close to the the main industrial area of Palermo, called Brancaccio. However, many families (both locals and non-locals) live in precarious conditions. In addition, there is also a high rate of criminality, and environmental problems (mainly rubbish). The district is also characterized by a large set of modern and old buildings and does not have many green and public spaces. The population of this area is composed of a high percentage of young families, with a high incidence of teenagers and kids. *The Oreto-Stazione* district is one of the Palermo-s neighborhoods with a high presence of migrants. Particularly in the last decade, the municipality of Palermo has recorded an increase in the number of citizens of foreign origin, but it is difficult to have precise figures because of the precariousness living conditions, which makes difficult the registration, and the lack of documents for many of them.

Context information about the site

Type of management and organization: The IISS Pietro Piazza is a 2nd grade Secondary public school (ex- High School).¹⁰² It lasts 5 years, for students aged 15-18 years old, but it also has evening courses for adults. It offers curricula courses about food and restaurants, hospitality, tourism and marketing.

Like every public school, the general educational objectives and strategies, and activities are defined in the three-year plan, in Italian *Piano Triennale Offerta Formativa* [Three years plan of education offer¹⁰³] (PTOF), which is made every three years by the headmaster and the teachers. Besides traditional courses and subjects, the school participates in several projects in partnership with local associations for after school and non-formal education activities, as well as promotes inter-cultural exchange program in other EU countries, such as Erasmus projects. According to the guidelines of the Italian Ministry of Education for the 2nd grade Secondary School, the IISS Francesco Ferrara also organizes the so-called PCTO, projects that make students learn the job market and provide them with initial skills to find a job after the end of the school. These projects are, indeed, realized in collaboration with local associations, enterprises and any other economic activities interested in it. These projects are, indeed, realized in collaboration with local associations, enterprises and any other economic activities interested in it. They are compulsory and they are performed during the last 3 years of school. It also works with local association and participate in projects to promote the inter-cultural dialogue, learning of Italian as L2 for minors, as well as provide teachers with tools to teach with a multi-cultural approach.

¹⁰² For more information, visit: <https://www.ipsseoapiazza.edu.it/>

¹⁰³ <https://www.ipsseoapiazza.edu.it/attachments/article/117/PARH02000A-201922-202021-20201228.pdf>

The school has an important role in the area where it is located. This is because the area has many economic and social issues, and the school with a specific curriculum providing students with working skills is seen as an opportunity to avoid poverty and criminality, which is very high in the district.

Size in terms of children (number, nationality, age) and staff (number, occupation).

The school has one Headmaster, coordinator of each classroom, responsible of all other activities and not-teaching related tasks for school functioning (i.e. responsible for external relations, responsible of parents relations and communication, etc.), 391 teachers, 94 among cleaners, doorkeepers and caretakers, administration unit.

There are 2299 students in total, organised in 114 classrooms.

B. Insights from the fieldwork: Needs assessment for case study 3

Methodological challenges. Like in the previous two case studies, case study 3 was also impacted by the time constraint caused by the delay of the Ethical Approval. As a matter of fact, the need's analysis had to start only after the approval of the Ethical Committee of University of Florence and had to last 6 months from June to December 2021. However, the approval arrived only in the month of January 2022, thus delaying the start of the research, which had to be concluded in 2 months. In addition, because of Covid-19 pandemic, which has particularly affected the school system in the first months of 2022, the involved schools were pretty busy with bureaucratic and health issues (including online classes) and less available to let the REFUGE-ED research team in for the need's analysis. The pandemic effects along with a school system quite closed in itself hampered the possibility to talk with parents and children/students in several pilot sites. Overall, it has been noted tiredness among teachers and other school staff, which has made difficult to find teachers willing to participate in the field work. For all the above-mentioned reasons, some research techniques have been changed; for instance, in almost all pilot sites of case study 3 only one focus group has been done, and few daily life stories from families have been collected, meanwhile more than 5 teachers were interviewed, and for the pilot site 14 the daily life stories of 4 students were collected in a focus group.

Finally, finding available stakeholders to speak was challenging, because of the lack of time, of a network and communication among institutions and associations on the territory, as well as of the unavailability and unwillingness of several stakeholders to talk with the REFUGE-ED research team. Therefore, only few stakeholders per pilot were interviewed.

B.1. Shared needs identified across the centers

The table below describes the main needs identified, which most of them are common for the seven pilot sites (IT8, IT9, IT10, IT11, IT12, IT13 and IT14).

Needs Detection data for pilots in case study 3 (Schools of Palermo)	
Main challenges and needs faced by students, end-users, families, etc.	
Between two cultures	<p>The majority of students with foreign background were born in Palermo. As a consequence, minors feel foreign both in their country of origin and in Italy. Their bureaucratic condition highlights the fact that they are foreigners. It is the institutional system that makes them foreigners: <i>"I don't feel either Bangla or Italian, because I don't have citizenship and at the same time I don't approve some of Bangla behaviors and mentality."</i> [IT13_DLS]</p> <p>Some children even refuse to speak their native language It is interesting the case of a little girl from Sri Lanka who, when she was asked by the teacher to repeat words in her native language, refused to do so and started crying, as if her native language was a factor of "shame".</p> <p>Many children, as a matter of fact, live a double condition: the Italian language and culture at school and the native language and culture within the family, where usually the mothers barely speak Italian while fathers have little knowledge of it. Moreover, they tend to stay within the communities of origin, particularly Ghanaians, Bengalese and Tamil which have been staying in Palermo for long time.</p> <p>Dealing with the culture of origin is a challenge for teachers too, children/students feel between two cultures, they have to respect their parent's culture of origin, but at the same time they want to be like their Italian schoolmates. They have been reported cases in class of little girls not feeling comfortable in wearing the veil for instance, or children in Ramadan with low-level of attention.</p> <p>According to some teachers, the school should also focus on their culture of origin along with the Italian and the Sicilian one.</p>
Promoting inter-culture, exchange, integration and no-racism	<p>In several schools, children call their peers coming from other countries "the Turkish", some migrant children also confirmed that they have suffered of discrimination and prejudice. Many times, racism and prejudice come from the negative influence of the local families, which feel repulsion for foreign children. Local parents tend to justify conflicts between children of different origin by saying that they <i>"do not know where they come from"</i> [IT11_DLS1]. Teachers have reported cases of a child who did not want to shake hands with a black child because he was afraid of getting his hand dirty. According to some teachers, the most difficult thing about this issue is making parents understand that this attitude is wrong. This particularly occurs in 1st Grade Secondary schools, while in primary schools children are still very young, so that they barely feel the differences.</p> <p>On the other side, family first arrived in Palermo are not well-received in the society, and they look for the support of their community of origin. Moreover, communities rarely speak among themselves. As a consequence, according to some teachers, <i>"there is a radicalisation of certain behaviours in a short period of time"</i> [IT9_FG1].</p> <p>However, almost all interviewed families claimed that they were never victims of racisms, discrimination and/or prejudice. Almost all of them said that they like living in Palermo and that Palermo is a welcoming city.</p> <p>Hence, cultural integration and knowledge should be promoted through parties and events opened to families, artistic activities, etc.</p>

Promoting social interactions with local communities	<p>Children with migratory background, even if they were born in Palermo, usually spend their free time within their communities of origin (families and friends), there are few opportunities of exchanges between locals and no locals, especially outside the school.</p>
Value migrants' desires and skills; dealing with re-emigration	<p>Many migrants are graduated in their countries of origin, but they do other jobs (usually in the cleaning and agriculture sectors), and they are often low paid. This causes frustration in many of them, especially when it comes to the low salary. Therefore, some of them re-emigrate to other Italian cities, to other EU countries or even go back to their country of origin. Moreover, it often happens that some of those who have re-emigrated go back to Palermo. This is mirrored in children's school learning and success.</p> <p>As a matter of fact, the learning and educational process for these kids is negatively affected, despite the fact that they are very much motivated and eager to learn; they perceive the school as an opportunity through which they can build a better future. Learning and understanding the Italian language, thus, take more time and they often have to start over again. Furthermore, many students/children express their desire to go outside Italy after finishing school, as they do not believe in the possibility of having a good job in Italy. Youth from Bangladesh, for instance, want to emigrate to England. <i>"School should motivate children to go to university much more"</i> [IT11_DLS1]</p> <p>In addition, the process of learning the Italian language is not supported at home where, on the contrary, children only speak the mother tongue of their family. Parents, especially mothers, do not speak Italian even though they have been living in Palermo for many years, while fathers speak basic and broken Italian, and sometimes children learn the "language mistakes" of their parents.</p> <p>Hence, according to some interviewed teachers, the school should support parents' as well, for instance by providing courses on Italian language, job's regulations, the welfare system, etc. As specifically concerns the Italian language, some interviewed mothers confirmed their difficulties in following their children during their homework, and so they are willing and they feel the need to learn Italian. <i>"I was helped by my daughter during her homework so I also learned Italian. At the beginning it was difficult"</i>. [IT11_DLS4]</p>
Lack of communication with students' parents/families	<p>The communication and relationship between the school (teachers) and the family is quite difficult. The main reason is the language barrier: parents - especially mothers- do not speak Italian or very little, many of them are even illiterate in their native language. This has also been confirmed by students, who speak in the mother tongue of their family at home, and usually "serves" as language mediators in the communication and relationship between school and families.</p> <p>Some teachers notice different approaches between cultures: for instance, parents and pupils from Philippines are very open to dialogue with teachers, instead those from Bangladesh seems to be more closed, with less or no will to get in touch with the school and others.</p> <p>Moreover, many parents are digital illiterate, thus the opportunities to speak with the school and to follow schools' activities, which are communicated mostly through emails and schools' digital platforms, are hampered. There are also difficulties to fill in documents and administrative forms, even not necessarily linked to the school.</p>

	<p>Some school secretariats try to help families in their administrative pathways according to the Italian regulations.</p> <p>Finally, parents usually work many hours and they cannot go to school and/or attend schools' activities.</p> <p><i>"Teachers need to activate actions that can strengthen the dialogue between teachers and parents, especially with mothers who remain outside the school and less included in the society compared to fathers". [IT11_FG]</i></p>
Family's poverty	<p>Families are poor, they do not have enough economic resources to help their children, who cannot develop their talents and/or pursue their dreams. Some pupils do not have books or other school materials.</p>
Improving and increasing Italian language course and the presence of language and cultural mediators.	<p>Need to create specific class and courses of Italian language, and to provide teachers and class with language and cultural mediators. The difficulty to understand Italian also affects the learning process of other subjects in school, i.e. history or geography. Cultural mediators and psychologist are particularly needed by teachers in order to deal with children's behaviour in class, which most of the time is caused by the way they are treated in the families: little love, no time for them at home, no or little attention on them. Therefore, children in class are hyperactive and they look for love.</p> <p>The language and cultural mediator are perceived by all teachers as a useful but absent resource, which can help to explain to foreign students what they cannot understand and to convey contents and information, even practical ones, to families.</p> <p>Once foreign students have learned Italian, they excel in studying, they are always punctual and very disciplined. They exceed their Italian companions. For this reason, according to teachers, the school should provide an initial full immersion of Italian language and one-to-one support in the classroom.</p>
Main challenges and needs faced at the centre/organization level	
Need of human resources support: psycho-social, pedagogical and language support	<p><i>"We need stable experts throughout the year"</i>, teachers need to work in team and to have support in classes in order to improve their preparation and their teaching. Among these experts, yearly and regular psycho-social support is considered fundamental for both children and teachers. Teachers may be helped to deal with several and different situations in classes and outside, which have been exacerbated with Covid-19 pandemic, while students may be helped to overcome trust and anger issues, traumas and other psycho-social issues, like discovering of being a foreigner during the civic education course on citizenship".</p> <p>Professionals in Italian as L2 language and pedagogical experts should also be inserted and increased in classes, to support teachers with students more in need given the heterogeneity of classes. This is particularly true as regards studying and learning subjects other than Italian. As a matter of fact, foreign students reach a good level of speaking and listening in Italian, but not of reading and comprehension, especially in other school subjects. Therefore, their success in education is limited.</p>
Promoting continuous learning and training for teachers	<p>Teachers claimed the importance and the need of continuous learning, updated tools and methodologies, trainings on Italian as L2 language, how to deal with multicultural classes, with students' behavioural issues (for instance through yoga), life skills, empathy, problem solving, use of games, conflict management, etc. They would like to have more participative trainings, rather than frontal ones as they</p>

	<p>usually have, so that they would be eventually able to put into practice the acquired knowledge.</p> <p>Teachers also said that they would like to be trained and, then, prepared to activate ad hoc strategies to get the new and foreign pupil included in the class/group in the shortest time, without slowing down and/or changing the program to the detriment of other students. For example, it would be important to have trainings for teachers on approaches and methodologies for cooperative and intercultural work, which would allow to convey content regardless of the country of origin and involving all teachers of all disciplines (not just teachers of letters). Books also should be selected according to each classroom, including classic books.</p> <p>Meanwhile, teachers would also need courses on the cultures of origin of their pupils <i>"we know something through social media, but it would be important to know something about their culture. For example, I have a student to whom I asked how the period of Ramadan works and he explained everything to me"</i></p> <p>Continuous learning is seen important especially for the old generation of teachers, anchored to old schemes and less opened to use more innovative teaching strategies.</p>
To create after-school activities and network among activities and entities already existing	<p>After-school activities should be promoted within and by the school. This type of activity should go from supporting students with homework, additional learning, Italian language classes (peer-to-peer programs; tutoring; study support desks), to leisure and sports activities to foster integration, inclusion and cooperation, to literacy and cultural activities for parents.</p> <p>For some teachers, the practice of homework should be abandoned in favour of more extra-curricular activities, like sport which will also prevent kids to spend too much time in front of electronic devices, as requested by families too.</p> <p>It is also important to have common spaces outside the school, as well as to network all associations that provide trainings, educational and recreational activities to increase the offer and the quality.</p>
Need of human and economic resources	<p>More economic and human resources are needed to:</p> <ul style="list-style-type: none"> - ensure that all students can buy books and other school materials; - to enable language courses and to launch inter-cultural activities; - to have more experts and professionals (i.e. psychologists, facilitators, language mediators) available for all and at any time.
Covid-19 pandemic	<p>Because of the Covid-19 pandemic outbreak, many projects and activities for children and their families in the schools have been interrupted and/or cancelled. This has affected the school/teachers - family/parents relation, the familiar and easy-going vibe within the school, the children and its staff. There are often tensions due to the strict regulations in place.</p> <p>The school-territory relation has also been impacted, with less or no activities indoor and outdoor. Therefore, socialisation has been limited.</p> <p>Finally, the need of listening and psychological support is stronger as Covid-19 has led to isolation and feeling of inadequacy, lack of motivation to study and to go to school; to much higher risk of school dropout.</p>
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	

Lack of network and cooperation in the city	The past system set up by the city of Palermo for integration and reception of migrants and refugees has almost been dismantled, according to some interviewees. The network and the co-operative work of associations and institutions, both public and private, is seen important and efficient for the well-being of children on the territory of Palermo. <i>"A real processes of migrants' participation in the city life should be promoted"</i> [IT9_INT10_SAMO]. A network of public and private social organizations and associations should be beneficial for the life project of students and their families. In this way, they can be supported in everything concerns their inclusion in school and in life.
High rate of school drop-out and educational poverty	The high rate of school drop-out and educational poverty affects children with foreign background, and locals too. Some students move outside Palermo and disappear. The only work of the school is not enough, there must be a broader support that can follow children from the primary school until the end of the high school, but also their families to make them understand the importance of school.
Need of common spaces	There are no spaces where migrants can meet and share their lives together with locals, for this reason network and cooperation among sport and culture associations are essential. <i>"We should think to the well-being of the person from a horizontal point of view and not from a vertical/institutionalized level as it happens now"</i> [IT12_INT6] These spaces can also be an opportunity to develop a proximity relationship with locals, and to avoid of thinking about migrants as only person in need of food and house, but as a person in need of everything, especially for children and their growth.
Documents and administrative issues	Children born in Italy from families of other origins are without Italian documents, and they cannot attend specific school activities, such as school trip abroad. There is the need to follow up with families about bureaucracy, as often minors do not have a GP (doctor). Moreover, simplified procedures would be needed, as well as have (institutional and school) documents translated in the most spoken languages in the city and explained through multi-languages tutorial.

B.2. Other specific aspects and needs observed in the centers

Pilot IT8. I.C.S. Silvio Boccone, part of the Institute Comprensivo

Newly arrived migrant students. Newly arrived migrant students find difficult to understand and communicate with others in class, both teachers and class-mates, because there is no a common language to speak: new arrived children do not speak Italian, and Italian children do not speak English very well. Migrant students who do not speak Italian are often alone and silent; probably they feel uncomfortable. They, because of the language barrier, cannot follow the daily class activity. Teachers usually speak Italian with them to encourage them to learn the language, but without knowing if they really understand. Therefore, interviewed teachers consider important and helpful the role of interns in language and cultural mediators, who work directly with newly arrived migrant students by using some different learning activities and talking with them in English.

However, interns are not always in class as they work only for few hours per week, therefore their presence and role should be increased. Furthermore, the little time available does not encourage group and class activities, useful to foster integration and socialization, as interns currently work on a one-to-one relationship only.

To achieve inclusion, teachers from other countries should be introduced in classrooms and migrant' students should be more involved in class activities.

Pilot IT9. Primary Schools "E. De Amicis"

Overall, interviewed teachers, staff and mothers showed of being proud of the school and what it does for integration and inclusion.

Other vulnerabilities. One of the big issues that teachers encounter with families of foreign origins is talking about disabilities and other psycho-social vulnerabilities of their children. First of all, language and culture are among the major obstacles for families to understand, especially the technical language of medicine. Therefore, they cannot realize the condition of their child, neither the type of intervention proposed by the doctors and social workers, and all administrative procedures to follow.

School organization. The school proposes two types of curricula: short-time curriculum for morning only and a long-time curriculum of 8 hours for morning and afternoon. Overall, students with migratory background, particularly those coming from Ghana, attend the long-time curriculum, therefore this may be led to the risk of "ghetto classes" with almost all foreign students. According to teachers, school should be opened 8 hours for all without the possibility of choice.

Pilot IT11. 1st grade Secondary School "Archimede", part of the Institute Comprensivo Politeama

Different culture background: opportunity vs obstacle. Teachers recognise that the presence of people from other cultures in class is an opportunity of enrichment for everyone, which is hardly embraced because of the school rhythms and programs. Cultural exchange activities are occasional, and based on the initiatives of individual teachers. The intercultural approach is important, and it should be strengthened by the school, which should organise and promote more trainings and up-to-date courses.

Nevertheless, the presence of language and cultural mediators is required by teachers to communicate with students and parents, especially when culture background influences some choices. For instance, teachers talked about particular resistances of girls from Bangladesh to participate in after-school and outdoors activities, which may also result in little socialisation. Moreover, children with migratory background tend to isolate themselves, to be shy and to feel more comfortable by staying with those of the same origin and culture only. Therefore, the role of an expert to support the teacher in class is perceived

as essential, given also the fact that classes are numerous and it is difficult to pay attention to each student, especially those foreigners who would need an individualized support.

Pilot IT12. 1st grade Secondary School “Federico II”, part of the Institute Comprensivo Politeama

Involving children and families with migratory background in the school life is particularly challenging.

The school organised courses of Italian language and other school subjects for children in the afternoon, not only for foreigners, but the participation was low, so that they were forced to interrupt them. However, foreign students do not exceed in the test because they do not understand well written Italian. Teachers also made efforts to involve foreign mothers in the class council and school life, unsuccessfully.

In addition, the school is located in a vulnerable area of Palermo, with several economic and social issues that affect both locals and not locals.

Pilot IT13. IISS Francesco Ferrara - 2nd grade Secondary School

Need of initial full-immersion of Italian language. Many foreign students reach the high school with low level of reading and comprehension in Italian. This makes also difficult the communication among foreign students, local students, teachers and families. According to teachers, these students should be initially enrolled in classes of Italian language only, before going into the regular class.

Mapping and observing. The school should continuously map its population in terms of origins and gender in order to observe, analyse and define the best strategies and actions to implement. This would also concern the observation of social dynamics outside the school, which in turn are brought inside the school, where students tend to group according to their nationality. In order to promote integration, inclusion and socialization, therefore, teachers and students believe that there should not be projects for migrants only, but open to everyone. Some students of foreign origin born in Palermo, for instance, complained about their participation in a project addressed to migrants only, although they see themselves as Italians.

Pilot IT14. IISS Pietro Piazza - 2nd grade Secondary School

Coexistence of several nationalities. In the school there are students from many countries, who tend to ignore each other. It is important, therefore, to foster activities through which students can know and learn about several cultures. This can be done by organising events, parties, involving parents and families, creating opportunities and

spaces in and outside the school where youth can discuss, share their opinions, learn about the city and its cultural heritage.

In addition to that, teaching should be more inclusive, create relations, solve and prevent conflicts, making teachers and the school to be a point of reference for the students. The presence of many cultures should be seen and perceived as an added value and mutual enrichment, rather than conflict and isolation.

C. Dialogic co-creation process: Where are we at now?

Implementation of the dialogic co-creation process.

For case study 3, the dialogic co-creation process has started in some pilots, while it has to start in others. First meetings have been held with teachers and other school staff in the 1st Grade Secondary School "Boccone" (IT 8), Primary School "De Amicis" (IT9), Primary School "la Masa" (IT 10), 1st Grade Secondary School "Federico II" (IT12), and 2nd Grade Secondary School "Ferrara" (IT13). An additional assembly to identify the immediate needs to tackle with the effective practices proposed by REFUGE-ED will be held in the above-mentioned pilots, while assemblies and meetings will be organised in the following weeks in the other pilots.

Identified effective practices:

It must take into account that the following choices are provisional and still under discussion, therefore they may eventually change during the next assemblies. So far, schools/pilots have discussed about the eventual implementation of the following approaches and practices:

- **Interactive groups:** IT 12 1st Grade Secondary School "Federico II" and IT13 2nd Grade Secondary School "Ferrara";
- **Educative Participation of the Community:** IT 12 1st Grade Secondary School "Federico II" and IT13 2nd Grade Secondary School "Ferrara";
- **Dialogical pedagogical Education for teachers:** IT13 2nd Grade Secondary School "Ferrara";
- **Creating safe space through: community walks** for IT13 2nd Grade Secondary School "Ferrara"; **expressive therapy** for IT8 1st Grade Secondary School "Boccone"; IT10 Primary School "La Masa"; IT 12 1st Grade Secondary School "Federico II";
- **Capacity building for teachers:** IT8 1st Grade Secondary School "Boccone"; IT9 Primary School "De Amicis"; IT 12 1st Grade Secondary School "Federico II" and IT13 2nd Grade Secondary School "Ferrara".
- **Between cultures:** IT10 Primary School "La Masa"; IT8 1st Grade Secondary School "Boccone".



5. Pilots implemented in Spain

REFUGE-ED partners: Autonomous University of Barcelona (UAB)

INTRODUCTION

For the case of Spain, due to the different type of centers, we have structured the data analysis and **description of the 13 pilot sites in 3 case studies**, according to the different functions and profiles they work with:

- **Case study 1. Reception centers**, which include the following 3 pilot sites:
 - o Pilot SP1. Centre de Primera Acollida in Pla de Santa Maria
 - o Pilot SP2. Centre Orió in Tarragona
 - o Pilot SP3. Centre Sirius in Santa Coloma de Queralt
- **Case study 2. High schools**, which include the following 4 pilot sites:
 - o Pilot SP4 Eibar BHI
 - o Pilot SP5. IES Veles e Vents in Gandia
 - o Pilot SP6. IES Alfonso II in Oviedo
 - o Pilot SP7. IES Al-Ándalus in Almería.
- **Case study 3. Primary schools**, which include the following 6 pilot sites:
 - o Pilot SP8. CEIP Sant Vicent Ferrer (Llíria)
 - o Pilot SP9. IPI Karmengo Ama (Pasaia)
 - o Pilot SP10. CP Martina García (Fuente el Saz de Jarama)
 - o Pilot SP11. CEIP República de Venezuela (Madrid)
 - o Pilot SP12. CEIP Bernat Calvó (Reus)
 - o Pilot SP13. Aranbizkarra (Gasteiz)

The context as well as, and especially, the needs analysis for each of these case studies differs significantly and lets us have a richer approach to the needs and challenges migrant minors, their families and their centers face.

Receptions centers are aimed at unaccompanied minors, although some of the users are over 18, and offer hosting for a range from 6 months to 3 years. Located in different municipalities across Catalonia, they are all externalized services (a private company hired by the public administration) and have the main function to provide emergency protection for unaccompanied foreign minors to provide accommodation, maintenance and health care, and to carry out the first actions of identification and documentation, location and / or communication from relatives.

The high schools in which pilots are being run are all centers with high students' capacity: they host about a thousand students and 100 to 150 teachers, offer non-compulsory high education (12-18 years old) and also professional training courses, and they are already organized as schools as *Learning Communities*,¹⁰⁴ so, they have some experience implementing SEAs. They are in low-middle class neighborhoods and in high migration

¹⁰⁴ Schools as Learning Communities are explained in the Deliverable D.2.2. Guidelines for pilot actions' implementation. However, for more information about the Schools as Learning Communities visit: <https://comunidadesdeaprendizaje.net/>

zones, specially from Eastern Europe, South America and Roma families; and are centers with high complexity and diversity in the cultural level.

The primary schools, instead, are small centers (from 450 to 700 students and 30 to 50 teachers), and they are also *Learning Communities*, so they have some experience with SEAs as well. They are in particularly disadvantaged economic and socio-cultural backgrounds and in high migration zones, specially Morroco, South American countries, and Roma families); they present rich diversity in the cultural level

The **document is structured through these three categories, that is, type of pilot: reception center; high school, primary schools**. In each of them, two sub-categories are drawn: (a) **the context information**, which is concrete for each pilot and provides an overview of the main information that allows to have a picture of the site in terms of its location, size, type of end-users and some demographics, etc., and (b) **the needs assessment**. Regarding the needs assessment, we first present the shared common needs identified across the sites, and then we describe the specific needs observed in each pilot.

Finally, we briefly describe at which stage we are in the implementation of the REFUGE-ED dialogic co-creation process.

Case study 1: Reception centers

A. Context information

Pilot SP1. Centre de protecció d'emergència El Pla (El Pla de Santa Maria)

General information

Type of site: Reception and identification center for unaccompanied minors

Name of the Center: "Centre de protecció d'emergència El Pla", managed by INTRESS non-profit organization.

Type of management: The institution in charge of managing and coordinating the arrival of unaccompanied minors is the Catalan Government, and specifically, the Directorate General of Child and Adolescent Care (DGAIA). The Catalan Government has allocated the management of this center to a third institution, a non-profit organization called "Intress". Intress is also managing other reception and identification centers in Spain.¹⁰⁵

¹⁰⁵ For more information visit INTRESS website: <https://www.intress.org/>

History of the Center: “El Pla” reception center started its activity on March 1, 2018, with a capacity for 50 minors. The El Pla center implements activities of “First Reception Services”, and “Comprehensive Attention” to unaccompanied minors. Since 2019, the center became a “Service for Emergency Protection” (Servei de Protecció d’Emergència, SPE), registered in the Catalan Archive for Entities, Services and Social Institutions (official name: Registre d’Entitats, Serveis i Establiments Socials), with the number S10107, and a capacity for 55 minors.

Location: Pla de Santa Maria , Tarragona, Catalonia.

Key information about the area where the site is located:

The Pla de Santa Maria is a municipality [PC 431080] in the comarca of the Alt Camp in Catalonia, Spain. It has 2340 inhabitants. It is situated at the foot of the Miramar range. The municipality serves the A-2 autopista and is linked to Valls by the T-200 road. Until a few years ago it was an eminent agricultural municipality. Lately, 55% of the land (1,958 ha) was still in operation. The crops are almost entirely dry and the land, rather thin, makes winter cereals grow well, taking advantage of the rain, which is not very abundant in the region. There is a weekly market on Mondays and the Autumn Fair, which is held on the third weekend in October, is traditional. Arriving to El Pla Center and going to other neighbor towns is possible using a private transport (the Center has one), or using the standard network of public transport, mainly buses. The nearest city is Valls, which is the capital of the region.

Context information about the site

Access and Institutional management in El Pla Center. When a new minor arrives at the center, the Welcome Protocol is shared and explained. New and clean clothes are provided to the minor, and he is assigned to a working group in the center (organized according to different colors). The minor is assigned to an educator/tutor, who will be his person of reference for the time of his stay in the center. The message is given from the first moment of the real possibilities and the current context in order to land the expectations of the minor. From this first moment, both the educator of reference of the adolescent like the rest of the educational team begin a first phase of observation and knowledge of the minor. This facilitates knowing the minors’ needs, his interests and other potentialities to define the future educational interventions that will be offered to the minor, and which best suits his profile. At the same time, there is a task of internalizing the internal functioning of the adolescent, with the aim of achieving the standardized dynamics of the center. Once all these aspects of the minor are known, a process of searching for the pedagogical and training resources that best suit the minor begins.

If the minor is younger than 16 years old, schooling is compulsory. If this is the case, the minor will be enrolled in the nearest high school in the territory. If the minor is 16 or older, he is enrolled in the Catalan System for Occupation, in which he will be able to join some type of vocational training and thus obtain some type of professional certificate, enroll to programs of juvenile guarantee (CNO) or alike, when the documentation allows it.

Size in terms of children (number, nationality, age) and staff (number, occupation).

The Centre d'Acollida el Pla has a capacity of 55 places. During 2020 a total of 144 minors were hosted in the center.

Services offered by the El Pla Center in terms of health, protection & formal/non-formal education

- Provision of the first protection providing accommodation, subsistence, detection of medical and health needs, psychological care, if necessary, information, communication with their relatives, international protection, and legal support, to unaccompanied foreign minors recently arrived in Catalonia.
- Assumption of custody and immediate care of these minors or presumed minors, and exercise of the functions inherent in it once made available to the Catalan *Directorate General of Child and Adolescent Care* (DGAIA).
- First analysis of the migration trajectory, and the life of the person who arrives at the center.
- Completion of the assessment and guidance of other community services of the protection system, through the preparation of a report. Each minor has his own case file.
- Minors have at least 1.5 hours of daily literacy in Spanish and Catalan language within the center. 29 minors have made initial training Catalan language. In total 96 young people during the year 2020 have participated in training (compulsory high school, occupational training, etc.) where the Catalan language has been the vehicular. Learning Catalan and Spanish is determined by the interest of the person. The time for learning the language varies for each child. Sometimes children learn the language in 2 months, and in other cases, it takes more than 1 year.
- Given the country of origin of each minor, their mother tongue is different, and the preferred language for communicating with others in the center. The figure of a translator is key.
- Instrumental skills are present in literacy training within the center. Minors also join other types of activities like gardening, cooking, or maintenance of the infrastructure. Most of the time a lack of skills in computer science is detected - for instance, needed to elaborate their CV, or to enroll in distance learning courses.

2020 - Number of minors/or adolescents with special treatments

- No minors have been treated for any medical condition except for those who take Riffinah for testing positive in PPD and having scabies.
- It is worth highlighting the deterioration of teeth in many of the minors. In 2020 a total of 20 minors were intervened for some type of problem related to oral health.
- 6 minors with mental health treatment, 3 psychological and 3 psychiatric.

Pilot SP2. Reception center “Orió” (Tarragona)

General information

Type of site: Reception center for unaccompanied minors

Location: Tarragona, Catalonia

Key information about the area where the site is located: Tarragona is the capital of one of the four regions of Catalunya, which have been one of the most important cities of the Iberian Peninsula in the past, especially in roman times. It has 136.496 inhabitants. Throughout the centuries, the port has been one of the mainstays of economic activity. Since the mid-1970s, it has always been among the five Spanish ports with the highest tonnage, being now the second one. It is closely linked to the traffic of large bulk cargoes, especially oil and its derivatives, cereals and coal. After the Spanish civil war, in the late 1950s some chemical industries began to set up in the area, so the industrial sector also had a notable influence on urban planning and construction in general, as the increase in population, due to the increase in immigration, led to the creation of new peripheral neighborhoods. Tarragona then became an industrial city specializing in the petrochemical field, being the most important petrochemical complex in Spain.

23% of the population in Tarragona has foreign nationality, which represents a quite diverse society: from these, mainly are African nationalities, followed by South American, Europe, and less represented, Asia, Oceania and Central and North America. In the academic field, 10% of the population has no studies, 12.5% has primary studies, 53% has reached secondary education, and 24.5% has post-mandatory studies, which represents a little higher educational level than the rest of the region.

Centre Orió is located on the outskirts of the city of Tarragona. It is in the middle of an educative campus in which there is also a student residence, a special education school and two secondary schools, where they can have access to some educational courses.

Context information about the site

Institutional management. It is a center of private management, belongs to a company called Intress, which manages different services of the third sector.

Size in terms of children (number, nationality, age) and staff (number, occupation). It has 30 unaccompanied minors and 20 professionals working there at the same time, but throughout the year it attends more than 70 minors. The boys are between 16 and 18 years old, but there also are some that are 19 or 20. There are boys from 7 different nationalities: Morocco, Pakistan, Ghana, Senegal, Gambia, Algeria, Mali. Some of them have been in other Spanish regions and so they don't learn Catalan because they know a little bit of Spanish. And because in Tarragona there is a high percentage of population which speak mainly Spanish.

Services offered in terms of health, protection & formal/non-formal education. They are in the center for 6 months approximately, from September to June. And after this, the

ones that are under the protection of the State are referred to adult-life transition resources, which are flats where they can stay until they are 21 years old. Formation and insertion project, which is only for them. It is adapted to their tempos. Centre Orió also collaborates with with highschoools in the area of Tarragona.

In the following links more information can be found:

- Reportage of the reception center "Orió":
<https://www.youtube.com/watch?v=ssq36OY5wCo>
- A pilot program in Tarragona offers training to 40 unaccompanied minors", Diari de Tarragona:
<https://www.diaridetarragona.com/tarragona/Un-programa-piloto-en-TGN-ofrece-formacion-a-40-menores-inmigrantes-no-acompanados-20181120-0031.html>

Pilot SP3. Institutionalized residential care "SIRIUS" (Santa Coloma de Queralt)

General information

Type of site: Institutionalized residential care targeted to unaccompanied minors and separated children (NFE)

Location: Santa Coloma de Queralt (Spain)

Key information about the area where the site is located: Santa Coloma de Queralt is a small town with 2672 inhabitants. According to 2011 data, 5% of the population doesn't have any studies, 16% has primary school level, 36% secondary school level, and 43% has superior studies (Idescat), 75% of the students' study in the town itself. 89.8% of the population has Spanish nationality, so there aren't many migrant movements other than the ones from the reception center. From the foreigners, almost the half is from Africa. Traditionally, the town's main industry was textiles. When the textile industry disappeared, the main economic activity became the precast concrete industry. The economic crisis that began in 2008 has been the cause of the closure of the two main prefabricated concrete industries. As a result of all this, there has been a significant increase in unemployment among the population. According to 2011 data, 27% of the active population is unemployed. 695 people are receiving a pension from social security, which represents a high number of people. The gross disposable household income is of 16.000€, which means that it is quite a poor town and region.

The care centre is well seen in town. SIRUS is in the town, near a public residence for the elderly (in which the boys in the center volunteer) and a health center. There is a school in town but most of them don't attend school. There is an adult school in Tarragona, which is 60 km from the center.

Context information about the site

Institutional management. It is a center of private management, belongs to a company called Intress, which manages different services of the third sector.

Size in terms of children (number, nationality, age) and staff (number, occupation). In the centre there are 25 minors approximately. Most of the boys are from Morocco (of different ethnic groups such as rifians, amazighs, kazajidi). It is a minor's centre, so the age is below 18 years old in general, although there are some exceptions, and some migrants counterfeit their documentation to stay longer. The centre team consists of 10 educators, 1 coordinator, 1 administrative and 1 cleaning staff. There are also some volunteers who do different tasks.

Services offered in terms of health, protection & formal/non-formal education

- Educational programs outside the center: they lead and accompany the boys in the different educational programs. There are the ones offered by SOC (Catalunya's Occupancy Service), to which the boys must be in possession of a NIE; the ones offered by La Generalitat, such as *Garantia Juvenil*; some offered by the region's councils and social services, especially literacy lessons.
- Lessons in the center given by educators themselves or by professionals or volunteers from outside the center.
- Labour practices: they have an agreement with a local shop and a boy is working there, but it's not *formally legal*. SOC also offers labour practices.
- Volunteering in social associations in town and doing community tasks such as cooking for schools, for elderly care homes... educators find it is a measure for integration and making roots. They also do other activities like playing football, going to the hiking group... (Andrès, 2019).
- Workshops: These activities are not officially recognised by any diploma, although they try to include it in their CV. Another activity they do is an hour of reading a day of books from the library
- Giving the boys community tasks as an indirect way of learning
- It's not directly associated to the center, but social security gives them a visit to the psychologist every 3 months approximately, in the CSMIJ (center of mental health for the youth).
- Evaluation of the situation of the minor in order to assist them and assign the most adequate resource. This evaluation is done by a technical team composed of a psychologist and a social worker and must be done in a period of 6 months for the minors' stay in the center.
- The boys have a *pay* which is 2 euros, and each centre decides whether to give it immediately or when they solicit a resource.

Other relevant information

- There are also diverse nationalities, and these nationalities affect their values, expectations, and according to the professionals working in the centre, also in their will to study.
- The boys' families have high expectations of their children's success. Often, the boys feel pressured by their families because it would be shameful if they don't succeed in their purpose to help them.
- The educators also establish contact with the boys' families.

- There are some educators who speak their language.
- The boys don't choose which centre they go to, but the centre can solicit a relocation
- The centre can't choose who is assigned there.
- The boys don't say they have family here, but the educators are sure most of them do, but they don't say it
- The public transportation system is very limited. It is difficult for them to go to the towns where they can receive courses.
- In a University in Reus, there is the Muslim Students Community. Through the interview the educators themselves have proposed to establish contact with them to see if someone would be interested in volunteering in the centre.
- Educators have found that some books can make the boys identify emotions they often don't show because they are ashamed of it

In the following links more information can be found:

Andr s, G. 20th of January, 2019. Un respir per a joves migrants. *El Pa s Catalunya*. https://cat.elpais.com/cat/2019/01/20/catalunya/1547981255_320661.html

B. Insights from the fieldwork: Needs assessment for case study 1

B.1. Shared needs identified across the centers

Our fieldwork has informed the identified needs across the three centers.

The table below describes the main needs identified, which most of them are common for the three sites.

Needs Detection data for pilots in case study 1 (Reception centers)	
Main challenges and needs faced by students, end-users, families, etc.	
Promoting social interactions with local communities	<p>The migration trajectories of the unaccompanied minors which arrive at reception centers are extremely hard. They have to travel alone and most of the time without telling anyone in their home country, doing and discovering everything by themselves and dealing with the pressure and pain of all those whom they leave behind. Through the journey and when they finally arrive at the host countries, they find little support for facing cultural and linguistic shock. They develop a tendency to interact according to nationality, often socializing with those who share their nationality based on cultural affinity.</p> <p>Also, most public and private services where they can attend are specifically addressed to migrant people, so segregated from the rest of the citizens, creating barriers and hierarchies.</p>

	As stakeholders from reception centers explain, a key intervention to reverse this could be giving opportunities for them to integrate into the social life of the town and communities. Linkage between the boys in the center and the life in town, people, associations help to reduce this loneliness and the segregation. Educational and ludic spaces should be created, for the exchange and interaction between newly arrived and local communities.
Access to key knowledge to navigate host societies	This lack of knowledge is an obstacle that hinders the social integration of minors in a broad sense. It complicates their education, often frustrates them, makes it difficult to access resources, to externalise their experience to the host country or simply to access mental health resources. Minors explain that not mastering the language of the host country, among other factors, fuels the mistrust and their feeling of not understanding what is going around them.
Provide basic legal information to enhance autonomy	<p>One of the main challenges the unaccompanied minors face is the lack of autonomy, as in the center everything is pre-established (I.e.: routine). Although in some centers assemblies are arranged from time to time to discuss these issues, little things can be changed, not even the ones which the minors feel don't make sense.</p> <p>And secondly, they don't have enough tools to expand their life beyond the center, and doing things on their own, meeting new people or going to new places.</p> <p>Therefore, based on our interviews, there is a need to provide tools for autonomy, which can be: improving information available about the services and facilities they can have access to and the labor and administrative system of the host country. Increasing language training courses; enlarging educational programs or making them more appealing; or improving the public transport so mobility is not an obstacle for one's own development.</p>
Broadening their expectations about the future	<p>Most unaccompanied minors come seeking a better future, so, they come with high expectations, but they are often frustrated. Through constant disappointments promoted by the host countries, their goals end up only looking for a job. This also reinforces mistrust, and they put boundaries to themselves, thinking they can't pursue working areas other than the most basic ones. "Mi future is working first. I need a normal job, to be able to live and eat, and to study. When I find a job, I'm not only going to work but also doing other things like studying" (DLS1)</p> <p>There is an urgent need to broaden the expectations the migrant minors have on themselves.</p>
Learning the language of the host country	Complexity at the time of learning Catalan or Spanish
Rising awareness about integration and against racism	Host societies are not integrating UAM culture and way of life. The refugeeed and migrant minors must deal with obstacles in the seek for a better life: for instance, being intercepted by the police, being moved around in different centers which makes it difficult to settle down, the difficulty of finding a job, of getting their regularization documentation in order. This leads to lack of will and motivation and reduces their expectations. Also, a major issue that

	<p>must be addressed is the exposure to violence that these children face, outside and also inside the reception centers.</p> <p>There is a clear need of creating awareness-rising campaigns at the local level aimed at opening spaces for conversation with UAM, in which locals would get to know the reality of these children, and which their stories can be told and listened: “when you hear it, it is automatic to help them” (IN6)</p> <p>More workshops could be done to work on issues like respect or equality, for all youth, migrants or not.</p>
Facing mental health problems	<p>These are young people who are sometimes fleeing from very difficult situations in their country of origin and who face a journey in very extreme conditions. When they arrive in the host country, the centres try to address their basic needs but there are no resources to take care of their mental health. When there are disruptive behaviors, interventions are carried out on an ad hoc and insufficient basis. This neglect is detrimental to the reception process and can trigger problems in the future.</p>
Reversing the tendency to criminalise them	<p>Some minors are brought before the judiciary due to disruptive behaviors that are often the result of untreated mental health problems that add to a situation of exclusion and vulnerability. To all this, we must add the stigma and social rejection experienced by these unaccompanied minors.</p>
Poverty and family burdens	<p>The need to help their families in the host country and living as adults while still minors in the host country makes it difficult for minors to consider education as one option, but often not the preferred one. In this sense, their priority is to find a job to help their families.</p>
Overexposure to addiction problems, self-harm or prostitution networks	
Main challenges and needs faced at the center/organization level	
More resources and adaptation mechanisms in learning processes	<p>The centres say that they often provide training or activities for children, but they do not feel sufficiently prepared for them. It is very difficult to adapt the content of a Catalan or literacy class to a group of children with quite diverse levels. In the end, some get bored because they already know it and others can hardly follow the class because they do not have the basics.</p> <p>Also, the schooling level of the migrants in reception centers is very diverse. There are also diverse nationalities, and these nationalities affect their values, expectations, and their will to study.</p> <p>Adaptation mechanisms, in the tools and in the requirements, in accordance with the diverse levels, would be helpful to make the learning processes suitable for everyone and to reduce educational and social gaps. Educational services should also be increased.</p>
Increasing learning and training offer	<p>Both children and professionals agree on the importance of keeping children busy. However, sometimes the activities offered at the centre are few and do not consider the interests of the children. These activities are sometimes offered by the centre itself or by non-profit organisations. It would be interesting to offer academic activities that provide recognition or a qualification that would help to increase the opportunities for access to the labour market, expand this offer and ensure the quality of these activities</p>

Incrementing resources to support emotional wellbeing	In general, the function of educators is not conceived to be related to emotional issues and giving support to these psychosocial needs directly, although through their intervention they are in constant contact with these needs and give support to the migrant and refugee minors. They might have some general knowledge, but they are not experts in this field. In addition, the centers' team members specialized in mental health cannot provide interventions for the children, instead their task is limited to making diagnoses due to the workload. There is a lack of coordination with the health center to provide care for children in this area from the center itself. Experts on psychological issues in the center would help to give this support and assistance required by the emotional and psychosocial issues the minors can have developed through their trajectories.
Improving implication and training of educators	An important factor in explaining success or not of the intervention and services addressed to unaccompanied minors is the personality and will of people in touch with them (educators, directors, public workers...). There is a challenge, then, to increase the implication educators have in their tasks, to go beyond what is strictly necessary, and to transmit motivation to the minors to do things, to pursue dreams, to make efforts to achieve them. If educators were connected and involved in the town's social and associative life would make it more approachable also for the minors in the reception centers. Also, as commented, educators are not experts on emotional issues, but neither professional teacher. Specific training for educators on the needs of the minors would be helpful for improving their functions.
Isolated reception centres	Often, attempts are made to make reception centres invisible to the host societies by trying to isolate them in small villages far from the city in order to avoid criticism. When the transport system is not sufficient, there are problems in ensuring that children can travel to school or to the nearest town.
The health crisis	The pandemic has halted many projects that were starting, and which promoted collaborations between the centre and the administration or entities in the village.
Temporality: high rotation of users and of staff	The centres face a very changing situation. Young people arrive and leave the centre daily, and this means that they must break with the dynamics they have planned in order to deal with these admissions. In addition, they have little time to attend to the minors who are being brought in.
Under-representation of minors in the systems of evaluation of the centres	
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	
Over bureaucratization of administrative processes which adds barriers to UAM's socio-educational integration	Being undocumented is already a barrier which puts USM in a vulnerable situation. If they suffer abuse, there is little chance that there will be a record of it and that someone will complain. In addition, they have barriers accessing the labour market: requirements are placed on them that they cannot mean, for instance, documentation is often a requirement for accessing training resources or the labour market.

	<p>Also, for applying to working or educational programs, for obtaining jobs, residence licenses... migrant minors must be in possession of a NIE (Foreign Identification Number), which most of them do not have. The most problematic issue, then, is the regularization of their documentation, as it represents a very difficult process with lots of barriers.</p> <p>Also, administrations could apply mechanisms so these unregularized minors can have access at least to educational and vocation trainings. Administration should overcome the difficulties of accreditation of training in the country of origin.</p>
Providing support to minors after they turn 18	<p>In average, according to regulations, they should stay 6 months in the reception centers. In these six months the educators must comply with pre-fixed bureaucratic process: do the welcome, do a diagnostic (done by a technical team composed of a psychologist and a social worker) and evaluate the most adequate expedient. Therefore, their stay in reception centers is a very short time for completing this welcome phase.</p> <p>Turning 18 or being close to it means that young people are left with little or no time to train, learn the language and have the support of the centre to carry out formalities before entering the labour market. In this respect, the age of minors greatly affects their chances of success.</p> <p>Administrations should address this issue and continue in giving tools for integration and autonomy when they turn 18. It could be useful to have post-mandatory studies in town so these boys could study in town. Have facilities. Or learning jobs directly, by doing "practices" in companies, shops of town, even after they are not minor anymore.</p>
Political aspects related to the externalization of the services and the management of UMA's centers	<p>This can be materialized in incrementing the investment in public services and therefore incrementing resources for migrant people. And giving financial support to small NGOs and local associations that develop services or social actions for the integration of migrant and refugee minors.</p> <p>Also, policies are often delayed. In Catalonia, many minors have been accepted but no plans have been made for them when they become adults, and no policies or resources have been designed to make these receptions a success. As a result, there are many failures. So, policies must not only be planned but also implemented.</p>
Increasing policies targeting unaccompanied minors and giving them representation	<p>Under the assumption that it would be discriminatory to design specific policies and interventions for them, it is being argued that they are treated the same as others and it is left up to them whether they participate or not, without considering the barriers that often keep them away or hinder their access to public resources.</p> <p>It is necessary, then, to include the voice of the group itself in order to know their needs and improve the results of these interventions.</p>
Improving communication/coordination between the country of origin and the host country	<p>This complicates access to information regarding their health status or vaccination records, among other problems that could be solved if such communication existed.</p>
Lack of gender perspective in the design and implementation of services	<p>Most resources and activities are designed for men, as the number of male minors is much higher than that of female minors. However, women also are</p>

	present, and they are still largely invisible, and their needs are often not included or mainstreamed. The gender issue should be addressed.
Lack of clear educational protocols for UMAs	When they arrive in the host country, there is no protocol in place to ensure their adaptation and academic success, they are placed in ordinary classes with native students without yet knowing the language and this can be a frustrating experience. In the past, they were placed in reception classes for a short period of time to improve their adaptation but without guaranteeing the quality of the content. Evidence-based solutions are needed to contribute to their inclusion without sacrificing quality education.
Racism at labor places	
Lack of specific resources to tackle mental health needs	When there is a mental health problem, they are referred to resources that cannot attend to them because the minors do not speak the language and the resource does not have a translation service or mechanisms to provide this care. There is a lack of resources that consider the background and needs of the group in question.
In general, the expectations for the future of these minors are very low.	
Other relevant information	
Incorporating professionals with the same cultural identity is an advantage	It contributes to solving the language problem and helps children feel more represented in the centre.

B.2. Other specific aspects and needs observed in the centers

Pilot SP1. Centre de protecció d'emergència El Pla (El Pla de Santa Maria)

Knowledge of the migratory phenomenon and its impact on the territory

- Unaccompanied minors face so many difficulties in the journey to the host country.
- Not all minors are equal, their situation, their culture and their needs are not always the same, and sometimes this is invisible for administration.
- Here the social network they have is scarce and this represents little support in the host country.
- Teachers feel the boys are not grounded, they are not located, they have their head there, their body here and it is quite complicated. There are many blockages, difficulties to learn, to move forward.
- Most of the boys have a good relationship with their families, especially with their mothers. Often when you talk to the boys they tell you about their mother, the fathers don't usually don't show up much.

Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin.

- Some unaccompanied minors feel racism even in the reception centers they arrive and should support them.
- Training courses are very far away from the reception center; it is difficult for them to get there.

Effectiveness of specific interventions and services activated

- Activities that are talking about a future perspective or things from within are really the ones that are more participatory, as if they need to talk about it, it's up to them, it's good for them.

Detection of any good territorial practices

- Doing activities and celebrating festivities related to their country of origin's culture. For example, when Ramadan arrives, as most of them are Muslims, in 2021 they celebrated it together, they did an activity talking about this and the boys were glad of it, they feel that their culture and religion is respected.
- In coordination with health services, they analysed why the Maghreb population had not been vaccinated so much and how can be done to improve it. And they've taken an initiative, health services had gone to a center of their own organization so that people can go there to get vaccinated.
- In the health center, a successful information intervention was that in an arrival wave of migrants they put a welcomed service where they explained what services the health center had, the schedules, and all the information needed for health assistance.
- From the social services area there is a reception program that offers Catalan language classes to newcomers where they can meet people from the municipality who are in the same situation in terms of language and can take more root and feel more identified

Pilot SP2. Reception center "Orió" (Tarragona)

The following aspects have been observed in the Reception of UMA center Orió:

- The experience of the boys who travel unaccompanied from their countries of origin, mainly north African countries, to European states, are very difficult and dangerous journeys. Sometimes they find other unaccompanied minors like them in their ways and help each other out, but sometimes they do all the journey by themselves without receiving many helps: "No mother is going to tell you that you must go to Europe by sea, no one is going to tell you to go because, although we live there with difficulties, they prefer that rather than us dying at sea. But when we get to Europe, they are very happy." (SP2_DLS_5)

- Unaccompanied migrant minors don't know their health status and don't have information either about the vaccines they got or pathologies they might had...In mental health issues is most complicated because if there is some problem regarding mental health, they don't have enough information about their past, their families' conditions, if there have been previous episodes of that problem...
- Educators have difficulties in communicating when the minor migrants first arrive and can't speak the host countries' language. The language barrier and cultural diversity hinder communication and promote misunderstandings and confrontations between the minors who live in the centers
- Coordination between all public services attending these children should be improved. Health services feel if coordination improved, they could give a little more support to educators in the center.
- Boys feel really supported by the educators in the emotional sense. They sometimes feel sad and lonely because no members of their families are nearby, but they feel they can talk about it with educators, and they do their best to accompany them in their feelings.
- In this region, there have been waves of arrivals of migrant minors. The first time they had a lot of migrant minors in a massive way, health services state that it was very difficult for them to manage, but that they have been adapting through time and making the process much fluid and successful.
- Detection of any good territorial practices: Training courses are available for the boys at the reception center. However, is very limiting. Minors can choose only between a course in cooking, in hairdressing or in gardening. Finally, something that is lacking is sexual education. Some gynecologists have done workshops in centers, and it has been very useful.

Pilot SP3. Institutionalized residential care "SIRIUS" (Santa Coloma de Queralt)

The following aspects have been identified in the Institutionalized residential care "SIRIUS":

- Collaboration with other public and private subjects (local and not): Educators and stakeholders hold that there is good collaboration between all the agents that address the needs of these migrants.
- Detection of any good territorial practices:
 - Intervention of local NGOs: There is a local NGO which give a lot of support to the migrants in the reception center through different services and actions: From the NGO they try to convince them working is not the final destiny but a mean, that the final goal is to be happy. They also provide flats for the boys who must leave the center. But it is not an assistant perspective, on the contrary, they work on the implication and compromise of the boys in their own maintenance, education and in the centers and community activities. They look for jobs and practices in local companies or shops for the boys and help regularize their papers. Also, they are building a working cooperative to employ the boys. With this money they also contribute to their

and the centre's needs. They discuss all together what each of them can give.

- Training courses: the local administration offers courses for the boys which are optional, outside the center. The access is only for the people who must regularize their situation.
- Collaboration with social entities: something that has worked is the implication of volunteers in doing activities with these boys. Not in a unidirectional way, but also through a cultural exchange.

Case study 2: High schools

A. Context information

Pilot SP4. Eibar BHI (Eibar)

General information

Type of site: Educational center¹⁰⁶

Location: Eibar

Key information about the area where the site is located: Eibar is a city in the province of Guipúzcoa, in the Basque Country (Spain). It has an area of 24.78 km² and 27,417 inhabitants (2017). The economy of the municipality is based on the metal transformation industry. The historical industry of Eibar is the manufacture of weapons. In the last part of the 20th century, the Eibar industry diversified its production developing an extensive range of different products, highlighting those for the auxiliary automobile industry, but also electrical appliances, machine tools, microfusion, aluminum microfusion and weapons are made, now only of hunting. In the third sector, Eibar is the head of the *Bajo Deva* region and the main city with an equidistant situation between Bilbao, San Sebastián and Vitoria. This makes the service sector highly developed. Local services of all kinds are focused on it: education, health, banking, commerce. The GDP per capita is 27.502 (2018), significantly lower than the GDP of the whole region. The unemployment rate is 9.90, two points higher than the one of the region. The percentage of foreign population is of 9,89%, slightly higher than the one of the region.

Context information about the site

Size in terms of number of students and teachers

Eibar BHI is a big high school with 964 students and 140 teachers.

¹⁰⁶ For more information, visit: <https://www.ogasun.ejgv.euskadi.eus/r51-20876x/es/t64amVisorWar/t64aCreaFicha.jsp?R01HNoPortal=true&lan=0&code=20030>

Socio-economic and cultural background of end-users - students and their families, teachers etc.

The ISEC (Social, economic and cultural index) level of the center is medium-high, although there is great diversity because it is the only public school in Eibar.

Eibar BHI offers Compulsory Secondary Education, artistic, humanistic and scientific Baccalaureate and Classroom of Learning Tasks. They also offer Homework Learning Classrooms and Curricular Diversification groups, linguistic reinforcement for students who come from outside, interactive learning within the class group, dialogic gatherings and, during the afternoon, workshops and reinforcements in the different areas.

According to the annual plan, the center has unsatisfactory academic results, with a significant number of repeaters and students forced to abandon the ordinary itinerary to achieve, through other channels, the title of Graduate in Secondary school.

Pilot SP5. IES Veles e Vents (Gandia)

General information

Type of site: Educational center

Location: Gandia

Key information about the area where the site is located: IES Veles e Vents is an educational center situated in Grau de Gandia, a relatively small neighborhood in the coast of the city of Gandia. It is the neighborhood which has growth the most in the last 10 years and has one of the most important citrus fruit harbors of the region. It is divided into two areas, *Grau* and *Platja*, one of which was traditionally a summer or holiday area, but with last years' increasement of immigration this coast area is more inhabited during the year, and the other one is traditionally the fisherman neighborhood. Gandia is a city with 75.798 inhabitants. 20.64% of the population is foreigner. Most foreigners are from the EU or America. 9.54% of the population has no studies, 14.43% has primary studies, 56,87% secondary studies, and 19.16% post-mandatory studies, which is a little bit higher than the rest of the region. In the city there are 8.007 unemployed people, 78% of which from the tertiary sector. The unemployment rate is of 15.33, higher than the region's rate. The youth unemployment rate is of 8.83%, lower than the region's.

Context information about the site

Size in terms of number of students and teachers. IES Veles e Vents is a very big center in the neighborhood of Grau de Gandia. There are 1131 students in the center and 131 teachers. More than half of the students belong to post-mandatory vocational training courses. There is also a hair-dressing course addressed to those youth that haven't finished mandatory school but want to continue studying in later grades.

Socio-economic and cultural background of end-users - students and their families, teachers etc. From a social economic point of view, the population is very varied: to the traditional families of fishermen to immigrants from the most diverse origins, either from the surrounding villages, from the rest of the País Valencià, Spain, or from South America and Eastern Europe. Among parents there is a low percentage of professions resulting from university education. Regarding the economic level, it's mainly middle class but very sensible to the cyclic crisis of construction, tourism or financial sectors.

Demographics: Approximate number of migrant/refugee children who attend the school; nationality; and age. There are 173 migrant children: 98 in secondary education (12 to 16 years old), 23 from *batxillerat* and 17 from middle training cycle (16 to 18 years old), and 31 from superior training courses (more than 18 years old). The main countries they are from are Bulgaria (31) Rumania (27), and Urania (12). There are 105 from Europe, 42 from Latin America, 8 from Africa, 2 from Asia, 2 from the Middle East and 1 from the United States.

Pilot SP6. IES Alfonso II (Oviedo)

General information

Type of site: High school: IES Alfonso II

Location: Oviedo

Key information about the area where the site is located: Oviedo (in Asturian, Uviéu) is a Spanish town and city, capital of the Principality of Asturias. It has 216.60 inhabitants. It is recognized as one of the cities with the life quality by the European Commission. Asturias is the most aged region in Spain, with the lower birth rate in Europe. The economy of the council of Oviedo is strongly based on the tertiary sector, being a city, whose center is eminently occupied with office buildings. As the capital of Asturias, it has many civil servants. Industry is limited in the council with its greatest exponent in the Trubia Arms Factory (a subsidiary of Santa Bárbara Sistemas, specializing in the manufacture of howitzers and armored cars) and the closest industry to the city is mainly located in the neighboring councils of Siero and Llanera. The unemployment rate in Asturias is 13.64, which is lower than the national level. For the youth it is 38.63. In the city of Oviedo in 2017 5,7% of the population had foreign nationality. The school is located in the center of the city, in the Center-west neighborhood.

Context information about the site

Size in terms of number of students and teachers. There are almost a thousand students in the center, 90 teachers and 14 other staff members. The school offers different types of studies: secondary education, adult education, different post-mandatory education courses, and it also offers night courses. It has four lines for each course.

Other relevant information. They have been implementing participative spaces for all actors in the educational community. It is a project they have called "Proyecto de

los organos de participación y representación” and it includes now 19 teachers and more than 50 people (families, staff, students, neighbors...). The actions they are implementing are interactive groups, dialogical gatherings, tutorized library.

They are also in contact with different associations (Asturias AEBE, elderly residence Santa Teresa) and educational centers and universities (Universidad Oviedo, Universitat de Barcelona, Universidad de Deusta, Anton Vassari College in Malta...)

Pilot SP7. IES Al-Ándalus (Almería)

General information

Type of site: a. Educational center

Location: Almería

Key information about the area where the site is located: Almería is a city with 727.945 habitants (INE). The neighborhood in which the center is located (Fuentecica Quemadero / Plaza de Toros) is a vulnerable neighborhood although it is not the most in the city (Espino, 2017). The Fuentecica-Quemadero neighborhood originated at the beginning of the 20th century with the settlement of the most disadvantaged population on the outskirts of the city, in the surrounding caves. In Almería, the agricultural sector is quite important as it is one of the principal agricultural holdings of Europe. There are some industries, especially manufacturing ones. And the tertiary sector has a significant weight. The unemployment rate in the region is of 22.01, one of the highest in Spain (INE). In the period between 1996 and 2007, the registered unemployment rate in Almería was always below 5%, so it was considered as full employment. However, following the global economic crisis unleashed in 2008, the number of unemployed has not stopped increasing. According to the database of the Andalusian Institute of Statistics, the disposable income per resident inhabitant in Almería ranged in 2003 between €10,200 and €11,300.164.

According to 2011 data, the educational level in the city is the following: 11.3% of illiteracy, 41.1% primary studies, 24.2% secondary studies, and 23.3% superior studies, which is significantly low level compared to other regions. (SIMA)

In 2011, 9.7% of the population in the city had foreign nationality. Most of the foreigners are from Africa, especially Morocco, and the second most important is Argentina. In Almería there are many associations that work for and promote an inclusive society and with whom IES Al-Ándalus collaborate, such as: Instituto Andaluz de la Mujer, Almería Acoge, Liga Española de la educación en Almería, Fundación de Secretariado Gitano, Residencia de Ancianos Casa de Nazaret, Asociación A tiempo Almería, CEPAIM Almería.

Context information about the site

Size in terms of number of students and teachers. It is a big center with different types of studies: primary education, secondary education, adult education, and different post-mandatory education courses. It has three lines for each course. In terms of teachers, there are almost a hundred teachers, and 10 other staff members.

Socio-economic and cultural background of end-users - students and their families, teachers etc. According to the Agencia Andaluza de Evaluación Educativa, the center's socioeconomic and cultural index (ESCS) is -0.85, which is very low. The provenance composition of the students is different according to the different types of studies, because it includes different regions. In secondary education there is an important percentage coming from a neighborhood with a difficult socioeconomic situation: high unemployment rates, and even illiteracy in some cases.

Demographics: Approximate number of migrant/refugee children who attend the school; nationality; and age. In year8 and year9 there is high presence of Roma ethnicity. *The center's report describes that "even that the students are well integrated in the school life, we have been proving that they suffer a worrying shcool absenteeism and drop-out."* And in the center as a whole there are 25 different nationalities.

Other relevant information. This school is organized as a Learning Community, and belongs to the Andalusian Community of Learning Network. They define three main objectives which are improving the academic achievement, improving the co-existence climate, and democratize relationship and functioning in the center. They have lots of participant spaces, like student or family assemblies, volunteer projects, mixed commissions, community participation in school's main decisions... They have also implemented SEAs, based on the conclusions of the project INCLUD-ED: Interactive Groups, Dialogical Gathering, Mixed Commissions, Family education, dialogic model of conflict prevention and resolution, dialogic education for teachers...

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B. Insights from the fieldwork: Needs assessment

B.1. Shared needs identified across the centers

Needs Detection data for pilots in case study 2 (High schools)

Main challenges and needs faced by students, end-users, families, etc

Following up and collective support spaces after recent migration	<p>Migrant children have been through hard migration trajectories which mark them in the way they feel, their expectations, their interests... These trajectories also come along other difficulties as being separated from parents for a long time (because of working abroad or moving to the host countries in different moments). Also, although it is not always a direct correlation, a lot of migrant families live in poor conditions or face some structural lacks, such as infrahousing, as not finding work, as having trouble to pay for basic needs... A teacher states in an interview "if people hadn't to worry about how to pay for food or electricity every day, if there was respect for the skin's color, educational challenge would be a lot less."</p> <p>Therefore, children need support spaces to share their concerns, their feelings, to find tools to manage their frustrations, sadness or pain. For instance, in one of the schools they once conformed a group of people from Romania as a support and learning group, where they helped each other in educational items and in daily problems and maintained traditions of their country of origin.</p> <p>Moreover, school could address all issues regarding the wellbeing of children and try to stablish mechanisms to help them and their families such as support peer groups, where further than being helpful in the emotional sense, can be also a service or material exchange and support group.</p>
Getting used to the culture and learning the language	<p>Children and families experience is that a migration trajectory is hard because apart from the break it represents in the emotional stability, there is also a cultural and language shock migrants must get used to. In the center some migrant students finish to relate with children which speak the same language, and at home they don't practice the language of the host country either, so it makes it more difficult for them to practice and makes the learning process longer.</p> <p>In some schools specific Catalan and Spanish classes for migrant students and for their families have been held and have been helpful to improve the communicative skills and to make them feel comfortable speaking the language and being able to understand the academic content. For getting to know the host culture, increasing interaction by doing heterogenic work groups in the classroom, in the cultural level, and the academic and abilities level, would help.</p> <p>A helpful idea some students and family point out is to have translators or interpreters in the classrooms, either the students themselves or external ones, who could help newcomers who can't speak the language yet.</p>
Broadening children's self-confidence	<p>Professionals analyze the lack of confidence in themselves of migrant children as one of the main difficulties in these students' success in the learning process. Their experience shows that most students don't believe they can achieve academic successes and so they don't put effort into it. This is driven of the fact that society tag these migrant or refugee children as less intelligent or not capable of achieving the same academic knowledge as their native peers, making some of the migrant students reactive to schools' educational requirements and so behaving badly.</p> <p>More attention to these students and working on their self-esteem would help to improve their academic development. Teachers and families must make children understand and expand their potential, orientating them in what they like and what they can be useful in, while making the learning process seem attractive to them.</p>
Leveling the academic content	<p>There is sometimes difference between the academic level or pressure in their country or origin and in Spain. Usually, children find that the requirements in schools here are much higher than in their CoO, although there are some cases in which students feel</p>

	<p>school was much easier in Spain and got bored at the beginning. Adapting the content while not reducing educational level or having reception material for reaching the level of the host country could break this gap. Also having groups in class with children of different academic levels would help each other. Most students interviewed feel that there is a good dynamic in the classrooms where classmates help each other when someone is not understanding the subject.</p>
Fighting absenteeism	<p>Some teachers and stakeholders point out that one of the biggest challenges is absenteeism. Because when children go to school, they can always manage a way to make them success, but when they are not in the classroom, it is almost impossible from the center. They argue that the protocols in these cases are very slow, and that an structural approach is needed because there are many factors behind absenteeism and the way to solve them is addressing those directly.</p> <p>Absenteeism is usually associated with family problems (broken families) and peripheral neighborhoods in which absenteeism is almost institutionalized. The labor market doesn't motivate children to study, they don't find a reason. Also, it is related to family patrons: if parents haven't gone to school, it usually means children will present absenteeism.</p>
Main challenges and needs faced at the center/organization level	
Increasing teachers' sensibility, training and compromise	<p>Management teams consider not all teachers are familiarized with innovative and inclusive teaching methods: the access of teachers doesn't depend on school but on public administration. The most basic challenge is sensibilization of teachers with the migratory phenomenon and with intercultural approaches of education and MHPSS. Moreover, there is still a lack in knowledge of teachers regarding scientific evidence in educational methods. Training in order to distinguish what is best and what is worst for the students, this is, what is based on scientific evidence and what is not would be useful for professionals' daily teaching and educative actions.</p> <p>Also, there is also a generalized distance, not only in physical terms but also in cultural, social and economic terms, between the center (teachers) and the environment in which students live: there is lack of knowledge of the neighborhoods and surroundings. Schools could promote the interest and visiting of teachers in these neighborhoods.</p>
Staff specialized in emotional support and creating a safe space	<p>Migrant students don't feel that if they needed emotional support they would first attend the center. In school they find protocolled only one initial meeting and not so much following up later. Sometimes migrant students don't think teachers are going to help them and they feel attacked, as they fear they might be discriminated against due to their origin, that teachers look at them with another eyes.</p> <p>But they do think that more resources could help, as personal wellbeing is necessary to follow up with the studies. A proposal could be a figure of a psychologist in the center that could do an evaluation of students periodically. This figure could help to build bridges between teachers and families.</p> <p>The process children need to make to adapt to the new country and to be able to express their feelings and their needs to teachers or the educative community is a long process. In order to attend to these children's needs, there must be a good climate so that students can trustfully find support in teachers. Teachers must enhance this climate, by paying attention to details and listening meaningfully to them.</p>
Involving families in the educative	<p>One of the interviewed teachers explains that education is global, it is an aggregate issue involving school, families and students. Her experience is that when all three work together in the same direction goals can be accomplished but otherwise it doesn't work.</p>

community and promoting meeting spaces	<p>This means that when parents reinforce their abilities their academic development is very successful. Other teachers highlight that one big lack is the participation of families: who collaborate most are the ones that give their children have better academic performance. Some families don't see it as important, have different expectations and values about education.</p> <p>Nevertheless, migrant students say they wouldn't want their families involved in their own studies, they prefer that families trust them and give them autonomy to organize their studies however they like, so the involvement of families in school although it is essential, must be very careful not stepping on children's autonomy, especially in these years of development of students in high school.</p> <p>Meeting spaces are useful because when people hear from their own migrants their own migrants it is the way to really understand them and break prejudices and stereotypes. Also, teachers' experience is that involving all families in school is very useful to improve sense of belonging, because there is interaction of different cultures. With the visibilization of a culture, people feel represented. But it is important to take care and not stigmatize cultures from a colonial perspective.</p>
Improving communication with students and creating participative spaces	<p>There is a lack of communication from school with all students about what projects are going on and what students can be involved in. Students propose that it could be part of the educational curriculum that students learn to organize activities and have initiative for themselves.</p> <p>Students also feel it would be helpful for them to have more autonomy to choose what they want to study, what subjects they want to take; and make classes more participative, so that they could contribute to sharing and creating knowledge.</p>
School to enhance complexity	<p>All pilot sites have been working for years from an inclusive approach of education. They believe diversity is a potential, rather than an obstacle. These schools are, in fact, very complex schools, with children of lots of different origins, cultures, ways of living, and lots of children with special needs and difficulties in learning. But all the actions implemented have proven to be successful in overcoming problems and barriers and are recognized as very good schools for migrant people in their regions. This has the consequence of having a very high demand, and so teachers state that they must be careful while embracing diversity to not become a ghetto, but to be an open school.</p>
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	
Legal frames which go along with integrative educational methods	<p>When centers first started, the legal framework didn't give support to what the Communities of Learning and Practice seek. "In a growing process there are always bad periods, and so it is important there are external elements that insufflate and recharge batteries to carry on. Therefore, investigation is important. This external reinforcement is always positive, because it shows you are not alone" (<i>Interview 1 SP6</i>)</p>
Reducing external elements of pressure	<p>The educational system is not always thought of in a humanistic way, as an integral process, but as a set of tools addressed only to passing subjects and orientated at having success in the labor market. Moreover, Educational system doesn't usually adapt to the needs of migrant children. For example, the process of going to university after high school implies passing an exam for which students and teachers have to focus and the more humanistic approach of education is lost.</p> <p>Systematization and seeking only passing standard academic results is not a very restrictive view on education. Instead, schools should focus on the capacity of children to</p>

develop ideas and their lives. More individualized attention and learning would be helpful in this sense.

B.2. Others specific aspects and needs observed in the centers

Pilot SP4. Eibar BHI (Eibar)

Knowledge of the migratory phenomenon and its impact on the territory:

- In general, the reasons why immigrant families left their countries are not because they wanted to but because they had to emigrate due to economic conditions in their countries of origin. Therefore, the economic difficulties of immigrant families directly affect the students' learning process as well as their mental health. In fact, some of the teachers stated that the economic problems of these families have greater weight and affectation than their vulnerable condition as immigrants because it entails chain effects.
- Migrant trajectories often come along with other difficulties such as being separated from their parents for a long time. According to the fieldwork, many parents travelled first and after some years brought their children to live with them. As a result, there is an emotional detachment between the two. Some fathers or mothers have remarried, and this is another shock in the lives of these children and young people.
- According to the teachers' interviews, migrant trajectories mark students and families' expectations, also their interests. For them, parents' expectations of their children are generally low.
- Some students have shown themselves to have been exposed to violent situations in their country of origin which affect their behavior and mental health.
- Most of these families are undocumented and it represents a enormous obstacle in order to change their economic conditions.
- Students face a clash of cultures which affect them in many ways. Some of them miss their country, their customs but at the same time they are trying to fit in their new life in the reception country. In addition, in their countries of origin, they were more autonomous and here they are not, and that makes it a little difficult for them to understand.

Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin.

- Most of the students spend time alone at home because their parents must work. And students do not have support at home to do their homework and, ultimately, it is difficult for the school to establish a relationship with the families because they are not accessible either because of time or language difficulties.
- According to the teachers, immigrant students starting point is lower in comparison with local student body, so the overexertion they must do is immense. For this reason, changing the school's methodology and adapting it to people coming from abroad is needed.
- Some of the teachers stated that families are reticent with the idea of getting involved in children's education. In this sense, involving families in the learning process is mandatory. The issue of parental adaptation is important; many parents are unaware of the available resources they can access.

- Communication should be improved, so that all students know what is happening in the center, which projects are going on, etc.
- In some cases, teachers do not know the country of origin or the stories of the students.
- Meeting the needs of families is an ongoing process. Many requests are made, but it is impossible to meet all demands.

Collaboration with other public and private subjects (local and not).

- School staff work in coordination with private companies; if the family authorizes us, there is no problem. Some private offices or services refer families to social services because they understand that they will receive different attention.
- Red Cross offers school support for children with families in vulnerable situations. This is coordination. We refer to them the cases of children who need school support because they do not have the financial resources to pay for an academy.
- Organizations coordinate with schools, health centers, both mental health and pediatrics. In the past we have had meetings with established protocols, with referral forms where the characteristics of the minors to be attended are stated.

Effectiveness of specific interventions and services activated

- Regarding the Successful Educational Actions implemented in the school, students manifested that Dialogical Gatherings help them to express themselves. "(About literature gatherings) they help me to discover new words and to speak in Basque, varying the forms. I participate in gatherings. I must prepare them a bit at home, first I do it in Spanish and then I switch to Basque" (student).
- Teachers explained that normally students help each other in Interactive Groups but sometimes they prefer to stay quiet not because they don't want to help but because they don't understand. At the same time, students said that Interactive Groups help them in many ways. "There is an adult moderator with each group, and they can identify the needs that we have as students because in a class with a lot of students it is very difficult for the teacher to realize that" (student).
- City council programs are effective but not miracle workers. They do; however, help create a sense of belonging. "In the end you form a group. You see that there are people like you, you are not the only one in the class who attends these initiatives, they help each other a lot" (teacher).

Detection of any good territorial practices

- Prevention workshops given in schools such as addiction prevention. These are general programs given to students.
- The school had gymkhanas in the past that have helped to integrate all types of students. One teacher suggested that they should take them up again.
- There is another program for 3rd course ESO students, who receive training to become leaders, promoting the integration of the Basque language.
- The school staff work with parents' associations, which are the ones that have a lot to do, they decide how their children are going to study, how they are going to live, they guide their children. That is why teachers try to guide these families.
- EUSLE program is implemented in Basque Country schools which main purpose is to promote linguistic immersion in Basque. According to teachers, it should be more condensed, so students have a base of the language faster. "I think at the beginning it should be more intensive and then integrate them into the classes because if not it's

learning in dribs and drabs" (teacher). "The students don't learn the language fast enough to integrate into the classroom" (teacher).

- ONGI Etorri is another example of government intervention in schools. In this program students with similar characteristics, who are not fluent in the language, who come from abroad, tend to come together, and finding people with whom you have something in common is important.

Other information

- The merger of the two schools into one has brought with it some problems of coexistence. One of the centers was characterized by upper-middle class students while the other was characterized by migrant and low-income students.

Pilot SP5. IES Veles e Vents (Gandia)

Collaboration with other public and private subjects (local and not).

- There is coordination with other entities and educational agents: for example, there is a University nearby with which the center collaborates in different ways, for example through workshops.

Effectiveness of specific interventions and services activated

- 3 counselors, pedagogical therapy teachers, and teachers of "language and audition". they have a special classroom of "language and audition". There are enough resources in this sense.

- The most important thing is that they don't segregate, there is high inclusion, and so they learn, and they integrate better and faster. Diversity is a value in this school.

- It is fundamental that the management team is specially involved. Also, it is an open center for families, for volunteers, for researchers.

Detection of any good territorial practices

- In dialogical literacy gatherings their own experiences, related to migrant trajectories, show up and they can normalize them and work on the emotional issues developed.

- Catalan classes for the students' parents are very useful, not only because they give parents tools to help their children, but also because children see that education and what they are doing is important.

- Co-teaching is also very useful. Because more points of view are shared, and also because classrooms are very big.

- Interesting projects they have promoted: exchange with a mental health center and students must organize activities together.

- Sometimes they have tried to translate the content in their original language so that they can get used to the change of language gradually.

- Tutorized libraries are a very useful tool, as they can learn in a more personalized environment.

Pilot SP6. IES Alfonso II (Oviedo)

Knowledge of the migratory phenomenon and its impact on the territory:

- The students face difficult situations, such as: being abandoned by their families, the cultural shock, the aggressiveness of an educational system that does not propose measures to compensate for these difficulties.
- Migrants usually have hard jobs, so they can't take care of their children because they work a lot. "At home they have many economic problems, legalization of papers, etc, that exert a lot of pressure on them that hinders their school success. Sometimes it prevents them from attending classes, etc." (teacher).
- When these students arrive, they are out of place in every way, their family reality is not what they expected.

Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin.

- These students must have a year of adaptation, sometimes because of the language. From Latin American students come with a good level from their country, but when they arrive here, they get discouraged because there is a curricular gap.
- They need psychological support
- Students are grouped by age but not by level. Sometimes because they are not at the level of the class, their level of failure is high. "A student who is lost, distorts the others and starts to be the bad child".
- There should be more accompanying personnel, in the school or outside. "There should be more one-on-one staff, people who are very committed, concerned and prepared, although I see it as very difficult. They should be able to interact with the children".

Social Services should have more contact with the school and more involvement.

- The relationship with families is very distant and you detect that migrant families try to come less to the school because their socioeconomic circumstances are more complex and because they don't feel represented in the school.

Collaboration with other public and private subjects (local and not).

- Some organizations such as Secretariado Gitano work with vulnerable students at this school, in this case Roma students. From the Project they lead, which is comprehensive (documentation, access to benefits, health, housing, employment and education), sometimes in education they contact different centers for specific cases that require support, or when they need to run bridge with social services.

Detection of any good territorial practices

- Sports and Intercultural Days help a lot in integration. "In high school, when there were championships, they were very integrated. That was very positive" (teacher).

- Project Alba, which is aimed at students who are on their own, includes school support and personal support for the child.
- There are also parishes (St. Melchior, Saints Apostles, Heart of Mary, St. Francis of Assisi, etc.) that offer job placement and school support.

Pilot SP7. IES Al-Ándalus (Almeria)

Knowledge of the migratory phenomenon and its impact on the territory:

- In the school there is a very high percentage of migrants, specially from Morocco and Latin America. There are some classrooms in which there is almost no one without a migratory context. Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin
- There is some cultural clash between Roma students and Moroccan students. It is something that happens in the neighborhood, and it is reproduced in school.
- Most people migrate because of economic reasons, or they come from zones in conflict. There are differences between the families that come in legal ways or are breaded by the administration, or not.

Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin

- The biggest challenge is regarding absenteeism. Because when children go to school, they can always manage a way to make them success, but when they are not in the classroom, it is almost impossible from the center. The protocols in these cases are very slow.
- There are some kids who arrive at the middle of the course, so integration becomes more challenging.

Effectiveness of specific interventions and services activated

- Students point out that what they like the most about school is the solidarity, the implications, and the availability of teachers. They feel their teachers are a reference, an example to follow. And the school always tries to be there for them in any sense, for example with resources, they give laptops if someone needs it for some time.
- The school offers reinforcement lessons in the afternoons, but some children don't take it seriously because it is voluntary. They feel sometimes time is lost in these lessons. And they don't want to ask their parents for private lessons because they are not economically well.
- Classrooms are divided into bilingual (English and Spanish) or non-bilingual ones, which students can choose but it often ends up being according to different educational levels: students feel this doesn't help them to have the tools needed for succeeding in their purpose in the future. Also, it creates segregation.

Detection of any good territorial practices

- They have some projects running, for the learning of the language: programa PALI for extra-school activities learning, and ATAL, which is a special resource for learning Spanish in the school time: they try to use this resource inside the classroom but sometimes it is impossible because there are so many children that need attention, so they do a separated

classroom for some of the children who have to learn the language before understanding the contents of the lessons.

- The center believes that the more open with the community they become, the better. They have contact with a lot of associations as Almeria Acoge, Asociación Marroquí, Mujeres en zona de conflicto...
- They promote many learning and cultural activities, like the intercultural week, the "dreams" week (in which the educational community proposes dreams to be fulfilled), activities in the break time, as well as SEAs such as IG, DG and tutorized library.
- Their philosophy is to embrace and promote any kind of initiative coming from teachers, students, families, external entities...
- In previous years teachers did interesting projects to get to know the different cultures: for example, teachers had traveled to Morocco because a lot of their students were born there. But they had to organize and pay for it themselves, there is no financial support for this kind of activity.

Case study 3: Primary schools

A. Context information

Pilot SP8. CEIP Sant Vicent Ferrer (Llíria)

General information

Type of site: Educational center

Location: Llíria

Key information about the area where the site is located:

Llíria is a town near Valencia with 23.482 habitants. Around 70% of the population lives in the city center, and the rest in residential estates on the outskirts of the city or scattered. There is a high number of secondary residences, around 9.000, distributed in six different urbanizations.

In the 16th century it was a small village, but with the agricultural expansion and the flourishing of the craft industry, it grew highly through the next centuries. During the first half of the 20th century, the population stagnated as a result of the socio-economic instability of that period. Since then, the population has grown steadily as a result of the expansion of commercial irrigated agriculture and a thriving local industry.

89.4% of the population has Spanish nationality, 5.3% is from other EU countries, and 5.3% from other continents, the foreign groups are mainly British, Romanian and Moroccan.

The economy of Llíria is in well-development and has been transformed in the last decades from a traditional economic structure (rain-fed agriculture, local craftsmanship) to a modern one (irrigated agriculture, industrialisation, tertiary activities). Industrial activity (27.1% of the active population) has developed particularly in recent decades and has a strong endogenous component, given its evolution from traditional craftsmanship. The main sector is clothing, followed by construction materials and furniture. In order to boost economic activity in the region, in 2019 a large industrial area, Pla de Carrases, was built. In Llíria, 2341 people are unemployed, mostly from the service sector. Which is also the sector with most weight in the economy of the town. The unemployment rate is 106%, higher than the region's rate.

According to 2011 data, the population level is not very high: 9.97% of the population has no studies, 13.6% primary studies, 61.74% secondary studies, and 14.7% post-mandatory studies, which is slightly lower than the educational levels in the region.

Context information about the site

Size in terms of number of students and teachers. The center has around 640 students and 41 teachers.

Socio-economic and cultural background of end-users - students and their families, teachers etc. CEIP Sant Vicent Ferrer is the only public primary school in town, although there are private ones. Therefore, most of the students come from Llíria itself, and there is diversity among the students in socio-economical terms, but most of the family backgrounds are of low-middle class.

Demographics: Approximate number of migrant/refugee children who attend the school; nationality; and age. There are 95 migrant children in the school. They are of 17 different nationalities. Almost half of them is from Morocco, 2 from other African countries, 25 are from Romania, 7 from other parts of Europe, 11 from Latin America, one Chinese and one from USA. 60% are boys and the rest are girls. 18 of them are 3 to 5 years old, 6 are 6 years old, 10 are 7 years old, 17 are 8 years old, 14 are 9 years old, 13 are 10 years old, and 14 are 11 years old.

Other relevant information. The school is organized as a *school as a Learning Community* since 2014. It is convinced that emotional aspects (motivation, goals, expectations, self-concept, self-esteem) are intimately linked to cognitive abilities. The student is the protagonist of his or her learning process and always has in mind the importance of families' involvement.

Student performance, according to the Valencian Community's diagnostic assessment tests, has been consolidating in a high position (77th percentile on average over the last three years) in the areas of Valencian language and Spanish language and a very high position (93rd percentile on average over the last three years) in the area of mathematics.

Education is based in the dialogical learning principle, and they are implementing SEAs such as interactive groups, dialogical literary gatherings, tutorized library, family education, community participation.

Pilot SP9. IPI Karmengo Ama (Pasaia)

General information

Type of site: educational center

Location: Pasaia, Gipuzkoa

The socio-economic and cultural conditions of the neighborhood/area. Pasaia is a Spanish town and municipality located in the northeastern part of the San Sebastian region, in the province of Guipuzcoa, in the autonomous community of the Basque Country. Pasaia is a town created around the port, it is located around the bay and the activities developed in it. For this reason, it has been characterized by demographic changes due to the growth of industries and economic crises. IPI Karmengo Ama is a subsidized educational center in the Trintxerpe district of Pasaia, which was formerly a neighborhood of San Pedro formed by farmhouses. Nowadays, it is made up of multi-family dwellings and is a district that developed mainly during the time of the fishing industry. In addition, the district has the lowest per capita income in Gipuzkoa, which may explain the composition of its student body. More than 40% of the approximately 500 students at the Karmengo Ama school are of immigrant origin and many of those who stay for lunch, 85% of 300, receive the lunchroom scholarship, which means that their family income is well below the average. The center covers the three compulsory stages of the educational system: kindergarten, primary and secondary education.

Context information about the site

Size in terms of number of students and teachers. Currently, 83 teachers work at the school.

Socio-economic and cultural background of end-users. The center covers the three compulsory stages of the educational system: kindergarten, primary and secondary education. Regarding its composition, more than 40% of the approximately 500 students at the Karmengo Ama school are of immigrant origin and many of those who stay for lunch, 85% of 300, receive the lunchroom scholarship, which means that their family income is well below the average. In fact, the centre welcomes 32 nationalities from all over the world.

How many migrant/refugee children attend the school. 33 students come from Latin American countries, 21 come from African countries, 11 were born in Eastern Europe, 9

come from Asian countries, and there are 7 students which come from other European countries.

Other information. At the moment, the school implements 5 projects: Paired Readings, Learning Community, Weekly Cooperative Carnival, Dialogic Conversations and 50/50.

School web: <https://karmengoamaeskola.hezkuntza.net/eu/hasiera>

Pilot SP10. CP Martina García (Fuente el Saz de Jarama)

General information

Type of site: Educational center

Location: Fuente el Saz de Jarama

Key information about the area where the site is located: Fuente el Saz de Jarama is a small town of 6807 inhabitants near Madrid. It is a dormitory town, but it also has many second-residence houses which belong to people from Madrid. It has a very local economy, mainly in the agricultural field, and other family companies. CEIP Martina Garcia is the only public school in the town. There is higher percentage of foreigners than in the rest of the region, of 17,2%, mainly from America. The gross disposable income is 15.928 euros, which is lower than in the rest of the region.

Context information about the site

Size in terms of number of students and teachers. The center has three educative stages: 2 lines for 3 to 6 years old (131 students), 2 or 3 lines in primary school (304 students), and 3 or 4 lines in secondary school (270 students). In total, there are 705 students. There are 27 primary teachers and 33 secondary teachers, and 12 other staff members.

Socio-economic and cultural background of end-users - students and their families, teachers etc. It is an educational centre in which pupils from Fuente el Saz del Jarama and near neighborhoods attend. Among the students there is a high percentage of immigrant population and also with social problems.

Other relevant information

This primary school promotes some Successful Educational Actions (SEAs) such as:

- Literary gatherings with students and families, some articles related to school bullying
- implication of children in the prevention and resolution of conflicts
- interactive groups
- other digital SEAs

There is a Guidance Department with: a full-time guidance counsellor, a community-service teacher shared with another school, two teachers of hearing and language, a technician of Social Integration, two therapeutic pedagogy teachers in primary school, and one for secondary stage, and a physiotherapist shared with another center. Their function is to give support in the learning process.

Pilot SP11. CEIP República de Venezuela (Madrid)

General information

Type of site: Educational center

Location: Madrid, district Usera, neighborhood Zofío

Key information about the area where the site is located:

Madrid is the capital of Spain, and it has 3.312.310 habitants. In the district where the site is located, Usera, 142.454 people live. Usera is a worker's district, which grew at the 60s specially through migrants from rural areas other Spain's regions. Is one of the most culturally diverse neighborhoods in Madrid. There are important groups of people who have already been living in the neighborhood for several years (Latin Americans, families from northern Africa and Eastern Europe) who have experienced the changes that have been taking place: housing rehabilitation, new housing, high percentage of re-housing, etc. Most of the Spanish population in the neighborhood is of Roma ethnicity. In the last decade, the immigrant population that has most settled in the neighborhood comes from China, with greater stability in employment, and with the cultural and linguistic difficulties. In recent years there has been an increase in the number of Spanish families from the middle social and economic class in the centre. The percentage of people with foreigner nationality in Zofío, the neighborhood, is 26%, which is more than 10 points higher than the rest of Madrid. Zofío, the neighborhood in which the school is located, is a relatively new neighborhood from the 80s.

The unemployment rate in Zofío is of 11.63, which is slightly lower than in the average rate in Madrid. The educational level of the neighborhood is the following: 7.1% hasn't gone to school, 18,5% hasn't finished primary level, 41,3% has secondary education, and 32,1% has post-mandatory studies. Usera is an area with plenty of schools and green areas, but somewhat lacking in services and cultural resources.

According to CEIP República de Venezuela families and teachers, coexistence in neighborhood is not easy. This is due to economic factors also, with poor living conditions.

Context information about the site

Size in terms of number of students and teachers . There are 442 students and 31 teachers in the center.

Socio-economic and cultural background of end-users - students and their families, teachers etc. The school's families come from the neighborhood itself and from neighboring areas of the district. It is a population with great cultural, social and economic heterogeneity, with very diverse origins and languages other than Spanish. It is a group that is very concerned about their children's education and that is committed to quality public education. Furthermore, a relevant group of families is very involved and committed to the AMPA (the school's families aggrupation), the organisation of the school, the projects and the educational services. In the same way that there are several cases of working days with no possibility of reconciling work and family life, who need the support of the school for the optimal care of their children.

Demographics: Approximate number of migrant/refugee children who attend the school; nationality; and age. There are 27 students of special education or integration, 51 students of special educative needs related to cultural or social disadvantaged situations

Other relevant information. Their project of Communities of Learning is promoting the involvement of families in the educative process, through mixed commissions, interactive groups, the classroom itself, family school, and participation in school's festivities.

Pilot SP12. CEIP Bernat Calvó (Reus)

General information

Type of site: Educational center

Location: Tarragona, Reus

Socio-economic and cultural conditions of the neighborhood: The Sant Bernat Calbó de Reus public infant and primary school (CEIP) was inaugurated in the 1979-80 school year. Until a year earlier, the only school in the neighborhood (Barri Montserrat) was the Colegio Nacional Montserratí made up of prefabricated classrooms located in an area with a socioeconomic socio-cultural context formed mostly by working population and a high percentage of immigration. The increase in the birth rate in the late '70s and early '80s meant that the school population to which the school should be housed was not only of families in the immediate area, but due to the lack of school places. in the city, the doors should also be opened to students from the suburbs near the very center of the municipality. For a few years, Reusva City Council guaranteed transport for all those students who had to travel to school, but this service disappeared in the early '90s, when the reduction demographic of the time made it possible for students traveling to the neighborhood to enroll in schools near their home, and, consequently, it was unnecessary. The school, which taught primary school (former EGB), opens its doors for the first time in early childhood education (2nd cycle) the school year 1990-91. It would also change the foreign language taught, from French to English with the educational reform promoted by LOGSE. In the 1996-97 academic year, he said goodbye to the last class of EGB students, at the same time as welcoming him to the first year of primary education. Our school,

throughout its last 30 years, has always been considered, by the Admó.educativa, of special difficulty for its location in a disadvantaged social and economic environment. Thus, for example, the Order of November 10, 1982, placed the school among the centers with the name of center of special action (CAE). A few years later, the Order of September 3, 1996, made the center adopt the name decentralized preferential educational care (CAEP). Finally, and more recently, in the Resolution of 12 of May 2017, our school appeared in the list of qualified schools of maximum complexity (CMC). The educational offer has varied. From its inauguration (with 28 classrooms and 4 lines in P4, P5 and 1st of EGB), passing periods of maximum occupancy (years 1985 to 1988, with 31 school groups), until the 1989-90 academic year, in which our ratio begins to shrink to position the 17 class groups (4 for early childhood education and 13 for primary education) today. These changes in the school population have also meant having to transform our facilities; from the extensions carried out in the year 2000 due to space needs, to the transfer of surplus facilities to the Josep Tapiró Institute - close to our center, at that time - or to the last construction of the new building, in 2010, in c / Velers83-where we are currently, a little further north where the school was initially located-. Finally, last year, and after a historic claim, the school recovers the "v" of his name: Escola Sant Bernat Calvó, doing honor (and justice) to something he should never have lost.

It is clear that the context indicators (low level of education of parents or guardians; employment of low professional qualifications of parents or guardians; significant number of parents or guardians of students receiving the minimum insertion income, a high percentage of unemployed parents or guardians, a high percentage of students with specific educational needs, and a high percentage of new students) who The school received the name of center of maximum complexity have not varied practically throughout our trajectory

Context information about the site

Size in terms of number of students and teachers: The St. Bernat Calvó is a school with two incomplete lines of schooling, currently with 4 groups of infant education (2nd cycle) and 13 of primary education. The current ratio -January 2021- is 23 students / class.

Socio-economic and cultural background of end-users: Finally, students with educational needs arising from particularly disadvantaged socio-economic and socio-cultural situations are also present at the school. Most families have a low level of education and - who works - usually occupy low-skilled jobs. We found a significant number of parents of students receiving the minimum insertion income. It highlights a very low involvement in the daily school dynamics.

Migrant/refugee children attending the school: The percentage of students with specific educational support needs (NESE) is quite significant. About students with special educational needs (SEN), we highlight some cases of students with autism spectrum disorders and severe behavioral disorders. We have a high percentage of students from families from abroad (mostly from Morocco, sub-Saharan Africa and countries in South America, but also from Eastern Europe), with educational needs derived of its late incorporation into the educational system and with a lack of command of the vehicular and

communication language, even with situations of deficient or non-existent previous schooling. This group represents the largest percentage of live tuition that the center receives. We also find this with many students from Roma families, also important in the center in terms of numbers, with some specific cases of risk of early school leaving.

Pilot SP13. Aranbizkarra (Gasteiz)

General information

Type of site: educational center

Location: Vitoria-Gasteiz

Socio-economic and cultural conditions of the neighborhood/area: Vitoria-Gasteiz is an industrial city. According to data from 2021, the immigrant population amounted to 26,959 people, equivalent to 10.5% of the total number of registered residents in the capital of Alava. The most numerous nationality in the city is Moroccan, however in the last two years it has decreased and, conversely, Venezuelan and Colombian population has increased due to the economic situation and violence suffered by the countries. The school offers early childhood and elementary education. This is a school with a low socioeconomic profile, multicultural and with high enrollment mobility.

Context information about the site

Size in terms of number of students and teachers: Composition of the school: 41 teachers, 3 speech therapists, 1 physiotherapist, 1 occupational therapist and 5 educators (4 full days). In addition, the school has 389 students, of which 186 stay for lunch.

Socio-economic and cultural background of end-users: Considering that school canteens operate only in schools whose families have difficulties to feed them and that almost 50% of the students have access to this service, it can be deduced that the students come from a low socioeconomic level.

How many migrant/refugee children attend the school: According to the data for the 2020-2021 school year, the center welcomes 28 nationalities and 150 foreign students, which represents 39 % of the student body. Nationalities: Nigeria, Ghana, Algeria, Morocco, Senegal, Mali, Cameroon, Guinea, Gambia, Tunisia, Kenya, Equatorial Guinea, Mauritania, Portugal, Great Britain, Holland, Ukraine, Bulgaria, Romania, Moldova, Italy, Germany, Georgia, Dominican Republic, Paraguay, Colombia, Ecuador, Bolivia, Guatemala, Brazil, Venezuela, Pakistan, Russia, China, Mongolia, Nepal. After the Spanish nationality, the second nationality with the greatest presence in the student population is Moroccan.

Other information: Since the 2008-2009 school year, the educational community decided to transform the center into a Learning Community. The center has 45 student internships. School website: <https://sites.google.com/aranbizkarra.net/comunidaddeaprendizaje>

B. Insights from the fieldwork: Needs assessment

B.1. Shared needs identified across the centers

Needs Detection data for pilots in case study 3 (primary schools)	
Main challenges and needs faced by students, end-users, families, etc.	
Integration, representation and visibilization of all cultures	<p>Teachers, families and stakeholders identify that there is a lack of comprehension and integration of diversity in society. Although not being true, the idea that more resources from the state are given to migrant people is still generalized, making the host community reticent to migrant people and especially to massive waves of migrant or refugee people arrivals. Of course, this phenomenon makes the host countries hostile societies for migrant people, affecting their confidence and sense of belonging. Prejudices are still very present, especially against the Roma families: they are seen as a very close and protective community which gives no importance to education or social rules which are not their own. These prejudgments make migrant families put distance and become less sociable with the host community, and this also affects interaction of migrant children with other students.</p> <p>Integration is more difficult in small towns, like Lliria where SP9 CEIP Sant Vicent Ferrer is located, because everyone knows each other so a bigger control and pressure is put on migrant people.</p> <p>Teachers and some active families consider that a bigger representation of all cultures in school would decrease prejudice and discrimination. Some examples that show up are explaining the country-of-origin culture and traditions to the classroom before a new student arrives, introducing all culture's historical perspective and development in all the subjects, doing intercultural activities such as meals with the different countries' traditional food, o exchanging traditional dances... However, these last activities must be approached in a non-stereotyped or folkloric way.</p> <p>"When it is made invisible it means that it is not considered that it is not important. And when it doesn't matter, Roma people feel this, that they are not important either. That this place is not yours." (<i>Interview 7</i>)</p>
Tools and efforts to improve language and communication	<p>Not speaking the language is one of the first barriers for communication, and therefore, for integration, for wellbeing and for academic achievement. It is a problem because after hard journeys and troubles, if migrant and refugee minors can't communicate their needs cannot be understood or addressed either. Also, as they don't speak the language learning becomes a bigger challenge. Especially in regions where another language is spoken (Catalan or Basque), migrant children find it difficult to understand the lessons and must learn two languages at once. Lots of students only speak Spanish or Catalan or Basque in school, and so they don't get to practice and learn it well.</p> <p>The challenge, however, manifests especially in parents or legal guardians, as children have higher abilities in retaining new words and language structures. Migrant families usually have lots of pressure above them and so many things to worry about, and it</p>

	<p>becomes difficult finding places, time and energy to learn and practice the host language while taking care of their children. Moreover, in bilingual regions people tend to change their language to the common language, which is Spanish, when speaking to new-comers and people from other countries, so it impedes to learn it and practice it regularly.</p> <p>Connected to communication problems, families find there is a lack of information about services and tools for attending mental health and other needs. They don't always know where to find help for necessities like health issues, food donations, regularizing their documents, finding jobs... Evidently, this lack of information of how to get over basic needs is an obstacle for overcoming these needs.</p> <p>Therefore, mechanisms and tools for the learning of the language of students and especially families would make integration much easier. In some schools, Catalan and Spanish lessons were offered to the student's parents at school itself, at civic centers or at adults' schools for free. Increasing the translation services available would also be helpful in this same way.</p>
Building trust on the host communities	<p>The professional's view on this issue is that the new-comers usually tend to have a distrust of the host countries, as their journeys have been full of difficulties and deceptions, promoted by these countries themselves, through systematic experiences of institutional racism. This also affects their projections, which translate into low expectations on their life's development: their goal finishes to be restricted to finding a work, worthy or not, and so their interaction and integration in the host community reduces to this.</p> <p>There are also nice experiences that some mothers report of kind and careful neighbors and social workers which have helped them so much and have been key in their feeling of belonging. In order to build trust in the host communities, more supportive mechanisms should be designed from an institutional and from a social point of view.</p> <p>For the kids, a mother proposes to include more cohesion activities in the break time, like sports activities.</p>
Structural and comprehensive approach	<p>Families, professionals and stakeholders highlight the importance of analyzing the needs from a global perspective, considering the difficult conditions at home as a significant point affecting students' development in school, both from educational and from MHPSS point of view. A lot of migrant children experience problems of housing, work, health and safety. They grow up surrounded of hard situations like poor healthy environments, violence or bullying, death of close parents, isolation from the rest of the family, or living with their grandparents. In sum, with the recent covid19 pandemic mental health issues and diseases have increased.</p> <p>A social worker in a school stated: "living with social disadvantage, and at risk, blocks capacity to assume development within the school and groups. We try to improve through peer groups, alternative leisure or work with families. That the children can feel accompanied" (<i>Interview Paloma SP12</i>)</p> <p>Schools could put mechanism to overcome some economical barriers which are in their hands: for instance, help families that can't afford that their children stay to have lunch in school to pay the school menu, giving families with precarious conditions the necessary textbooks, or incrementing the trips or journeys outside schools like visiting museums.</p>
Main challenges and needs faced at the center/organization level	

Attention and resources for emotional issues	<p>One of the main gaps in the center is the MHPPS approach and the attention to emotional issues. There is no training or resources for teachers in psychological education. Mostly, psychological attention is relegated to the counselor or to the social worker (this second one, external to the center). This also means that there is no “prevention” in the area of psychological needs that can come from a migrant trajectory. Most teachers feel they don’t have enough training to address some problems their students might have, that they don’t always would be able to give the convenient advice or actions required.</p> <p>It would be helpful to have tools for emotional support: in the one hand, tools for identifying risk or protective factors that helped preventing situations from getting worse; and in the other hand, tools for dealing with sadness, with stress or with traumatic episodes of migrant children. Also, studying deeply the relation between immigration backgrounds and children’s special needs, and identifying their family’s needs.</p> <p>When they first arrive, they follow normal lessons, changing teacher every hour and this might be a little confusing, one teacher in SP11 Martina Garcia school proposes that maybe the first days they could have a tutor assigned (who could be a teacher or another student) to help them get through the days.</p>
Leveling and settling of teachers sensibilization	<p>There are different levels of sensibilization and capacity of teachers to deal with challenges driven by migrant backgrounds. Most of the time, how integration is approached is explained by individual factors, so, by who is the teacher and what is the approach they base their work on. Some families feel that not all teachers are and act the same way: some of them put effort in their job, and others do just the minimum it is expected from them. Also, the constant movement of teachers in school makes more difficult to settle a uniform perspective: some teachers, counselors and social workers tend to change year by year, and so sensibilization, getting to know the students and the way of working must star over every school year. Some new teachers are reactive to new methodologies.</p> <p>Nevertheless, there are some teachers who really are committed to their work and strive to being uploaded on the best training inclusive methods to offer their students the best education. One of these teachers said in an interview: “Incorporating an intercultural perspective is much deeper than realizing or programing some activities. It goes way beyond this. It is about realizing an introspection and analyze what has been structured in us”. (<i>Interview 7, SP9</i>)</p>
Participation and implication of migrant students and families in the centers’ activities	<p>The pilot sites are outstandingly participative schools and are conscious of the inclusive potential of opening schools for families and volunteers. However, the implication of families in the schools’ activities is not equal. In this sense, there are certain barriers for migrant families (although some of them do participate). The main barriers are work, transportation, and communication (or lack of information about these activities). This is also especially difficult for parents who are not living in the country, and it is a problem because school and social services should be able to intervene, including the part of the family which maybe stays in the country of origin.</p> <p>Also, participation of students in the classroom and in the SEAs is not equal. Teachers find there is a special challenge with Roma students and their families: there is high absenteeism and segregation. Professionals see this is due to their very protective culture, their lack of trust in education as a useful tool for them, and a reflection of the fact that Roma people’s own structures are very segregated from the rest of the towns. Some people also identify that if the center represented and integrated their culture</p>

	<p>and way of living more, Roma students and families would be more identified with school values and would increase the importance given to school.</p> <p>With pandemic so much of the work they had done it has gone backwards, individualism has increased.</p>
Additional staff and resources for tackling educational and MHPSS needs	<p>For addressing all educational and MHPSS needs, more staff inside and outside school would be need it: especially psychological staff and translators. Classrooms are very big, with over 25 students each with a high diversity of origins, of needs, of educational rhythms, and one single teacher per classroom can't attend everything with the actual staff and resources.</p> <p>Resources in tutoring or school reinforcement after school time would also be useful, especially for single parents' families, families with lower educational level, or families with little or non-digital resources. It would help level all the children's knowledge and fight reproduction of social structure and hierarchies.</p> <p>"What I want is that my children are better than I have been. Not only for working, but for having a worthy life. It is very important in life to have a degree not for having a house or a car, but because it allows to get further in life." (<i>Interview family4 SP12</i>)</p>
High requirements	<p>In the center there is a great diversity and different needs and expectations from each student and family. So, while having to work for the integration of migrant students, they also must deal with the demands of local families which would like higher requirements sometimes.</p> <p>There is high complexity: some students with high academic level but who can't speak the language, some students who know the language but with low academic level... so it is difficult to address all these situations.</p>
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	
Flexibilization of integration protocols and curriculums without decreasing educational quality standards	<p>The processes and requirements for integration are standardized and bureaucratic. The newcomers' protocol is not useful: it is bureaucratic and little operational. It implies lots of coordination, follow-up, meetings, evaluation, but the coordination times are limited. And this previous planification can't exist in their daily work.</p> <p>Also, a less strict and standardized process which could be adapted to all children's needs would increase academic achievement.</p>
Creation of common meeting spaces	<p>The creation of meeting spaces for the population in the towns or neighborhoods where the sites are located would contribute to better challenge prejudices and segregation.</p> <p>There is low participation of migrant children in social and extra-school activities (due to economic factors and lack of knowledge of their rights) which should be increased by specific mechanisms.</p>
Over bureaucratization of administrative processes which hinders users' ability to navigate successfully socio-	<p>Regularization of the documentation processes is very complicated. For asylum seekers it is difficult to get a date with administration, and solicitate benefits they can have access to. In most cases they don't even have the information on how to do it. These preoccupations de-stabilize children's capacity to concentrate in school and learning. This means that bureaucratic processes are excluding and have therefore that migrant people don't have access to some basic human rights.</p> <p>The administration should facilitate the integration by non-bureaucratical processes, by giving basic life services as residence or working license easily.</p>

educational systems	
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B.2. Others specific aspects and needs observed in the centers

Pilot SP9. CEIP Sant Vicent Ferrer (Llíria)

Collaboration with other public and private subjects (local and not).

- There is little coordination between services. The social services don't have a close collaboration with local organizations: there are a lot of music entities, but they don't tend to incorporate people without resources, a kind of an "elite" is created in these entities.

Effectiveness of specific interventions and services activated

- SEAs have been proven to be effective in the center. Through Interactive Groups and Literary Dialogical Gatherings, students share their problems and so the school can manage them with a collective and inclusive approach. They also bring proximity to school for families. Therefore, respect and integration are promoted.
- Implementation of the dialogical model of prevention and resolution of conflicts, as one of the key points for the well-integration of children in school.
- Heterogeneity is a value in school. The fact that there is diversity in ethnicity and culture makes it easier for coexistence and integration.

Detection of any good territorial practices

- Becoming a community of practice and learning through a participative process.
- Adult school, especially for learning Catalan
- Empowering Roma women to keep studying, to show models and examples to them. Without losing their own culture.

Pilot SP10. IPI Karmengo Ama (Pasaia)

Knowledge of the migratory phenomenon and its impact on the territory

- Almost 50% of the student body comes from another country of origin. Of them, 85% receive the dining room scholarship, which means that their family income is well below the average.
- Many of them have experienced situations of violence in their countries or their family structure has changed. "Some children who have come from Senegal do not know what a water tap is" (teacher).
- Currently, the centre welcomes 32 nationalities.

Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin

- It is worth mentioning that the problem is not directly associated with the status of immigrants per se, but with the conditions in which the students arrive: many of them are not in school or their educational level is lower, they do not speak or understand Basque, many of them have arrived in Spain in conditions of poverty or extreme vulnerability and some have even arrived in the middle of the course, which hinders their learning and also the planning of teachers.
- Learning Basque constitutes a communication barrier for immigrant students and their families. The center used to have a translation service but not anymore. Teachers explain that Spanish-speaking immigrant students are the least motivated to learn Basque because they do not need to because they can communicate in Spanish. On the contrary, those students who do not know either Basque or Spanish are forced to integrate one or both languages more quickly.

Collaboration with other public and private subjects (local and not)

- "The City Council leads the school work table to organize various actions in collaboration with the representatives of the centres. IPI Karmengo Ama also participates in this table, from which, among others, the Gu ere bertsoan project, the HezHiz program to reflect on linguistic habits, initiatives to promote reading, activities to work on orality, a training course for teaching in linguistic strategies... (teacher)".

Effectiveness of specific interventions and services activated

- The following programs are being applied: Harrera on (city council welcome program to support Basque outside school hours); HIPI (whose objective is to welcome and support the inclusion of students who have recently joined the Basque education system) and EUSLE (pilot project to promote linguistic immersion in Basque). However, the teachers interviewed state that it is not enough.

Pilot SP11. CP Martina García (Fuente el Saz de Jarama)

Knowledge of the migratory phenomenon and its impact on the territory

- Some teachers state that being born in a certain family determines what kind of future and social class children can achieve. However, this is something school can and must break, by filling the gaps that maintain social reproduction.
- There are a lot of nationalities but most of the students are born here, so is their families that are from other countries and their children have already lived always in Spain.
- It is a very diverse school. More than half of the children are not Spanish, most of them are from Latin America. Usually there are also lots of Arabic and some from Rumania. There are also children with special needs (like autism): most of these students with special needs are from abroad, although they haven't analyzed why.

Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin

- Families who have been in Spain for more time may have more stability, and so children don't have so many worries or don't have emotional issues related to recent migration trajectory.
- Children with foreign parents who were born here have differences from the ones who have been through a migratory process

Detection of any good territorial practices

- In the highest grades some children imagine university as a big and unreachable thing as they live in a little town and throughout their life, they have known only what is in the village. School tries to broaden this vision, by taking them to university, making them know other things beyond their village, because some of them get to know this but not all families can accompany them in this process.
- One student explains how at the beginning he felt badly treated because he felt other children didn't like people from Syria. Then, school organized a talk with his mother, she explained to the other children some cultural characteristics and facts from Syria, and this helped them to understand and to see him as an equal.
- Children and families really like Interactive Groups and Dialogical Literacy Gatherings, as they can express themselves, share their needs and emotions, get to know other students, share their knowledge, feel part of a group as an equal, and value their parents' participation and help.
- Brave Club: they all settle the rules and decide all together what happens when someone breaks the rules.

Pilot SP12. CEIP República de Venezuela (Madrid)

Knowledge of the migratory phenomenon and its impact on the territory

- In recent years, Zofío neighborhood has increased the migrant population, specially from Latin America and China, and from eastern countries.
 - Chinese population has barriers due to cultural factors, and Moroccan families are less understood because of religious factors.
- In the neighborhood institutional discrimination takes place, for example by the police, as they treat migrant people differently, prejudging them in most cases.
- One of the first difficulties when they arrive is the lower status that they immediately have here compared with their countries of origin, and the precarious conditions in which they must live.
 - The school has had a bad reputation in the neighborhood for being considered a "ghetto school". As a result, Spanish families preferred to look for other options.
 - Several families live together in very small spaces. Also, most migrant children spend so much time alone because their families can't take intense care of them. In kindergarten assemblies, I often ask the students what they did over the weekend. Sadly, the immigrant children always tell me that, at most, they watch TV, spend time alone or go down to the park. I was used to students telling me that they went on trips, to more exciting activities. Nowadays, their Monday news is very sad: lots of them are alone and watching TV.
 - In 5th and 6th grade there are more migrant students, with emotional, economic, etc. needs.
 - Of the 20 students (in one grade), 10 have more structured families and the others are disadvantaged.

- There is cultural conflict between ethnic Roma and Chinese students. A teacher says "It is because here the Chinese families own the groceries, according of what I have heard the Roma children steal stuff and that is why Chinese families are afraid of Roma. Also, they blame to the South American families because now they oversee Fruit business. So, this affects students' perception".

Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin

- Gender perspective it is important to analyse participation of families. Some students' experiences are that when they do something with the families (workshops and activities), especially the Moroccan mothers don't come because their husbands don't like it.

- In order to work with this type of student, the ratio must be lowered. There are many students with these circumstances per teacher.

Collaboration with other public and private subjects (local and not)

- Good coordination between services, with school, and with social entities as well. The collaboration with social entities such as neighborhood associations is key for integration. Also, the relationship and involvement of migrant associations of the district. Either way, professionals involved in the center but from outside services (for example, former social workers), could be involved in the dynamics of the center.

- Roma organizations help a lot: "We, as a Roma organization, have done until before the pandemic, we coordinated with the health centers of the city council to do workshops with students but when we intervened, we focused on specific workshops on the importance of health in girls, prevention of early marriages, young girls' pregnancies, the issue of vaccinations(stakeholder)".

- Coordination between services, with school, and social entities is well. For example, involvement of neighborhood associations.

Effectiveness of specific interventions and services activated

- Coexistence is one of the main challenges of the school, as in the whole neighborhood: not as a responsibility of the direction or the teachers, but as something all educative community has to address.

- "We present some lever activities to present in this course and the following ones. Five activities are linked to the improvement actions that the center has proposed. One of the activities was linked to the vulnerability of the support teams (students with special educational needs, school reinforcement, compensation, language work), another was linked to the Interactive Groups, we requested someone who could be in the school to collect information, give the possibility for the Interactive Groups to be implemented in the classroom and help in the development of these activities, the small training of volunteers before the Interactive Groups. Dialogic Gatherings are also implemented. Another activity was linked to the tutoring library, a necessity for the school's learning expansion. And lastly, we wanted training to be covered, money was requested for family training, teachers for lunchroom monitors, etc. (head of studies)".

- Compensatory education: sometimes children with difficulties are taken out of the classroom, and sometimes the teachers come in. But they are trying to get more and more of them into the classroom, so as not to stigmatize them.

Detection of any good territorial practices

- School gives a lot of support to families in need. Families feel teachers are always available to speak and help them with problems that they are facing.
- School promotes activities in which families can participate. This involvement improves the families interaction and relations, and so breaks cultural barriers.
- The important thing is not only the concrete action (club de Valientes, IG)..., but the whole class dynamic accompanies this integrational and inclusive approach

Pilot Spain 13. CEIP Bernat Calvó (Reus)

Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin.

- What is most notable is the need to learn the language. Students are young and don't know the language; they have the capacity to learn it quickly, but more effort and resources must be put here.

Collaboration with other public and private subjects (local and not).

- There is coordination with other public services: especially social services give support to the school by attending the families in need, and by giving them advice on how to manage children's needs.

Effectiveness of specific interventions and services activated

- There are school commissions which are called "Attention to Diversity Commission", which is responsible for watching after all students and making sure all diversity rights are respected as well as proposing ways to enhance this rich diversity.

Pilot Spain 14. Aranbizkarra (Gasteiz)

Knowledge of the migratory phenomenon and its impact on the territory:

- In general, the immigrant families that the center welcomes come from a low socioeconomic level, so they are beneficiaries of the social aid offered by the center and the town hall. In this sense, some families live in shared housing, which makes domestic coexistence difficult and limits study spaces at home. According to interviews with members of the center, some students have limited access to clothing and hygiene items, in many of them there is even evidence of malnutrition. Additionally, many of them come from violent places where physical punishment is normalized, which is why they manifest mental health problems.

Assessment of the needs and priorities on reception and integration skills of UASCs and minors of foreign origin.

- Teacher face the linguistic difficulty presented by immigrant students. In addition to not knowing Basque, many of them have problems even with their mother tongue, so learning slows down. "Bilingualism in the Basque Country and specifically in Vitoria is complicated, if they do not have Spanish or Basque, they have to learn both languages to understand academics and slow down access to content at the same time as the others" (teacher).
- Parents' expectations about their children's future are low, reduced to basic functions because it is what they know in their context.
- It is necessary to provide greater emotional support to this type of student as well as to their families. Carrying out a proper reception can be the starting point.

Collaboration with other public and private subjects (local and not).

- The municipality offers certain basic services that work as a network (there is a first approach with families and then work with students from the center).

Effectiveness of specific interventions and services activated

- The plan for welcoming immigrants has been implemented, aimed at students and their families. Also the EUSLE program to promote the use of the Basque language.
- The educational center became a Learning Community 12 years ago and to date applies SEAs with all members of the educational community.
- Some SEAs are difficult to implement due to lack of volunteers. In the case of "Club de los Valientes", due to the language barrier, some conflicts arise.

Detection of any good territorial practices

- A coexistence program has been established and is pending for these students. According to those interviewed, the school is very sensitive to this issue and tries to integrate all students.
- They provide accompaniment in specific cases, even accompanying students to health centers, etc.
- Therapeutic Pedagogy teachers sometimes take students out of the classroom to provide educational support.
- Family training and educational support is promoted through the AMPA (associations of parents of students).
- As part of the SEAs, the Tutorized Library (extension of time at school), dialogic trainings (ikaskom groups), the brave club, etc. are carried out.

C. DIALOGIC CO-CREATION PROCESS: Where are we at now?

During the fieldwork carried out in the different pilot sites, in addition to the conducting of the interviews and focus groups and identifying the needs and challenges, we have worked on the identification of people interested on the project and available for developing the future steps among us. Our aim has been to engage all these people, end-users and stakeholders, with REFUGE-ED, by explaining the overview of the project, the idea of the posterior implementation and evaluation of actions, and informally inviting them to take part have a relevant role in assuring it.

Currently, the most engaged people in each pilot corresponds to the management teams, as at the end it is their function and responsibility. Therefore, in the pilot sites where the process for the implementation of actions has started, a meeting with the center's management teams has been held, in which the UAB team has explained the needs collected and the next steps of the projects and proposed to organize an assembly for end-users as well as stakeholders in order to start deciding which actions to implement. Nevertheless, the idea has been to respect the ordinary functioning of the pilot sites and to adapt to their realities, so if other proposals are drawn by the management teams, no pressure is put on them to organize the assemblies.

This meetings with the management teams have been held in 6 pilot sites, 2 receptions centers for unaccompanied minors, and 4 schools (SP1 Pla de Santa Maria, SP3 Santa Coloma de Queralt, SP5 Eibar BHI, SP7 Alfonso II, SP11 Martina García and SP12 República de Venezuela).

In addition, in SP1 Pla de Santa Maria (reception center) a assembly with professionals working in the center and stakeholders has been held. In SP3 Santa Coloma de Queralt (reception center) an assembly has taken place with the minors of the center, in which the needs as well as the proposal of Successful Educational Actions were presented and discussed. This first exchange and dialogue with end-users were very productive and well evaluated, as they were very happy to share their needs and interests, and to see solutions we proposed.

Through all these meetings, as well as the fieldwork carried out, we have started drawing ideas on the implementation of actions: either the what and the how. As all schools are already Schools as Learning Communities, and have some experience in implementing SEAs, the actions can be oriented either to reinforce these SEAs already running and extend them to all areas in school (for example training courses in the case of high schools); and oriented to explore new SEAs that schools are not familiar with yet, specially that make improvements in the emotional level and are centered in giving training, tools and support to teacher in this sense. In the reception centers, as it is all new, the process will be more challenging. The actions can be focused on their interest in learning and will have to attend also the educator's needs and lacks in their function to accompany these unaccompanied minors.

6. Pilots implemented in Sweden

REFUGE-ED Partners: Support Group Network and Save the Children Sweden

INTRODUCTION

In Sweden, 3 pilots are being implemented. Two of them are under the responsibility of REFUGE-ED partner **Sweden Support Group Network**, these are the ones in Restad Gård and Vänersborg. The other one is an educational center located at the city of Mölndal, and the REFUGE-ED partner Save the Children Sweden is in charge of it.

PILOT SW1. Educational centres (schools and meeting centres around Sagåsen Refugee camp), Mölndal city.

As the migrant authorities moved all the asylum seeking families from Sagåsen refugee camp to other sites in and outside the city, we have decided to change the pilot site and instead work with the families who now are officially staying in the city of Mölndal, where the refugee camp is situated. The target group that we are working with are refugee families (asylum seekers families, refugee families with resident permit, migrant families and UN quota refugee families) in schools and the meeting centers in Mölndal city around Sagåsen refugee camp.

General information

Type of site: Educational centres (schools and meeting centres around Sagåsen Refugee camp)

Name of the center: Educational centres (schools and meeting centres around Sagåsen Refugee camp), Mölndal city.

Location: Mölndal city.

Key information about the area where the site is located: The socio-economic and cultural conditions of the neighborhood/area in which is located (e.g., educational level, nationality, employment rate of the population living there)

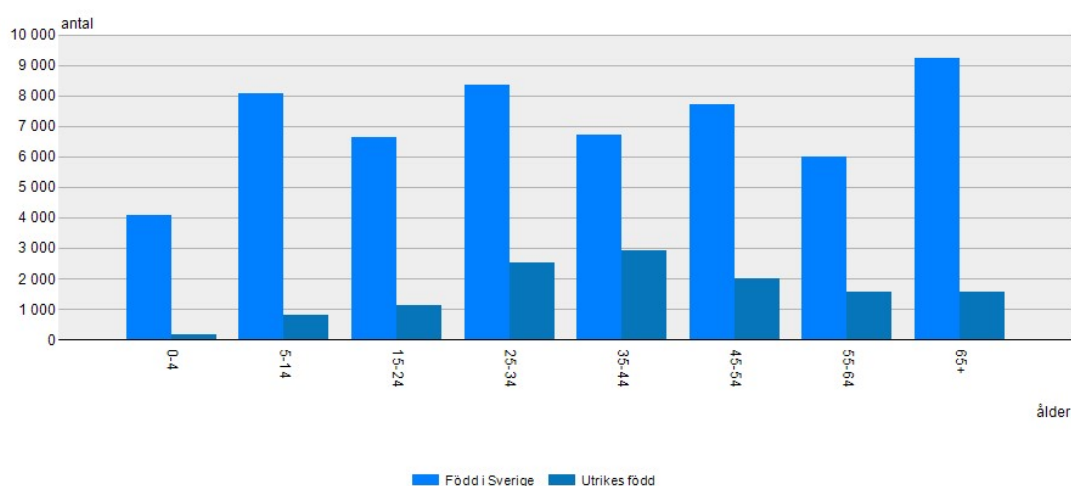
Mölndal is a one of the newer municipalities in the Western region of Sweden. Around 66,000 people live in the City of Mölndal. There are three main urban areas – Källered, Lindome, and Mölndal. Mölndal is the third largest municipality in the county of Västra Götaland. The City of Mölndal is also the name of the organization responsible for many of the social services provided locally. The city of Mölndal ensures that everyone has water in their taps, buses and cycle paths to help people move around, and schools where students feel secure and can develop their talents. The municipality gives older and disabled people a higher standard of living and a safe, stimulating home. The municipality builds the city, making it a place where everyone is welcome, and ensuring that exciting events can take place.

Mölndal is a prosperous municipality with educational level, employment rate, income and schools results all rank above the average in Sweden.

- Municipality employed: 4455 (2021)
- Educational level of the population:
- Employment rate of the population: 84, 1% (2019)
- Unemployment rate: 5,1 % (2020)
- Rate of population on welfare benefits: 10, 6 % (2020)

The population The population of Mölndal as of year 2020 is 69,364 whereas 12,572 have foreign background (born in Sweden with foreign parents or foreign born). The graph illustrates foreign-born by time, region, age and sex. The colour light blue represents born in Sweden and the colour dark blue represents foreign born.

Utrikes födda efter tid, region, kön, födelse-region och ålder



About the site: the specifics The city of Mölndal has an integration strategy that is the starting point for the work with integration. In the spring of 2022, an action plan will be drawn up with concrete activities and through these the intentions of the strategy will be realized. The city of Mölndal's vision is summed up: "Mölndal is the sustainable city where everyone gets the chance. A newcomer is a person who has been granted residence permit and been assigned to one municipality for residence. You are counted as new arrivals for a maximum of two to three years, that is say during the establishment period. Several of the municipal residents come from Syria, but also from countries such as Afghanistan, Iraq and Somalia. The biggest language groups consist of Arabic, Dari / Persian and Tigrinya. For those who agree to be directed the municipality shall arrange housing. Mölndals city also offers education, childcare, community orientation, livelihood support and introduction to jobs. This because new arrivals and unaccompanied minors quickly should enter society.

Guardians / good men who have children of primary school age should contact Språkcentrum Mölndal and make an appointment for an introductory talk. During the introductory interview, information is given about the Swedish school system and the right to choose a school.

We have identified several schools that are of interest for the implementation of the pilot. The schools has students with diverse ethnic and religious backgrounds. The schools of interest are:

1. Västerbergsskolan (year 1-6): 47% foreign born/migrant background
2. Katrinebergsskolan (year 1-6): 51% foreign born/migrant background
3. Streteredsskolan (year 6-9): 30% majority newly arrive/refugee background

School Results Mölndal 2020:

- Schools year 9 Swedish background: 81, 5% graduate with passing grades
- Migrant background born in Sweden: 83,3 % graduate with passing grades
- Migrant background born outside Sweden: 47,1% graduate with passing grades

Furthermore, there are many civil society organizations such as Support Group Network, Save the Children, Swedish Red Cross, and other organization providing recreational and non-formal education like Swedish language and other non-formal educational activities. Several NGOS and Churches are involved in supporting the residents of Sagåsen refugee camp. Approx. 10 organizations, such as The Red cross, Save the Children, IM, Saron church, The Salvation Army, amongst others, all arrange activities of various sorts at the camp.

B. Insights from the fieldwork: Needs assessment

- No teacher with qualifications of dealing with psychosocial conditions and support on issues relating to cultural barriers and language. And lack of enough resources from the central government to support schools in addressing the needs of migrant's children in school in the area of language, psychosocial support and mental health.
- Children in the asylum process in the school, feeling themselves excluded and finding themselves strangers and foreigner. Feeling discriminated and subjected to stereotype and stigmatization.
- Need for multistakeholder collaboration to meet the needs of students and families as well as increase the readiness and competence of stakeholders and their understanding of interculturality and mental health Support.
- Need for increased knowledge and systematized structural and strategic work around inclusion of refugee families in political level and municipality
- Effective communication and relations: need for effective and respectful communication between stakeholders and families as well as finding solutions to maintain communication regardless of language barriers.

Main needs derived from the data analysis

<p>Main challenges faced by students, end-users, families, etc.</p>	<p>Need to have trainings or courses for parents about their children educational progress or about psychosocial support for their kids in their mother language, not in the Swedish language because even if they attend, they will not understand sixty percent of it.</p> <p>Regular consultation with parents on their kid's situation in schools. Regarding participation and communication between schools and parents, they suggested that for kids who are facing difficulties, it is important to have monthly meeting or set up between the parents and the school. Need to have direct communication line to follow up kids progress on weekly basis.</p> <p>Better communication channels between school and parents.</p> <p>Parents offer some solutions; there should be some kind of educational curricula in schools, to introduce different kid's cultures to all kids in school. Make the migrant kid, proud of who they are and where they come from, not to be ashamed of it. Importance of changing the narrative. When we talk about, migration, not only on the media on high level or policy level but in schools with kids from different backgrounds. Introducing migrant kids backgrounds to each other and involve the native parents in it.</p> <p>Teachers has to be equipped with knowledge and training on how to work with kids from different backgrounds and tools to include all of them.</p> <p>Parents did not get any training, any courses, or any lectures on how to parent kids in a new country, new context and about the educational system in the municipality or in the country, or how to participate in the educational progress of their kids.</p> <p>Teachers need to acknowledge, understand and have the to tools to combat racism, discrimination, and race-related/islamophobic bullying</p> <p>Families feel scared, isolated, depressed and marginalized.</p> <p>Schools and teachers need to have intercultural competence and need enhancement on how to deal with kids from different cultures and different bac- Parents talked about the need of making kids proud. Of their background in schools, and make the school system proud of them and their backgrounds.</p> <p>Parent suggested that when migrant kids start school for the first time that they are given lectures or courses on how to actively participate and have the courage in classroom. How to speak their mind and most importantly to know their rights as children and as students. Not to be afraid of demanding, asking in class. Give information on how to complain and ask for help and not assume that new coming migrant kids know that.</p> <p>Minority stress and race-related stress: racism that their kids face in schools. They believe that native kids get better treatment when it comes To handling issues and problems that face the kids. One of the biggest problems that faced migrant children in schools is bullying. Bullying not only from other kids, but also sometimes from school stuff. Bullying around language ability, skin colour, cultural background, religion. Also the most famous phrase that kids hear often is "go back to your country, this is our country".</p>
<p>Main challenges faced at the center/organization level</p>	<p>Teachers with migrant background:</p> <ul style="list-style-type: none"> There is need for trainings and courses on how to work with psychosocial support of migrant children. Not only for the main class teachers but also

	<p>for all the staff in schools, including the teacher assistants and also the free time and sports teachers.</p> <ul style="list-style-type: none"> Teachers need some space to initiate actions to work with migrant children. Teachers need trainings and tools on how to work with new coming migrant children. There is a need to introduce the culture of the migrant children to the teachers. Need to have activities for all parents, native and migrant together to introduce culture to each other in school. So, School, become a meeting point for introducing and people to me together. Need of intercultural communication training. Training on how to work in multilingual and multicultural classroom. <p>Needs NGO:</p> <ul style="list-style-type: none"> There needs to be more multilingual volunteers to meet the families on a deeper level of understanding or at least provide interpretations. Volunteers need coaching to know how to approach and arrange activities with trauma informed knowledge Volunteers need better tools to reach families at refugee camps who are curious but hesitant or shy to partake in activities Volunteers need intercultural skills to connect to refugee families – for instance talking about food cultures <p>There are ways to involve mothers/parents in the classroom and that is by providing study support for parents who are studying themselves or aiming to. As their confidence grows, they become more sure of their knowledge and feel much more able to support their and other kids academically, in the classroom and outside (formal/informal).</p>
Main challenges faced at the stakeholders/surrounding community/policy makers' level	<p>Municipality/politicians: understanding that integration and inclusiveness requires mutuality and reciprocity. Limited understanding and lack of will to understand integration and inclusion as a complex process that requires sharing of responsibility. The understanding of integration and inclusiveness is limited and "one-sided". When asked about integration, the solutions and practices mentioned as necessary solely focuses on basic practices such as home language teaching and practices that focus on the idea that integration is a one sided solution rather than a complex multifaceted one that involves the transformation of all stakeholders and parties, co-creating together. Integration is that the families ought to, families need to etc. It revolves around migrant families needing to be "fixed" and "integrated".</p> <p>Surface level and colonial interpretation of integration – more assimilation than integration</p> <p>Little to no intercultural understanding and perspective</p> <p>"We don't have these problems here" - To acknowledge the reality rather than living in denial, as most (refuge) children do not graduate from high school in Mölndal.</p>

	<p>The municipality sees the need to identify the MHPSS needs of migrant children in early stages in order to work with prevention of drop out from school and problems with mental health (minority stress, trauma, disabilities)</p> <p>Municipality needs to clearly define how they should work with migrants children, schools and integration. What lies beyond housing and basic needs?</p> <p>Better coordinated effort of multi-stakeholders who implement programmes at the early stages of migrant children's lives</p> <p>Municipality needs to systematize how to involve family's needs and voices when planning programmes and action plans</p> <p>Need more knowledge and understanding about which practices and actions that actually help to improve mental health and academic success for migrant children</p> <p>More psychologists and curators in schools who has continuous meetings with children and include the families when possible about MHPSS</p> <p>Children and families of migrant background need to be invited and welcomed to share their cultural background, through for instance storytelling, food, theaters, and movies, to include multicultural backgrounds in the classroom.</p> <p>school libraries could work to include families and civil society where we can learn from each other's work and create together</p> <p>Better collaboration between and involvement of multi-stakeholders (NGO, families, municipality) around children's school.</p>
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C. Dialogic co-creation process: Where are we at now?

Preparation for the dialogic co-creation procedure in each pilot setting: introduction of Refugee-ED project to stakeholders and local service providers such as local politician, civil society organizations, and children and youths' education administration in order to gain their participation in the project and work together in the process dialogic co-creation and consultation and the formation of community of practice and learning. Our communication is still going on in the local level to motivate them in participating the project. We have started our cooperation in the school level with teachers and practitioner of MHPSS for the implementation of pilot and training sessions on the effective practices on education and MHPSS.

Pilot SW2. Restad Gård asylum accomodation centre

General information

Type of site: Refugee camp

Name of the center: Restad Gård asylum accomodation centre

Location: municipality of Vänersborg

Key information about the area where the site is located: Restad Gård is situated in the municipality of Vänersborg. It is home to a vibrant community, various enterprises such as a nursery, a hotel and several other small businesses, as well as a number of art and culture venues. The site has been inhabited for a long time - from the 1590s until the mid-1700s, Restad Gård was a manor house.

1905 saw a new chapter for Restad Gård, when Vänersborgs sjukhus och asyl (Vänersborg hospital and asylum) opened. In the last few years, particularly since 2015 the buildings have housed a large number of asylum seekers, through the Swedish Migration Agency and became one of the largest asylum accommodations in EU. Nowadays, Restad Gård is housing more than 500 asylum seekers from Afghanistan, Iran, Turkey, Iraq, Somalia, Eritrea and from many other countries in the middle east and Africa.

Restad Gård refugee camp is about 5 km far from the city of Vänersborg and 2 km from the nearest school, and groceries and 3 km from the nearest health center and pharmacies. There is public transportation available which is one bus every 15 minutes commuting between the surrounding cities, shopping centers and hospital. The camp run by a private company that provides services such as cleaning the toilets, corridors, and the surrounding area, plus maintaining electricity and warming. The owners also invest in a small school where asylum seekers can learn more about the Swedish language and culture during their stay in the camp. For this, the company applies for national and EU funds.

In 2015 the Restad Gård had accommodated more than 1500 refugees in 9 houses. However, Swedish Migration Agency have access to accommodate 773 persons in this asylum camp.

Nowadays, Restad Gård is housing more than 500 asylum seekers from Afghanistan, Iran, Turkey, Iraq, Somalia, Eritrea and from many other countries in the middle east and Africa. Total Population: About 522 asylum seekers Men: - 283 and Women: - 239. Out 522 residents there is 230 families and 155 children.

Main Nationalities: Nationality of refugees living the Restad Gård asylum accommodation is not available. But in general, there are refugees mostly speaking Arabic and Dari/Persian, Turkish, Somali and Swahili

Health, Protection, Formal/Non-Formal Education services and actors. All asylum seekers are offered a health assessment in Sweden. And will receive an invitation to a free health assessment that includes physical and mental health as soon as possible after a person apply for asylum. There are many civil society organizations such as Support Group Network, Save the Children, Swedish Red Cross, and other organization providing recreational and non-formal education like Swedish language and other non-formal educational activities. Swedish Migration Agency is providing access to the camp. However, Support Group Network have access to the camp by having an office, youths center and activity places, providing recreational activities since 2015 for refugees.

B. Insights from the fieldwork: Needs assessment

No teacher with qualifications of dealing with psychosocial conditions and support on issues relating to cultural barriers and language. And lack of enough resources from the central government to support schools in addressing the needs of migrant's children in school in the area of language, psychosocial support and mental health.

Children in the asylum process in the school, feeling themselves excluded and finding themselves strangers and foreigner. Feeling discriminated and subjected to stereotype and stigmatization. Difficult living conditions in the asylum accommodation camps which is overcrowded room and lack of hygiene particularly in the face of COVID pandemic caused an enormous effect on children physically and psychologically.

Asylum seeker children lack a sustainable living space and Migration Agency replacing them constantly from one city to the other and it cause the children loss their school, network, and relationship. Starting in new placed school take time to build relationships with other children and get to know the teacher until next replacement. It caused the children to loss hope in the future.

Families do not have tranquility and peace of mind in Restad Gård asylum camp where the SW2 pilot is implementing. And it effects their children psychosocial and metal health condition. And therefore, the children according to our finding, children feeling themselves being forced to go to school. Due to lack of living conditions necessary to make the children being hopeful, happy, and interested on their future.

Needs Detection data	
Main challenges and needs faced by students, end-users, families, etc.	Social interaction in schools and in the society focus group discussion with families.
	The child feeling himself lonely at school and do not have friend to play with or talk to. Because started school in this city (Vänersborg/Restad Gård) two months ago. In my previous school I had friends and contact with another student and now I do not know anyone here and I am new student. I feel myself separated from other. It is because of Migration Agency that moving my family from place to place quite often. And it is 4 times that I change school and I am sure that I will change my school again and again.
	Staying for many years in the asylum camps separated from local community make things hart for children to promote their social interaction that lead to isolation and loneliness at school.
	In term of socio-economic situation, children filling segregated and isolated when comparing themselves with their classmate and other child in the neighboring community. Families receiving daily allowance according to the following rate. SEK 71 / day for single adults SEK 61 / day and person for adults who share household costs

	<p>SEK 37 / day for children up to 3 years</p> <p>SEK 43 / day for children 4-10 years</p> <p>SEK 50 / day for children 11-17 years (from the third child onwards, the allowance is halved)</p>
Main challenges and needs faced at the center/organization level	<p>In the asylum camps</p> <p>Difficult living condition in the asylum camp, the children do not have free space. A child explains "There is only one room that we all are living together, my parent and my sister we all sleep, eat, cook and set in one room". We share toilet with others in the corridor, quote " I feel not safe and afraid going to toilet, I afraid from people, I do not know anyone in this camps"</p> <p>Difficult living condition, the children do not have free space. There is only one that we all are living together. My parent and my sister we all sleep, eat, cook and set in one room.</p> <p>We share toilet with others in the corridor, quote " I feel not safe and afraid going to toilet, I afraid from people, I do not know anyone in this camps"</p> <p>The teenager does not a private space to change cloths and feeling discomfort sleeping with their mother and father, brother and sister in the same room.</p> <p>The main challenge that children face in the center (Restad Gård asylum accommodation camp) is overcrowded and small living space with bad hygiene condition particularly during the pandemic of COVID-19.</p> <p>A 17-year-old child separated from his mother, and his mother is undocumented refugee in Sweden. The migration agency provided accommodation only for the child not for his mother. And child lives with an adult man in a room in Restad Gård. He feels not safe with the adult man and want to be with his mother, but according to him, Migration Agency do not listen to him.</p> <p>The child is from Afghanistan and living in Sweden for 5 years but do not have resident permit, his asylum application is rejected, but due to recent changes in Afghanistan when the Taliban took over the country, Migration Agency stop deportation to and providing accommodation. Therefore, his he has got a place in Restad Gård to live and, but his mother did not get accommodation.</p> <p>The youngster does not have the motivation needed to continue school since he7she does not know if having the chance to stay in Sweden or not.</p> <p>In the beginning he says that he had the ambition to learn language and study economy and business and become profession in the future and now after years of uncertainty he lost his ambition and feel like he does not have a better future in this country.</p> <p>Due to not having resident permit the things going very hard for children even at school. In the school system there are some apps that share about weekly schedule, free time activities and other document that keep parents updated. However, it needs social security number (Swedish personnummer) that asylum seekers do not have it and cannot use those apps and other schools' material.</p> <p>Children experienced isolation upon arrival to Sweden in an accommodation camp few kilometers away from the city.</p> <p>Refugees faced racism upon arrival and during the asylum process</p>

	<p>Being unable to have contact with the society in the beginning</p> <p>The asylum accommodation had a bad environment, people from different nationalities were causing conflicts.</p> <p>The cultural differences and language were always a wall between refugees and Swedish. There is always barrier between us that we couldn't overcome.</p>
Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level	<p>According to the politician, the main challenges that students face is the resources. Local authority and the state do not allocate enough budget to finance school program that can help refugees' children can mental health and psychosocial support and language support. Such recruiting extra teacher and practitioner of MHPSS on schools with majority of student with refugee background.</p> <p>Quote "I represent Left Party and we are the minority, we cannot effluence so much when it comes to finance support to schools in order to address the challenges that refugees children face with regards to MHPSS and psychosocial support. However, as bord member of education I advocate supporting refugee children with extra resources</p> <p>School laws is very comprehensive and inclusive, there is no different between refugee and Swedish children. In order to fulfill the law's requirement refugee children, need additional support, and that support require resources which states, and the local authority must allocate more resources in the area of child education, in order to address these issues.</p> <p>In many cases I regret to say that Swedish government and in particular Migration Agency miss treating people and it is very shameful for me that families are suffering from difficult situation in Restad Gård. The only one how make profit on refugee is the private companies who make money.</p> <p>In a very particular case, un-accompanied minor was behaved unjust and inhuman by the Migration Agency, they are suffering for many years because of migration policies that deprived them to study by putting them in deportation camps and with rejection of their asylum application. It causes server mental health and psychological condition.</p>
Other relevant information	<p>Child do not have resident permit and afraid of deportation. The child saying "I afraid being deported and my father says I we are going to be deported, in Iran I will be killed by the Iran regime" I do not like to go school because I may not be staying in Sweden.</p> <p>Child do not have resident permit and afraid of deportation. Children are suffering out of psychosocial condition due bad condition in the refugee camp.</p> <p>Students who live in camps and have been waiting for years their decision from the migration, have lost the hope and the desire to attend meetings, workshops, and discussion.</p>

C. Dialogic co-creation process: Where are we at now?

Task 2.1. Preparation for the dialogic co-creation procedure in each pilot setting: introduction of Refuge-ED project to stakeholders and local service providers such as local politician, civil society organizations, and children and youths' education administration in order to gain their participation in the project and work together in the process dialogic co-creation and consultation and the formation of community of practice and learning. Our communication is still going on in the local level to motivate them in participating the project.

We have started our cooperation in the school level with teachers and practitioner of MHPSS for the implementation of pilot and training sessions on the effective practices on education and MHPSS.

SW3. Vänersborg Interkulturellt Centrum

Type of site: non formal education and cultural activities center for migrants and refugees

Other (Explain what type) Multicultural Centre

Location: City/Town/Village (as applicable)

Context information

Key basic information about the area where the site is located:

(Vänersborg Interkulturellt Centrum):

A platform that brings together cultural activities to promote intercultural and develop a model for strategic work that enables and ensures meaningful and sustainable integration work in Vänersborg municipality.

Intercultural Center aims is to develop a model through strategic and practical collaboration that enables and ensures meaningful and sustainable integration as well as inclusion for newcomers in Vänersborg municipality. Also, it contributes to an effective and well-founded integration and establishment in the labor market and society and promotes intercultural dialog.

Our program is divided into social inclusion and labor market inclusion. Examples of activities that promote social integration is meeting place and cultural café, activities for children, young people, women and adults, cultural exhibitions, cultural parties, lectures, and workshops.

In addition, other organizations have the opportunity also conduct seminar, conferences, parties, meetings. Also, groups and people who have a creative idea related to social inclusion and job market inclusion, we help them to make it happen.

About Vänersborg city:



Just over 39,000 inhabitants.

Capital of the Västra Götaland region.

Aims to become Sweden's best music municipality.

Jazz municipality of the year 2012

Climate adaptation municipality of the year 2016

Strategic location at the southern tip of Lake Vänern

Newcomers appreciate the small scale, proximity to nature and water.

Close to most things:

An hour's flight to Stockholm

50 minutes by train to Gothenburg

Usually no more than 20 cycling minutes to swimming

Half an hour to the West Coast

Midway between Oslo, Copenhagen and Stockholm

10,000 commuters - most to and from Trollhättan

The municipality as a workplace:

3,800 employees

Personnel care under Mauritius sun.

Sweden's best staff club.

The population by level of education December 2018:

Pre-secondary education: Men 14% and women 11%

Secondary education: Men 55% and women 44%

Post-secondary education: Men 28% and women 44%

B. Insights from the fieldwork: Needs assessment

Coordination between parent and teacher. Raising awareness among parent about school system and child education, in order for the parent to understand how the system work and how parent could help their children to adept and integrate into the system.

Inclusion of migrant / refugee's children and families and unaccompanied minors in planning and management of education and MHPSS.

Language and cultural barriers that undermines children school performance.

Feeling of discrimination among migrants' children in school when it come to cultural differences

Needs Detection data

Main challenges and needs faced by students, end-users, families, etc.

In the school and society

Bullying in the room with unfair treatment from teachers.

Lack in access to the rules and information in this new Society.

In the schoolteachers cannot control the students and doesn't care about the bullying that is happening in the school.

The teachers don't have any influence on the students

The lack in the economy made the school cancel many activities.

The school management is always thinking about saving the budget of the school more than benefiting the students.

The teachers are not supportive.

Summary of families focus group discussion

In my child school there are a few migrants, so it is difficult to find friends as people from the host country not interacting much with new commers.

My child has been hit many times from his classmates.

As a mother when I go to the school to bring my child, I got many strange reactions where students look at me in a different way as I come from another planet, because I am the only one who wear the hijab.

My son faced many difficulties where other students make fun of him because of his teeth.

I noticed that Swedish students don't like to integrate with us as migrants or new commers.

Students go home from school without any assignments to work on and as a result they lose their time using their mobile phones or laptops for games.

Most of the teachers don't explain subjects in schools.

There isn't a good communication between parents and school stuff.

Most of teachers don't care if all students understand, and they feel enough with 25% of students to understand.

Some parents faced challenges as they can't communicate in Swedish with teachers to explain their needs and to get help from them regarding their children.

In high school parents are facing difficulties to know more about their sons and daughters as they have been told no need to ask because they are adults and independent, as a result parents feel like they are not involved as it should be.

One of the most challenges is that in schools they put some requirements for students to reach a specific level, which students at the end focus on filing these requirements instead of reaching the best level they can. It means the requirement sett by school affect the quality of child education.

They study everything in a theoretical point of view without applying their knowledge on real life to be more understandable.

The school system in general is not considering that there are migrants who have different backgrounds and new to the society, in addition some unqualified teachers who don't have the ability to deal in the class with different backgrounds, cultures, levels and abilities.

There is lacking information regarding school system, laws, and educational information.

Some parents notice that their children have problems. It may appear as learning difficulties which takes time to wait until the diagnose reveal hence that affect children negatively.

I don't see any coexistence between migrants and refugee children. In general, the coexistence depends on school system.

A child has been beaten many times from his school classmates.

Teachers don't have the ability to control students or prevent them from goes beyond their lines.

My child fell down and started bleeding where no one rescued here and in comparison, another child from the host country worked hard to rescue her. This situation affected my girl in a negative way, and she considered herself to be isolated from the society as she doesn't come from here.

There is no guard in school to deal with students' problems in break times.

I realized that I can't save my girls at schools, so I registered her karate to find a way for her to be safe.

As parents we haven't seen any considerations regarding culture issues. In addition, there wasn't any programs to include parents in how school system works.

Some other problems we face that our children can't get enough meals at lunch time and very few types of food they get, as a result they lose their energy for the whole day.

Parents worries about their children as some students sell drugs and there are still no solutions regarding these issues.

Main challenges and needs faced at the center/organization level

Teachers with migrations background:

The students came from a different studying environment and do not understand the true meaning of the freedom in the new school environment. And often do not respect each other.

The students used to memorize their lesson, but here they must fully understand and ask your teacher to be able to understand. The student do not ask question think that the teacher is always right.

The student is living in two different environments with different cultures (home and school). Families do not have information about the new school system in Sweden, families do not understand to help their children at home

There is always racism and discrimination between groups from different backgrounds (refugees) and girls with Hijab.

Building relations between foreign girls' groups and Swedish girls is not easy to happen due to the cultural differences and language barriers.

No cooperation between the families and the school, some families don't participate in the evolution interviews.

Students are not improving in their studies; they are using their mother tongue language and that prevent them from improving in Swedish and other subjects. We can't force the students to use Swedish during their school day.

There is a huge absent rate in the school, and the reason sometimes is being shy and embarrassed from their Swedish that is lacking compared to other students.

We have conflicts between students from different backgrounds and with Swedish students sometimes. The reasons can be the different in their social level (rich and average families) and religion can cause conflicts between students.

The Covid-19, which affected the students in a negative way in term of social relation and class dynamic.

The families feel that they are getting all the needed info from their children, but we teacher and parent can make much more together for children education.

Discrimination from students in different schools, like people who was born here express themselves as they belong more to the new country compared to others who are new commers.

Some students react in mixed ways because they got lost between being social with new people from different backgrounds and being not allowed to make friends with migrants as their parents prevent them.

Under pandemic, students felt there is a distance between them and their teachers, so it was a challenge for them to be more involved in schools. In addition, there were no more activities outside school,

Students face some difficulties like they work hard to achieve their goals, but they can't reach due to language barriers. In exams many students feel like they can't understand some questions as they are related to the society where they haven't been in long time and without having the experience as Swedish student. Particularly in subjects like Swedish history and social knowledge.

Regarding students' psychological health, they face discrimination as being different, sometimes between students themselves and other times between students and teachers, which affect their health, as they live in two different societies, family culture and society and school.

Migrants' students lost their confidence from having not enough knowledge regarding the Swedish language. One of the most challenges where girls especially face is being different and having that feeling based on host community attitudes. As a migrant teacher I got this opportunity to work in this fields for just a very short time, I received some criticism like I took someone else's place. Some people from the host community don't accept the fact that there are new commers having different cultures, languages, and principles. And they don't have enough knowledge to deal with these differences.

Another challenge where families are not included in schools enough, so they feel excluded which creates a gap between teachers, their children, and for the whole school system. Some teachers deal with children on the basis that they are in a danger from their parents.

Dealing with migrants and new commers as they are Swedish without taking into consideration that they have a different background and environments.

Multicultural aspects, ex: teachers dealing with problems as they deal regarding their point of view in their culture which creating a complicated issues for the receiver from another culture.

As sometimes we open sensitive subjects and discussions regarding religion which lead into complications as showing no respect to other religions depending on most people believe.

Teachers can't realize that their actions might affect students' feelings afterwards. There are no qualifications requirement in schools on how to deal with new commers. In our school there was several Swedish students and then become very few.

Most of parents are illiterate, so we see that students go home and cannot get help from parents As teachers we lose time for just printing school material to provide them for students no time to work with each student

We are not just teaching subjects but we also teaching the language and dealing with students that have been through a lot of difficult circumstances like waiting for residence, living in camps, hence their health conditions not good.

Some students with special needs are not enrolled in specialized schools. On the contrary, they are enrolled in regular schools, and this creates a kind of gap.

Students with special needs being in regular schools affects their health and other students' health negatively.

Some students can't accept the cultural differences that are taught in schools. And some teachers can't accept student's reject for cultural differences taught so they compulsorily try to convince them to accept these ideas.

Under pandemic we had to work more (sanitizing, keep reminding about the restrictions, contact with families to check students' health). In addition, we had to stay in lunch breaks for a huge number of teachers and students.

Some migrants when they meet teachers from immigrant backgrounds, are less respected due to the lack of confidence towards migrants.

Some parents have the belief that their children make no mistakes, which sometimes create conflicts between teachers and their relationship with parents.

The salary increase depends on manager's opinion not based on school staff experience.

Main challenges and needs faced at the stakeholders/surrounding community/policy makers' level

According to the local politician: School laws in Sweden is very comprehensive and inclusive, there is no different between refugee and Swedish children. In order to fulfill the law's requirement refugee children, need additional support, and that support require resources which states, and the local authority must allocate more resources in the area of child education, in order to address these issues.

In many cases I regret to say that Swedish government and in particular Migration Agency miss treating people and it is very shameful for me that families are suffering from difficult situation in asylum camps Restad Gård. The camps are subcontracted with a private company and those private businesses making profit on refugee without offering a condition that requires normal. Overcrowded, lack hygiene and enough space for a person.

In a very particular case, un-accompanied minor was behaved unjust and inhuman by the Migration Agency, they are suffering for many years because of migration policies that deprived them to study by putting them in deportation camps and with rejection of their asylum application. It causes server mental health and psychological condition.

putting more resources to for schools to offer additional support for refugees' children in the area of social emotional learning such as Mental Health and Psychosocial Support, language and integration. Learning Swedish language and Swedish cultures and social norms and values. Thereafter in the long run the children with build and a successful life in term of housing, job and income in their future.

I would say the Swedish state is failing with integration and I'm just saying that there is a lot to do. I think that. It's boring. These things for everyone that this integration does not work. I can say that children and the board of education discuss these issues very much. We get some information about what the administration, what the schools do. They themselves think they do a good job, but that more resources are needed, more staff. And the money the school takes from the municipal council so that. Yes, I feel like I do not have much to say about. It is the same politician in those matters but I just and look a little closer that the integration does not go so well all the time.

C. Dialogic co-creation process: Where are we at now?

Dialogic selection and co-creation and the creation of community of practice and learning is an ongoing work in cooperation with other partners. After completing the Trainings of Trainers on the effective practice on education and MHPSS, we will continue working with stakeholders and end user to provide them with trainings on education and MHPSS initiatives in this pilot sites (SW#). Therefore, having established the community of practice and learning will facilitate the pilots (WP3) implementation and the process evaluation (WP4) and will strengthen our cooperation with local service providers, NGOs and policy makers. We also cooperate with teacher and school staff in order to work with trainings on the effective practices on Education and MHPSS.

6. CONCLUDING REMARKS

In this report we have thoroughly described the main context information for each of the 46 pilots which will be implementing education and MHPPS actions and approaches in the framework of the project. The REFUGE-ED Dialogic Co-creation Process (RDCP) is guiding all the aspects regarding methodology and content development.¹⁰⁷

Throughout this document it has been explained both the context analysis as well as needs analysis for each of the pilots, structured by country. This way, this document covers the bulk of the work done in the framework of WP2, and it has required from developing three main activities: developing the needs analysis' preparatory work; developing the documentary analysis of each pilot site context, and analyzing all data collected in the fieldwork at the light of needs in each pilot site.

As for the first task, the needs analysis' preparatory work, UAB prepared draft proposals for all the consent forms and interviews, communicative life stories and focus groups guidelines. These drafts were reviewed by all partners through the shared TEAMS workspace. A selective transcription and a needs assessment template (including the context fact sheet template) was also provided by UAB and agreed among all partners. Interviewing guides for each type of interview have been drawn as well as an adapted version for minors and especially children. Templates for the selective transcription of interviews and posterior analysis have been designed and evaluated and redesigned once used.

As for the second task, the documentary analysis of each pilot site context, context fact sheets have been completed for all 46 pilot sites. As observed in the previous sections, the main goal was to find out about the conditions/features of each territory, the potential constraints to face, the specific reality of each context/ population, the previous actions carried out, demographics, socio-economic conditions, preliminary educational results, activities already performed, and other relevant information about the surrounding communities of each pilot site. This information has been gathered from documentation shared by the pilot sites as well as from documentation found on the local administrations' websites, and meetings and interviews carried out with the professionals working in the centers.

Finally, the third task, the analysis of data collected through the fieldwork at the light of identifying needs, involved running an analysis using a bottom-up approach, meaning that the knowledge has been built looking through the eyes of the interviewed people, summing up all their own analysis. In this process, shared Mental Health and Psychosocial Support and educational challenges and needs, in the light of the main guiding thematic issues of the project (academic achievement, well-being and sense of belonging), have been identified. These challenges and needs have been listed into three groups: *the main challenges and needs faced by end-users, the main challenges and needs faced at the centre/organization level and the main challenges and needs faced at the stakeholder's level*. Some of the needs identified are common throughout the pilots, and others are

¹⁰⁷ See D.2.2. for a thorough description of the Refuge-ed Dialogic Co-Creation Process.

derived from the specific context in which the pilot is based in each country (e.g.: differences derived from being an in-transit country, such as Bulgaria, or a destination country, such as Spain). In the process of running the needs analysis, REFUGE-ED research team did in January 2022 and February 2022 three rounds of group presentation and discussion of the identified needs, which helped to observe the trends across the sites.

In all, each of the 46 pilots is putting in place the REFUGE-ED dialogical co-creation process (RDCP). Nothing has been imposed or forced, contrary to the way of working or to the tempos of the centers. For this reason, throughout the process of data collection and analysis some limitations have been lightened up:

- Schools, first aid and refugee centers have to deal with lots of different issues at the same time, so this has meant, especially in a period marked by covid19 restrictions, that the fieldwork hasn't been always carried out as it was first expected or has not had the results sought. The implications have been from delay on the fieldwork to reducing or adapting the interviewing techniques, lack of time of some members of the educational community to dedicate to the project, difficulty to find allies who can lead the project, or even some pilot sites dropping out of the project.
- The processing for ethical approvals has delayed the beginning of the fieldwork in some countries and has limited our access to the field sites and the activities which we have been able to develop there. In some pilot sites such as those in Sweden or those in Italy this has meant barriers for interviewing children and families, so their own experience and perspective might not be fully represented as thought at the very beginning of the project. The institutional permission for access to sites such as safe zones in some countries was relatively limited in time which impacted the number of interviews and focus groups. These limitations have been overcome by 'transversal' focus groups, e. g. focus groups with social workers from different sites, or NGO and international organisations' representatives working with different refugee centers and schools or stakeholders from various institutions.
- The characteristic movement and rapidly change of migrant population in some countries: some of the people interviewed had not been in the pilot setting for a long time, or didn't expect to engage in that place, so exchange of information and goals were more difficult. As the realities in each country and in each type of site are so diverse, this dialogical approach also becomes a pragmatical need of the project.
- In Greece faced several challenges during our efforts to gain access to the pilot sites. After contacting and consulting relevant public institutions regarding the procedure of access-granting to schools for research purposes, the conclusion we arrived at was that (due to recent changes in regulations) we needed to apply to a specific entity of the Ministry of Education specializing in research requests. However, applications are submitted once a year, and the deadline has passed for the current school year. Therefore, upon examining further options, we concluded that the most efficient one was to address the Regional Director of Education, who overviews areas in which the schools covering the required criteria are situated, to request a Letter of Support. Fortunately, we managed to attain it immediately as we had advanced contact established with the Director. This way, we were able to provide

proof of official institutional support to the project, which was a crucial factor in our communication with the schools' authorities, in order to ensure long-term access to schools.

- Also in Greece, gaining access to camps has also been a challenging task. In this case, we needed to first contact informally the managers of the potential camps so as to inform them about the project and secure their initial support and willingness to participate. Thereafter, we filed an official request to the Regional Camp Management authority in which we directly mentioned the pilot sites we intent to access and submitted the numerous scientific paperwork required (e.g. research protocol, consent forms, ethical approval etc.). Simultaneously, we had to inform both the ministry of Asylum and Migration and the ministry of Education for the roll-out of the project and attain their approval and support.
- The steps outlined above may have resulted in minor setbacks, however they were essential in our effort towards seamlessly covering the whole spectrum of the project's activities (WP2, WP3).

To sum up, all the work developed in WP2 is building the ground for further developing the project in its subsequent stages. This is currently being done in WP3, in which in each pilot site stakeholders themselves will prioritize on which of the identified needs they would like to be focused on at the time of implementing the education and MHPPS actions and approaches offered by REFUGE-ED.

1. Appendix 1: Template Pilot Briefing

A. CONTEXT INFORMATION

B. NEEDS ASSESSMENT

C. DIALOGIC CO-CREATION PROCESS

2. Appendix 2: Template Pilot Briefing



Task 2.2. Needs' analysis with end-users/ stakeholders (M6-M9)

Internal document

Selective transcription

GENERAL DEMOGRAPHIC DATA	Participant s
What is your year of birth?	
What is your gender? <ul style="list-style-type: none"> • Male • Female • Non-binary/third gender • Prefer to self-describe • Other/Prefer not to say 	
What is your country of origin?	
Where do you currently live?	
What is the highest level of schooling you have completed or the highest degree you have earned? <ul style="list-style-type: none"> • Less than high school degree • High school degree or equivalent • Some college/university but no degree • Associate degree • Bachelor's degree • Graduate degree (e.g., Master's degree) • Terminal degree (e.g., M.D., J.D., Ph.D.) • Other (please specify) 	
What is your first language? (Mother tongues)	
Which are your major domains of practice? (Please check all that apply)	If the participant



D2.1 - Selected actions to address the integration challenges of migrant children

<ul style="list-style-type: none"> • Health • Education • Government • Business • Labor • Religion • Politics • Advocacy/Organizing • Social Service • Culture/Recreation • Military • Other (please specify) 	is a minor, this might not apply.
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N°/Recording code	Data collection technique (interview, Communicative Daily Life Story, Focus groups)	Partner short name	Country	Participants' pseudonym(s)	Researcher doing the transcription
Needs Detection data					
Main challenges faced by students, end-users, families, etc.	[Besides notes, add those quotations considered of relevance]				
Main challenges faced at the center/organization level	[Besides notes, add those quotations considered of relevance]				
Main challenges faced at the stakeholders/surrounding community/policy makers' level	[Besides notes, add those quotations considered of relevance]				
Shared identification needs	[Besides notes, add those quotations considered of relevance]				

3. Appendix 3: Fieldwork: Number of interviewing techniques

Total number of participants in the needs analysis fieldwork (May 2022)

Total participants interviewed	818
Children and youth	247
Family members	88
Teachers, educators and other professionals working in the pilot sites	337
Stakeholders	146

Bulgaria

Name of pilot	Fieldwork done (number of people interviewed)
BG1 15 th School "Adam Mitskevich"	<ul style="list-style-type: none"> - Interviews with 4 professionals - teachers - Focus group with 3 professionals - teachers, headmaster
BG2 74 th School "Gotse Delchev"	<ul style="list-style-type: none"> - Interviews with 9 professionals - teachers, psychologists, vice-headmasters, resource-teachers - One interview with stakeholder from UNHCR
BG3 66 th School 'Filip Stanislavov'	<ul style="list-style-type: none"> - Interviews with 2 professionals - teachers of elementary and middle school - Focus group with 5 professionals - teachers and headmaster
BG4 RRC Voenna Rampa	<ul style="list-style-type: none"> - Interviews with 2 end-users - Interview with 1 stakeholder - Daily life stories with 7 minors and family members of students - Focus group with 5 parents and minors
BG5 RRC Ovcha kupel	<ul style="list-style-type: none"> - Interviews with 6 minors and their mothers - Communicative life stories to 5 children - Focus group with 5 parents, children and UAM
Transversal focus groups - with end-users from the pilot sites and stakeholders	<ul style="list-style-type: none"> - One focus group with NGOs - 5 representatives of Caritas Bulgaria, IOM Bulgaria, National Network for Children, Council of Refugee Women in Bulgaria, - One focus group with Institutions - with 4 representatives of Ministry of Labour and Social Policy, Regional Department of Education, Agency of Social Assistance, State Agency of Child Protection

	<ul style="list-style-type: none"> - One focus group with 5 School Representatives from PS2 and PS3 - One focus group with NGOs and social workers: 4 from Caritas Bulgaria, 2 of whom working in PS4 and 2 working in PS5, 1 from the Bulgarian Red Cross.
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Total people reached:

Minors: 18

Family members: 16

Professionals: 30

Stake-holders: 15

Greece

Name of pilot	Fieldwork done (number of people interviewed)
52 nd Primary School Athens	<ul style="list-style-type: none"> - Focus Group stories with 4 refugees/migrants; 1 with 2 refugees; 1 with two end users - Interviews with 3 educators - Interviews with 3 stakeholders - Daily Life Interviews with 4 refugees/migrants
21st Primary School Athens	<ul style="list-style-type: none"> - Daily life stories with 4 refugee/migrants - Interviews with 6 educators - Interviews with 2 stakeholders
2nd Primary School Redi	<ul style="list-style-type: none"> - Daily Life Story with 3 migrants - Interview with 4 stakeholder - Interviews with 5 educators - Focus group with 5 migrants; 1 with two end users; 1 with two end users
1st Primary School Karditsa	<ul style="list-style-type: none"> - Interviews with 6 teachers - Interviews with 4 stakeholders - Focus group with 4 refugees
4th High School Karditsa	<ul style="list-style-type: none"> - Interviews with 2 educator - Interviews with 4 stakeholders - Daily Life interview with 3 refugees - Focus group with 3 educators
ANKA	<ul style="list-style-type: none"> - Daily life stories with 4 refugees - Interviews with 1 educator - Interviews with 1 stakeholder - Focus group with 3 refugees; f.g. with 5 refugees



2nd Elementary School of Pylaia	<ul style="list-style-type: none"> - Interviews with 1 stakeholder - Interviews with 3 educators - Daily life stories with 1 refugee
6th Multicultural Elementary School of Eleftherio- Kordelio	<ul style="list-style-type: none"> - Interviews with 2 stakeholders - Interviews with 5 educators - Daily life stories with 2 refugees
13 th Primary School of Ampelokipoi	<ul style="list-style-type: none"> - Interviews with 2 stakeholders - Interviews with 3 educators - Daily life stories with 3 refugees
METADRASI	<ul style="list-style-type: none"> - Interviews with 3 stakeholders - Interviews with 2 educators - Daily life stories with 1 refugee

Total people reached:

Refugees/migrants: 44

Professionals: 45

Stake-holders: 26

Ireland

Name of pilot	Fieldwork done (number of people interviewed)
IE1 St Joseph's	<ul style="list-style-type: none"> - Interviews with 2 classroom teachers - Interview with Home School Community Liaison teacher - Interview with school principal - Interviews with 2 parents - Two focus groups with children (5 children in one group, and 7 in the other)

Total people reached:

Minors: 12

Family members: 2

Professionals: 4

Italy

Name of pilot	Fieldwork done (number of people interviewed)
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IT1 Casa di Giuseppe	<ul style="list-style-type: none"> - Daily life stories with 5 unaccompanied minors - Interviews with 5 professionals - Interviews with 3 stakeholders - Focus group with 4 professionals and 1 stakeholder
IT 2 IC Vittoria Colonna	<ul style="list-style-type: none"> - Daily life stories with 4 minors and 1 mother - Interviews with 5 teachers - Interviews with 3 stakeholders - Focus group with 3 teachers and 1 stakeholder - Focus group with 3 teachers
IT3 Primary School "Acate Centrale" & "Addario"	<ul style="list-style-type: none"> - Interviews with 4 teachers - 1 Focus Group with 3 teachers - 1 Focus Group/Daily Life Stories with 4 mothers and 1 sister of students with migratory background in the school - 1 Daily Life Story with 1 mother
IT4 1st Grade Secondary School "A. Volta"	<ul style="list-style-type: none"> - Interviews with 7 teachers - 1 Focus Group with 5 teachers - 1 Focus Group with 6 stakeholders (this stakeholders talked also about the IT3 pilot sites) - 3 Daily Life Stories with 3 students/minors
IT5 Comunità Arcobaleno - Casa Senegal	<ul style="list-style-type: none"> - Daily life stories with 4 unaccompanied minors - Interviews with 3 professionals - Interview with 2 stakeholder - Focus Group with 2 professionals and 1 minor (UAM) - Focus Group with 1 professional and 2 minors (UAMs)
IT6 Centro Freedom	<ul style="list-style-type: none"> - Daily life stories with 4 among unaccompanied minors and newly 18 years old girls - Interviews with 5 professionals - Interviews with 4 stakeholders - Focus group with 4 professionals
IT7 CPIA	<ul style="list-style-type: none"> - Daily life stories with 5 students - Interviews with 7 teachers - Interviews with 4 stakeholder - Focus group with: 8 professionals (2 stakeholders and 6 teachers) and 3 students - Focus group with 2 professionals (teachers) and 4 students
IT8 1st Grade Secondary School "Boccone "	<ul style="list-style-type: none"> - Daily life stories with 5 students - Interviews with 5 professionals/teachers - Interviews with 5 stakeholders - Focus group with 4 professionals
IT9 Primary School "De Amicis"	<ul style="list-style-type: none"> - Interviews with 8 professionals / teachers - Interviews with 2 stakeholders - 3 Daily Life Stories - Focus Group with 3 professionals
IT10_Primary School La Masa	<ul style="list-style-type: none"> - Interviews with 5 professionals / teachers - Interview with 2 stakeholder - Focus Group with 3 professionals - 2 Daily Life Stories
IT11_1st Grade Secondary School "Archimede"	<ul style="list-style-type: none"> - Interviews with 4 professionals / teachers - Focus Group with 4 professionals /teachers - Interviews with 2 stakeholders - 4 Daily Life Stories

IT12_Primary and 1st Grade Secondary school Federico II	<ul style="list-style-type: none"> - Interviews with 5 teachers - Focus Group with 4 teachers - 5 Daily Life Stories - Interview with 1 stakeholder
IT13 2nd Grade Secondary School FERRARA	<ul style="list-style-type: none"> - Daily life stories with 13 students - Interviews with 6 teachers - Focus group with 4 teachers - Focus Group with 4 teachers
IT14 2nd Grade Secondary School PIAZZA	<ul style="list-style-type: none"> - Interviews with 4 professionals / teachers - Interview with 1 stakeholder - 1 Focus group with 4 Daily Life Stories - Focus Group with 5 teachers - Focus Group with 4 students/minors, 4 stakeholders, 1 teacher

Total people reached:

Minors: 75

Family members: 7

Professionals: 139

Stake-holders: 42

Spain

Name of pilot	Fieldwork done (number of people interviewed)
SP1 Pla de Santa Maria	<ul style="list-style-type: none"> - Daily life stories with 5 teenagers - Interviews with 4 professionals - Interviews with 5 stakeholders - Focus group with 6 professionals - Focus group with 6 minors
SP2 Centre Orió	<ul style="list-style-type: none"> - Daily life stories with 5 minors - Interviews with 4 professionals - Focus group with 6 minors - Focus group with 10 professionals
SP3 Centre Sírius	<ul style="list-style-type: none"> - Daily Life Story with 5 unaccompanied minors - Interview to 3 professionals: two educators of the reception center and the director - Interviews to 5 different stakeholders: the mayor of the town, two volunteers from local associations and NGOs, and two social workers of the region external to the center - Focus group with 6 migrant minors - Focus group with 5 educators.
SP5 Eibar BHI	<ul style="list-style-type: none"> - Daily life stories with 3 minors and 3 with family members of students - Interviews with 2 teachers - Interviews with 4 stakeholders: members of local associations and NGOs

	<ul style="list-style-type: none"> - Focus group with 5 students - Focus group with 5 teachers
SP6 Veles e Vents	<ul style="list-style-type: none"> - Interviews to 4 mothers of students of the center - Communicative life stories to 5 children - Interviews to 5 professionals - Focus groups with 4 professionals - Focus group with 5 students - Interviews to 4 stakeholders: 2 social workers, 1 volunteer in the center, 1 director of <i>Càritas</i> - One presentation of the project to the professionals' team.
SP7 Alfonso II	<ul style="list-style-type: none"> - Daily life stories with 7 students - Interviews with 7 teachers - Interviews with 5 stakeholders: members of associations and NGOs - Focus group with 5 teachers - Focus group with teachers, families, students, and members of the community
SP8 Al-Ándalus	<ul style="list-style-type: none"> - Daily life stories with 3 family members of students - Interview with 4 teachers - Focus group with 3 professionals: the director, the head of studies and the counselor - Focus group with 6 students - Interview with 5 stakeholders: 2 <i>asociación musulmana</i> and <i>mujeres en zona de conflict</i>, 2 of social services
SP9 Sant Vicent Ferrer	<ul style="list-style-type: none"> - 1 presentation of the project to the community - Daily Life Stories to 6 minors - Interviews to 4 professionals in the school - Interviews to 5 stakeholders - Focus group with 6 school families - Focus group with 5 teachers in school
SP10 Karmengo Ama	<ul style="list-style-type: none"> - Daily Life Stories to 6 minors - Focus group with 5 mothers - Focus group with 3 professionals - Interviews to 4 stakeholders - Interviews to 5 teachers
SP11 Martina Garcia	<ul style="list-style-type: none"> - Interviews to 4 mothers and 1 brother of migrant children in school - Interviews to 6 teachers - Daily life stories to 5 students - Interviews to 2 stakeholders
SP12 República de Venezuela	<ul style="list-style-type: none"> - 1 presentation of the project - Interviews with 5 teachers - Daily life stories with 5 families - Daily life stories with 5 children - Interviews with 4 stakeholders - Focus group with 9 stakeholders: social services
SP13 Bernat Calvó	<ul style="list-style-type: none"> - Daily life stories with 5 people: 3 minors and 2 family members of students

	<ul style="list-style-type: none"> - 1 focus group with family and students - Interviews with 5 professionals: 3 teachers and 2 specialists of the school - Focus group with 5 teachers and members of the center.
SP14 Aranbizkarra	<ul style="list-style-type: none"> - Daily life stories with 5 students - Interviews with 5 professionals: the headmaster, 2 teachers, the head of studies, and the counselor - Focus group with students from Nigeria - Interviews to 3 stakeholders

Total people reached:

Minors: 103

Family members: 33

Professionals: 111

Stake-holders: 55

Sweden

Name of pilot	Fieldwork done (number of people interviewed)
SW1 - Mölndal	<ul style="list-style-type: none"> - Focus groups with 11 parents - Communicative daily life stories with 5 children - Interviews with 2 teachers - Interviews with 5 stakeholders (2 NGO, 2 policymakers/municipalities, 1 politician)
SW2- Restad Gård asylum accomodation centre):	<ul style="list-style-type: none"> - Daily life stories with 5 teenagers - Interviews with 1 professional - Interviews with 2 stakeholders - Focus group with 11 families - Focus group with 5 minors
SW3- Vänersborg Interkulturellt Centrum	<ul style="list-style-type: none"> - Daily life stories with 5 minors - Interviews with 5 professionals - Interviews with 1 stakeholder - Focus group with 5 minors - Focus group with 8 families

Total people reached:

Minors: 25

Family members: 30

Professionals: 8

Stake-holders: 8