Guidelines for pilot actions' implementation

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REFUGE-ED

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

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

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1. Acronyms and abbreviations

MHPSS	Mental Health and Psychosocial Support
SPICE	Supportive Process for the Inclusion of Children's Experience
RDCP	REFUGE-ED dialogic co-creation process

2. Executive Summary

The REFUGE-ED dialogic co-creation process (hereinafter, RDCP) is the methodological framework that will guide the implementation of the pilot actions during the project. This document introduces the theoretical premises on which the RCDP is based and sketches the different steps that will guide its implementation in the 46 pilot actions to be run in Bulgaria, Greece, Ireland, Italy, Spain and Sweden.

By using and engaging with the RDCP, the REFUGE-ED consortium seeks to accomplish three main aims. First, engaging all types of actors playing a role in the implementation of the pilot actions to identify needs and agree about how these can be successfully met by piloting evidence-based practices (WP2). Second, implementing pilots of the co-created practices across the different migration stages and entry points in six European countries (WP3), fostering cross-intervention reflection and learning. And third, supporting the documentation and evaluation of both the co-creation *process* as well as the *outcomes* and impacts achieved through the development of the pilots (WP4), by following the guidelines of the Supportive Process for the Inclusion of Children's Experience (hereinafter, SPICE) cycle. In this way, the RDCP is directly supported and complemented by Deliverable 4.2. Guidelines for carrying out the SPICE cycle approach.

3. REFUGE-ED dialogic co-creation process

The **REFUGE-ED dialogic co-creation process (RDCP) is the methodological framework that will guide the implementation of the 46 pilot actions foreseen during the REFUGE-ED project.** By using and engaging with the RDCP, the consortium is aiming at:

1. Engaging all types of actors (from end-users, to all those working in the sites, stakeholders, and community members) playing a role in the implementation of the pilot actions

2. Implementing pilots of the co-created practices across the different migration stages and entry points in six European countries (Bulgaria, Greece, Ireland, Italy, Sweden, and Spain), fostering cross-intervention reflection and learning.

3. Support the documentation and evaluation of both the consultation and co-creation process as well as the outcomes and impacts achieved through the development of the pilots, by following the guidelines of the Supportive Process for the Inclusion of Children's Experience (hereinafter, SPICE) cycle. This way, the RDCP is directly supported and complemented by **Deliverable 4.2. Guidelines for carrying out the SPICE cycle approach**.

The bare bonds of the RDCP: grounded on the communicative methodology of research

The RDCP that will be implemented in REFUGE-ED draws from a wide variety of grounded research and implementation past experiences that the consortium provides.

First, **the communicative methodology of research** (Gomez et al., 2019) which has been used under the '**School as Learning Communities'**, a project initiated in the 1990s'. The 'School as Learning Communities' is based on a set of *Successful Educational Actions* (SEA) aimed at fostering social and educational transformation.[1] This educational model is in line with theories and research that highlight two key factors for learning today: **interactions, and community participation.**

The Learning Communities project was implemented for the first time in compulsory education in 1995. Nowadays, there are over 9.000 schools implementing Successful Educational Actions in 14 countries in Europe and across Latin America. The project is applied in schools of all educational levels (including public and private kindergartens,

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[1] INCLUD-ED research project identified as Successful Educational Actions (SEAs) those 'actions that can improve school success and contribute to social cohesion in every context where they are implemented. (…) Successful Educational Actions have already been implemented in different contexts and are providing strong evidence that they 'are effective regardless of the context and therefore are transferrable to other schools and communities to improve school success and social cohesion (Flecha, 2015, p. 3-4)'.

primary and secondary schools and adult education) with very different characteristics (public, private and charter schools) and students.[2]

Learning Communities involve everybody in the community who, either directly or indirectly, has an influence on the learning and development of students. These individuals can be those from the school staff body, members of related associations collaborating with the educational center, local district organizations as well as parents, relatives, friends, neighbors and volunteers. All these very different types of actors are also crucial for the development of the RDCP.

Widely used in previous EU-funded research investigations conducted with underserved communities (i.e. FP5 WORKALO; FP6 INCLUD-ED; FP7 IMPACT-EV; and H2020 SOLIDUS, among others) **the communicative methodology of research** (Gomez et al., 2011) **has guided all research being conducted on Schools as Learning Communities, making possible to explain, understand and interpret the social reality, and beyond that, providing scientific knowledge for its social transformation.**

The communicative methodology emerges from the new scientific and social challenges. Current dialogic turn of Social Sciences and society has implied significant changes in the understanding of reality (at the ontological and epistemological level), as well as in the way social reality is scientifically analyzed (Soler, 2017). The move from *objectivist* to *constructivist*, socio-critical and communicative conceptions has led to the development of this methodology that gathers key elements from prior research approaches, but goes beyond them in **understanding that social reality has been constructed in communicative ways through social interaction.** This approach is in line with the dual nature of current social theory, which accounts for the influence of both systems and social actors, and the interactions among both. The basis of this methodology is the dialogic relation between the researcher and the social actors or research subject, the first one contributing the knowledge from the scientific community, and the latter with their interpretations from the common sense of their *lifeworlds* (Habermas, 1984). This way, the communicative methodology affirms that social situations depend on meaning constructed through social interaction, hence reality does not exist independently from the subjects who experience it. Under this very perspective, *objectivity* is reached through intersubjectivity between research and the social actors involved in the reality studied. As researchers can deeply understand social situations and use social science to open ways to improve the lives of others, they can inform and elaborate new theories and perspectives to understand the social dynamics and ways to change them.

This research of possibility, in turn, allows us all to keep believing in the possibility of social change and utopia (Gómez, Puigvert & Flecha, 2011). Hence while researchers focus on the interpretations, reflections, and theories about the topic being researched;   those

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individuals affected by that very topic get directly involved in the research process by bringing in their knowledge derived from their daily experience. This contrast is a key element of the communicative methodology and contribute to explain its transformative potential: it is by means of intersubjective egalitarian dialogue that both researchers and researched individuals create new knowledge that is adapted to the problems the subjects are facing and includes specific paths to contribute to improve that very situation.

Multiple publications specifically on methods' journals have widely explored reasons why this methodology is effective in contributing to the various impacts of the research' results,[1] pointing out at the methodological strategies that it uses to include the voices of the researched subjects and how they are applied at the light of specific theoretical premises. To mention some of these premises, for the research process:

- the **importance of the interpretations of the subjects** is considered with Schütz' phenomenology (Schütz & Luckmann, 1974), which make possible strengthening the role of typifications in building ideal types.   T
- he communicative methodology also includes Mead's symbolic interactionism (Mead, 1934) which emphasizes **that interactions make people's interpretations change, and therefore do not only depend on the individual subject**.
- This is other of the premises of the communicative methodology, the recognition of **people as *transformative social agents*** (Freire, 1997), that is,
- **acknowledging people's ability to reflect and interpret their reality, creating knowledge and building on their own practices.** Garfinkel's ethnomethodology framework (Garfinkel, 1967) is considered for a better understanding of the subject's insights in their contexts.

This continuous dialogue between *science* and *society* is at the core of all the activities developed under REFUGE-ED.

Box 1. Useful resources about Communicative Methodology:

To have a better idea about the communicative methodology used under the Learning Communities, see the following videos:

Schools as Learning Communities. Transformation phases

Schools as Learning Communities
Transformation Phases

Schools as Learning communities (testimonials)

Comunidade de Aprendizagem

Good practice in Barcelona, Spain (Joaquim Ruyra Elementary School referred to as the miracle school)

Besides this experience, within the consortium, similar extensive experience in participatory methods is equally relevant to define the REFUGE-ED dialogic co-creation process. In this sense, the REFUGE-ED partner *Psychosocial Support Centre* (PSC, Denmark) counts on vast experience on implementing projects based on community-based approaches to mental health and psychosocial support (CVMHPSS). The Inter-agency Standing Committee (IASC) Reference Group for MHPSS in Emergencies, which the PSC co-chairs with the WHO globally and in country humanitarian contexts, have developed some useful resources for this purpose. See below some of them:

- IASC Reference Group on Mental Health and Psychosocial Support in Emergency Settings (2019). Community-Based Approaches to MHPSS Programmes: A guidance note. Access here: https://migrationhealthresearch.iom.int/sites/g/files/tmzbdl256/files/publications/community-based_approaches_to_mhpss_programmes_a_guidance_note_1.pdf

- IASC Reference Group on Mental Health and Psychosocial Support in Emergency Settings (2012). IASC Reference Group Mental Health and Psychosocial Support Assessment Guide, IASC RG MHPSS. Access here: https://www.who.int/mental_health/publications/IASC_reference_group_psychosocial_support_assessment_guide.pdf

- Reference Center for Psychosocial Support & International Federation of Red Cross and Red Crescent Societies (2009). Community-based psychosocial support. Trainer's book. A training kit. ISBN 978-8792490-01-8 Access here: https://pscentre.org/?resource=community-based-psyhosocial-support-trainers-book-english&wpv_search=true

Guiding foundational principles of the RDCP: following the path of dialogic learning

REFUGE-ED researchers work together with contact points (i.e. headteachers' teams, directors, etc.) at each pilot site to promote the engagement of end-users and stakeholders, and thus, include their knowledge and experiences in the implementation, monitoring and evaluation of the successful practices in education and MHPSS in each respective implementing pilot site.

Moreover, in all pilot sites, the RDCP will place particular emphasis on including the voices and experiences of the migrant and refugee children themselves and their families, who are the ones first and foremostly affected by the challenges derived from their migratory experience.

Drawing on the theoretical and methodological basis of the communicative methodology of research and being the later in line with theories of *dialogic learning*, **the RDCP is also directly informed by the seven guiding principles of dialogic learning** (Flecha, 2000). These seven principles are the premises that guide how to look through the social reality being observed, amplifying the possibilities for transformation (Ibid): egalitarian dialogue; cultural intelligence; transformation; instrumental dimension; creation of meaning; solidarity; equality of difference.
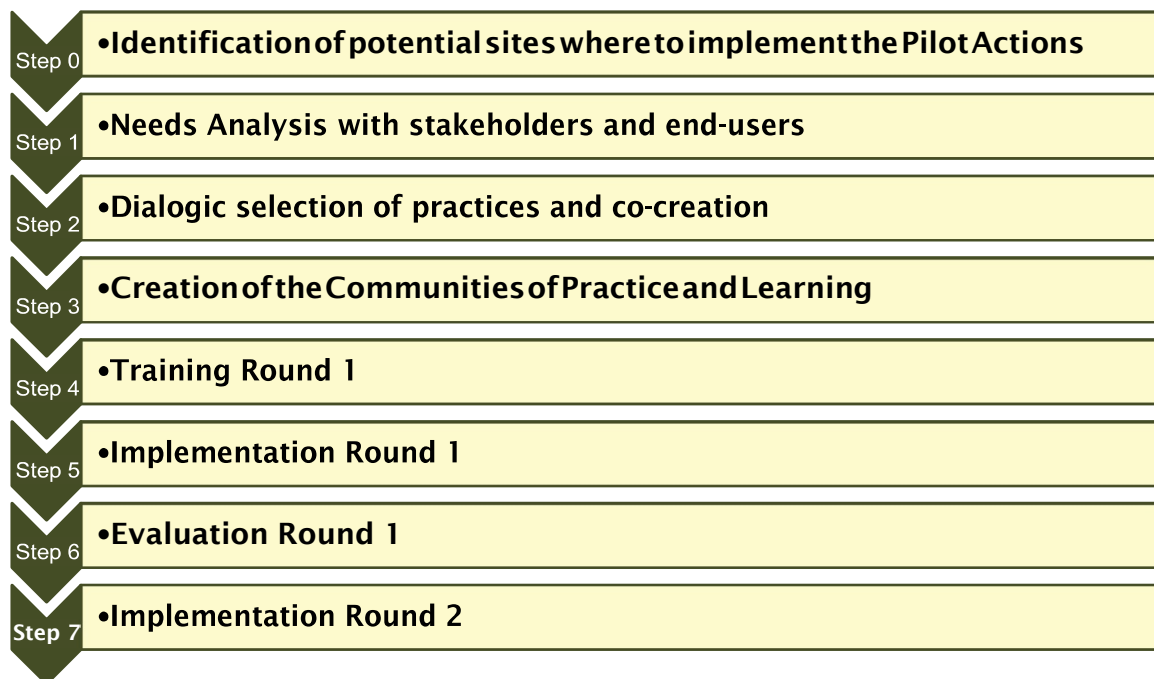

Box 2. Principles of Dialogic Learning informing the RDCP

— *Egalitarian dialogue* happens when all contributions and interventions are considered based on the validity of the argument, not on relationships of position or power of who formulates that argument. In this sense, in the dialogic spaces that will be created in the pilot sites the force of arguments will prevail to the power position occupied by the person formulating them. Instead of taking decisions by process such as voting, or similar, all final decisions are intended to be reached by consensus among the diversity of participants: opening guided spaces that can allow each participant to pose their arguments, respond to others' questions, give feedback, pose again more questions that are not clear will facilitate to agree on a decision. This will be done in guided and organized spaces created along the RDCP such as large group hall meetings in which participants will be provided with the information to be discussed upon, or small working committees – depending on how each pilot site would like to structure the process. The process will be facilitated by REFGUE-ED partners.

— *Cultural intelligence* means that everybody no matter their educational background or credentials should be fully recognized as capable to contribute to the development of the pilots, at its different stages (since the detection of needs, to the discussion and decision about the actions that should be prioritised for implementation). The concept of cultural intelligence goes beyond the limitations of academic intelligence and encompasses the comprehension of multiple dimensions of human interaction which include academic intelligence, practical intelligence as well as communicative intelligence (Flecha, 2000). Practical skills are those which are applied when managing situations which occur in day-to-day life. Practical skills can be learnt by watching other people or learnt through a person's own actions. Communication skills do not exclude academic or practical ones, they are simply the skills that a person applies to solve problems which they find   they

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cannot do alone in the first instance. Through communication and with the support of others, the person cooperates to successfully solve a problem in a specific context. Thus, everybody has cultural intelligence regardless of their educational level, their language, their socio-economic level or the features of their cultural identity, focused on these capacities everybody will be encouraged to participate.

☐ *Transformation*, the development of all the pilots should be oriented to transforming barriers and difficulties into possibilities. Those doing research on refugees, asylum seekers and migrants know the plight through which many go through during the migratory journey, the very difficult conditions that force them to leave their countries of origin, and in most cases the traumas that bring with them as well as post-migratory stress with which have to cope, and which needs to be taken into account at the time of providing support (Im, Rodriguez & Grumbine, 2020). As Paulo Freire states, we are transformation not adaptation human beings (Freire, 1997). Education can serve as the venue to achieve this transformation and equipping these children with those skills and competences needed to overcome difficult situations. This transformation needs to be made feasible through an egalitarian dialogic process amongst those people who deserve to change a situation of inequality. So, a transformative learning action is one which transforms difficulties into opportunities when. By contrast, an adaptive learning action responds to difficulties by reproducing and increasing them, thereby reducing the possibility of achieving at higher levels. If the focus in the action is placed on transformative interactions, both learning and development can be improved.

☐ *Instrumental dimension*: Is referred to those key and foundational learnings and tools of the learning process that allow individuals to acquire other subsequent learnings. For instance, the development of adequate reading skills is one of these key mechanisms (Soler, 2001; Valls, Soler & Flecha, 2008; Vygotsky, 1979). The instrumental approach in education as the one offered in schools is fundamental in order to overcome educational and social inequalities (Apple & Beane, 1995; Ladson-Billings, 1994), which is even more needed in the case or refugee children. Through dialogic learning, conflict between humanist and instrumental dimensions of approaches in education are overcome due to the fostering of a curriculum in which all effort and resources are directed to ensure that everybody, refugee and other children reach standard instrumental learnings and abilities, which will allow them not only to read the word but also to read the world (Freire, 2003). The instrumental dimension is therefore based on Vygoysky understanding of learning, as that process that occurs when people are presented with cognitive challenges, that is, when they face difficulty with effort (Vygotsky, 1979).

☐ *Creation of meaning*: Meaning is created when all contributions are treated regardless of individual, cultural, linguistic or communicative differences and when children feel that the centre recognizes and supports their personal identities and their projects for the future. When instrumental knowledge is promoted, children are confident that what they are learning is socially valuable. In such situations, meaning is created and reflected back in interaction.

☐ *Solidarity*: Solidarity is based on offering the same learning opportunities and results to all children, regardless of their origins, socio-economic or legal status.

☐ *Equality of differences*: Offering the best possible education, mental health and psychosocial support implies that everybody, regardless of their origins, culture, and beliefs are considered and their voices are also included. Thus, a move away from homogenized equality and unequal diversity is made and the focus becomes that of offering identical outcomes enhancing cultural diversity.

4. Step-by-Step Guidelines

Step 0	• Identification of potential sites where to implement the Pilot Actions
Step 1	• Needs Analysis with stakeholders and end-users
Step 2	• Dialogic selection of practices and co-creation
Step 3	• Creation of the Communities of Practice and Learning
Step 4	• Training Round 1
Step 5	• Implementation Round 1
Step 6	• Evaluation Round 1
Step 7	• Implementation Round 2

Step 0. Identification of potential sites where to implement the Pilot Actions [Month 0 – Month 6]

Step 0 of the dialogic co-creation process consisted of the identification of potential pilot sites that would like to join the REFUGE-ED project and be part of an institution where the actions/approaches already identified in WP1 will be implemented. Three different types of settings have been searched for becoming potential implementing pilot sites:

1. *Reception and identification centres* (Greece, Bulgaria and Sweden). Reception and identification centres, refugee camps host refugee and asylum seeker families and children on a temporary basis. Educational arrangements are non-formal and transitory.

2. *Inclusive school environments, and social and learning environments* (Greece, Ireland, Italy and Spain). Pilot actions will be carried out in inclusive schools of formal education, and other non-formal or informal social and learning environments, serving migrant and non-migrant students and families. This pilot will involve a total of 18 schools/high schools, one Centre for Adult Education, one inner city community group and one intercultural centre.

3. ***Institutionalized residential care targeted to unaccompanied minors and separated children*** (Bulgaria, Italy and Spain). The third type of pilots will be developed in residential care centres for the guardianship of unaccompanied minors and separated children. These educational arrangements are non-formal. They become key spaces for these children's wellbeing, educational opportunities and sense of belonging.

The first talks of Step 0, aimed at searching for institutions to become REFUGE-ED pilot sites started in June 2021. Each partner followed a similar strategy, which was to identify potential institutions and schedule meetings with those responsible of them, in which a brief presentation of the REFGUE-ED project was done, also explaining an overview of the actions identified in WP1, and an overview of how the process for implementation of these actions would take place if agree to collaborate and join the project. In some cases, bilateral agreements have been signed between the REFUGE-ED partner institution which will facilitate the process, and the institution that will become an implementing pilot site. This has been done for instance, in Spain, Ireland and in Sweden.

Each partner has decided how to run these "kick off REFUGED-ED presentations", in some cases online due to the COVID19 situation, and in others, in person. Thus, due to COVID-19 a hybrid model has been followed since the very beginning of the fieldwork.

REFUGE-ED Deliverable 2.1 describes the current state of the art of the implementing pilots sites.

Box 3. Pilot sites selection rationale by countries

REFUGE-ED will carry out 46 pilots in 6 countries.

Italy, Greece, Ireland, Sweden, Bulgaria, and Spain have been strategically chosen to achieve diversity in the context of migration and the situation of the refugee children.

Bulgaria, Italy, Greece, and Spain are key entry countries into the EU and are often considered transit countries on a journey towards northern and western Europe.

Sweden and Ireland are considered destination countries and have different integration strategies in place.

For updated information about the Pilot sites visit:
https://www.refuge-ed.eu/pilot-sites/

Step 1. Needs Analysis with stakeholders and end-users [Month 6- Month 14]

Once the implementing pilots' sites were identified and agreed to become collaborator partners of the REFUGE-ED project, Step 1 of the RDCP was launched.

The main goal of Step 1 is to get to know key information about the context and the needs of the pilot setting. On the one hand, **all the socio-economic and cultural context** where each pilot will be implemented, looking also at the features of each setting regarding the legal procedures/strategies to gain access to the field; the constraints and challenges that can be encountered once accessed (e.g.: limited personnel, tight schedule to run extra activities, etc.); and all relevant data informative about previous actions and/or interventions conducted at the site aimed at supporting the education, mental health and psychosocial support for the integration of refugee children. On the other hand, the **MHPSS and educational needs currently faced by migrant and refugee children in the setting being researched at the light of (a) academic success; (b) well-being, and (c) sense of social belonging**.

To accomplish this, foreseen fieldwork as explained in D.2.1. has been conducted in some pilot sites. Researchers asked on-site at each centre, for specific information regarding their characteristics, context and needs, and this information was also complemented with desk research conducted for each pilot site.

The fact that in three of the countries were pilots are being implemented the school year starts in mid-September, as well as that in some cases (Italy, Greece and Spain), those potential sites are scenarios where unexpected political changes have occurred (there are ups and downs derived from the own situation of instability of children; conflicts emerged due to coexistence; etc.) have delayed the process and made it to have to be adjusted to each very specific pilot context. For this, enabling and facilitating a good communication between the REFUGE-ED partner, and the Contact Point of each site, as well as being flexible and adapting to the very needs of the center has been extremely important in order to prioritize gaining the participation and collaboration of those sites that can benefit most of the project collaboration. Researchers have been highly respectful and open to adapt our research agenda to the ongoing functioning of each pilot site. Accordingly, all the initial foreseen fieldwork is being conducted respecting the natural functioning of each site and following what the main Contact Point from it advised us to do.

The REFUGE-ED team has developed specific fieldwork protocols that have been translated into the needed languages: Bulgarian, English, Greek, Italian, Spanish and Swedish. As foreseen in our research methodology, fieldwork was run in the sites following the communicative methodology of research, and seeking to include everybody in the process. Besides, during Step 1, in the needs analysis phase, researchers have also been active in identifying potential individuals at each pilot sites that would like to become allies in the RDCP and potential members for the Communities of Practice and Learning (CoP&L).

For each site, Step 1 is considered as concluded when the main features of the socioeconomic and cultural context of the place is known, and the MHPSS and educational

needs in terms of academic success, well-being and sense of belonging of children are identified and clear.

The following analytical grid allowed for the initial interpretation and analysis of data collected in Step 1.

A) Socio-economic and cultural context

Legal procedures/strategies to gain access to the field		
Constraints and challenges that can be encountered		
All relevant data informative about previous actions and/or interventions conducted at the site aimed at supporting the education and mental health and psychosocial support needs for the integration of refugee children: what? when? How? By whom? In collaboration with whom?		
Key basic 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)
	Other information considered of relevance about the area/neighborhood	Other information considered of relevance about the area/neighborhood that could be important to take into account at the time of implementing education and MHPPS actions and approaches
About the site: the specifics	**If the pilot site is an educational center** *(where applicable and information available[1])*:	Size in terms of number of students and teachers
		Socio-economic and cultural background of end-users – students and their families, teachers etc.
		How many migrant/refugee children attend the school? Where do they come from (i.e, nationality)? How old are they?
		Gender
		Legal actions to gain access (who granted it)
		Any other relevant information?
	If the pilot site is a refugee camp *(where applicable and information available)*:	Access (i.e., how far is from the closest city and basic infrastructure such as schools, pharmacies, health centers? public transportation available?)
		Camp Management (i.e., who runs the camp)
		Capacity & Number/Type of Shelter Units
		Population o Total Population o How many men, women, children? o Main Nationalities
		Health, Protection, Formal/Non-Formal Education services and actors[2] : What? When? How? By whom? In collaboration with whom?
		Other services offered (e.g., recreational activities? community engagement? job counseling?)
		Legal actions to gain access (who granted it)
		Any other relevant information?
	If the pilot site is an institutional center *(where applicable and information available)*:	Access: which type of refugee or migrant children are there
		Institutional management
		Size in terms of children (number, nationality, age) and staff (number, occupation)
		Services offered in terms of health, protection & formal/non-formal education
		Other services offered
		Legal actions to gain access (who granted it)
		Any other relevant information?

B) Overview of MHPSS and educational needs in the light of (a) educational success; (b) well-being; (c) sense of belonging

Challenges and needs	Observation from the fieldwork
Main challenges faced by students, end-users, families, etc.	Added in D.2.1.
Main challenges faced at the center/organization level	
Main challenges faced at the stakeholders/surrounding community/policy makers' level	
Shared identification needs	
Other relevant information	

Context and needs analyses conducted in Step 1 will serve to eventually define the problem in each pilot site, (i) identifying and (ii) prioritizing the mental health and psychosocial support (MHPSS) and educational problem(s) that children and their caregivers wish to address in their pilot site, as well as the opportunities that can be opened collaborating with the REFUGE-ED project and potentially implementing selected MHPPS and educational practices.

All needs initially identified in terms of educational success, well-being, and sense of belonging of children will also be assessed by each partner once the actions have been implemented in each pilot site using the Compendium of Indicators developed in D.4.2.

For a thorough description of protocols and documents used in Step 1, see also D.4.2. Guidelines for SPICE cycle.

Step 2. Dialogic selection of practices and co-creation [Month 12-Month 14]

The main goal of step 2 is to engage in dialogue with stakeholders of the implementing pilot sites to share and discuss with them the identified needs in Step 1 and agree on which type of MHPSS approach and educational practices (already identified in REFUGE-ED WP1) can better serve and tackle these needs them if implemented.

This work will involve:

PRESENTING THE NEEDS IDENTIFIED

PRESENTING THE CATALOGUE OF ACTIONS

PRIORITIZATION

This way, in each pilot site, Step 2 will be concluded when each site has a clear roadmap of which specific practices will be implemented, and in which ways.

For doing so, the following process will be put in place:

— Depending on the dynamic already existing in each site, either **an assembly with the whole community** (e.g. those residing in a center or students in the case of schools, educators, social workers, teachers and other professionals, as well as those stakeholders interested in attending), or **a series of small meetings** will be organized aimed at sharing the main MHPSS and educational needs detected, contrasting these ones with the community, and presenting the Catalogue of the Effective Practices in Education and MHPSS (See Deliverable D1.1 Effective and socially innovative initiatives for the integration of migrant children in Europe).

— In this general assembly/meetings, three issues will be covered with the idea to present what has been found on the side of researchers to revise it in the light of the participants contributions and the other way round (conclusions of Step 1):

1. A brief introduction of the project will be presented. In some of the settings this might have been already done, but in others maybe this has not been done with the whole community.

2. The results of the needs analysis derived from Step 1 will be presented to the community, aimed at getting their views on what has been observed, and either complement the analysis, revise it at the light of comments received, or enrich it and add aspects that might have not been considered.

3. After this discussion, the assembly will be presented with the Catalogue of the effective practices in education and MHPSS developed in the WP1. The Catalogue's content will be supported with all audiovisual material considered of relevance by the REFUGE-ED consortium to facilitate its understanding within broader experts as well as non-expert publics. The assembly will be the one choosing which of the practices they want to implement in the center before of its closing. A member of the REFUGE-ED project will facilitate the discussion, counting with the support of a Contact Point(s) of each implementing setting.

It is worth mentioning that there are key aspects of the implementing process related to infrastructure and allocated time for the activity that will be solely decided by each pilot site and its implementing stakeholders. As a consortium, we do understand that the work being conducted by the pilot sites is run in a voluntary basis by our pilots' collaborators, with the true aim of pursuing the best possible standards for their children in terms of making the most of each MHPSS and educational practice/approach eventually implemented.

How this process works in each Pilot Site?

Convening of one of two inter-linked sessions (tentatively of 90 minutes each), either on the same day or in subsequent days.

Box 4. Tentative planning and organisation of assemblies/meetings at the pilots' sites	
Who?	Member(s) of research team + Contact Point of implementing Pilot Site + All members of the centre (children, families, and other key agents) that the contact point considers convenient
How?	Facilitation processes include tips to run and support the session. Norms for the session will state those key aspects that should be respected during the implementation, based on the seven principles of the Dialogic Learning. These are the proposed rules: 1. **Productive time:** To start and finish on time, everybody has very limited time, and it should be guaranteed that we take most of it. 2. **To participate, rise your hand and respect others:** an explicit norm to be stated regarding the debate is related to how to ask to speak and intervene 3. **Be ready to contest power relations:** deal with the "MEs". In case there are multiple people wanting to intervene, always prioritize the voices of those who have not intervened before. Also, beware of potential protagonism that can deviate the focus of main discussion 4. **All voices count:** All contributions should be acknowledged in equal footing no matter who is formulating them. Facilitators of the session will have a central role at the time of neutralising potential power dynamics that can emerge in any type of space and discussion as this one. 5. **Participation is always positive** – No matter how many people comes and join the session, even though if there are two or three people, their time is worth, so we need to do the best work with them. Let's use the "language of desire" when talking among ourselves how participants (e.g.: few people came, but they were very motivated and did excellent contributions!), not the "language of ethics" (e.g.: the ones who came were the two parents who always participant... You see, people do not want to participate when what we have to do is help others, ...). 6. **The final goal is always to take a decision:** informative participation vs. active participation. This is extremely important, people join the session to end up with a decision. These assemblies are not going to be just to provide information, but also to engage them in a discussion and take a decision that will affect the running of the pilots. 7. **Anything else?** Ask participants if they think that any other norm should be added. *Remember that this is a process, it needs to be built!*
Preparation of the session(s)	The research team will work with the Contact Point of the pilot site to organize the smooth running of the sessions, making sure that three key aspects: a) Ensuring the maximum attendance of representatives of the whole pilot site community. For instance, in the case of a reception centre, children, but also professionals working in the centre, and other representative stakeholders. For this, all those individuals who have participated in the fieldwork in Step 1 can be excellent allies to invite other collaborators. b) Facilitation BEFORE the session of key information needed to participate in the session: the document gathering the needs identified and main aspects collected during the fieldwork. Most likely this will be the information included in D.2.1. Also,

	the Catalogue of Actions –the own report – as well as any supporting material considered of relevance to understand the content included in D.1.1. For instance, there are plenty of audio-visuals materials about the practices/approach included in the Catalogue that might be consider useful to facilitate the explanation and understanding of the practices.
What?	**Session 1. Presentation of needs: which need(s) should we try to address first?** *Aim:* present the needs identified in Step 1 and prioritize which ones the community consider that need to be addressed first. A member of the REFUGE-ED team will share the results of the analysis conducted in Step 1, asking for feedback to those participating in the assembly/meeting, about (1) adequacy of the aspects observed; (2) relevance; (3) aspects that have not been considered and should be incorporated as needs. *Documentation needed.* Document gathering the needs identified and main aspects collected during the fieldwork. Document about *Process facilitation and norms (See Annex 2)*
	Session 2. Presentation of the Catalogue of the effective practices in education and MHPSS and decision *Aim:* present the catalogue of effective practices in education and MHPSS identified in WP1, briefly explaining what has been found, and decide which very practices/approaches, the community want to implement in their center, to tackle the prioritised needs. The REFUGE-ED partner will share the main practices and approaches identified in WP1. For this, a general PPT presentation will be facilitated by WP2 coordinator which will include a summary of the Catalogue of practices and approaches. Some guidance on how to prioritize the needs will be provided: a) what is more important/ urgent to be addressed? b) what can be achieved within a given timeframe? c) what is feasible to be implemented, and with the available resources? This is connected to the discussion about how to adapt the selected practices in the setting, although this collective reflection can take place at this stage, it will be also through the trainings that this will be designed. *Documentation needed.* Catalogue of Actions: D1.1 Effective and socially innovative initiatives for the integration of migrant children in Europe; PPT presentation about the main practices and approaches included in the Catalogue of Actions, and any other supporting information considered of help to run the session.
	After Session 1 and Session 2: Summary of Takeaways At the end of the session stakeholders of each implementing pilot site will communicate their final decision about which needs and practices/approaches they will tackle. One this is done, the REFUGE-ED team will support this process and will propose specific training and the timeline to start working on those actions that have been chosen will be facilitated.

For a thorough description of protocols and documents used in Step 2, see also D.4.2. Guidelines for SPICE cycle.

Step 3. Creation of the Communities of Practice and Learning [Month 15-Month 16]

The main goal in this step is **to create the Communities of Practice and Learning (CoP&L)** which will be a working group composed by representatives of all types of actors involved in the implementation of the pilots. CoPs are often defined as a group of people who share a same concern or passion for something they do (Domain) and learn how to do it better (Practice) as they interact regularly (Community) (Wenger, 1999), as illustrated below.

CoPs often focus on sharing best practices and generating new knowledge to advance the domain of their professional praxis together.

The process of designing the CoP&L will be carried out using the dialogic co-creation approach (RDCP) and will build on implementing partners' context and needs analysis. The implementing partners will be engaged in a co-creation design session of the CoP&L during the consortium meeting in January 2022 in a visually facilitated process focused on: 1) designing activities, shared agenda and processes 2) defining links between locally diverse communities, pilot sites' working groups and a national CoP&L 3) planning how we are going to broker the knowledge shared by the pilot-based CoPs on the WP5 knowledge brokering platform (BKP) 4) defining the local community working groups' role in their own pilot implementation (WP3) and process evaluation (WP4) 5) defining a step-by step design & implementation plan of the CoPL/the BKP.

REFUGE-ED partners per pilot (or country) themselves have started identifying potential candidates to be invited to the CoP&L. However, the CoP&L will be open for all those community members who want to be part of the CoP&L as they care about the same cause and want to improve the practices.

The creation of the CoP&L cannot be a fully standardized process across all countries and pilot sites as it will vary from site to site depending on local context and needs and how well this can be or should be connected to the national and transnational levels, depending on local context and needs.

However, different criteria or common principles can be defined to be sought across all pilot sites:
- Representativeness: To have representatives from all groups taking part in the pilot and the CoPL: children and families, (other) local community members, community-based/civil society organisations and local service providers, schools and teaching staff (including school counsellors or other focal points in representation of MHPSS needs in the educational arena), and local policymakers.

- Diversity: Within the CoP&L, the highest level of diversity should be also sought, in terms of age, gender identity, educational levels, ethnicity, religion, (dis)ability, with a special eye for often marginalized groups (e.g. the Roma community in Spain).

- Self-governance and sense of ownership: the CoP&L will establish an effective self-governance method dependent on pilot site-specific context and needs. It could be a method based on distributed authority, inclusive decision-making and self-organisation. Some of the major challenges would be how to create a sense of ownership among the CoP&Ls. This could be addressed by REFUGE-ED researchers increased efforts in engaging the CoPs in the pilot implementation and process evaluation in an ongoing basis.

The role of the CoP&L will be agreed upon and formalized in a co-creative process with implementing partners. At the pilot-site level the CoP&L are expected (as much as possible but depending on local context and the CoPL members' needs) involved in the co-creation, monitoring and evaluation and process evaluation of the effective practices in education and MHPSS, at their respective centres, and they are in continuous contact with their primary REFUGE-ED implementing partner, from their respective country/pilot site.

The CoP&L should meet at least two times during each of the two rounds of implementation of the pilots. The first meeting should be held after its constitution and after the assembly/meetings decides which effective practices will be piloted in the centre, to monitor the smooth development. A second meeting is recommended to take place take place just in the middle of each of the two rounds of the implementation to make a first mid-term review of the implementation. Besides these two meetings, the CoP&L can meet as many times as they need or wish.

The CoP&L can organize as they choose, however there are three basic rules that improve their impact:

1. Instrumental decisions: The CoP&L contributions and observations to the development of the pilots should be considered and acknowledged.

2. Productive time: It is advisable to make the shared time in meetings as productive as possible. Depending on what works for the implementing partner and the communities they work with and their 'lingua franca', an agenda for the meeting that is open to new agenda items, some form of minute taking and action points (either written or in visuals) is recommended. Apart from the above, meetings always take place if a minimum of 5 people is present and they start and finish on time. A minutes template will be facilitated to all partners to gather the main agreements and take-aways of these sessions. These standardised documents will also serve for later process evaluation and research purposes.

3. Plurality of participants: It is desirable to get as many people as possible to speak, without any of them feeling forced to do so. Some rules of engagement will therefore be agreed upon at the start of the local CoPL by the members themselves, they can do so in a written, verbal or visual format.

Overall, the CoP&L will fulfil different roles a) as a network to connect local stakeholders ('Who') to continue the dialogic co-creative process amongst themselves and with peers in other pilot sites, to continue to identify needs ('Why'), experiences, learning ('What') and solutions on 'How' to create socially inclusive, supportive and transformative learning environments ('Where', 'When' and 'With Whom'), especially to local decision and policymakers (inspired by and supported by the work of the Support Group Network). Lastly it is also the role of the Brokering Knowledge Platform to ''broker' important networks and resources to the CoP&L. For instance, to connect them to other knowledge platforms/CoPs in the educational and MHPSS arenas, see for instance INEE's CoP: https://inee.org/community-of-practice and MHPSS.net: https://app.mhpss.net/communities-of-practice, depending on language skills, context and needs.

Step 4. Training Round 1 [Month 15-Month 16]

The main goal during this step is the provision of training in the effective practices identified in the WP1, both for trainers and also for end-users and stakeholders.

Below are provided *some* of the topics considered in the training of the effective practices:

— creating a safe space,
— capacity building,
— Psychological First Aid for Children
— Children's resilience program training
— psychology staff in schools,
— Dialogic Literary Gatherings,
— Interactive Groups,
— educative participation of the community,
— family education,
— dialogic pedagogical education for teachers,
— dialogic conflict prevention and resolution model,
— voluntary work;
— preventing socialisation of gender-based violence;
— Intersectionality,
— stress factors,
— interaction between local and migrant population within school environment.

It should be explicitly mentioned here that all aspects related to training are being specifically tackled and properly described in **WP3. Implementing pilot actions in three distinctive settings** (Month 12-Month 30 of the project). In this document we solely explain the training rationale followed by REFUGE-ED.

This step includes training on the effective practices on education and MHPSS. Therefore, three levels of training will be carried out:

LEVEL 1		LEVEL 2		LEVEL 3
Training the trainers (consortium members & other interested from pilot sites). English/online	→	Training at the state level for all pilots. Webinars Official language (with assistance)/Online	→	Training at the pilot level. Official language (with assistance)/ F2F or online.

Level 1. Training the trainers. The Training the trainer program for the members of the consortium as well as those Practitioners/ Teachers/ Trainers will be held. The priority will be to offer the training directly to members of the consortium and those people who will implement the effective practices in the different centres. Based on the findings of the WP1, the consortium will offer training to Practitioners, Teachers & Trainers, who are going to be actively involved in the piloting of the identified practices.

These sessions will be delivered in English and will be online. There is a proposal for six sessions around 3 hours each:

- S1. General introduction to MHPSS
- S2. General introduction to education
- S3. MHPSS practices/approaches I
- S4. MHPSS practices/approaches II
- S6. Educational practices I
- S7. Educational practices II
- S8. Closing one

The three-hour sessions can be structured around:
- 1 hour presentation
- 45 minutes discussion
- 15 break
- 1 hour discussion on some material provided in advance (it can be to have followed a part of a MOOC, reading an article or revising material).

Level 2. Training at the state level for all pilots in that country.
Introductory sessions on education and MHPSS can be presented at the national level, as well as a series of thematic webinars (optional) open to anyone involved at the different pilots sites and that can delivered online with translating supports.

Level 3. Training at the pilot site. Training sessions will be held with different end-users/stakeholders (i.e. children and families, communities, civil society organizations and local service providers, schools and teaching staff–including school counsellors or other focal points focusing on MHPSS needs in the educational arena–and policy makers) related to the implementation of the selected actions in each setting.

These sessions can be delivered by each implementing partner and will follow the same structure than the train the trainer with the same materials. These sessions will be held preferable face to face, but they will be designed based on the pilot site preference.

As mentioned above, **a thorough description of the training sessions and the training curriculum content will be developed in WP3.** Training contents will draw from existing materials already created to facilitate training. The curriculum will be organized in courses and units, while there will be detailed information on the learning objectives/outcomes; delivery methods and formats learning activities; assessment process and knowledge resources. Guidelines for designing adaptation requirements for specific country contexts will also be part of this step.

The main goal of the training is to make the effective practices and evidence-based information available to everyone related to the centre (Flecha, 2015). Each of the two training types will be arranged online or on-site, depending on the preference of the center, and the duration will be agreed between the researchers and the centres, prioritising the centre's availability. During the training it is advisable to have input from all, staff members, children, families, and education agents from the community, since the aim of the centre is to improve children's well-being, education, and facilitate their integration in the host societies.

Special attention will be to present the research that endorse these effective practices, as well as the evidence of social impact identified. Very important will be to generate a collective reflection on how these effective practices can be recreated and adapted (without changing the core features of it) to the particular pilot setting. **For this, guidelines defined in the SPICE cycled will be used (See D.4.2.)**

Step 5. Implementation Round 1 [Month 17-Month 22]

The main goal for this step is to launch the implementation of the effective practices/approaches at all pilot sites, as decided in Step 2.

The centres will decide all the aspects for the implementation of the effective practices. For example, the centres **will decide who and how many children will take part in the pilot, or the frequency and duration of the pilots.** REFUGE-ED partners will accompany those implementing the practices/approaches, and provide any type of support needed during the whole process.

For a thorough description of how these practices will be implemented see also **D.4.2. Guidelines for SPICE cycle.**

Step 6. Evaluation Round 1 [Month 21-Month 22]

The main goal for this step is to evaluate the first round of the implementation of pilots at all sites of the project. Evaluation activities of the 1st round of pilots will be held in all pilot sites, supported by WP3 and WP4 leaders and following the specific guidelines indicated in the SPICE cycle.

An Interim Activity report (D.3.1) will be prepared in this step, for each implementing pilot site. This report will incorporate a follow-up of the implementation and evaluation of the interventions and process. If after the consultation and evaluation of the implementing pilot sites, in M22, changes or modifications to the implementation process are needed, they will be included in this report. This evaluation will be carried out in collaboration with the CoP&L, on the goals pursued before the implementation.

— The SPICE cycle will provide specific guidelines for the Evaluation, answering to questions such as *What impact did the intervention have on the selected outcomes?*

Step 7. Implementation Round 2 [Month 22-Month 30]

Step 7 is planned as the last phase of the RDCP, and aimed at circling back the whole process, incorporating the lessons learned and takeaways observed in the evaluation step: **additional training (in those pilots where the research team identifies that is needed)** will be offered to those implementing pilot sites which ask for it, a second round of implementation in case newer practices/approaches would like to be launched in those on- going pilots, as well as a final evaluation.

1) Additional round of training (Training Round 2)

At this very moment, during month 22 and 23, **a second round of training will be provided** to all those actors involved in the pilots as well as the CoP&L who would like to share insights about the process and outcomes.

This **session will** share the takeaways and lessons learned so far during the implementing process, allowing REFUGE-ED research team to also identify those existing gaps which require further training, and additional support.

2) Creation of support social media groups

In month 22 and in parallel to the evaluation phase, social media groups will be created and facilitated by REFUGE-ED partners aimed at inviting Educators/ Teachers/ Trainers of all REFUGE-ED partners, and everybody who is participating in the implementing pilot sites to exchange of experiences. The type of social media used will be that agreed among the CoP&L, and consulted during the evaluation and it will be connected with the Brokering Knowledge Platform. For this process, facilitation will be provided by REFUGE-ED partners in charge of social media networks.

Second round of implementation MHPSS and educational practices/approaches

Once the first round of evaluation, and the second rounds of trainings is concluded, in those pilot sites which decide to implement additional practices/approaches, this second round of complementary practices/approaches, will be launched. In this last step, Wrap-up meetings with the communities, including the CoP&L will be held, in order to incorporate inputs on the implementation and evaluation of the 2nd round interventions, process and impact evaluation and plans for sustaining future scale-up after end of project. This will be collected in Deliverable 3.3.

5. Timeline

Task/Time	January 2022 - December 2022												January 2023 - June 2023					
	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30
Step1. Needs analysis	■	■																
Step2. Selection of practices	■	■																
Step3. Creation of CoP&L			■	■														
Step4. Training (R1)			■	■														
4a. Training the trainers			■															
4b. Training national level				■														
4c. Training pilot site				■														
Step5. Implementation (R1)					■	■	■	■	■	■								
Step6. Evaluation (R1)									■	■								
Step7. Implementation (R2)										■	■	■	■	■	■	■	■	■
7. Training pilot site										■	■							

6. Final Remarks

This document has summarised and sketched the steps to be followed for the implementation of the pilot sites in the six countries where this is already taking place. This document has also explained the theoretical premises on which the RDCP stands, and a methodological guideline on those relevant aspects regarding how the process needs to take place which must be guaranteed to ensure a truly dialogic implementing process.

It should be considered that all aspects related to the timeline of the implementing process, as well as all supporting materials might be updated throughout the implementing process, taking into account the singularities of each pilot site.

WP2 of REFUGE-ED project is being built in parallel to WP3 (Training), and WP4 (Evaluation). Intrinsic aspects to the way of working and operating of the pilot sites (as described in the needs analysis explained in Deliverable 2.1.: high rotation of professionals, high rotation and temporality of children who are hosted, language barriers, among others) adds a level of complexity to the RDCP which the REFUGE-ED team needs to constantly adapt to and navigate.

As a REFUGE-ED research team, it is our commitment to do our best in implementing and developing the RDCP, being transparent in our processes, fair to expectations of grassroots communities, and not lowering the quality of the service provided.

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Annex 1. Materials to be used in the training sessions

Training materials for the Educational practices in English, Greek or Spanish are already available from past projects in which REFUGE-ED partners have participated. Some of them are the following:

-INCLUDE-ED: Strategies for Inclusion and Social Cohesion in Europe from Education

-STEP4SEAS: Social Transformation through Educational Policies based on Successful Educational Actions

-SEAS4ALL: Schools as Learning Communities in Europe: Successful Educational Actions for all

-EnlargeSEAS: Spreading Successful Educational Actions in Europe

-Centre for Psychosocial Support (International Federation of the Red Cross and Red Crescent)

Library resources: https://pscentre.org/resource-category/age-specific/children/

https://pscentre.org/resource-category/migration/

Types of emergencies: https://pscentre.org/emergencies/thematic-emergencies/

Online Psychological First Aid training for COVID-19 – additional module: PFA for children: https://pscentre.org/?resource=online-pfa-training-for-covid-19-additional-module-pfa-for-children&wpv_search=true

Children's Resilience Programme: Psychosocial support in and out of schools – Facilitator and Field Coordinator Training: https://pscentre.org/?resource=crp-facilitator-and-field-coordinator-training-english&wpv_search=true

Annex 2. Process facilitation and norms

Facilitation processes include tips to run and support the session. Norms for the session will state those key aspects that should be respected during the implementation, based on the seven principles of the Dialogic Learning. These are the proposed rules:

1. Productive time: To start and finish on time, everybody has very limited time, and it should be guaranteed that we take most of it.

2. To participate, rise your hand and respect others: an explicit norm to be stated regarding the debate is related to how to ask to speak and intervene

3. Be ready to contest power relations: deal with the "MEs". In case there are multiple people wanting to intervene, always prioritize the voices of those who have not intervened before. Also, beware of potential protagonism that can deviate the focus of main discussion

4. All voices count: All contributions should be acknowledged in equal footing no matter who is formulating them. Facilitators of the session will have a central role at the time of neutralising potential power dynamics that can emerge in any type of space and discussion as this one.

5. Participation is always positive – No matter how many people comes and join the session, even though if there are two or three people, their time is worth, so we need to do the best work with them. Let's use the "language of desire" when talking among ourselves how participants (e.g.: few people came, but they were very motivated and did excellent contributions!), not the "language of ethics" (e.g.: the ones who came were the two parents who always participant... You see, people do not want to participate when what we have to do is help others, ...).

6. The final goal is always to take a decision: informative participation vs. active participation. This is extremely important, people join the session to end up with a decision. These assemblies are not going to be just to provide information, but also to engage them in a discussion and take a decision that will affect the running of the pilots.

7. Anything else? Ask participants if they think that any other norm should be added.

Remember that this is a process, it needs to be built!