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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

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1.Introduction

The present report (subdivided into three ones) is framed under Work Package 3, *'Implementing pilot actions in three distinctive settings'*, and comprehensively presents implementing partners' trainings, implementation and evaluation results. It follows up on the interim report (D3.2) (which covered all the activities conducted until October 2022), primarily focusing on the needs analysis conducted, as well as on the process of co-creation and continuous training of the practices (Successful Educational Actions -SEAs- and Mental Health and Psychosocial Support -MHPSS-).

It is aimed at presenting the pilots' implementation progress, considering each centre's specificities, and at providing a more holistic picture of the impact of the SEAs and MHPSS practices in the centres. The findings presented in Chapter 8 derive from quantitative and qualitative evaluation (WP3, WP4). Quantitative and qualitative evaluation was implemented in at least two strategic time points of the project (beginning and end of implementation). The former was realised through distributing questionnaires; the latter was organised via interviews, focus groups, wrap-up meetings and/or open assemblies. The final part of the report summarises the impact analysis of effective practices in education and mental health on the integration of migrants and refugees, previously identified through a co-creation process with end-users.

Three reports were developed in the context of D3.3 -one per pilot site category (Schools, Hotspots/Reception and Identification Centres and Institution Care Facilities)- gathering information regarding the implementation and evaluation of the process followed and the interventions in general. The three transnational activity reports were developed by KMOP, with the contributions of all partners involved.

Important to highlight is the fact that the present reports only gather information of the activities conducted by June 30, 2023 (M30). This does not involve by any means that our commitment and activities at the pilot sites are over. As part of the co-creation process, we are in continuous communication with all 46 pilot sites to define in which ways the consortium continues providing support, providing training, support, monitoring until the end of the project and beyond. The Communities of Practice and Learning are playing a key role in doing so. This means that the implementation of SEAs and MHPSS practices will continue being conducted beyond the project as they can be done without additional funding, being sustainable, of course, if the main actors operating at the site decide to do so. The same can be said with the evaluation and monitoring of the social impacts achieved. Besides, further analysing the quantitative and qualitative evaluation data already collected, in the format of scientific publications and other, the consortium plan to continue gathering qualitative information to fully grasp all the social transformations that are occurring at the pilot sites level. As it can be seen in this report, the identification of the social impacts generated by the project needs from a mixed methods strategy, combining both quantitative and qualitative, but even it is more important to be conducted from a communicative methodology perspective, meaning that all the actors without exception are fully heard, especially children and their families.

The present document summarises the information on the pilot actions implemented in schools, other educational institutions, high schools and adult education centres in Spain, Greece, Bulgaria, Italy, Ireland and Sweden[1], as well as the evaluation of the impact of these practices on children's smooth integration in the educational setting and the community in general.

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[1] The categorisation of the Swedish sites has been altered since the Interim Activity Report, to better reflect the work done in the centres.

2.Abbreviations

TABLE 1. ABBREVIATIONS

Abbreviation	Definition
UAM	Unaccompanied Minor
SEA	Successful Educational Action
MHPSS	Mental Health and Psychosocial Support
DLG	Dialogic Literary Gathering
IG	Interactive Group
CoPL	Community of Practice and Learning
DMPRC	Dialogic Model of Prevention and Resolution of Conflict

3.Key contextual information about the participating pilots

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TABLE 2. KEY CONTEXTUAL INFORMATION OF THE PILOTS

Country	Pilot site	Rate of migrants/refugees in the pilot site	Specific information
Spain	CEIP Sant Vicent Ferrer, Primary School	95 migrant children of 17 nationalities out of 640 students	Almost half of them is from Morocco, 2 from other African countries, 25 from Romania, 7 from other parts of Europe, 11 from Latin America, one Chinese and one from US.
	IPI Karmengo Ama, Primary & High School	33 students from Latin American countries, 21 from African countries, 11 from Eastern Europe, 9 from Asian countries, and 7 from other EU countries, out of 500 students	
	CEIP República de Venezuela, Early childhood & primary education school	27 special education students, 51 students at risk due to disadvantaged backgrounds	
	CEIP Bernat Calvó, Primary School	There is high diversity in the school, migrant students are mainly from Morocco, sub-Saharan Africa and countries in South America, but also from Eastern Europe	According to the school: *"We have a high percentage of students from families from abroad, with educational needs derived of its late incorporation into the educational system and with a lack of command of the vehicular and communication language, even with situations of deficient or non-existent previous schooling. This group represents the largest percentage of year-round enrolments. We also find similar difficulties with Roma students, also important in the centre in terms of numbers, with some specific cases of risk of early school leaving."*
	CEIP Aranbizkarra, Primary School	There are 150 migrant students, which represent the 39% of all students, of 28 different nationalities	Nationalities: Nigeria, Ghana, Algeria, Morocco, Senegal, Mali, Cameroon, Guinea, Gambia, Tunisia, Kenya, Equatorial Guinea, Mauritania, Portugal, Great Britain, Holland, Ukraine, Bulgaria, Romania, Moldova,

		Italy, Germany, Georgia, Dominican Republic, Paraguay, Colombia, Ecuador, Bolivia, Guatemala, Brazil, Venezuela, Pakistan, Russia, China, Mongolia, Nepal
	Eibar BHI, High School	Eibar BHI is a big high school with 964 students and 140 teachers.	The ISEC (Social, economic, and cultural index) level of the centre is medium-high, even though there is great diversity because it is the only public school in Eibar.
	IES Veles e Vents, High School	173 immigrant children out of a total of 1131 pupils: 98 in secondary education, 23 in baccalaureate, 17 in intermediate vocational training, and 31 in higher vocational training. Main countries of origin: Bulgaria (31), Romania (27) and Ukraine (12). There are 105 from Europe, 42 from Latin America, 8 from Africa, 2 from Asia, 2 from the Middle East and 1 from the United States.	There are no records of numbers, but the AUB has received information that some Ukrainian refugees attended classes in the 2022-2023 academic year.
	IES Alfonso II, High School	The centre has almost a thousand students from 30 different nationalities, 90 teachers and 14 other staff members.	Some Ukrainian refugees attended classes in the 2022-2023 academic year. The school offers different types of studies: secondary education, adult education, different post-mandatory education courses, and night courses.
	CEIP Martina García, Early childhood and primary education school	There are 705 students, 27 primary teachers, 33 secondary teachers, and 12 other staff members. As for the students' body, there is a high percentage of migrant population and students with social problems	
Greece	52nd elementary school of Athens	156 migrants/refugees	Countries of origin: Albania (53), Romania (25), Georgia (13), Afghanistan (13), Egypt (10), Bulgaria (9), Bangladesh (7), Moldova (5), Ukraine (4), Iran (4), Pakistan (3), Senegal (2), Syria (2), Poland (2), DRC (1), Iraq (1), Turkey (1), Kenya (1)
	21st primary school of Athens	152 migrants/refugees	Countries of origin: Albania (36), Romania (14), Afghanistan (14), Syria (13), Georgia (13), Nigeria (7), Bangladesh (7), Cameroon (7), Algeria (6), Pakistan (4), Philippines (4), Egypt (4)
	2nd elementary school of Agios Ioannis Rentis (Attika Region)	35 migrants/refugees	Countries of origin: Egypt (2), Albania (14), Afghanistan (4), Iraq (7), Pakistan (2), Romania (3), Syria (3)
	9th elementary school of Piraeus	10 migrants/refugees	Egypt (2), Pakistan (1), Albania (3), Afghanistan (3), Philippines (1)
	6th intercultural elementary school of Kordelio	30 migrants/refugees	27 from Albania, 2 from Kurdistan-North Iraq, and 1 Armenian
	13th elementary school of Abelokipi	41 migrants/refugees	31 from Albania, 2 from Georgia, 2 from Iraq, 1 from Russia, 4 from Syria, and 1 from Pakistan
	1st Lyceum of Markopoulo (Attika Region)	25 migrants/refugees	12 from Albania, 2 from China, and 11 from Pakistan

Country	School	Numbers	Details
Bulgaria	74th School "Gotse Delchev" – Elementary and High School	no refugee children - enrolled students have a diverse socio-economic and ethnic profile	Children from China, Vietnam, Bangladesh and children of Roma origin
	15th School "Adam Mitskevich" – Elementary and High School	refugee children from Ukraine enrolled as students at the beginning and during the school year 2022/2023; varying numbers of UAMs from Afghanistan and Iran; children from Syria, Irak, Vietnam and China.	UAMs from Afghanistan are enrolled in the school without enough knowledge of Bulgarian language and often only stay there for a period of a few months while they are in the Dublin procedure.
	66th School "Filip Stanislavov" – Elementary and High School	40 new refugee children, assigned mostly to elementary school for the academic 2022/2023; 2 from Ukraine	The school's pupils are mostly Roma and Bulgarian. Refugee children, both accompanied and unaccompanied, are coming from the Ovcha Kupel RRC. There is a high turnover of refugee children and very few stay there for a full academic year. Thus, their needs and the approaches to their social and academic integration are different, but the lack of Bulgarian language courses are among the issues that prevent them from being included in the school system.
Italy	1st Grade Secondary School "Vittoria Colonna", Vittoria (RG)	42 migrant students out of a total of 422 students	The main nationalities are Tunisians, Moroccans, Albanians, Romanians, Chinese (a few); Greek
	Primary School "Acate Centrale and Addario ", Acate (RG)	69 migrant students out of 503	The school benefits from the project "Ri-Belli", run by an NGO, which provides an external team of support made of 1 pedagogist, 1 psychologist, 2 language and cultural mediators, and 1 welfare worker.
	1st Grade Secondary School "A. Volta", Acate (RG)	39 migrant students out of 298	Students are grouped in 13 classes, on average 6/7 international students out of 22/24 students per class. The school benefits from the project "Ri-Belli"
	1st Grade Secondary School "Silvio Boccone" - Palermo	26 students with migratory background	Countries of origin: Ghana, Ivory Coast, Tunisia, Ukraine, Bangladesh, and Romania
	Primary School "E. De Amicis" – Palermo+	105 students with migratory background	The majority of them are from Bangladesh, and Ghana, while other nationalities are from Ivory Coast, Mauritius, Ecuador, Romania, and Morocco
	Primary School "La Masa" - Palermo	94 students with migratory background	Students and staff countries of origin: Mauritius (1), Bangladesh (20), Poland (3), Philippines (4), Germany (8), Tunisia (1), Cape Verde (1), Ghana (1), Ukraine (1), Hungary (1), Belgium (1), Ecuador (1), Russia (1)
	1st Grade Secondary School "Archimede" – Palermo	43 students with migratory background mainly from Philippines	Students and staff countries of origin: USA (1), Germany (4), Romania (7), Tunisia (3), Bangladesh (8), Philippines (11), China (1), Senegal (1), Jordan (1), Mauritius (4), Norway (1), Poland (1)
	Primary School "Federico II" – Palermo	24 students with migratory background	Main nationalities: Bangladesh, Philippines
	2nd Grade Secondary School "IIS Ferrara" – Palermo	150 migrants out of 555 students in total	Main nationalities: Bangladesh, Ghana, Ivory Coast, and Sri Lanka
	2nd Grade Secondary School "Pietro Piazza" – Palermo	150 are foreign-born students - total: 2299 students	Countries of origin: Bangladesh, China, Tunisia, Morocco, Ghana, and Various Sub-Saharan countries
Ireland	St. Joseph's Christian Brothers' School	28 students with migratory backgrounds- total: 46 students	Ethnic origins include Irish, Polish, Spanish, Georgian, Romanian, and Ukranian
Sweden	Mölndal/Åby	30 children, most of whom were born in Sweden with backgrounds from Syria, Iraq, Palestine and Lebanon.	A collaboration between the Municipality of Mölndal, Save the Children and Support Group Network Mölndal, implementing after school educational and cultural activities that promote academic motivation

			and well-being for children and families of migrant background. Some families are newly arrived refugees from the MENA-region. The majority of families have resided in Sweden for many years and children were born in the country. Teachers and leaders at the centre are from the MENA-region, however not all have refugee backgrounds as some have moved to Sweden for work purposes. There are also a few families from Ukraine, but their country of origin is Syria.
	Vänersborg Intercultural Centre	15 children, most of whom were born outside Sweden. Their families migrated from Syria, Iran and Lebanon.	A platform that brings together cultural activities to promote intercultural exchange and develops a model for strategic work that enables and ensures meaningful and sustainable integration work in Vänersborg municipality.

4. The co-creation procedure

4.1. Spain

The co-creation process in Spain has been conducted in smooth and effective manner, considering the specificities of each pilot site. During the co-creation procedure, the general and specific needs of the schools were presented and analysed with some of the school staff to enhance the education professionals' participation in the procedure and initiate a discussion on the school's needs, the project's next steps and future actions. The presentation functioned as a dialogue with the assemblies' participants, so the needs analysis could be complemented with teachers' comments and co-decide on the next steps and actions.

Participants had the chance to share their concerns regarding the suggested activities and other technicalities. Alternative procedures have been discussed thanks to the constant communication with the teacher leading the project and a REFUGE-ED collaborator near the site.

The Spanish partners considered each school's identified specific needs throughout the procedure, adapting their approach to fit the beneficiaries' needs. For instance, in Bernat Calvó, the actions and steps to be implemented in the school were discussed with the headteacher due to the teachers' workload and lack of time, besides some visits to the site.

To systematise the information needed for planning the training in most of the sites, the Spanish partners prepared an online survey for the pilots in which the interests and content of the training, previous experience and the availability to conduct the training were specified. In most cases, additional communication channels were exploited to arrange the implementation details.

After the training, constant contact through phone calls, meetings, visits, and additional training has been arranged between the AUB Team and the pilot sites to support them in the implementation process. The AUB team and the sites' staff shared recommendations for support sessions; the latter proposed ways of improving their work. Students, teachers and parents were able to provide their feedback through wrap-up meetings and open assemblies implemented in May-June 2023.

4.2. Greece

The co-creation procedure followed by KMOP was identical for all pilot sites. Prior to the initial assembly organised upon the needs assessment, KMOP shared a summary of the best practices on SEAs identified in previous phases of the project with the site representatives. Hence, the assembly participants had the chance to study and decide on the most suitable practices to be implemented in their schools. KMOP has also voted on the most suitable practices based on the identified needs.

Upon this preparatory stage and the presentation of the research results – during the assembly-, the two parties exchanged their views and opinions on the reasons they concluded on the selected practices. In the case that the selected practice was common, it remained evident that the chosen intervention was the most suitable for the respective site. On the other hand, if there were discrepancies between the practices selected by the two parties, they initiated a dialogue to jointly formulate the trajectory of the intervention and, ergo, the SEAs trainings, based on the identified needs and the available resources. This procedure enabled the actors to be actively involved in the implementation procedure. At the same time, the participatory aspect was further enhanced throughout the trainings, in the context of which KMOP and each site examined the ways the chosen action could be adapted to the school's needs. The SEA selected by all pilot sites was Dialogic Literary Gatherings. The same applied to the selected MHPSS practices; although the practices and respective trainings revolved around Psychological First Aid, two more practices were introduced to the pilot sites, based on the common needs identified in the initial implementation phase. Nonetheless, adaptations to the respective school context were discussed with all pilot sites. Formal and informal communication and coordination with the pilot sites throughout the implementation period permitted the constant adaptation to each school's needs and the creation of a path of action fitting the local context.

4.3. Bulgaria

In 2022, the NBU team established relationships of mutual trust via regular contact with chosen members of the CoP&L and their colleagues in the three schools. That was achieved through the organisation of Focus Groups and the establishment of regular communication and visibility of the REFUGE-ED team and project on important school holidays, ensuring the team's smooth transition into the school's cultural and festive lives such as school holidays and events, providing a chance to observe and adapt to existing good practices.

With the invaluable help and mediation of the CoP&L and several additional Cop&L meetings held in October, NBU introduced more teachers from the schools to the project. They were provided with materials from the in-school training held in late November 2022. Due to summer holidays and exams, pilot implementation was agreed to begin in September 2022.

In October 2022, students of different origins and ethnicities planted flowers in the frame of the initiative' Intercultural Gardens as Green Bridges'[2], a participatory activity that connects children, teachers, parents, and citizens with nature. It aims to impact community-space interactions through the integration of Third Country Nationals (TCNs). Activities combining art and nature help to minimise the risk of exclusion of TCNs in schools, creating space for rich interactions. The plants were selected to have a cross-national symbolic meaning which revolved around creating community, peace, friendship and bonding with each other beyond the commonality of everyday social life - through care for nature- and was easily recognised by the migrant children. The initiative was also an opportunity for the Bulgarian team to present the ideas of the REFUGE-ED project, its current implementation, and the envisaged future actions to a broader audience.

As part of the co-creation process in the 74th School "Gotse Delchev", the team and the headmaster prepared a short theatre performance as a pre-phase of the future implementation of Expressive Therapy, which was presented to international guests at the school. In the respective meeting, teachers and psychologists provided examples of adaptational techniques of migrant children and children with 'educational challenges' from their practice and the ways SEAs can be implemented in their school.

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[2] The leader of the Bulgarian REFUGE-ED team, prof. Anna Krasteva created the concept of intercultural gardens as green bridges defining them as 'green intersectionality' as they connect people, nature and cultures, different generations, girls and boys.

4.4. Italy

The co-creation procedure was granted by the active participation and the co-decisional approach, including pilots in all the different stages of the project. Generally, in all the pilots, an assembly occurred before the implementation to show the need analysis realised during the previous project phase and share the SEAs methodology. Each pilot could receive information about SEAs and the peculiarities of each Action. This allowed teachers and educators to choose the Action to implement in their schools based on the needs analysis and the peculiarities of the classrooms. Hence, participants, especially teachers, had the chance to study the practices and choose the most appropriate ones to address their needs. The discussion and the exchanges between teachers and between the REFUGE-ED team and teachers were promoted based on egalitarian dialogue throughout the project. This allowed all the participants to be protagonists of their choice and the path to follow. SEAs implementation was also adapted to each different context. The Successful Educational Actions chosen by school pilots were Interactive Groups, Dialogic Literary Gatherings and the Dialogic Model of Prevention and Resolution of Conflicts.

4.5. Ireland

During the co-creation phase, members of REFUGE-ED hosted interviews and focus group discussions (FGDs) with individuals at all levels of the school community. This included interviews with four members of school staff in multiple positions, two parents, and two FGDs with 12 students. Information gathered during these conversations was analysed, and five potential focuses for intervention were extracted. These included training for school staff on well-being and support, involvement of parents/guardians, extra support for students' English language learning, incorporation of families' culture into day-to-day school life, and more opportunities for group-based learning. These five topics were then presented to the school community and members of the community, including parents, school staff, and students, were invited to vote on which topic(s) they felt should be prioritised. The vote indicated that English language support and parental involvement were priorities for the community. The vote results and an explanation of various SEAs were presented to school leadership, who agreed that Interactive Groups were a suitable option for the site.

At the midline of implementation, a similar co-creation process was carried out. Based on midline focus groups with school staff, REFUGE-ED members collaborated with the PS Centre to devise multiple potential Mental Health and Psychosocial Support (MHPSS) training topics. These topics were then presented to the whole school community and community members were invited to vote on which topic(s) they believed should be prioritised. The topics voted on by the school community then informed the MHPSS training curriculum within the site.

4.6. Sweden

Several assemblies of teachers, volunteers, community members and parents were conducted before the SEAs training in October 2022 to review identified needs gathered from the needs analysis in the pilot settings, prioritise the actions to be integrated into the SEAs training, and enhance participation and representation of various stakeholders with critical perspectives. The presentation was formed as a dialogue with the assemblies' participants so that stakeholders' insights could complement the needs analysis and permit the co-decision on the next steps and actions. For instance, participants discussed which SEAs were more suitable and realistic to implement in the pilot sites based on the need analysis findings and the additional discussions. Different SEAs and MHPSS practices were discussed during the meeting to facilitate the selection of the right action.

Through the co-creation process with the families and other actors, such as the Swedish Teachers' Union, the Swedish partners discussed any issues around technicalities, hinders and viability of the project implementation. For example, the coordinators raised concerns on special pedagogy in

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schools in Mölndal regarding teachers' workload and the need for some schools' re-organisation, which would pose as a hinder due to restricted time even to learn more about the project, yet along join the implementation. The mentioned challenges were notable as some schools intended to participate but could not follow through due to significant staff changes.

Through the co-creation assemblies, the following actions were identified to be implemented: a) Dialogic Literary Gatherings, b) Educative Participation of the Community, c) Expressive therapy (Forum theatre) and d) Interactive Groups.

The project team has longstanding relationships with organisations run by and for refugees at national and local levels, such as Support Group Network, enabling a co-creative trust-based relationship with families and children in one of the sites.

5. Training in pilot sites

5.1. Successful Educational Actions (SEAs)

TABLE 3. TRAINING SEAS

Country	Pilot site	Dates of training	Target group	Place	No. of Participants
Spain	CEIP Sant Vicent Ferrer, Primary School	14/11/2022 28/11/2022 05/12/2022	Teachers and families	Llíria, Spain	30
	IPI Karmengo Ama, Primary & High School	16/11/2022 18/01/2023	Teachers	Online, Spain	30
	CEIP República de Venezuela, Early childhood & primary education school	19/05/2022 02/07/2022 13-14/09/2022 23-24/09/2022 Jan-Feb 2023	Teachers	Madrid, Spain	30
	CEIP Bernat Calvó, Primary School	September, October and November 2022	Teachers	Reus, Spain	20
	CEIP Aranbizkarra, Primary School	25/10/2022 02/11/2022	Teachers	Online (Spain)	30
	IES Alfonso II, High School	Training twice a month, Sep 2022 - May 2023 09/12/2022	Educators	Oviedo, Spain	25
	IES Veles e Vents, High School	05/01/2023 – 30/03/2023 (6 hours)	Teachers	Gandía, Spain	20
	CEIP Martina García, Early childhood and primary education school	04/10/2022 08/11/2022 26/01/2022 21/01/2022	Educators	Madrid, Spain	20

		09/02/2022 09/03/2022 12/04/2022 20/04/2022			
Greece	52nd elementary school of Athens	01/06/2022	Educators/stakeholders	Athens, Greece	3
	21st primary school of Athens	01/06/2022	Educators/stakeholders	Athens, Greece	3
	2nd elementary school of Agios Ioannis Rentis (Attika Region)	10/05/2022	Educators/stakeholders	Athens, Greece	8
	6th intercultural elementary school of Kordelio	13-14/09/2022	Educators	Thessaloniki, Greece	25
	13th elementary school of Abelokipi	04/10/2022	Educators	Thessaloniki, Greece	10
Bulgaria	74th School "Gotse Delchev" – Elementary and High School	06 – 07/07/2022	Educators/stakeholders	Pancharevo Lake, 21 km from Sofia, Bulgaria	2
	15th School "Adam Mitskevich" – Elementary and High School	06 – 07/07/2022 8/12/2023	Educators/stakeholders	Pancharevo Lake, 21 km from Sofia, Bulgaria	3
	66th School "Filip Stanislavov" – Elementary and High School	06 – 07/07/2022 28/11/2023 7-9/12/2023	Educators/stakeholders	Pancharevo Lake, 21 km from Sofia, Bulgaria	16-18
	Total number of participants	06 – 07/07/2022	Educators/stake holders	Pancharevo Lake, 21 km from Sofia, Bulgaria	16
Italy	1st Grade Secondary School "Vittoria Colonna", Vittoria (RG)	21/11/2022	Teachers	Vittoria, Italy	3
	Primary School "Acate Centrale and Addario ", Acate (RG)	26/10/2022 05/12/2022	Teachers	Acate, Italy (online)	4
	1st Grade Secondary School "A. Volta", Acate (RG)	26/10/2022 07/12/2022 20/12/2022	Teachers	Acate, Italy (online)	5
	1st Grade Secondary School "Silvio Boccone" - Palermo	19/01/2023 26/01/2023	Teachers	Palermo, Italy (Online, face to face)	3
	Primary School "E. De Amicis" – Palermo+	06/02/2023 23/02/2023	Teachers, educators	Palermo, Italy (Online)	7
	Primary School "La Masa" - Palermo	24-25/10/2022 05/12/2022 19/12/2022	Teachers	Palermo, Italy	7
	1st Grade Secondary School "Archimede" – Palermo	24-25/10/2022	Teachers, educators	Palermo, Italy (Online)	6

		13/02/2023 07/12/2023 10/01/2023			
	Primary School "Federico II" – Palermo	24-25/10/2022 07/12/2023 19/12/2022	Teachers, educators	Palermo, Italy	6
	2nd Grade Secondary School "IIS Ferrara" – Palermo	24-25/10/2022 28/11/2022	Teachers, educators	Palermo, Italy (Online, face-to-face)	6
	2nd Grade Secondary School "Pietro Piazza" – Palermo	27/01/2023 01/02/2023	Teachers	Palermo, Italy (Online, face-to-face)	6
Ireland	St. Joseph's Christian Brothers' School	29/08/2022 13/10/2022 20/10/2022 27/10/2022	Educators	Online and face-to-face (Ireland)	8
Sweden	Mölndal/Åby	15-16/10/2022 01/11/2022 27/11/2022	Volunteers/educators, families	Gothenburg, Sweden	70
	Vänersborg Intercultural Centre	15-16/10/2022	Volunteers/educators	Gothenburg, Sweden	12

The training in **Spain** was designed in dialogue with each school, considering their needs and availability. Their participation in the REFUGE-ED project inspired their further engagement in SEA and MHPSS trainings provided by other actors. Teachers actively participate in the pedagogical dialogical trainings organised face-to-face and online within the school and by different teachers' associations in Spain. Such is the case of the training network on Successful Educational Actions and Evidence-Based Education, which holds open lectures, dialogic gatherings, and seminars throughout the year[3].

In many cases, teachers have actively participated in the annual meetings held by the schools already implementing SEAs, organised annually at regional and national level, such as the International Encounters of Learning Communities organised in different regions of the country. In 2023, it was held in Oviedo, where IES Alfonso II was the host and had the opportunity, along with 730 people, to share best practices and results of implementing SEAs in different contexts.[4] Experts also delivered training sessions in different research lines such as Preventive Socialisation of Gender Violence, New Masculinities and various SEAs.

As for Eibar BHI, the centre was not engaged in the training implementation due to a recent change in the school management, the absence or transfer of highly interested teachers and the lack of prioritisation of SEAs or MHPSS practices' implementation. Nonetheless, teachers were invited to join the training in the pilot sites nearby (SP10 Karmengo Ama and SP14 Aranbizkarra), while the teacher responsible for the project participated in the International Encounters of Learning Communities held in June 2023.

The SEAs trainings in **Greece** focused on the theoretical and practical aspects of Dialogic Literary Gatherings. The training opened with an ice-breaking activity, which teachers could implement in

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the classroom: the participants were asked to draw a tree representing their culture and worldview. The roots represented their sense of belonging in groups; the trunk included values essential for the individuals; and the leaves pertained to more superficial characteristics and information about them. Each trainee had to write 3-5 words in each part of the tree. After participants shared the selected words summarising their personality, the assistant facilitator shared the 'group tree', which included all the aspects they shared. Then, upon the group's consent, the facilitator suggested that the values gathered in the trunk of the tree would be the group's values throughout the training. Regarding the SEA, after the trainers presented the fundamental principles of the selected practice and key points teachers should consider when implementing it, they piloted the action with the participants for the latter to grasp the implementation better. To close the session, the group exchanged their views on how the practice was implemented, potential difficulties they may encounter during their everyday work, and discussed how they could handle certain situations. Additional material was sent to the participants, after the completion of the session, including resources and guidelines.

After the end of the school year 2021-2022, participating teachers from some schools were transferred to other educational centres and continued the implementation there. Indicatively, teachers from 2nd elementary school of Agios Ioannis Rentis were transferred to the 9th elementary school of Piraeus for the school year 2022-2023. In this vein, although the latter site is not included in the table presented above, their implemented interventions are described in the following chapters.

A two-day training was implemented on 06-07/07/2022 in Pancharevo Lake, 21 km from Sofia, **Bulgaria**. Eighteen participants attended it: 2 resource teachers/psychologists from the 74th school; 2 teachers from the 15th school; 2 teachers from the 66th school; 3 Head experts from the State Agency for Refugees with the Council of Ministers; 2 representatives of the International Organization for Migration - IOM; 1 delegate from Caritas; 1 senior expert from the Agency of Regional Management of Education – Sofia. The training was led by Emilia Aiello (Autonomous University of Barcelona) and the Bulgarian REFUGE-ED team. The session entailed an introduction to selected SEAs, followed by feedback regarding the possibilities of their implementation. The second day of the training shed light on the functioning of IOM in the Reception and Registration Centre (RRC) – the essence and depth of their work. Their presentation on mental health (cultural peculiarities and crisis intervention) highlighted the importance of the MHPSS practices and clarified some of the existing misunderstandings in that direction. The programme ended with a presentation on the concept of Documentary Theatre. The psychological aspects of the practice were discussed, and its implementation was considered within and outside the pilot sites.

In **Ireland**, one face-to-face and three additional online training sessions were held, focusing on the principles of dialogic learning applied to Interactive Groups, Interactions in Interactive Groups, Community participation and the role of volunteers, Interactive Groups and special education and Dialogical Pedagogical Gatherings.

5.2. Mental Health and Psychosocial Support (MHPSS) practices

TABLE 4. MHPSS TRAINING

Country	Pilot site	Dates of training	Target group	Place	No. of Participants
Greece	52nd elementary school of Athens	15/05/2023	Educators	Piraeus, Greece	3
	21st primary school of Athens	15/05/2023	Educators	Piraeus, Greece	5
	9th elementary school of Piraeus	15/05/2023	Educators	Piraeus, Greece	8
	1st Lyceum of Markopoulo	19/05/2023	Educators	Markopoulo, Greece	10

Bulgaria	74th School "Gotse Delchev" – Elementary and High School	25/03/2023	Educators/ stakeholders	New Bulgarian University, Bulgaria	5
	15th School "Adam Mitskevich" – Elementary and High School	25/03/2023	Educators/ stakeholders	New Bulgarian University, Bulgaria	3
	66th School "Filip Stanislavov" – Elementary and High School	25/03/2023	Educators/ stakeholders	New Bulgarian University, Bulgaria	1
	Total number of participants	25/03/2023	Educators/ stakeholders	New Bulgarian University, Bulgaria	15
Italy	Istituto E. De Amicis, Istituto Politeama Plesso Federico II, Istituto Politeama Plesso Archimede, Istituto Francesco Ferrara, Italy	20-21/03/2023	Teachers, educators	Palermo, Italy	18
	Istituto Capitano Biagio Puglisi, Istituto Vittoria Colonna, Italy	23-24/03/2023	Teachers, educators	Vittoria, Italy	25
Ireland	St. Joseph's Christian Brothers' School	14/03/2023-15/03/2023	Educators	Dublin, Ireland	4
Sweden	Mölndal/Åby	27/11/2022 11-12/03/2023	Educators, volunteers, families	Gothenburg, Sweden	34
	Vänersborg Intercultural Centre	11-12/03/2023	Educators, volunteers, families	Gothenburg, Sweden	6

The MHPSS training in **Spanish** schools was conducted online. A 2-hour online video session covered the basics of MHPSS, MHPSS for children and caregivers, the impact of migration and the refugee experience, MHPSS interventions and basic psychosocial skills. This training was accompanied by a worksheet that could be done individually, in pairs or groups. The video also included links to other MHPSS materials for those interested in further training. The video was sent to the Spanish centres on April 12, 2023, and the AUB team explained the training's content, format and goals to the management teams in each school. This format was selected to broaden the scope of the training. In this way, the centres could distribute the material to teachers and families who requested it.

Similarly, KMOP provided the **Greek** schools with the same asynchronous learning session and encouraged teachers to watch the online training before the face-to-face one. The latter focused on Psychological First Aid (PFA) for situations of crisis and emotional distress and two other practices. Specifically, teachers were introduced to Restorative Circles, a Restorative Justice practice, to address conflicts in the class and enhance bonding and the sense of community. Additionally, an assertive communication technique was explored to address conflicts at an individual level, while respecting the other party. KMOP provided teachers with additional material on the theoretical aspects and guidelines for implementing the practices after the end of the training.

A one-day training was held at **New Bulgarian University** on March 25th, 2023. It was organised in partnership with IOM-Bulgaria, two of whose psychologists delivered the lectures. Based on the focus groups conducted with the CoP&L in February 2023, and the informal conversations of the Bulgarian team with the teachers and the psychologists during the implementation of the SEAs in the three schools, PFA was chosen as the primary tool for the training. Teachers and psychologists from the three pilot schools were among the participants. Alongside the basics of providing PFA to students, the lecturers from IOM also aimed at providing the participants with new effective practices in psychosocial support for refugee and migrant children tailored for the Bulgarian context. Another topic discussed during the training was providing comprehensive primary support to vulnerable

students of Bulgarian and Roma origin. The last training session was dedicated to exchanging experiences with the teachers, psychologists and experts from IOM. During the discussion, it was acknowledged that there is a necessity for closer cooperation between the different institutions when implementing MHPSS in school and for adaptational practices and programmes to meet the children's individual needs, as they may differ. In conclusion, all speakers, participants and organisers shared their ideas for improving the school environment for migrant and refugee children and unaccompanied minors and their desire for future joint initiatives. According to the answers provided by the participants in the post-training evaluation, the training had a significant impact on them not only for the valuable information but also for the chance to hear and discuss different specific cases from their and the lecturers' practice. The IOM experts could then advise on actions in relevant future situations. Additionally, the educators were satisfied with the practical approaches provided concerning MHPSS implementation.

In order to make the online MHPSS Training *'Introduction to mental health and psychosocial support for children and caregivers with a migratory background in educational setting'* more accessible for the CoP&L, the Bulgarian team conducted three supporting sessions with the teachers and psychologists in the sites during which the Video training Worksheet was used. The Bulgarian team explained the content of the video, the instructions related to its subtitles and the evaluation after the completion of the video; educators could also ask questions about the training.

It is worth noting that the team is sensitive to the dynamic school environment and available to act accordingly by introducing new teachers to the REFUGE-ED methodology. A recent example is a new English-language teacher who joined the classes at the end of the scholarly year. The teacher was introduced to the project in an individualised session with a REFUGE-ED researcher and is motivated to participate in future activities. She was also invited by a member of the CoP&L implementing DLGs in Bulgarian language and Literature class and by the Bulgarian REFUGE-ED team to participate in the DLG on Romeo and Juliet with 8th graders.

A needs assessment was conducted with school staff, parents, and children in **Ireland** to determine their priorities for mental health and psychosocial support (MHPSS) practices within the school. Of the topics presented, the school community identified psychosocial support, resilience, and well-being for children to be priority topics for school staff training. Based on this assessment, two half-day trainings focused on these topics were developed and offered to school staff by the PS Centre. These trainings provided school staff with key concepts on children's well-being and strategies to support children experiencing challenges.

6. Implementation of SEAs and MHPSS practices in pilot sites

6.1. Successful Educational Actions (SEAs)

Note: Considering the focus of the project, only students and/or minors have been counted as beneficiaries for the elaboration of the following table. Nevertheless, both SEAs and MHPSS practices promote the involvement of the educational community (including educators and families), which also translates into an improvement of their lives.

TABLE 5. SEAS - IMPLEMENTATION

Country	Pilot site	SEAs implemented	Topic/subject	Frequency	No. of beneficiaries
Spain	CEIP Sant Vicent Ferrer, Primary School	IGs, DLGs, Learning Time Extension, Dialogic Training of Teachers, Family Training, Participation of the	Literature (DLGs), Maths (IGs)	Weekly	400 students (3-11 y. o.)

		Community, Dialogic Model for prevention and resolution of conflicts			
	IPI Karmengo Ama, Primary & High School	IGs, DLGs, Dialogic Model for Prevention and Resolution of Conflicts, Learning Time Extension	Maths & English (IGs), Literature (DLG)	Weekly	350 students (IGs, Dialogic Model: 3-11 y. o.), 500 students (DLGs: 3-7 y. o.)
	CEIP República de Venezuela, Early childhood & primary education school	IGs, DLGs, Learning Time Extension	Maths, English & Language course (IGs)	Weekly (IGs, DLGs) Daily (Learning Time Extension)	450 students (IGs, DLGs:3-11 y. o.), 20 students (Learning Time Extension: 3-11 y. o.)
	CEIP Bernat Calvó, Primary School	DLGs, Family Education	Literature (DLG)	Weekly	245 students (5-11 y. o.)
	CEIP Aranbizkarra, Primary School	IGs, DLGs, Model of Conflict Prevention and Resolution	Literature (DLG)	Weekly	300 students (5-11 y. o.)
	Eibar BHI, High School	DLGs, IGs	Maths (IGs), Literature (DLGs)	Monthly	25 students (12-14 y. o.)
	IES Veles e Vents, High School	DLGs, IGs, Time of Learning Extension (Tutored Library), Dialogic Training of Teachers	Valencian, Spanish, English, physics and chemistry (IGs) Literature (DLGs) Preventive socialisation (PG)	Weekly	200 students (IGs), 350 students (DLGs, PG), 30 students (TL) 11-16 y. o.
	IES Alfonso II, High School	IGs, DLGs, Dialogic Training of Teachers, Time of Learning Extension (Tutored Library), Family Training, Participation of the Community	Maths, Literature, Physics, Chemistry, Economy, History and Geography (IGs)	Weekly (DLGs, IGs, Time of Learning Extension) Monthly (Dialogic Training of Teachers, Participation of the Community)	550 students (DLGs, IGs, Time of Learning Extension) 11-17 y. o.
	CEIP Martina García, Early childhood and primary education school	DLGs, IGs, Dialogic Model for Prevention and Resolution of Conflicts	Literature, Science, Pedagogy, Art, Films (DLG), Maths, Language course (IG)	Weekly	420 students (4-18 y. o.),
Greece	52nd elementary school of Athens	DLGs, IGs	Literature and Art (DLG), Biology, Math (IG)	2-3 times per month	15-20
	21st primary school of Athens	DLGs	Literature, Music, Art	biweekly	25
	2nd elementary school of Agios Ioannis Rentis (Attika Region)	DLGs	Theatre, Music and Literature	weekly	15-20
	9th elementary school of Piraeus	DLGs, IGs and Dialogic Model for Prevention and Resolution of Conflicts	Literature, Music, Art, Language	weekly	20
	6th intercultural elementary	DLGs	Literature and Art	biweekly	30

	school of Kordelio				
	13th elementary school of Abelokipi	DLGs, IGs	Literature and Art (DLG), Math (IG)	2-3 times per month	40
	1st Lyceum of Markopoulo (Attika Region)	DLGs and Dialogic Model for Prevention and Resolution of Conflicts	Literature and Art	weekly	50-55
Bulgaria	74th School "Gotse Delchev" - Elementary and High School	IGs, DLGs	English language grammar, "Romeo and Juliet", "Arabian Nights", Philosophical Discussion on friendships and human interactions in the community	Twice per month	Around 40 students
	15th School "Adam Mitskevich", Bulgaria	IGs, DLGs	Materials related to the current curriculum for 4th graders in English and 7th graders in Maths / Antigone, The Life of Constantine-Cyr il the Philosopher, Romeo and Juliette	Once per month (with cases of some months - twice and some months - without)	Around 50 students from 4th, 7th (primary school) & 8th grade (high school)
	66th School "Filip Stanislavov", Bulgaria	SEAs (DLGs and IGs) + Reading Buddies	Classical fairy tales/ Classical literature/ Bulgarian language and grammar	Once per month (with cases of some months - twice and some months - without)	Approx. 40 pupils
Italy	1st grade Secondary School- IC Vittoria Colonna, Vittoria, Italy	DLGs	Literature	Weekly	25 students
	1st Grade Secondary School- I.C.S. Silvio Boccone, Palermo, Italy	DLGs	Literature	Biweekly	19 students
	2nd grade Secondary School- IISS Francesco Ferrara, Palermo, Italy	DLGs	English, science	Biweekly	36 students
	Primary School Acate Centrale and Addario, Italy	DLGs/ IGs	Literature, Math	Biweekly	84 students (4 classrooms)
	Primary School - Plesso La Masa, Italy	IGs	Italian, English, Science, Geography	Biweekly	37 students

	1st Grade Secondary School Plesso Archimede, Italy	DMPRC	Italian	Biweekly	34 students
	Primary School Plesso Federico II, Italy	IGs	Italian, science, history, geography, music	Biweekly	28 students
	2nd grade Secondary School - IISS Pietro Piazza, Italy	DLGs	English, Literature	Biweekly	31 students
	1st Grade Secondary School A. Volta, Italy	DLGs/ IGs	Literature, Math	Biweekly	84 students (4 classrooms)
	Primary School, E. De Amicis, Italy	IGs/ DMPRC	Maths, English, Italian	Biweekly	38 students
Ireland	St. Joseph's Christian Brothers' School	IGs	English	Weekly to biweekly	55 students
Sweden	Mölndal/Åby	DLGs & IGs and Community's Educative Participation	Arabic, English, Mathematics	Biweekly	20
	Vänersborg Intercultural Centre	DLGs & IGs and Community's Educative Participation	Arabic, Swedish and Mathematics	Weekly	50

Although each **Spanish** school worked on different SEAs, they implemented DLGs and IGs as a common base. At the same time, almost all the mentioned schools implemented the selected practices on a weekly basis.

The leading practice for implementation chosen by the **Greek** sites was DLGs. Teachers fully utilised the supported material KMOP provided after the trainings. Additionally, to classic literature, some teachers exploited classic paintings and music during the sessions. A teacher also combined the readings with kinesiology, in the context of which students were also performing a part of the text under discussion, among others, as a form to enhance the exchange of experiences and feelings, support bonding and assist in the reading comprehension.

In addition to the SEAs, Reading Buddies was implemented weekly with several disruptions (between a week and a month) in **Bulgaria's** 66th school preschool group, consisting of 9 - 11 Bulgarian and Roma-origin children. 8th-grade students spent their big intersession (20 mins) on a rotating principle reading classical fairy tales for younger pupils. During the classes, all students were guided by the teacher, who asked questions to assess their comprehensive skills, explained specific words and invited the younger children to discuss and think over issues related to friendship, truth and lies, love and hate, good and evil. IGs were implemented once in one of the elementary schools with the support of the NBU team, but due to the dropping number of students, they were rarely organised. DLGs were implemented in the 9th, 10th, and 11th grades. The classes were organised to combine the material that was part of the compulsory school programme and revisit or introduce classical literature in comparison.

In 15th school, through the IGs in Math and English classes, students in 7th and 4th grade developed their skills in working together as a team when doing their tasks and helping each other. Two Ukrainian refugee children were part of the IGs in Math class, and one participated in the IGs in English class. The teacher had the possibility and the time to observe every student's work and

progress more closely and personally while working in groups. The implementation of DLGs in Bulgarian language and literature class with students in 8th grade, including migrants from Syria and Iraq, and UAMs from Iran and Afghanistan, resulted positively in the development of their skills to reflect on various topics by expressing their perspectives and reflections.

Across the two classrooms in 74th school, there were around 40 students aged between 14 - 16 years, four teachers and two to four volunteers, depending on the session. The role of the volunteers was to support and encourage communication and to provide additional explanations. Since January, teachers conducted two sessions monthly in the first classroom and one session per month in the second one. The choice of classrooms was made considering the presence of migrant children from China, Palestine, and Syria, children of Roma origin and children with special educational needs. Teachers mainly implemented IGs in English classes. Students were divided into heterogeneous groups of four students of diverse English levels and backgrounds. Students had 15-20 minutes to work together on solving grammar exercises. DLGs were implemented four times in the same classroom with 16-year-old students but in different classes - twice in Literature, once in Philosophy and once in History class. The NBU team introduced a small art innovation in implementing this practice by organising students from higher classes to read and perform parts of the Romeo and Juliet tragedy to younger students. During the IGs implementation, the students could successfully complete the set tasks in the given time. Afterwards, the entire class collectively verified the correct answers. They demonstrated more interest in the English language learning process realised through collaborative dialogues. IGs were also implemented in History, Literature and Philosophy classes.

Bulgarian teachers faced challenges in implementing SEAs, due to the lack of time they had to organise their classes incorporating the SEAs sessions because of the tight and detailed subjects' curriculum prepared by the Ministry of Education, which teachers must follow strictly. The 2022-2023 school year proved challenging for children and teachers in the 66th school. There were several issues, such as the prolonged period for the refugee children to be appointed to the school by the Ministry of Education and Culture and the Regional Department of Education at the beginning of the academic year. After the additional CoP&L, the implementation began in early December. Due to teachers' paid leaves and health problems, but also due to the lengthy flu season in January and February, the practices were disrupted, which made them irregular over time. The unaccompanied refugee children from Syria and Iraq, assigned mainly to primary and elementary grades, were prevented from attending school due to problems with transportation and accompaniment from the RRC to school. That led to elementary grades consisting of only three to five children (Bulgarian, Roma, and Turkish) throughout the academic year. Another deviation from the general cases resulted from the irregular attendance (skipping classes or generally not attending) of many students in the high-school grades.

The CoP&L-driven processes (in-school training and implementation) in the 66th school were significantly slowed down throughout September and mid-October 2022 due to the lack of clarity on the number of refugee children that were to attend the school during that year. Later on, during the school year, especially post-December 2022, refugee children could not attend school due to the lack of a support system ensuring their accompaniment between the RRCs and schools, granting them access to school. Such institutional gaps and lack of sustainability in the educational integration practices exist alongside a longstanding issue of generally low school attendance, especially regarding unaccompanied minors who see the country as a place of transit and motivating them to attend school was a considerable challenge.

Generally, in **Italy**, the implementation of SEAs has been successful. Despite variances in timing, there were positive results and changes in the pilot sites. Interactive Groups were mainly implemented in Primary Schools, where parents with and without a migratory background were engaged to support the relationships between parents and schools. Students experienced a new way of learning and increased helpful and solidaristic attitudes, reaching the project's objectives. Dialogic Literary Gatherings, realised within Secondary Schools, promoted open and egalitarian dialogue, deep thoughts, and meaningful exchanges, which let teachers know their students better and see them in a new light. The practice, which fostered an interest in reading, also helped to talk about critical issues that adolescents may experience during that period. The Dialogic Model of Prevention and Resolution of Conflict brought a more peaceful atmosphere within the classes. Not

all the established rules were respected, but the participatory approach to reach a consensus allowed students and teachers to talk about respect, friendship, kindness, and safety, leading to a greater sense of community. Conflicts persist, but now students have more resources to deal with them without using violence.

IGs in **Ireland** were facilitated with students from five St. Joseph's Christian Brother's School classrooms. The first group was a combination of the school's 2nd class, 3rd class, and students from an autism spectrum disorder (ASD) class. This group implemented fortnightly interactive groups from January to March 2023. The second group was a combination of the 5th class and an ASD class and implemented interactive groups on about a weekly basis from January through June 2023. Students with various migration statuses were present in both groups, including Ukrainian students who had joined the School in March 2022, having been granted temporary protection status in Ireland. Thus, the sessions included a heterogeneous group of students, including students of varying ages, learning abilities, academic experience, and migration histories.

REFUGE-ED consortium members facilitated implementation in addition to approximately eight school staff members. Based on the needs assessment results, school community members identified English literacy as a key need. Therefore, Interactive Groups were hosted during class literacy hour and focused on activities to develop English language skills, including vocabulary development, speaking skills, reading, writing, and comprehension. Teachers defined the working groups to ensure heterogeneity during the activities and worked with REFUGE-ED consortium members to ensure appropriate resources were utilised.

There have been two different student age groups in all three subjects in Mölndal/Åby, **Sweden**. Teachers in the abovementioned site found the pieces of art/literature provided in DLGs too advanced for the children and utilised IGs in Arabic and Mathematics; since this is an after-school centre, they had to create mathematics exercises that worked for everyone. Most of the children's parents were at the centre and contributed to facilitating the sessions.

Teachers working in the Vänersborg Intercultural Centre used different fairy tales for the DLGs. The target group expressed a keen interest in psychosocial support and educational activities, with children exhibiting strong motivation for educational engagement. Educational activities were designed to ignite children's enthusiasm for learning and provide them with a nurturing environment for their educational growth. Various engaging programmes and initiatives were implemented, focusing on academic motivation, social-emotional development, and cognitive skills enhancement. Moreover, the parents actively contributed to creating a conducive learning environment, organising, and facilitating activities related to SEAs, and promoting interactive learning experiences. Parents' involvement in activities made the "Educative Participation of the Community" salient in both sites.

6.1. Mental Health and Psychosocial Support (MHPSS) practices

TABLE 6. MHPSS - IMPLEMENTATION

Country	Pilot site	MHPSS tools implemented	Topic/subject	Frequency	No. of beneficiaries
Sweden	Mölndal/Åby	P.O.W.E.R games (Emotion Bingo, Safety Circle, Freeze Dance, TeamUp session)	During the English classes or the breaks in between the subjects	Every week	20
	Vänersborg Intercultural Centre	P.O.W.E.R games: Right to play (keep children safe, hello dream, who's your hero)	During the DLG and IG sessions, between each subject	Every week	15

Unlike the SEAs, the MHPSS practices implementation is not measurable, as they are not reflected in a specific activity. In this vein, **Italian** and **Greek** educators did not provide relevant measurable data. Nonetheless, the PFA training in **Greece** primarily focused on exploring and practising educators' past cases. This activity supported professionals' knowledge and skills development in handling cases of crisis within the school environment. Considering that the training took place at the end of the school year, teachers did not have the required time to thoroughly test the practices, while their implementation was indissolubly connected to conflicts, none of which was reported. Nonetheless, training participants attested to the importance of such practices, which they expect to be very useful in the following school years.

Spanish teachers have reported that these practices have contributed to self-awareness of their importance for learning and students' quality of life. In this sense, the growing need for the training and implementing such practices within the educational community needs to be highlighted.

In the three **Bulgarian** schools, it was agreed among the CoP&L not to introduce MHPSS prior to any formal training. The shared feeling among teachers and educators was that certain practices could be adopted partially in the context of the educational process post-training since they have felt unprepared without it. Nevertheless, across the schools, there were regular activities, including arts and crafts, charity concerts and markets, that assisted the general spirit of togetherness of the students and helped improve social cohesion.

The MHPSS training in **Ireland** aimed to increase school staff's knowledge and confidence in core MHPSS concepts and ability to respond to students' distress. As such, the implementation of MHPSS included school staff applying these learnings to their daily school practices, such as when a student was displaying signs of distress.

The MHPSS training in **Sweden** focused on Social Emotional Learning (SEL), with the utilisation of a variety of games sourced from "Right to Play," such as "Keep Children Safe," focusing on child protection, "Hello Dream," emphasising hope, and "Safety Circle". The training also included sections on teachers' well-being since the team believed that if the teachers, staff members and volunteers take care of themselves and prioritise self-care, this will also affect their approach to the children since their engagement will last longer. The centres organised workshops, counselling sessions, and support groups addressing various topics, including stress management, intercultural communication, and resilience-building. These activities empowered families to navigate their daily lives effectively, fostering a sense of belonging and overall well-being. Despite the lack of time to utilise the MHPSS tools, especially compared to the SEAs, the sessions implemented positively impacted the children. For example, during the TeamUp sessions, some children asked for activities within TeamUp in the upcoming weeks while they remembered some of the moves. The children attended the tutoring sessions with more energy when MHPSS activities were organised in between the classes.

7. Establishment of a peer learning and support scheme

7.1. Support scheme provided to the pilots' implementation

7.1.1. Support and assistance in SEAs and MHPSS by AUB and PSC Center

Considering that one of the critical aspects of the project is related to the process of knowledge co-creation between the different actors (teachers, professionals, families, children, minors, organisations, and other relevant stakeholders), Communities of Practice and Learning were created

in each pilot centre in the framework of REFUGE-ED. Their objective was to develop a peer learning and support scheme that allowed the exchange of experiences and useful tools, leading to the improvement of the implementation of SEAs and MHPSS practices. In this sense, the project sought to strengthen their bonds through different mechanisms.

Additionally, the Autonomous University of Barcelona (AUB) provided constant support for implementing SEAs through assistance sessions for the implementation partners to address better and attend to the pilots' needs. AUB conducted at least two rounds of sessions with the partners – 12 sessions in total, for all three pilot site categories.

Furthermore, in 2022-2023 AUB organised ad hoc sessions for the pilots on specific topics upon completing the main training, to deepen their application in school. AUB implemented five sessions in five different schools in Italy and one in Ireland:

Italy: 5 sessions

- November 17, 2022 – DLG Training - Casa di Giuseppe (UAM centre)
- December 5, 2022 – Interactive Groups training for primary schools (6 to 10 years old)
- December 7, 2022 – Training on the Dialogic Model for prevention and resolution of conflicts – secondary schools, 2nd. Grade (11 – 13 years old)
- January 10, 2023 - Training on the Dialogic Model for prevention and resolution of conflicts with teachers
- February 13, 2023 - Training on the Dialogic Model for prevention and resolution of conflicts in detail

Ireland: 1 session

- November 17, 2022 – how to address the English subject through SEAs - St. Joseph's CBS Primary School

7.1.2. Support provision to pilots through ad-hoc sessions

The AUB provided constant support to the **Spanish** pilot sites via various channels. Coordination meetings and meetings with the schools' management teams were implemented online and offline, along with focus groups with the parties participating and implementing the SEAs; the latter were conducted on February 2023. Despite the recent change in the school management, the absence or transfer of highly interested teachers and the lack of prioritisation of the implementation of SEAs or MHPSS practices in Eibar BHI, AUB remained in contact with the responsible teacher for the project implementation and provided constant support.

During the implementation of the selected action in **Greece**, KMOP provided constant support, not only via phone and emails, but also by enabling implementers' participation in other trainings and activities organised in the framework of other projects KMOP participates and by disseminating relevant information to the teachers who have participated in the piloting. KMOP also provided further resources to be utilised by the teachers for the implementation of SEAs and MHPSS practices. Moreover, various channels for communication were utilised for the teachers to share any questions or concerns during the implementation.

In all the pilot sites in **Bulgaria,** several meetings between the NBU team, the school's CoP&L and additional teachers were organised at the end of November and beginning of December 2022. During these assemblies, the newly joined teachers were presented with the project, needs-analysis results, aims and SEAs and MHPSS tools. They were provided with translated chapters of the INCLUDE-ED book and the SEAs manual, which were presented by the team with examples and thoroughly discussed among participants. Two follow-up meetings were scheduled to discuss the final activities chosen to be implemented. In approximately a week, another discussion was held on how to implement the selected practices so that they "work" within the framework of the educational system - one of the main concerns raised by the children. The NBU team provided constant support throughout the implementation sessions in the school.

In the 15th school, a short training on SEAs with a particular focus on IGs was conducted with a teacher - a key member of the CoP&L who, due to her school obligations, could not participate in the SEAs Training in July 2022. At the end of the training, an English teacher who participated in the SEAs July training joined the Bulgarian team and shared her experience from the training with her colleague. A plan for the beginning of the IGs implementation in English and Math class was discussed with the two teachers. The school director initiated an informative session of the Bulgarian team with the team for personal development of the 15th school (incl. two psychologists, a resource teacher, and a speech therapist) after a meeting with her about the upcoming activities in the project frame. The Bulgarian team met with the team for personal development and introduced the REFUGE-ED project, the chosen SEAs and the plan for their implementation to include them as mediators and volunteers during the implementation of the first sessions.

In **Italy,** the support to the pilot sites has been mainly provided by the SEAs tutors, who, in most cases, were present during assemblies, training and the SEAs implementation. This meant great support for the teachers and the people involved in the implementation. Tutors have also supported pilot sites through frequent meetings to assess the implementation of SEAs and give suggestions in case of difficulties.

REFUGE-ED consortium members attended the interactive group sessions in **Ireland** regularly. While supporting facilitation, they offered ad-hoc support to pilot site staff, including staff implementing interactive groups and school leadership. This support included regular debriefings following sessions and meetings for project planning. Additionally, school staff had the consortium member's contact information in case support was needed at other times.

Pilot implementation planning in **Sweden** was conducted in the last part of the SEAs training with teachers, volunteers and families to involve them in the whole process starting from the planning to evaluation. The purpose was to establish a close relationship and to build trust by having them as partners or stakeholders so that they have ownership of the programme rather than be counted as only a target group. Furthermore, a peer learning and support scheme was established in a sustainable manner, in which teachers and volunteers who received SEAs and MHPSS training acquired the necessary knowledge and skills to provide for peer learning in a classroom setting and after-school activities. At the same time, support was provided to parents and volunteers to self-organise and mobilise, either through training or through activities such as world café and language café, emphasising the importance of the community's involvement.

Throughout the SEAs and MHPSS implementation, the Swedish staff provided support to the teachers/volunteers by physical presence on the pilots during the implementation process, but also by helping the teachers with preparations before the classes, such as setting short- and long-term educational goals in the different subjects, i.e., English, Mathematics and Arabic. The team prepared materials for DLGs, and MHPSS interventions and provided various documentation and tools for the systematisation of the sessions and learning purposes. For instance, they provided various monitoring tools, including DLG and IG monitoring templates, and strategies that promote interactions for volunteers in IGs. When facing concerns or needing to assess the following steps, the Swedish team consulted thematic experts and advisors from critical partners such as AUB and TCD. In some cases, they supported the MHPPS implementation by holding TeamUp sessions and implementing some games from the P.O.W.E.R. gamebook. Partners from Sweden also created communication channels such as WhatsApp groups to keep in touch with the volunteers/teachers to plan before the sessions. On some occasions, a need for further clarifications emerged after the trainings, so they organised meetings with the teachers/volunteers before the classes to discuss the progress of the methods and how they affected their classes and the children. Separate meetings were conducted with both the teachers and the families when needed.

7.2. Social media group for the Community of Practice and Learning and Team building activities at pilot level

The Communities of Practice and Learning formed in the initial stages of implementation per school were also invited in a larger CoP&L created in social media. A Facebook group was established for the pilot schools and the other pilot sites of all participating countries. The group's aim was dual: to provide immediate assistance and support to teachers, educators, and professionals by SEA and MHPSS experts and to promote the exchange of experiences and helpful material among the members, interaction and further co-creation of knowledge among peers.

Facebook's simultaneous translation allows group participants to communicate with each other, regardless of the language they speak. So far, 30 people have joined the group, including educators and professionals from the pilot centres, SEAs and MHPSS experts, and those accompanying the practices' implementation. Along these lines, this space has laid the foundations for establishing a transnational Community of Practice and Learning on the platform [5].

Since the creation of the general FB group occurred at the same time as the respective Italian group, Italy opted to keep the national group open for a few months to allow members, especially teachers, to get confident with this tool. The REFUGE-ED Italia Facebook group[6] has 28 members as of June 2023, among whom are university professors, teachers and educators of the pilots and school tutors of the project. The group has mainly been used to promote seminars, conferences, and information about the project and specific tools to use, i.e., Psychological First Aid (PFA) materials and MHPSS training. The group will be active until the beginning of the school year 2023-2024, after which it will be integrated into the general one.

Italian teachers soon enrolled in the national Facebook community, where they got access to all the additional materials on MHPSS that IRC provided through the community. They were able to know other SEAs and learn about the implementation in other pilot sites through the experience exchange. Tutors encouraged teachers to share the challenges and successes achieved to enhance peer exchange. Nonetheless, some challenges still exist to overcome to attain full group involvement.

A **Swedish** Facebook Group called "REFUGE-ED Sverige" was also created by SGN and STCS for volunteers, teachers and others interested in the subject, where partners post updates about the project, focusing on the Swedish pilots. The Swedish partners are still working on involving as many teachers, volunteers, stakeholders and families as possible. At the same time, team-building activities were incorporated in the SEAs and MHPSS trainings, as it is hard to gather all participants on other occasions due to the distance between the pilots; the activities pertained to TeamUp-inspired icebreakers. Experience sharing was organised in between training sessions.

8. The impact of SEAs and MHPSS practices on children and the community

REFUGE-ED partners exploited qualitative and quantitative methods to assess the progress of the practices' application and their potential impact on students' well-being, sense of belonging and academic success. They employed different methods in strategic timings of the practices' implementation, i.e., start, middle and end of the implementation period. All tools used aimed at exploring the three transversal elements of the project and included relevant questions.

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[5] Here is the link for the general Facebook group: https://www.facebook.com/groups/6318505458179012

[6] Here is the link for the Italian Facebook Group: https://www.facebook.com/groups/629573128998037

8.1. Evaluation process

Note: as shown in the table, some pilots decided to hold their open assemblies and wrap-up meetings jointly.

TABLE 7. EVALUATION PROCESS

Country	Pilot site	Evaluation method	Date	Topic/subject	No. of Participants
Spain	CEIP Sant Vicent Ferrer, Primary School	SEAs Baseline evaluation	Dec 2022-Feb 2023	Pre-assessment	38
		Midline evaluation focus group	23/02/2023	Project evaluation	5-10
		Open assembly & wrap-up meeting	05/06/2023	Project evaluation	47
	IPI Karmengo Ama, Primary & High School	SEAs Baseline evaluation	Dec 2022-Feb 2023	Pre-assessment	49
		Midline evaluation focus group	31/01/2023	Project evaluation	5-10
		Wrap-up meeting	06/06/2023	Project evaluation	15
	CEIP República de Venezuela, Early childhood & primary education school	SEAs Baseline evaluation	Dec 2022-Feb 2023	Pre-assessment	47
		Midline evaluation focus group	08/02/2023	Project evaluation	5-10
		Open assembly	08/06/2023	Project evaluation	28
	CEIP Bernat Calvó, Primary School	SEAs Baseline evaluation	Dec 2022-Feb 2023	Pre-assessment	18
		To be scheduled			
	CEIP Aranbizkarra, Primary School	SEAs Baseline evaluation	Dec 2022-Feb 2023	Pre-assessment	34
		Midline evaluation focus group	06/02/2023	Project evaluation	5-10
		Wrap-up meeting	05/06/2023	Project evaluation	7
	Eibar BHI	To be scheduled			
	IES Alfonso II, High School	SEAs Baseline evaluation	Dec 2022-Feb 2023	Pre-assessment	66
		Midline evaluation focus group	16/02/2023	Project evaluation	5-10
		Interviews	Jun-Jul 2023	Project evaluation	22
	IES Veles e Vents, High School	Interviews with refugee minors	26/05/2023	Project evaluation	1
		Open assembly	26/05/2023	Project evaluation	10

	CEIP Martina García, Early childhood and primary education school	SEAs Baseline evaluation	Dec 2022-Feb 2023	Pre-assessment	95
		Midline evaluation focus group	31/01/2023	Project evaluation	5-10
		Open assembly	07/06/2023	Project evaluation	40
Greece	52nd elementary school of Athens	SEAs Baseline evaluation	Dec 2022-Feb 2023	Well-being, sense of belonging, social support, academic motivation	14
		SEAs Endline evaluation	Jun 2023	Well-being, sense of belonging, social support, academic motivation	24
	21st primary school of Athens	SEAs Baseline evaluation	Dec 2022-Feb 2023	Well-being, sense of belonging, social support, academic motivation	24
		Midline evaluation Interview	13/02/2023	Evaluation of the practices and preliminary results	1
		SEAs Endline evaluation	Jun 2023	Well-being, sense of belonging, social support, academic motivation	12
	2nd elementary school of Agios Ioannis Rentis (Attika Region)	SEAs Baseline evaluation	Dec 2022-Feb 2023	Well-being, sense of belonging, social support, academic motivation	13
		Midline evaluation Interview	13/02/2023	Evaluation of the practices and preliminary results	1
		SEAs Endline evaluation	Jun 2023	Well-being, sense of belonging, social support, academic motivation	24
	9th elementary school of Piraeus	SEAs Baseline evaluation	Dec 2022-Feb 2023	Well-being, sense of belonging, social support, academic motivation	19

		Midline evaluation Focus Group	14/02/2023	Evaluation of the practices and preliminary results	2
		SEAs Endline evaluation	Jun 2023	Well-being, sense of belonging, social support, academic motivation	19
	6th intercultural elementary school of Kordelio	SEAs Baseline evaluation	Jan 2023	Well-being, sense of belonging, social support, academic motivation	49
		SEAs Endline evaluation	Jun 2023	Well-being, sense of belonging, social support, academic motivation	47
	13th elementary school of Abelokipi	SEAs Baseline evaluation	Jan-Feb 2023	Well-being, sense of belonging, social support, academic motivation	15
		Midline evaluation Focus Group	13/02/2023	Evaluation of the practices and preliminary results	3
		SEAs Endline evaluation	Jun 2023	Well-being, sense of belonging, social support, academic motivation	14
	1st Lyceum of Markopoulo (Attika Region), Greece	SEAs Baseline evaluation	Mar-Apr 2023	Well-being, sense of belonging, social support, academic motivation	53
		SEAs Endline evaluation	Jun 2023	Well-being, sense of belonging, social support, academic motivation	53
	9th elementary school of Piraeus & 2nd elementary school of Agios Ioannis Rentis (Attika Region), Greece	Open Assembly	13/06/23	SEA & MHPSS Implementation Evaluation	50+
	Pilot sites and cooperating organisations of Attika region, Greece	Open Assembly	23/06/23	SEA Implementation Evaluation	20
	Pilot sites of Thessaloniki region, Greece	Teleconference to report results of open assembly	27/06/23	SEA Implementation Evaluation	40+

		conducted at pilot sites' communities			
Bulgaria	74th School "Gotse Delchev" – Elementary and High School	Focus Group	13/02/23	Experience with the project & recommendations	5
		Paper evaluation forms - baseline	18-23/02/2023	Baseline evaluation for SEAs	79
		Paper evaluation forms-endline	20-24/06/2023	Endline evaluation for SEAs	40
	15th School "Adam Mitskevich" – Elementary and High School	Focus Group	10/02/2023	Experience with the project and recommendations	7
		Paper evaluation forms - baseline	21/12/22-10/02/2023	Baseline evaluation for SEAs	49
		Paper evaluation forms - endline	12-28/06/2023	Endline evaluation for SEAs	Around 50
	66th School "Filip Stanislavov" – Elementary and High School	Focus Group	15/02/2023	Experience with the project and recommendations	4
		Paper evaluations forms - baseline	18-23/02/2023	Baseline evaluation for SEAs	55
		Paper evaluation forms - endline	20 – 29/06/2023	Endline evaluation for SEAs	Approx. 20
	74th School "Gotse Delchev", 15th School "Adam Mitskevitch", 66th School "Filip Stanislavov", other stakeholders, Bulgaria	Open assembly	19/06/2023	Overall evaluation of the implementation of SEA and MHPSS practices	Over 40
Italy	1st Grade Secondary School "A. Volta", Italy	Focus group	13/02/2023	Mid-term feedback on the first period of implementation	5
		Wrap up meeting	13/06/2023	Final feedback and insights about SEAs implementation and the whole project	5
	Primary School "Acate Centrale and Addario ", Acate (RG)	Focus Group	17/02/2023	Mid-term feedback on the first period of implementation	7
		Open Assembly	05/06/2023	Final feedback and insights about SEAs	79

			implementation and the whole project	
Istituto Comprensivo Vittoria Colonna, Italy	Wrap-up meeting	18/05/2023	Final feedback and insights about SEAs implementation and the whole project	24
1st Grade Secondary School "Silvio Boccone" - Palermo	Wrap-up meeting	5/06/2023	Final feedback and insights about SEAs implementation and the whole project	19
Primary School "E. De Amicis" – Palermo+	Wrap-up meeting	31/05/2023	Final feedback and insights about SEAs implementation and the whole project	4
Primary School "La Masa" - Palermo	Wrap-up meeting	22/05/2023	Final feedback and insights about SEAs implementation and the whole project	2
	Open Assembly	25/05/2023	Final feedback and insights about SEAs implementation and the whole project	76
1st Grade Secondary School "Archimede" – Palermo	Focus group	10/02/2023	Mid-term feedback on the first period of implementation	4
	Open Assembly	25/05/2023	Final feedback and insights about SEAs implementation and the whole project	23
Primary School "Federico II" & ICSS Ferrara, Italy	Focus group	13/02/2023	Mid-term feedback on the first period of implementation	5
Primary School "Federico II", Italy	Wrap-up meeting	23/05/2023	Final feedback and insights about SEAs implementation and the whole project	3
IISS Francesco Ferrara, Italy	Wrap-up meeting	24/05/2023; 31/05/2023	Final feedback and insights about SEAs	14

				implementation and the whole project	
	IISS Pietro Piazza, Italy	Wrap-up meeting	25/05/2023	Final feedback and insights about SEAs implementation and the whole project	13
		Open Assembly	01/06/2023	Final feedback and insights about SEAs implementation and the whole project	38
Ireland	St. Joseph's Christian Brothers' School	Baseline REFUGE-ED Questionnaire	May-Jun 2022 & Dec 2022-Jan 2023	Well-being, sense of belonging, social support, academic motivation	46
		Midline Focus Group Discussions- staff	09/02/23-15/02/23	Reflection on the REFUGE-ED process	5
		Midline REFUGE-ED Questionnaire	March 2023	Well-being, sense of belonging, social support, academic motivation	33
		MHPSS Pre-Training Evaluation	14/03/2023	Knowledge and confidence in MHPSS skills	4
		MHPSS Post-Training Evaluation	15/03/2023	Knowledge and confidence in MHPSS skills	1
		MHPSS Weekly Monitoring Survey	01/04/23-30/06/23	Use of MHPSS training	0
		Endline REFUGE-ED Questionnaire	17/04/23- 19/06/23	Well-being, sense of belonging, social support, academic motivation	33
		Endline Focus Group Discussions- staff	09/06/23 19/06/23	Perceived effects of SEAs, strengths of project, challenges or project, considerations for future implementation	6
		Endline Focus Group Discussions- students	13/06/23 19/06/23	Perceived effects of SEAs, strengths and challenges of the project, considerations for future implementation	8

		Endline Focus Group Discussions-parents	26/06/23	Understanding of project strengths and challenges of the project, considerations for future research	4
Sweden	Mölndal/Åby	SEAs pre-training evaluation questionnaires	15-16/10/2022	Teacher's knowledge of SEAs	34
		SEAs post-training evaluation questionnaires	15-16/10/2022	Newly acquired knowledge	2
		MHPSS pre-training evaluation questionnaires	11-12/03/2023	Assessment of teacher's knowledge of MHPSS	7
		MHPSS post-training evaluation questionnaires	11-12/03/2023	Assessment of the newly acquired knowledge	0
		Baseline evaluation children	11/12/2023	Well-being, sense of belonging, social support, academic motivation	9
		Baseline evaluation children	05/02/2023	Well-being, sense of belonging, social support, academic motivation	3
		Endline evaluation children	28/05/2023	Well-being, sense of belonging, social support, academic motivation	12
		Focus group discussion	18/02/2023	Evaluation of the practices' implementation	2
		Wrap-up meeting	27/05/2023	Evaluation of the practices' implementation	10
		Showing video about evaluation	07/02/2023	Evaluation of the practices' implementation	25
		Baseline evaluation parents	11/12/2022	Well-being, sense of belonging, social support, academic motivation	7
		Baseline evaluation parents	24/02/2023	Well-being, sense of belonging, social support, academic motivation	1
		Baseline evaluation parents	25/02/2023	Well-being, sense of belonging, social support,	1

			academic motivation	
	Baseline evaluation parents	05/08/2023	Well-being, sense of belonging, social support, academic motivation	1
Vänersborg Intercultural Centre	Baseline evaluation children	27/01/2023	Well-being, sense of belonging, social support, academic motivation	4
	Baseline evaluation children	02/02/2023	Well-being, sense of belonging, social support, academic motivation	3
	Baseline evaluation children	03/02/2023	Well-being, sense of belonging, social support, academic motivation	3
	Endline evaluation children	08/06/2023	Well-being, sense of belonging, social support, academic motivation	7
	Endline evaluation children	09/06/2023	Well-being, sense of belonging, social support, academic motivation	8
	Focus Group Discussion	02/02/2023	Evaluation of the practices' implementation	7
	Wrap-up meeting	02/06/2023	Evaluation of the practices' implementation	6

8.1.1. SEAs

The abovementioned evaluation methods implemented in **Spain** permitted the gathering of information on the impact of SEAs on both the teaching-learning process and coexistence. Eibar BHI did not participate in the evaluation and impact assessment of the implementation of the practice due to the difficulties described in previous sections of the present report. Thus, it is not included in the analysis. Following the central aim of the methods used, the discussion with the Spanish schools also focused on the impact of SEAs on school engagement, with a particular but not exclusive interest in students with a migrant or refugee background. The thematic of well-being explored the creation of a safe space through the practices and how this could translate into decreasing conflicts in the classroom and establishing healthy relationships and even new friendships. Finally, the notion of the sense of belonging assessed the participation of families and students and how this could help to turn leadership into one in which shared commitment and egalitarian relationships predominate.

In **Greece**, KMOP organised the quantitative evaluation in a twofold manner to ensure that all necessary baseline and endline evaluation data had been collected adequately. Upon coordinating

with the teachers, KMOP sent them the forms in digital format, giving them the space to collect the responses in the classroom. They were free to print the parts of the questionnaire they regarded as tangible to be completed directly by the students. The rest of the data was collected in the form of discussion and in a playful manner in a classroom session. In case students left some parts unanswered, teachers invited them to a conversation to gather missing information and take notes to share their answers with KMOP's staff in an online or telephone session. All data were then registered through the respective Qualtrics links by KMOP's designated staff. Two exceptions were the schools from Thessaloniki, for which the data was added directly from the school's staff to Qualtrics.

Evaluation from the rest of the community (parents, rest of school's staff, cooperating organisations and other interested parties) was collected through Open Assemblies, directly and/or indirectly, always in line with the pilot sites and stakeholders' availability, needs and willingness. The first Assembly was organised amidst schools' festivities at the 9th Elementary School of Piraeus, where members of the 2nd Elementary School of Renti were also invited. During a one-hour session, educators described the work done during DLGs implementation and answered questions from the parents and the rest of the community. A few parents also shared the progress their children have made in terms of communication and usage of language. The session closed with a demonstration of how DLG sessions can be transformed in theatre plays using body language by members of the 2nd Elementary School of Renti. KMOP organised a second Assembly at the organisation's premises in Pireaus, where educators and professionals from organisations linked to the Athenian sites' communities shared the information they received during open discussions and one-to-one sessions with community members, organised in the respective schools. Pilot sites in Thessaloniki agreed to only discuss the outcome of the SEAs implementation during their last educators-parents' sessions and transfer the evaluation points to KMOP's team through a teleconference.

Apart from the quantitative methods applied, the **Italian** partners followed two different qualitative evaluation processes to assess the progress of the implementation and the impact of SEAs in the pilot sites. In February 2023, they conducted focus groups for the first mid-term evaluation in six schools, as the rest of the pilot sites started the implementation at the end of January 2023 or the beginning of February 2023. During the FGs, teachers provided their feedback and insights on the SEAs' implementation and shared their preliminary impressions on the impact of the actions in creating *a free and non-judgmental environment in the class*, which allowed students to open up and teachers to get to know them better, improving their relationship: *"It's coming out much more than we expected [...] there's a different vibe between me and the kids, even outside of the DLG, as if we are looking at each other with different eyes "*, (Teacher, Italy). At the same time, they had the chance to share their appreciation of the training received and the role of the Tutor in the classroom to support implementation while they expressed their need for further training.

The endline qualitative evaluation in Italy pertained to Wrap-up Meetings and Open Assemblies between the end of May and the beginning of June 2023. The aforementioned techniques allowed the REFUGE-ED Italian team to receive the teachers, students and parents' feedback on the entire SEAs implementation process, focusing on the results connected to the three transversal dimensions of the project.

The evaluation process in the three **Bulgarian** pilot schools was conducted in four general modes: via pen and paper baseline and end-line evaluations among students; via focus groups with teachers and students; at an Open Assembly; and via informal conversations with teachers and students during which they would share pros and cons they identified during their own participation. The Open Assembly implemented in June 2023 was a great success in three regards: presentation of the project's methods and practices; rich exchange of information on other practices as a form of validation or questioning of the REFUGE-ED approaches; and networking with key stakeholders. It was attended by more than 40 participants representing, among others, key institutions of the Governmental Agency for Refugees, the Ombudsman, the Ministry of Education, international organisations such as IOM and UNHCR, and various stakeholders working in the field of education and refugees and migrants' integration in Bulgaria –teachers, psychologists, social workers, experts, representatives of national and local NGOs and scholars. The three pilot schools were represented by the members of the CoP&L, who provided examples of successful implementation, hardships and improvements in their capacity to more successfully contribute to the integration of children with

learning difficulties and those coming from traumatic backgrounds. They drew on the future perspectives enriched by the ideas and experience gained during the SEAs (DLGs and IGs) and additionally, Reading Buddies. The Bulgarian team prepared an evaluation form in which participants implementing SEAs could rate the effectiveness of SEAs from 1 to 10 and provide additional comments. All given evaluations were between 8 to 10 where 10 is the highest score, testifying of the high satisfaction of the participants and the achievements of the ambitious objectives of the Open Assembly.

The Focus Groups conducted in mid-February 2023 supported the update of the needs of the pilot sites and made specific points deriving from the experiences of the participants in the implementation (teachers, pupils, school educators and psychologists), thus allowing for immediate improvements, based on recommendations.

Pen and paper baseline and endline evaluations were distributed to students throughout the three schools and their completion was overlooked and supported by the team and teachers. During the baseline evaluation some of the questions, especially those regarding gender identities were modified to only include the options "male", "female" and "other, please specify", while in the endline the third option was replaced by "prefer not to say". That was reported to TCD, explaining that matters on gender identities are still highly controversial topics antagonistic for teachers, parents and society.

In each school, informal discussions with teachers, educators and pupils were standard for the team to ensure good cohesion within the CoP&L and to keep informed on the development of the implementation.

SEAs practices in **Ireland** were evaluated at midline and endline using both quantitative and qualitative procedures. Students who had previously consented to the project and completed baseline assessments completed an identical assessment at the midline and endline timepoints. This followed a similar procedure as that conducted at baseline. Additionally, qualitative data was gathered to assess SEAs implementation and reflections on the project as a whole, at both midline and endline, with stakeholders across the school community including teachers, school leadership, parents, and students. Midline and endline focus groups with school staff were hosted on-site and online based on staff's availability and preference. At endline, a focus group with parents was hosted online and focus groups with students were hosted on-site during the school day. In focus groups, parents, staff, and students were asked about their knowledge of the project, involvement with the project, perceived effects of SEA implementation, and to reflect on what could be improved.

The SEAs pre-training evaluation in **Sweden** was conducted physically on-site, while the post-training evaluation process was emailed afterwards to all participants, which might have led to a lack of responses. Focus group discussions and wrap-up meetings were organised in the pilot sites; due to teachers and volunteers' lack of availability, an open assembly could not be conducted, despite the efforts of the Swedish team. It should be noted that since Mölndal/Åby is a meeting centre, the group of children changed regularly. Therefore, it was not possible to ensure that all the kids that did the baseline evaluation also completed the endline one; this was the main reason why fewer responses were logged in the children's endline evaluation.

8.1.2. MHPSS practices

As the MHPSS training took place at the end of the school year in **Spain**, teachers and educators have not yet developed specific MHPSS activities. For this reason, the evaluation process focused on the impact of SEAs. Nonetheless, teachers and educators who have followed the MHPSS online training recognise the need to go further in this area, given the emerging mental health needs in schools and communities.

Considering that MHPSS practices were foreseen to be mainly implemented ad hoc and based on the needs of each classroom in **Greece**, the evaluation, done through Open Assemblies, focused on children's well-being, sense of belonging and the potential reduction of conflicts. Educators who participated in the three Assemblies agreed on the importance of MHPSS practices, especially PFA and how it can be applied daily when a wide range of issues occur. They further highlighted their

need to receive relevant training and maintain the practices as part of the curriculum on an ongoing basis. At the same time, they discussed the value of incorporating MHPSS practices in DLGs.

MHPSS practices were only considered for implementation in **Bulgaria** after the training held in March and the distribution of the video training in the following months. Due to that, and the fact that only the RRC have resident psychologists with the needed expertise on providing psychological support for refugee and migrant children coming from conflict, the MHPSS practices were only held among UAMs residing in the Safety Zones, managed by IOM-Bulgaria.

The **Italian** pilot sites benefited from the face-to-face MHPSS training on Psychological First Aid (PFA) held in March by the ICRC experts. Although MHPSS practices could not be integrated into the SEAs and evaluated due to the lack of time, teachers appreciated the content of the training, and they tried, thanks to the support of the CISS tutors, to apply some techniques learned when needed in their classroom, in specific contexts. Furthermore, teachers requested to have more MHPSS training in order to be able to apply PFA autonomously in their schools.

The implementation of MHPSS in **Ireland** consisted of school staff applying key learnings from the training to their daily interactions with students. In collaboration with the PS Centre, two strategies were designed to evaluate this implementation. First, pre and post-training evaluations were offered to staff to measure if the training provided was associated with changes to school staff's knowledge of MHPSS and confidence in applying MHPSS principles in the school setting. Secondly, a weekly monitoring form was offered for staff to identify how often these learnings were applied in their role. Unfortunately, both evaluation tools had a low utilisation rate within this group, creating a challenge for evaluating this component.

The MHPSS training in **Sweden** followed the evaluation structure of the SEAs trainings (pre- and post-evaluation). Teachers completed the pre-training evaluation questionnaires on-site and were emailed the post-training evaluation questionnaires, which they had to complete upon attending the asynchronous MHPSS training session. Nonetheless, it remains evident that the immediate completion of the post-training evaluation questionnaire after the face-to-face session would lead to better results.

The Swedish partners have faced challenges in the baseline evaluation addressed to students and families at Mölndal/Åby, as the four questions about family in the MHPSS evaluation triggered a general fear of social services that dominates. Many parents sat with their kids as they answered some of the questions, and some did not want to answer at all. On this note, the team spent time explaining the nature of the evaluation and that all answers are anonymous, with no obligation on behalf of the participants to answer. Additionally, they arranged an information evening about the project and evaluation process. They also simplified the questions and created a video, in collaboration with TCD, that was available for families to watch before answering any questions; the video was available in three languages and explained each step and item.

8.2. Quantitative data

8.2.1. Method

DESIGN

This component of the REFUGE-ED evaluation involved a non-experimental, pre and post-intervention survey design with youth participants of REFUGE-ED. Each survey included a section to generate a unique participant identifier code, as well as relevant socio-demographics and measures of the four common outcome variables for REFUGE-ED: perceived social support, a sense of belonging to the pilot site, well-being, and academic motivation. These constructs were measured using previously validated scales, as described in the REFUGE-ED Compendium of Indicators (link on REFUGE-ED teams platform here), with any translations being cross-checked or provided by consortium members. This resulted in questionnaires being created in English, Swedish, Italian, Spanish, Greek, Bulgarian, and Ukrainian.

PARTICIPANTS

Of the 2180 responses to the questionnaires, 94.1% (n = 2,051) were drawn from inclusive learning environments, 2.7% (n = 58) from institutional care, and 3.3% (n = 71) from hotspots/reception and identification centres. The table below presents the total responses received from each REFUGE-ED country.

Figure 1

Responses Per Pilot Country

- Bulgaria (n = 298)
- Greece (n = 366)
- Ireland (n = 79)
- Italy (n = 705)
- Spain (n = 658)
- Sweden (n = 74)

The final overall sample (*n* = 2180) included responses from 1110 boys, 957 girls, and 52 people who selected the other category (i.e., non-binary, transgender, other, or prefer not to say). A further 61 respondents did not respond to the item asking about gender. The age range in the study varied from age 3 years to 18 years ($\bar{x}$ = 11.47, *SD* = 3.21). The overall sample included 292 responses from forced migrants, 149 from non-forced migrants, and 1566 from nationally-born young people. A total of 173 respondents did not answer the items on migration history. This is represented in the figure below:

Figure 2

Migration History

- Nationally-born (n = 1566)
- Forced Migrants (n = 292)
- Non-Forced Migrants (n = 149)
- Unknown (n = 173)

8.2.2. Materials

CODING AND SOCIO-DEMOGRAPHICS

A unique participant identifier code was used to track participants' responses over time. Participants generated their code by providing the final two letters of their first name, followed by the date of the month on which they were born, and the final two letters of their surname.

In addition, young people were asked a series of socio-demographic questions (i.e., their age in years, gender, and migration history). For gender, participants had the option to select boy, girl, or other. In assessing migration status, all those in forced migrant (i.e., refugee and asylum seeker) accommodation centres were assumed to be refugees. In inclusive learning environments, two questions focused on migration. Participants had the option to select 'yes', 'no', 'I don't know' on both questions. The first differentiated migrants (forced and non-forced) from nationally-born youth and asked 'Were you born in [insert receiving country]?' Those answering 'no' were classed as a migrant. The second question served as a proxy to identify forced migrants by asking 'Have you or your family ever moved because you were unsafe or worried about your safety?'. Those who answered 'no' to the first question and 'yes' to the second were classed as forced migrants. Those who reported being born in the country where the study occurred and did not report fleeing due to safety concerns were classed as nationally born.

PERCEPTION OF SOCIAL SUPPORT

The **Multidimensional Scale of Perceived Social Support (MSPSS)** is a widely employed self-report tool to assess perceived social support for individuals aged 14+. It is a 12-item scale which uses a 7-point Likert scale ranging from 'strongly disagree' to 'strongly agree' with higher scores reflecting higher perceptions of social support derived from family, friends, and/or a significant other. The total score is calculated by summing all responses and calculating the mean. The instrument has demonstrated good test-retest evidence, as well as applicability to clinical and non-clinical groups (Zimet et al., 1990). Internal consistency (or α) for the original scale was found to be equal to = .88 (Zimet et al., 1988) and within the current study was found to be equal to .90. The structural validity of the scale has generally been found to be appropriate, with more variation in the testing of the construct validity (Dambi et al., 2018). Cross-culturally the scale has been validated and adapted to at least 22 non-English language contexts as well as with immigrant and trauma-exposed populations (Cobb and Xie 2015; Aroian et al., 2010; Nearchou et al., 2022; Zimet et al., 1990).

SENSE OF BELONGING

The **Psychological Sense of School Membership Scale (PSSM)** has been widely used in research and the educational field as a self-report tool to measure the perception of school belonging young people 10 years and older (Goodenow, 1993). The original scale contains 18 items (13 positively and 5 negatively worded items) with 5-point Likert answering options ranging from 1 'not at all true' to 5 'completely true'. The responses to each item are summed together to calculate the total score. The scale was conceived as unidimensional and the original scale demonstrated internal consistency (α = .87). In the current study, a Cronbach's alpha of .87 was identified. The scale presents adequate convergent and discriminant validity and is reliable for other cultures and languages (Wagle et al., 2018; You et al., 2011). Convergent validity has been assessed with other health and educational outcome measures finding that higher PSSM scores are negatively correlated with emotional distress and behavioural problems (Shochet et al., 2006). Previous studies have successfully used it with diverse child and adolescent populations in primary school, in cross-national contexts and with war-exposed, refugee and immigrant children (Kankaanpää et al., 2022; Kanj & Khamis, 2021). Within the current study, the scale was extended from an explicit focus on schools to include the relevant host organisation context (e.g., community centres or accommodation centres). For example, the item 'people at this school are friendly to me' was adapted to 'people at this school/centre are friendly to me.'

WELL-BEING

The 5-item **World Health Organisation Index (WHO-5)** is a short self-reported measure of mental well-being for children aged 9 years and older (Heun et al., 1999). The scale comprises of 5 items

which are rated on a 6-point scale (from 'all of the time' to 'at no time') with the reference period being two weeks. Each score is summed and multiplied by four to calculate the total score. Previous studies have found the scale to be internally consistent (α = .82; Heun et al., 1999), as did a calculation of Cronbach's alpha in the current study (α = .82). Heun and colleagues (1999) also found that the WHO-5 discriminated between individuals presenting with and without acute psychiatric disorders, and to correlate with established measures of well-being. To date, it has been used in research with migrant and refugee children ranging in age from 6-17 years (Banoğlu & Korkmazlar, 2022; Darmanaki Farahani & Bradley, 2018; Foka et al., 2020) and is sensitive to change in response to intervention (Topp et al., 2015). The threshold for clinically significant change is estimated as a 10-point difference in scores (Newnham, Hooke, & Page 2010).

ACADEMIC MOTIVATION

The **Academic Motivation Scale for Children (AMC)** is a 12-item questionnaire (designed for youth 11+ years old) and was used to measure students' academic motivation. The responses are summed and a mean is calculated to create the total score. It was developed based on a review of existing adolescent-specific questionnaires on this construct (e.g., Cham et al., 2014; Murdock, 1999). The scale covers intrinsic (6 items) and extrinsic (6 items) motivation and has demonstrated internal consistency (e.g., in this study α = .99). Items are scored using a 5-point Likert scale ranging from strongly disagree to strongly agree.

ANALYTIC AND TESTING PROCEDURE

The planned analytical procedure included a repeated measures evaluation of REFUGE-ED youth participants' levels of sense of social support, sense of belonging, well-being, and academic motivation before and after intervention. However, there were challenges with follow-up, whereby many participants completed the coding incorrectly. This made matching responses impossible (e.g., not all information for the code was provided or provided in the wrong order). Furthermore, there were high levels of transiency in some contexts, which meant many participants were lost to follow-up.

To address this issue, baseline and endline data were treated as independent samples. Inferential testing was used to assess differences between groups at baseline and endline in the overall sample and in inclusive educational environments. Due to the low rate of endline completion in the hotspots/reception and identification centres (n = 17) and the institutional care environments (n = 8) and the risk of generating inaccurate generalisations, no inferential tests were conducted. This means that we cannot test for statistical significance or effect sizes in this context.

To interpret these results, it is important to understand inferential testing, significance testing, effect sizes, and clinical significance. Inferential testing allows us to examine differences between groups and test assumptions about generalisability to the population. In inferential testing, meeting the threshold for statistical significance means that the differences observed between groups are unlikely to be due to chance. This is reflected in p-values which fall below .05 in the results. However, this does not mean these differences are practically or clinically meaningful; nor does statistical significance say anything about the size of differences between groups.

Effect sizes and clinically significant change estimates are used to understand the magnitude of differences between groups. In the inferential testing, the magnitude of the differences between the samples was calculated using Cohen's d, where values between .2 and .49 reflect small effects, between .5 and up to .79 reflect medium effects, and more than .8 reflects large effect sizes (Fritz et al., 2012). For some scales, previous studies have reported on the degree of difference which reflects clinically significant change (e.g., Topp et al., 2015). For example, in the WHO-5 a 10-point difference is likely to reflect a meaningful and practical difference to respondents). The threshold set for clinically significant change for the WHO-5 can be used in evaluating inferential and descriptive results.

It should also be noted that given the use of multiple comparisons overall, p-values below should also be interpreted with caution in order to reduce the risk of a Type 1 error (i.e., false positive). This means that more stringent p-values are advised.

8.2.3. Results

Table 8 illustrates the results of the between-samples t-tests evaluating the mean difference between overall scores at baseline (overall n= 1278) and endline (overall n= 900) across each outcome before breaking down differences by site category.

- In the overall sample, the results indicate that there were significant positive differences between baseline and end-line on perceptions of social support, belonging, and well-being. For sense of belonging and well-being, these differences were very small. For sense of social support, these differences were small in magnitude. No significant differences between groups in academic motivation were observed.
- Within institutional care environments, the comparison of baseline (n = 80) and endline (n = 54) data showed significant positive differences in terms of belonging and well-being. The size of these differences was of a small and medium size (respectively).
- In the case of inclusive educational environments (n = 2,051), the comparison of baseline (n = 1,080) and endline (n = 823) data shows a significant positive difference in the well-being, sense of social support, and sense of belonging of participants between baseline and endline. These effects were of very small magnitudes.

	P value	Baseline		Endline		Mean difference	Cohen's d
		Mean	Standard Deviation	Mean	Standard Deviation		
Overall REFUGE-ED sample							
Sense of social support	**<.001*****	5.87	1.02	6.08	.96	.21	. 21
Sense of belonging	**.028***	71.23	12.79	72.58	13.30	1.35	.10
Well-being	**<.001*****	65.49	24.08	69.14	23.17	3.65	.15
Academic motivation	.346	4.20	.64	4.23	.62	.03	.05
Inclusive Educational Environments							
Sense of social support	**<.001*****	5.92	.98	6.10	.95	0.17	0.18
Sense of belonging	**.044***	71.23	12.80	72.50	13.41	1.27	0.10
Well-being	**.005****	65.81	24.19	68.87	23.15	3.06	0.13
Academic motivation	.264	4.20	.65	4.23	.62	0.03	0.05

Table 8: An illustration of mean differences between baseline and endline groups (in the entire consortium and in inclusive learning environments on REFUGE-ED outcome).

Please note: The bolded figures represent statistically significant results. The asterisks represent the level of significance of each *p* value whereby * represents< .05, ** represents < .01, and *** represents < .001.

Within institutional care environments, 47 responses were collected at baseline, and eight responses were collected at endline. The descriptive statistics across each outcome are presented in Table 9.

	Baseline mean (*SD*)	Endline mean (*SD*)
Sense of Social Support	5.08 (1.30)	4.66 (1.29)
Sense of Belonging	69.71 (12.45)	65.43 (11.83)
Well-Being	58.04 (22.41)	65.50 (26.44)
Academic Motivation	4.25 (.45)	3.95 (.50)

Table 9: A table showing the means and standard deviations across baseline and endline for participants in the 'Institutional Care' site type category.

Within hotspots/reception and identification centres, 42 responses were collected at baseline and 17 at endline. The descriptive statistics across each outcome are presented in Table 10.

	Baseline mean (*SD*)	Endline mean (*SD*)
Sense of Social Support	5.53 (1.38)	6.45 (0.29)
Sense of Belonging	73.95 (13.46)	79.24 (3.54)
Well-Being	65.33 (22.53)	80.95 (20.67)
Academic Motivation	4.55 (0.34)	4.36 (0.27)

Table 10: A table showing the means and standard deviations across baseline and endline for participants in the 'Hotspots/Reception and Identification Centres' site type category.

In the overall sample, very small to small significant positive differences were found between baseline and endline groups for well-being, sense of social support, and sense of belonging. Within the inclusive learning environments, similar differences are found across these variables, but all of a very small size. The significance of these differences means that they are unlikely to be due to chance alone. Descriptively, one can also see reductions in mean scores across all variables in the institutional care environments. Contrastingly, the descriptive statistics in hotspots/reception and identification centres show that mean scores were higher at endline than baseline for the majority of outcomes (excluding academic motivation which decreased between the two conditions).

In the overall sample, we see that these differences are very small to small in size. Furthermore, the difference in WHO-5 scores (of 3.65) falls below the threshold for clinically significant change. In very large samples, this phenomenon can occur (statistical significance of a very small size without clinical significance), as there is sufficient power to detect even minute differences between groups. Thus, the meaning of these statistical differences should be interpreted with caution as the small sizes may reflect limited practical differences.

In the inclusive learning environments, we can observe very small, significant, and positive differences between baseline and endline across all of the key REFUGE-ED outcomes, excluding academic motivation. As in the overall sample, the differences in well-being scores of 3.06 points falls below the threshold for clinically significant change. The small effect sizes found call into question the practical significance or meaning of these differences to the young people's daily life or functioning.

The descriptive results for institutional care environments show that in general participants in the baseline evaluation scored higher than those in the endline evaluation. However, a negative difference in academic motivation was found between baseline and endline. For well-being the difference also does not meet the threshold for clinically significant change. Furthermore, no significance or effect size testing was performed. This also means that caution should be taken in over-interpreting or generalising these results.

Similarly, this caution must be applied to the interpretation of the descriptive results calculated for the hotspots/reception and identification centres. These results show that in general participants at baseline scored lower than those at endline (excluding academic motivation). For well-being, this difference exceeds the threshold for clinically significant change suggesting real utility and meaning to the lives of these young people.

Across all the tests performed, we do not find evidence that academic motivation was meaningfully different at baseline and endline. In the overall sample and in inclusive learning environments, we find no statistically different change in scores across the conditions. This suggests that the very small deviations in scores may be a reflection of chance. Across the other site types (i.e., institutional care and hotspots/reception and identification centres), we observe reductions in academic motivation between baseline and endline. This finding conflicts with a recent review of some of the practices implemented by REFUGE-ED (i.e., successful educational actions or SEAs) which have demonstrated widespread positive effects on academic outcomes and achievement (Morlà-Folch et al., 2022). Some avenues for exploring this deviation from the literature are explained in the 'future research' section.

LIMITATIONS AND FUTURE RESEARCH

Some caution should be taken in interpreting the meaning of these results. The study design itself does not allow the identification of causal effects as we were unable to track individuals over time. In addition, the use of multiple comparisons in the t-tests increases the risk of a type 1 error (i.e., identifying a statistically significant effect when it does not exist). Although inferential testing was possible across the overall consortium and inclusive learning environments, caution in interpretation is warranted. This is due to the high variability in the nature, 'dose', and duration of these interventions. In addition, we were unable to control for individual levels of engagement in REFUGE-ED activities (e.g., if an individual attended 1 or 10 SEA sessions). Furthermore, it was not possible to estimate effect sizes and statistical significance for the institutional care environments and the hotspots/reception and identification centres. This means additional consideration is required to avoid over-generalising or over-interpreting these results.

Future research in this domain would benefit from a longitudinal tracking of individuals over time, a comparison group to the active treatment arm, a larger proportion of individuals from community settings, as well by identifying what works for whom (i.e., if there are components of REFUGE-ED which are more or less effective across different time-periods, intensities, and contexts).

8.3. Qualitative data

The qualitative evaluation methods for each pilot school were selected based on the sites' availability and as part of the co-decision procedure followed throughout the implementation, ranging from interviews and focus groups to wrap-up meetings and open assemblies. The discussion on the impact of the SEAs and MHPSS practices revolved around the three core dimensions related to the project's aim. Academic success concentrated on the improvement of academic results and school engagement; well-being focused on the creation of a safe space through SEAs and MHPSS practices, the decrease of conflicts in the school classroom and the establishment of healthy relationships; the discussion on sense of belonging explored the impact of SEAs and MHPSS practices on the participation of students, families and teachers and the development of a climate of commitment and egalitarian relationships.

In **Spain**, the qualitative data has been drawn from the open assemblies, wrap-up meetings, focus groups and interviews carried out in the centres. In addition, perceptions and information gathered through the constant contact and support sessions with the pilots have been considered to elaborate the analysis of the evaluation of the project as well as the impact of implementation.

The evaluation process in the three **Bulgarian** pilot schools was conducted via focus groups with teachers and students; at an Open Assembly; and via informal conversations with teachers and students during which they would share pros and cons they identified during their own participation.

As for the pilot in **Ireland**, multiple focus group discussions/interviews at two timepoints were facilitated with staff, parents, and students, as described in the previous sections. Overall, staff and students reported enjoying interactive groups. Staff had joined REFUG-ED at different phases of the project and reported their experiences with the needs analysis, training, implementation, and evaluation.

The **Swedish** partners conducted multiple focus group discussions and interviews with staff, parents, and children. Both pilot sites discussed how the need for MHPSS surpassed the need for SEAS and that the MHPSS aspect of the project required prioritisation. They also discussed the issue of the time required for the practices' implementation, emphasising the importance of "not rushing" deliverables and working around the local context. For instance, in Åby Mötesplats Intercultural Centre, children and families needed more time to get to know each other before they can create a safe space, as the site is a meeting centre.

8.3.1. Well-being

'I have seen an evolution of maturity, of respect in the assemblies, in the Dialogic Literary Gatherings. We all respect each other. It's great for maturing and evolving as citizens, committed people. [..] I am delighted', (volunteer, C.E.I.P. Martina García, Spain)

The majority of the participating pilots have reported that the SEAs and MHPSS practices have contributed to the development of a more positive climate in the classroom, eventually leading to the creation of a **safe space** for the students and other participating parties, like parents and volunteers. Tutored Library, DLGs and the Dialogic Model of Prevention and Resolution of Conflict (DMPRC) in **Spain** supported the creation of spaces where students felt safe. Particularly the Tutored Library was identified as a place where students felt protected, not only by their teachers but also by their classmates and volunteers. Egalitarian dialogue and the students' distribution in a circle, where everyone could maintain eye contact, avoiding any hierarchical position between teacher and students and creating an atmosphere of respect and tolerance were core aspects of these spaces. For newly arrived students, especially those of migrant origin, this space has become the starting point for establishing secure relationships within and outside the centre. Furthermore, several students explained how the Brave Club (part of the DMPRC) has contributed to the changing narrative around healthy relationships. The implementation of the REFUGE-ED project in one of the **Greek** schools has coincided with the realisation of other EU-funded projects. The combination of methodologies and approaches, which were all based on the principle of the equality of differences, has contributed significantly to creating safe spaces and enhancing children's well-being, as they were able to approach and work on different aspects, concerns and ideas through various activities. As a format during the sessions, the circle functioned as a chain and safe environment. The development of a safe space in **Bulgaria** further enhanced communication and interactions, as one of the teachers pointed out: *'In the beginning, they [the students] were timid and more closed in themselves, but with each subsequent session they gained more and more confidence and actively participated in the work of the group'* (Teacher, Bulgaria). The SEAs have positively influenced the classes' atmosphere, strengthening the friendly attitude and positively affecting the overall communication and interaction between pupils. For example, during IG sessions, the newly arrived migrant and refugee children had the opportunity to get closer to the already-formed mini-society in the class when otherwise, they mainly sat at their desks on their phones. Nonetheless, the practices benefited Roma and Bulgarian pupils as well. Students had the chance to express themselves and be understood; in **Italy**, a student managed to talk about his disability for the first time in the context of the SEAs. Generally, the lack of evaluation after the implementation of SEAs let students be more relaxed and comfortable, leading to greater freedom in expressing themselves and more ease in making friends. Students learned to be cooperative and helpful, putting aside individualistic and

competitive attitudes. In **Ireland**, individualised student attention, facilitated by the structure of the group, was considered vital. One teacher shared that during one session, a refugee student was struggling to complete the group's task and the former had the chance to sit with them in a one-on-one context to provide support. When the student began to answer the task questions, the staff member praised the student, and they smiled widely in response. The staff member reflected that in a large class setting, where the space is not as favourable, she would not have been able to provide such individualised attention. In **Sweden**, inclusive education activities have contributed to the development of safe spaces for children and families who face vulnerable circumstances in the country as minority groups and as people of colour. These spaces made children and families feel safe to discuss various matters with each other, even if they were difficult or complex, and express their needs and worries. The latter was essential in Sweden, where families of migrant background are stepping away from cultural, political and social activities in fear of discrimination and repressive methods from the social services.

> *'Behaviour that seriously disturbs coexistence in the centre has decreased - the serious or very serious ones - but the incidents in which the seriousness is lower have increased, but it is often not so much due to the teaching staff but to other classmates who have decided to report because they know they are going to be heard. Therefore, behaviour or situations that could be more serious are being prevented. (…)', (Guidance counsellor, IES Veles i Vents, Spain).*

Conflicts have also **decreased** in many pilot sites. The Dialogic Model of Prevention and Resolution of Conflict organised in **Spain** contributed to the reduction of severe incidents of conflict and building strong solidarity and inclusive bonds among students. The focus shifted from the aggressor and actively punishing them to supporting the victim and isolating the aggressive behaviour (not the perpetrator). Students in one of the **Greek** schools had many conflicts with each other. Through the DLGs, they comprehended the meaning of dialogue and started carefully listening to the speaker. They have learnt to wait for the other person to complete their argument, to talk. **Irish** students identified bullying incidents and one staff member identified that students of a refugee background were often segregated into homogenous groups. Some students also reported conflicts occurring during IGs, whereas others did not feel that conflict happened regularly; some also found that conflict did not always have a resolution. Students also described finding ways to cope with conflict and working with students with whom they do not get along. To improve this development, staff reflected the need for structure in activities.

There has also been an increase in children's **confidence** and **general well-being**. A **Bulgarian** teacher asserted that during DLGs, students were uplifted because -among others- they were not expected to consult the textbook on the analysis, which usually pushed them away from reading the literary pieces in the school programme. In this vein, children were emancipated and capable to reflect on classical texts through their modern-context experience. As another teacher mentioned: *'The students felt energised because they were not pressured to repeat what the textbook said but were stimulated to think on their own instead. So, they got to understand that their opinions are relevant, that the main thing is to think over the issues posed in the text.'* (Teacher, Bulgaria). At the same time, teachers have noticed a rise in the self-confidence of children of foreign origin. Many **Greek** students who were shy at first and refrained from talking too much, have developed their confidence and as the sessions progress, they are more willing and excited to share their thoughts. They generally feel more comfortable in engaging in dialogue within and outside the DLGs. On the other hand, **Irish** teachers struggled to identify specific effects of the project on students' well-being, and students reported that they did not see a change in their classmates through the course of the project. However, part of the school staff indicated that it is possible for the practices to have had an impact: *'Um, hard, hard to know, hard to pinpoint whether it's had an impact positively or negatively. But, I suppose if you're trying to address it and trying to help in some way, it could certainly happen but I couldn't, I couldn't say for sure that it's had a positive effect on, on wellbeing really.'*, (Staff, Ireland).

In **Sweden**, children have developed resilience and coping mechanisms for their challenges. Students have worked on their self-trust and self-esteem, as teachers emphasised that there are no right or wrong answers and that each student's views are valuable: *'By recognising and valuing their strengths, skills, and cultural backgrounds, these practices boost children's self-esteem and self-*

confidence. This, in turn, positively impacts their overall well-being and motivates them to engage actively in learning and social activities.' (Teacher, Mölndal/Åby). Moreover, teaching mindfulness techniques, promoting peer support and addressing students' emotional needs helped children reduce stress and anxiety, promoting overall well-being.

> *'SEAs provide the pupils with the feeling that their opinion is considered valuable and that they are being supported and encouraged to dream for the future.' (School psychologist, Bulgaria)*

In many cases, children were encouraged to **dream about their future** and started having a more positive stance on their **prospects**. **Spanish** students' expectations were increased as the practices provided the spaces and interactions that benefited them to overcome their difficulties and helped them believe in themselves, reducing the opportunity and learning gap: *'At the beginning I didn't think I would be able to get these grades in the subjects I got them in. Because before, I was terrible at maths, geography, and history. And now, thanks to the library and the fact that I can study here, I've got an A in both.'*, (student, IES Veles I Vent, Spain). The same applied to families and volunteers' expectations of the students: *'Expectations change; if I compare it with other schools, when a pupil starts with difficulties, it is very difficult to improve them, however, with the SEAs you see the children improve very quickly when they see how they improve they are more eager to improve, it is an exponential learning process, the expectations are important.'*, (Teacher, IES Alfonso II, Spain). Although students in **Greece** used to share their dreams about their future even before the integration of DLGs into their school programme, the sessions have given them stimuli to think further about what they want to do in life, sometimes drawing examples from the literature or art piece they explored. A **Bulgarian** teacher highlighted that a girl of migrant background *'this year has built her own life plan after finishing her education. She improved her grades after being included in SEAs and graduated without low grades. She began actively participating in class, felt significant, and even took on the role of spokesperson.'* (Teacher, Bulgaria).

8.3.2. Sense of belonging

> *SEAs' implementation 'helped with the social cohesion in class by reducing social and ethnic distancing between students and made migrant children feel better in the class team and the class family thanks to the increased togetherness between the students.' (Teacher, Bulgaria)*

SEAs and MHPSS practices have contributed to developing a **sense of community** in the classrooms while strengthening **social cohesion**. **Spanish** teachers argued that children's increased participation enhanced their sense of belonging: *'In the Dialogic Literary Gatherings many teenage students who didn't speak Spanish so well they have felt part of the group. It was the moment where their sense of belonging has most strengthened.'* (Teacher, Karmengo Ama, Spain). In one of the **Greek** sites, older students, especially ones related to the classroom's students and/or ones from the same language group, were invited to participate as guests in the first stages of the project, to facilitate communication and encourage participation. In this sense, teachers have observed an increase in the sense of belonging, not only within the different classrooms, but also within the entire school community: *'We have been implementing activities prior to the introduction of the REFUGE-ED project to the school, and these have helped the students in several classes to bond, but I can now see that all this work we have been doing with the combination of different [age] groups, has led to general climate of trust and belongingness […] we have created a community, in all its essence'*, (Teacher, 52nd Elementary school of Athens, Greece). Similarly, in another school, older students were invited to participate as guests in cooperation with their responsible teachers. This led to more cooperation between students of different classes. After participating in the sessions, **Bulgarian** students appeared to be closer together; their bonds have strengthened, encouraging teamwork and empowering refugee children to communicate easily with their Bulgarian peers during the classes; a sense of solidarity prevails in the schools. Students who had not been socialising before started talking to each other in class and after class. In **Italy**, the implemented practices reinforced the foundations of amicable interactions and friendships based on respect and understanding: the

practices had given students a chance to *'know each other better and to talk about real things, not just subjects'*, (Student, 1st Grade Secondary School "Archimede", Italy). School staff from **Ireland** spoke about the development of teamwork skills through IGs, which created a space where the students had to interact with each other, contrary to the normal classroom environment. The former elaborated that through this format, students worked with classmates with whom they may not normally interact and helped each other: *'And as time went on, you can see (the students) taking on their different roles, you can see, as I say, interacting better with each other, being more confident to interact with each other, and being more sensitive to others about things perhaps, language-wise as well which is nice.'* (Staff, Ireland). Nonetheless, language barriers prevented children's full integration and hardened communication with students with less proficient English: *'I remember there was an activity where it was like all English except (name of student), a Ukrainian, and he was in like the corner of the table just not knowing what to do. And we were all doing it and the teacher was like… so we had to move someone over so we could like speak but it was hard to communicate so.'*, (Student, Ireland). As observed in the **Swedish** sites, through a supportive community, cultural appreciation, recognition of individual strengths, and connections with peers, children develop a stronger sense of belonging and find a space to feel understood and valued. The practices have *'increased the quality of the already self-organised groups through encouraging participation, fostering a sense of ownership, strengthening community networks, improving communication and collaboration with local authorities creating a sense of trust, mutual respect, and shared goals.'* (Teacher, Mölndal/Åby).

> *'In the Interactive Groups, there is a great empathy with the teacher. Seeing the difficulties and the beauty in the classroom. How nice it is to get to know the children and their development. When you are with your children's classmates you understand that everyone has their own learning time, which calms the mother.' (Mother, República de Venezuela, Spain)*

Parental participation further contributed to the aforementioned bonding, strengthened students' sense of belonging, and ameliorated the **parents' relationship with the school**. The family involvement in **Spain** was remarkable and significant for children's development: *'Lots of families have participated as volunteers in the centre, more than 30, and that helps both in the coexistence and sense of belonging of all children and also in the learning of the students.'* (Teacher, Aranbizkarra, Spain). Their active participation also helped parents improve their tools to provide socioemotional support to their children and exploit the communication approach of MHPSS practices. At the same time, this process assisted parents to have a more active role in their children's schools. They used to be shy and worried that they would not fit in the school, while upon their involvement in the SEAs and MHPSS practices, they started feeling empowered to enter the school, propose activities and help the students. These benefits are highlighted from the parents' willingness to participate: *'This year we have a couple of cases of mothers who are sick, in a serious health situation, and they come whenever they can. I told one of them that she doesn't need to come so much because she has to take care of herself and she replied "no, because this gives me life".'*, (Head of the Spanish language and literature, IES Alfonso II). Students also feel calmer and enjoy getting to know their classmates' families: *'I like it when my mother is a volunteer in IG because I spend more time with her and also, I like knowing more my friends' families.'* (Student, Karmengo Ama, Spain). Similarly, a **Bulgarian** teacher shared that a migrant girl's parents expressed gratitude during a parental meeting, saying*"Thank you for paying such attention to my child"*. The involvement of parents In **Italy** and the establishment of a new students/teachers and teachers/parents relationship enhanced the bonds that were created. Moreover, the implementation of SEAs allowed for a more honest dialogue between parents and teachers, initiating a more solid collaboration between schools and families, promoting the idea of a learning community which can support the students' academic achievements by involving different actors and carrying on innovative dialogic approaches. On the other hand, parental involvement appeared to be a challenge for **Irish** teachers due to the former's commitments. Some school staff members also expressed apprehension about involving parents before they felt comfortable using interactive classroom groups. They further shared that the consent and information forms may feel exclusionary, particularly for refugee and migrant parents. Parents expressed concerns that the forms may be too complicated for children, particularly younger children in the project, leading to a lack of interest and understanding of the questions being asked. Nonetheless, their interest in participating remained, looking for ways to accommodate their

schedule, like participating in afternoon or online sessions: *'Maybe parents can be included as a part of classroom. Like can be invited like to do a special, special like lesson for kids and taking part in curriculum), and can be like propose and discuss topics to do this, to do this lesson like together with teachers, and can be like included in this process.'*, (Parent, Ireland).

> *'Discovering interest in others' traditions makes us feel more adequate.'*
> *(Student, 2nd Grade Secondary School "IIS Ferrara", Italy)*

An increase in **cultural sensitivity** has also been observed. Characteristically, a **Spanish** teacher reported that *'There is very high social cohesion in the classrooms, and intercultural perspective is well integrated by all teachers and students. There is high sense of belonging. There is little cultural conflict, no one is alone in classroom. We achieved that.'* (Teacher, Aranbizkarra, Spain). In one **Greek** school, kinesiology was integrated into the DLGs and helped the children understand that there is always a way to communicate with each other despite language boundaries. In **Bulgaria**, *'Bulgarian students became more respectful towards classmates with a migrant background, while the latter felt more comfortable, calm and open to communication.'* (Teacher, Bulgaria). Moreover, SEAs helped reduce social and ethnic distancing and create a team spirit. The same applied to **Italian** pilots, where teachers and students could share their feelings and experiences during DLGs. For example, a student explained the Muslim halal tradition to classmates during a session and helped them get to know each other better. Children in the **Swedish** centres started greeting each other in their mother tongue, while during DLGs they were speaking in each other's language and discussing the formation of a sentence, which gave them a sense of co-existence. Furthermore, during IGs focusing on language grammatical structure, children were comparing the structure of a sentence in different languages; for instance, Swedish, Arabic, Spanish, Somalian, Persian and Bosnian. These practices helped migrant and refugee children feel part of the community centre by providing spaces for dialogue, representation, and engagement. They validated their cultures, fostered peer support and connections, had mentorship and role models, and involved their families.

> *'There were many times that students came to me to suggest paintings, music or literature to work on because they wanted to share parts of their culture with their classmates or because they happened to see, hear or read something that they liked and wanted to express their feelings and exchange views with other students. To us, this was remarkable, as, formerly, many of these children were shy or talked and played only with specific children in the class. This form of participation is something we have rarely seen before.' (Teacher, 21st Elementary School of Athens, Greece)*

Although participation was not always easy, and there is room for improvement, students **participated** more **actively** in the various activities and lessons after implementing the REFUGE-ED practices. For example, students with special learning needs in the **Spanish** pilots felt less empowered to participate, and students with greater oratory or knowledge on the topic were more active and talkative. This was a changing dynamic, and great effort had to be put in, especially with children with special needs to achieve better results: *'We have been growing with this project to see the change. The participation has been impressive. At the beginning, the children came in and the doors were closed. Now the doors have been opened and this has changed. It changes the community, being able to listen to each other, to listen to the children, the community relationship, our offices, the door, everything open, everything has changed.'* (Teacher, República de Venezuela, Spain). **Greek** students anticipated working on different literature, music and art during the designated lessons and described it as a means to express themselves and their feelings without fearing judgement. Sessions were perceived as a 'personal and team space', where everyone could express their opinion freely and bring up issues that concerned them. A **Bulgarian** teacher of a very diverse classroom in a school (consisting of half Roma pupils, Bulgarians, five children with specific educational needs and one Ukrainian migrant) shared that the creation of mini heterogenous groups during IGs resulted in stimulating students to be more proactive and open in the discussions. This was the case for pupils who were not usually very active in the regular class. Indicatively, a Ukrainian student who enrolled at the beginning of the school year and was usually *'very shy and shut-in'* made more effort to share his opinions during group discussions in IGs. In parallel, *'students from Roma backgrounds show increased interest and feel better during the activities.'*, (Teacher, Bulgaria). Some

Italian students overcame shyness and got motivated to participate in the practices, feeling part of the school as active actors. Nevertheless, this also applied to parents, who, for the first time, entered the school during scholastic hours by being directly involved in the activities. At the same time, vulnerable students, who usually do not participate, managed to participate in these practices and *'experience a new role, like group leader, and this is something amazing'*. Language barriers have prevented holistic active participation in **Ireland**. Students reflected that students with a migratory background tended to work together in their native language, while students who were more settled in the school worked together in English. Nonetheless, improvement was observed by school staff: *'I think absolutely the English, and you can still see that there's more work to be done there, absolutely it's not… but it's improving that's for sure that they, to me, it's instead of just sitting there, and doing nothing and just like 'make it go away' they're definitely just like edging into 'can you help?' even if it's only talking to themselves (other Ukrainian boys), one will say you know 'do this', but there's definitely movement.'*, (Staff, Ireland). **Swedish** students, including those from vulnerable groups, started participating actively in class. They have been contributing their thoughts, ideas, and perspectives, supported by a safe and inclusive environment: *'Tailored support, encouragement, culturally sensitive approaches, and individualised attention ensure their engagement and active involvement.'* (Teacher, Mölndal/Åby).

> *'During the implementation of IGs in Math class with 7th graders I was always forming the groups in the way that the two Ukrainian students in the class are part of two different groups. After one IG, together with volunteers supporting the implementation, we observed not only motivation and readiness in some of the Bulgarian students to help their Ukrainian peers with the tasks but also a dedication from their side to support the Ukrainian children in understanding better the material that is studied. A Bulgarian and a Ukrainian student stayed working together even during the break after the Math class was already finished. ' (Teacher, Bulgaria)*

Teamwork and **support provision** were other aspects that were improved through the SEAs and MHPSS practices. Many **Spanish** students reflected on the establishment of amicable relationships with their classmates, as well as the provision of support: *'Tutored Library can make you meet people you have never talked to before and you can establish a friendship with them.'*, (Student, IES Alfonso II, Spain); *'I do have friends, but not so many trustworthy ones. [When working with SEA] Yes, because seeing that my classmates help me to study and work, well, I have more confidence in them.'*, (student, IES Veles i Vent, Spain); *'They gave me all the love to be good in class. You don't feel embarrassed anymore.'*, (C.E.I.P. Martina García, Spain). These relationships have significantly contributed to the adaptation of new students and the community's general well-being. Support provision in **Greek** schools expanded from support provided within the classroom, to assistance provided among students from different classrooms, especially from older to younger students. Teamwork was also observed on behalf of the teachers. Frequently, the accompanying teachers of specific children with a diagnosis of autism participated as coordinators of groups under the overall IGs coordination of the classroom's teacher. **Bulgarian** teachers explained that it was normalised for students to ask and offer help to their classmates: *'The classroom atmosphere is pleasant and relaxed because students have become used to helping each other and working in groups. Pupils who had not communicated before started interacting with each other.'* (Teacher, Bulgaria). Professionals from **Ireland** explained that IGs encouraged skill development that may not otherwise come naturally. They reported seeing students apply the teamwork skills developed in IGs to other school settings. Some school staff noted that the structure of IGs aided this development: *'But the platform (interactive groups) on a Monday it is, it allows them to, you know, be in a group of 4, 5 and it's ok if he doesn't know the word, there's only 4 or 5 children, do you know what I mean. And I do think they've opened up hugely.'* (Staff, Ireland). Whereas other school staff indicated that more time and resources were needed to structure, organise, and plan the interactive groups, with specific focus on developing the right activities to encourage interactions between students: *'It has to be very organised, and it has to be planned, yeah and I just felt there wasn't enough time given to that which is the most important part.'* (Staff, Ireland). A high level of interaction was noticed in **Sweden**, where children engage with one another, even if they are not acquainted: *'Students relate to each other through collaboration, peer support, improved communication skills, increased self-awareness and empathy, conflict resolution. These activities foster positive relationships, teamwork, and a supportive learning environment.'*

(Volunteer, Mölndal/Åby). Additionally, providing a space for families to come together and address the numerous challenges related to children's education, living conditions, and overall asylum status has significantly impacted their well-being; to achieve this, meaningful after-school activities for all family members were realised. In this sense, children's integration was improved by creating networks and new friendships between children and families.

Students' perceptions of the schools, teachers and peers were also ameliorated. Characteristically, an **Italian** teacher stated that *'now students recognise themselves and the others as resources, they now know how to work in a group helpfully'* (Teacher, Primary School "La Masa", Italy). **Swedish** teachers supported that inclusive practices created a welcoming and supportive environment, and teachers who implemented them were seen as caring and supportive. They fostered positive relationships and promoted acceptance among peers, shaping a positive perception of their classmates. In many cases, these activities have fostered the evolution of friendships. At the end of the school year, it was more than obvious that a group of students with strong bonds of respect and trust had been formed in many **Greek** sites. The bond was extended to the teachers involved in the classroom and was secured by the presence of the leading teacher. Such bonds ameliorated students' perceptions of their peers and teachers.

8.3.3. Academic success

> *"Another case of a student who couldn't express himself. At first, he didn't understand the language and manifested bad behaviours from what he was experiencing, very blocked. […] Now in DLG he wants to explain everything all the time, what he has experienced. He does it at his own pace (slower) but in the when he participates, that makes the rest adjust to his pace as well." (Teacher, Sant Vicent Ferrer, Spain)*

Since the beginning of the implementation, students have been increasingly **more engaged** in school activities and lessons. Increased engagement and a decrease in drop-out rates have been observed in **Spanish** pilot schools. Indicatively, since the systematic implementation of the SEAs in IES Alfonso II students are motivated and committed to the school; by the end of the school year 2022-2023, only two students will repeat the 1st course (1st. ESO), the reported cases of absenteeism have dropped from 26 to seven, overall grades are up, and they have many more enrolments for next school year (2023-2024). **Greek** students seemed reluctant initially, as they were unfamiliar with the practices. However, as the sessions progressed, they were more and more eager to engage in dialogue, express themselves and listen to their classmates' views. Despite the lack of language knowledge and the presence of interpreters that worked as barriers for migrant and refugee students in **Bulgaria**, overall student attendance has increased and unexcused school absences have been reduced. In **Italy**, slowly but gradually, students who usually participated only a little, appeared more engaged and took on different roles within the group. SEAs also helped address individual needs in terms of learning; for example, a Bengali student shared her desire to read and her lack of books, which the teacher took on by providing her with readings. **Irish** students preferred activities that felt like games with a learning element, compared to activities more centred on reading and writing. During the progress of implementation, teachers gained a better grasp of activities that would engage the students and were able to try different types of activities: *'I know there was one very early on that I did that and it was far too much writing, boring, do you know what I mean? It's not interesting. I mean they switch off, they're just rot writing, there's no learning in that so they were gone. Or if they were too easy, you know, some of them would be finished in 2 minutes. Again, you try to add on to it, make it a bit more. Like it was great, because we had like clued in adults in the room so it's just if it doesn't work you kind of, you have to tweak it, you know on the day, at the day to see.'*, (Staff, Ireland). **Swedish** students' active engagement in the learning process has increased their motivation and enthusiasm and led to better academic performance. Their active involvement has fostered a sense of ownership and responsibility. By involving students in decision-making processes and providing them with opportunities to contribute to their learning environment, the project promoted a culture of active participation that benefited both students and educators. Although students appeared confused at first, they managed to work through all tasks. Initially, it was evident

that students were used to a one-way model of receiving information without participating in finding answers; as the sessions progressed, their difference from the 'regular classes' became more apparent. Plays from a source named Right to Play were conducted to improve health and psychological well-being and supported children in stressful conditions by sharing happy moments with their classmates. This positively impacted lesson attendance, a significant concern in Sweden, particularly for newly arrived students and UAM, who tend to drop out due to stressful conditions. One example is that parents travel from far places to participate with their children in learning activities on the weekends and continue to do so.

'I can now see that my students can discuss various matters with ease, because they feel more prepared and they feel that they know more words to describe what they are thinking. One cannot see that immediately, as it happens gradually, but the more sessions you implement, the harder and deeper the issues students bring up and can discuss.', (Teacher, 9th Elementary School of Piraeus, Greece)

Evaluation participants further attested to the students' **academic improvement**. The Tutored Library sessions in **Spain** have crucially contributed to students' academic success, especially those with migrant and refugee backgrounds, many of whom do not have support with their homework at home due to their parents' obligations. Although a small number of students in one of the **Greek** schools was discouraged from other students' improvement, remained reserved and ended up participating to a minor extent, the majority of the children presented improvement in the understanding of classical art. The more sessions implemented, the easier it was for them to express themselves, use a more expansive vocabulary and better frame their opinions. Generally, students from all pilots expanded their vocabulary; for example, students from one school learnt the word 'suspicion', while working on Homer's 'Odyssey', on the part when Odysseus' comrades open the bag of Aeolus, believing that it hides gifts and treasures. This permitted the class to work on the general and personal meaning of the word. **Bulgarian** students with migrant backgrounds were introduced to basic concepts, such as good and evil, heroism and love: *'All this contributed to the learning process and prepared them for their future school experience. They will have the formed habit to pay attention to what they are listening to and understand it.'* (Teacher, Bulgaria). However, it remained difficult for students who lacked linguistic skills to contribute to discussions related to Philosophy and Literature actively. **Italian** students' academic improvement is expected to be observed in the long term, as more time is needed. Nonetheless, the presence of volunteers and the lack of evaluation, which often leads to high stress levels, allowed students with migratory backgrounds to improve their language skills. In parallel, some students showed higher motivation and interest for studying. **Irish** staff noted that students made greater attempts to complete classwork as the year progressed and could consult with each other when challenged. In **Sweden**, SEAs and MHPSS support components addressed the learning gaps resulting from interrupted education; individualised learning plans helped migrant and refugee children catch up with their peers and thrive academically. Some educators also mentioned the development of social skills, communication and cooperation: *'These skills are crucial for fostering positive relationships and promoting integration among migrant and refugee children. When students feel socially connected, they are more likely to participate actively in classroom discussions, collaborate with peers, and engage in group projects, all of which contribute to their academic achievement.'* (Teacher, Mölndal/Åby).

'For me this is the greatest success [children with vulnerabilities progress]. Seeing that a child who would always need accompaniment inside the classroom, can now stand independently and actively participate in the session is the ultimate reward', (Teacher - 21st Elementary School of Athens)

Nonetheless, these practices benefited the **academic progress** not only of students with migrant and refugee backgrounds but also of those with **learning difficulties and disabilities**. The Tutored Library has been vital for students with learning difficulties or academic gaps in **Spain** because they started the school year later: *'I had a Roma student from Romania with many learning difficulties, at the beginning saying four words in a row was a tremendous work. After many DLGs, when we were doing one with a poem "Las barcas desiertas" by Miguel Hernández, he raised his hand to say that*

when a person doesn't even have shoes to wear how hard the road must be (…) There are situations like this where you see the contribution not only on an emotional and social level but also on an academic level, where you see improvements. The fact of not feeling judged, of seeing that we trusted him, that we valued the fact that he was trying, and that the poem meant a lot, these are works in which everyone has something to say. That gave him confidence. Also, seeing volunteers participating, these quality interactions helped him.', (Teacher, IES Alfonso II, Spain). Students with different disabilities in **Greek** schools have improved their contribution to the sessions. Indicatively, as mentioned by a teacher, upon the beginning of the sessions, a student with autism spectrum disorder started asking questions, have positively altered the way 'they sit' and no longer need an accompanying teacher inside the classroom. In **Sweden**, the latter were able to be part of the group and get support from their peers to express themselves and participate in the tasks.

At the same time, the sessions have also boosted **native students' performance**. For example, by explaining the new material to their peers, **Bulgarian** students practised it better for themselves.

> *'(…) The classics make them understand in a different way. It can help children who are shy. From such a young age, children can turn what they read around and connect it to their own things.', (mother, República de Venezuela, Spain).*

In terms of developing specific skills, **understanding**, **argumentation** and **life skills** were underlined by many pilots. Exploring classic literature in the DLGs in **Spain** helped children improve their understanding and explore deeper issues. Some teachers appeared reluctant initially because they did not think the pupils would enjoy reading classics or were afraid it would be difficult. Similarly, some parents thought their children would be unable to work on such books. However, the results were exquisite: *'In Cuba, I didn't read any books (…) The classics have helped me to know how to read. The classics have helped me to know what ancient times were like, to know what it was like. For example, in Oliver Twist, at that time there was a lot of sexism and also racism and other things.'*, (Student, IES Alfonso II, Spain). Initially, young students from **Greece** seemed reluctant to express their opinion on controversial and crucial issues, such as family matters, when older children were present. Their confidence, self-esteem and overall performance on the aforementioned issue gradually increased through their participation in DLGs and IGs, since they "wanted to come prepared". At the same time, students were more willing to participate in the practices and improved their argumentation. The practical side of the discussions, in the context of DLGs conducted in **Bulgaria**, and the lack of pre-set scenarios enhanced children's ability to present and support their arguments on the topics with a practical application in everyday situations. It has also been helpful for students to discuss and find solutions to the cases presented by themselves and receive direct support from peers, if needed. Additionally, during DLGs, migrant students were asked to make causal links and gained contextual knowledge of Bulgarian words that were new to them. **Irish** teachers taught their students to be open to new experiences, which was deemed an important life skill: *'I think the willingness as well to try different things because every week is so different, they had no clue what was coming down the tracks and I think that's fantastic because that's the way life is. I mean it's not all you know straight forward and it's nice stuff that's coming down to them, you know what I mean. So I think that just made them, and again it's subtle life skills, I know it sounds very wooly but it's not, it's actually the bit of skills, you know.'*, (Staff, Ireland).

> *'90% of the kids sit and listen with great interest, and after that when a question is asked, they can very accurately answer it.', (Teacher, Bulgaria)*

Additionally, students tend to pay **more attention** to the lesson and the topics under discussion. This was the case for many **Spanish** students whose voice shifted from passive to active: *'I didn't read much. The teachers used more poetry in the DLGs and that caught my attention. In a normal class we cannot talk; in the DLGs we take turns and understand each other more.'* (Student, IES Alfonso II, Spain). At the same time, **Bulgarian** pupils appear to stay more focused during the sessions.

8.3.4. Other impacts

In **Spain**, teachers, students and families expressed their desire to continue opening up the spectrum in which the SEAs are implemented. In some cases, the possibility of starting with Dialogic Gatherings in other areas of knowledge was one of the goals for the next school year. In other cases, it is the community that is thinking of more spaces for involvement, such as Family Trainings for those families who do not know the language at all. Without a doubt, this shows that the positive impact of the SEAs is perceived and recognised by the members of the educational community.

Collaboration among school staff in **Ireland** and was noted as very important and a big strength within the site. Staff identified working together as a key facilitator to the project, but a wider school buy-in was deemed necessary. This could be achieved through professionals' better understanding of the project and wider and more targeted dissemination from the first stages of the project. The same applied to the collaboration with the REFUGE-ED national partners, who were suggested to be more embedded in the school community and present on the site more often.

9. Conclusions and Lessons Learnt

The majority of the pilot sites attested to the contribution of the REFUGE-ED approach and practices in the three targeted elements: well-being, sense of belonging and academic success. The findings of the qualitative evaluation assessment highlighted the interconnectedness of these three pillars, which, altogether, can positively impact children's smooth integration, both in the school environment and the community. In the overall sample, the results of the quantitative research indicate significant positive differences between baseline and endline on perceptions of social support, belonging, and well-being, where for the two latter, the differences were very small. In parallel, no significant differences between groups in academic motivation were observed.

The discrepancy of the quantitative data in relation to the qualitative findings is strongly correlated to the research limitations and the caution needed when interpreting the results. Partners' challenges related to the tracking of individual participants over time, due to the various reasons illustrated throughout the report, does not allow the identification of causal effects between the two main timepoints of evaluation – baseline and endline. In parallel, students' level and frequency of participation in the different interventions could only be explored through the qualitative methods that were exploited. In this vein, evaluation data cannot be generalised, but can work to provide a preliminary image of the impact of the practices on students' lives; findings gathered from qualitative methods present a more in-depth narration of teachers, students, and parents' experiences through the implementation period and it allows to identify manifold social impacts that with only a quantitative approach will be overlooked.

Participants of the qualitative methods attested to the interconnectedness of the topics under research. The enhancement of the sense of belonging promoted children's well-being, which in turn supported their academic improvement. When students feel emotionally supported, they are better equipped to handle academic challenges and perform to their potential. The project's emphasis on active participation, happy moments and social interaction further enhanced students' motivation, engagement, and academic achievements. Especially when combined with other methods and approaches, SEAs and MHPSS practices can horizontally support the development of a broader climate of cooperation, trust, respect and encouragement.

SEAs are a form of inclusive education that promotes active participation inside and outside the classrooms regardless of abilities. The principles of egalitarian dialogue and equality of differences, promoted through SEAs and particularly DLGs, set the basis for children with vulnerable statuses, like migratory and refugee backgrounds and learning difficulties, and their families to take a leading role, share their ideas and opinions, and improve academically. Further, this sense of belonging and inclusion can be transferred to the entire community, considering the different parties' engagement in such interventions. SEAs and MHPSS practices benefit not only the students, but also parents, teachers and volunteers, and support the creation of strong links to the children's wider community,

eventually contributing to their smooth integration into society in general. At the same time, they allow educators to pay more attention to children who have additional difficulties, which is hardly achievable in a standard classroom.

Nevertheless, inclusive education should be systematised, and educators and volunteers should be provided enough long-term support to incorporate inclusion indexes. This can provide a set of indicators that will help educators follow a self-assessment process to identify barriers to learning and participation. It also shows how they can remove hindrances to provide a harmonious, safe, inclusive and supportive environment for children with different learning styles. In parallel, stabilising the frequency of such interventions and providing additional resources to the teachers could further support the positive impacts of the practices.

The eagerness of many pilot sites to continue and even expand the implementation of SEAs and MHPSS practices to other matters in the next school year attests to the results analysed above.

Despite hindrances raised due to migrant and refugee children's lack of language knowledge, the efforts made by the engaged professionals supported pupils' academic improvement and development of specific skills, such as argumentation, reasoning and critical thinking. Children's soft and social skills were also improved, by participating in the different actions and interacting with classmates whom they formerly did not approach. Positive changes were also observed regarding children's approach to educational material. The implemented practices enhanced children's foreign language learning and mathematical competencies, showing that local language acquisition can be performed more effectively while being included in the mainstream class with all students, consistent with the scientific literature.

Professionals from various pilots have highlighted the necessity for school staff to be trained in socio-emotional support and skills. Nevertheless, Successful Educational Actions should also be prioritised and organised with more mock-up sessions. In this vein, the integration of these actions in the official educational curriculum of each country and their application at local and national levels are deemed vital. Lastly, the sustainability of the methods should be enhanced through a concrete plan for ongoing pilots, ensuring staff commitment and expanding pilot sites to the national level.

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Annexes

11. Annex I: Open assembly template

Open assembly

DATE
HOUR
PILOT SITE

Attendance report

 # PARTICIPANTS

WHO ATTENDED THE ASSEMBLY? (STUDENTS, FAMILIES…)

Points to take into account

- An assembly is a participatory decision-making body that seeks consensus. The best arguments are sought in order to make the decision that is most in line with the different opinions, not confrontational positions, as happens when voting. Its development must be peaceful, respecting all opinions, and prejudices must be left aside.
- If possible, translation must be guaranteed at all times
- Each site can decide to use different group dynamics, for instance, starting the assembly with a group dynamic (icebreaker) that facilitates the integration of the members of the group or to organize the discussion into small groups.
- Then, following the logic of the dimensions and questions, the contributions, reflections and agreements of the assembly should be compiled. In what follows, you will find a tentative list of questions that each pilot can decide to be used, but they are not meant to be followed verbatim but as an orientation of the type of information we are aiming at collecting.

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth?

Has there been any difference in terms of school/centre attendance since the beginning of the implementation (SEAs and/or MHPSS)?

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms?

How have the practices impacted on the number and intensity of conflicts in the centre?

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

Friendships and relationships in general

Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'

3.- SENSE OF BELONGING

Participation

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

How do these practices help migrant and refugee children feel part of the centre?

Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

Other

12. Annex II: Wrap-up meeting template

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?				
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?				
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?				
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?				
Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?				

		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?				
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?				
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?				
		In what ways do you think it helps to strengthen friendships among peers?				
Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS?

- How do students of vulnerable groups participate In these spaces? | | | | |

	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?					
		What spaces for participation does the centre/school have?					
		In which ways the practices have contributed to the involvement of the community in the centre?					
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?					
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?					

OTHER COMMENTS

Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of	

		timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include:	

		i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example	

		iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

13. Annex III: Spain

13.1. Wrap-up meeting IPI Karmengo Ama, Primary & High School

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	Training has been usefull for the teachers to get conscious on what they are doing and why, and how can they keep improving implementing Successful Educational Actions. "To be aware that what we have done until now it is good, but we can and want to do it better. And it is very important to be trained to not get satisfied with excuses, to be pushed to see the improvement instead of the difficulty."
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	The training was good but it didn't have the same impact in all years: for the teachers in high-school it would have been usefull to have a more introductory training on Learning Communities and SEAs.

4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?

Implementation	Process (general questions)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ….. (interactive groups, DLG, etc.)?	
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	A student explains that other older students from high school come as volunteers in their classroom during IG, and it is good because they have already gone through those lessons and can help them.

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	Students learn more and better when they interact. Teacher "With DLG they have the option to talk. And children don't have many spaces to share their opinions. Here they have the option to talk, to listen to each other, and to exchange opinions and dialogue." "With IG you make sure that all students understand the same lessons, it can be more personalized. The disruptive students in IG they calm down, because in big classrooms they get bored and can annoy their partner, but in a smaller group peers or volunteers can explain the lessons to them and they get to understand it"
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	Student: "I like Interactive Groups because we help each other". Student: "In Interactive Groups we learn through different formats". "What I like about Literary Gatherings is that each of us share our opinion, and we share why, what we think, what has made us think of..."

			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	Student (about the conflict prevention and resolution model) "If someone has a bad behaviour we do an assembly in classroom and we decide if we have to set aside the student or not". Another student "After the break, we have an assembly and talk about what has happened in the playground: if there were any conflicts, if we have managed them by ourselves. If we set some aside is in order to make them think". Student "Now people speaks out what has happend, before the "Brave Club" they didn't share it". Student "If someone is having a fight and another student sees it, they have to interven and separete them. Also, if one of them is your friend, you don't have to defend him, you have to separate them both" Teacher "The model has impacted beyond classroom. Because they have learned that some attitudes are not tolarated, that if they had bad behaviour they would be left out of the group". A member of the canteen staff explains "When the lunch break finishes I tell the teachers that everytihng was okay during the lunch time, and one time one children answered me and said "no,no, there was this conflict", a little conflict, but everyone was conscious about it. Children now don't retract".
		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	

		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	"In the Dialogic Literary Gatherings many teenage students who didn't speak spanish so well they have felt part of the group. It was the moment were their sense of belonging has most strengthen"

	Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	The "mixt comission", where representative of families, students, cantine staff and teachers participate, has been a great improvement. However, an exmother of the school points out that participation has gone down since the project of Learning Communities was implemented in school, as there was a leading group of families which now does'nt work so well as there has not been a good takeover. At that time, a high percentage of families lived the school as theirs. Nowadays, there are some families that do not know and are not aware of what a Learning Communities is. Thanks to the model children support each other more. They are not ashamed of speaking out.
			What spaces for participation does the centre/school have?	In Interactive Groups there is high participation of families as volunteers. But in the gatherings adressed to families, there the participation is much lower.
			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	Lots of families have participated as volunteers in the center: more than 30, and that helps both in the coexistance of all childrens and also in the learning of the students. Student "I like it when a mother of my friend comes to the classroom because she is very nice. I have much fun". Student "I like it when my mother is a volunteer in IG because i spend more time with her and also I like knowing more my friends' families."
		Spaces of reflexion	How do these practices help migrant and refugee children feel part of the centre?	

		and dialogue	
		Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	
	Process (general questions)		Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	In general, lots of things have improved in these years implementing SEAs. There is a different way of working in this schools, and new and young teachers have less fear on implementing these methodologies bases in evidence of social impact.

		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	Thanks to the project of Learning Communities now they have high education in the school. We would need even more training, specially in the Conflict Preventio and Resolution Conflict.
Evaluation (data collection)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

13.2. Wrap-up meeting CEIP Aranbizkarra, Primary School

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS

80

Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	What have been done: - Introduction SEAs - Exchange with CEIP Sant Vicent Ferrer on Literary Gatherings
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	Positive valoration of the theorical and sociological background to understand better not only what they do but why they do it. There was much discussion on that session. "Now I understand WHY it is important the social impact. Science, yes. But science that has a social impact, that is the key. Not only the pedagogical part

		of it, because there can be many pedagogies, but the key is if there is social impact."
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	Lacks resources on how to implement and how to assure the implementation has positive impact. By themselves they don't know how to evaluate what is a good interaction and good results. Lacks training not only on the theory but on how to develope it in their day-by-day and get over the things that still don't work very well. Trainings usually focus on how to do well the SEAs but we never talk about the curriculum the childrens are learning. And maybe we should give some thought about that too.

Implementation	Process (general questions)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ..... (interactive groups, DLG, etc.)?	We are not getting all the potential of SEAs. We still look for other resources, for example for language adquisition we don't see DLG as a way of learning it much faster.
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	There is a difficulty with children with special needs, as they don't participate or intervene in the AEE, neither in IG or DLG. And there are a lot of children of this profile.

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	Sometimes I enter a classroom and I can hear children talking between them (about a toxic or bad behaviour that has happended): "no le hagas caso". And it is not the teacher saying it, but the students. This is due to this whole process in which is not the toxic leadership what is promoted.

			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	When the Dialogical Model of Conflict Prevention and Resolution is well implemented there is positive impact. But this means teachers have to go through an individual transformative model also. When the model is successfull the learning outcome also improve in the classroom. With the years, coexistance has improved a lot, having in mind all the personal and psicological conditions our students have. "There is very high social cohesion in the classrooms, and intercultural perspective is well integrated by all teachers and students. There is high sense of belonging. There is little cultural conflicte, no one is alone in classroom. We achieved that." New students are easily welcome and are fast integrated in the classroom. As they grow old they consolidate little groups of affinity but in the classroom they still work and function all together. This year they had a case of a student who was about to repeat the academic year, but teachers decided not because of her group that supports her.
		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	"The expectations of the students from the school are very high. That is why we are so frustrated." one teacher says. The head master tinges that there are still some excuses among teachers to not have high expectations for all students, that are related to the background and "bags" that carry each student. But perspectives are changing.

		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	Teachers have to still work all these interactions with the students. It has to be made explicit because other way students are not used to this type of functioning in classroom. It has to be made explicit so they understand this is part of their own learning. "When they explain the subjects to each other is the way they can learn more."
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	In this school children have a different type of conversation and expressions. "I don't like that" or "What you did was wrong" are expressions commonly used by children, and I can notice a big difference on their relationships now and before the Model was implemented. In other schools most of the times when something happens children go directly to the adults asking for help.

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	There is still little participation. Is a little decompensated, most vulernable students don't participate as much.

Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	When the mothers participate the experience is higlhy positive, it enrichens the school.
	What spaces for participation does the centre/school have?	There is a little resistance by some teachers to families entering the classrooms. Also, difficulty on how to include them in a productive and positive way, taking into account the language barriers. Each year families participate more and, above all, there is a more calm and respectful environment. Years ago, when school opened the doors you could feel tension. Situation is not easy as there are almost 30 nationalities in the school and some of them are in conflict or even war between them; this afects the dynamic in school.
	In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	I have worked here since 2011, and I have seen a positive evolution. When I arrived, some years earlier had been the discussion phase on how to introduce the Learning Community. From there, lots of progress have been made: debates are different and that means that some have been overcomed. That doesn't mean that we might do some errors, there are fears and insecurity because it is not easy. But I notice a good evolution. It seems that is difficult that families get involved, or the discussions among teachers, but you should have seen years ago.
Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	"When I jump into some ex-students of the school in the street, they come talk to me, they remember the school and are grateful with us" (teacher)

	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	
	Process (general questions)	Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	It would be useful to have resoruces on the activities to work in IG, that promote interaction but also improve academic learning. It is usefull to see by oneself as a teacher how other schools are implementing SEAs, visiting them and sharing concerns and resources.
Evaluation (data collection)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

13.3. Open Assembly IES Veles e Vents, High School

Open assembly

26.05.2023

12:20

IES Veles i Vents

Attendance report

 # PARTICIPANTS: 10 people

WHO ATTENDED THE ASSEMBLY? (STUDENTS, FAMILIES…): 3 teachers (1 male, 2 females), 2 mothers, 4 students (2 girls, 2 boys), and one other staff of the centre (female)

1.- ACADEMIC SUCCESS

> Centre compliance / engagement at school

Mother Student 2: I have seen a better adaptation, she is getting more involved in her studies, and I see her very happy despite what I was saying, well, the impediments of having changed autonomous community, the language, personal problems or any other impediment. Also age, because age is also a factor that contributes its grain of sand because she is in a difficult or slightly different adolescent stage, but the adaptation has been very good and the improvement has been significant. Because I see that she is more aware of studying and she is also in a more favourable environment, because at home, 'What if the children, what if one jumps, what if the other child is quiet, what if so and so, well, there are more absent-mindedness, and I think it is being very good for her, sincerely. More time to share... I am referring more to the tutored library, which is the one I know more about, because I have not been able to participate in [...] the interactive groups.. I have not been able to attend, but it is something I would like to do as well.

They encourage each other a bit. And of course, they look for support from each other, they really look for support from their classmates who are in similar situations or something like that, and between them it's like, it's not about education, it's something that helps them personally, right? I think it gives them a lot of support, they support each other and that's their strength, it's very clear.

Student 1: Well, when they proposed it to me (Tutored Library), I accepted and went. But I stopped going because of problems and I failed the first semester. And then I gave it a second chance, and I came back and recovered almost everything. I was missing 2 subjects. But I was very proud of everything I was able to recover, and the teachers have also told me that they have seen progress in me. And now in the third semester, well, I don't go like before when I only went 2 days, now I go every day, and, well, I concentrate much better with friends studying in the library and I concentrate more. (...) There is a better study environment in the library with tutoring than at home. Because I have a little sister who always interrupted me saying she wanted to play with me but I can't.

Counsellor: Student 2 didn't come, and no matter how much we told student 2 to come, she pretended to be a bit Swedish (...). And suddenly you told her (student 1), what did you tell her?

Student 1: That if she wanted to come with me we could study together and do our homework, and while we were at it, we could also have fun studying. And, well, I accepted.

Student 2: Well, now my grades are going much better (...) I'm also more comfortable with the library and it's quite nice because there are also classmates and so on.

Counsellor: When she [student 1] told you to come, what did you do?

Student 2: Well, I listened to her.

Counsellor: [laughs] And I didn't. I went back and forth and went and went and went. I went back and forth and back and forth, and in the end I said, 'Well, nothing, I'll leave it alone'. And suddenly, one day I see her and I say, 'What? Who did you listen to? And she says, 'the student1'.

Student 1: Let's see, originally I signed up more to improve my maths marks because I was doing so badly. And, let's see, a friend was going, and I said 'Well, I'm going to sign up, I'm going to see how I do'. And I signed up for a 2-day trial. I mean, I wasn't going to risk it that much. But, I started to get a taste for it (laughs) and I took all the days, all of them. And I was happy to go.

Guidance counsellor: They are queuing to enter the tutored library (they say they are calm, studying, at ease, and on top of that, getting good marks; 30-35 in the room).

Student 1: Let's see, I always come with a friend. The [tutored] library gives you a lot of possibilities. I won't deny that. It gives you the possibility to pass, to study, to socialise with the teachers

Counsellor: ... and with peers. They got that word, I said 'Where did they get it from? Socialise! (...) Here you have to behave well. And then, if they don't behave well, they are expelled, but they are also given opportunities. When we expelled him, he came and said: 'Couldn't you talk to the teacher who expelled me? Because I want to come, I'll behave myself'. And we readmitted him. And another one, a classmate who behaved badly, and suddenly, I remember he was going to be expelled. And, as he didn't want to, he said, well, that's fine, as the offence was public, apologise publicly to everyone and we'll reinstate you. And, in front of everyone, he had to apologise, with a lump in his throat, in order to be able to join the tutored library.

Mother Student 2: Precisely, I think that's what it is. Sorry to cut you off. I think that's also what they get the most out of it. They also have the decision to say: I'm going or I'm not going. It's freer, and then they come with a different predisposition. Because that happens to all of us, let's face it. So, I think that also brings a lot to them. They decide if they want to come. And so, it reinforces them.

Student 2: The tutored library helps them to practise their Valencian.

Student 1: [the dialogue discussions helped her with] reading comprehension in Valencian, really. I have improved now reading in Valencian.

Student 2: I say the same

Teacher 1: [interactive groups] The experience this year with the first year students has been very good. They are learning to work very well, to cooperate with each other and to be able to solve the activities that we are setting up so that they can help each other and explain and do what they are doing.

Student 1: [Do you learn better with the IGs?] Of course, because if we have a teacher or a parent who is there so that we don't get distracted or anything.

Guidance counsellor: Many times they say that a classmate explains it to them, sometimes it helps them more if the teacher explains it to them. She has seen it and understood it.

> Has there been any difference in school/centre attendance since the start of implementation (SEA and/or MHPSS)?

Teacher 1: This project has led to the creation of a culture in the centre that has spread to the region, to the schools, to the city of Gandía. We are as if we were an independent town, because we are physically separated from the city of Gandía by 3-4 km, and so this has somehow created a contagion

of a positive reading among the families, the students, of many people wanting to come here because of the work philosophy: inclusion, successful actions, the dialogical learning model, which makes it very attractive for many schools to come here. So we have a significant enrolment of people who are not from the area and would not come here. (...) We are talking about how this evolution since 2014, when this model was implemented, until now, has led to this image of the centre that we have, which is accompanied (...) The involvement of families, volunteers, training of family members coming here, right? This openness of the centre, the active participation of the community, is what has led to this ... to the reillusionment of the community in all aspects, both of the students and of the families and teaching staff.

2.- WELL-BEING

Creation of a safe space in the centre

Counsellor: (...) [about the tutored library] And they said that when they wrote on a piece of paper and talked about coming here to socialise. (...) OK, all right, that's how it is. But then you read and they tell you the research: safe environments, where you are allowed to socialise, with a purpose, with creating meaning, improves mental health. And, well, that's fantastic.

Mother Student 2: Of course, and then when it comes to studying, (...) they feel more comfortable in class because they achieve, of course, the objectives, good grades. So of course, it reinforces and ... everything.

Teacher 1: It improves your self-esteem, emotional well-being, and ultimately your health. Everything is related. And the atmosphere of security that is created in the centre (...), they are accompanied, the adults are concerned, they report (...). You notice that important difference that they see and they transmit it when it comes to creating that safe and trusting atmosphere in the centre.

Teacher 1: He also said earlier about socialising, socialising with teachers. That caught my attention because it wasn't just socialising among them (...) like a kind of bond that is created among all of them, the community that exists here.

Interviewer: And does that improve coexistence in the classroom?

Teacher 2: Of course, exactly. Yes, I am talking about the coexistence plan, yes, there is a direct effect that we can see how conflicts in the classroom or in the school, not only in the classroom but also in the school, in the playground, etc., have decreased. Moreover, these are conflicts that are often known and arise as a result of the students' own complaints. This is one of the important issues. We can see, for example, that there is an increase in the number of reprimands, but reprimands that are not given directly by the teacher but through the student's complaint. Look, "this happened to me", "he did this to me" or "they said this to me". So that makes them know that it is a safe environment. The fact that something happens to me and that I can go and report it to the Head of Studies, to the teacher. Also from the socialisation that takes place, for example, in the tutored library, etc., because they feel sure that they will be given an answer and that they will be helped. That they come to the centre to be safe, to socialise, well, they can really explain it.

Student 1: For example, there was a problem once in class, because of a boy who made a racist comment to another girl. And her friend told a teacher about it. So they told their teacher and the teacher spoke seriously with the child and the problem was solved.

How have the practices impacted on the number and intensity of conflicts in the centre?

Guidance counsellor: Behaviour that seriously disturbs coexistence in the centre has decreased - the serious or very serious ones - but the incidents in which the seriousness is lower have increased, but as teacher 2 says, it is often not so much due to the teaching staff but to other classmates who have decided to report because they know they are going to be listened to. Therefore, we are preventing behaviour or situations that could be more serious. (...)

The implementation of the SEA in the centre has allowed the culture of the centre to be so open that situations of students who have had important and serious conflicts in other centres, when they arrive here, sometimes even by resolution of the Education Inspectorate, in which the conflict that has occurred in that centre has been very serious, the solution they give is that we are going to move

them to another centre. Then, when they arrive here, the culture of the welcoming centre or of openness to all diversity means that these students have more space to join in and more acceptance, not of disruptive behaviour but of the acceptance of diversity. And this means that they can join in more comfortably, and that they end up appearing as just another student, and that behaviour that was disruptive in other places is reduced here, because they feel more accepted. And this is allowed by the culture of the centre.

Student 1: I think it helps to strengthen the relationship between friends, or classmates, and maybe even to become friends. Because in the library, as I said before, you can also socialise. You can do this in peace and quiet. Now you no longer have only one hour to socialise with your classmate, now you have another. And, apart from that, in a much more relaxed and peaceful atmosphere, as far as we have been able to see, it strengthens relationships even more. And it is very useful.

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any changes in students' expectations for the future?

Student 1: Very much so! At the beginning I didn't think I would be able to get these grades in the subjects I got them in. Because before I was terrible at maths, geography and history. And now, thanks to the library and the fact that I can study here, I got an A in both.Friendships and relationships in general

Do you think the practices affected children and young people's relationships? If yes, then (a) 'Did you notice any positive changes? please explain' and (b) 'Did you notice any negative changes? please explain'.

Student 1: I, for example, am not very shy. I don't find it difficult to make friends. What I do find difficult is to trust people. I don't know why. I can have a lot of friends. But to trust them, only 3 or 2, because I don't know. I do have friends, but not so many trusting ones. [When working with SEA] Yes, because when I see that my classmates help me to study and work, well, I have more confidence in them. Like with you, Student 2.

Guidance counsellor: We say that you have to know how to choose your friends.

Teacher 1: That this also contributes a lot to the issue of inclusion. I came to this centre 4 years ago. And I was very struck by the respect they had for the interventions made by any of them. There were people with ASD (Autistic Spectrum Disorder), with problems…. And the respect they had for the people in the class with this type of disorder shocked me. Because I thought: if this situation was repeated in some of the centres I had been in before, they would eat the child. But not here. Here there was a lot of respect, a lot of willingness to help the classmate, to guide me as a teacher, often telling me 'you have to do this' (…) And my classmates told me so.

Counsellor: I remember a phrase that a student who came in 4th ESO said to me. He was ASD and came from another centre (…) 'Mum, in the other centre, I was different. Here, everyone is different! This is the most beautiful definition of respect for diversity that I have ever been given. That it was perceived that we were all different and therefore, the different one could fit in.

3.- SENSE OF BELONGING

Participation

Is there any change with regard to children's participation during the FAS? What is the children's interaction like?

Counsellor: At the beginning it is very difficult for them to understand participation, to be able to express what they think about a concept, an idea, when we are in the discussions. At the beginning, it is very difficult for them. It's like they don't have the culture, the habit of speaking, and moreover, in a respectful way. Because at the beginning, it's true that they tend to speak like this, either they don't speak at all or they speak in a very rushed way, saying things that perhaps don't really matter, don't they? But it is true that as they work, they start to be more selective in what they think about

what we are reading, how they connect what we are reading with their feelings or with their situations. They start to connect (...) Yes, that is, more reflective. That would be the word. (...) This is noticeable as the discussions go on.

Teacher 1: And when it comes to public speaking, I'm sure it reinforces them as well.

How do the children feel about the centre/school since they started the internship?

Student 2: Yes, it has had a good effect. Because I used to think that, I used to say, 'Wow, high school,' I don't know what. You're going to be all bored... and well, I said that, that you're going to be very bored, that I don't know half the people and I'm going to dislike them all. But no, it was the opposite. I mean, I liked them all, it went well, they said it was very difficult, so to speak, but then it wasn't so difficult, you know? It's just a question of studying a bit, understanding it, and that's all. [Has the tutoring library helped you?] Yes, the truth is that it has helped a lot.

Leadership and family involvement

How has it impacted on their motivation and how do these practices help migrant and refugee children feel part of the centre?

Teacher 1: There are Muslim families with their characteristic dress and there is a transfer of visual communication. Normalising this diversity that they experience anecdotally in the street but do not share it or enrich it. So, you normalise that my mother is important for the centre, that is how it is. Her mother also changes the chip, that it is a welcoming centre, that it cares, even though she is from another culture. And also, knowing the language helps to empower mothers, and to be a reference point for their children, to do the homework at home that until now they didn't do because they didn't understand what it said in the book. And then, in a way, you normalise the contexts that they have outside in the street, present them in the centre and normalise. So, we empower the whole group, so that they are present and that they experience it as their own.

Counsellor: Another recently arrived girl, who also has ASD, is from abroad (Latin America). The fact that she comes to the tutored library and says that she is happy here and has no stress is very important (...) The fact that students with special educational needs have this recognition, and their space, and feel that they are one of their own, is what the SEAs allow. If they were not in that situation, they would not have transformed the cultures so that they could have a place like that and be accepted as one of the others.

Teacher 1: This is very important because in a way we have broken with a secondary school culture that has always been understood as 'inward-looking'. That is to say, there has been a culture of transfer, of transparency, of 'opening doors and windows', metaphorically (...) So we made a training proposal based on their [families'] demands, in a timetable based on their possibilities to reconcile family life with the training they came here to do. And, what's more, we didn't mind the babies, they came with their babies. And that was because it was an element that facilitated their presence.

13.4. Open Assembly & Wrap-up meeting CEIP Sant Vicent Ferrer, Primary School

Open assembly

DATE: July 5, 2023

HOUR: 9.30 -10.30

PILOT SITE: Sant Vicent Ferrer

Attendance report

26 PARTICIPANTS

WHO ATTENDED THE ASSEMBLY? 10 familiy members, 8 of them migrants. 4 teachers. 10 children, half of them migrant children. 1 member of the school's management team. 1 researcher.

Wrap-up meeting

Attendance report

15 PARTICIPANTS

WHO ATTENDED THE ASSEMBLY? Teachers

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth?

Has there been any difference in terms of school/centre attendance since the beginning of the implementation (SEAs and/or MHPSS)?

Girl who arrived last year from Morocco and did not know Spanish or Valencian, arrived in mid-May, did not know anything. "We were finishing the course. She began to participate in DLG and interactive groups. From not knowing anything, she is now at the level of the class, she speaks the words well. The fact of being with friends in the group, working, helping, has favored learning. It has been a very big step."

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Another case of a student who could not express himself. "At first it was complicated by language and manifested behaviors of what I was living, very blocked". "In May, June he adapted, at first he saw it, but in the DLG he had to be reinforced more, he did not understand anything and could not express himself. The change has been seen this year, it has started in Spanish and Valencian, it has facilitated access, and now in gatherings he wants to explain everything all the time, what he has lived. He does it at his own (slower) pace but in the gathering, when he participates, that makes the rest accommodate to his rhythm as well. The topic of the gathering has helped him a lot, we work on emotions such as frustrations, in Don Quixote we talk about death, the perception of violence, and this has helped him to draw his experiences and that the other companions understand what was happening to him. Really what has been worked in gatherings in students of this nature has been significant."

Students have arrived during this course. "Arab students who did not understand any Spanish in the interactive groups you realize that they help each other and see that they can, that motivated them, they repeated the words and there are children who have learned a lot and faster the language."

(About Interactive Groups) "As that group was smaller, they were better able to get things done and for us to realize what kind of help they need."

At first at GGII, that small host group makes adaptation easier. Imitation is also worked on and thus they gain confidence.

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms?

How have the practices impacted on the number and intensity of conflicts in the Centre?

"The solidarity that children talk about when we are in the Brave Club is demonstrated when a new student arrives in class. It makes them think to look at us with the same eyes, that this child is going to be alone, and we want him or her to feel good. When someone comes from new and wants to integrate it is easier because everyone wants to help, to be good, not bad, the aggressors. They feel super comfortable doing good things without anyone telling them. What is done well is highly valued and the one who does it well is pointed out more than the one who does it badly. The one who does it wrong is set aside. So they don't want to be that and it seems to me that that comes from dialogue and the Brave Club."

"In class, on the subject of violence, we talk about verbal, physical violence and suddenly a child (a Ukrainian child who came to the center) speaks to you of violence in maximum terms, with traumas and on top of that he justified it. He made amazing drawings, with tanks, ships and made him understand that he has to reject all kinds of violence and that he was fortunate to live in a country where that type of violence did not exist and that he had to behave well with his companions, that they were going to support him. It was not easy to make him understand. We had to work a lot, there was a firm rejection, we worked with the group, the family, and it was the group that said "no"."

"The model of Coexistence facilitated it a little there. We worked a lot the model of "Violence, No!", we do not accept it from any field and from any form. They had it very clear and in the end he has entered that dynamic and has stopped having that type of communication or aggressions in the playground ... Suddenly you would see him go to throw a pillar and the others would say, 'Why is he doing this?' Then we had to open the minds of the companions a little so that they understood his situation, which is not that he was allowed, but that he had that need, and in any case we did not accept it. (...) Besides, it was a thing that was every day. (...) He manifested these behaviors continuously. And besides, I needed others to see that as 'it has to be like this!' So, we had to work that so that he could see that (...) he had to reject it just like the rest of the comrades and also that he was going to be helped (...) and that he had to communicate in a different way. (...) There is still

something left. The truth is that we had to do a job also with the family because it was with an important suffering and it is true that he said that the child ... I understood why I did that, what I had lived through, and that they didn't want me to do that, but you saw things there (...) And we had to work with the family to really reinforce positively from home. (...) Now he says he is happy here, and it is already another kind of communication. And besides, he is one of those who, now there is a conflict (...) he himself already denounces everything immediately. We have already moved on to the other side."

"[The family] are seeing that the child is changing his behaviors and that he manifests the opposite, of being happy, of being calm, they are also relaxing, they are entering a little bit in the same dynamic, understanding that at the beginning they have many expectations of returning (...). But if one thing they integrate a little, they see that the child is changing, they are finding themselves a little more within the environment, or the education that is here, a little, integrating with the group (...) it is true that already, they are relaxing also and yes they are understanding you and that is what, I remember the mother who told me, "He doesn't want to leave anymore!" For her it was a "Me neither!" She didn't tell you but you could see it in her face. (...) The mother was happy. I think that has also helped the child, but of course, it was very complicated."

"I think it is important that they detect it. In other words, now they no longer normalize certain things. It is as if they take away a lot of attractiveness, and detect when, for example, it is not the case of an immigrant or refugee child, (...) that has generated many conflicts and violence (...). And a time has come when the child begins to have a much closer behavior, and they (the other children) have detected them. And those who at first were afraid of him, now they go and help him. So it is as if they no longer normalize the attitude, they detect when the other is already in process, as if they are having positive attitudes, then immediately (...) they reinforce them, help them, they are aware. I think this makes the environment much easier for everyone. (...) At the moment that this network is woven, it is much easier for that child to begin to have another type of attitude, and on top of that he feels much more welcome. And in the case of this child who changed, the family goes from being in a situation, as many times he is even embarrassed to approach school. And when that starts to happen, they realize that everyone relaxes, so they come much more relaxed, and they dare to ask "Maybe now you can stay in the dining room, right?" Now they kind of see other possibilities."

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

"The role of families as engines of that learning is important that what I see is the importance of seeing (students) who are able to achieve it, that motivation, that self-esteem that rises because they come from other countries, those changes. In the case of a Ukrainian child, some of them do not feel integrated, they have disruptive behaviors because they are not able to express themselves. The important thing is that they see that their families feel good and thus transmit that feeling, that they are capable of achieving it."

"The most important thing is the figure of the tutor, as coordinator. And those who enhance learning the most are families as volunteers and their peers (classmates), because the language they use is more accessible than that of adults"

"It is also important to activate non-verbal communication. When they come to the SEAs, how they look at each other, how it makes some participate more or less. The look helps to take the step to convey to them that "they can do it".

"Something that some families have stressed is that they come because they want to give their children a better chance, and they are relieved to see them happy at the center, in the short time they are here."

"The fact of doing AEE in such diverse classes, which, by the way, the classes with more diversity are the ones where families come the most, and have contributed that diversity, (the students) work more in class, help each other more and that has prepared them to be in solidarity with the classmates

who for example came in May, in the middle of the year. Welcoming someone is no longer something of the tutor, it is something of the whole group. Students come from South America, from very difficult situations and see that a group of students, families is welcoming them ... And it's making all things easier for them. They arrived with fear and this has opened the peace of mind of seeing their children who are well. And the fact that it is in a team, that the students are the ones who facilitate this gives a lot of meaning to everything."

"Many Roma families have been here for many years and the fact of contributing with that solidarity with other families, gives meaning to everything. They feel very comfortable in the center, they have said so."

Friendships and relationships in general

Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'

"I have learned about the Brave Club here and we have emphasized a lot with the idea of friendship. And the children is that it is amazing to see them in the yard as if there was no adult nearby, they are heard saying "I am not going to allow this and I am leaving". And then they say "if he does this to me, it's because he's not my friend." That makes them super aware, they are very clear that they do not want a friend who treats them like that, although then the next day they meet again in the yard. In that sense, the Brave Club has opened a world for me to see how violence was treated in other centers not from dialogue but from going over it, from forcing them to shake hands, for example, but they were not made to reflect on the conflict, to reflect on whether they are treating me well or not. The fact of talking, talking to each other, and with our inmate guide that we are opening a path for them to decide and value what it really is to treat well, where we want to be, position themselves, support the victim .. and that has only been achieved with dialogue and the Brave Club."

3.- SENSE OF BELONGING

Participation

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

How do these practices help migrant and refugee children feel part of the centre?

Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

"We did with the parents as a group of Dialogic Gathering of a text we had read about violence 0 and violence in the classroom, and just 2 parents, one of 2 children who came from outside were super grateful. Because in their countries violence is much more present than in this country and they were really grateful for how we were handling the issue of violence in the center. And you see it in their faces. They wanted that for their kids and that's where we're going. And that makes them not even consider the fact of even returning or leaving. This is the place where they want their children to grow up and one of the reasons is that."
(…) Sus padres también participan [en los Grupos Interactivos] y lo ven que son como uno más. Parece que sí que sirven. Parece que son actuaciones de éxito pero de verdad, donde tú ves que hay un resultado. Ya no solo académicamente sino también de integración de las familias y de los niños.

"The networks with other moms, friendship and everything, that then lives it better."

"-(...) The integration of these families who come from outside is very important. (...) The growth that their children have in this school will favor that opportunity that they have to integrate. (...) I see it as very united, very linked. Especially those who have younger children, at younger ages."

"(...They do not learn from us, but we learn from them many things. Which is also very flattering. And there are the children, interculturality. (...) You can do activities within the classroom that talk for example about the gastronomy of a country, another country. So, let's prepare food from home, typical, from where they are."

"(...) There are like 2 impacts. One is for example when they come in the interactive groups, another day when we did the Gathering with the families, or today for example, how families relate to each other. I mean, I remember the first meeting we had in September (...) and there was no contact, they didn't look at each other, they didn't look for each other. And today there were some (...) and you saw that they were looking for each other, it was like they were talking. And that would be an impact I see in the relationship. And the other is how they want to contribute to the things we do at school. That you tell them we do something and they immediately want to come. (...) Because then they come and come to contribute. And I think it's because they see that their children in the performances and with what is happening to them, is benefiting them. It's even benefiting them and they're saying it and it's like they want to give it back. That point of deep solidarity. And I think it's a very powerful impact.

-(...) To remember when things are said, because people always come who maybe it is the first time they come. So to be able to situate yourself in what is the project, the school, the learning community,

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Other

"(It is important) To continue some research on the subject of mental health and collect the difficulties or conflicts that come, that are opening, and that are increasingly (...) to train teachers more and more to have strategies."

"(...) Training on an emotional level is super important."

"Clearly the video [MHPSS training], the content is very good (...) but it is in English, poorly translated on youtube. So that, on such an important issue, would still be worth doing in one way (...) so that the content arrives"

"[the MHPSS training video] Because it is a very important issue, that students from other countries reach us, most of them with emotional difficulties. So, I think it's an issue to deal with in another way. And then, it is also true, an action protocol, clear tools of, in certain situations, what are going to happen yes or yes, that you find, in what way teachers can act. A protocol already, but established, of course, of situations that we are going to find. At the level of mental health or more emotional education, or other (...) An immediate action protocol. (...) The teacher finds that many students come to him at once, and does not know how to approach it. "

13.5. Open Assembly CEIP Martina García, Early childhood and primary education school

Open assembly

DATE: July 7, 2023
HOUR: 13.00 -14.00
PILOT SITE: CP Martina García

Attendance report

40 PARTICIPANTS

WHO ATTENDED THE ASSEMBLY? 23 Students, volunteers, mothers, teachers, center staff, principal

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth?

Has there been any difference in terms of school/centre attendance since the beginning of the implementation (SEAs and/or MHPSS)?

STUDENT: The DLG have helped me to let go more. The Interactive Groups help us to learn more things and to work as a team. You learn from the volunteers; they help you with the difficulties we have.

VOLUNTEER GRANDMA: Since I've been volunteering, I've discovered very interesting children. I have liked it a lot.

TEACHER: The Brave Club has helped them to be calmer and happier and they have been able to learn more.

VOLUNTEER GRANDMOTHER: I prepare DLGs with my granddaughter, the two of us together.

VOLUNTEER MOTHER: participating in the Interactive Groups and the DLGs helped me a lot for my nationality exam. The Brave Club has made me think about the suffering of some children. Bullying is on the increase and there is no solution. The DLGs help them to work in a group and that is good for their future. DLGs teach me. This year I have learnt a lot and I like being in contact with the children.

HEAD STUDENT AND TEACHER: Regarding the motivation for coming to the centre I have to say that my favourite day is when we do DLGs and I share with you. I have shared my things, with feelings and emotions. Wednesday is the day I most want to come. I have learned things about you that I didn't know.

TEACHER: I spent 17 years in another centre and they were really demotivating, especially the last few. This is my fourth year here and it's like I've found education again, like I've graduated now.

STUDENT: (about the Interactive Groups) it's a new way of learning and this way we don't always do the same thing.

MOTHER: The difference with the other school in terms of my daughter's motivation is huge. Now my daughter likes to read and come to class. She almost hated reading, but now she reads every night thanks to the DLGs.

STUDENT: The assemblies and the Brave Club help us to come. On the day of the DLGs I felt more like coming because you relax and share.

STUDENT: We prefer to do Interactive Groups rather than being glued to a book. It's a different way of learning, more fun.

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms?

How have the practices impacted on the number and intensity of conflicts in the Centre?

STUDENT: What has helped us the most are the assemblies because we can say what bothers us and they won't do anything to us.

STUDENT: Before, I thought they were going to treat me badly because I only have one leg but I have seen how well they treat me.

STUDENT: We are not reporting conflicts like we used to, and I would like us to have an assembly to improve violence.

VOLUNTEER: I didn't know what I was coming for at the beginning but now I'm delighted. I have seen an evolution of maturity, of respect in the assemblies, in the DLGs. We all respect each other. It's great for maturing and evolving as citizens, committed people. I came with questions and now I am delighted.

STUDENT: in other schools you are the snitch if you talk, not here. That's why I think it's important to do this (Brave Club) in other schools.

STUDENT: I came to this school, and they made my life better. In the other school I didn't have a good relationship with anyone.

PRINCIPAL: The level of incidents has dropped by 80-85%. These practices (SEAs) are paying off.

HEAD OF STUDIES AND TEACHER: What I like most when I teach is to see how my students take a stand against attitudes that are not courageous. Seeing how they manage their own conflicts because they accomplish their agreements.

STUDENT: Last year was our first Brave Club, now we are more relaxed because there are hardly ever conflicts, we are calmer.

TEACHER: Students have tools and spaces to manage those conflicts and that has prevented them from escalating to more serious conflicts.

TEACHER: Students are able to identify attitudes that are not brave, and I wasn't able to do that at that age, when I was a child. It has also improved the relationship between teachers.

STUDENT: We are getting better and better. The DLGs, assemblies and Interactive Groups are things that improve relationships.

TEACHER: There are relationships that used to be conflictive and with the help of assemblies and DLGs they have been transformed.

MOM: Being new, my daughter was afraid, but she has been welcomed with open arms.

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

TEACHER: We had a volunteer for 3 years who came and didn't participate. Now she participates and this has had a positive influence on her children.

TEACHER: there is a girl who doesn't know the language and in a Dialogic Gathering about a Van Gogh painting she raised her hand and tried to communicate, and I could clearly see her evolution in terms of communicative intention.

TEACHER: I do DLGs in preschoolers and there was a girl who came with her mother and did not intervene, although she prepared the DLGs and the last time she participated 6 times. It was amazing.

Friendships and relationships in general

Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'

STUDENT: The first year I had no friends until I said to myself "this is who I am as a person" and that's how I met my first friend.

STUDENT: They gave me all the love to be good in class. You don't feel embarrassed anymore.

VOLUNTEER MOTHER: When I came, they opened the door for me and I want to thank them for that. I want to move house, but I don't because I don't want to move my son to another school. It's a wonderful group. They take care of me at any time. Since I have been a volunteer, I see that now the children accept me more (because I wear a veil). The veil does not cover my mind. Students must learn from other cultures.

3.- SENSE OF BELONGING

Participation

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

How do these practices help migrant and refugee children feel part of the centre?

VOLUNTEER GRANDMA: I feel more like I belong to the centre now, especially when students greet me in the street.

VOLUNTEER: The same thing happened to me with secondary school students, whom I met in the Interactive Groups and now they greet me in the street. That alone compensated me for all the effort. When your children grow up and leave, you don't know anyone, nobody greets you in the village (where I live). Now, when I go back to the village, the students greet me.

Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

HEAD OF STUDIES: With covid we lost a bit of family participation, but we are gradually regaining it.

13.6. Open Assembly CEIP República de Venezuela, Early childhood & primary education school

Open assembly

DATE: July 8, 2023

HOUR: 13.00 -14.00

PILOT SITE: Rep. Venezuela

Attendance report

28 PARTICIPANTS

WHO ATTENDED THE ASSEMBLY? Students, volunteers, mothers, teachers, centre staff, principal

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth?

Has there been any difference in terms of school/centre attendance since the beginning of the implementation (SEAs and/or MHPSS)?

STUDENT: the Interactive Groups have helped fellowship. The DLGs have helped us to express ourselves better and to lose our fear of speaking in public.

STUDENT: The DLGs have given us confidence. It has helped us to communicate. In Interactive Groups if it's not about the subject, we can't talk, so we concentrate.

TEACHER: The DLGs in a class as diverse as mine were magic, especially for listening to children who never talk. On subjects with a lot of depth, they created debates (fear, death...). The pleasure of reading was awakened. For a class like mine, it was necessary and important to develop listening and empathy. We came out with very good things from home.

TEACHER: (in DLGs) we have talked about very current issues that they thought they didn't have criteria and they do. That connection of reading and introspection has been very good. We haven't managed to get everyone to participate, but compared to the first discussion group, it has nothing to do with the first one.

STUDENT: having interactive groups at the last minute, it's a bit tiring, but it's fun, they give you activities that you've already done.

TEACHER: Interactive Groups create more expectations than DLGs because of the volunteers. I'm always asked who's coming today? With students with difficulties, I have seen a tremendously positive change. They looked forward to it.

STUDENT: there have been improvements. Last year there were 2 groups (the more advanced and the less advanced). This year has been different, better.

MOTHER: I was in a class during Interactive Groups for the first time and I was surprised. Seeing how they worked with each other, how they listened to each other, how calm they were. It's good to see the patience with which the little ones work. As for the classics, when my daughter came and showed me Romeo and Juliet, I fell back. The classics make them understand in a different way. It can help children who are shy. From such a young age, children can turn what they read around and connect it to their own things.

TEACHER: At first, I didn't understand why classics should be worked on. Now I support them because I see that the children reflect on issues that I didn't think about at that age.

TEACHER: The classics have created debate. They create the debate, not the books.

TEACHER: These books reflect another era. It's helpful to develop their critical thinking. It helps them to know how to claim rights. Another potential is to use older students as volunteers, as is done in other schools.

STUDENT: I would like to see books in the DLGs that are more current, that deal with other topics such as why do some women feel superior? I would like other topics.

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms?

How have the practices impacted on the number and intensity of conflicts in the Centre?

TEACHER: there has been a great evolution of coexistence. Above all, with the DLGs. The division that used to exist is no longer there.

TEACHER: The DLGs are the best tool to getting to know the needs of boys and girls. It is a very important source of information. There is no other activity that can match it.

STUDENT: In the DLGs we can comment on something indirectly to teachers or classmates, we can give our opinion. The only bad thing is the schedule.

TEACHER: The SEAs have a very strong social aspect in common. The atmosphere in the school is completely different from other schools where it is usually colder. The children express what they feel, and they are listened to. Working with the classics allows them to share their experiences and debate, for example Frankenstein about fear. In Interactive Groups the crucial thing is the fact that we work together, it is not something individual. This centre is like a community, it's warm. You feel welcomed.

TEACHER: The relationship between everyone is very noticeable. When there are conflicts, they often self-correct.

FATHER: Interactive Groups help to identify the children's conflicts. The presence of volunteers helps. I think that the DLGs could be expanded more. Recommendation: to include books in the DLGs where there is more talk about equality between men and women.

STUDENT: The first day I went, some of them didn't pay attention and were annoying and didn't want to help.

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

> Friendships and relationships in general

Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'

STUDENT: The DLGs have helped us to talk to more people, not just your friends.

MOTHER: It came out in a DLG that friends are the family we choose.

STUDENT: In all the schools they are divided into groups, and it is always difficult to get in.

TEACHER: The Interactive Groups have made it possible for students to help each other who didn't get together in the playground. At the beginning they were more reluctant, but I see a very positive evolution. They help each other, they are respectful.

TEACHER: the Interactive Groups allow them to create a working environment and to get to know each other.

3.- SENSE OF BELONGING

> Participation

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

How do these practices help migrant and refugee children feel part of the centre?

TEACHER: I have seen a motivation in the children, the DLGs always creates safe spaces for them to let off steam and brings them closer to reading.

TEACHER: Interactive Groups create spaces for participation without forcing.

> Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

MOTHER OF 3-YEAR-OLD GIRL, VOLUNTEER: (regarding Interactive Groups with pre-schoolers), I highlight aspects that have to do with families. The opportunity to meet other families has been good for improving coexistence and for improving the relationship between the family and the teachers. For me it generated a feeling of gratitude and empathy. It is very hard work.

MOTHER GIRL OF FIRST GRADE: In the Interactive Groups there is a great empathy with the teacher. Seeing the difficulties and the beauty in the classroom. How nice it is to get to know the children and their development. When you are with your children's classmates you understand that everyone has their own learning time and that calms the mother.

TEACHER: (about volunteering in Interactive Groups) the only disadvantage I see is the schedule, because of the work of the parents.

TEACHER: (on the difficulties of participation of mothers and fathers in the Interactive Groups) on this point, the grandparents are the key. My parents come as volunteers, and they are the key. A lot of options have been awakened for me.

STAKEHOLDER FROM A ROMA ASSOCIATION-VOLUNTEER: We need to work more with Roma families. I can help them with that, to involve the families they find it most difficult to involve. We want to eliminate mediation with Roma families. I can help them to come to the centre more.

PRINCIPAL: We have been growing with this project to see the change. The participation has been impressive. At the beginning the children came in and the doors were closed. Now the doors have been opened and this has changed. It changes the community, being able to listen to each other, to listen to the children, the community relationship, our offices, the door, everything open, everything has changed.

13.7. Interviews IES Alfonso II, High School

Interviews

DATE: June-July, 2023

PILOT SITE: IES Alfonso II

Attendance report

25 PARTICIPANTS, between teachers, volunteers and students.

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth?

Has there been any difference in terms of school/centre attendance since the beginning of the implementation (SEAs and/or MHPSS)?

TEACHER: (About the Interactive Groups) Every week they ask me when we are going to do them, for them it is the novelty of being in another space, leaving the classroom, being with people they don't know, they feel important, any of the participants, they explain to them what they do in class, what they have to do.

TEACHER: They love it (Interactive Groups), it's something that is difficult to explain, to do the amount of exercises you do without interactive groups you need three sessions and in interactive groups they do everything, they say it themselves "even if I don't want to, I learn, I can't disconnect". Everyone works at the same time.

TEACHER: (The SEAs) are closely linked to the fact that fewer children drop out, the impact is positive, the dropout rate has gone down, even this year, children who joined school late, and suddenly manage to pass and pass the subject, they start to do things, children who do their homework brilliantly because they see that they can do it, they do it thanks to the activities, with the Tutored library., they don't have anyone to help them at home. Sometimes we see that the resources are economic, material, but sometimes they are people, these resources are wonderful, they know how to motivate, organise, manage timetables, they are human resources.

TEACHER: If the families are present in the centre, that favours permanence and motivation.

TEACHER: With those pupils and families who participate in the activities, a different bond is established. The centre is part of their environment, it is not something alien to them. With the families of migrant and refugee students it is somewhat more complicated because of their situation, but if we could get them to participate, we would have a lot to gain in order to prevent them from dropping out.

TEACHER: The SEAs are a way of enriching students' education, and avoiding drop-out is a consequence. When the pupil sees that he is part of the group and that it is useful to him, he will not drop out. When they see that they are lost, that they don't see results, or that they are good for nothing, they get desperate and end up dropping out.

HEAD OF STUDIES: I had a pupil of Roma-Romanian origin with many difficulties, at the beginning saying 4 words in a row was a tremendous work. After many DLGs, when we were doing one with a poem "Las abarcas desiertas" by Miguel Hernández, he raised his hand to say that when a person doesn't even have shoes to wear how hard the road must be, and Claudia who was another very extroverted student said "my God, Yonut, who has seen you and who sees you, do you remember when you came here you weren't able to say three words in a row and now look what you're saying? There are situations like this where you see the contribution not only on an emotional and social level but also on an academic level, where you see improvements. The fact of not feeling judged, of seeing that we trusted him, that we valued the fact that he was trying, and that the poem meant a lot, these are works in which everyone has something to say. That gave him confidence. Seeing volunteers participating, these quality interactions helped him.

STUDENT: I would tell someone new that the tutored library is where there are volunteers who can help you in all subjects and that if you come in, it will help you a lot, because volunteers come in.

STUDENT: I see the Interactive Groups as a good option for education, it helps more and we help each other. if you don't know it, the other knows it and explains it to you. Also, the DLGs because we take things out of the book but that are dealt with in a person's normal life.

STUDENT: I didn't read much. The teachers used more poetry in the DLGs and that caught my attention. In a normal class we cannot talk, in the DLGs we take it in turns and we understand each other more.

STUDENT: When I arrived, they (peers) knew things I didn't know, but I tried to catch up as quickly as possible through Tutored library. So far, I haven't failed any subjects. I joined Tutored Library to go with my friends and not get bored so much, to do the activities together.

STUDENT: in the Interactive Groups the classmates explain you better, like closer. They give you a summary that helps you to reinforce.

STUDENT: In Cuba I didn't read any books (…)The classics have helped me to know how to read. The classics have helped me to know what ancient times were like, to know what it was like. For example, in Oliver Twist, at that time there was a lot of sexism and also racism and other things. And we talk about these issues. And also, in Romeo and Juliet which shocked us all because Juliet just turned 13 and Romeo was like 18 or 20 years old, and at 13 to have a child with a 20 year old guy, it's something that looks really bad now.

STUDENT: I didn't like reading books, now I read, not as much but I can do it without too much of a headache.

VOLUNTEER-RETIRED TEACHER: I like the fact that it is something that works whoever the teacher is. There were some reluctant teachers here, but they have been amazed. The SEAs work in any context.

VOLUNTEER: (in the centre) the relationship is familiar, especially in the Tutored Library. When we meet in the corridors, they (students) often tell us that they have got good grades, because they know that you have helped them before in the tutored library.

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms?

How have the practices impacted on the number and intensity of conflicts in the Centre?

TEACHER: (regarding the contribution of the SEAs in creating a safe space for students) Possibly, because many children with difficult situations have Tutored Libraries in the afternoons, I meet them and there, they go to the libraries very happy, I have never been there but I think and from what the students tell me, they are very happy, I have never detected a situation of rejection or harassment.

TEACHER: In the Tutored Libraries they feel safe, especially in the Interactive Groups and in the DLGs, having established the principles (of dialogic learning), the importance of speaking and being heard, the arguments in any force, you can see very clearly in the ease with which people participate and the calmness, in situations where you ask for an opinion, something that comes out a lot is that they feel safe not with this expression, but things like 'I like the DLGs because you can talk and nothing happens', 'people respect your opinion', 'you can talk freely', many students have taken on roles such as 'I am the one who doesn't know'. In the interactive groups, with an adult volunteer, they participate in academic subjects, even if there are mistakes, there is no fear of participating and no fear of making mistakes.

TEACHER: (regarding the conflicts in the centre) The data we got is that it had dropped by a third, in the conflicts had dropped. Incident reports in interactive groups, in five years there have been three, because of something strange. There were many incidents in normal classes.

TEACHER: They (students) feel supported, safe, they know that no one is going to laugh or make fun of what you say, and this means that little by little they participate, this is also noticeable in the classroom, they are not afraid to express their opinions, the dynamic changes, the same people don't always raise their hands, who are the ones who know it, then there are those who know it and don't say it, those who don't say it because they are afraid or those who don't know it and think they are the only ones who don't know it. By working with interactive groups in the classroom it is noticeable, they raise their hands more, they are not afraid to make mistakes.

TEACHER: Coexistence is improving, we are a very big school and there is no conflict, there are some difficult students, and they are softened because their behavior generate rejection, the coexistence in the classroom is wonderful, they don't insult each other, they don't disrespect each other.

TEACHER: Of course, the fact that the pupils know each other allows the part of talking to each other will allow them to resolve conflicts through dialogue. In a traditional classroom, without talking to each other, this does not work in the same way. **I remember that I worked in schools with fewer migrant students and the fact is that they relate to each other and for the others they are "the others". In our school this doesn't happen because, as there is this diversity, these blocks are not created, there is another type of relationship between the students**.

STUDENT: When we do interactive groups or DLGs there are usually no conflicts.

STUDENT: I think that someone new feels less nervous in Tutored library because they are with less people (referring to when new students start in TL), but they must have some nerves.

STUDENT: In Interactive Groups everyone tries to behave better because a new person comes in, they do things quicker than being in a class where you talk to your classmates because while the teacher is explaining to one, they can't keep an eye on the other. So, it's a bit out of order. And in a DLG, as the teacher sits in the middle, we are all more attentive.

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

TEACHER: I think it (SEAs) has a positive impact on those who are volunteers, because they see the reality of the classroom, outside the centre, they see the reality that exists in the classroom, the children also see that outside the classroom, outside the centre, these volunteers also help them to see this reality.

TEACHER: The three SEAs we apply contribute to improving expectations and at all three levels (pupils' expectations of themselves, teachers' and family's expectations). I have seen important changes in the teaching staff, a defensive attitude, with the families, with the students, with the defeatist language, knowing this new language changes, it is no longer about seeing who is going to fail, who is not going to fail, who is going to a marginal group next year, it is about how we can

get this child to succeed, the tutored library, it works a lot. It changes the teachers' perspective, the SEAs show that it is possible, they see that pupils in normal classes are a disaster and when they make Interactive Groups for example it is not the same, the teacher's own perception makes perceptions change. When families come they see that they (students) are learning and it generates expectations and a feeling that it is possible, I ask the families and nobody tells you that they don't want them to finish school, when participating at the Tutored Library they see that it is possible (...)I see children convincing themselves that those in front of them want them to finish school, this is shown in that we are all working, there is attention and inclusivity.

TEACHER: it is no longer a jungle in which some get ahead and others don't, but there are mechanisms that seek to ensure that we all get ahead, grouping those who are doing badly in a group has been broken, the SEAs and the attitude of success for all has helped the groups to be heterogeneous when before they were homogeneous and separate, there are things that are also influencing the administration, that has changed.

TEACHER: The dynamic is wonderful, I can tell you the case of a Ukrainian pupil who speaks Spanish but has difficulties, the fact that she comes to the Tutored Library with her mother makes her learn the language very well, she is a different child, she understands everything and before it was very difficult, the fact that she comes with her mother who speaks Spanish is wonderful, when the families work with them, the children try to learn more, the dynamics between them also works, they know that the families care and they know that we talk to their families, this creates a very good atmosphere, to study and learn.

TEACHER: Expectations change, if I compare it with other schools, when a pupil starts with difficulties it is very difficult to improve them, however, with the SEAs you see the children improve very quickly, when they see how they improve they are more eager to improve, it is an exponential learning process, the expectations are important.

TEACHER: I think that as they (students) see that they can (especially during the SEAs), that they are capable, they could improve in this sense and consider studying because they have a network that supports them, regardless of their unfavourable economic situation.

TEACHER: Those who feel that they are outsiders are more withdrawn. The moment they start to open up and have the possibility to speak, to express themselves, to comment (in DLGs and Interactive Groups), they realise that they can participate just like the others. That they have the capacity to contribute something. Sometimes you see that they open up and also that they participate more, this is going to favour expectations, to see that they can. Many times, these students think that they can't and withdraw because "they don't see themselves as capable", so why try? The moment they see that they have the same capacity as the others, it makes them go for it.

TEACHER: Then for teachers, the moment when you see them interacting in a different way and you see that they (students) talk, that they comment, that their head works well, that sometimes they have it hidden, and we are not aware of it, then of course this helps us to have other expectations of them. This is the basis of dialogic learning, everyone can contribute something, they have something to say.

HEAD OF THE SPANISH LANGUAGE AND LITERATURE DEPARTMENT AND COORDINATOR OF THE INNOVATION PROJECT: There is a boy from Guinea who has been here almost all his life, he has done a training cycle in physical education and today he told me that since he is a volunteer he is now clearer about it and he is going to sit the entrance exams to be able to study to become a teacher. That is to say, it also helps the personal promotion of volunteers, migrants and non-migrants.

VOLUNTEER: In the mornings when we come, they (students) see us and greet us. Many of them have all kinds of needs and I see the smiles when they come. They have a more optimistic outlook on life. Many of them are migrants, refugees.

VOLUNTEER: In the Tutored Library we took some time to play chess and once a girl who came with her grandmother said "I thought this game was only for smart people". I mean she had this mental representation that it was something difficult and not for her. Sometimes they put themselves in a belief, of low expectations, because of everything they have received.

Friendships and relationships in general

Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'

TEACHER: before the pandemic, this type of new pupils had a regulated welcome, a specialist community care person, they joined the class and were acclimatised, now there are differences because of the Tutored Library. Before having the SEAs it was common for a child to appear in class and you wouldn't have known, did you have to ask who you were? You started from scratch, and so did the child, he or she might have arrived two days before. Now, in the Tutored Library they arrive in the morning, they see the person who welcomes them, they are offered to join the TL first, the next day they go to the class and they already know 4-5 children they have already been with in the TL, they have been in the centre for the first time in an atmosphere of mutual help, the next day) they join the group with friends.

TEACHER: In the interactive groups they get to know each other, it's 50 minutes of relating to each other with respect and help. Even if they don't get on well at break time, this generates improvement, they are better in the next class.

TEACHER: in each session (Interactive Groups or DLGs) they create new interactions that remain in the classroom, children who don't talk when they arrive, they create friendships, the dynamics of the classroom change, the interactive groups leave a mark when they return to the classroom, the air changes.

TEACHER: I think it (interactive groups) also encourages more interactions outside of what they have on their own, outside of their friendship group, so to speak. And in that sense, I think it also helps them to feel comfortable, to meet others that maybe they thought they were, well, otherwise, and to give them a chance. And that also makes them grow as people, and we train them, I think they grow as people. And whoever is formed as a person, is formed, will also grow educationally, and will want more. The more of a person you are, the more you want, the more strategies and tools you have to be able to choose and have a better opinion.

TEACHER: Many times, you see that students who are not from here start to open up, to relate to each other (in DLGs or Interactive Groups), I would like to think that they (SEAs)contribute. It's not just because of the SEAs. But as I see it, the moment they start to talk, to communicate, they are opening the way to integrate. And the SEAs contribute to this, they favour it.

TEACHER: In the IGs, friendship is also promoted because they help each other.As we try to break up the groups that have already been formed, so that they get to know each other better and so that the groups are more heterogeneous, it sometimes happens that the kids who are more disruptive or have more violent dynamics, raise their heads to look for an accomplice and don't find one, because they are all working. Then it's time to realise that maybe "I have the wrong view that being a badass is what works".

STUDENT: Tutored Library can make you meet people you have never talked to before and you can establish a friendship with them.

STUDENT: (regarding the contribution of SEAs in developing friendship and good relationships): it helps because we spend more time together and get to know each other better.

STUDENT: I didn't get along with some guys, for example Ian from C course, and I started hanging out with him when we went to Tutored Library, and even though we're not friends, we talk and chat and stuff. He's not like a stranger anymore.

3.- SENSE OF BELONGING

Participation

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

How do these practices help migrant and refugee children feel part of the centre?

TEACHER: Thinking about the DLGs, the factor I appreciate the most is that stereotypes and roles are broken down, there is a level of equality, in this environment, the students who arrive new, the 7 principles (of dialogic learning) are repeated, they realise the dynamics, there is greater participation, it is explained what the DLG is and they are already participating and sharing things, in normal classes it takes months before they participate.

TEACHER: You notice it when in the participation you always see this fear, the students themselves say 'they don't know anything', when they come to the interactive group, sometimes we ask them to come and see how it works, the security is strengthened, they want to come, in any secondary school the students have told me that they don't want their families to come to the school, but since the SEAs, it is the first time that the students ask their families to come, in the interactive groups, the families themselves write to me saying 'when can I come?

TEACHER: children interact who in normal circumstances would not interact, they have a tendency to always work together, if you group them in a heterogeneous way, someone new in the interactive groups participates, they feel part of it, they feel they are someone and the others listen to their ideas, in a normal classroom, when you explain something they are not familiar with, they are lost, you can see on their faces that they are disconnected, they don't feel as safe as the small group in the interactive groups and that dynamic changes.

TEACHER: The SEAs have really made them realise what it means to belong to a community, you see the families, classmates, there is a community, a network that maintains the illusion, the desire to learn, to be good classmates, good people, that makes them feel safe and capable of studying. They get there and they are among equals, that time with my peers.

TEACHER: The fact of having an adult at the table is very important to encourage everyone to participate. If I'm alone with 4 or 5 groups it's not the same, it wastes more time because sometimes they start talking about something else. So, in interactive groups you make better use of the time, and everyone participates. You see that kids who find it hard to participate, in the interactive groups they get more out of it, they participate more.

TEACHER: (regarding the adaptation of migrant and refugees' students) they have the possibility to participate. In an ordinary class they can be more hidden, more isolated, and here they have the possibility to speak, to express themselves. In the DLGs, what they have inside comes out, they talk about their experience, they can relate the text to something from their country and there we learn, everyone where they come from, how they live, it is a way of making themselves known, so that others know and accept, because to accept everyone. Both the interactive Groups and DLGs work for this.

TEACHER: I think the Tutored Library facilitate the adaptation of those who are migrants, who leave the centre and are with their families and don't have a closer relationship with the environment in which they are living. If it is good for them, and last year I had a Romanian student who, apart from the language, you can see how enriching it is, the fact of spending the afternoon with other classmates, the relationship with others. We do manage to improve the integration process; they get to know other friends and then the students in the courtyard with whom they share the Tutored Library. If that student had spent the afternoon at home instead of at the TL, the next day in the playground he would have been alone because he didn't have that contact with his classmates.

STUDENT: When it was my turn (during a DLG), I felt nervous but then you explain, and you get it off your chest. The first few days of school I was afraid to talk but then I was more relaxed. I wasn't embarrassed in the DLGs, just nervous. Nobody laughs, everyone listens and that's it. I felt nervous but confident.

STUDENT: (regarding his first DLG) I don't get on very well, I was very quiet, I had no idea what it was like. The first day I don't think I even spoke. But I cheered up because everyone was doing it and I was getting to know everyone.

Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

TEACHER: (about when he called the families for the Interactive Groups for the first time) when the families were notified, we had a lot of volunteers, they were 100% involved. I thought there were 10 volunteers, maybe I'm talking about 60 and everyone wanted to, even though the subject matter is a bit, it's not language, it's not that accessible, the level of participation was very high.

TEACHER: There is a positive impact of volunteering on the students because they see that there is an interest behind their education. We have a volunteer who was a student at the centre, you can see that the interest he has in attending is because he saw that it was a beneficial activity (Interactive Groups), he participates in this because when he received it, he saw the benefit.

TEACHER: Families are often in precarious and unstable situations, to get there and see that their child is in a calm environment, I think that is a big element of what we call community, that is where things begin to weave, families have contact with a teacher with other children, they know that they are going to a class where they already know teachers and children, it is a very big change. The Tutored Library has a very big impact in this sense.

TEACHER: the school is huge, there will be about 100 teachers, in the activities (SEAs) involved there are 18-19, it's not the whole school, obviously the opinion on whether or not families come in can vary, however I have seen big changes. From teachers saying that families don't play a role in the centre to say that families are fundamental (even though they do not participate in SEAs).

TEACHER: The fact that families are here, that you can talk to them, that students can see their parents talking to their teachers seems very important to me, it breaks with the idea that students have that the school is something separate from their lives.

TEACHER: The fact that parents are part of the school makes the school part of the students' lives. I've always told parents that even if the kids tell them not to go to school, they like to see them around. That they have that relationship with the teachers and that we get to know them. And the SEAs contribute, the students who have their parents as volunteers integrate the school into their lives in a different way.

TEACHER: (regarding volunteering of migrant families) I see that many times, the parents of this type of students have a very difficult situation and it is more difficult for them to participate. I think that perhaps there is not as much participation from these parents because of this, because of their situation (socio-economic). Their participation would contribute a lot. I had parents who tell you that they are in an illegal situation, and they prefer not to move much, it's difficult.

TEACHER: Our first African volunteer, he was coming down the corridor and someone who is not involved in the SEAs said, "it's good that you're coming, you're doing a lot of good for our children".

HEAD OF THE SPANISH LANGUAGE AND LITERATURE DEPARTMENT AND COORDINATOR OF THE INNOVATION PROJECT: When the Ukrainians arrive, they don't know Spanish, we ask them to come, but almost as support for their own children and we have several cases of Ukrainians who have come to Tutored Library to learn the language with their children. They support their children, but at the same time they learn Spanish thanks to our students. So, this is a key element for the integration of the family. That they learn Spanish and that they learn it at their children's school.

HEAD OF THE SPANISH LANGUAGE AND LITERATURE DEPARTMENT AND COORDINATOR OF THE INNOVATION PROJECT: This year we have a couple of cases of mothers who are sick, in a serious health situation, and they come whenever they can. I told one of them that she doesn't need to come so much because she has to take care of herself and she replied "no, it's because you give me life".

HEAD OF THE SPANISH LANGUAGE AND LITERATURE DEPARTMENT AND COORDINATOR OF THE INNOVATION PROJECT: The SEAs are having an impressive relevance especially in the discovery of positive leadership, or of these models of new masculinities or alternative femininities. Strong, courageous, but not violent. This shines through in the DLGs. Suddenly, boys and girls who are half in the shadows or who follow these violent patterns, discover in the DLGs that they are intelligent, supportive, and they change. The DLGs change leaderships a lot. It is incredible.

HEAD OF STUDIES: Last year, there was a student who came running every time his dad arrived, in front of everyone. The students really like it and also the relationship they have with other volunteers

who are not their family, especially for students like mine who don't have their families here. They create links as if they were their own family. They create networks.

HEAD OF STUDIES: There are cases where they come uncontrolled and then they calm down when their mothers come as volunteers, but I have to say that the families who come are not the most disadvantaged, they are the ones who have more means. But this is also a good thing because they see that the centre is very good, it breaks with the idea that because there are migrants it's bad, a mother of a 10 year old told me the other day "I want the groups to be heterogeneous, because my son is learning a lot, not only from classmates who are like him but also from those who are not".

STUDENT: Interactive Groups classes are more fun. The volunteers are sometimes from other countries, high school, adults and older people. What's different about having volunteers is that you're not always with teachers, you're more with people like you, who don't have studies and so on.

VOLUNTEER: I'm from France and at my age it's not so easy to adapt. Working as a volunteer at 52 has also contributed to my adaptation. It's very interesting to have contact with students from so many places: Senegal, Nicaragua, Morocco, Venezuela. There are international classrooms in the centre.

RETIRED VOLUNTEER-PROFESSOR: The biggest difficulty is recruiting volunteers in secondary schools.

VOLUNTEER-RETIRED TEACHER: The fact that they don't see us as someone who can punish them, give more freedom in the relationships and behaviors, I love it. We are adult role models and teenagers see other adult role models that can make them think differently. For example, when we promote healthy interactions, etc.

VOLUNTEER-RETIRED TEACHER: The students receive us with affection. And it is positive for the school so that the students see that there are close relationships with other adults.

14. Annex IV: Greece

14.1. Open Assembly 9th elementary school of Piraeus & 2nd elementary school of Agios Ioannis Rentis (Attika Region)

Open assembly

13/06/2023

8pm

9th Elementary School of Pireaus premises

Attendance report

50+ people

Students, family members, school staff

10 members of 2nd Elementary school of Renti also attended

An open assembly was organised amidst schools' festivities at the 9th Elementary School of Piraeus, where members of the 2nd Elementary School of Renti were also invited. During a one-hour session, educators described the work done during DLGs implementation and answered questions from the parents and the rest of the community. A few parents also shared the progress their children have made in terms of communication and usage of language. The session closed with a demonstration of how DLG sessions can be transformed in theatre plays using body language by members of the 2nd Elementary School of Renti.

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have the practices (SEAs/MHPSS) contributed to the enhancement of academic success/learning process of migrants and refugee children and youth?

In classes of youngest age, DLGs significantly increased production, construction and comprehension of new words and the retelling of stories, while enriching the expressive vocabulary. In older ages, students were able to express opinions, emotions and thoughts more confidently and concisely.

Has there been any difference in terms of school/centre attendance since the beginning of the implementation (SEAs and/or MHPSS)?

No attendance issues were observed throughout the year.

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have the practices (SEAS/MHPSS) contributed to the improvement of coexistence in the classrooms?

DLGs successfully contributed into nurturing team-bonding between children of the same classroom and enhancing social skills. Children created special bonds among each other and regarded their classroom as a "personal and team space" where "everyone was accepted and everything could be discussed openly".

How have the practices impacted on the number and intensity of conflicts in the centre?

DLGs and more specifically the dialogic model of conflict prevention and resolution proved to be a very useful tool to resolve conflict issues that arose within the classroom, as well as with pupils from different ages.

Educators also highlighted the importance of MHPSS practices, especially PFA and how it can be applied every day when a wide range of issues occur.

A general willingness to receive PFA training was also expressed from the part of the parents.

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

It has been observed that pupils have expressed dreams for the short-term and long-term future through DLG sessions.

Friendships and relationships in general

In what ways do you think the practices (SEAs/MHPSS) help to strengthen friendships among peers?

Parents of the DLG main implementing classroom were more than satisfied with the strong bonds of respect that were built among the pupils. This was highlighted also from the rest of the school's staff, who noticed how these children were forming an easy-going, solid team even during breaks. At the end of the year, it was more than obvious that a group of students with strong bonds of respect and trust had been formed, which attained a surprisingly high level of ability to resolve conflicts in a respective manner. The bond was surely extended to the teachers involved in the classroom and was secured by the presence of the leading teacher.

3.- SENSE OF BELONGING

Participation

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

The classroom's teacher mentioned that many children were coming to her eagerly asking "when are we going to do the circle again"?

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

They feel very happy to be part of the school's community.

How do these practices help migrant and refugee children feel part of the centre?

Migrant and refugee children feel that they wouldn't be more welcome anywhere else.

Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

After months of work, children were able to reflect on "tough" issues despite their young age. This was highlighted as one of the most substantial benefits of DLG implementation, which strengthened the ties of the community as well.

Other

The members of the 2 nd Elementary school of Renti briefly demonstrated how the DLG sessions can be transformed in theatre plays using body language. The school representatives maintained that they successfully established connection between speech and movement of body parts, through comprehending the actual meaning of each part of the theatrical play and respect each student's vision and understanding.

14.2. Open Assembly Pilot sites and cooperating organisations of Attika region

Open assembly

23/06/2023

9am

KMOP's premises

Attendance report

20 people

School staff, NGO professionals related to the pilot sites' communities (21st Elementary & 52nd Elementary schools of Athens & 1st Lyceum of Markopoulo)

One open assembly was organised at KMOP's premises in Pireaus. During this assembly, educators and professionals from organisations linked to the communities of the pilot sites of Athens, Attica region shared the information they received during open discussions initiated at the respective pilot sites, as well as one-to-one sessions conducted with community members. A fruitful was coordinated from KMOP's team, during which feedback was exchanged on modes of challenges' mitigation. The importance of incorporation of MHPSS practices in DLGs was acknowledged by the entire assembly and the necessity of maintaining the practices as part of the curriculum in an ongoing basis was highlighted.

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have the practices (SEAs/MHPSS) contributed to the enhancement of academic success/learning process of migrants and refugee children and youth?

Although a small number of refugee/migrant students in one of the Greek schools was discouraged from other students' improvement, remained reserved and ended up participating to a minor extent, the majority of the children presented improvement in the understanding of classical art. The more sessions implemented, the easier it was for them to express themselves, use a more expansive vocabulary and better frame their opinions.

Generally, students from all pilots expanded their vocabulary; for example, students from one school learnt the word 'suspicion', while working on Homer's 'Odyssey', on the part when Odysseus'

comrades open the bag of Aeolus, believing that it hides gifts and treasures. This permitted the class to work on the general and personal meaning of the word.

Has there been any difference in terms of school/centre attendance since the beginning of the implementation (SEAs and/or MHPSS)?

Professionals related to the pilot sites acknowledged the correlation between the implementation of DLGs and the students' eagerness to go to school on certain days, especially from the middle of the year and on.

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have the practices (SEAS/MHPSS) contributed to the improvement of coexistence in the classrooms?

The students and especially the ones coming from a refugee/migrant background seemed reluctant initially, as they were unfamiliar with the practices. However, as the sessions progressed, they were more and more eager to engage in dialogue, express themselves and listen to their classmates' views.

How have the practices impacted on the number and intensity of conflicts in the centre?

In schools that simultaneously implemented other EU projects, the combination of methodologies and approaches, which were all based on the principle of the equality of differences, has contributed significantly to creating safe spaces and children's well-being, as they were able to approach and work on different aspects, concerns and ideas through various activities.

As a format during the sessions, the circle arguably functioned as a chain and safe environment, within which unrests could be downplayed.

PFA training was received with enthusiasm. It was highly praised as a tool that could be used daily and in every occasion and for which "it is unclear why this practice is not introduced by public entities".

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

Although students of the mentioned pilot sites used to share their dreams about their future even before the integration of DLGs into their school programme, the sessions have given them stimuli to think further about what they want to do in life, sometimes drawing examples from the literature or art piece they explored.

Friendships and relationships in general

In what ways do you think the practices (SEAs/MHPSS) help to strengthen friendships among peers?

Students in one of the Greek schools had many conflicts with each other. Through the DLGs, they comprehended the meaning of dialogue and started carefully listening to the speaker. They have learnt to wait for the other person to complete their argument, to talk. The above was observed by professionals that hold 1on1 and group sessions with migrant/refugee students of the pilot sites.

3.- SENSE OF BELONGING

Participation

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

Teachers have noticed a rise in the self-confidence of children of foreign origin. Many Greek students who were shy at first and refrained from talking too much, have developed their confidence and as the sessions progress, they are more willing and excited to share their thoughts. They generally feel more comfortable in engaging in dialogue within and outside the DLGs.

As mentioned by a teacher from the 52nd Elementary school of Athens: 'We have been implementing activities prior to the introduction of the REFUGE-ED project to the school, and these have helped the students in several classes to bond, but I can now see that all this work we have been doing with the combination of different [age] groups, has led to general climate of trust and belongingness […] we have created a community, in all its essence'.

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

Initially, young students from Greece seemed reluctant to express their opinion on controversial and crucial issues, such as family matters, when older children were present. Their confidence, self-esteem and overall performance on the aforementioned issue gradually increased through their participation in DLGs and IGs, since they "wanted to come prepared". At the same time, students were more willing to participate in the practices and improved their argumentation.

How do these practices help migrant and refugee children feel part of the centre?

As a teacher from the 21st Elementary school mentioned: 'There were many times that students came to me to suggest paintings, music or literature to work on because they wanted to share parts of their culture with their classmates or because they happened to see, hear or read something that they liked and wanted to express their feelings and exchange views with other students. To us, this was remarkable, as, formerly, many of these children were shy or talked and played only with specific children in the class. This form of participation is something we have rarely seen before.'

Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

As per the professionals, some parents were eager to find out "what is this practice that the kids talk about".

Other

Students with different disabilities in Greek schools have improved their contribution to the sessions. Indicatively, as mentioned by a teacher, upon the beginning of the sessions, a student with autism spectrum disorder started asking questions, have positively altered the way 'they sit' and no longer need an accompanying teacher inside the classroom.

14.3. Open Assembly Pilot sites of Thessaloniki region

Open assemblies report

10-15/06/2023
Thessaloniki's schools premises

Attendance report

30+ people

Students, family members, school staff

Pilot sites in Thessaloniki agreed to only discuss the outcome of the SEAs implementation during their last educators-parents sessions and transfer the evaluation points to KMOP's team through a teleconference.

Points mentioned during the assemblies

- In classes of youngest age, DLGs significantly increased production, construction and comprehension of new words and the retelling of stories, while enriching the expressive vocabulary. In older ages, students were able to express opinions, emotions and thoughts more confidently and concisely.
- DLGs & IGs were made possible through volunteering of the helper-teachers of pupils that require support during curriculum. It was observed that teamwork spirit was built and supported this way throughout the whole year.
- DLGs consisted a major creativity tool throughout the whole year. A wide range of literature and pieces of art were introduced to the pupils in a simplistic way, which made them eager to explore more.
- Throughout the course of the year students also suggested literature etc to engage with during DLGs for which they had consulted their parents while describing what they were doing during DLGs.
- The impact on team bonding was apparent in students from migrant/refugee background, as they built solid relationships of respect with the majority of their classmates.
- DLGs and IGs implementation will continue during the next academic year as well.

15. Annex V: Bulgaria

15.1. Open Assembly 74ᵗʰ School Gotse Delchev, 15ᵗʰ school Adam Mitskevitch, 66ᵗʰ school Filip Stanislavov, RPC Ovcha Kupe, RPC Voenna Rampa

Open assembly

DATE : **19.06.2023**

HOUR : **09:30 - 12:30**

PILOT SITES in Bulgaria :

74th School "Gotse

Delchev", 15th school

"Adam Mitskevitch",

66th School "Filip

Stanislavov", RPC Ovcha Kupe, RPC Voenna Rampa

Attendance report

 # PARTICIPANTS - Over 40

WHO ATTENDED THE ASSEMBLY? (STUDENTS, FAMILIES…) - Key institutions of the Governmental Agency for Refugees, Ombudsman, Ministry of Education,, international organisations such as IOM and UNHCR, as well as representatives of all of the pilot sites, various stakeholders working in the field of education and refugees and migrants' integration in Bulgara - teachers, psychologists, social workers, experts, representatives of national and local NGOs and scholars. Qualitative analysis were supported by evaluations forms filled out by teachers and psychologists who were actively participating in the implementation of SEAs. The information below is entirely based on their thoughts and reflections shared in the evaluations forms during the Open Assembly.

Points to take into account

- An assembly is a participatory decision-making body that seeks consensus. The best arguments are sought in order to make the decision that is most in line with the different opinions, not confrontational positions, as happens when voting. Its development must be peaceful, respecting all opinions, and prejudices must be left aside.
- Translation must be guaranteed at all times
- Each site can decide to use different group dynamics, for instance, starting the assembly with a group dynamic that facilitates the integration of the members of the group or to organize the discussion into small groups.
- Then, following the logic of the dimensions and questions, the contributions, reflections and agreements of the assembly should be compiled. In what follows, you will find a tentative list of questions that each pilot can decide to be used, but they are not meant to be followed verbatim but as an orientation of the type of information we are aiming at collecting.

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have the practices (SEAs/MHPSS) contributed to the enhancement of academic success/learning process of migrants and refugee children and youth?

- Students perform significantly better with the learning material, which is helped by the fact that through the practices they perceive learning as a positive personal experience.
- Children with difficulties responded differently during the practices : some showed unexpected initiative, others showed more inclination to seek help
- Children cope with difficult tasks more easily because non-traditional methods attract their attention and increase their concentration.
- SEAs stimulate childrens' interest in learning content
- The level of communication and the level of acquisition of the Bulgarian language was increased.
- Students who do better help their classmates who grasp the learning material more slowly. This creates a positive, friendly learning atmosphere.
- Children of Roma origin respond very well to the practices, their interest increases.
- During the DLG refugee and migrant students actively get involved, they feel valued and even take on the role of spokesperson.
- After the implementation of various SEAs student from migrant background increased her success, improved her behavior and graduated without a low grade.
- The self-esteem and self-confidence of Roma children increases. They feel more confident to express their thoughts and speak in front of others.
- In the beginning, the children from a migrant background showed timidity and were closed, but with each lesson they gradually gained more confidence. This had a positive effect on their grades.

Has there been any difference in terms of school/centre attendance since the beginning of the implementation (SEAs and/or MHPSS)?

- Students who live in SOS housing come regularly. Migrant children do too, but they also depend on their guardians.
- There has been noticed a positive effect on the number of absences, children have become more responsible and the number of unexcused absences has decreased.
- There has been an increase in attendance and a desire to do more collaborative activities.

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have the practices (SEAS/MHPSS) contributed to the improvement of coexistence in the classrooms?

How have the practices impacted on the number and intensity of conflicts in the centre?-

- First of all, migrant and refugee children get noticed by their classmates. A real bond and desire to interact is often created, and this is a path to inclusion.
- The practices contribute to a positive social-emotional classroom climate. They open the door for more tolerance.
- With the frequency of the practices, there is more tolerance towards differences and sensitivity among Bulgarian children towards the problems and difficulties faced by Bulgarian students.
- The practices positively influence children's bonding and group behaviour.
- The atmosphere during implementation of SEAs is more pleasant for the students and minimizes opportunities for conflict
- Refugee and migrant children began to feel more at ease and not fear school / working situation and environnement.

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

- Some students started to plan their future in Bulgaria, to make dreams for most desired work and university education.
- There is a tendency for children to change perspective and make plans for their future because they feel happier and more supported.

Friendships and relationships in general

In what ways do you think the practices (SEAs/MHPSS) help to strengthen friendships among peers?

- While students participate in the practices they are more attentive and polite to each other.

- Prominent in this regards is the example of a student with aggressive behavior responded extremely well to her participation in the practices. She transformed from conflict creator to mediator.

3.- SENSE OF BELONGING

Participation

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

- There is a change in the attitude of migrant and refugee children, reflected in an increased willingness to participate in school life.
- Students with a migrant background participate actively in class discussions, sharing examples from their home countries and making comparisons and associations.
- Migrant and refugee students find it worthwhile to talk in class because they begin to see teachers and students as friends.
- The practices help migrant and refugee children to experience school as a place where they are part of a collective community rather than stand-alone units.
- The students, who had not communicated with each other prior to the implementation of the SEAs, began to share thoughts and enjoy spending time together and even became close friends.
- During the Interactive Groups students tend to give various suggestions to solve a given task,. They listen, discuss and help each other.
- Thanks to the interactive groups and the DLG the students started working more syncronically. A very pleasant creative learning environment was established in the classroom.
- Migrant and refugee students participate during the practices in a spontaneous, effective, active and open manner.
- The practices are conducive to effective communication based on respect for the other person.

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

- The practices promote initiative on the part of students who often face failure at school. Their motivation and academic success at the next stage is increased.
- Students began to express greater respect and gratitude for teachers.
- Practices create a sense of safety. Overall, the anxiety and fear of another failure of vulnerable children is reduced, which increases their motivation to participate in school life.

How do these practices help migrant and refugee children feel part of the centre?

Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

- Parents feel more involved in the educational process and express gratitude to teachers for their attention and treatment of their children.

Other

16. Annex VI: Italy

16.1. Open Assemblies Acate Centrale and "Addario", Primary School La Masa, First Grade Secondary School Archimede, IISS Pietro Piazza

Open assembly

DATE:

IT3 - Acate Centrale and "Addario" part of "Capitano Biagio Puglisi Institute" [Instituto Comprensivo] 05/06/2023;

IT10 - Primary School La Masa 25/05/2023;

IT11 - First Grade Secodnary School

Archimede 25/05/2023

IT14 - IISS Pietro Piazza 01/06/2023

HOUR:

IT3 8:30;

IT10 16:30;

IT11 14:30

IT14 10:00

Attendance report

N PARTICIPANTS: IT3- 79; IT10- 76; IT11- 23; IT14- 38

WHO ATTENDED THE ASSEMBLY? IT3- Students, parents, teachers, school Director; IT10- students, families, teachers; IT11- students, teachers; IT14- family, students, teachers.

IT3- Interactive Groups

IT10- Interactive Groups

IT11- Dialogic Model for Prevention and Resolution of Conflict

IT14- Dialogic Literary Gatherings

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have SEA contributed to the enhancement of academic success/learning process of migrants and refugee children and youth?

IT10: Through this practice there is a way to revise a lot of topics on which some may have difficulties. The presence and support of the volunteers also made learning more interactive and enjoyable.

IT11 There have been no improvements from an academic point of view, but there has been from a relational one.

IT14 From an academic point of view, no improvements occurred, but there has been from a relational one.

Has there been any difference in terms of school/centre attendance since the beginning of the implementation?

IT3 The work done with the interactive groups was greatly appreciated, both by the children and the teachers. It was perceived by the children as a play experience that allowed them to develop skills on peer relationships. This facilitated the inclusion practices of foreign children in the class group and encouraged the more lively individuals to respect the rules and the more timid or fragile classmates. Overall, the activities gave the children tools to build relationships and a more peaceful school environment, credit also goes to the ever-changing groups that allowed everyone to feel equal with others.

IT10 No, there are no attendance problems, however, the children were delighted to do the activity.

IT11 Yes, the first question asked by students to the teacher was whether the activity would actually take place. More desire to go to school.

IT14 No.

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have SEA contributed to the improvement of coexistence in the classrooms?

IT10 Previously the class was much more competitive and individualistic, now they have learned to be in groups. Everyone can be a resource for each other, and this has improved the well-being and cohesiveness of the class.

IT11 They grew up a lot, they have learned to know each other better and respect each other a little more. Practice has given them the space to get to know each other better, to talk about "real things and not just about subjects". There is a great need to have moments of relax within the class and this SEA has allowed it. There has been much reflection on the theme of respect and friendship. Even the teacher was able to open up and get to know each other better, so it was mutual openness which improved the coexistence.

IT14 The teacher pointed out that the covid period caused the relationship between high school students, in particular, and their teachers to become unstructured. On the part of the students, respect and listening came less, precisely because during online classes many did not even get out of bed or stayed in their pajamas while the teacher explained, they played parallel video games. Teachers for their part have stopped seeking the attentive gaze of their students and often end up talking in a vacuum. All this is reflected in the current dynamics in the classroom. Thanks to DLGs, people have finally begun to reevaluate the teacher-student relationship, to reflect on that particular time and how to improve together today's coexistence.

How have the practices impacted on the number and intensity of conflicts in the centre?

IT3 Both parents and teachers reported that children looked forward to the day of activities with the interactive groups and that they returned home more motivated, which also had a positive impact on their studies. At the relational level, some children overcame shyness, others overcame prejudices toward foreign classmates. In some classes there was an improvement on conflict resolution. In other classes, the experience of interactive groups encouraged children to externalize a range of emotions, arising not only from relationship dynamics in the classroom or school but also related to personal events and the path of growth.

IT10 There were no conflicts even before they started the practice, but they are definitely more united now.

IT11 Even more time was needed, and in fact the practice will continue next year as well, but in the meantime, progress has been seen. Some conflicts were resolved by looking at the rules they created as a reference.

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

IT3 Surely these practices have led to improvements in the school environment. Students have discovered a new method of learning, one that helps overcome the concept of personal grades to convey the importance of group work. Above all, it has changed teachers' expectations because specifically the experience of interactive groups has opened the doors of the school world to parents, allowed them to understand the true dynamics of school contexts and how much this is incidental to class work and individual children.

IT14 No, but DLGs have also helped address very important issues from a social perspective such as drug use, racism, and economic hardship, and this discussing them together is a tool they could still use to address challenges and fears.

In what ways do you think the SEA help to strengthen friendships among peers?

IT3 *As already anticipated, the interactive groups activity gave students the opportunity to familiarize themselves with tools that would help them build safer social dynamics within the classroom. They themselves confirmed that, through these activities, they realized that not all classmates are the same; that it is worthwhile to talk more with classmates because that is how conflicts are resolved and because they discover common passions that strengthen bonds. It was fun for someone to work in a group despite being used to working alone; it was rewarding to help struggling classmates and an opportunity to learn about each other's cultures. They enjoyed doing activities mixing subjects with each other.*

IT10 *The practice allows for more relaxing, even more creative moments without judgment and thus to focus on the relationship with each other.*

IT11 *Through the dialogue many opinions and deep thoughts have been exchanged. "You realize that you think alike or are not so different". Talking about certain topics also made students show affection and respect. The students had different spaces where they could talk about themselves freely and without judgment and this helped the class group, although some arguments continued.*

IT14 *They got to know each other better, and this also formed new bonds.*

3.- SENSE OF BELONGING

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

IT3 *The teachers noted that the change happened slowly. It helped to change the members of the interactive groups from time to time because this allowed all the pupils in the same class to interact equally with the more problematic, the more timid, as well as the better or more helpful subjects.*

IT10 *Yes, even children who usually participate only a little, participated a lot and took on different roles within the group. They gradually learned to be better with each other.*

IT11 *In some cases less constructive, in others there has not been much change.*

IT14 *Participation has not always been optimal. And they also struggled to comply with the rules within the DLGs. Certainly everyone participated during DLGs in one way or another, and no one ever refused to participate in the circle.*

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

IT3 *N/A*

IT10 *They are happier to go to school. The presence of parents as volunteers and of someone that does not belong to the class (the tutor) has encouraged them a lot.*

IT11 *The practice did not have much effect on their motivation to study, but it was good for them to do the activity and especially to realize it once a week. They would like to continue next year as well. Now school is a more interesting space that also has to do with their everyday life and not just academic knowledge.*

IT14 *The too-short duration of the implementation does not allow these aspects to be evaluated.*

How do these practices help migrant and refugee children feel part of the centre?

IT3 Despite improvements mainly related to children's well-being in the social context of classrooms, no particular improvements in the academic performance of children from migrant backgrounds were noted. However, the practices have triggered in the tellers the need to encourage activities as much as possible that aim at integration, to enable children and parents to get to know more of the cultural components, to facilitate mutual understanding.

IT10 They felt part of the center even before, but now they are even more included.

IT14 Students with migration backgrounds, since they are not many, felt even less part of the class because they were too shy and too insecure to intervene during DLGs.

Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

IT3 This practice allowed for a more honest dialogue between parents and teachers, initiating a more solid collaboration between school and families. The participation of parents, despite their daily commitments, was commendable, and this was greatly appreciated by the teachers.

IT10 Parents were involved and from the very beginning they showed interest, curiosity and full participation. For them it was the first time they had the opportunity to enter the classroom during school hours and it was wonderful to enter this different dimension. To be repeated next year absolutely.

IT11 Indirectly, other classes have also heard about the activity and became curious, so it is hoped for a broader involvement of the institute for next year. No involvement from actors outside the school.

IT14 There hasn't been any involvement from actors outside the school.

Other

IT10 Other classes of the school would also like to implement the practices next year.

IT11 Shared rules: take his/her own responsibility, take 10 minutes break between scholastic hours, do not judge others by their physical appearance, be kind to others, help those who need, do not insult people. Not always respected, but proudly point out when they are respected.

16.2. Wrap-up meeting Istituto ComprensivoIC Vittoria Colonna

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		**Exclusionary**	
			Individual level	**Institutional level**	**Individual level**	**Institutional level**
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?	They ask to their peers, then to the volunteer	They are at ease in dealing with difficult task because they know that working in group will help them to tackle it	ASD	
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	Yes, he/she is more engaged, the interaction with the others help her/him to focus and participate to the activity	Teachers note that interactive groups can be used to make them participate and learn more. Students with learning difficulties within the group take different roles than usual	different set of the classroom may be disturbing sometimes	

		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	They feel more at ease and supported in the learning.	It's a different way to learn, more dynamic and interactive so it makes easier to achieve good results.			The lack of participation of other foreign parents
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	No	No, but students are very happy when the practice takes place			
Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	They feel no judjement at all and more free.	The presence of parents within the class improve their wellbeing. When a student's mother is present, they feel more supported and less stressed.			
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	Students feel in a safer space where they can share their weaknesses	Working in groups trying to achieve the same goal improved coexistence in class. They now knoe each other better and see others as resources.		absence	N/A

				Competition and individualism disappeared.		
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?	No changes	No changes	students were too young	
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	At the beginning in a chaoitic way, but then in a helpful and supportive way	In a more collective and equal way	ASD	
		In what ways do you think it helps to strengthen friendships among peers?	They know each other better	It helps to strengthen friendships beacuse working in groups makes them discover new sides of each student. With no final evaluation, students can express themselves better and focus also on the interaction with the others.	personality	

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	Very good. Vulnerable students sometimes took the role of leader within interactivr groups.	They manage to focus more and they learn by using different tools so they are more interested. Vulnerable groups participate beacuse they perceive the practice more as a game	level of interest toward the subject or the kind of the activity.	lack of engagement from the whole class parents
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	Yes, thanks to presence of some parents and a tutor who does not belong to the class.	Yes, thanks to presence of some parents and a tutor who does not belong to the class. School is now no more separated from a more personal sphere.	Parents' work contraint to participate in the lessons	
		What spaces for participation does the centre/school have?	during some festivities		engagement of parents	covid restrictions
		In which ways the practices have contributed to the involvement of the community in the centre?	By involving parents	By involving parents for the implementation of the practice.	work costraint	time costraint. It needed more time to involve

				Parents would like to continue.		other community members.
Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?		By involving parents, by experiencing a new way of learning that does not focus on evaluation, but on interaction and dialogue	By involving parents, by experiencing a new way of learning that does not focus on evaluation, but on interaction and dialogue	parents work costraint	N/A
Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -... of the teachers? -... of their peers?			Now the school is seen as a more open and interesting place, teachers as people more inclusive.	N/A	N/A
	OTHER COMMENTS		Teachers, parents and students want next year to start again. Other classes of the pilot that were not			

Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	involved want to participate.
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms	

		1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of	

	timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

16.3. Wrap-up meeting A. Volta

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?	Equal participation, feeling all together in dealing with difficulties	Enthusiastic, automy in taking decisions, new way of studying which did not seem to "study"	During DLG students more shy had more difficulties to express themselves, to open up. Morevoer, language barriers to read some books. For IG, students, teachers and parents felt unconfortable.	general difficulty to manage situation during which some students open themselves up by telling personal and difficult stories. Time constraint

		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	At the beginning DLG makes more difficult for shy students to tell their opinion, but it changed in due course of the DLG and they were able to express themselves. Students were participative	The organisation of the class. The support teacher for students with difficulties participated in DLG as well	Some teachers still did not understand the benefits of SEAs on students with learnign difficulties. Sense of doubts about their capacities and that SEA could have a positive impact on them	N/A	
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	By making them felt part of the class and the fact they were all equal, including the teacher	In one class, the academic results were improved.		N/A	Time constraint, less time to do the implementation
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	There has been increased participation as a class group. Students spontaneously	Having collaborated on the basic arrangements for the DLG setting strengthened the	Students did not always arrive prepared at DLG	Some teachers hoped SEA would help students achieve better academic

			cooperated with each other to set up DLG in the classroom.	group. Collaborating with each other to set up the room was a way for students to actively take part in the SEA		learning outcomes
Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	The practice of interactive groups allowed foreign students to experience receiving positive stimulation mainly from peers and not from the teacher	About the experience with DLGs, also affecting well-being is the figure of the professor who shows himself as a model of cultural stimulation, making up for family shortcomings	N/A	The time used for SEAs was insufficient for students to acquire the "mutual aid" method as a resource for the next school year. There remains an important skill to be nurtured and worked on
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	students talking about themselves got to know each other better, the practice of DLGs improved the social	Students recognised the teacher as model to stimulate culture and as a substitute (some times) of family	N/A	Despite attempts to build a safe environment for all, some students cannot emotionally handle

			aspect in the classroom			unpleasant situations from peers and use laughter or downplaying as a defensive weapon, discouraging peers from confiding.
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?	Students learned a new way of approaching literature, and this encouraged some of them to reevaluate the reading activity.	The DLG practice put the teacher on the same level as the students, allowing some of them to establish a more confidential and less confrontational relationship. It can be a positive stimulus to encourage those most at risk not to leave school	There is mistrust in imagining the Italian school system changing the rules and modes of learning for students	N/A

	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	Confidence was built over time as we went along with the reading of the text. Each DLG was increasingly participatory and students slowly began to tell about themselves, often finding willingness to listen and consolation	Improved relationship among students, less competion	N/A	It was hoped to succeed in greater involvement of foreign kids, break the ice with the Italian language, facilitate inclusion. Yet there where the kids themselves put up a wall, it is hard to find results.
		In what ways do you think it helps to strengthen friendships among peers?	because from sharing we realize that we have common experiences or ideas, because DLG has helped develop empathy toward peers			Where it was not possible to have a support figure for vulnerable people, there was a struggle to include them in activities consistently

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	Students liked a lot, they were looking forward to doing the SEAs. some cases are reported of migrant students starting participating more in class activities	student participation came in different forms. Some participated by helping classmates set up the classroom for the assembly, others took charge of ensuring a safe space for everyone during the activity, and others also actively participated in the assembly by bringing back comments to the text and suggestions.		
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?				
		What spaces for participation does the centre/school have?	there are no adequate spaces, classrooms are used	In addition to the classrooms there is an outdoor space used by teachers for		it would be nice to have adequate classrooms and furniture aper

Category	Question				
			outside educational activities		facilitate group work or arrange in a circle
	In which ways the practices have contributed to the involvement of the community in the centre?		Since school for many families exists only as an external dimension, using parents as volunteers for SEA practices was helpful in allowing them to better understand school dynamics. Their help has been greatly appreciated.	For pupils, the parent figure is an unwieldy presence in the classroom, perhaps a bit uncomfortable to manage.	it would have been helpful to devote more training time to parent volunteers to prepare them to "move" well in the classroom.
Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	N/A	N/A	N/A	N/A
Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	Certainly the perception toward classmates and teachers has changed, because SEAs have allowed everyone to		In some cases things have not changed, some migrants chidlren kept not participating in class' activitiesd	there is work to be done on teacher awareness . The ESAs put the welfare of children at the center, but these practices

			relate to each other equally and on the same level			because of their well-being	have enormous effects on teachers as well. Sometimes they have caused some discomfort because they are asked to twist their own working methods.

Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth	

		ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	For IG. Properly train parents before they enter the classroom.
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include:	add a final part to the practice of Interactive Groups: there is a lack of inter-group discussion, they would need 10 min where they

		i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	themselves evaluate how constructive the exercise was, how they worked, time management (setting evaluation criteria). The exchange would help to become aware of the work, since there are no evaluations.
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example	

		iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

16.4. Wrap-up meeting I.C.S. Silvio Boccone

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?	difficult task have not emerged.	N/A	N/A	N/A
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	More relaxed because not judged.	The fact that it is a non-assessable school activity makes pupil feel more comfortable.	Much inhibition in those who are not used to intervening and expressing their own views. Stifled	N/A

						by those who do intervene practically all the time.
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	New approach to reading enhances their horizons.	Reading classics is a long-time investment.		N/A	N/A
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	No changes.	No changes	N/A	N/A
Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	All second-generation kids who consistently intervened. Telling for example about their "African" moms to share the subtle cultural	Understanding where help is needed (e.g., school psychologist).	Trust constraints	Institutional barrier

			differences that can exist.				
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	Teacher relived her own adolescence, this brought out so many aspects of her pupils' lives that she did not pay attention to to such an extent or at any rate did not feel so involved. Having found a new space for sharing has resulted in pupils speaking out on even serious issues, such as eating disorders.	More confident.		Lack of empathy	Institutional barrier
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?		School can be a place to discuss personal problems.		Trust constraints	Institutional barrier

Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	Listening with interest and trying to give answers to their peers.	With respect and with a sincere interest.	Lack of comunicative abilities.	N/A
	In what ways do you think it helps to strengthen friendships among peers?	To recognize each other as similar in expectations and fears.	To have discovered that certain conflicts are generational, and therefore shared.	Lack of habit of confiding in others.	Little emphasis on students' emotional sphere in school programs.
Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	Good	To have discovered that certain conflicts are generational, and therefore shared.	Feeling inadequate.	Free expression of one's opinions is often oppressed.
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	Yes, there has been an improvement in the sense of class membership.	"We are all in the same boat" feelings.	Feeling inadequate is a recurring feeling during adolescence.	Free and unconstrained dialogue without a predefined topic among peers is not covered in school curricula except for the

						purpose of well-defined skill acquisition.
		What spaces for participation does the centre/school have?	Orchester, choir, excursions.	Concerts in which pupils perform.	Not all participate in orchester and chorus or excursions.	Work constraints of parents during concerts and other sharing events. Some do not participate in excursions due to economic causes.
		In which ways the practices have contributed to the involvement of the community in the centre?	In none.	In no way.	N/A	No involvement of other stakeholders from the community.
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	Even if they are all second generation kids, it helps reflecting about everyday life and relation	More sharing of all social aspects, including religion and traditions.	Not knowing the parents of other classmates.	There is a lack of time for meetings with families.

			with parents, this helps focussing on differences and similarities.				
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	A place where you can express your fears and talk about your problems.	Personal problems can be solved socially.		The school seems to be a place outside of intimate matters.	Institutional barrier.
		OTHER COMMENTS	Teachers would like to carry on the practice implemented and other SEAs the next year. At one point of implementation a teacher asked to implement DLG in one of her classes but at that moment the baseline assessment were already				

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			completed in every pilot and due to time constraint it wasn't possible.
Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

	Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]?	

	a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

16.5. Wrap-up meeting E. De Amicis

			DIMENSIONS				
			Transformative			Exclusionary	
CATEGORIES	SUBCATEGORIES	QUESTIONS	Individual level	Institutional level		Individual level	Institutional level

Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?	students asked to their peers or volunteer support	By responding to the difficult task more smoothly, by being at ease and accepting that diffiocult taks can occur but they can be solved as well.		N/A	Language barrier
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	The fact that it is not judged and valutaed makes him/her willing to participate and being pro-active during the lesson	Feeling less anxious in class		N/A	N/A
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	Learning with peers: solidarity and equality	The involvement parents as volunteers	N/A		Time constraint
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	No changes, however students more happy in clkass during the SEA implementation	No changes		N/A	N/A

Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	By being a safe space where students can share their esperience and being free to talk. A kid shared his past experience in an other school. He never talked about it. A child could show her difficulties and weakness durign this moment	Same			Language barrier
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	One class has become more cohesive	Student help each other and no competition		On class has suffered of time constraint given the group age, who needed more time to open to the gorup	Time constraint, few meetings
	Expectations	Do you think that the implementation of the SEAs has brought about any change in	No changes	No changes		Time constraint	Time constraint

		students' expectations for the future? Can you give us an example?			and age group	and age group
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	There is more solidarity among students. If concflicts occured they were at least sincere in telling to each other the reason of their angry	The relationship among all teachers of the classes has improved and the relationship with parents was stenghtened	In the class aged 11:13 still conflicts amongh students, although by being sincere	Time constraint
		In what ways do you think it helps to strengthen friendships among peers?	Good	Good		
Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	yes, there has been an improvement.	Mom's as volunteer were happy to see their children in a context other than the house. As well as to see the school as an open space	Due to the time constraints, many conflicts were not solved, therefore this prevent more	N/A

						vulnerable studente, i.e. bullied, to participate
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?		Classroom, public event (i.e. Carnival), meetigns with parents	Parents' work contraint to participate in the lessons	More space and time needed to talk and show the practice to the parents to involve all of them.
		What spaces for participation does the centre/school have?		To allow parents to participate in the class' activitiesd		No so many spaces and they are not organised to allow parents to participate
		In which ways the practices have contributed to the involvement of the community in the centre?		To see parents in classroom made them feel more safe	Work constraint	No involvement of other stakehodlers from the community

	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	yes, the teache did not feel alone, but supported by volunteers	SEA has enriched them. the school was more open, more dynamic.			
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?					Change of teachers in each class evey year makes teacher less confident in the SEA's practice given that they cannot continue the practice.
	OTHER COMMENTS		Teachers would like to carry on the practice the next year.				
Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still					

		expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include:	

		i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example	

		iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

16.6. Wrap-up meeting Primary School La Masa

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?	They ask to their peers, then to the volunteer	They are at ease in dealing with difficult task because they know that working in group will help them to tackle it	ASD different set of the classroom may be disturbing sometimes	
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	Yes, he/she is more engaged, the interaction with the others help her/him to focus and	Teachers note that interactive groups can be used to make them participate and learn more.		

			participate to the activity	Students with learning difficulties within the group take different roles than usual		
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	They feel more at ease and supported in the learning.	It's a different way to learn, more dynamic and interactive so it makes easier to achieve good results.		The lack of participation of other foreign parents
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	No	No, but students are very happy when the practice takes place		
Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	They feel no judjement at all and more free.	The presence of parents within the class improve their wellbeing. When a student's mother is present, they feel more supported and less stressed.		
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices	Students feel in a safer space where they can	Working in groups trying to achieve the same goal improved	absence	N/A

		impacted on the number and intensity of conflicts in the centre?	share their weaknesses	coexistence in class. They now knoe each other better and see others as resources. Competition and individualism disappeared.		
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?	No changes	No changes	students were too young	
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	At the beginning in a chaoitic way, but then in a helpful and supportive way	In a more collective and equal way	ASD	
		In what ways do you think it helps to strengthen friendships among peers?	They know each other better	It helps to strengthen friendships beacuse working in groups makes them discover new sides of each student. With no final evaluation, students can express	personality	

				themselves better and focus also on the interaction with the others.		
Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	Very good. Vulnerable students sometimes took the role of leader within interactivr groups.	They manage to focus more and they learn by using different tools so they are more interested. Vulnerable groups participate beacuse they perceive the practice more as a game	level of interest toward the subject or the kind of the activity.	lack of engagement from the whole class parents
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	Yes, thanks to presence of some parents and a tutor who does not belong to the class.	Yes, thanks to presence of some parents and a tutor who does not belong to the class. School is now no more separated from a more personal sphere.	Parents' work contraint to participate in the lessons	

		What spaces for participation does the centre/school have?	during some festivities		engagement of parents	covid restrictions
		In which ways the practices have contributed to the involvement of the community in the centre?	By involving parents	By involving parents for the implementation of the practice. Parents would like to continue.	work costraint	time costraint. It needed more time to involve other community members.
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	By involving parents, by experiencing a new way of learning that does not focus on evaluation, but on interaction and dialogue	By involving parents, by experiencing a new way of learning that does not focus on evaluation, but on interaction and dialogue	parents work costraint	N/A
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?		Now the school is seen as a more open and interesting place, teachers as people more inclusive.	N/A	N/A

		OTHER COMMENTS	Teachers, parents and students want next year to start again. Other classes of the pilot that were not involved want to participate.
Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you	

		seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

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		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

16.7. Wrap-up meeting Primary School Federico II

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?	students asked to their peers or volunteer support	They manage the difficult task by accepting that difficulties can occur and that can be tackled with less stress. Students are more focused beacause they know that they can be helped.	language barrier	language barrier; activities to do sometimes not too clear.
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	The fact that it is not judged and valutaed makes him/her willing to participate and being pro-active during the practice	yes, they are more engaged.	kind of activity	lack of support from supporting teacher

		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	The practice allows migrants to improve their language skills thanks to the presence of volunteer and due to the fact that no evaluation will be done.			the activities defined by the teacher were sometimes not in line with scholastic curricola's objectives	difficulties in finding volunteers to implement properly the practice
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	no changes	no changes			
Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	By knowing the mother of a foreign student, the other classmates started to being more confident talking with her altough the language gap. This increased her wellbeing,	These practice allows migrant children to improve the wellbeing beacuse they can learn with no stress, they can be in a group and feel less isolated or stressed as in the standard class.		language barrier	assenteism

			she is no more isolated.			
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	Working in different groups has supported the coexistence in the class.		presence of conflicts not only among students, but among their parents.	presence of a lot of issues in the relationships between teachers and parents.
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?	N/A	N/A	N/A	N/A
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	They are less shy and more helpful	They are less individualistic beacuse of the lack of the evaluation	language barrier	language barrier
		In what ways do you think it helps to strengthen friendships among peers?	Students have now more friends in the class. The practice encourages them to be more helpful and to know	The practice is something different from the regular class beacuse it focuses more on the interaction.	language barrier	bad relationships among parents

			more all the students.			
Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	Very good. Vulnerable groups participate and they are more confident.	Very good. Vulnerable groups participate and they are more confident.	language barrier	little engagement of supporting teacher
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	Yes, especially for the vulnerable students. Having more friends helped them to feel part of the class and the school	Yes, especially for the vulnerable students. Having more friends helped them to feel part of the class and the school	assenteism	low participation of volunteers
		What spaces for participation does the centre/school have?		open day, festivities, trips	parents work costraint	Covid restrictions
		In which ways the practices have contributed to the involvement of the community in the centre?	by involving students parents	by involving students parents	Work constraint	language barrier

	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	thanks to the involvement of their parents	thanks to the involvement of their parents		language barrier	language barrier
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	SEA has enriched them. the school was more open, more dynamic.	SEA has enriched them. the school is more open, more dynamic. The peers are now seen as someone that can be helpful.		assenteism	frequency of practice implementation
OTHER COMMENTS			Teachers and parents want next year to continue with SEAs, maybe implementing some others. Teachers want the activities to be focused on parents since the high drop out, parents poor participation in scholastic actitivities and conflicting				

			relationships between parents and teachers.
Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]?	

		a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still	

		expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

16.8. Wrap-up meeting IISS Francesco Ferrara

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level

Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?	difficult task have not emerged.	N/A	N/A	N/A
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	The novelty has helped, but mostly in the short term; not thinking there are any long-term repercussions.	The desire to intervene with subsequent blocking was observed several times.	Constant inhibition in those who are not used to intervening and expressing their opinions who are then overwhelmed by those who do intervene with ease.	An inclusive school system can result sometimes exclusive, paradoxically.
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	By learning new things about the world and others.	A more comprehensive view on many issues addressed during DLGs.	By not considering issues of social life in realtion to everyday life.	Psychosocial well-being is not seen as a tool for improving academic success.
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	No changes.	No changes.	N/A	N/A

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| Well-being | safe space | In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example? | Communicating aspects of one's own religion for example meant that there was a better understanding of others' customs. A Syrian boy who had just arrived intervened several times, which made the others get to know him better and he felt more comfortable in the new group. I noticed a gradual change in him and in his overall involvement. | All second-generation children participated assiduously. | Recently migrated boys and girls, unlike second-generation students, had tremendous difficulty in participating. The themes raised by peers did not help (gender, freedom, friendship). In classes where there are few migrant students, the latter never intervened. | It is common for some children from Southeast Asia to leave for their home nation in the spring, missing the last few months of school, in many cases meaning missing the school year. For them, there are no distance learning pathways. |
| | | How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre? | Discovering character aspects that had not emerged so far, | Improved coexistence. They socialized more; got to know each other better both | Disrespectful attitude toward others' opinions and | Institutional barrier |

			and consequently new insights into socialization.	among students and with teachers, helpful for both.	also much fear of sharing one's own opinions.	
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?	A safe space for sharing even serious issues, such as eating disorders or parental conflicts; this means having new tools to deal with these situations.	To the extent that worked on reasoning. Express feelings and reflection on different topics.	Trust constraints	Institutional barrier
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	Mainly with respect and listening attentively but also with embarrassment disguised as derision.	Consistent relational structures are noted over time; not always on equal footing among students.	Lack of comunicative abilities.	Dialogue is not included among the skills to be acquired in school.
		In what ways do you think it helps to strengthen friendships among peers?	Getting to know each other better and discovering others' viewpoints that	To have discovered that certain problems are shared.	Lack of habit of confiding in others.	Little emphasis on students' emotional sphere in

			had not come up so far.				school programs.
Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	Good. A student, for example, has a tendency to run away, can't stay in the classroom very long, in this case he did it less according to the kids in the class.	Good but often off-topic.	Feeling inadequate.		An inclusive school system can result sometimes exclusive, paradoxically.
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	Discovering interest in others' traditions makes us feel more adequate. For example muslims tradition of halal was explained to	More insights in others everyday life improves their sens of belonging.	Little knowledge of other people's habits.		Little room for cross-cultural learning.

			classmates during dlg and helped in knowing each other better.			
		What spaces for participation does the centre/school have?	PON (National Operational Program)	Student's week.	Activities in the afternoon are not accessible to all.	
		In which ways the practices have contributed to the involvement of the community in the centre?	In none.	In no way.	N/A	No involvement of other stakeholders from the community.
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	Adressing individual needs: a Bengali student shared her desire to read and lack of books, which the teacher took on by providing her with readings	Sharing needs and finding solutions.	Not participating in out-of-school activities because of cultural barriers.	Family involvement.

	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	A teacher said that there is a new air in the classroom and that tehy look at each other with different eyes.	Getting to know their teachers better who put themselves on the line during dlg has made school feel like a more familiar place as well.	N/A	Institutional barrier.
OTHER COMMENTS			Teachers would like to carry on the practice implemented and other SEAs the next year; specifically, teachers would like to implement those SEAs that have greater family involvement.			
Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at				

		the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include:	

		i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example	

		iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

16.9.   Wrap-up meeting IISS Pietro Piazza

| | | | DIMENSIONS | | | |
| | | | Transformative | | Exclusionary | |
CATEGORIES	SUBCATEGORIES	QUESTIONS	Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?	"The most difficult task was the reading commitment for all students involved. On the occasions when most had not read the assigned pages, the lifeline came from the two or three	The mechanism was to hope that someone else had done the work for everyone.	Not used to read individually.	Reading books in their entirety is not covered in the curriculum aimed primarily at acquiring professional skills.

			most reliable students. The mechanism was to hope that someone else had done the work for everyone."			
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	An immeasurable desire to dialogue and finally find an audience that would listen.	Overall difficult to integrate children with more severe disabilities into the activity, although they were able to participate in the circle but not in the proper activity.	Severe disability.	N/A
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	Not contributed.	N/A	Language barrier.	N/A
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	No changes.	No changes.	N/A	N/A
Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	In trying to listen to the others deeply they were able	dialogue is the basis for building trusting relationships	Language barrier.	N/A

			to know something more of their classmates.			
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	new bonds.	Improved coexistence. They socialized more; got to know each other better both among students and with teachers, helpful for both.		Institutional barrier
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?	more confidence in expressing oneself	To the extent that worked on reasoning. Express feelings and reflection on different topics.	Trust constraints	Institutional barrier
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	with little confidence.	They have difficulty listening and often tend to interrupt themselves.	Lack of comunicative abilities.	Dialogue is not included among the skills to be acquired in school.
		In what ways do you think it helps to strengthen friendships among peers?	Getting to know each other better and discovering others' viewpoints that	To have discovered that certain problems are shared.	Lack of habit of confiding in others.	Little emphasis on students' emotional sphere in

			had not come up so far.			school programs.
Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	not optimal.	Overall participation not optimal; fluctuating	Feeling inadequate.	An inclusive school system can result sometimes exclusive, paradoxically.
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	no	no	Little knowledge of other people's habits.	Little room for cross-cultural learning.
		What spaces for participation does the centre/school have?	N/A	student assembly	N/A	N/A
		In which ways the practices have contributed to the involvement of the community in the centre?	In none.	In no way.	N/A	No involvement of other stakeholders from the community.
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	In the short term no differences.	The dialogue about topics like	N/A	N/A

				racism can help in the longterm.		■	
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?				■	
			yes.	better knowing their teachers.	N/A		Institutional barrier.
Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.					
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help					

		refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	

		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

17. Annex VII: Ireland

17.1. Wrap-up meeting St. Joseph's Christian Brothers' School – Staff 1

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?

Implementation	Process (general questions)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	T1: And we have been doing this since the start as a group. And T2 here with me T2: ... yeah we've been working together on the project from, since September (T1: Yup) since the training started we've got involved and we've been running it alongside with (other class), um over the week, nearly every week (T1: yup, pretty much), pretty much since September.
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ..... (interactive groups, DLG, etc.)?	
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	N: Wondering about the academic side, did you see an effect on how the kids approached academcics through the groups T1: I think there was I suppose, for me I think they were more open to change, it wasn't just here's a book, here you go, there do page 6. You know what I mean? It was a different way of learning for them. That's kind of what I… T2: I did. I thought there was one or two… (T2: Definitely some of them have improved) I was observing that on academics I suppose… I don't comment on the academis anyway, that's not my brief, but at the same time when you see them, I'm trying to think, we were doing like little copy bits of work they were willing to work whereas last year I would have observed with the 6th class, not necessairily this group, with a different group, kind of apprehension to start, to even start writing. Whereas you may have seen improvement in that T1: think the willingness as well to try different things (T2: yes) because every week is so different, they had no clue what was coming down the tracks (T2: yeah) and I think that's fantastic because that's the way life is. I mean it's not all you know straight forward and it's nice stuff that's coming down to them, you know what I mean. So I think that just made them, and again it's subtle life skills, I know it sounds very wooly but it's not, it's actually the bit of skills, you know T2: And in particular there's one kid and he'd be on his own every day in the yard and I'll say hello to him. But

in the class he was working in groups. I was keeping an eye out for him, because we were trying to integrate him into a few other projects in school but he is well able to work in the group. Now he's still on his own in the yard but I felt a little bit well that's ok because at least I can see in the right setting for him he can actually join in

T1: Well absolutely at the start, I mean language obviously it's not their first language so I mean I don't know how they're doing so well, I mean they really are. I mean initially, you know, some of the stuff that we were giving them I felt that they weren't able to read and that's why we took it back from most of the reading to hands on, very visual, very little writing and the least amount of words as possible. But I did think there was definitely the language

T2: I would have seen, again, and totally here and last year when Ukrainian kids joined that you knew particularly in math, they were capable but the frustration, you could see that frustration because the English. Yeah, I don't know if handing it to them in Ukrainian given that they're living here and in the point of view of integration would be the best thing for them although you really, heart and soul, want to give them something to relieve that stress at the same time, so. I think absolutely the English, and you can still see that there's more work to be done there (T1: yeah), absolutely it's not… but it's improving that's for sure

				that they, to me, it's instead of just sitting there (T1: yeah), and doing nothing and just like 'make it go away' they're definitely just like edging into 'can you help?' even if it's only talking to themselves (other Ukrainian students), one will say you know 'do this', but there's definitely movement T1: But the platform on a Monday it is, it allows them to, you know, be in a group of 4, 5 and it's ok if he doesn't know the word, there's only 4 or 5 children (T2: yeah), do you know what I mean. And I do think they've opened up hugely. Obviously, again, it's not just what we do, (T2: yeah) it's over time, you know, it's their situation as well. N: Are you saying, then, that it might be less like socially stressful to try to ask for help or volunteer something if you're unsure of it and in a smaller group? T1: It might be, well it could be quite intimidating, they might not even know how to ask for help initially, you know what I mean. Whereas definitely, they have… they're trying to answer some of the questions, at the start they just weren't, we have the copies from the start, they just weren't. Do you know what I mean? They weren't… some of the sheets I don't even think I put them in because there was nothing on them, do you know what I mean? Whereas at least they're trying or they're talking about the sheets with somebody else, and that's the whole thing like, I think T2: yeah absolutely, yeah
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since	

			the beginning of the implementation (SEAs and/or MHPSS)?	
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	
			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	
		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	
		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	T1: The boys were engaging with eachother. They understood, they knew what they had to do, it wasn't too fast it wasn't too slow. It was right at the level for everyone at the table and that was the important thing. T2: yeah like I for myself would think, I think you (N) were with me on this when we did the little orienteering, with the flags, we had to walk around the school. And that can seem a bit chaotic and you have to be balanced between correcting like 'don't be shouting on the corridor, it's going to disturb the other classes' but then you take a step back and are like 'no just let them at it, leave it' they know the rules sure, even if they missed one, just let it. They actually really got working together you know, I didn't correct any of them when I saw one at the wall and one over here, I was like no, they'll work it out. And I think, I think you'd

				see better teamwork. There will always be one or two you're not going to get total teamwork, they're not going to get it but the majority will get it
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	

	Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	N: Teamwork and integration speciafically of the migrant and ukranian boys you mentioned right T1: The teamwork and the, because the thing with teamwork is, it's not a given with children that they can just work in a team, you know. Some children just find it really difficult but by doing it every week, they you know. And I do think it trickled into other subjects as well. I do think it makes it easier. It's a fantiastic platform to teach social skills because every table they moved to, every time they got a different thing, there's a different social skill involved, you know what I mean. Sometimes they could do the activity, sometimes they couldn't, they're waiting on someone else, they have to listen, they have to you know? So there's a lot a lot of little skills being built up there. So we'd have it in the English and it would transfer, I felt, into everything else, to other subjects.

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	T2: I was caught by, or like happily surprised, to see the teamwork develop over with the kids (T1: yes) and you could see that when we did the um, just one, I couldn't specify which resource now but you could see the teamwork building (T1: yeah absolutely) and it's very subtle and I suppose I was, you (T1) was heading up the class as teacher but I, a good few times, like birdseye view observed, and you can see that, it's very subtle though. I'd find it very hard to measure it T1: very subtle and built really nicely over the year (T2: yeah). Like with the Ukranian boys as well, they weren't just. And I'm saying Ukranian boys because there is about 9 of them so they weren't just left on their own. Every week, the boys were all mixed, they're all mixed abilities and that was, as far as I understand, one of the keystone, one of the corner keystones of this research, is that it's a mixed ability at each table (T2: yes) and that's what actually I found worked fantastic (T2: yeah), you know. Especially the Ukranian boys they seemed to have, now I know over time as well they're going to settle in anyway, it wasn't just to do with that, obviously like but um they seemed to enjoy it (T2: yeah) as the first couple of weeks I think it was like 'oh no, here we go' but I think I actually do think they were enjoying it (T2: yeah) because I suppose we changed it, our, the way we were doing it as well (T2: yeah), there was a bit more, like using the two rooms, stuff like that, you know
			What spaces for participation does the centre/school have?	

			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	
		Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	
		Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	

| | Process (general questions) | Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well? | N:When it didn't work well… what was going on that made it not work well or was a barrier to more of these positive things that you identified?

 T1: I just felt, I mean if it didn't work could be for various reasons. Some of the children, they're in hostels, you know, they're traveling an hour in the morning, they're tired, they have no interest and no matter what you do, you have to allow them time, you know? I always found after breaks, after Christmas it took a week or two for the boys to actually get back into a rhythm, stuff like that. Then there was the resources that we had done. I know there was one very early on that I did that and it was far too much writing, boring, do you know what I mean? It's not interesting. I mean they switch off, they're just rot writing, there's no learning in that so they were gone. Or if they were too easy, you know, some of them would be finished in 2 minutes. Again, you try to add on to it, make it a bit more. Like it was great, because we had like clued in adults in the room so it's just if it doesn't work you kind of, you have to tweak it, you know on the day, at the day to see. I do think a lot is to do with how the children are mainly, the rest you can, if it's too easy make it harder, if its' too hard make it easier, but a lot I found of the times when it wasn't working best it was when you know they were really tired, some of the boys were really tired

 N: so more like external factors

 T1: Yeah, exactly. I felt, that's what I, yeah |

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			T2: I, although having said that if something wasn't working at least you know, even if it might work with 3 out of the 5 groups and 2 it wouldn't, but at least you knew 'ok well look we'll stick with this' because we'll be finished in 10/15 minutes and we're moving on to a different resource (T2: yeah) and that might soot that team better. That was helpful, it didn't make, a resource that didn't work didn't ruin the whole hour T1: Oh no, Absolutely not, it was literally, yeah. and there were very few of them (T2: yeah), and there was very few of them, I mean there were only 5 or 6 that I felt over the course of the couple of months, and considering all of the resources we had that was really good that actually I kind of went 'mmm', (T2:yeah) I didn't, you know, yeah
		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

17.2. Wrap-up meeting St. Joseph's Christian Brothers' School – Staff 2

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
Needs Analysis and co-creation		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	K: So, cause in terms of, so we had initially done kind of interviews asking people what, what they would like and then done kind of an in-depth training but I know that didn't like reach ye (T4: yeah) so is there anything that you think we could have done better or to tailor that process that would make it more relevant to ye or that ye see could have done differently so that you would have felt more involved and more like looped in and have the information to do the… T3: Yeah, no I know we did say the last time so we had that lunch meeting, if that's done at the start of the year (K: yeah) and so we all know what page we're on. Also when I went into it, like, and I know (school leadership) didn't know all the information... us and probably for about probably 6 weeks that you guys would be in; we didn't actually realise it was going to be a longterm thing and if it's going to be a

		longterm thing then I think it needs to be well this is what we want to happen here in this timeframe, maybe for the next four weeks we're working on this, maybe for the next 4 weeks. And so like we actually are moving and that there is like an improvement and you can see something happening and have a little meeting maybe every couple of weeks because I was talking for 5 minutes with Nicole (refuge-ed team member) out in the yard or you know… T5: it's like an example of an inspector (T3: yeah) coming through the door and did a random check on us and if they came in you know the thing is they're going to look for things like plans and resources so if we're working with you on something and a stranger walks in we're going to send them your direction because it would be yourselves that would need to have shown us something to work from so that, because it's not literacy time in the traditional sense, the inspector would want to see a plan, you know. So that's the communication bit (T3: yeah), we need something to, we need a, we need a backup as to why we've gone and changed our plans (unclear: mhm) you know, a structure of what's to come. K: so to have a plan and to have then like a clearer like rationale (T3: yeah) and then support (T3: yeah) with the resources themselves
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

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Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

Implementation	Process (general questions)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	K: So if we look in terms of the practices, so it was the interactive groups that were in your classroom (unknown: yup), um can you let me know what, like how you were involved just for our like records in the interactive groups? T3: Oh yeah we had, how many was it that we had, we had 30 roughly 30 kids (K: mhm) and because we had (other students from ASD class) as well and we had, I'm trying to think, maybe we had maybe 6 adults did we, and then 2 refuge-ed volunteers as well so altogether so it was divided up into… T5: Whatever activities there were, we used those as the stations (T3: yeah we did two different rooms) divided by class, (T3: 4 different stations) (unclear) and adults at each station led the activity and the children, (unclear) no the children stayed where they were and the adults moved around (T3: they rotated) they rotated yeah
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ….. (interactive groups, DLG, etc.)?	
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	
			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	

		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	
		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	
			What spaces for participation does the centre/school have?	
			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	
		Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	
		Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	

			T3: so originally it was that we were doing games and I had been under the impression that the everything would be, would have been provided for us and that was the issue first of all. So towards the, it started to work much better towards the end and the last two weeks were very good because the girls (refuge-ed staff) came in with everything actually done and everything was laminated and it just ran much smoother then but it was also focusing on English literacy (K: ok) and vocabulary and games to do with literacy rather than just being stations of (K: ok, ok) lego or (unclear) and the kids had to um, well they had to work together (K: ok) (unclear)
	Process (general questions)	Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	T4: Because I didn't feel the first session went well (T3: no) because we were thrown in the deep end, there wasn't enough resources for every child, the group that I was with- it was a writing exercise so it was copy books and it was sentences so they were like 'we've done English already today and now were doing more English.' And maybe if it started, maybe if firstly (unclear) a more fun thing that you could introduce that later on if they're familiar with it but I just think that they were disappointed and I was disappointed because I didn't realise it was going to be me encouraging them to do another English lesson essentially which we had already done already that day and also I was thinking 'well it looks there's a group up there having a bit of a fun time so when we get to fun time' and then time ran out and we didn't get to the

fun time and they did feel a little bit hard done by that. That could be just avoided if we'd known in advance and I think if there's going to be any activities that involved writing sentences and things, it'd have to be only 2 or 3, not only 1 (T3: yeah)

K: So a lot more prep (T4: yeah) and like consultation

T3: And that's we did, then we did link in for then literacy time (K: yeah) because as we said it's not fair to ask the kids to do learning and then (unclear)

T4: and like it's not only your group that has done this sort of thing. There's a coder, just an example, there's a coder came in before and stood up and said they were going to be making robots and making them walk and all. But they didn't say that's only week 8, this is week one. So the children were all left disappointed after week one because it was basically just answers about how how much computer literacy do you have and then they were waiting for the robots to appear and said 'no not this week.' I mean I was even a bit, 5 weeks in when I realized oh the robots were only on the last week

K: so clarity in like what's the timeline (T4: yeah) and what it's going to look like (T4: exactly)

K: And so the idea within interactive groups is that they are a way to structure the classroom and can use existing like activities but it sounds like that's not, or like can you talk to me about how that doesn't work because the feedback that I'm getting is that you know

you do need resources with this (H: yeah) so could you…

T3: Like we do an awful lot of group work, that's the thing, we do work and the kids do help eachother and we do (K: yeah) that is part of the curriculum and um part of what we do. But it has to be very structured. It has to be very organized and it has to be planned, yeah and I just felt there wasn't enough time given to that which is the most important part. You have to ask yourself what the kids already know how to do and what we want them to learn or what we want them to do- do we want them to help problem solve with eachother, do we want them to communicate with eachother. So the activities were very, just one up, like just the kids do it for themselves, some of them were more um where they were joining in with eachother and I think that was more what yous were looking for but a lot of times that was, the work, or the the things that they were doing didn't actually reflect that (K: yeah, yeah). So I just, I think it's planning, just just like from teaching for years like if you haven't planned, the class can go completely askew, but if you haven't planned, you haven't a hope especially with a big group. And, I think um first of all, and when people are coming in as well, they need to have the confidence to be able to start that lesson. If I was starting a lessons, I hadn't a clue what I was doing to be quite honest for first week, and for the first 2 weeks I had to set the groups and say 'and you do this and you do that and you do this' and that, for me, I didn't think that that

			(unclear). Now as it went on Nicole (refuge-ed team member) took over and she was able to say 'I'm going to do this group and you're going to do that' and that worked much better and because also, if they're going to have something fun and have other people come in to do it, they get so sick and tired of us, that they, like they really enjoyed somebody else talking. So I think if you focus in on maybe training the guys to be able to say to the teacher or whoever's in the class as well 'have this and I'll, I'll explain it to the kids.' Cause a lot of (unclear) were 'like what was this about?'
			K: yeah so they're confused (T3: the kids) and also it's confusing in the classroom for ye (T3: yeah) so one of the things that we could have done is to like prioritize having a whole staff meeting at the start (T3: yeah) but then also continuing (T3: yes).
		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	K: And if you were to go back then what do you think like could have been done better say like on our end to like make that run smoother say like from the start or from the year and…
			T3: yeah I think we said, we had said before as well, if we had had a meeting about how we were going to set up, well I don't mean that we know what works, but we're in the job (T4: yeah) that actually we know what works (K: yeah), and really prepare it and how it all would have felt, activities and all the resources that you need previously and every adult knowing what their role is (K: ok) would actually have made a huge difference because it's very manic when you're trying to teach 28, 30 kids and to have the time, to have the

resources ready it just doesn't it just doesn't happen. So yeah like that then we had a folder, box of things towards the end of it that really, that worked out much better (K: ok). When we communicated, we said 'look we don't really know what we're at'

K: yeah so you felt like you weren't really looped in (unknown: yes (x2 participants)) to what's going on (unknown: yeah) or what my role is in this (unknown: yeah) or what I…

T5: yeah, like I would have been the same as (unclear), this is a research thing that eventually you want to produce something that coming in to use the children as, I don't know what word you'd use, for example (unclear) to see what works, what doesn't. I would have said that you guys would come in and provided the team that works with you and the rest of us within that class on resources what you'd want us to do to find out the information, to get that physical feedback to use how to direct your next bit (Unclear: yeah) because it's, it's yours project and we're being asked to work with you, do you know what I mean (Unclear: yeah). Whereas it, it was, for those who are on site, who got involved with yous such as um (other school staff), for example, well they've got their jobs to do and they've got all their other stuff to do (K: mhm) so it's sort of, we'll work with you but bring what you want in (K: yeah) and then we'll give you feedback and then we can adapt

T5: well I would have said that if you, the plan for next term is um say 6 weeks, we'll have a meeting and come in with a presentation, what in general will be happening, these are the resources, this is the rationale, these, this day, this time, (unclear) we want this groups. Something like that, you know, and introduce yourselves to the kids and do the first at least, expect that they know your name, they know your faces, that you know 'thanks very much for doing it boys, yous are wonderful, yous have done great for the past 2' that kind of thing, you know. (unclear)

K: so it needs to be more…

T5: let them know who you guys are, yeah

K: so like more, more of the link along but like with the students as well and…

T5: oh yeah (unclear)

T3: (unclear) and they would enjoy getting to know you and you know (K: yeah) and look forward to…

T3: And just a last thing if you do want the parents involved from the very start of the year they need to go and get garda vetting done, to be involved. And that's something they didn't realise they needed but anyone we have in the school has to be garda vetted. So that was causing controversy for us, and (school leadership) said it's ok for them to come in (unclear) and it was a bit, and we can't have them on you know (K: ok so it was…). So we just clarify those kind of important things that actually might cause trouble in the future

			K: So from our perspective can you think of, like is there something in particular that we could have done differently so that we could have found that out from ye…
			T3: yeah, you'd find it out, you'd (unclear) by saying to the principal or whatever, contact the school, but if you are giving information out to the parents, you could leave a separate form saying 'if you'd like to take part in this project, which we'd love you to do, please get garda vetting from the school.' It's a one line, one paper piece of sheet that (school leadership) has and that's all they have to do for (unclear). It takes about 6 weeks to 8 weeks. So if you want them involved from the start for next year, that's what you're going to need as well... Um I would say just to clarify everything from the very start. Make sure you'd spoken to everyone- parents, children, staff- and that everybody knows what is going on from the get-go and (unclear)
Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.		

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	K: So just in relation to the evaluation procedures, what do you think like could have been improved? T3: I think if you want to get the children who are refugees or who are from the cohort that you're actually looking to help, I know you're trying to help all of the kids, is that you actually need to reduce that big survey that you gave out to the parents to a very one, one line, one page clear, concise, questionnaire because it was so wordy you're actually missing out on the people you actually want to get like our Ukrainians and some of the other kids

we have that are refugees across the school. They didn't take part, a lot of them, and I think it would have been really useful to have their information (T5: I agree) and to speak to the kids like our two (refugee) boys

T5: the consent form that I went through (T3: yeah) mentioned that this is in a lot of European countries so there are a lot, they're going to speak different languages in countries, so whenever, however way you shorten it down then um (T3: you can have it available in different languages) in different languages, yeah

T5: I know you did give in Ukraine but like I saw, like it was like pages and pages and pages and like for me, as a parent as well, I'd go 'ohh jesus what's this' and then I'd lose interest

T4: To be honest, I sat down here today, information leaflet for school staff, and I thought page one (unclear) oh actually you needed me to sign the consent and there's 5 and a half pages here (T3: yeah) to be read before I (unclear), that's too much ... I mean I'm a native English speaker and I work in a school and I thought that was a bit, oh well, daunting for people

T3: and I think especially with the parents and our cohort parents as well, they don't have the vocabulary to actually sit down and understand that they were to tick that and not to tick that

			K: so then that means that people are left out of the research T3: it's who you want, who you actually want T4: and as well, just another thing, depending on what sort of activities you want to do with the children, use their age as well as like, you know, um maybe this is the link to the intro or what it is you want to tell them because you don't want to lose interest before you start to you know. Try and um kind of look at your audience and what you're doing and see how to keep them interested

17.3. Wrap-up meeting St. Joseph's Christian Brothers' School – Staff 3

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS

Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	T6: just to have a stronger link between uh parents and staff and refuge-ed staff so if there's different ways of going about to get that, that would be helpful (K:mhm). And the other thing I suppose, I think some of the stuff that's good, the voting portion (dotmocracy used in co-creation), that was good, it was visual, it was around the building and may again (unintelligible) so maybe some more interactions on a personal level with the staff
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	T6: I think what's been successful and has been the uh the training of our staff um, the, getting the actual work in the classrooms up and running this year seemed to, seemed to go well, particularly in the older group. Uh and then the link between yourselves and the staff worked quite well uh once it got set up it seemed to go, go fine. So I think those are the things that have worked quite well.
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

Implementation	Process (general questions)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	K: Ok so just to start, T6, um could you um outline just your involvement in the project for us T6: Uh well partially it was from the start in terms of um getting um refuge-ed into the school, making uh (unintelligible) organizing this, um (unintelligible) staff (unintelligible) and then asking the staff if they were willing or interested in taking part, and then facilitating the training for staff, and liaising back and forth with refuge-ed and the staff, and then, I suppose, rolling it out in some of the classrooms. That would be from my perspective in terms of giving it the go ahead to have them and then the staff themselves would uh roll it out in practice
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ..... (interactive groups, DLG, etc.)?	
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	K:... do you think the activities or the interactive groups and some of the mental health and psychosocial support training have had any impact on say the children's wellbeing? T6: Um, hard, hard to know, hard to pinpoint whether it's had an impact positively or negatively. But, I suppose if you're trying to address it and trying to help in some way, it could certainly happen but I couldn't, I

				couldn't say for sure that it's had a positive effect on, on wellbeing really
			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	
		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	
		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	T6: yeah um particularly the older ones kind of took on, took on better and quicker obviously like everything else but certainly um the kids started to interact a lot more in those activities and started helping eachother out more in those activities and started maybe coming out of their shell a bit more in those acitivtes and um yeah you can see the benefit of them definitely. And as time went on, you can see um taking on their different roles, you can see, as I say, interacting better with each other, being more confident to interact with each other, and being more sensitive to others about things perhaps, language wise as well which is nice

K: Ok, and so are there any examples that you have of how they kind of interacted differently, or better, or did it change?

T6: Well I think it put them in a position where they had to interact with each other as opposed to in normal situation they mightn't have to interact with, you know. So they were, they were in a situation, they were in a class or an activity, where they had to help each other out and they took on those kind of roles very quickly and very naturally which is nice (mm). So if they weren't in that scenario or that situation, they wouldn't have done that I don't thinkhich is nice. Now again, (unintelligible), but from what I can see, that's where I would see an improvement

K:And in terms of effects for say some of the children who might be more isolated, like the children who have like either learning difficulties or in the autistic classroom or children who aren't speaking English as a first language, have you seen any differences in their interactions? Positive or negative or none that you've observed

T6: Well certainly with, with say the kids from the ASD classes, they would, again it's giving them an opportunity to be in mainstream and to be interacting with people on an equal level um so that's, that's brilliant, it brings them, it brings them along socially as well and gives them a little bit of confidence. And then you'll see them, again I bring it back to the yard which is where I see them socially, you'll see them even if

				they know people's names, that's a huge thing (K: mhm). And even for those then that have English as a second language, they start to learn the other kid's names, they start to pick up a few bits and pieces language wise, and that's great

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	k: Mhm mhm. And then have you seen any improvement regarding say their sense of belonging of the children that are participating in refuge-ed? t6: um I suppose the only thing from that, I would, I would only see kind of, I suppose maybe out in the yard thems acting, kind of interacting more with others (K: mhm). That's, I've seen improvement there where they might have all been in groups or in pockets, there tends to be, there tends to be a bit more interaction with others (K: mhm) um there's still some, you still see some where they kind of stick together like but um there are, there are a few that have started to kind of branch out a little bit social in the yard, which is nice. Now again, (unintelligible), but from what I can see, that's where I would see an improvement
			What spaces for participation does the centre/school have?	
			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	K: Mhm. And terms of the impact of refuge-ed on say parents and parents within the school, are there any effects that you have seen T6: I think that overall, generally, they're happy that it was happening in the school and generally happy that something was I suppose being looked at in that area. Um I don't think their lack of engagement is a sign that they weren't happy or kind of impressed with what was happening. Um. I wouldn't have had, well no one would have come up to me and said anything negative about it (K: mm) um which they would have if they thought, I think, if they thought it. So yeah I think parents are happy for it to be in the school, happy for it to be

				running in the school, and maybe um that connection of (unintelligible), maybe it was a bit lost but that's not a reflection of their opinion of it I suppose K:Mhm. And are there any concerns you have around anything negative that could have been the result of refuge-ed for, for parents? T6: no, no
		Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	
		Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	

	Process (general questions)	Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	T6: Uh. I think we, we definitely need a stronger link with the parents. That seems to not have, we haven't been able to get that side of things up. Um for example, we struggled to get parents in to take part in the activities in the classroom, and then it was a struggle to try to get the parents in as well. That would be common for ourselves in other areas where we're trying to get more involvement. Parents, they'll come in for the likes of um, perhaps with sports days and things like that and sponsor walks and school plays, but if it's working in the classrooms, they tend to be a little bit more shy about that (K: mhm), if it's coming in to be part of a parent socialistion, they'll be a bit shy about that, if it's in talking about something like refuge-ed where they're engaging with other people about something that's happening in the school, they might be a little bit shy about that as well (K: mhm) so that's definitely something that I would have liked to see be a bit better
			K: And is there anything that you think that we or us together could have done differently to make that more successful
			T6: uh not necessarily. I think that the initial, the initial forms that went out were very, very wordy so that might have put people off at the start. But I, I think that from what I saw when people from refuge-ed were engaged with the parents, they were very friendly and warm and welcoming and um we did have I think about 10 or 11 parents in for one of the coffee mornings earlier on in the year which went, which went well

| | | Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future? | T6: Um well there's always a challenge to add something to the timetable and to try to reconfigure things that way. I would say possibly before it starts maybe a few more engagements with refuge-ed staff and the staff in the school um that might just be about um having a chat with them as a whole, having a chat with the people that are working in the classrooms, or maybe a few kind of um visits before it starts, just to get to know each other and to get to know what it is, what's happened, that kind of thing might have helped
K: Mhm and what structure do you think would be um good to, to facilitate that or how would that fit into the school
T6: Uh I suppose you could have maybe a quick introduction at a staff meeting, 5 minutes, something like that maybe. And then maybe, in fairness you guys did organize um that talk at lunchtime. Maybe something like that, it doesn't have to be bringing in all the food and all (unintelgibile), but maybe just come in, have a chat, be around for a little, just so people get kind of get to know you, familiar faces. And then before the class, the activities in classes start, maybe a few, a few more visits to the class, perhaps just to let the kids know who you are, let the staff know who you are, might, might work well

T6: Um, yeah maybe look maybe I suppose if there was a stronger link, or a stronger kind of um idea as to what the program is and what they (other staff) think it would be from the start. I suppose at the start we were |

			trying to figure out what we were going to do. So maybe a longer, maybe a longer gap or more kind of engagement between when we decided what we're going to do to when we actually started, maybe a bit more engagement and a bit more kind of interaction between refuge-ed staff and school staff (K:mhm) and kids and parents. Thinking about I suppose, a more kind of awareness as to what it is and what's happening T6: And maybe in the earlier, in the earlier sections maybe come along and get I know, you have plans and different things, get involved in different events happening in the school and maybe if something's happening in the school then that may be a time for refuge-ed to be around, to meet people, to meet parents, and (unintelligible) K: Mhm so to be more embedded into… T6: to be more embedded, yeah
Evaluation (data collection)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	T6: and maybe cut down on the paperwork... for the... to you know ok 'here's the information on refuge-ed' and for it to be read then there's a different thing altogether. So it's not maybe, or more a personal kind of interaction available then that kind of relationship with the school.

17.4. Wrap-up meeting St. Joseph's Christian Brothers' School – Students 1

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?

Implementation	Process (general questions)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	"N: so you know how we've been coming in every Monday and we've been doing these groups together S3: not every Monday but yeah N: Yeah most Mondays though right? I just want to know what you boys thought of them. So start by thinking… S4: yeah that was alright S1: that was good N: it was okay? S1: nah nah that was actually good S4: yeah it was fine. I enjoyed doing them and it got us out of doing work "
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ….. (interactive groups, DLG, etc.)?	
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	
			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	

		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	
		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	
			What spaces for participation does the centre/school have?	
			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	
		Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	
		Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	

| Process (general questions) | Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well? | "N: So that was your favourite part. What was the thing you liked the least in the groups? ...
S3: the tables and the _____ was horrible (inaudible word in the middle)
N: you didn't like it? Was there something that you didn't like about it?
S3: everything.
N: everything. Okay, okay ...
N: what would be the part that you didn't like the most?
S4: that would be the part where we did like the Harry Potter stuff and there was a part where you had to read and then write questions about it at the end, and that was a bit annoying
N: uh-huh
S4: as there was a big story to read and the questions were a bit confusing
N: so it was too much reading, and the questions were confusing at the end?
S4: hm hm

N: okay. S1 did you have a part that you liked the least about the groups?
S1: the least? ... Ugh when you had to read and then you do the questions and takes ages
N: the reading and the questions? So the same?
S3: ugh nah nah, that was my least favourite
N: you didn't like that either? |

			S3: definitely not, it was horrible ... N: What was, what was your favourite part of doing the groups? What was the thing you liked the most? S2: doing the science yoke with the lava lamp, the sun S1: when was that?! N: what was it you liked about that? S2: it was fun N: that it was fun? Okay. What are other things? S3 what did you, what was your favourite part about the groups or did you have a favourite part? S3: nothing. N: nothing. Okay, that's fine. "
		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	N: if we were to do the groups again, if we were to do the groups again and you could design them how would you do it differently? S4: a bit more games and less of the like... I wouldn't, I wouldn't do more of the like reading work and make it less like that frustrated N: less reading work? S4: yeah N: yeah, less reading and more games... N: okay. S1, what would you do differently if you were to do the groups again? S1: eh, make the groups better. The groups are alright yeah, but I think they could be a bit better and then cut out some of that work

N: cut out some of the work? As in what would make the groups better? You said make them better. How would it be better?

S1: just cutting out more of the work

N: okay

S4: I also think it would be better if that maybe sometimes you should let some of the people choose their own partner in the group

N: you wanted to choose your own groups?

S4: hmhm

N: yeah.

S4: only sometimes though because sometimes people would pick their friends and then they'd just start messing.

N: oh okay okay. So how do you think we should choose when people get to choose their own partner and when they don't?

S4: emm maybe one week and then not the next week and then the week after that and then yeah

N: ... S3 you said you don't like them. If you were to do them again, what would you do differently? ...

S3: I don't know

N: you don't know what you'd do differently? Is there anything you…

S3: more games

N: more games? Anything else you think would have made it better?

S3: no writing

N: no writing? Why don't you like writing? ...
S3: horrible
N: well what's horrible about it?
S3: doing questions

N: Looking back on the year, is there anything else you want me to know about how the groups went that maybe I didn't notice? Like anything you think I should know or that would be important if we were to do this in another school
S3: I wouldn't be going to another school
N: but say I was going to bring this into another school and did it, is there anything you think I should know before I did that?
S3: no
S4: depends what school you're going to
N: yeah? What do you have in mind?
S4: like if you were going to (name of other school), there's a lot of messers in there
N: oh so you think it depends on the kids? Well what would you do if you were going to (name of other school) and doing this? How do you think it would be better? Like how could you do it better?
S4: I would just not go to (name of other school)

N: okay. S2 what about yourself? If I was to do this in another school what do you think we should do differently or better or that I should know?
S2: more going outside

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| | | | N: more going outside? Yeah? Do you go outside for other things in school?
S1: yeah lots
S2: yard
N: do you like that?
S1: I go out in a few minutes as well
N: yeah? Why do you like going outside? Why do you think its like…
S4: because we get to play football and we enjoy ourselves
N: gotcha.
S1: don't have to sit inside, sitting in work while it's stunning out
N: is it hard to sit that long?
S1: awh yeah especially when it's very hot out and it's a nice day. Can't sit inside when it's a nice day
N: yeah, it's hard to do that. Okay
S1: well it's not hard, I just hate it |
| **Evaluation (data collection)** | Begin by briefly explaining what the phase is in laymen's terms
1. How were you involved in [INSERT PHASE OF STUDY]?
a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase. | |

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

17.5. Wrap-up meeting St. Joseph's Christian Brothers' School – Students 2

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS

Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?

| Implementation | Process (general questions) | Begin by briefly explaining what the phase is in laymen's terms
1. How were you involved in [INSERT PHASE OF STUDY]?
a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase. | N: What have you boys thought of the groups we've been doing?
S5: the activities were kind of like take 4 activities, and put them like work. And some of them were cooler than the others, like I'm pretty sure there was a harry potter week, I loved that one, but the other weeks were kind of just like a chore to do
N: What did you love about Harry Potter week? What was so special about it?
S5: It's because it was like, instead of work like you have to write this in English, right, it's more like game-like, like write your own potion (unclear)… like snakes and ladders but like you have to answer a maths question everytime you reach one
N: You didn't like that one as much?
S5: mmm… I liked it because it was kind of like snakes and ladders but then add maths to it and it makes the game a bit like boring

N: Do you feel similar S6?
S6: Yeah

N: S7 & S8, what did you like about the groups?
S7: like the lava lamp thing
N: Why did you like that?
S7: It was fun and it failed

N: S8, what did you think of it? What did you think of the groups? |

			S8: it was pretty good
Academic Success	School compliance / engagement at school	how do students manage a difficult task in ..... (interactive groups, DLG, etc.)?	N: Did it feel any different doing the activities with other students? Like having other students at the table (3:57) S7: Mhm, yeah S5: Kind of different because mostly if you're doing it on your own maybe you get one answer (unclear), it can be faster so it's actually better than doing it in class (researcher: oh ok) because it goes faster because if you don't know really one you ask 'hey what's this answer?' and they go, if they have it they just tell you and it's faster N: What would happen when like you were in a group and a problem came up that would be really hard to solve? How would you guys work through that together with the people in your group? S5: Um… most of the times if you're in the group (N: yeah), most of the times like nobody asked, right, but when, when they did and someone knew of course they said it because, I feel like the odds would be good

				that one of them at least gets it, so if one of them gets it, everyone gets it (N: ok), so it's faster
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	N: what do you feel? S6: (unclear) the non-autistic children … S6: It was very scary N: It was very scary? S6: yes N: being with non-autistic children? S6: yes … N: S6, do you want to talk about what you were scared of? S6: no N: no? Ok, that's fine S6: It was very scarring … N: so it was the first time you had went into that classroom? S6: yes N: did it feel different? S6: no not really if I'm being honest

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	
			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	N: What about when there was like a conflict in the group? When two students like didn't agree on something or didn't get along, what was that like? S5: I don't (other students talking unclear) I don't think there was any…

S6: We just fought

N: you just fought?

S5: No I feel like (unclear) there was only one but the teacher told us the actual answer and like ok that's better because instead of being like 'no it's this answer' 'no it's this answer' she was like 'yeah it's this answer, he's right' and it was like oh ok, (unclear), yeah it was that answer)

...

S6: There was just a lot of screaming really

N: A lot of screaming?

S6: Yeah

N: how would the screaming end? Like what would be the resolution?

S6: There wasn't one

N: S7 and S8, what did you guys think? Did you ever have a conflict in your group?

Unclear which student replies: no

S6: don't like being grouped up with people I don't really like

S5: yeah true when you got grouped up with someone you didn't like

S6: yeahhh

S6: I didn't like when…

...

N: How do you handle that? When you're in a group with somebody you don't like, what did you do?

S5: we try not to talk

				S6: oh I just, I just go to the bathroom
		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	
		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	N: And then, what do you think, like do you think the groups changed what happened outside of the groups? S5: No N: Like did you feel any differences in the classroom outside of the class or any differences outside of the… (8:30) S5: Yeah before, before it starts right everyone would be like 'oh not this again' but apart from that I didn't see that much difference N: Did you boys feel similarly? It didn't change much outside of the groups? Unclear which student replies: yeah N: And then you said that the activities changed as the time went on, do you feel that, like you guys… did you

				feel a change with the kids that you worked with or no? Did it feel like everybody kind of stayed the same but the activities changed S6: uhh, no S7: yeahhh S5: for me it does feel… N: feels like what? S5: nobody changed

	Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	N: Did you boys notice other differences too of like doing it like in a normal class activity compared to doing it in groups? Did something else feel different (4:30) S5: it depends on the activity because some activities of course we didn't do in class like make your own harry potter thing you know (student: yeah) of course we didn't do that in class. But most of the writing ones were kind of the ones we did in class (researcher: yeah) so that's why we hated it because it was just normal class. But other ones like, um like the day that we had like, my favorite thing was like, uhh the first one was a reading comprehension which I hated but then the next one was like go outside and do all the flags then the next one was like do like a kahoot, and then the next one was (unclear)… N: So it was a little like different? S5: yeah that was fun because also like we could interact outside of the class not just like stay indoors doing some work and also there were people moving everywhere in the school trying to find it and that was kind of fun S5: yeah like, it was more sometimes, so we have the Ukrainians in our class right, and like some of, in our class, some of them (other students) laugh at the Ukrainian boys being like Ukrainian (N: ok) Which is kind of like bullying but some people do that (N: yeah). So sometimes the Ukrainians think we all do that, and think that we do that, so sometimes they go to me, and

they say something weird to show them that they're superior when I don't care and sometimes they're just like try being superior when I don't care. You can try with the other, the ones that laugh at you, I honestly don't care (N: oh ok). And, it was annoying because sometimes you got paired with a lot of Ukrainians (in the groups) and then, and if they weren't like talk with you, unfortunately it was like hard communication, and they were all, all like talking to eachother it felt like, kind of like… and when they changed the group, or maybe added a person you could actually speak to it was way better

N: When they changed the group what made it better?

S5: yeah because uh when they changed the group, when you have someone you don't like or… the Ukrainians, it's not that I don't like them, but communicating with them is hard (N: yeah) as you can think. And they just all talk to themselves, to each other, and I just feel like kind of left out but I get that they can't really communicate so it's ok. And maybe they changed the group and add more, like into my group, and add more people who actually speak English, I got better because like… I feel like it should be like half group Ukrainian, half English so the Ukrainians can speak to each other and the English can speak to each other as well because if it's mixed either, if there's… and I feel like the same will happen to Ukrainian boys, if there's too much English they'll have hard communicating so the English boys will talk to themselves and the Ukranian will feel kind of left out

N: Is there a time or an activity where you either noticed or you felt that the Irish boys were able to work with the Ukranian boys and the Ukranian boys were able to work with the Irish boys? (Unclear which students: no (x2 participants)) Like is there a time that you felt that everyone was working together, no? Unclear which student: No

S5: I remember there was an activity where it was like all English except (name of student), an Ukrainian, and he was in like the corner of the table just not knowing what to do (N: yeah). And we were all doing it and the teacher was like (unclear) so we had to move someone over so we could like speak but it was hard to communicate so (N: yeah). I feel like people if there's someone which is not from, not speaking that well, because the Ukranians can speak but not that well, only they can speak with you like 'hi, how are you?' but they can't really communicate as well as I would feel for that sense when I came here I could barely communicate. Like I could maybe say 'hi' 'hello' or something like that but I couldn't really communicate (N: yeah)
...
N: Did you, to the other boys too, did you feel similarly that it ended up being the boys who were here longer working together and then the boys who got here recently from the Ukraine working together, like that those groups were separate? Or did you feel that there was times where they worked together?

S7: I don't think they ever worked (unclear)

N: what was that?

S7: I don't think they ever worked together

N: you don't think they ever worked together?

S7: Like as, the Ukrainians were working with them and (N: yeah)…

S5: I remember like in uh in 5th class right (N: yeah), no (laugh) 4th class... one of those teachers we didn't like at all because they were just really annoying. And they come, kind of like made the other boys, the Ukrainian boys, kind of like feel left out because sometimes one was giving work like 'ok to the original 4th class' like what are you saying, everyone is 4th class here (N: yeah). Maybe you say uhh the ones who… I don't know how, how could say it but not the 'original' 4th class, it feels like you're (unclear) and now the other boys

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	
			What spaces for participation does the centre/school have?	
			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	
		Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	
		Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	

	Process (general questions)	Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	S5: um so, we don't normally do like that much English and stories(?), (researcher: OK) because we actually really hate it. And so, and there's like, I hate the ones where you like 'read this and then answer the questions' that's just like a normal reading comprehension we do in class, like normal activity, like normal for us (researcher: OK). Umm like the ones where you… (unclear), I just hate the ones where you had to write things N: So it felt like, when you did the reading comprehension ones, it just felt like doing normal classwork? Just in… S5: It felt like… (unclear) like I did a test today for reading comprehension (researcher: yeah) it was exactly the same, just read, and read the thing and then answer the questions, nothing (unclear) N: Did you boys feel like similar about that? S7: Yes N: Ok so then looking back at this year, what did you not like? If you're thinking about the groups specifically, what did you not like about the groups? I know you mentioned like it was too much work… S5: At the start there was a moment you had to like move tables every time. I like, I liked the moment when yous changed it and like you stayed still and the activities moved, that was better because instead of going over, maybe there wasn't a chair in the other part so you had to bring a chair to the other part just to do

the activities. Just take the activities, bring them to the other side, that's it

N: ok, cool

S5: so that got better.

...

S5: The activities were kind of like, more at the end though, when we started doing like the ones like more fun ones started getting better because, because it was like the more the time passed (N: yeah), the better, the funner they got because the first one I remember... it was like, because it was just boring activities but then as the time passed it got a bit funner but still kind of like school work.

N: ok, ok

S5: yeah but more people are signing (study consent forms) because like a break from work and more like fun activities (N: ok) but then the first one I felt like uhh it was just (unclear) but then as it started going on it started getting funner (N: ok) but still people don't really like doing the when it does because most people would (unclear) because it's like 'oh we're coming in to do the thing' and everyone in the class was just like 'ughhh'

N: why do you think that is? Why do you think people felt that way

S5: because it's... there's more work than fun activities like the fun activities maybe is like... also and like the time span is like really short so when you're going like, when we were doing the one outside right, it was really

			fun but the thing is that you only had 10 minutes so you (unclear), and if you only did it all, it was like running everywhere, you didn't have enough time. And maybe you were doing a fun activity, you never had the time to finish that activity in the time that you had N: so you needed more time for each activity S5: yeah
		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	N: And then, if we were to do this again, like let's picture that (other researcher) and I are going to bring this to another school and do it in another school, what do you think we should do differently or what do you think we should know before we start doing this in another school? … (unclear, multiple voices at once) N: S7, you said make it funner (multiple voices at once), how would you make it funner S7? If you were going to do this, how would you make it funner for kids? S7: do more games… And less reading S6: a lot more… And fortnight …

N: How can we make the schoolwork more fun? Like how can we make it that you're still learning but still having fun

S6: More football

S7: Just mix, mix a game with a…

S5: I have a good one

N: mix a game?

S7: Like…

S6: fortnight

S7: Yeah like

S5: Yeah, every time you get a kill you have to answer a maths question

Multiple voices: yeah (unclear, laughing)

S7: That would be fun

…

S5: It was a good idea the snakes and ladders (N: ok), like I said most people didn't like it but it's learning, nobodys going to like learning something they don't like which is maths so. It, but it was still kind of fun because you added the snakes and ladders (N: ok). A really fun one that would be also maths would be like dodgeball but everytime you hit a person you have to answer a maths question for them to be out and everytime you grab one, uhhh you have to answer a question and if you don't answer the question right they're still in and your group doesn't go back

N: ok. S6 you mentioned football too, do you think it would be fun…

S6: more football

(multiple voices at once)

			S5: everytime you score a goal you get a hard N: so do you like the idea of like moving around during it? S5: yes S7: oh yeah S6: oh no, I don't like it it's just that they…
Evaluation (data collection)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

17.6. Wrap-up meeting St. Joseph's Christian Brothers' School – Parents

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS

Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

| Implementation | Process (general questions) | Begin by briefly explaining what the phase is in laymen's terms
1. How were you involved in [INSERT PHASE OF STUDY]?
a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase. | N: does anyone have any knowledge or experience with refugeed as a project before?
P3 & P1: No, no
P2: Only, only me. I have um approximately, imagination what this, but I'm not sure in all particulars how does it work and which, what will be next (N: ok). How it will be developed (N: ok)

N: so part of that is that we sent home forms with the students for their parents to um invite their kids to be involved in the project and also to invite their parents to be involved in the project. Do you remember seeing any of those forms or seeing anything that said refuge-ed on it?
(I)P3: Yes, I got it and I base it like this like consent to school
N: ok so you did consent to your child being in it?
P3: Yes
N: has your child spoken to you about it since then?
(I)P3: Yes, like but my kid does not know what is it and like when she ask him about like did you reply for any questions in this survey? He said half yes, half no
N: Ok so he's not fully sure what it is either. And then P1 and P2, do you remember seeing any forms or have your kids mentioned anything about it?
P1: Yes (unclear) forms for us and after this, not a single word
N: What was your understanding of it from the consent form? |

P1: Yes, I realised its done some research but I don't know like maybe, maybe some, what's the point of this research (N: ok). It's curious for me

N: so that wasn't clear to you?

P1: No

N: Has your son mentioned it at all?

P1: No, no

N: Ok. And then P2, do you have any memory of the forms or seeing it?

P2: (unclear) I haven't seen them (N: ok). And maybe because of my son was um very sick um quite often (N: ok), maybe

N: And, P4, we were just talking about the project I work with called REFUGE-ED. Do you remember um hearing about that project or seeing any forms from that project before
...
(I)P4: she said no, it's like first time when she heard about it because, like, her kid, like, just are now in this school and maybe in the previous year was something but like her kids are new

N: Ok. And has, um, your son mentioned anything about it to you before, about someone coming into the classroom or working in groups?

(I)P4: Yeah, uh, S said yes like, yes in general but like without any detailsgeneral and like, what is the role in this project for parents?

				(I)P2: P2 started, said actually uh, like, I understand it's like the role of parents in this project it's like just be part of this connected, connected and united (unclear). And be like, uh, be on the middle of interaction between, between school and kids. Like in general and like, what is the role in this project for parents? N: (provided explanation of role of parent)
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ..... (interactive groups, DLG, etc.)?	
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	
			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	

		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	
		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	
			What spaces for participation does the centre/school have?	
			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	N: Do any of you recall being invited into the classroom? (I)P4: Yes H: For me it's a little bit difficult because I have a job and it's not, not so easy to have some free time on working days so sorry ... N: For the other folks on the call, did something make it challenging to engage with the project or is there something that would have made it easier for you to be a part of the project? (I)P3: P3 said thank you very much for it P1: maybe sometimes kids, kids have some answer um some questions we didn't ask our kids like, sometimes we, we just, just look and it looks like everything is ok but if, if you ask kids questions like 'are you ok', 'are you feel pain', 'are you feel something', maybe this answer will be very interesting, very informative for us. N: Ok, yeah. So kind of you want to know more about (P1: yes) how your kids are feeling… P1: yes, yes (N: yeah). Maybe, maybe when, when he is at school maybe his answer will be different, not like at

				home, not like for me (N: yeah). So probably I want to know about it N: yeah, that makes sense.
		Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	
		Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	

	Process (general questions)	Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	(I)P3: P3 said like it, started um like, everytime when we will have a focus group in the classroom it's actually, it's like can be more more suitable like to before that maybe get equations or topic of this conversations in groups and parents can explain to kids like what is it and it can be like more involved, like involved parents into this process. Because P3 said I'm not sure maybe parents have like own tasks to do and like not every time can be suitable to come into the classroom and it's, it's, would be beneficial to just explain for kids what is it. (Pause for translation) Actually, P3 said, yes it's like everything, maybe, maybe it's a good idea to uh take a photo with responses (unclear) like from kids and send it to parents and parents can discuss about it like at home

P1: maybe sometimes kids, kids have some answer um some questions we didn't ask our kids like, sometimes we, we just, just look and it looks like everything is ok but if, if you ask kids questions like 'are you ok', 'are you feel pain', 'are you feel something', maybe this answer will be very interesting, very informative for us.

N: Ok, yeah. So kind of you want to know more about (P1: yes) how your kids are feeling…

P1: yes, yes (N: yeah). Maybe, maybe when, when he is at school maybe his answer will be different, not like at home, not like for me (N: yeah). So probably I want to know about it

(I)P4: P4 said actually, uh, P4 said I'm like, my my kids are new to this school and I don't know a lot about this project but like I can propose maybe it could be good solution to (unclear). Like um, to like do much better connection between parents and like this project. We can use, use it to chat by email maybe like from project maybe like someone can send some questions like, for example, like 'how it, how is everything working in school?' maybe my kids like, maybe 'your kids like have own space at home?' Something like, but keep connected by email as well.

(I) P2: And P2 said actually um like yes, yes it's a good idea. Maybe we can schedule like, schedule like, make schedule to parents to and invite parents, like maybe 2 of them every, like we can make schedule for every

week and invite 2 parents for every, for every week to this focus group and it's, it could be, it can work

N: Ok so like more regular communication (I: yeah more regular...) and stay in touch

N: Ok, are there other ideas too of how the project could have better reached parents or what would have felt most helpful to you as a parent knowing about this project now?

...

(I) P2: P2 said, it's like really can be more beneficial and useful, to, to kids and parents to (unclear) and include it in this project in general. It like, can be super good.

(I) P2: P2 said maybe do you have any, any example how it really works, maybe, do you have like already, basic, basically on your experience, like previous time, previous year, maybe you have already, you have already like what really works, what really not works, like in reality, maybe can you share like, your, your (unclear) about this process for future?

N: Ok, yeah so you want to make sure that whatever we're doing (I: yeah), it's clear that it works. Ok, yeah. The project um was based on uh programs that have been shown to work in other contexts which is why we used it here. But that makes sense, that that information clearly didn't reach you all which is part of what we can improve, right, is making sure we're sharing with you all what we're doing and why we're doing it too.

N: Does anyone else have any ideas on what they think could be most helpful when doing research like this that is meant to help the social belonging and wellbeing, specifically of migrant and refugee youth?
(I) P2: P2 said, uh I have an idea, maybe, maybe parents can be included as a part of classroom. Like can be invited like to do a special, special like lesson for kids (P2: curriculum), yeah (N: yeah), (P2: and taking part in curriculum), and can be like propose and discuss topics to do this, to do this lesson like together with teachers, and can be like included in this process, like like maybe, like part of, part of classroom time and it can be like, it can be beneficial as well
N: Thank you P2, I really appreciate that. Does anyone else have any other ideas too of what they think could be helpful to support um, that aims to support refugee and migrant kids with wellbeing and being in the school

Regarding consent forms & surveys
P2: But we can not sure if they (students), uh, if they read the, all questions attentively (UP: correct, multiple laughs), understood absolutely all questions and realised what are they asking for, what the answer they should give
(I) P3: Uh P3 said, uh, said actually for my son it's like, it's really works but maybe it can be half of these forms and half of these questions can be oral, can be verbal. Because sometimes, uh, sometimes it's too hard to keep concentration on these forms, like for kids, and

			like maybe for youngest, youngest, youngest kids can be, can be like more, more verbal and for oldest can be more, more (unclear) on the papers O: their reading skills are not… (I) P2: Yeah P2, P2 said I'm not sure maybe like kids, these surveys, surveys and forms were used for kids like in 2nd and 3rd class, and their, their don't have like enough, their don't have good skills, like reading skills (P2: and understanding), and understanding, understanding context
Evaluation (data collection)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

18. Annex VIII: Sweden

18.1. Wrap-up meeting Mölndal/Åby

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	Involved in parents focus groups Involved in teachers interviews lack of time to be involved in the COPL meeting 1 time a week is not enough
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	Giving parents and children a safe space to express their needs and their worries Needs Analysis reflect the problems on the ground that institutions try to avoid

	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	lack of time and funding to make it possible for better participation in co-creation process, changing of participants overtime because of moving or migration reasons. institutions refuse to acknowledge problems
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	co-creation process should start early, teachers or parents trained to lead the cocreation process pre set relation with authorities and schools before start co-creation possess
Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	Involved as Teachers, Volunteers and parents in training

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	The training was good, concrete and professional. setting and training environment and organization was good. Diversity of participants was good. Space to learn practice and interact. Language friendly. Getting support from Refuge-ed staff. Access to knowledge information and material was good. being able to apply training directly in classroom setting or in life.
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	Long time in weekends outside working hours. Too much information in short time. no time to prepare or read material beforehand. Not enough mockup sessions to practice the training before implementation. Not being able to see the training practices in person or in actual setting or participate in study visits Not being able to do the training within working hours. No compensation for the training time.

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	Training is part of working time. compensation for training time. participation in study visits. More time to practice with professionals and try methods.

Implementation	Process (general questions)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	Teachers, Volunteers and parents to implemnt the actions
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ..... (interactive groups, DLG, etc.)?	Students has been able to manage all tasks, at first time it was confusion then they start to do it with no difficulties. student tendency to receive information only without participating in find the answers or giving opinion was obvious and it had to be changed every time then come back to class because this is the way they use in there day to day school
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	Yes, there is big difference from a regular class, expressed by the students and their parents. student with learning difficulties where able to be part of the group and get support from there beers. Braver to express answers even if it is wrong, more active participation in classroom, better results in tests, fast educational improvement.

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			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	Development of social skills, such as communication, empathy, and cooperation. These skills are crucial for fostering positive relationships and promoting integration among migrant and refugee children. When students feel socially connected, they are more likely to participate actively in classroom discussions, collaborate with peers, and engage in group projects, all of which contribute to their academic achievement. students' self-esteem improves, with encouragement and recognition for their efforts they develop a positive attitude towards education. (SEAs/MHPSS) support components address the learning gaps resulting from interrupted education. With the individualized learning plans it help migrant and refugee children catch up with their peers and thrive academically.
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	Yes, it have a positive impact on class attendance, and students commit to attend all classes in the end if it is up to them not to their parents circumstances as this is not school environment but community center where some parents has to come from far areas. parents circumstances. some parents has to come from far areas.
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	children develop resilience and cope effectively with the challenges they face. For example, teaching mindfulness techniques and beers support helped

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				children reduce stress and anxiety, promoting their overall well-being. -Increased self-esteem and self-confidence: the sense of self-worth and empowering children. By recognizing and valuing their strengths, skills, and cultural backgrounds, these practices boost children's self-esteem and self-confidence. This, in turn, positively impacts their overall well-being and motivates them to engage actively in learning and social activities. -it develop social skills, empathy, and cultural understanding, enabling children to build positive relationships with peers and the host community. When children feel a sense of belonging and connection, their overall well-being improves as they experience acceptance and support.
			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	children develop resilience and cope effectively with the challenges they face. For example, teaching mindfulness techniques and beers support helped children reduce stress and anxiety, promoting their overall well-being. -Increased self-esteem and self-confidence: the sense of self-worth and empowering children. By recognizing and valuing their strengths, skills, and cultural backgrounds, these practices boost children's self-esteem and self-confidence. This, in turn, positively impacts their overall well-being and motivates them to engage actively in learning and social activities. -it develop social skills, empathy, and cultural understanding, enabling children to build positive relationships with peers and the host community.

				When children feel a sense of belonging and connection, their overall well-being improves as they experience acceptance and support. the group was almost from the same cultural background and speaks the same language with few exceptions
		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	Not enough time to see or notice this change because kids going back to normal classrooms in their schools
		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	Students relate to each other through collaboration, peer support, improved communication skills, increased self-awareness and empathy, conflict resolution. These activities foster positive relationships, teamwork, and a supportive learning environment.
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	Yes, the practices have resulted in positive changes in children and young people's relationships, including increased empathy and understanding, enhanced communication skills, strengthened peer support networks, improved conflict resolution abilities, cultural appreciation, and positive peer interactions.

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	During successful educational actions and MHPSS activities, students, including those from vulnerable groups, participate actively in class. They contribute their thoughts, ideas, and perspectives, supported by a safe and inclusive environment. Tailored support, encouragement, culturally sensitive approaches, and individualized attention ensure their engagement and active involvement. the group was almost from the same cultural background and speaks the same language with few exceptions

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	Yes, participation in REFUGE-ED activities has the potential to improve the sense of belonging among children. Through a supportive community, cultural appreciation, recognition of individual strengths, and connections with peers, children develop a stronger sense of belonging and find a space where they feel understood and valued. children experiencing this feelings only in the community center ands experience deferent feeling in their schools
			What spaces for participation does the centre/school have?	the Åbe community centers typically offer spaces for participation such as multi-purpose rooms, recreation, arts, cultural, learning and education activities, meeting and gathering spaces, outdoor spaces, health and well-being activities. limit access to these spaces, only one day a week.
			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	The practices implemented in community centers have increased the quality of the already self organized activates organized by the volunteers and community it led to more involvement by encouraging participation, fostering a sense of ownership, strengthening community networks, improving communication and collaboration with authorities, getting more trust in self organized activities from authorities, by empowering families. These practices have positively influenced the relationship between self organized group currying the activities with families and authorities, creating a sense of trust, mutual respect, and shared goals.

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			Need more long term involvement and to include more actors that can sustain this relation.
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	These practices help migrant and refugee children feel part of the community center by providing spaces for dialogue, representation, and engagement. They validate their cultures, foster peer support and connections, having mentorship and role models, and involve their families for integration. not enough time to see these results on long term
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	Yes, the implementation of practices positively impact students' perception of the school, teachers, and peers. Inclusive practices create a welcoming and supportive environment, . Teachers who implement these practices are seen as caring and supportive, fostering positive relationships. Inclusive practices also promote acceptance among peers, shaping a positive perception of their classmates.

	Process (general questions)	Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	a lot of evaluation and studies that made teachers and children overwhelmed. changing population. -lack of resources for the volunteers and teachers. -limited training and time for trainings. -resistance to change form authorities. - insufficient collaboration from stake holders and authorities. -for the center and the volunteers, sustainability concerns: The long-term sustainability of the practices can be a challenge including securing ongoing funding to continue the activities, staff commitment, and continuous improvement efforts.
		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	comprehensive planning for the start of the project with teachers and volunteers. -adequate resource allocation to compensate teachers and volunteers for time. -training and capacity building should a locate more time for it. -involve teacher and volunteers in study visits. - ongoing monitoring prosses instead of a lot of evaluation forms. from the start of the project develop a sustainability plan from the outset to ensure the longevity of the implemented practices. This plan should consider long-term funding strategies, staff training and retention, and strategies for integrating the practices into existing

			systems and structures in local institutions or organization (long term).
Evaluation (data collection)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	Clear objectives and indicators, a combination of qualitative and quantitative data collection methods, regular monitoring, tailored and questions , language friendly
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	difficult language. -not sensitive to migrant family's situation in Sweden. -many evaluations and Overwhelmed long ones. -not child friendly. - resource constraints and timing/continuity issues - communication and utilization of findings, teachers, parents, and children are not part of the findings or not informed with the findings.
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

18.2. Wrap-up meeting Vänersborg Intercultural Centre

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
Needs Analysis and co-creation		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	i. meeting families, teacher, volunteers and SGN staff members and discussion about the potential need to adressed during the pilot implementation worked well. ii. We have identified the challenges ahead of children academic success, wellbeing and sense of belonging and throughout the process of co-creation we managed to prioritize those common need in both pilot settings in order to work upon throughout the course of pilot implementation.
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	Dicussing with families and children worked well, they shared thier thought and experience as refugees and as asylum seekers and the challenges that they

		face with integration and thier children quality education.
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	how to make Refuge-ed a sustainble program by integrating the methods into education system in the local and national level. To engage more in dialog with politician, stakeholders and civil society organization in taking a holistic approach to address the common challenges that children with migrant background face in Sweden
Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	We have received SEAs and MHPSS training in two separate occasion in which we learnt new knowledges, methods and practices that enabled us to support a child in a distressed condition and how to support children promote wellbeing, sense of belonging and academic success

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	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	We have received MHPSS training to gain the following; - To gain an understating of mental health and psychosocial support and the role in places in learning environments. - To understand the impacts flewing from war, poverty and conflict on students and themselves, and how those may manifest differently. - To develop strategies to promote wellbeing and address distress in their students, classrooms, and themselves. Discussion, group work and team up practices was fantastic and help us learn a lot in how to support children in term of thier wellbeing, sense of belonging and academic success.
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

Implementation	Process (general questions)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ..... (interactive groups, DLG, etc.)?	Children engaged in dialog in different topic including literature and mathematics and everyone tried to take part in the discussion …
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	There were children in the beginning who had difficulties participating in a group activity either SEAs practices and MHPSS activities, after a few session that we worked with them, it was happened to be more socialized and could be able to express themselves.

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	There were many plays condacted to improve health and psychological well-being, social development, emotional development, and child protection from a source named Right to Play. It help children in destress condition by having a happy moment with other children.
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	Active Participation: One of the key factors contributing to the success of educational actions and the MHPSS action pilot project is active participation. When students actively engage in their learning process, their motivation and enthusiasm increase, leading to better academic performance. The project's design encourages students to take an active role in their education, fostering a sense of ownership and responsibility. By involving students in decision-making processes and providing them with opportunities to contribute to their learning environment, the project promotes a culture of active

				participation that benefits both students and educators.
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	The successful educational actions and the MHPSS action pilot project have a profound impact on both the wellbeing and academic success of students. By prioritizing mental health and psychosocial support, the project ensures that students' emotional needs are met, creating a foundation for their overall wellbeing. When students feel emotionally supported, they were better equipped to handle academic challenges and perform to their potential. The project's emphasis on active participation, happy moments, and social interaction further enhances students' motivation, engagement, and academic achievements.
			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	
		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	The expectations were high among families and children, as addressing the numerous challenges related to children's education, living conditions, and overall asylum status has a significant impact on their well-being. While it is not an easy task to tackle these issues comprehensively, the outcomes of the pilot action have indeed met the expectations to some extend such as creating a meaningful free time after school.
		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	Children engaged in an egalitarian dialog, and democratic process which was based mutual respect and understanding.

			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	Over the course of pilot actions the conflict between children dramatically reduced. Building relationship and sense of belonging to each other by sharing space and take part in group activity.

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	There was a weekly program in each pilot settings SW2 and SW3 where children had participating after school. We had providing refreshment like something to eat.

Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	
	What spaces for participation does the centre/school have?	
	In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	Families have played a significant role in political activities by facilitating interactive groups and organizing engaging activities for children.
Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	we have found out that when children feel emotionally supported, they were better equipped to handle academic challenges and perform to their potential. The project's emphasis on active participation, happy moments, and social interaction further enhances students' motivation, engagement, and academic achievements.
Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	

	Process (general questions)	Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	The process of Dialogic literacy gathering, and interactive group activities work pretty well. However, the SGN pilot setting was in a non-formal education center and asylum camp, and the children attended the activity after school. They have been tired already and it was hard for them to engage in educative activity rather they were more interested in MHPSS activity more than SEAs, such as playing together and painting.
		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	SEAs need to be adapted into each country's context. In our initial dialog with municipality, it was understood by them that if the inclusion and sense of belonging of children particularly migrant children is concern, there is method already in place to promote wellbeing, academic success, and wellbeing. It was not found by the municipality that SEAs is novel idea rather it is a different approach. Therefore, school administration was not interested to cooperate with pilot and to adept SEAs actions. And therefore, it will challenge the sustainability of the action. SGN pilot settings were non-fromal education center and asylum accomodation center where we have practiced MHPSS and SEAs.

Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	The successful educational actions and the MHPSS action pilot project demonstrate the crucial role of fostering wellbeing and academic success in educational settings. By promoting active participation, creating happy moments, and encouraging social interaction, the pilot activities has achieved remarkable outcomes. Students and families have experienced the positive effects of these initiatives, leading to improved academic performance, enhanced emotional wellbeing, and a sense of belonging. As we continue to prioritize mental health and psychosocial support in education, these successful actions serve as a testament to the transformative power of holistic approaches to education. Children who experienced distressing condition in be gaining, over the course of pilot they have become more calm and relaxed over time as result of MHPSS activities. Sense it was only a pilot action, the long term impact is much depended in developing a sustainable approaches to education in general but particularly for children with migrant background.
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	Strategic cooperation in the local and national level was challenging

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

D3.3 Final Activity Reports

Pilot actions in institutional care

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D3.3 Final Activity Reports

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	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (TCD)
	RED BARNET (STCD)
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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

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Table of Contents

1. Introduction

The present report (subdivided into three ones) is framed under Work Package 3, *'Implementing pilot actions in three distinctive settings'*, and comprehensively presents implementing partners' trainings, implementation and evaluation results. It follows up on the interim report (D3.2) (which covered all the activities conducted until October 2022), primarily focusing on the needs analysis conducted, as well as on the process of co-creation and continuous training of the practices (Successful Educational Actions -SEAs- and Mental Health and Psychosocial Support -MHPSS-).

It is aimed at presenting the pilots' implementation progress, considering each centre's specificities, and at providing a more holistic picture of the impact of the SEAs and MHPSS practices in the centres. The findings presented in Chapter 8 derive from quantitative and qualitative evaluation (WP3, WP4). Quantitative and qualitative evaluation was implemented in at least two strategic time points of the project (beginning and end of implementation). The former was realised through distributing questionnaires; the latter was organised via interviews, focus groups, wrap-up meetings and/or open assemblies. The final part of the report summarises the impact analysis of effective practices in education and mental health on the integration of migrants and refugees, previously identified through a co-creation process with end-users.

Three reports were developed in the context of D3.3 -one per pilot site category (Schools, Hotspots/Reception and Identification Centres and Institution Care Facilities)- gathering information regarding the implementation and evaluation of the process followed and the interventions in general. The three transnational activity reports were developed by KMOP, with the contributions of all partners involved.

Important to highlight is the fact that the present reports only gather information of the activities conducted by June 30, 2023 (M30). This does not involve by any means that our commitment and activities at the pilot sites are over. As part of the co-creation process, we are in continuous communication with all 46 pilot sites to define in which ways the consortium continues providing support, providing training, support, monitoring until the end of the project and beyond. The Communities of Practice and Learning are playing a key role in doing so. This means that the implementation of SEAs and MHPSS practices will continue being conducted beyond the project as they can be done without additional funding, being sustainable, of course, if the main actors operating at the site decide to do so. The same can be said with the evaluation and monitoring of the social impacts achieved. Besides, further analysing the quantitative and qualitative evaluation data already collected, in the format of scientific publications and other, the consortium plan to continue gathering qualitative information to fully grasp all the social transformations that are occurring at the pilot sites level. As it can be seen in this report, the identification of the social impacts generated by the project needs from a mixed methods strategy, combining both quantitative and qualitative, but even it is more important to be conducted from a communicative methodology perspective, meaning that all the actors without exception are fully heard, especially children and their families.

The present document summarises the information on the pilot actions implemented in institutional care facilities in Spain and Italy, as well as the evaluation of the impact of these practices on children's smooth integration in the community.

2. Abbreviations

TABLE 1. ABBREVIATIONS

Abbreviation	Definition
UAM	Unaccompanied Minor
SEA	Successful Educational Action
MHPSS	Mental Health and Psychosocial Support
DLG	Dialogic Literary Gathering

3. Key contextual information about the participating pilots

TABLE 2. KEY CONTEXTUAL INFORMATION FROM THE PILOTS

Country	Pilot site	Rate of migrants/refugees in the pilot site	Specific information
Spain	CEPAIM	Approximately 178 adults and 182 children (main nationalities: Spain, Colombia, Nigeria, Algeria, Ecuador, Pakistan, Romania, Argentina, Senegal, Honduras, Venezuela, Morocco, The Netherlands, Equatorial Guinea, Peru, Congo, China, Ecuador, Ukraine, India, Syria)	CEPAIM is a foundation that offers, among other things, an after-school programme. Children and adults may participate in more than one program so the actual figures of people attended may vary.
Italy	Casa di Giuseppe – Centre for Unaccompanied Minors, Vittoria (RG)	11 male unaccompanied minors	From: Gambia, Guinea, Mali, and Bangladesh Main spoken languages: Bengalese, French, Mandinga as UAMs' mother tongues, Italian and English as vehicular languages
	Casa dei Mirti- Centre UAM	Approximately 15 children. Nationalities: Tunisia, Gambia, Ivory Coast.	This centre has replaced Centro Freedom.
	Comunità Arcobaleno - "GAP Senegal - GAP Gambia" (cooperativa LiberaMente) – Centre for unaccompanied minors in Palermo	The Centre hosts male unaccompanied minors aged between 15 and 17 y.o., and newly 18 years old youth. The "Apartment Group Senegal" hosts 6 unaccompanied minors: 2 Tunisians, 1 Ivorian, 1 Bangladeshi, and 1 boy of 18 y.o.	The staff consists of: 1 responsible for the centre, 1 social support expert, 1 lawyer, 1 social worker for the night time, 3 educators. Language and cultural mediators are called upon needs.
	CPIA Palermo 1	Approximately 29 students.	Main nationalities: Somalia, Kenia, Uganda, Senegal, Morocco, Tunisia, Egypt, Bangladesh

4. The co-creation procedure

4.1.1. Spain

During all the assemblies and meetings organised, the needs of the centre were examined by the REFUGE-ED team and the beneficiaries, enhancing the participatory approach of the session and ensuring the active involvement of the group. The next steps were presented and co-decided by the two parties. To systematise the information needed for planning the training, an online survey for the pilots was prepared, in which the interests and content of the training, previous experience and the availability to conduct the training were specified. Educators and staff expressed their interest in the research findings and the future steps to overcome the current challenges. As CEPAIM was not familiar with SEAs and MHPSS trainings, AUB made sure all information was available for the centre and the steps of the project were clear, so they could effectively be involved in the decision-making. Separate site assemblies were held with educators working in the centre and with the children. Open questions were made in this assembly so the staff could answer what they thought they needed and

what they would like to be doing in the centre to improve what needed to be changed. Through this process, the participants agreed to focus on the implementation of Dialogic Literary Gatherings and Interactive Groups.

In this process of implementation, co-creation has been present in every step. The REFUGE-ED Team has always given CEPAIM staff members all information on the project, the different phases, the goals of each action, suggestions on the best way to carry out the implementation, and relevant information, but the decisions have been taken together, and the project actions have always adapted to CEPAIM's views and needs. For that reason, training and implementation paces have been modified over the course of implementation, to make the process as useful as possible for the pilot site.

4.1.2. Italy

The co-creation procedure was granted by the active participation and the co-decisional approach including pilots in all the different stages of the project. Generally, prior to the implementation, an assembly took place for the presentation and discussion of the findings of the need analysis, realised during the previous project phase and the introduction of the assembly members to the SEAs methodology. Hence, participants, especially educators and teachers, had the chance to study the practices and choose the most appropriate ones to address their needs. SEAs implementation was also adapted to each different context because of language and institutional barriers and because of the high turnover of the educators; at the same time, children also requested some changes. However, even in this case, dialogue, peer support and active engagement have been the guiding principles of the action. The Successful Educational Actions chosen by the pilots were Dialogical Literary Gatherings and the Dialogic Model of Prevention and Resolution of Conflicts.

5. Training in pilot sites

5.1. Successful Educational Actions (SEAs)

TABLE 3. SEAS: TRAINING

Country	Pilot site	Dates of training	Target group	Place	No. of Participants
Spain	CEPAIM	04/07/2022 17/02/2023 22/02/2023 27/02/2023 02/03/2023	Educators	Valencia, Spain	15
Italy	Casa di Giuseppe	26/10/2022 17/11/2022 24/11/2022	Teachers	Acate, Italy (online)	6
	Comunità Arcobaleno - "GAP Senegal - GAP Gambia" (cooperativa LiberaMente)	20/01/2023 25/01/2023	Teachers, educators	Italy (online)	11
	Casa Dei Mirti	13/02/2023	Teachers, educators	Palermo, Italy (online)	8
	CPIA Palermo 1	16/01/2023 23/01/2023 25/01/2023	Teachers	Italy (online)	6

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5.1. Mental Health and Psychosocial Support (MHPSS) practices

TABLE 4. MHPSS: TRAINING

Country	Pilot site	Dates of training	Target group	Place	No. of Participants
Italy	Casa di Giuseppe	23-24/03/2023	educators	Acate, Italy	25
	Comunità Arcobaleno - "GAP Senegal - GAP Gambia" (cooperativa LiberaMente)	20-21/03/2023	Teachers, educators	Palermo, Italy	18
	Casa Dei Mirti	20-21/03/2023	Teachers, educators	Palermo, Italy	18

The MHPSS training in **Spain** was conducted through a first 2-hour online video session that introduced the basics of MHPSS, MHPSS for children and caregivers, the impact of migration and the refugee experience, particular MHPSS interventions and basic psychosocial skills. This training was accompanied by a worksheet that could be done individually, in pairs or in groups. The video also included links to other MHPSS materials, for those interested in further training. The video was sent to CEPAIM on April 12, 2023. The members responsible for the project have distributed the MHPSS video training and worksheet elaborated by REFUGE-ED to all teachers in the school. However, schools do not have a registration on how many educators have started or completed the training.

6. Implementation of SEAs and MHPSS practices in pilot sites

6.1. Successful Educational Actions (SEAs)

TABLE 5. SEAS: IMPLEMENTATION

Country	Pilot site	SEAs implemented	Topic/subject	Frequency	No. of beneficiaries
Spain	CEPAIM, Spain	IGs, DLGs	Maths, Literature, English	Daily (IG)	20 students (11 to 16 years old)
Italy	Casa di Giuseppe, Italy	DLG	Literature	weekly	18 minors
	Comunità Arcobaleno - "GAP Senegal - GAP Gambia" (cooperativa LiberaMente), Italy	MDPRC		weekly	12 minors
	Casa Dei Mirti, Italy	MDPRC		weekly	5 minors

	CPIA Palermo 1, Italy	DLG	Literature	weekly	39 students

The **Spanish** pilot site, CEPAIM, had an afterschool programme during the school year (September to June), and has implemented Interactive Groups. In July, CEPAIM offers a summer camp with diverse activities. In July 2023, they will be implementing Dialogic Literary Gatherings with groups of students from 5 to 16 years old.

The SEAs implementation within the Institutional care facility for UAMs in **Italy** required some adaptations due to the high turnover of educators and children, the level of language skills and UAMs traumatic past experiences. Despite this, SEAs, especially DLGs and the Dialogic Model of Prevention and Resolution of Conflicts, have contributed to the enhancement of their linguistic skills and well-being. The practices allowed them to talk about their journey to Italy, share their stories and feelings, and experience a new way of being together through the establishment of shared rules. The Dialogic Model of Prevention and Resolution of Conflicts was integrated with the "garden methodology" in Comunità Arcobaleno "GAP Senegal - GAP Gambia". Specifically, in order to set rules of living together to solve and prevent conflicts, CISS' tutor, educators and UAMs used plants and implemented activities of taking care of them as metaphors of life and living together (a specific toolkit available in Italian was created).

6.2. Mental Health and Psychosocial Support (MHPSS) practices

In contrast to SEAs, which can be implemented regularly and at specific times and thematises, MHPSS practices may be implemented unexpectedly and depending on the current needs and trends of each pilot site and its community members.

From the MHPSS training carried out in CEPAIM, **Spain**, it remained evident that there is a growing need for the educational community (teachers and families) to address mental health issues. The training has contributed to self-awareness of the importance of mental health for learning and the students' quality of life. It should be noted that, unlike SEAs, the implementation of mental health and psychosocial support practices could not be counted, as educators have considered aspects learned during the training without this being reflected in a specific activity.

7. Establishment of a peer learning and support scheme

7.1. Support scheme provided to the pilots' implementation

7.1.1. Support and assistance in SEAs and MHPSS by UAB and PSC Centre

Considering that one of the key aspects of the project is related to the process of co-creation of knowledge between the different actors (teachers, professionals, families, children, minors, organisations, and relevant stakeholders), Communities of Practice and Learning were created in each pilot centre in the framework of REFUGE-ED. The objective of the communities was to develop a peer learning and support scheme that would allow the exchange of experiences and useful tools leading to the improvement of the SEAs and MHPSS implementation. In this sense, the project sought to strengthen the bonds of the communities through different mechanisms.

As for the support scheme provided to the pilots' implementation concerning the SEAs, the Autonomous University of Barcelona (AUB) consistently offered and helped sessions for the implementation partners, for the later to address and attend their pilots' needs in a better way. The AUB team conducted at least two rounds of sessions with the partners, i.e., 12 supportive sessions for all pilot site categories.

7.1.2. Support provision to pilots through ad-hoc sessions

Monthly communication has been established between the **Spanish** pilot site and the national REFUGE-ED team, through various channels, so the latter could supervise the project's implementation. Apart from the standard communication, the AUB team met with the educators in February 2022, visited the centre in July of the same year, organised a coordination online meeting in February 2023 and revisited the site in March 2023, to resolve potential doubts in relation to the implementation.

In **Italy**, the support to the pilot sites has been mainly provided by the SEAs tutors, who, in most cases, were present during assemblies, training and the SEAs implementation. This meant a great help to the people involved in the implementation. Tutors have also supported pilot sites through frequent meetings to assess the implementation of SEAs and give suggestions in case of difficulties.

7.2. Social media group for the Community of Practice and Learning and Team building activities at pilot level

In parallel, a Facebook group (FB) was created for all pilot schools in the countries participating in the project[1]. Its aim was twofold: 1) to provide immediate assistance and support to teachers, educators, and professionals by SEA and MHPSS experts, 2) to promote the exchange of experiences and helpful material among the members of the centres and to promote interaction and further co-creation of knowledge among peers. Facebook's simultaneous translation allows group participants to communicate with each other, regardless of the language they speak. So far, 30 people have joined the group, including educators and professionals from the pilot centres, SEAs and MHPSS experts, and those accompanying the centres' implementation. Along these lines, this space will lay the foundations for establishing a transnational Community of Practice and Learning on the platform.

Since the creation of the general FB group coincided with the Italian group, Italy opted to keep the national group open for a few months to allow members, especially teachers, to get confident with this second tool. The REFUGE-ED Italia Facebook group[2] has so far 28 members, among universities professors, teachers and educators of the pilots and school tutors of the project. The group has mainly been used to promote seminars, conferences, and information about the projects and specific tools to use, i.e., Psychological First Aid (PFA) materials and MHPSS training. The group will be active until the beginning of the school year 2023-2024, after which it will be transferred to the general one.

In **Italy**, teachers and educators of UAM Centres enrolled in the Facebook community and got access to all the additional materials on MHPSS that IRC provided through the established community. They were also able to know other SEAs and their implementation in other pilots thanks to the sharing of experiences. Challenges have arisen in achieving the group's full involvement in the social network.

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[1] The general Facebook Group is available in the following link: https://www.facebook.com/groups/6318505458179012

[2] The Italian Facebook Group is available in the following link: https://www.facebook.com/groups/629573128998037

8. The impact of SEAs and MHPSS practices on children and the community

8.1. Evaluation process

Unfortunately, no standard evaluation process was carried out in **Spain**. Baseline quantitative evaluation was gathered in July 2023, but a follow-up evaluation could not be completed for two reasons. Firstly, because the REFUGE-ED timeline evaluation could not merge with the implementation timeline of CEPAIM, as actions have not yet been fully and intensely implemented, little impact could have been gathered. Additionally, the dynamic of CEPAIM, an after-school programme and a summer camp, has made it difficult for educators to find a date on their tight schedule to conduct wrap-up meetings or interviews. For that reason, qualitative analysis of the project's impact has not been possible for this report and is pending.

TABLE 6. EVALUATION PROCESS

Country	Pilot site	Evaluation method	Date	Topic/subject	No. of Participants
Spain	CEPAIM, Spain	Baseline questionnaires	Dec 2022-Feb 2023	Pre-assessment	20
Italy	Casa di Giuseppe, Italy	Wrap-up meeting	7/06/2023	Feedback and insights about SEAs implementation and the whole project	18
	Comunità Arcobaleno - "GAP Senegal - GAP Gambia" (cooperativa LiberaMente), Italy	Wrap-up meeting	30/05/2023	Feedback and insights about SEAs implementation and the whole project	7
	CPIA Palermo 1, Italy	Focus Group	13/02/2023	Feedback on first period of implementation	5
	CPIA Palermo 1, Italy	Wrap-up meeting	29/05/2023	Feedback and insights about SEAs implementation and the whole project	10

8.1.1. SEAs

As for the **Italian** centres, during the implementation of the Dialogical Literary Gatherings (DLG) and the Dialogic Model of Prevention and Resolution of Conflicts, several topics have been discussed: journey to Italy, living within the UAM centres, difficulties arising from the cohabitation. They have been implemented with some adjustments to best address the needs and the specific contexts. For instance, Casa dei Mirti pilot chose together with the tutor to implement the SEA outside of the

centre in a nearby cultural space. Comunità Arcobaleno, on the other side, decided to follow the tutor's suggestion and carry on the practice through gardening activities. Casa di Giuseppe, instead, decided to implement DLGs during the Friday morning hours dedicated to the Italian language, and this helped teachers and educators to have a new attractive tool for UAM to learn Italian. However, educators remarked on the difficulties of reading classics due to UAM's low proficiency in Italian. They suggested doing DLGs for newly arrived UAMs by also using more visual tools, such as videos and movies. Educators from Comunità Arcobaleno and Casa dei Mirti confirmed that the Dialogical Model of Prevention and Resolution of conflicts helped children stay together in the same space and start learning sharing and supporting each other. However, the implementation time was small, and all educators from the three centres agreed that these practices could make the difference among UAMS if applied for a longer period. As regards the Adult education centre, CPIA Palermo 1, the implementation suffered of the type of time organisation, the size of classes, and the high turnover of students. Nevertheless, the Dialogical Literary Gatherings showed positive results, particularly in one class, where students gathered to read and talk about their feelings in a safe space.

Regarding the pilot in **Spain**, a wrap-up meeting or an open assembly is still pending in CEPAIM.

8.1.2. MHPSS practices

As regards MHPSS, the **Italian** pilot sites benefited from the face-to-face MHPSS training on Psychological First Aid (PFA) held in March by the ICRC experts. MHPSS practices could not be integrated into the SEAs and evaluated due to the lack of time. Nevertheless, educators appreciated the content of the training, and they tried, thanks to the support of the CISS' tutors, to apply some techniques learned when needed in the centres. Furthermore, educators requested to have more MHPSS training to be able to apply PFA autonomously in their centre.

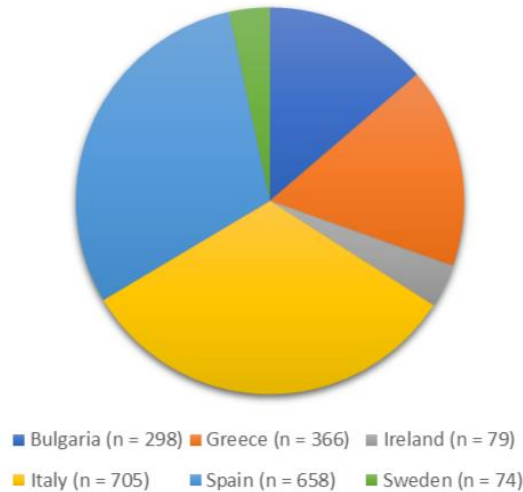## 8.2. Quantitative data

8.2.1. Method

DESIGN

This component of the REFUGE-ED evaluation involved a non-experimental, pre- and post-intervention survey design with youth participants of REFUGE-ED. Each survey included a section to generate a unique participant identifier code, as well as relevant socio-demographics and measures of the four common outcome variables for REFUGE-ED: perceived social support, a sense of belonging to the pilot site, well-being, and academic motivation. These constructs were measured using previously validated scales, as described in the REFUGE-ED Compendium of Indicators (link on REFUGE-ED teams platform here), with any translations being cross-checked or provided by consortium members. This resulted in questionnaires being created in English, Swedish, Italian, Spanish, Greek, Bulgarian, and Ukrainian.

PARTICIPANTS

Of the 2180 responses to the questionnaires, 94.1% (n = 2,051) were drawn from inclusive learning environments, 2.7% (n = 58) from institutional care, and 3.3% (n = 71) from hotspots/reception and identification centres. The table below presents the total responses received from each REFUGE-ED country.
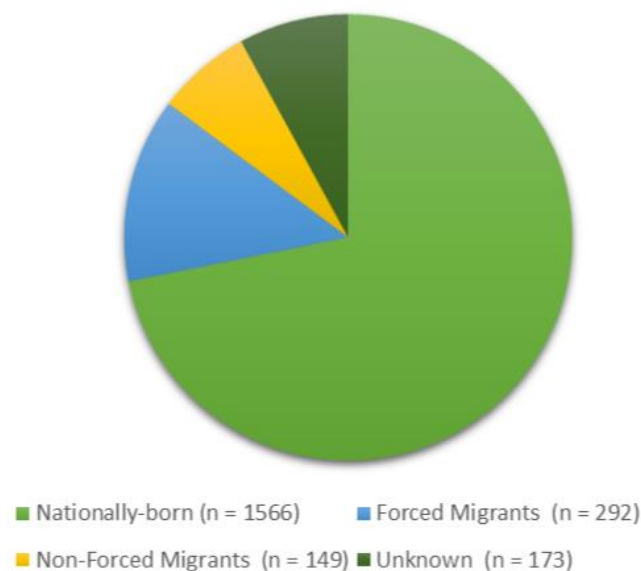
Figure 1

Responses Per Pilot Country

- Bulgaria (n = 298) - Greece (n = 366) - Ireland (n = 79)
- Italy (n = 705) - Spain (n = 658) - Sweden (n = 74)

The final overall sample (*n* = 2180) included responses from 1110 boys, 957 girls, and 52 people who selected the other category (i.e., non-binary, transgender, other, or prefer not to say). A further 61 respondents did not respond to the item asking about gender. The age range in the study varied from age 3 years to 18 years ($\bar{x}$ = 11.47, *SD* = 3.21). The overall sample included 292 responses from forced migrants, 149 from non-forced migrants, and 1566 from nationally-born young people. A total of 173 respondents did not answer the items on migration history. This is represented in the figure below:

Figure 2

Migration History

- Nationally-born (n = 1566) - Forced Migrants (n = 292)
- Non-Forced Migrants (n = 149) - Unknown (n = 173)

8.2.2. Materials

CODING AND SOCIO-DEMOGRAPHICS

A unique participant identifier code was used to track participants' responses over time. Participants generated their code by providing the final two letters of their first name, followed by the date of the month on which they were born, and the final two letters of their surname.

In addition, young people were asked a series of socio-demographic questions (i.e., their age in years, gender, and migration history). For gender, participants had the option to select boy, girl, or other. In assessing migration status, all those in forced migrant (i.e., refugee and asylum seeker) accommodation centres were assumed to be refugees. In inclusive learning environments, two questions focused on migration. Participants had the option to select 'yes', 'no', 'I don't know' on both questions. The first differentiated migrants (forced and non-forced) from nationally-born youth and asked 'Were you born in [insert receiving country]?' Those answering 'no' were classed as a migrant. The second question served as a proxy to identify forced migrants by asking 'Have you or your family ever moved because you were unsafe or worried about your safety?'. Those who answered 'no' to the first question and 'yes' to the second were classed as forced migrants. Those who reported being born in the country where the study occurred and did not report fleeing due to safety concerns were classed as nationally born.

PERCEPTION OF SOCIAL SUPPORT

The **Multidimensional Scale of Perceived Social Support (MSPSS)** is a widely employed self-report tool to assess perceived social support for individuals aged 14+. It is a 12-item scale which uses a 7-point Likert scale ranging from 'strongly disagree' to 'strongly agree' with higher scores reflecting higher perceptions of social support derived from family, friends, and/or a significant other. The total score is calculated by summing all responses and calculating the mean. The instrument has demonstrated good test-retest evidence, as well as applicability to clinical and non-clinical groups (Zimet et al., 1990). Internal consistency (or α) for the original scale was found to be equal to = .88 (Zimet et al., 1988) and within the current study was found to be equal to .90. The structural validity of the scale has generally been found to be appropriate, with more variation in the testing of the construct validity (Dambi et al., 2018). Cross-culturally the scale has been validated and adapted to at least 22 non-English language contexts as well as with immigrant and trauma-exposed populations (Cobb and Xie 2015; Aroian et al., 2010; Nearchou et al., 2022; Zimet et al., 1990).

SENSE OF BELONGING

The **Psychological Sense of School Membership Scale (PSSM)** has been widely used in research and the educational field as a self-report tool to measure the perception of school belonging young people 10 years and older (Goodenow, 1993). The original scale contains 18 items (13 positively and 5 negatively worded items) with 5-point Likert answering options ranging from 1 'not at all true' to 5 'completely true'. The responses to each item are summed together to calculate the total score. The scale was conceived as unidimensional, and the original scale demonstrated internal consistency (α = .87). In the current study, a Cronbach's alpha of .87 was identified. The scale presents adequate convergent and discriminant validity and is reliable for other cultures and languages (Wagle et al., 2018; You et al., 2011). Convergent validity has been assessed with other health and educational outcome measures finding that higher PSSM scores are negatively correlated with emotional distress and behavioural problems (Shochet et al., 2006). Previous studies have successfully used it with diverse child and adolescent populations in primary school, in cross-national contexts and with war-exposed, refugee and immigrant children (Kankaanpää et al., 2022; Kanj & Khamis, 2021). Within the current study, the scale was extended from an explicit focus on schools to include the relevant host organisation context (e.g., community centres or accommodation centres). For example, the item 'people at this school are friendly to me' was adapted to 'people at this school/centre are friendly to me.'

WELL-BEING

The 5-item **World Health Organisation Index (WHO-5)** is a short self-reported measure of mental well-being for children aged 9 years and older (Heun et al., 1999). The scale comprises of 5 items which are rated on a 6-point scale (from 'all of the time' to 'at no time') with the reference period being two weeks. Each score is summed and multiplied by four to calculate the total score. Previous studies have found the scale to be internally consistent (α= .82; Heun et al., 1999), as did a calculation of Cronbach's alpha in the current study (α= .82). Heun and colleagues (1999) also found that the WHO-5 discriminated between individuals presenting with and without acute psychiatric disorders, and to correlate with established measures of well-being. To date, it has been used in research with migrant and refugee children ranging in age from 6-17 years (Banoğlu & Korkmazlar, 2022;

Darmanaki Farahani & Bradley, 2018; Foka et al., 2020) and is sensitive to change in response to intervention (Topp et al., 2015). The threshold for clinically significant change is estimated as a 10-point difference in scores (Newnham, Hooke, & Page 2010).

ACADEMIC MOTIVATION

The **Academic Motivation Scale for Children (AMC)** is a 12-item questionnaire (designed for youth 11+ years old) and was used to measure students' academic motivation. The responses are summed, and a mean is calculated to create the total score. It was developed based on a review of existing adolescent-specific questionnaires on this construct (e.g., Cham et al., 2014; Murdock, 1999). The scale covers intrinsic (6 items) and extrinsic (6 items) motivation and has demonstrated internal consistency (e.g., in this study α= .99). Items are scored using a 5-point Likert scale ranging from strongly disagree to strongly agree.

ANALYTIC AND TESTING PROCEDURE

The planned analytical procedure included a repeated measures evaluation of REFUGE-ED youth participants' levels of sense of social support, sense of belonging, well-being, and academic motivation before and after intervention. However, there were challenges with follow-up, whereby many participants completed the coding incorrectly. This made matching responses impossible (e.g., not all information for the code was provided or provided in the wrong order). Furthermore, there were high levels of transiency in some contexts, which meant many participants were lost to follow-up.

To address this issue, baseline and endline data were treated as independent samples. Inferential testing was used to assess differences between groups at baseline and endline in the overall sample and in inclusive educational environments. Due to the low rate of endline completion in the hotspots/reception and identification centres (n = 17) and the institutional care environments (n = 8) and the risk of generating inaccurate generalisations, no inferential tests were conducted. This means that we cannot test for statistical significance or effect sizes in this context.

To interpret these results, it is important to understand inferential testing, significance testing, effect sizes, and clinical significance. Inferential testing allows us to examine differences between groups and test assumptions about generalisability to the population. In inferential testing, meeting the threshold for statistical significance means that the differences observed between groups are unlikely to be due to chance. This is reflected in p-values which fall below .05 in the results. However, this does not mean these differences are practically or clinically meaningful; nor does statistical significance say anything about the size of differences between groups.

Effect sizes and clinically significant change estimates are used to understand the magnitude of differences between groups. In the inferential testing, the magnitude of the differences between the samples was calculated using Cohen's d, where values between .2 and .49 reflect small effects, between .5 and up to .79 reflect medium effects, and more than .8 reflects large effect sizes (Fritz et al., 2012). For some scales, previous studies have reported on the degree of difference which reflects clinically significant change (e.g., Topp et al., 2015). For example, in the WHO-5 a 10-point difference is likely to reflect a meaningful and practical difference to respondents). The threshold set for clinically significant change for the WHO-5 can be used in evaluating inferential and descriptive results.

It should also be noted that given the use of multiple comparisons overall, p-values below should also be interpreted with caution in order to reduce the risk of a Type 1 error (i.e., false positive). This means that more stringent p-values are advised.

8.2.3. Results

Table 7 illustrates the results of the between-samples t-tests evaluating the mean difference between overall scores at baseline (overall n= 1278) and endline (overall n= 900) across each outcome before breaking down differences by site category.

- In the overall sample, the results indicate that there were significant positive differences between baseline and end-line on perceptions of social support, belonging, and well-being. For sense of belonging and well-being, these differences were very small. For sense of social support, these differences were small in magnitude. No significant differences between groups in academic motivation were observed.
- Within institutional care environments, the comparison of baseline (n = 80) and endline (n = 54) data showed significant positive differences in terms of belonging and well-being. The size of these differences was of a small and medium size (respectively).
- In the case of inclusive educational environments (n = 2,051), the comparison of baseline (n = 1,080) and endline (n = 823) data shows a significant positive difference in the well-being, sense of social support, and sense of belonging of participants between baseline and endline. These effects were of very small magnitudes.

	P value	Baseline		Endline		Mean difference	Cohen's d
		Mean	Standard Deviation	Mean	Standard Deviation		
Overall REFUGE-ED sample							
Sense of social support	**<.001*****	5.87	1.02	6.08	.96	.21	. 21
Sense of belonging	**.028***	71.23	12.79	72.58	13.30	1.35	.10
Well-being	**<.001*****	65.49	24.08	69.14	23.17	3.65	.15
Academic motivation	.346	4.20	.64	4.23	.62	.03	.05
Inclusive Educational Environments							
Sense of social support	**<.001*****	5.92	.98	6.10	.95	0.17	0.18
Sense of belonging	**.044***	71.23	12.80	72.50	13.41	1.27	0.10
Well-being	**.005****	65.81	24.19	68.87	23.15	3.06	0.13
Academic motivation	.264	4.20	.65	4.23	.62	0.03	0.05

Table 7: An illustration of mean differences between baseline and endline groups (in the entire consortium and in inclusive learning environments on REFUGE-ED outcome).

Please note: The bolded figures represent statistically significant results. The asterisks represent the level of significance of each *p* value whereby * represents< .05, ** represents < .01, and *** represents < .001.

Within institutional care environments, 47 responses were collected at baseline, and eight responses were collected at endline. The descriptive statistics across each outcome are presented in Table 8.

	Baseline mean (*SD*)	Endline mean (*SD*)
Sense of Social Support	5.08 (1.30)	4.66 (1.29)

Sense of Belonging	69.71 (12.45)	65.43 (11.83)
Well-Being	58.04 (22.41)	65.50 (26.44)
Academic Motivation	4.25 (.45)	3.95 (.50)

Table 8: A table showing the means and standard deviations across baseline and endline for participants in the 'Institutional Care' site type category.

Within hotspots/reception and identification centres, 42 responses were collected at baseline and 17 at endline. The descriptive statistics across each outcome are presented in Table 9.

	Baseline mean (*SD*)	Endline mean (*SD*)
Sense of Social Support	5.53 (1.38)	6.45 (0.29)
Sense of Belonging	73.95 (13.46)	79.24 (3.54)
Well-Being	65.33 (22.53)	80.95 (20.67)
Academic Motivation	4.55 (0.34)	4.36 (0.27)

Table 9: A table showing the means and standard deviations across baseline and endline for participants in the 'Hotspots/Reception and Identification Centres' site type category.

In the overall sample, very small to small significant positive differences were found between baseline and endline groups for well-being, sense of social support, and sense of belonging. Within the inclusive learning environments, similar differences are found across these variables, but all of a very small size. The significance of these differences means that they are unlikely to be due to chance alone. Descriptively, one can also see reductions in mean scores across all variables in the institutional care environments. Contrastingly, the descriptive statistics in hotspots/reception and identification centres show that mean scores were higher at endline than baseline for the majority of outcomes (excluding academic motivation which decreased between the two conditions).

In the overall sample, we see that these differences are very small to small in size. Furthermore, the difference in WHO-5 scores (of 3.65) falls below the threshold for clinically significant change. In very large samples, this phenomenon can occur (statistical significance of a very small size without clinical significance), as there is sufficient power to detect even minute differences between groups. Thus, the meaning of these statistical differences should be interpreted with caution as the small sizes may reflect limited practical differences.

In the inclusive learning environments, we can observe very small, significant, and positive differences between baseline and endline across all of the key REFUGE-ED outcomes, excluding academic motivation. As in the overall sample, the differences in well-being scores of 3.06 points falls below the threshold for clinically significant change. The small effect sizes found call into question the practical significance or meaning of these differences to the young people's daily life or functioning.

The descriptive results for institutional care environments show that in general participants in the baseline evaluation scored higher than those in the endline evaluation. However, a negative difference in academic motivation was found between baseline and endline. For well-being the difference also does not meet the threshold for clinically significant change. Furthermore, no significance or effect size testing was performed. This also means that caution should be taken in over-interpreting or generalising these results.

Similarly, this caution must be applied to the interpretation of the descriptive results calculated for the hotspots/reception and identification centres. These results show that in general participants at baseline scored lower than those at endline (excluding academic motivation). For well-being, this

difference exceeds the threshold for clinically significant change suggesting real utility and meaning to the lives of these young people.

Across all of the tests performed, we do not find evidence that academic motivation was meaningfully different at baseline and endline. In the overall sample and in inclusive learning environments, we find no statistically different change in scores across the conditions. This suggests that the very small deviations in scores may be a reflection of chance. Across the other site types (i.e., institutional care and hotspots/reception and identification centres), we observe reductions in academic motivation between baseline and endline. This finding conflicts with a recent review of some of the practices implemented by REFUGE-ED (i.e., successful educational actions or SEAs) which have demonstrated widespread positive effects on academic outcomes and achievement (Morlà-Folch et al., 2022). Some avenues for exploring this deviation from the literature are explained in the 'future research' section.

LIMITATIONS AND FUTURE RESEARCH

Some caution should be taken in interpreting the meaning of these results. The study design itself does not allow the identification of causal effects as we were unable to track individuals over time. In addition, the use of multiple comparisons in the t-tests increases the risk of a type 1 error (i.e., identifying a statistically significant effect when it does not exist). Although inferential testing was possible across the overall consortium and inclusive learning environments, caution in interpretation is warranted. This is due to the high variability in the nature, 'dose', and duration of these interventions. In addition, we were unable to control for individual levels of engagement in REFUGE-ED activities (e.g., if an individual attended 1 or 10 SEA sessions). Furthermore, it was not possible to estimate effect sizes and statistical significance for the institutional care environments and the hotspots/reception and identification centres. This means additional consideration is required to avoid over-generalising or over-interpreting these results.

Future research in this domain would benefit from a longitudinal tracking of individuals over time, a comparison group to the active treatment arm, a larger proportion of individuals from community settings, as well by identifying what works for whom (i.e., if there are components of REFUGE-ED which are more or less effective across different time-periods, intensities, and contexts).

8.3. Qualitative data

Due to the lack of data gathered in the Spanish site, the following sections depict the qualitative evaluation conducted in Italian sites.

The focus group evaluation technique was used in the mid-term phase of SEA's implementation In **Italy** to assess the training and the approach of these actions. It was also useful to grasp difficulties and/or misunderstandings between educators and teachers and provide more support. The wrap-up meetings, which were held in the final stage of the implementation between May and June 2023, were essential to evaluate the whole implementation, especially the results achieved in terms of wellbeing, coexistence and involvement. Both evaluation processes considered the participants' availability by sending them a doodle aiming at obtaining the highest participation.

8.3.1. Wellbeing

Italian educators noted that SEAs implementation made children **cooperate** more. Working as a team solved many problems arising from text comprehension and conflict resolution. The difficulties prompted them to cooperate, which was also credited to the reflections shared during the DLGs.

Although conflicts continue to exist in centres, the ways and the main reasons why these incidents occur have changed; there is less fighting. Some guys became more **confident** thanks to the improvement of their literacy skills during DLGs. Dialogic Literary Gatherings and the Dialogic Model

of prevention and resolution of Conflicts helped children to **talk** about past experiences and to confront them. This helped **strengthen friendshi**ps by sharing memories. The reading helped them discover each other as equals. By reflecting on one's individual migration history, even if self-reflection is painful for some, they found themselves more supportive; this is essential for a more optimistic view of the future. Sharing experiences is one of the newly established rules in Comunità Arcobaleno. The SEAs allowed them to think that they could express themselves freely and that they could change something. Language barriers make it difficult to relate to each other and constantly changing set-ups make it difficult to build long-lasting bonds, even more individual skills are undervalued in this condition, but many felt approved of their valorised vision thanks to the dialogic approach and finally became more comfortable in **expressing their opinions**. Implementation, however, has failed to smooth out the misunderstandings and some prejudices that arise from the confrontation of cultures.

8.3.2. Sense of belonging

Communicating personal history through DLGs helps to communicate your **true self** and interact with people with the **same values**. This also helped teachers and educators to get a better knowledge of students' history. Most of the children of the centres participated because they felt less stressed and judged and they found themselves more appreciated by expressing their feelings. In a few cases, the relationship between some UAMs improved a little, but more work would have been needed.

8.3.3. Academic success

Overall, teachers and educators noted that moving desks and the circular classroom set-up enhances learning by involving whole-body gestures and expression.

Cultural values were often mentioned in the Dialogic Literary Gatherings and this improved knowledge of the current nation of residence.

Furthermore, teachers and educators noted that the children learned to **approach texts analytically**. Children with more developed language backgrounds made themselves available to their peers to help them understand complex words. Educators noted that children who already had a vocabulary background approached reading more calmly than those who had never studied Italian. This also generated frustration during the activities because not everyone had the same starting tools. The impact of a literary classic led the students to work together during out-of-school hours to understand some difficult words.

9. Conclusions and Lessons learnt

Experimentation with SEAs in UAM centres and within adult education, which in the Italian school system is the path that most foreign minors aged 16 and older experience, has provided the impetus for a more comprehensive approach to valuing one's history in a formal and institutional context. The dialogical approach helps to better understand each other and causes new bonds to be forged.

The language difficulties of many children are considerable, and there is a significant turnover of children and educators. In addition, some of the children cannot write. Individual cases with various conditions are known to exist, including states of apathy, post-traumatic stress conditions and arthritic diseases. Within such a framework, an approach that aims at more comprehensive well-being as has been attempted with SEAs has been positive, and the small milestones achieved are essential.

What implementation in Italy has shown concerns that these practices are useful and needed; however, a more extended implementation timeframe is needed. A particular focus on how to deal with constant turnover could be interesting to ensure a smooth realisation, however, in the case of

the SEAs it has been showed that even if it is only for one session is already positive. No matter the time the minors were participating in the centre, this did not stop to implement the SEAs.

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11. Annex I: Open assembly template

Open assembly

DATE

HOUR

PILOT SITE

Attendance report

 # PARTICIPANTS

WHO ATTENDED THE ASSEMBLY? (STUDENTS, FAMILIES...)

Points to take into account

- An assembly is a participatory decision-making body that seeks consensus. The best arguments are sought in order to make the decision that is most in line with the different opinions, not confrontational positions, as happens when voting. Its development must be peaceful, respecting all opinions, and prejudices must be left aside.
- If possible, translation must be guaranteed at all times
- Each site can decide to use different group dynamics, for instance, starting the assembly with a group dynamic (icebreaker) that facilitates the integration of the members of the group or to organize the discussion into small groups.
- Then, following the logic of the dimensions and questions, the contributions, reflections and agreements of the assembly should be compiled. In what follows, you will find a tentative list of questions that each pilot can decide to be used, but they are not meant to be followed verbatim but as an orientation of the type of information we are aiming at collecting.

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth?

Has there been any difference in terms of school/centre attendance since the beginning of the implementation (SEAs and/or MHPSS)?

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms?

How have the practices impacted on the number and intensity of conflicts in the centre?

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

Friendships and relationships in general

Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'

3.- SENSE OF BELONGING

Participation

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

How do these practices help migrant and refugee children feel part of the centre?

Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

Other

12. Annex II: Wrap-up meeting template

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?				
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?				
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?				
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?				
Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?				

		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?				
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?				
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?				
		In what ways do you think it helps to strengthen friendships among peers?				
Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?				

	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?				
		What spaces for participation does the centre/school have?				
		In which ways the practices have contributed to the involvement of the community in the centre?				
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?				
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?				

OTHER COMMENTS

Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of	

		timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include:	

	i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example	

		iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

13. Annex III: Italy

13.1. Wrap-up meeting Casa di Giuseppe

			DIMENSIONS			
CATEGORIES	SUBCATEGORIES	QUESTIONS	Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in DLG?	The youths relied on the help of the workers and used the assembly to exchange views	Youth with more developed language backgrounds made themselves available to their peers to help them understand difficult words.	N/A	The group proceeded with difficulty when other students took over who had no proficiency in the Italian language
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	N/A	N/A	N/A	N/A

		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	the impact with a literary classic led the students to coalesce during out-of-school hours to come together to understand some difficult words.	overall, educators noted that the children learned to approach the text analytically, to help themselves in understanding difficult words, confronting terms from the language of origin and dialectal inflections	N/A	Educators noted that children who already had a vocabulary background approached reading more calmly than those who had never studied Italian. This also generated frustration during the activities because not everyone had the same tools to participate in the assemblies.
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	No change	only a few particularly willing individuals who had already begun a course of study in their home countries	no but the young migrants who took over the activity later experienced frustration in participating because they had no	N/A

| Well-being | safe space | In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example? | N/A | Educators noted that the users involved solved the problem of text comprehension by working as a team. So the difficulties prompted them to cooperate, which was also credited to the reflections shared during the assemblies. | N/A | vocabulary background.

If the texts made available for the activity were simpler, more people could be allowed to participate in the assemblies and in a more active way |
|---|---|---|---|---|---|---|
| | | How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre? | Sometimes they fight for fun or out of boredom, but perhaps the greatest thing they have learned is to help each other without | Although conflicts continue to exist in communities, the ways and reasons why these incidents occur have changed. There is less fighting, and | N/A | experimentation, however, has failed to smooth out the misunderstandings that arise from the confrontation of cultures |

			necessarily having to explicitly ask for it	a truce is more easily reached	
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?	Some guys took courage; having learned to read and understand the text made them feel more confident in their abilities	No change	N/A	N/A
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	At the beginning in a chaotic way, but then in a helpful and supportive way	In a more collective and equal way	N/A	N/A
		In what ways do you think it helps to strengthen friendships among peers?	Through the reading, many moments emerged to compare past experiences, more or less happy. This brought them together	It helps strengthen friendships because sharing some memories or suggestions that emerged from the reading helped them discover each other as equals.	N/A	Despite the emotionally intense moments, some boys were unable to get rid of prejudices related to cultural differences or the need for prevarication

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	normal most of the time. Many children were penalized by the concurrence with other activities or by seat transfers.	have been able to use the assembly as a tool for discussion.	the difficult text discouraged children from actively participating.	Constant transfers of users from one facility to another did not allow the group to proceed with experimentation consistently and perceive improvements
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	No change			
		What spaces for participation does the centre/school have?	A common room used not only for classes but also for community meals			
		In which ways the practices have contributed to the involvement of the community in the centre?	No way	No way	No way	No way
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	By involving parents, by experiencing a new way of learning that does not focus on evaluation,	By involving parents, by experiencing a new way of learning that does not focus on evaluation, but	parents work costraint	N/A

			but on interaction and dialogue	on interaction and dialogue		
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?		certainly, allowed centre users to compare themselves on a personal level.	N/A	N/A
Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.				
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth				

		ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	yes, more time and less time from one phase to another
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	By participating in the training and co-deciding together the mode of the training (in person of online) and the time schedule, and how many trainings we needed.

2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	Tre training was easy to follow thanks to the simplicity of SEAs, they did not require too much time of tarining , and it was possible to do it online
3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	it has been difficult for operators to handle intense emotional interventions, it would be useful to do training on emotion management. Interesting but there were no opportunities to take advantage of lessons learned
4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	It would be easy for users to be able to

			choose from texts that are easier to understand
Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.		
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging		The support of the project's tutors during each SEAs implementation session.
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?		For UAM centre and schools,, the turnover of children makes

			it difficult to have a costant implementation and to reach the given objectives.
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have	

		you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	Too difficult questions, too long, same questions, not very good translations, no translations in native languages, some difficult questions and too much personal, specially for UAM with difficult stories
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	To differentiate according to the age group, centre and schools, translation in native languages.

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13.2. Wrap-up meeting Comunità Arcobaleno - "GAP Senegal - GAP Gambia"

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Dialogical Model of Prevention and Resolution of Conflicts?	N/A	N/A	N/A	N/A
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	N/A	N/A	N/A	N/A
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	N/A	N/A	N/A	N/A
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	N/A	N/A	N/A	N/A
Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	By reflecting on one's individual migration history in an indirect way.	The work done to achieve SEA's goal of drafting new rules of coexistence was a collective reflection on the	Self-reflection is painful for some.	The participation of some minors wasn't constant. Each meeting was attended

				current state of coexistence.			by different caregiver who did not always understand the practices implemented.
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	A conflictual situation caused by taking an unauthorized photo was solved by having developed a rule about everyone's privacy and respect for the private sphere.	New rules of coexistence.	Cultural differences.	Constantly changing setups.
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?	More solidarity among minors that is essential for a more optimistic view of the future. Ex: To get to the second apartment of	Sharing of experiences made and to be made is one of the newly established rules and should improve the supportive	Personal dramas that do not make you live fully in the present.	Long bureaucratic waits make everyday life tiring and the days all the same waiting for something that

			the centre you have to take public transportation, they always helped each other to reach the destination together, taking care of the last minor arrived by explaining the route, etc.	approach among them.			sometimes is not fully understood.
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	Sometimes conflictually but more open to each other.	Communication between minors and staff markedly improving.	Personal dramas that do not make you live fully in the present.	Language barriers.
		In what ways do you think it helps to strengthen friendships among peers?	Inhabitants of the two apartements composing the centre now meet each other.	The two apartements composing the centre do joint activities.	Cultural differences.	Language barriers.

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	Good but not best.	Participation was a bit forced at times..	Some suffer from shyness and insecurity in expressing themselves.	Language barriers.
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	The MHPSS approach helped them feeling more comfortable at "home". We filled the centre with edible plants to use for cooking.	The smells of familiar plants were a way to remember and share one's past in the present.	Cultural differences.	Language barriers.
		What spaces for participation does the centre/school have?	N/A	N/A	N/A	N/A
		In which ways the practices have contributed to the involvement of the community in the centre?	In no way.	In no way.	Most students are UAM and their stay is precarious.	Students turnover.
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	By expressing their feelings they found themselves	The SEA implemented with the goal of creating new	Language barriers.	Students turnover.

			more apprecciated.	shared rules helps to see the centre more like one's own place.		
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	N/A	N/A	N/A	N/A
Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.				
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth				

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include:	

	i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example	

		iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

13.3. Wrap-up meeting Casa Dei Mirti

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Dialogic Model for Prevention and Resolution of Conflict?	N/A	N/A	N/A	N/A
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	N/A	N/A	N/A	N/A
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	N/A	N/A	N/A	N/A

Category	Subcategory	Question				
Well-being	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	N/A	N/A	N/A	N/A
	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	A boy that usually does not participate, was engaged in the activity thus being less apathetic	The practice allowed them to think that they can express themselves freely and that they can change something.	language barrier	Each time SEA was implemented, some participants miss or some others were new so it was not the same group, thus the work was incostant.
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	being together just to talk in a sobeing together just to talk in a soft wayft way		language barrier, work costraint which does not allow the participation of all the group	high turnover, little participation in terms of number
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?	N/A	N/A		

Sense of belonging	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	they listened to each other	they listened to each other	language barrier	low participation
		In what ways do you think it helps to strengthen friendships among peers?	Practice makes them do something different and in a different place	Practice makes them do something different and in a different place	language barrier	low participation, few implementations
	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	Vulnerable groups participate beacuse they feel less stressed and judjed	Vulnerable groups participate beacuse they feel less stressed and judjed	personal issues	few implementations
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?			language barrier	low participation
		What spaces for participation does the centre/school have?	N/A	N/A		
		In which ways the practices have contributed to the involvement of the community in the centre?	N/A	N/A		

	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	N/A	N/A	high turnover
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	N/A	N/A	little time
Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.			
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help			

		refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	there was a pilot switch during the project so the needs' analysis was not conducted properly. Durign the second phase social operators did not know what the project was about and more time was needed to explain the approach and the objectives of the project
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]?	

		a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	high turnover of the participants and low participation made it difficult to reach the objectives
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

13.4. Wrap-up meeting CPIA Palermo 1

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Dialogic Model for Prevention and Resolution of Conflict?	N/A	N/A	N/A	N/A
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?	Feels more comfortable in sharing personal experiences.	Moving desks and circular classroom set-up enhances learning because it involves whole-body gestures and expression.	People with problems feel not comfortable to share feelings.	Highly diverse language skills.
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?	It improves comunication.	Learning improves in a circle because it improves communication and teacher's knowledge of their pupils.	Difficulty expressing oneself.	Difficulty expressing oneself.

	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	No changes, but students are happy in class during the SEA implementation.	cultural values were often mentioned in the dlgs, and this improved knowledge of the current place of residence.	N/A	N/A
Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	A safe place because you can express your feelings without judgment; talk your speech; don't worry about others agreeing.	The reading is not mechanical, and above all, the students lead.	Reading difficulties.	Language barriers.
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	Communicating personal history helps to communicate who you are and to find yourself among people with the same values.	Better knowledge of each others causes new bonds to be forged.	Cultural differences.	Mixed classes and constantly changing setups.
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students'	Better knowledge of	Cultural values were often mentioned in	Cultural differences.	Individual skills are undervalued.

		expectations for the future? Can you give us an example?	future possibilities.	the dlgs, and this improved knowledge of the current place of residence.		
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	With respect and curiosity towards each other.	Interpersonal skills among students and between students and teachers have improved.	Language barriers make it difficult to relate to each others.	Constantly changing setups make it difficult to build lasting bonds.
		In what ways do you think it helps to strengthen friendships among peers?	Finding common values and views.	Talking about themselves helps trusting each other.	Cultural differences.	Language barriers.
Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	Good but not best in vulnerable students.	Overall participation is good.	Some suffer from shyness and insecurity in expressing themselves.	Language barriers.
	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	Yes, some felt approved in their valorized vision.	More comfortable in expressing their opinions.	Cultural differences.	Language barriers.

			Col1	Col2	Col3	Col4
		What spaces for participation does the centre/school have?	N/A	N/A	N/A	N/A
		In which ways the practices have contributed to the involvement of the community in the centre?	In no way.	In no way.	Most students are UAM and their stay is precarious.	Most students are UAM and their stay is precarious.
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	communicating personal history helps to communicate who you are and to find yourself among people with the same values.	Better knowledge of students history by teachers.	Language barriers.	Language barriers.
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	Yes, a feeling of increased security.	A safe space where expressing oneself.	Cultural differences.	Language barriers.
Proposed Site Staff	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms				

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Process Evaluation		1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of	

		timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	high turnover of the participants and low participation made it difficult to reach the objectives
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still	

		expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

D3.3 Final Activity Reports

Pilot actions in Hotspots/Reception and Identification Centres

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D3.3 Final Activity Reports

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	KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (KMOP)
	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (TCD)
	RED BARNET (STCD)
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Table of Contents

1. Introduction

The present report is framed under Work Package 3, *'Implementing pilot actions in three distinctive settings'*, and comprehensively presents implementing partners' trainings, implementation and evaluation results. The final part of the report summarises the impact analysis of effective practices in education and mental health on the integration of migrants and refugees, previously identified through a co-creation process with end-users. At the same time, the report follows up on the interim report (D3.2), which summarised the progress in the implementation of the project until September 2022, with information regarding actions implemented in October 2022 as well, primarily focusing on the needs analysis of the pilots, as well as on the process of co-creation and continuous training of the practices (Successful Educational Actions -SEAs- and Mental Health and Psychosocial Support -MHPSS-).

Therefore, this report aims to present the pilots' implementation progress, considering each centre's specificities, and provide a more holistic picture of the impact of the SEAs and MHPSS practices in the centres. The findings presented in Chapter 8 derive from quantitative and qualitative evaluation. The former was realised through distributing questionnaires; the latter was organised via interviews, focus groups, wrap-up meetings or open assemblies. Quantitative and qualitative evaluation was implemented in at least two strategic time points of the project (beginning and end of implementation).

Three reports were developed in the context of D3.3 -one per pilot site category (Schools, Hotspots/Reception and Identification Centres and Institution Care Facilities)- gathering information regarding the implementation and evaluation of the process followed and the interventions in general. The three transnational activity reports were developed by KMOP, with the contributions of all partners involved.

The present document summarises the information on the pilot actions implemented in Hotspots/Reception and Identification Centres in Spain, Bulgaria and Sweden[1], as well as the evaluation of the impact of these practices on children's smooth integration in the community.

2. Abbreviations

Abbreviation	Definition
UAM	Unaccompanied Minor
SEA	Successful Educational Action
MHPSS	Mental Health and Psychosocial Support
DLG	Dialogic Literary Gathering

[1] The categorisation of the Swedish sites has been altered since the Interim Activity Report, to reflect better the work done in the centres.

3. Key contextual information about the participating pilots

TABLE 1. KEY INFORMATION OF THE PILOTS

Country	Pilot site	Rate of migrants/refugees in the pilot site	Specific information
Spain	Centre d'Emergència el Pla de Santa Maria	Approx. 50 unaccompanied minors	high turnover rates of the unaccompanied minors
	Centre Orió. Servei de Primera Acollida i Atenció Integral	Approx. 50 unaccompanied minors	high turnover rates of the unaccompanied minors
	Centre d'Acollida Sirius, Reception Centre	Approx. 30 unaccompanied minors	high turnover rates of the unaccompanied minors
Bulgaria	Registration and Reception Center in Sofia - Voenna Rampa	Currently 97/150 capacity	high turnover rates of the unaccompanied minors
	Registration and Reception Center in Sofia - Ovcha kupel	129/138	lower turnover rates of unaccompanied minors, thus children staying for longer periods
Sweden	Restad Gård Asylum Accommodation Camp	30 children, the majority born outside Sweden, with backgrounds from Afghanistan, Ukraine, Iran, Somalia, Eritrea and Sudan	Asylum accommodation camp housing more than 500 refugee families in a large area, with many houses with shared bathrooms and toilets. Overcrowded living conditions and lack of hygiene make a challenging condition for families to live in.

4. The co-creation procedure

4.1. Spain

Co-creation orientation guided all phases of REFUGE-ED, respecting the timing and necessities of the centres, which had the last word in all matters. The general assemblies aimed to enhance the participation of the beneficiaries, serve as an opinion and experience sharing, and reach a conclusion on existing needs and practices to be implemented and the project's next steps.

For example, participants from the Centre d'Emergència el Pla de Santa Maria expressed their interest in the next steps to overcome the present difficulties. To ensure a participatory and inclusive approach, the AUB team organised an assembly with all the unaccompanied minors in the centre, combining different languages, mainly Spanish and English, while the unaccompanied minors translated to each other, when possible, and a Moroccan educator translated into Arabic. Minors had the chance to share their thoughts and needs, as well as their ideas of changes for improvement. The same applied to Centre Sirius. Through this process, the participants of both centres agreed to focus on the implementation of Dialogic Literary Gatherings in the beginning.

Although educators and staff of Centre Orió expressed their interest as well, challenges in engaging them emerged, as the centre has been dealing with many difficulties. Nonetheless, the project

proceeded, and the centre's participation was ensured through communication with the AUB team. During the assembly, participants decided to focus on DLGs and emotional education and literacy.

In order to systematise the information needed for planning the training in the majority of the sites, the Spanish partners prepared an online survey for the pilots in which the interests and content of the training, the previous experience and the availability to conduct the training were specified. The AUB team maintained continuous communication with the reception centres, providing them with more SEA and MHPSS training and materials. In addition, two REFUGE-ED researchers made a demonstration of the DLG and organised a visit to one school that has a long experience in the SEAs.

4.2. Bulgaria

Different activities were considered for the Safety zones for unaccompanied minors, located in the State Agency for Refugees (SAR) Registration and Reception Centres (RRC) in Sofia – Voenna Rampa and Ovcha Kupel, such as 'Sports as Intercultural Bridges' and expressive therapy through drama with the participation of UAMs from the two zones who also attend school in the pilot school sites. The 'Intercultural Gardens as Green Bridges', already implemented in a school, was also discussed for possible implementation in the Safety zones. Ultimately, it was decided to implement expressive therapy in the two Safety Zones.

On August 11th, 2022, the team met with a psychologist from the International Organization for Migration - IOM. The meeting aimed to discuss the implementation of Expressive Therapy with theatre in the two Safety Zones in the RRCs, as the psychologist had experience with this practice and was able to present to the team the specifics related to its implementation in the zones.

The actual co-creation procedure was initiated in January when the dedicated REFUGE-ED team held another meeting with the IOM psychologist, who had years of experience in playback theatre and drama therapy. She provided the framework of the implementation procedure on January 26th. On February 3rd, after the initial gatherings with the children from both Safety zones in RRC Sofia - Voenna Rampa and Ovcha Kupel, the team gathered to assess them and construct a work plan. Additionally, meetings with social workers and cultural mediators were held during this period to establish a CoP&L in both pilot sites. Their members met weekly during the implementation and discussed additional and general issues bi-weekly. While the initial plan was to organise expressive therapy through theatre with unaccompanied minors from both Safety Zones who attend the pilot schools, by the time of implementation, nearly all had stopped attending school except for 2-3 minors.

4.1.   Sweden

A gathering comprising educators, volunteers, politicians, and community members was held on October 5th, 2022, and October 14th, 2022, prior to the SEAs training. The purpose of the gathering was to assess the identified requirements based on the pilot programmes conducted in two distinct settings: an asylum accommodation centre and a multicultural centre within the city. The objective was to prioritise the actions to be included in the SEAs training agenda. The identified actions encompassed the following: a) Dialogic Literary Gatherings, b) Community Educative Participation, c) Expressive Therapy (Forum Theatre), and d) Dialogic Pedagogical Training for the teaching staff.

The teams deliberated on the identified needs and examined the selected actions that could be implemented within the pilot settings through the REFUGE-ED initiative. The meeting entailed discussions on various SEAs and MHPSS practices to ensure the appropriate selection of actions based on the specific contextual requirements of each setting, namely the multicultural centre and the asylum camp.

Through the collaborative assembly meeting, the team mobilised the school administration within the municipality, where they recruited teachers as volunteers. They were informed about the REFUGE-ED initiatives, which encompass innovative and evidence-based practices, and subsequently shared this information with schools in Vänersborg municipality. As a result, the team's

reach and impact were expanded. Following the implementation of the SEAs and MHPSS trainings, the teachers displayed heightened interest in incorporating such methods within their classrooms and in the asylum accommodation centre.

5. Training in pilot sites

5.1. Successful Educational Actions (SEAs)

TABLE 2. SEAS TRAINING

Country	Pilot site	Dates of training	Target group	Place	No. of Participants
Spain	Centre d'Emergència el Pla de Santa Maria	02/05/2022 31/10/2022	Educators	Pla de Santa Maria, Spain	8
		10/05/2022	UAMs & educators	Tarragona, Spain	35
		30/05/2022	Educators	Pla de Santa Maria, Spain	6
		16/12/2022	Educators	Tarragona, Spain	10
		04/05/2023	UAMs & Educators	Pla de Santa Maria, Spain	20
	Centre Orió	25/07/2022 05/10/2022	Educators	Tarragona, Spain	6
		19/10/2022	Educators	Tarragona, Spain	10
		24/05/2023	Educators	Tarragona, Spain	5
		24/07/ 2023	Educators	Tarragona, Spain	11
	Centre Sirius	01/06/2022	Educators	Santa Coloma, Spain	8
		22/06/2022	Educators & UAMs	Cerdanyola, Spain	14
		05/10/2022	Educators	Tarragona, Spain	6
		19/10/2022	Educators	Tarragona, Spain	5
Bulgaria	RRC Sofia - Voenna Rampa and Ovcha Kupel	6 – 7/07/2022	Social workers and psychologists (IOM, SAR), educators, stakeholders from other organisations	Pancharevo, Sofia Municipality, Bulgaria	15
Sweden	Restad Gård Asylum	15/10/2022 16/10/2022	Educators	Gothenburg, Sweden	12

	Accommodation Centre				

5.1. Mental Health and Psychosocial Support (MHPSS) practices

TABLE 3. MHPSS TRAINING

Country	Pilot site	Dates of training	Target group	Place	No. of Participants
Spain	Centre d'Emergència el Pla de Santa Maria	13/02/2023	Educators	Tarragona, Spain	10
		14/02/2023	Educators	Tarragona, Spain	10
	Centre Orió	13/02/2023	Educators	Tarragona, Spain	13
		14/02/2023	Educators	Tarragona, Spain	13
		24/05/2023	Educators	Tarragona, Spain	5
	Centre Sirius	13/02/2023	Educators	Tarragona, Spain	5
		14/02/2023	Educators	Tarragona, Spain	5
Sweden	Restad Gård Asylum Accommodation Centre	11/03/2023 12/03/2023	Teachers, volunteers, and families	Gothenburg, Sweden	12

The MHPSS training in Centre d'Emergència el Pla de Santa Maria and Centre Orió, **Spain**, was complemented by two sessions on MHPSS with the UAM of the centre and educators. The facilitators of the PSC Centre and the MHPSS Collaborative created a safe space with the minors where they could express how they felt and gather recommendations on overcoming emotionally challenging and difficult situations. This also served as a training session for the educators who were present.

Thanks to the logistical and professional support of IOM, with whom the **Bulgarian** REFUGE-ED team works in close collaboration in the two RRCs and their respective Safety Zones, it was deemed unnecessary to train IOM staff on MHPSS. This resulted from a consultation process between IOM, who manages the Safety Zones, and the team, during which it was established that MHPSS practices are an integral part of the support provided by IOM social workers and psychologists in the two zones.

6.Implementation of SEAs and MHPSS practices in pilot sites

6.1. Successful Educational Actions (SEAs)

TABLE 4. SEAS IMPLEMENTATION

Country	Pilot site	SEAs implemented	Topic/subject	Frequency	No. of beneficiaries
Spain	Centre d'Emergència el Pla de Santa Maria	DLG	Different tales	Weekly (discontinued)	10
		DLG	The Odyssey	Demonstration with REFUGE-ED trainer	20
Sweden	Restad Gård Asylum Accommodation Centre	DLG& IG and community educative participation	Arabic, Swedish and Mathematics	Weekly	60

Centre Sirius and Centre Orió in **Spain** have received training on DLGs. However, due to different emergencies and their nature as temporary residence reception centres for the UAMs, educators in these two centres have been unable to implement sessions systematically. Nonetheless, Centre Orió is very interested in implementing DLGs and grateful to the project for all the materials and support received, especially the MHPSS part. Additionally, five educators of Centre Orió visited a school in Tarragona, a Learning Community with long experience in implementing SEAs, along with a member of the AUB REFUGE-ED Team, in May 2023. Through this visit, the educators got to see first-hand the implementation of three SEAs: DLG, Interactive Groups and the Dialogic Model of Conflict Prevention and Resolution. They were very impressed with the results and interested in importing the SEA to their centre. For that reason, the Spanish partners have done an additional 2-day training with them at the end of July to start the implementation on August 2023 and have planned to visit the centre in mid-August to support implementation.

As it was noted in the Needs Analysis and further documents, **Bulgaria** is perceived as a transit country by migrants and refugees, and this applies to the unaccompanied minors (UAM) in the two Safety Zones, most of whom stay for an average of two weeks before continuing their journey to their countries of final destination, except for minors from Syria who are all but guaranteed to receive positive answers on their applications for international protection. Additionally, a very small number travel to follow positive outcomes of their family reunification procedures under the Dublin III Regulation. Thus, attending school and learning Bulgarian is not among the top priorities for UAM, which is one of the main challenges when working with them. Furthermore, many of the UAMs have limited or no formal education and, therefore, have no writing or reading skills, even in their mother tongues. These challenges prevented the implementation of any SEAs in the two Safety Zones since that would require some level of functional knowledge in their own or the Bulgarian language.

In the Safety Zone in RRC Sofia - Voenna Rampa, the sessions were held once a week from 02.02.2023 until 31.03.2023, each with a duration of 150 - 180 min. The children were aged 12–17 in the initial group of 11 people, while the final group that completed the implementation process consisted of 5 boys between 15–17 years of age. Organising the space in a computer room used for meetings facilitated the feeling of egalitarianism among the attendees as everyone sat in a circle. In all sessions, the role of the team was to set topics (including dreams, expectations, anxieties, migration, road, difficulties, family, new culture, stereotypes and cultural differences) and direction for discussion, encouraging the expression of all ideas and feelings associated with them. Given that many of these themes emerged in parallel and often overlapped, the team assessed on an ad hoc basis which of these were left unfinished, which were of interest judging by the young people's reactions, and how to build emotional dynamics by suggesting topics, replacing the emotionally

charged ones with "safe" and "light" ones. The UAMs chose to create a play based on their migration journey.

In the Safety zone in RRC Sofia - Ovcha Kupel, the sessions were held once a week from 02.02.2023 until 31.03.2023, each with a 150 - 180 min duration. In contrast to the abovementioned site, the sessions in Ovcha Kupel were held in empty playrooms and the children, aged 7–17, could freely play and craft their own masks and costumes for their play. The group chose to create their own theatre etudes based on the historical figure of the inventor Abbas ibn Firnas and the religious parable of Prophet Yusuf following several discussions and at least two sessions. Nevertheless, several factors continuously impeded the process, such as the group dynamics that were difficult to control, i.e., in Ovcha Kupel, the team worked with a much bigger group of children between the ages of 7-17 who do not have similar interests and were thus easily distracted no matter if the team changed the approaches and MHPSS tools used throughout the implementation period. Even though the team tried to limit the number of participants, the established work process generally suggested that the children are free to attend and leave the meetings. In this vein, the team had to restart the process several times, and after consultation with the leading IOM psychologist, it was deemed that the process was unsuccessful.

The implementation process was highly dependable on several factors such as, among others, country of origin, the ethnic diversity of the group, age differences, family background, and educational status.

Probably due to the higher age of the participants in the Safety Zone in RRC Sofia - Voenna Rampa, the choice of their migration journey to Bulgaria and the main difficulties encountered on the way as the topic for the theatre play, the process was quick and seamless, since the idea came from the UAMs during the first session the REFUGE-ED and IOM team held with them. All five boys in the final group were awaiting decisions on their Dublin III Regulation family reunification procedures. The ease with which the process evolved is a testament to the self-perceptions of the UAMs as grown-ups, whose life choices will also impact their families' well-being, as opposed to the UAMs in RRC Sofia - Ovcha Kupel who exhibited a much more childish attitude towards life, including those who were in their late teens. In the former pilot site, it was clear from the beginning that the UAMs have a personal mission to settle their own lives in the new place in Europe, and that motivated them to actively participate in the sessions and consciously work towards integrating into a new setting and creating a bridge between cultures. A good example of this was a session where the team flipped the process, allowing the boys to set the questions and topics. They chose to ask and speak about the cultural and social paradigms (i.e., what is an acceptable posture for males in Western societies; what are the people like in the countries that they were expecting to travel to; what is the architecture like; and what to expect their surroundings to look like) of their future countries of settlement.

In contrast, for the younger UAM, especially ages up to ca. 10-11 years, which was predominantly the case in RRC Sofia - Ovcha Kupel, the drive to comply with the family's wishes (to reach a Western-European country) is a product of the still early childhood psyche of obedience and fear of provoking disappointment in their parents. According to the REFUGE-ED and IOM team and other professionals working with IOM, that prevented them from participating consciously in an integration process since they still have not reached their final destination and are fixated on that mission under the pressure of their relatives.

Pilot implementation in **Sweden** focused on practising Interactive Groups and Dialogic Literary Gatherings. These initiatives involved 15 to 25 children who actively participated in collaborative learning, focusing on mathematics and dialogic literary analysis in multiple languages.

Since 2015, Restad Gård has accommodated more than 1500 refugees in 9 houses. According to the Swedish Migration Agency, about 500 refugees live in this refugee camp. The majority is from Ukraine, and the rest are from Afghanistan, Iran, Turkey, Eritrea, Somalia and other countries.

The Interactive Group activity was initially designed to foster social interaction and a sense of belonging among the children. Therefore, during the pilot implementation, children worked together in a classroom setting and engaged in hands-on activities to learn mathematics based on their school grades. This collaborative approach encouraged teamwork and provided opportunities for peer learning and problem-solving. The children developed a deeper understanding of mathematical principles through interactive exercises and discussions while strengthening their

communication and critical thinking skills. Additionally, the practices constituted additional support to their ordinary school lessons.

The Dialogic Literary Gatherings aimed to promote reading skills and language proficiency among the children. The sessions involved the exploration of fairy tales in Arabic, Swedish, and English. During these gatherings, the children actively engaged in dialogues and discussions, sharing their interpretations, understanding, and personal perspectives on the stories. By analysing and reflecting on the texts, the children sharpened their comprehension skills, expanded their vocabulary, and developed a greater appreciation for diverse cultures and languages.

6.2.   Mental Health and Psychosocial Support (MHPSS) practices

TABLE 5. MHPSS IMPLEMENTATION

Country	Pilot site	MHPSS practices implemented	Topic/subject	Frequency of implementation	No. of beneficiaries
Bulgaria	RRC Sofia - Voenna Rampa, Safety Zone for UAM, Bulgaria	Expressive therapy/ Dramatherapy	Background of the participants, their journey, traumatic experiences, and overcoming them / Bilateral Adaptation	Weekly – 3h / session x 11 sessions	11 for the first two weeks. Final participants: 5
	RRC Sofia - Ovcha Kupel, Safety Zone for UAM, Bulgaria	Expressive therapy/ Dramatherapy	Cultural background/ Bilateral adaptation to the socio-cultural context	Weekly – 2h / session x 9 sessions	12 – 17/varying number throughout
Sweden	Restad Gård Asylum Accommodation Camp	P.O.W.E.R games "Keep Children Safe" "Hello Dream" "Who's Your Hero"	During DLG fairy telling and mathematic Interactive Group activities or during breaks in between the subjects	Every week	30

The MHPSS training in **Spain** focused more on professionals and making them aware of their skills, providing them with tools for action and detecting critical situations. In addition, the PSC Centre provided the participants with more materials and activities during the face-to-face MHPSS training. Therefore, they did not get many specific practices to implement; instead, the training and provided material directly impacted the educators working with the unaccompanied minors. The educators valued the training positively and acquired tools to handle difficult situations they face daily in the centres. In fact, in this same centre (Orió), they asked for more tools and training to conduct facilitating sessions like the ones that the PSC Centre and the MHPSS Collaborative did with the minors in February 2023 to implement it by themselves.

The sessions in **Bulgaria** were held weekly from 02.02.2023 until 31.03.2023. Each session lasted between 150 and 180 min. The UAMs who participated were aged 7–17 years old. The team, comprising IOM and REFUGE-ED staff, provided the topics and assignments often decided based on the results from the previous session. Common to all sessions were the opening and closing questions, which aimed, on the one hand, to assess the situation of the minors during the period between meetings and, on the other, to assess their attitude and emotions at the end of each session. The work of the IOM-REFUGE-ED team, consisting of a psychologist, anthropologist, and the Safety Zones' coordinators, was supported by IOM's cultural mediator and social workers speaking the UAMs' languages.

During the pilot implementation in **Sweden**, the team focused on activities aimed at promoting children's mental health and providing psychological support. To achieve this, they utilised a variety of games sourced from "Right To Play," an organisation that has developed play opportunities for children's well-being.

The plays conducted in the pilot settings in the asylum camp were designed to address health and psychological well-being, social development, emotional development, and child protection. It is important to note that children living in asylum camps face numerous challenges, including difficulties during their migration to the EU and the impact of war, conflict, and poverty on their lives. These circumstances often make it difficult for them to concentrate on learning and exhibit a lack of interest in education. The team needed to attend to their emotional well-being to motivate their participation in learning activities. For instance, one of their primary motivations was having something to eat. They frequently requested pizza and other soft drinks. This demand for food stems from the Swedish Migration Agency providing a daily allowance of 71 krona for adults and 41 krona per child for families residing in asylum camps. Consequently, due to the high cost of food, families struggle to provide enough meals, which is why children crave food during activities.

It is worth mentioning that providing psychosocial support for families and children aimed to address their emotional and material needs. Alongside these efforts, the Swedish partners conducted various plays with the children, including but not limited to "Keep Children Safe," focusing on child protection, "Hello Dream", emphasising hope, and "Who's Your Hero," promoting academic motivation.

7. Establishment of a peer learning and support scheme

7.1. Support scheme provided to the pilots' implementation

7.1.1. Support and assistance in SEAs and MHPSS by AUB and PSC Centre

Considering that one of the critical aspects of the project is related to the process of co-creation of knowledge between the different actors (teachers, professionals, families, children, minors, organisations, and other relevant stakeholders), Communities of Practice and Learning were created in each pilot centre in the framework of REFUGE-ED. The communities aimed to develop a peer learning and support scheme to allow the exchange of experiences and useful tools, leading to the improvement of the implementation of effective practices in education (SEAs) and MHPSS. In this sense, the project sought to strengthen their bonds through different mechanisms.

As for the support scheme provided to the pilots' implementation concerning the SEAs, the Autonomous University of Barcelona (AUB) consistently offered and provided support sessions for the implementation partners to address better and attend to the pilot sites' needs. AUB conducted at least two rounds of sessions with the partners, i.e., 12 supportive sessions, for all three pilot site categories.

7.1.2. Support provision to pilots through ad-hoc sessions

The AUB team cooperated closely with the **Spanish** pilot sites, exploiting various communication channels. Apart from online and phone interactions, the team visited the sites on several occasions. Specifically, in December 2022, they met with the Centre d'Emergència el Pla de Santa Maria

management team to support implementation, while a focus group was implemented on-site in February 2023. After noticing a slight disorientation through the meetings in March 2023, the team visited the Centre in May and conducted a DLG with the minors, exploring the Odyssey, where educators were also present. It worked very well, and minors and educators were thankful for that session and realised what they could do differently to improve the implementation. In the same month, interviews with the minors were conducted, and a wrap-up meeting took place in June. Similarly, a meeting with the management team of Centre Orió was implemented in December 2022, a visit of the educators to a school with long experience in SEAs was organised in May 2023, and a wrap-up meeting took place in June of the same year. After interviewing unaccompanied minors at the Centre d'Emergència el Pla de Santa Maria, the researchers detected a need for information provision regarding the way the Spanish education system works and how unaccompanied minors older than 16 (education in Spain is compulsory for all children until that age) can enter the education system. AUB contacted the centres and offered to set up a session on educational trajectories in each site in June 2023, and the centres supported this initiative. Moreover, at the request of the Centre Orió, AUB contacted PSC in June 2023 to request additional online support training materials to implement MHPSS with UAMs at the Centre. The team foresees that the Centre Orió will receive the materials in July 2023.

The cultural differences between the Afghan group (RRC Sofia - Voenna rampa) and Syrian-Iraqi group (RRC Sofia - Ovcha Kupel) in **Bulgaria** contributed to the different experiences in the two sites and facilitated or impeded the communication and implementation process. That possibly had to do with the IOM staff (cultural mediator and social worker) who provided interpretation support and their communication dynamics with the UAMs. In the case of the former, the already established high respect between the UAMs and the IOM cultural mediator, an older man who is a doctor by profession and has been living in Bulgaria since the 1990s, became a counterpoint to the otherwise female-dominated team. His central role in the communication between the team and the boys enabled overcoming the power and gender disproportionality that probably otherwise would have been dominant. His work with the team helped provide representation, equality, and empowerment and created an atmosphere of support and understanding between the boys and the team.

On the other hand, the younger children from the Safety Zone in RRC Sofia - Ovcha Kupel saw the IOM social worker who provided interpretation support during the implementation process as more of a fraternal figure that establishes control but is also one that looks at their mischiefs kindly and with understanding. Additionally, he was not able to fully understand the process and the reason for undertaking this activity, which undoubtedly led to the lack of success noted.

During the implementation of SEAs and MHPSS, the **Swedish** partners provided support to teachers, families and volunteers physically and materially, including educational materials and tools for the monitoring and facilitation of dialogic gatherings and interactive groups. In addition, the team had several meetings with AUB regarding the SEAs, such as IGs and DLGs. Due to an issue the Swedish partners encountered during the pilot implementation, they had to explore ways to adjust the SEAs to address the needs of families and children living in the asylum accommodation centre. They further discussed the best practice to take place in order to address the common challenge related to psychosocial support and educational activities. The AUB partners have always been available to share their knowledge and experience throughout this procedure.

7.2. Social media group for the Community of Practice and Learning and Team building activities at pilot level

A Facebook group was created for educators working in all pilot sites in the participating countries, aiming at providing immediate assistance and support to teachers, educators, and professionals by SEA and MHPSS experts, promoting experience exchange and useful material among the members of the centres, and interaction and further co-creation of knowledge among peers. Facebook's simultaneous translation allows group participants to communicate with each other, regardless of

the language they speak. So far, 30 people have joined the group, including educators and professionals from the pilot centres, SEAs and MHPSS experts, and those accompanying the implementation of the centres. Along these lines, this space will lay the foundations for establishing a transnational Community of Practice and Learning on the platform[2].

Since the creation of the general FB group occurred at the same time as the Italian group, Italy opted to keep the national group open for a few months to allow members, especially teachers, to get confident with this tool. The REFUGE-ED Italia Facebook group[3] has so far 28 members, including university professors, teachers and educators of the pilots and school tutors of the project. The group has mainly been used to promote seminars, conferences, and information about the projects and specific tools, i.e., Psychological First Aid (PFA) materials and MHPSS training. It will be active until the beginning of the school year 2023-2024, after which it will be transferred to the general one.

During the meetings and training in Bulgaria, IOM and SAR social workers shared that creating online groups can help establish international communication and a space for experts to share best practices on migrant and refugee children's integration from different EU Member States and different institutions and social services. Nevertheless, many have voiced their concern that active participation in social media might be impossible due to their heavy workload in terms of daily work with children during long shifts, limited knowledge of English for some, and bureaucratic engagements (especially SAR).

The Swedish partners have created a social media group on Facebook with volunteers, teachers, and others interested in the subject at the country level. The group, led by SGN, works to post updates about the REFUGE-ED project and SEAs actions, experiences, and benefits.

8. The impact of SEAs and MHPSS practices on children and the community

8.1. Evaluation process

TABLE 6. EVALUATION PROCESS

Country	Pilot site	Evaluation method	Date	Topic/subject	No. of participants
Spain	Centre d'Emergència el Pla de Santa Maria	Baseline questionnaires	December 2022	Assessment of prior knowledge	14
		Focus group	07/02/2023	Project's evaluation and BKP	5
		Interviews with minors	12/05/2023	Expectations of migrant minors	5
		Wrap-up meeting	13/06/2023	Project's evaluation	4 educators
	Centre Orió	Baseline questionnaires	December 2022	Assessment of prior knowledge	3

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[2] Here is the link for the general Facebook group: https://www.facebook.com/groups/6318500458179012

[3] Here is the link for the Italian Facebook Group: https://www.facebook.com/groups/629573128998037

		Wrap-up meeting	19/06/2023	Project's evaluation	2 educators
	Centre Sirius	Baseline questionnaires	December 2022	Assessment of prior knowledge	7
Bulgaria	RRC Sofia - Ovcha Kupel, Bulgaria	Baseline evaluation questionnaire	09/02/2023	Assessment of prior knowledge	13
	RRC Sofia - Voenna Rampa, Bulgaria	Baseline evaluation questionnaire	09/02/2023	Assessment of prior knowledge	7
		Endline evaluation questionnaire	05/05/2023	Wellbeing, sense of belonging, social support, academic motivation	5
		End of implementation interview with team and participants	30/04/2023	Wellbeing, sense of belonging, social support, academic motivation	5
Sweden	Restad Gård Asylum Accommodation Centre	Focus Group	02/02/2023	Evaluation of the pilot implementation	7
		Wrap-Up meeting	02/06/2023	Evaluation of the pilot implementation	6

Two **Spanish** reception centres participated in the Wrap-up Meetings during June 2023. The Spanish partners are in contact with the third reception centre, Centre Sirius, and are waiting for a date proposal to conduct the Wrap-up session. The topics covered in the Wrap-up Meetings included the evaluation of the REFUGE-ED Project actions' impact in the four phases of the pilots: Needs analysis and co-creation, Training, Implementation and Evaluation. In both sites, gathering all people who participated in all phases was impossible for different reasons (i.e., availability, personnel turnover). This limited the collection of more data and gathering evidence of social impact during the Wrap-up Meetings. These aspects that affect the centre's functioning should also be considered for future fieldwork in this type of centre. Moreover, as mentioned above, Centre Orió will start implementing DLG more systematically in August, so the team could not evaluate the impact of the DLGs yet in this centre. Even so, they managed to gather some information regarding SEA and MHPSS.

Pre- and post-evaluation processes took place in each session in **Sweden**, including the MHPSS and SEAs training and the pilot implementation. The evaluation was conducted with teachers and volunteers who led the activities and families who acted as facilitators. Additionally, evaluation was done with children after the end of each weekly activity by giving them the space to share their experiences and ideas. The Swedish partners received very productive feedback that helped them to promote the activity based on the children's willingness and interest. The team developed child-friendly tools for children's feedback to help them express themselves. SEAs started in early November 2022, whereas the MHPSS practices were incorporated into the programme after the training that was organised in late March 2023. However, the team succeeded in implementing those actions that solely focus on promoting children's well-being and psychological support.

8.1.1. SEAs

The process of DLGs and IGs activities worked pretty well in **Sweden**. However, the pilot setting was in a non-formal education centre and asylum camp, and the children attended the activity after school. This resulted in them being tired and having a hard time engaging in educational activities; they were more interested in MHPSS activities than SEAs, such as playing together and painting. These approaches mentally and physically prepared them to participate in educational activities such as DLGs and IGs.

8.1.2. MHPSS practices

The expressive therapy process implemented with the five UAMs in RRC Sofia – Voenna Rampa, **Bulgaria**, culminated in making a short film of the play. While it was originally planned to perform it in the theatre in NBU, due to the approaching departure of one of the UAMs to join his brother in Switzerland, it was decided to film it instead. It should be noted that the team filmed and took photos of the process throughout the sessions so the five UAMs could watch and reflect on their experiences. The implementation was divided into several parts: coming up with a title for the play, defining the main characters, writing the script, and practicing each part of the journey. The latter including scenes from the UAMs' homes in Afghanistan, leaving with the smugglers, violence and abuse encountered at their hands, arrival in Bulgaria and travelling to the final destination. One of the sessions was devoted to the UAMs and the team, speaking to the smugglers and recounting the hurt and trauma suffered at their hands.

During the week following the final expressive therapy implementation session in RRC Sofia – Voenna Rampa, the REFUGE-ED team, together with the IOM mediator and psychologist, organised a closing meeting with the five boys who participated in the implementation process. The methodology was based on open questions in line with the end-line questionnaire. They included specific information on the sessions, such as: *"What is the most important takeaway from the sessions?"*, *"Which session was the most important according to you?"*, *"Did you feel a change in your mental state post-practice?"*, *"What did you learn?"*. Everyone was encouraged to engage actively and share their personal experience. The team also shared their thoughts and takeaways from the process. Led by the IOM psychologist, the participants gave each other "imaginary presents" – precious memories from the process, symbols of home (a tree) and friendship that will remain with them.

The end-line evaluation was done several days after the closing meeting, with the interpretation support of the IOM cultural mediator. The boys took turns answering questions, while the team was inputting their answers. In contrast with the baseline evaluation, which was somewhat hectic and required turning it into a game by employing a scale on the floor for the boys to show their answer to each question, the established friendly and calm atmosphere thanks to the implementation process led to emotional and well thought out answers on the UAMs' part during the end-line evaluation.

It was not possible to carry out an end-line evaluation with the participants from the Safety Zone in RRC Sofia – Ovcha Kupel for the reasons mentioned in previous chapters, namely the group dynamics due to a larger and younger group of UAMs with very different interests and who never fully engaged in the process.

MHPSS practices played a crucial role in fostering well-being and academic success in educational settings in **Sweden**. The pilot activities have achieved remarkable outcomes by promoting active participation, creating happy moments, and encouraging social interaction. Students and families have experienced the positive effects of these initiatives, leading to improved academic performance, enhanced emotional well-being, and a sense of belonging. As we continue to prioritise mental health and psychosocial support in education, these successful actions serve as a testament to the transformative power of holistic approaches to education. Children who initially experienced distressing conditions have become calmer and more relaxed over time as a result of MHPSS activities. Since it was only a pilot action, the long-term impact depends on developing a sustainable approach to education, particularly for children with a migrant background.

8.2. Quantitative data
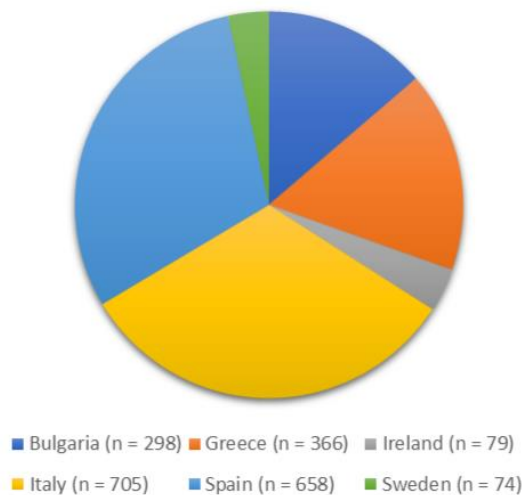
8.2.1. Method

DESIGN

This component of the REFUGE-ED evaluation involved a non-experimental, pre- and post-intervention survey design with youth participants of REFUGE-ED. Each survey included a section to generate a unique participant identifier code, as well as relevant socio-demographics and measures of the four common outcome variables for REFUGE-ED: perceived social support, a sense of belonging to the pilot site, well-being, and academic motivation. These constructs were measured using previously validated scales, as described in the REFUGE-ED Compendium of Indicators (link on REFUGE-ED teams platform here), with any translations being cross-checked or provided by consortium members. This resulted in questionnaires being created in English, Swedish, Italian, Spanish, Greek, Bulgarian, and Ukrainian.

PARTICIPANTS

Of the 2180 responses to the questionnaires, 94.1% (n = 2,051) were drawn from inclusive learning environments, 2.7% (n = 58) from institutional care, and 3.3% (n = 71) from hotspots/reception and identification centres. The table below presents the total responses received from each REFUGE-ED country.

Figure 1

Responses Per Pilot Country

Bulgaria (n = 298) Greece (n = 366) Ireland (n = 79)
Italy (n = 705) Spain (n = 658) Sweden (n = 74)

The final overall sample (*n* = 2180) included responses from 1110 boys, 957 girls, and 52 people who selected the other category (i.e., non-binary, transgender, other, or prefer not to say). A further 61 respondents did not respond to the item asking about gender. The age range in the study varied from age 3 years to 18 years ($\bar{x}$ = 11.47, *SD* = 3.21). The overall sample included 292 responses from forced migrants, 149 from non-forced migrants, and 1566 from nationally born young people. A total of 173 respondents did not answer the items on migration history. This is represented in the figure below:

Figure 2

Migration History

■ Nationally-born (n = 1566) ■ Forced Migrants (n = 292)
■ Non-Forced Migrants (n = 149) ■ Unknown (n = 173)

8.2.2. Materials

CODING AND SOCIO-DEMOGRAPHICS

A unique participant identifier code was used to track participants' responses over time. Participants generated their code by providing the final two letters of their first name, followed by the date of the month on which they were born, and the final two letters of their surname.

In addition, young people were asked a series of socio-demographic questions (i.e., their age in years, gender, and migration history). For gender, participants had the option to select boy, girl, or other. In assessing migration status, all those in forced migrant (i.e., refugee and asylum seeker) accommodation centres were assumed to be refugees. In inclusive learning environments, two questions focused on migration. Participants had the option to select 'yes', 'no', 'I don't know' on both questions. The first differentiated migrants (forced and non-forced) from nationally born youth and asked 'Were you born in [insert receiving country]?' Those answering 'no' were classed as a migrant. The second question served as a proxy to identify forced migrants by asking 'Have you or your family ever moved because you were unsafe or worried about your safety?'. Those who answered 'no' to the first question and 'yes' to the second were classed as forced migrants. Those who reported being born in the country where the study occurred and did not report fleeing due to safety concerns were classed as nationally born.

PERCEPTION OF SOCIAL SUPPORT

The **Multidimensional Scale of Perceived Social Support (MSPSS)** is a widely employed self-report tool to assess perceived social support for individuals aged 14+. It is a 12-item scale which uses a 7-point Likert scale ranging from 'strongly disagree' to 'strongly agree' with higher scores reflecting higher perceptions of social support derived from family, friends, and/or a significant other. The total score is calculated by summing all responses and calculating the mean. The instrument has demonstrated good test-retest evidence, as well as applicability to clinical and non-clinical groups (Zimet et al., 1990). Internal consistency (or α) for the original scale was found to be equal to = .88 (Zimet et al., 1988) and within the current study was found to be equal to .90. The structural validity of the scale has generally been found to be appropriate, with more variation in the testing of the construct validity (Dambi et al., 2018). Cross-culturally the scale has been validated and adapted to at least 22 non-English language contexts as well as with immigrant and trauma-exposed populations (Cobb and Xie 2015; Aroian et al., 2010; Nearchou et al., 2022; Zimet et al., 1990).

SENSE OF BELONGING

The **Psychological Sense of School Membership Scale (PSSM)** has been widely used in research and the educational field as a self-report tool to measure the perception of school belonging young people 10 years and older (Goodenow, 1993). The original scale contains 18 items (13 positively and 5 negatively worded items) with 5-point Likert answering options ranging from 1 'not at all true' to 5 'completely true'. The responses to each item are summed together to calculate the total score. The scale was conceived as unidimensional, and the original scale demonstrated internal consistency (α = .87). In the current study, a Cronbach's alpha of .87 was identified. The scale presents adequate convergent and discriminant validity and is reliable for other cultures and languages (Wagle et al., 2018; You et al., 2011). Convergent validity has been assessed with other health and educational outcome measures finding that higher PSSM scores are negatively correlated with emotional distress and behavioural problems (Shochet et al., 2006). Previous studies have successfully used it with diverse child and adolescent populations in primary school, in cross-national contexts and with war-exposed, refugee and immigrant children (Kankaanpää et al., 2022; Kanj & Khamis, 2021). Within the current study, the scale was extended from an explicit focus on schools to include the relevant host organisation context (e.g., community centres or accommodation centres). For example, the item 'people at this school are friendly to me' was adapted to 'people at this school/centre are friendly to me.'

WELL-BEING

The 5-item **World Health Organisation Index (WHO-5)** is a short self-reported measure of mental well-being for children aged 9 years and older (Heun et al., 1999). The scale comprises of 5 items which are rated on a 6-point scale (from 'all of the time' to 'at no time') with the reference period being two weeks. Each score is summed and multiplied by four to calculate the total score. Previous studies have found the scale to be internally consistent (α= .82; Heun et al., 1999), as did a calculation of Cronbach's alpha in the current study (α= .82). Heun and colleagues (1999) also found that the WHO-5 discriminated between individuals presenting with and without acute psychiatric disorders, and to correlate with established measures of well-being. To date, it has been used in research with migrant and refugee children ranging in age from 6-17 years (Banoğlu & Korkmazlar, 2022; Darmanaki Farahani & Bradley, 2018; Foka et al., 2020) and is sensitive to change in response to intervention (Topp et al., 2015). The threshold for clinically significant change is estimated as a 10-point difference in scores (Newnham, Hooke, & Page 2010).

ACADEMIC MOTIVATION

The **Academic Motivation Scale for Children (AMC)** is a 12-item questionnaire (designed for youth 11+ years old) and was used to measure students' academic motivation. The responses are summed, and a mean is calculated to create the total score. It was developed based on a review of existing adolescent-specific questionnaires on this construct (e.g., Cham et al., 2014; Murdock, 1999). The scale covers intrinsic (6 items) and extrinsic (6 items) motivation and has demonstrated internal consistency (e.g., in this study α= .99). Items are scored using a 5-point Likert scale ranging from strongly disagree to strongly agree.

ANALYTIC AND TESTING PROCEDURE

The planned analytical procedure included a repeated measures evaluation of REFUGE-ED youth participants' levels of sense of social support, sense of belonging, well-being, and academic motivation before and after intervention. However, there were challenges with follow-up, whereby many participants completed the coding incorrectly. This made matching responses impossible (e.g., not all information for the code was provided or provided in the wrong order). Furthermore, there were high levels of transiency in some contexts, which meant many participants were lost to follow-up.

To address this issue, baseline and endline data were treated as independent samples. Inferential testing was used to assess differences between groups at baseline and endline in the overall sample and in inclusive educational environments. Due to the low rate of endline completion in the hotspots/reception and identification centres (n = 17) and the institutional care environments (n = 8) and the risk of generating inaccurate generalisations, no inferential tests were conducted. This means that we cannot test for statistical significance or effect sizes in this context.

To interpret these results, it is important to understand inferential testing, significance testing, effect sizes, and clinical significance. Inferential testing allows us to examine differences between groups and test assumptions about generalisability to the population. In inferential testing, meeting the threshold for statistical significance means that the differences observed between groups are unlikely to be due to chance. This is reflected in p-values which fall below .05 in the results. However, this does not mean these differences are practically or clinically meaningful; nor does statistical significance say anything about the size of differences between groups.

Effect sizes and clinically significant change estimates are used to understand the magnitude of differences between groups. In the inferential testing, the magnitude of the differences between the samples was calculated using Cohen's d, where values between .2 and .49 reflect small effects, between .5 and up to .79 reflect medium effects, and more than .8 reflects large effect sizes (Fritz et al., 2012). For some scales, previous studies have reported on the degree of difference which reflects clinically significant change (e.g., Topp et al., 2015). For example, in the WHO-5 a 10-point difference is likely to reflect a meaningful and practical difference to respondents). The threshold set for clinically significant change for the WHO-5 can be used in evaluating inferential and descriptive results.

It should also be noted that given the use of multiple comparisons overall, p-values below should also be interpreted with caution in order to reduce the risk of a Type 1 error (i.e., false positive). This means that more stringent p-values are advised.

8.2.3. Results

Table 7 illustrates the results of the between-samples t-tests evaluating the mean difference between overall scores at baseline (overall n= 1278) and endline (overall n= 900) across each outcome before breaking down differences by site category.

- In the overall sample, the results indicate that there were significant positive differences between baseline and end-line on perceptions of social support, belonging, and well-being. For sense of belonging and well-being, these differences were very small. For sense of social support, these differences were small in magnitude. No significant differences between groups in academic motivation were observed.
- Within institutional care environments, the comparison of baseline (n = 80) and endline (n = 54) data showed significant positive differences in terms of belonging and well-being. The size of these differences was of a small and medium size (respectively).
- In the case of inclusive educational environments (n = 2,051), the comparison of baseline (n = 1,080) and endline (n = 823) data shows a significant positive difference in the well-being, sense of social support, and sense of belonging of participants between baseline and endline. These effects were of very small magnitudes.

	P value	Baseline Mean	Standard Deviation	Endline Mean	Standard Deviation	Mean difference	Cohen's *d*
Overall REFUGE-ED sample							
Sense of social support	<.001***	5.87	1.02	6.08	.96	.21	. 21
Sense of belonging	.028*	71.23	12.79	72.58	13.30	1.35	.10
Well-being	<.001***	65.49	24.08	69.14	23.17	3.65	.15

Academic motivation	.346	4.20	.64	4.23	.62	.03	.05

Inclusive Educational Environments

Sense of social support	**<.001*****	5.92	.98	6.10	.95	0.17	0.18
Sense of belonging	**.044***	71.23	12.80	72.50	13.41	1.27	0.10
Well-being	**.005****	65.81	24.19	68.87	23.15	3.06	0.13
Academic motivation	.264	4.20	.65	4.23	.62	0.03	0.05

Table 7: An illustration of mean differences between baseline and endline groups (in the entire consortium and in inclusive learning environments on REFUGE-ED outcome).

Please note: The bolded figures represent statistically significant results. The asterisks represent the level of significance of each *p* value whereby * represents< .05, ** represents < .01, and *** represents < .001.

Within institutional care environments, 47 responses were collected at baseline, and eight responses were collected at endline. The descriptive statistics across each outcome are presented in Table 8.

	Baseline mean (*SD*)	Endline mean (*SD)*
Sense of Social Support	5.08 (1.30)	4.66 (1.29)
Sense of Belonging	69.71 (12.45)	65.43 (11.83)
Well-Being	58.04 (22.41)	65.50 (26.44)
Academic Motivation	4.25 (.45)	3.95 (.50)

Table 8: A table showing the means and standard deviations across baseline and endline for participants in the 'Institutional Care' site type category.

Within hotspots/reception and identification centres, 42 responses were collected at baseline and 17 at endline. The descriptive statistics across each outcome are presented in Table 9.

	Baseline mean (*SD*)	Endline mean (*SD)*
Sense of Social Support	5.53 (1.38)	6.45 (0.29)
Sense of Belonging	73.95 (13.46)	79.24 (3.54)
Well-Being	65.33 (22.53)	80.95 (20.67)
Academic Motivation	4.55 (0.34)	4.36 (0.27)

Table 9: A table showing the means and standard deviations across baseline and endline for participants in the 'Hotspots/Reception and Identification Centres' site type category.

In the overall sample, very small to small significant positive differences were found between baseline and endline groups for well-being, sense of social support, and sense of belonging. Within the inclusive learning environments, similar differences are found across these variables, but all of a

very small size. The significance of these differences means that they are unlikely to be due to chance alone. Descriptively, one can also see reductions in mean scores across all variables in the institutional care environments. Contrastingly, the descriptive statistics in hotspots/reception and identification centres show that mean scores were higher at endline than baseline for the majority of outcomes (excluding academic motivation which decreased between the two conditions).

In the overall sample, we see that these differences are very small to small in size. Furthermore, the difference in WHO-5 scores (of 3.65) falls below the threshold for clinically significant change. In very large samples, this phenomenon can occur (statistical significance of a very small size without clinical significance), as there is sufficient power to detect even minute differences between groups. Thus, the meaning of these statistical differences should be interpreted with caution as the small sizes may reflect limited practical differences.

In the inclusive learning environments, we can observe very small, significant, and positive differences between baseline and endline across all of the key REFUGE-ED outcomes, excluding academic motivation. As in the overall sample, the differences in well-being scores of 3.06 points falls below the threshold for clinically significant change. The small effect sizes found call into question the practical significance or meaning of these differences to the young people's daily life or functioning.

The descriptive results for institutional care environments show that in general participants in the baseline evaluation scored higher than those in the endline evaluation. However, a negative difference in academic motivation was found between baseline and endline. For well-being the difference also does not meet the threshold for clinically significant change. Furthermore, no significance or effect size testing was performed. This also means that caution should be taken in over-interpreting or generalising these results.

Similarly, this caution must be applied to the interpretation of the descriptive results calculated for the hotspots/reception and identification centres. These results show that in general participants at baseline scored lower than those at endline (excluding academic motivation). For well-being, this difference exceeds the threshold for clinically significant change suggesting real utility and meaning to the lives of these young people.

Across all of the tests performed, we do not find evidence that academic motivation was meaningfully different at baseline and endline. In the overall sample and in inclusive learning environments, we find no statistically different change in scores across the conditions. This suggests that the very small deviations in scores may be a reflection of chance. Across the other site types (i.e., institutional care and hotspots/reception and identification centres), we observe reductions in academic motivation between baseline and endline. This finding conflicts with a recent review of some of the practices implemented by REFUGE-ED (i.e., successful educational actions or SEAs) which have demonstrated widespread positive effects on academic outcomes and achievement (Morlà-Folch et al., 2022). Some avenues for exploring this deviation from the literature are explained in the 'future research' section.

LIMITATIONS AND FUTURE RESEARCH

Some caution should be taken in interpreting the meaning of these results. The study design itself does not allow the identification of causal effects as we were unable to track individuals over time. In addition, the use of multiple comparisons in the t-tests increases the risk of a type 1 error (i.e., identifying a statistically significant effect when in reality it does not exist). Although inferential testing was possible across the overall consortium and inclusive learning environments, caution in interpretation is warranted. This is due to the high variability in the nature, 'dose', and duration of these interventions. In addition, we were unable to control for individual levels of engagement in REFUGE-ED activities (e.g., if an individual attended 1 or 10 SEA sessions). Furthermore, it was not possible to estimate effect sizes and statistical significance for the institutional care environments and the hotspots/reception and identification centres. This means additional consideration is required to avoid over-generalising or over-interpreting these results.

Future research in this domain would benefit from a longitudinal tracking of individuals over time, a comparison group to the active treatment arm, a larger proportion of individuals from community settings, as well by identifying what works for whom (i.e., if there are components of REFUGE-ED which are more or less effective across different time-periods, intensities, and contexts).

8.3. Qualitative data

Qualitative data were gathered through focus group discussions with volunteers, teachers, and family members during the pilot implementation and wrap-up meeting in **Sweden**. The discussions highlighted the significance of SEAs and the MHPSS initiative in improving the psychosocial conditions of children in the camp. They also emphasised how these initiatives provided meaningful free time for children after school and addressed their well-being, sense of belonging, and academic success. Participants praised the positive impact of SEAs and the MHPSS initiative in fostering social and emotional skills, creating a safe environment, and promoting autonomy and self-expression. These initiatives also contributed to a sense of belonging, improved academic engagement, and enhanced overall well-being among the children. The qualitative data collected from these discussions underscore the effectiveness and importance of incorporating SEAs and MHPSS practices in educational settings to benefit children in the camp.

As for the **Spanish** pilots, wrap-up meetings were held with the centre's educators. These spaces allowed them to reflect on the challenges and above all on the opportunities that SEAs and MHPSS can bring to the centre.

8.3.1. Wellbeing

A general **improvement in children's well-being** was achieved by implementing SEAs and MHPSS practices. Educators from the **Spanish** sites have noticed signs of emotional well-being when it came to children, including feelings of safety and freedom to talk about their emotional concerns with others. Expressive therapy sessions implemented in **Bulgaria** supported children's well-being and enhanced their sense of belonging: *'Ever since we started meeting, my time here is much nicer and better spent.'*, (UAM, Bulgaria). In **Sweden**, the prioritisation of mental health and psychosocial support ensured the fulfilment of children's emotional needs, creating a foundation for their overall well-being.

The practices have also contributed to the creation of a **safe space**. Children in **Spain** felt that they were part of a strong support network, feeling accompanied. Nonetheless, this feeling of safety also applied to the staff of the centres: *'It is nice to participate in a European project that listens to us, with a team in the front line, giving direct support and attention to us, to listen to the needs that we have, since we are in a sector that has difficult access to resources, especially in the area of mental health.'*, (Coordinator of the Centre Orió, Spain). In **Bulgaria**, theatre and performing arts were beneficial for stimulating physical and emotional expression and building interpersonal relationships. In turn, the latter reinforced individual and group identity. At the same time, children had the space to enact multiple conflicting and traumatic situations (loss, separation, reunion) in a controlled and trusted environment, which allowed the 'actors' to experience catharsis and empathy within the group. The initiated process of "letting go" of the trauma was further conceived by the "empty chair" technique - a psychological tool used by the IOM psychologist. It allowed the boys to point and name their tormentors in the face of the smugglers and their accomplices. In **Sweden**, the practices worked as a means to create meaningful free time after school and having happy moments with other children.

Many of the participating children were able to increase their **self-confidence** and trust their **potential**. One of the children in the **Bulgarian** centres was initially shy, experiencing trouble expressing himself openly in front of others. He shared that he felt alone and that he had no friends. The newly acquired self-confidence and overcoming embarrassment in communicating with people outside his immediate circle of friends in Bulgaria was visible and found its reflection both in the

sessions and during the making of a film, which was the final product of the expressive therapy sessions. In fact, after the sessions, the boy ended up playing the main character in the film. According to a mother, her children, who participated in the **Swedish** piloting, improved their confidence and social interaction; this helped them make friends and enhanced their active participation since they used to stay home before the sessions.

8.3.2. Sense of belonging

In many cases, children developed a **sense of community**, establishing bonds with one another. This sense of belonging has also contributed to ameliorating the classroom atmosphere in **Spain**, even for children who manifested negative behaviours: *'They behaved well [during the DLG] because those who behaved badly did not participate in the first place. They would raise their hands; they would make questions. You would tell them to read, and they would read, and some of them were even translating from Spanish to Arabic for their colleagues that did not understand. Yes [they helped each other]!'*, (Educator, Centre d'Emergència el Pla de Santa Maria, Spain). Children also had the chance to open up and share their migration journey with the rest of the group. The experience sharing during the DLGs helped children feel part of a group and tremendously reinforced their sense of belonging. In **Bulgaria**, participants established new friendships, being constantly together – before and after the sessions. In parallel, a trusting relationship was established within the group. The group activities organised in **Sweden** and the engagement of students, parents and teachers led to establishing close relationships and building trust. Families have played a significant role in pilot activities by facilitating IGs, DLGs and MHPSS activities such as Right to Play activities. When children feel emotionally supported, they are better equipped to handle academic challenges and perform to their potential.

Teamwork and **support provision** have also increased as a result of the sessions. **Spanish** educators noticed that UAMs helped each other during the DLGs, translating from Spanish to Arabic for those who were not able to read or understand the text. Characteristically, a boy from the **Bulgarian** sites highlighted how teamwork was enhanced through this process and led to great results: *'I didn't think we'd make it as far as we did, and as I became the protagonist I gained more confidence, I felt more liberated, and I felt more comfortable. For the first time. We became friends and we built trust.'*, (UAM, Bulgaria). Children in **Sweden** felt comfortable expressing their ideas, concerns and suggestions for future activities and improvements within the team.

Cultural awareness and **appreciation** were further promoted through the products created and the processes per se. The film created in **Bulgaria** can potentially overcome anthropological boundaries, built around the concept of cultural and religious 'otherness', ensuring the construction of bilateral understanding and communication. The boys were fully aware and willing to 'show' their lives, motives, decisions, and hardships to a broader audience outside the confidentiality of the workroom. The 'cultural product' created by the children has an exceptional potential for introducing the Bulgarian, but also any other society with personal stories, thoughts and cultural models of the Afghan youth who have made their way to Europe. In this way, they are part of the bridges built between the cultures.

Improvement was also observed in the **relationships between children and professionals**. **Spanish** educators explained that the MHPSS tools and resources have favoured their bonds with the children and the students' sense of belonging: *'…if you build a bond with them, they will develop some sense of belonging. I think one thing goes with the other.'*, (Educator, Centre Orió, Spain).

8.3.3. Academic success

Active participation was another aspect that has been improved. Children in **Spain** have presented an increased interest in education. Other minors who did not understand Spanish would ask the educators to translate the text of the DLG in English on the same sheet to keep studying it. Children in **Sweden** engaged in dialogue on various topics, including literature and mathematics, and

everyone tried to take part in the discussion. Some children initially had difficulties participating in a group activity, either SEAs practices or MHPSS activities, but after a few sessions, they socialised more and expressed themselves.

The implemented practices supported children's **educational improvement** and the development of other **skills**. DLGs encouraged some UAMs in **Spain** to read more and the educators created a library with books and a space for reading at the centre, due to their participation in REFUGE-ED. This helped children learn more Spanish, asking the educators about unfamiliar words: *'Some wanted to read more, and they would take other books from the library. The words that they did not know or understand they would go and ask them to the educators.'*, (Educator, Centre El Pla, Spain). This help in language acquisition is crucial for unaccompanied minors, especially for their adaptation in the host country. In addition, educators observed that during the DLG, the UAMs participated actively and kept the discipline required to carry on with the sessions. As one educator stated, *"they would raise their hands, they would make questions. You would tell them to read, and they would read (...)"*. **Swedish** educators observed an increase in children's development of social skills, communication, and cooperation. Such skills are vital for building positive relationships and promoting integration among migrant and refugee children. Students who feel socially connected are more likely to actively participate in classroom discussions, collaborate with peers, and engage in group projects, all contributing to their academic success.

Through the REFUGE-ED process, **educational paths** have been **prioritised**. There was an increase in **Spanish** educators' expectations of minors and their academic future. This was a significant result of the sessions, as, during the initial needs assessment phase, education paths were identified as not being a priority in the reception centres. Although some minors attended school lessons or special training programmes addressed to UAMs, expectations of having access to quality or post-mandatory education, or going to university, were meagre. Most children were unaware of the available options for accessing superior education.

8.3.4. Other impacts

In **Spain**, REFUGE-ED has served to empower educators and improve their work's self-recognition, which will subsequently translate into a more direct impact on the children. It has created spaces for reflection where they have been able to question their unconscious beliefs, understand the minors better, and grow as professionals: *'I think that it (the training) was more of an introspection phase of each staff member. (…) That is each person made a reflection inside of them, regarding this empowerment, saying "I'm the educator! I'm the role model of these boys! There are moments in which I can take this step forward" instead of crying out for the Red Cross emergencies psychologist to come here. (…) and now we are like little ants building the project.'*, (educator, Centre Orió). It has also helped to change the narrative about children who "misbehave". In this way, the centres' involvement in the project has created spaces for reflection where they have been able to question themselves and grow as professionals.

Also, an aspect raised during the qualitative evaluation in **Spain** was the impact of the face-to-face training in MHPSS, facilitated by the PSC Centre and the MHPSS Collaborative, on educators: *'They opened up, they were able to share doubts and express emotional difficulties. They were also able to learn some tools to deal with stressful or sad situations. It helped educators to see that it is possible to create such an environment and to aspire to be able to create it themselves.'*, (Director of the Centre Orió, Spain). In this vein, the centre's professionals have expressed their interest in receiving further training, as more relevant sessions could have much more impact on children's' emotional wellbeing. After noticing UAMs' active participation and discipline during DLGs, educators' stance towards this lack of prioritisation changed: *'they would raise their hands, they would make questions. You would tell them to read, and they would read (...)'*, (Educator, Spain).

9.Conclusions and Lessons learned

The REFUGE-ED project was the first experience of the **Spanish** pilots with a European project that is designed to respond to their needs, and to offer them training in education and MHPSS. The educators at the centres highly appreciate the REFUGE-ED communication, implication and involvement with them.

Regarding SEAs, specifically Dialogic Literary Gatherings, it was the first time they were implemented in a reception centre. There are a few lessons to be learnt from this experience to improve it and facilitate its transference to similar settings. This is a valuable experience and a challenge taken by the REFUGE-ED project, to start implementing DLGs, which have been successful in other contexts, to reception centres for unaccompanied minors. Before REFUGE-ED, DLGs have been implemented virtually in all types of formal education and non-formal settings. One first difference between those contexts and the reception centres that participate in REFUGE-ED is the high turnover of minors and educators; these changes sometimes occur simultaneously. This makes it challenging to offer the training to educators, because some of the UAMs will leave and others will come, so some of them will miss the bits between and the end of the readings, while others could join at the end, missing all the other parts. However, this has not been deterring the centers to implement the DLGs, with the idea that even if the minor is only participating in one session, this can have great impacts on them. Thus, turnout is a barrier faced for any of the projects or activities that this type of centers decide to implement, therefore,

Concerning the training of educators, the centres could have *guidelines*, with examples, of how to implement DLGs, while regarding the minors, one possibility is to do a full reading for each session of the DLG, which means that these readings should be *brief*.

Another different element of the centres is the arrival of a significant number of UAMs (between 30 and 50) with varying levels and rhythms of language learning. Moreover, some have never been to school, so they have extra difficulty adopting the dynamic and discipline required to do the DLGs.

Some of these centres concentrate on UAMs with behavioural issues, which many times are a result of the trauma and violence they suffered in their migratory trajectories. Some educators agreed that many times they must spend their energy in controlling them, instead of conducting DLGs. One of the solutions could be to invite *volunteers outside the centre* to boost the human resources and alleviate the pressure on the educators.

Regarding the language issue, one possibility would be to use *shorter books or tales* (classics) or use those which contain *images and pictures* that can be attractive and have an explanatory capacity to help them understand the meanings from the literature.

Finally, in the meetings, the positive assessment of the project was highlighted, especially in terms of the impact on the educators and their work as professionals. In this sense, Centre Orió visited a centre that implements SEAs in Catalonia, thanks to the coordination of the REFUGE-ED staff. As a result, educators have expressed their motivation and desire to implement dialogical gatherings and interactive groups and participate in more trainings.

The experience of the **Bulgarian** team with expressive therapy showed that this type of workshop carried out over a prolonged period with a relatively small group of refugee and migrant youth has a beneficial impact on them, creating a safe place where they can express themselves and work on various experiences, including trauma, through creativity. The success of the work carried out with the small group in the Safety Zone in RRC Sofia – Voenna Rampa, as opposed to the unsuccessful process in the Safety Zone in RRC Sofia – Ovcha Kupel is a testament to this. There are of course factors other than the size of the group, such as interpretation / cultural mediation, educational status, and maturity that contributed to the successful implementation in only one of the two pilot reception centre sites in Bulgaria.

Stepping into the role of storyteller gave the UAMs the necessary motivation and space to "step back" from their inner conflicts and view them through the lens of their character. Moreover, it enabled them to expand their role repertoire and be more spontaneous and creative in their everyday interactions, contributing to their mental health and resilience. A similar result was

observed with all five UAMs in RRC Sofia – Voenna Rampa; they transformed from humble, silent, and expectant participants into actors whose actions dictated and directed the process.

The success of the process implemented in RRC Sofia – Voenna Rampa testifies to the therapeutic potential of such drama-based workshops, given that they are replicable and flexible enough to respond to multiple needs among different audiences. Dramatic enactment of multiple situations, the story and character development, whether based on reality or fiction, leaves room for trial and error and delving into more and new themes. The ritualised own environment, anti-contextual to domesticity, provides distance from the pressing day-to-day problems and guarantees circumstances in which it is safe and acceptable to manifest and verbalise emotion. This experience provides a basis upon which further steps on the proliferation of such methods using dramaturgy are a valuable approach to bettering the psychosocial well-being of refugee and migrant children in Bulgaria.

What the team learned from the process in RRC Sofia - Ovcha Kupel is that working with *smaller groups*, perhaps over a *more extended period* than initially planned and ensuring a *well-coordinated process* between groups of stakeholders (institutions, organisations, social workers, cultural mediators, and other relevant actors), where everyone is aware of and actively engaged in the end goal, is essential to the implementation of expressive therapy. This would allow for a deeper understanding of children's contextualities (cultural, social, individual specifics) and thus facilitate the determination of "correct" approaches to improving their psychological and mental well-being.

The SEAs and MHPSS actions in the **Swedish** pilot profoundly impacted children's well-being and academic success. The activities ensured that children's emotional needs were met by prioritising mental health and psychosocial support, laying the foundation for their overall well-being. Active participation, social interaction, and moments of happiness in the project enhanced motivation, engagement, and academic achievements. Parents have observed positive changes in their children's social interaction and confidence as a result of participating in the activities. The project provided meaningful free time and joyful experiences, contributing to children's sense of belonging and integration within the community. To some extent, it addressed challenges related to education, living conditions, and asylum status, meeting the high expectations of families and children.

The project's focus on active participation fostered a culture of inclusion, benefiting all children, including those with learning difficulties. Students actively engaged in learning demonstrated improved motivation, enthusiasm, and academic performance. The project encouraged student involvement in decision-making processes and offered opportunities for contribution, empowering them to take ownership of their education.

Although the project has been successful in promoting children's wellbeing and academic success, there is still room for improvement. Systemising inclusive education and providing long-term support for educators and volunteers are essential to sustain and expand these positive outcomes. This includes using indicators to identify barriers to learning and participation, creating a harmonious and supportive environment for students with different learning styles.

Overall, the project has had a transformative effect on children's lives, fostering their emotional well-being, sense of belonging, and academic achievements. REFUGE-ED has created a positive and inclusive learning environment that benefits both students and educators by prioritising mental health and psychosocial support and emphasising active participation.

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11. Annex I: Open assembly template

Open assembly

DATE

HOUR

PILOT SITE

Attendance report

 # PARTICIPANTS

WHO ATTENDED THE ASSEMBLY? (STUDENTS, FAMILIES...)

Points to take into account

- An assembly is a participatory decision-making body that seeks consensus. The best arguments are sought in order to make the decision that is most in line with the different opinions, not confrontational positions, as happens when voting. Its development must be peaceful, respecting all opinions, and prejudices must be left aside.
- If possible, translation must be guaranteed at all times
- Each site can decide to use different group dynamics, for instance, starting the assembly with a group dynamic (icebreaker) that facilitates the integration of the members of the group or to organize the discussion into small groups.
- Then, following the logic of the dimensions and questions, the contributions, reflections, and agreements of the assembly should be compiled. In what follows, you will find a tentative list of questions that each pilot can decide to be used, but they are not meant to be followed verbatim but as an orientation of the type of information we are aiming at collecting.

1.- ACADEMIC SUCCESS

Centre compliance / engagement at school

In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth?

Has there been any difference in terms of school/centre attendance since the beginning of the implementation (SEAs and/or MHPSS)?

2.- WELL-BEING

Creation of a safe space in the centre

In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms?

How have the practices impacted on the number and intensity of conflicts in the centre?

Expectations of their own future

Do you think that the implementation of the SEAs/MHPSS has brought about any change in students' expectations for the future?

Friendships and relationships in general

Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'

3.- SENSE OF BELONGING

Participation

Is there any change regarding the participation of children during the SEAs? What is the interaction of children like?

How do the children feel about the centre/school since the practices started? How has it impacted on their motivation?

How do these practices help migrant and refugee children feel part of the centre?

Leadership and family involvement

In which ways have the practices contributed to the involvement of the community in the centre?

Other

12. Annex II: Wrap-up meeting template

CATEGORIES	SUBCATEGORIES	QUESTIONS	DIMENSIONS			
			Transformative		Exclusionary	
			Individual level	Institutional level	Individual level	Institutional level
Academic Success	School compliance / engagement at school	how do students manage a difficult task in Interactive Groups?				
		What happens when a student with learning difficulties participates in Interactive Groups or DLG? Is there any difference from a regular class?				
		In which ways the practices have contributed to the enhance of academic success of migrants and refugee children and youth?				
	School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?				

Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?					
		How has the project contributed to the improvement of coexistence in the school and in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?					
	Expectations	Do you think that the implementation of the SEAs has brought about any change in students' expectations for the future? Can you give us an example?					
	Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?					
		In what ways do you think it helps to strengthen friendships among peers?					
Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?					

	Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?					
		What spaces for participation does the centre/school have?					
		In which ways the practices have contributed to the involvement of the community in the centre?					
	Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?					
	Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the SEAs has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?					

OTHER COMMENTS

Proposed Site Staff Process Evaluation	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of	

		timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
	Implementation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
		2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include:	

	i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example	

		iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
		3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

13. Annex III: Spain

13.1. Wrap-up meeting Centre d'Emergència el Pla de Santa Maria

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
Needs Analysis and co-creation		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	Dialogic Literary Gatherings training] It was very good, well explained, and very informative.
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	Dialogic Literary Gatherings training] Maybe when explaining it and then the personal experiences narrated by each person, when we put that in practice, it wasn't so idyllic as explained to us. We had many obstacles and the result did not turn out as, not expected nor desired because maybe we did not have those high expectations. But based on the examples of other Dialogic Gatherings projects with other centres, here, either because we have a lot of turnover, both staff and children, language difficulties, days when it can't be done because they get mad or whatever. As a training and at the training level it is very good, but at a practical level it has not resembled what they explained to us at the time. [improve the training part?] Maybe teach us more how to put it into practice. Then, it is true that they have sent us web pages, Facebook pages where they explain dialogical gatherings, how they present and such, but perhaps to see an example or how they have practiced it. Because the girls came here, and it was cool and it worked and so on. But I'm telling you, is because they were outsiders

Implementation	Process (general questions)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ..... (interactive groups, DLG, etc.)?	
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	he language level they have is very low, and sometimes I have to translate almost everything to them. (…) They are not used to reading. -[Have you seen any positive change in the children that participated in the DLG?] Some wanted to read more, and they would take other books from the library. The words that they did not know or understand they would go and ask them to the educators. -Some even asked the sheet of paper with the reading you put the English translation and give it back to him. -I think they considered it [DLG] as being the Spanish class Maybe the DLG helped some of them, in a small measure... Maybe some of them learned new words that they did not know before
		School attendance		
	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	
			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	

		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	
		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	They behaved well [during the DLG], because those who behave badly did not participate in the first place. They would raise their hands, they would make questions. You would tell them to read and they would read, and some of them were even translating from Spanish to Arabic for their colleagues that did not understand. Yes [they helped each other]!!
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	

Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	They were more participatory. In the end, people have even shaken hands and asked and talked to the two of them. On the other hand, when we did it maybe we didn't create as much impact on them. training useful for the integration of minors?] Yes useful, but maybe not easy. For example, the book of Odyssey, which is the one we have read, is difficult even for me, and I am a native speaker of Spanish. I think it could be, and we have in fact made it, modify to other softer literatures, classic fables, always without straying from the line of classical literature. Fables and such so that they read better, calmer and be able to express themselves better too. Because of course an Odyssey that speaks, well, as my colleague told you, of Greek Gods or tells you words that I have to look up in the dictionary, it's complicated. Regarding integration, yes. Because in the end what you are doing is teaching them a language that is what they are going to need to live in this country. But I think that perhaps it was a very high level of reading, that no matter how important these novels are because they are classical literature, and all that, perhaps it is more important that they learn a language. Mythology can be very good, and different kids with different levels helping each other, but maybe the level was so high, that the one who knew the most might already have a hard time, so that, on top of that they have to also help others

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	
			What spaces for participation does the centre/school have?	
			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	
		Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	
		Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	

		Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	[DLG can promote integration and well-being?] I think so, but not in this center, due to the turnover of boys, and the volume of boys. There are 55 who can stay for a week and next week they are gone. (...) Besides, they are not always together. -A negative aspect was that many educators participated in different phases of the project; lack of continuity for the educators and if they do not go through all the phases, it's difficult to do it. Maybe it have been better to pick 2 educators or ask them who is interested in it, and those educators to participate in all the phases -The communication with REFUGE-ED staff was very good and they did not feel alone. Maybe for centres that big the DLG should be reconsidered how it can be implemented.
	Process (general questions)	Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	[what could have been done to make better the DLG?] Shorter reads. they pay more attention to external people, like you today, they have listened to you, they have been there. If we were to do it ourselves, half of them would have left at the middle of the class, then they would come back... And maybe an outside person helps them to be more respectful than us who are here on a daily basis with them.

Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

13.2.   Wrap-up meeting Centre Orió. Servei de Primera Acollida i Atenció Integral

CATEGORIES SUBCATEGORIES	QUESTIONS	ANSWERS
Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	A European project that listens to us, with a team in the front line, giving direct support ant attention to us, to listen to the needs that we have, since we are in a sector that has difficult access to resources, especially in the area of mental health.

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	Being a young migrant with a mental health issue are to extra burdens difficult to cope with because you don't find these resources; what you find is a team that does its best. So, it's good to have people like you who, first of all, listens to us, and starting from here accompany us in answering these needs. At first it was about linguistic skills, but then rapidly we got to emotions, emotional welfare, and mental health.
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	
Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

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2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well?
a. Probing questions for implementation can include:
i. what has worked well in integrating refugee/migrant youth
ii. what ways can the practices help refugee/migrant's well-being, for example
iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging

The training: it made us feel that our job is important, and that we are able to make a first step, although we are not psychologists, psychiatrists or health professionals, in emergency situations, in our case with migrant youth.

For me is very important, because as the coordinator of the centre, is the message that I want to send to my team, but in difficult moments is difficult for the team to think of them as capable of it. Because there are also moments when you feel very alone. For me, the issue is that the team gets empowered to say this is part of my job/responsibility and us who attend them always are capable of doing it well.

And for yourself, to be able to say: I am doing it very well! I have the tools and enough strategies to take this first step and support the youth.

I liked a lot the dynamics that they made us take part in. I found them very interesting because they implied quite a lot of teamwork, and everyone participated and shared their opinions. There were a few colleagues from the centre taking part in the dynamics and that was good; and also, people from other centres, which gives you the opportunity to see things from other perspectives. And this way you have a different opinion from that in your team, and that is very positive, enriching yourself with different opinions from different rom that in your team, and

that is very positive, enriching yourself with different opinions from different places.

I like it when the theory can be reflected in the practice. Then, let's take a real case. So, for example present a real case, and how it was dealt with, and how did it end up, and also if there was a follow-up of the case. So, this is something that lacked [from the training], because it gives you tool to trust and believe that there is possible to make a step forward, it is possible. We have now a team that is consolidated, but when we started the project at the team meetings, we would put many examples like this: if this happens, we will do that and that, etc. You need to make it real, because in the end, when you need to act, it is not always clear how to apply the theory. And knowing each other as a team. Saying that 'the one who does more is not the one who goes ahead, is knowing each other who they are and to say 'I'm the one who calls, I'm the one who offers direct attention, and I'm the one who protects''. So, to see all that in real cases. I would have liked that the two trainers, with a big trajectory and experience, explaining us more practical examples. And I think it was due to lack of time, that we needed one more day.

[the boys have seen a change in your way of acting after these trainings] In my case, yes. But I think that these trainings work if the person that is doing it is in

		a moment of awareness, and recycling [professionally] themselves. So, there would be colleagues who find themselves in this professional development phase, and there would be other colleagues that resist to all that. And if they keep resisting to that, we will need some time to see if these colleagues can open to that or in the long run those persons should think about whether they want to be part of this or not. -All the staff have all the resources shared (PowerPoints, online training, etc.), so you know that it is there for you, and you can access it anytime you want. (…) There is a step you do it from your heart and it is vocational, and there is another step 'It is what I have to do; I will contain the moment and that's it'. And that also makes the difference.
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	This training is very welcomed and necessary. And actually, the first training in emergency situations, a kind of training that we never received before. And we are very grateful for that. And maybe it would have been great to have an extra day of training to go through real cases.

| Implementation | Process (general questions) | Begin by briefly explaining what the phase is in laymen's terms
1. How were you involved in [INSERT PHASE OF STUDY]?
a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase. | tools useful for the integration of the unaccompanied minors?] I think they are useful, yes. I strongly believe in the communication, of how you communicate with the minors. I tell them [team of educators at the centre] many times that the way we communicate has a direct impact on how they respond to us afterwards, so I do find it very important. Because in the end we are role models for them, and I think is important maintain an assertive communication, so they also receive it like that and also learning ask thing in a respectful, politely manner, learning to wait. And offer them psychological support, sometimes there are children that needs you to be more on top but there are others who keep distance, and is more indirect, but they need to know that you are there for them. That you are on top of them every day. So, you have to read a bit how is every person.

And the fact that they came here at the centre was very positive for the boys. It was a great opportunity for them. Because you have 2 people coming, and making a presentation that the boys embrace them, because they present themselves saying that they have been around the world, so we are not here to bring an easy message. We've been in many difficult places and I'm here to give you tools so you can feel better in your daily life. And even boys who normally show resistance to these types of sessions, have been very open to it. |

Academic Success	School compliance / engagement at school	how do students manage a difficult task in ..... (interactive groups, DLG, etc.)?	
		What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	
		In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	
	School attendance		

	Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	
			In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	
		Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	Implementation] We will implement the Dialogic Literary Gatherings in August and the assembly in September. (…) I think that the implementation phase was more of an introspection phase of each staff member. (…) That is each person made a reflection inside of them, regarding this empowerment, saying 'I'm the educator! I'm the role model of these boys! There are moments in which I can take this step forward' instead of crying out for the Red Cross emergencies psychologist to come here, because this has happened many times, for example when we had the Ukrainian boys coming here. (…) They [boys at the centre] have very tough life stories and you need a daily emotional containment step. This was more of an introspection phase for each staff member, and now we are like little ants building the project [of the centre]. Because until now we could not stop and doing these things. It was like keep doing, because you cannot even look, and now it is like "Watch it! There is an educator that said that!" It is very nice that we are got to this point, and the little things are coming to surface.

| | | | | We have to keep building on this and maintaining it. We arrived at the nice moment that we have to maintain, and the time is always changing. And that is why we say that these trainings and if they could be repeated because is not the same things living them as when the team explains them to you. That would be very enriching. As a kind of recycling for the team.

nd this is something that can be seen in their reactions to the boys. When one boy creates a situation, when I see it, I think: One person that acts like that is one person that has suffered a lot, one person that doesn't suffer, does not act like this. And others would say this boy is bad; well, no, he is suffering. (…) When you do this change of perspective, that helps you not to go home and take all that with you. And is the moment when you grow as a person and as a professional. |
| --- | --- | --- | --- | --- |
| | | Friendship quality (trust) | How do the students relate to each other while participating in a SEA or MHPSS activity? | |
| | | | Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain' | |

	Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	
			What spaces for participation does the centre/school have?	
			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	
		Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	[these tools favour sense of belonging] I think that through the bond, if you build a bond they will develop some sense of belonging. I think one thing goes with the other.
		Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	

	Process (general questions)	Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	
		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	

14. Annex IV: Sweeden

14.1. Wrap-up meeting Restad Gård Asylum Accommodation Centre

CATEGORIES	SUBCATEGORIES	QUESTIONS	ANSWERS
	Needs Analysis and co-creation	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	i. meeting families, teacher, volunteers and SGN staff members and discussion about the potential need to addressed during the pilot implementation worked well. ii. We have identified the challenges ahead of children academic success, wellbeing and sense of belonging and throughout the process of co-creation we managed to prioritize those common need in both pilot settings in order to work upon throughout the course of pilot implementation.
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	Discussing with families and children worked well, they shared their thought and experience as refugees and as asylum seekers and the challenges that they face with integration and their children quality education.
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	how to make Refuge-ed a sustainable program by integrating the methods into education system in the local and national level. To engage more in dialog with politician, stakeholders and civil society organization in taking a holistic approach to address the common challenges that children with migrant background face in Sweden

Training	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	We have received SEAs and MHPSS training in two separate occasions in which we learnt new knowledges, methods and practices that enabled us to support a child in a distressed condition and how to support children promote wellbeing, sense of belonging and academic success
	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	We have received MHPSS training to gain the following; - To gain an understating of mental health and psychosocial support and the role in places in learning environments. - To understand the impacts flawing from war, poverty and conflict on students and themselves, and how those may manifest differently. - To develop strategies to promote wellbeing and address distress in their students, classrooms, and themselves. Discussion, group work and team up practices was fantastic and help us learn a lot in how to support children in term of their wellbeing, sense of belonging and academic success.
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	

4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?

Implementation	Process (general questions)		Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	
	Academic Success	School compliance / engagement at school	how do students manage a difficult task in ..... (interactive groups, DLG, etc.)?	Children engaged in dialog in different topic including literature and mathematics and everyone tried to take part in the discussion …
			What happens when a student with learning difficulties participates in **Interactive Groups or DLG**? Is there any difference from a regular class?	There were children in the beginning who had difficulties participating in a group activity either SEAs practices and MHPSS activities, after a few session that we worked with them, it was happened to be more socialized and could be able to express themselves.

			In which ways have the practices (SEAs/MHPSS) impacted the academic success/learning process of migrants and refugee children and youth? Can you give some examples?	There were many plays condacted to improve health and psychological well-being, social development, emotional development, and child protection from a source named Right to Play. It help children in destress condition by having a happy moment with other children.
		School attendance	Has there been any difference in terms of school attendance (or class attendance) since the beginning of the implementation (SEAs and/or MHPSS)?	Active Participation: One of the key factors contributing to the success of educational actions and the MHPSS action pilot project is active participation. When students actively engage in their learning process, their motivation and enthusiasm increase, leading to better academic performance. The project's design encourages students to take an active role in their education, fostering a sense of ownership and responsibility. By involving students in decision-making processes and providing them with opportunities to contribute to their learning environment, the project promotes a culture of active

Well-being	safe space	In what ways do you think these practices and actions improve the well-being of refugee and migrant children? Can you give any example?	The successful educational actions and the MHPSS action pilot project have a profound impact on both the wellbeing and academic success of students. By prioritizing mental health and psychosocial support, the project ensures that students' emotional needs are met, creating a foundation for their overall wellbeing. When students feel emotionally supported, they were better equipped to handle academic challenges and perform to their potential. The project's emphasis on active participation, happy moments, and social interaction further enhances students' motivation, engagement, and academic achievements.
		In which ways have the practices (SEAS/MHPSS) impacted the coexistence in the classrooms? How have the practices impacted on the number and intensity of conflicts in the centre?	
	Expectations	Do you think that the implementation of the practices have brought about any change in students' expectations for the future? Can you give us an example?	The expectations were high among families and children, as addressing the numerous challenges related to children's education, living conditions, and overall asylum status has a significant impact on their well-being. While it is not an easy task to tackle these issues comprehensively, the outcomes of the pilot action have indeed met the expectations to some extend such as creating a meaningful free time after school.

(top cell continuation: "participation that benefits both students and educators.")

		Friendship quality (trust)	How do the students relate to each other while participating in a SEA or MHPSS activity?	Children engaged in an egalitarian dialog, and democratic process which was based mutual respect and understanding.
			Do you think the practices impacted the children and young people's relationships and if yes, then (a) Did you notice any positive changes? please explain' and (b) 'did you notice any negative changes? please explain'	Over the course of pilot actions the conflict between children dramatically reduced. Building relationship and sense of belonging to each other by sharing space and take part in group activity.

	Sense of belonging	Participation	How is the student´s participation in class during the SEAs/MHPSS? - How do students of vulnerable groups participate In these spaces?	There was a weekly program in each pilot settings SW2 and SW3 where children had participating after school. We had providing refreshment like something to eat.

		Leadership & family involvement	Have you seen any improvement regarding their sense of belonging to the children because of their participation in REFUGE-ED? Can you give any example?	Families have played a significant role in political activities by facilitating interactive groups and organizing engaging activities for children.
			What spaces for participation does the centre/school have?	
			In which ways the practices have impacted the involvement of the community in the centre? How has it influenced the relationship between the centre and the families?	
		Spaces of reflexion and dialogue	How do these practices help migrant and refugee children feel part of the centre?	we have found out that when children feel emotionally supported, they were better equipped to handle academic challenges and perform to their potential. The project's emphasis on active participation, happy moments, and social interaction further enhances students' motivation, engagement, and academic achievements.
		Student's perception towards school - Towards the teachers - Towards their peers	Do you think that the implementation of the practices has made any difference in the student's perception of the school? -… of the teachers? -… of their peers?	

	Process (general questions)	Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	The process of Dialogic literacy gathering, and interactive group activities work pretty well. However, the SGN pilot setting was in a non-formal education center and asylum camp, and the children attended the activity after school. They have been tired already and it was hard for them to engage in educative activity rather they were more interested in MHPSS activity more than SEAs, such as playing together and painting.
		Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	SEAs need to be adapted into each country's context. In our initial dialog with municipality, it was understood by them that if the inclusion and sense of belonging of children particularly migrant children is concern, there is method already in place to promote wellbeing, academic success, and wellbeing. It was not found by the municipality that SEAs is novel idea rather it is a different approach. Therefore, school administration was not interested to cooperate with pilot and to adept SEAs actions. And therefore, it will challenge the sustainability of the action. SGN pilot settings were non-fromal education center and asylum accomodation center where we have practiced MHPSS and SEAs.

Evaluation (data collection)	Begin by briefly explaining what the phase is in laymen's terms 1. How were you involved in [INSERT PHASE OF STUDY]? a. *If participant expresses no knowledge of study phase, provide more of an explanation of timing of this phase, what it looked like at the site, who was involved. If participant still expresses no knowledge of this phase, move to next phase.	The successful educational actions and the MHPSS action pilot project demonstrate the crucial role of fostering wellbeing and academic success in educational settings. By promoting active participation, creating happy moments, and encouraging social interaction, the pilot activities has achieved remarkable outcomes. Students and families have experienced the positive effects of these initiatives, leading to improved academic performance, enhanced emotional wellbeing, and a sense of belonging. As we continue to prioritize mental health and psychosocial support in education, these successful actions serve as a testament to the transformative power of holistic approaches to education. Children who experienced distressing condition in be gaining, over the course of pilot they have become more calm and relaxed over time as result of MHPSS activities. Sense it was only a pilot action, the long term impact is much depended in developing a sustainable approaches to education in general but particularly for children with migrant background.

	2. Thinking about the process of [INSERT PHASE OF STUDY], what worked well? a. Probing questions for implementation can include: i. what has worked well in integrating refugee/migrant youth ii. what ways can the practices help refugee/migrant's well-being, for example iii. what ways can these practices or have you seen them improve migrant/refugee children's sense of belonging	
	3. Thinking about the process of [INSERT PHASE OF STUDY], what didn't work well?	Strategic cooperation in the local and national level was challenging
	4. Do you have any suggestions for how we could improve the process of [INSERT PHASE OF STUDY] in future?	