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Guidelines for carrying out the SPICE research approach

A Guide for REFUGE-ED Research Partners

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D4.2 Guidelines for carrying out the SPICE cycle approach

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Project no. 101004717
REFUGE-ED

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

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

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

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Validation			
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Executive Summary

Consistent with the principles of the REFUGE-ED dialogic co-creation process (RDCP), as outlined in **D2.2 Guidelines for Pilot Actions' Implementation**, the Supportive Process for the Inclusion of Children's Experience (SPICE) approach is also based on the premise that end-users (i.e., children) and their key integration agents (i.e., teachers, parents, community groups) should be actively involved in any **research** designed to evaluate practices/interventions that seek to improve, in this case, educational and MHPSS outcomes, from initial research design, to its implementation, interpretation of results, and discussion of findings.

This document therefore outlines **steps of the SPICE approach**, as the overarching research methodology used by REFUGE-ED, with a view to guiding and supporting **REFUGE-ED consortium partners** in carrying out the research component of the REFUGE-ED project. Specifically, it serves to guide those consortium partners supporting pilot actions in their data collection and data analysis process, such that, as a consortium, we can offer a stronger evidence-base for our collective work. It further serves to indicate **when** in the dialogical co-creation process data collection will need to take place, links to **relevant documents and tools** that can be used as part of data collection, as well as **where** data will need to be stored and uploaded, such that we, collectively form a central repository to store information.

Acronyms and abbreviations

MHPSS	Mental health and psychosocial support
SPICE	Supportive Process for the Inclusion of Children's Experience
RDCP	REFUGE-ED dialogic co-creation process

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How to Use this Guide

This guide is intended to help REFUGE-ED partners know **when** and **how** to **conduct the research** planned within REFUGE-ED, in fulfilment of the Process and Outcome Evaluations (WP4). As the multiple pilot sites vary in their contexts and in the practices/intervention(s) they have chosen to implement, this guide serves to help streamline our **research** and **data collection** procedures across the REFUGE-ED consortium. Therefore, and whereas the **outcome evaluation** asks whether our practices/interventions are associated with changes in desirable indicators, the **process evaluation** is designed to capture people's experiences of engaging in the RDCP.

Detailed across the **seven steps** of the dialogical co-creation process, as outlined in Deliverable 2.2 Guidelines for Pilot Actions' Implementation, the following guide indicates **when** in the dialogic co-creation process data collection will need to take place, identifies **relevant tools** that can be used as part of data collection, as well as **where** data will need to be stored and uploaded, such that we, collectively, form a central repository. Additionally, this guide serves to **inform your ethics application(s)**, as it provides links to important research tools and protocols to be used with children and their stakeholders.

To direct you to key **tools** and **resources** that can assist you along the way, please make sure you pay special attention to the following signposts:

Signals a link to an existing REFUGE-ED **document, resource** or **tool** that can assist you in this step

Signals where you should **update a document or data** to a database

Signals when you can **reach out** to TCD partners (WP4 leads), for further assistance and support.

Across all steps, the WP4 team will check up on task completion.

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SPICE Training Sessions

You can find the slides used for SPICE Training Sessions, and recordings (where available), in the following folder on Teams:

Teams > WP4. Process and Outcome Evaluation > D4.2 SPICE Guide

The files are also linked directly below, for your convenience:

Session	Link to slides	Links to recordings
Training delivered in Barcelona at consortium meeting, March 2022	Slides	
Follow-up training on steps 2.3, 2.4 and 2.5 of the SPICE Cycle, delivered via Teams, May 2022	Slides	Recording

SPICE Guide for End-Users

As part of D3.1 Training Curriculum, the WP4 team developed a version of the SPICE guide for end-users (e.g., staff at pilot action sites). This is available here, and saved on Teams in the following folder on Teams:

Teams>WP4 Process and Outcome Evaluation>D4.2 SPICE Guide

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Frequently Asked Questions (FAQs)

Step 2.2 Process evaluation of the selection and co-creation process

Can we also collect feedback (via Mentimeter, etc.) in the training?
With the help of the consortium partners with expertise in the SEAs and MHPSS practices, we developed questions to assess knowledge of SEAs and MHPSS practices to be administered to training participants before and after training.

In addition, in the post-training version of the questionnaire, we have also included some questions to captured some general feedback on the training:

- To what extent did this training meet your expectations? (Answer on 0-4 scale from 'did not meet my expectations at all' to 'completely met my expectations)
- What was the best part of the training?
- What could be improved?
- Do you have any other reflections or feedback you would like to share?

If you would also like to gather feedback using Mentimeter or similar, that is OK!

If we are collecting information from stakeholders on how the adaptation process went, could this be included in the Brokering Knowledge Platform (BKP)?

Yes, we hope this information would be useful for other individuals who may wish to adapt the SEAs/MHPSS practices in future. Anonymised information on this process could definitely be included in the BKP.

Step 2.3 Select indicators for outcome evaluation at each pilot site

Are we measuring actual protection status or perceived protection status in the demographics questions?
We are measuring self-perceived protection status. The participants won't see the names of the variables (i.e., they won't see that we have called this 'protection status'). All they will see is the question: "Has your child ever moved country because they were unsafe or you were worried about their safety?". Note that this question will be answered by a parent/guardian, not the child themselves, where at all possible.

What is the purpose of asking about parent/guardian proficiency in the main language of the host country/receiving community?
The decision to include this item was informed by a recent publication from the Growing Up in Ireland study, which involved a longitudinal analysis of outcomes for approx. 8,000 migrant children in Ireland. In relation to host country language (in this case, English) proficiency, they found that parent/guardian's proficiency in English was associated with differences in children's reading/literacy scores and self-concept.

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We know that other research has found that children's plurilingualism is associated with a range of positive outcomes. We have also included a question: "How many language(s) is your child proficient in?", to gather data on this.

Is there a limit on the number of additional variables a pilot site can measure?
No, there is no limit. The number of additional variables is decided in collaboration with the pilot site, based on their capacity and wants. It may be useful for you to show the site what the 'plain pizza' version of the questionnaire looks like, so they can get a sense of the length :

- For children attending schools
- For unaccompanied minors

Do all of the pilot sites from the same country need to measure the same additional variables?
All 46 pilot sites will measure the core outcomes (wellbeing, social support, sense of belonging, and academic motivation). However, the additional variables can differ across sites, and are decided by each site. The only restriction is that if two sites select the same additional variable to measure (e.g., discrimination), where at all possible the same tool should be used to measure this variable and this tool should be drawn from the Compendium. This will allow us to compare our findings across sites.

Where can we find the Qualtrics survey link to inform TCD of the variables you wish to measure at each pilot site?
This link is found on page **22** of this document, within "Step 2.3 Select indicators for outcome evaluation for each pilot site".

Do we have to complete the Qualtrics survey (to inform TCD of the variables we want to measure) for each pilot site separately, if we are measuring the same constructs across multiple pilot sites?
If multiple pilot sites in your country include children of the same age, and wish to measure the exact same additional variables, you can complete the survey for one site (e.g. SP1) and send Sadhbh or Katie an e-mail indicating that you have filled out the Qualtrics link for [insert site code] and you would like the exact same measures for [insert side codes]. The list of site codes can be found on page **15** of this document.

Is there a deadline to complete the Qualtrics survey to inform TCD of the variables we want to measure?
No, this will depend on the individual timelines of your pilot sites. However, we request that you complete this survey as soon as you can, and that you also let us know when data collection at that site is planned.

The survey must be completed with sufficient time for TCD to build your survey, identify if translations of additional variables of interest exist, and for you to translate these variables into your language if they cannot be found online.

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Step 2.4 Plan your outcome evaluation

Is there any flexibility in the methodology and timeframe of the outcome evaluation (e.g., in Bulgaria, the safe zones are highly transient which will inhibit longer term data collection across three time points)?
The focus of REFUGE-ED is to implement effective interventions/practices for educational success, well-being, and sense of belonging of migrant and refugee children. This means it is important that we test whether there is change in these outcomes in children before and after implementation of the interventions/practices.

Therefore, we recommend three timepoints for data collection:
1. Baseline, to measure how children are faring before implementation
2. Endline, to measure whether the practice has been associated with change, and
3. Follow-up, to measure whether these changes are sustained over time.

To determine whether there has been any change in outcomes associated with the interventions/practices that have been implemented, we need at least two points for data collection. The specific length of time between these points can be more flexible.

However, we understand that this may not be possible given the nature of the sites with which we are working. If this is not possible at one or more of your pilot sites, please contact the WP4 team (email Sadhbh or Katie) to discuss an alternative plan.

Is there capacity to translate the core outcomes and additional outcomes into languages other than consortium languages (e.g. Ukrainian, Russian, Arabic)?
To date, translations have been performed by consortium members, which has meant no further charge to REFUGE-ED.

If any members of the consortium feel comfortable translating into other languages, please email Katie (mcquilka@tcd.ie) to indicate your availability to support translating these materials. Further, we would encourage partners to e-mail Katie about their needs for translating scales to other languages, in order for us to explore whether it is possible to engage with professional translation services.

Once a translation into any language has been conducted, this will be made available to all members of the consortium (e.g., if the Spanish team secure an Arabic translation of a certain instrument from the Compendium, we would not expect the Swedish team to also conduct a separate Arabic translation of the same instrument – this would be shared).

What if we don't have enough time to measure a meaningful change in a construct? For example, what if there is no change in relation to self-perception of discrimination within the short time frame of REFUGE-ED?

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This is a very valid point – however, unfortunately we are restricted by the timeline (and associated funding) of the REFUGE-ED project. We are also restricted by the design of the study, in that there is no control group and therefore we cannot definitively attribute any changes to the practice/intervention implemented.

However, when developing the Compendium of Indicators, we aimed where at all possible to select instruments that were suitable for measuring change in outcomes (i.e., may be completed both before and after implementation of a practice/programme at a pilot site, and responses analysed to see if there is change).

We advise that you look at the time reference period of the instruments that you are choosing (for example: if one of your sites wishes to measure Professional Quality of Life/burnout among staff, as per the Compendium, we recommend using the ProQoL. This instrument asks participants about their experiences in the last 30 days. Therefore, at least 30 days should elapse between timepoints of data collection.)

When it comes to the time for data analysis, we will contextualise the results of the evaluation by comparing with those of other studies that have used the same instruments in studies with similar groups of people (e.g., migrant children).

Step 2.5 Conduct base-line data collection

To whom are we distributing these questionnaires?

Only the children/young people who participating in the interventions/practices should complete the questionnaires, as they are intended to evaluate the interventions/practices.

In the case where pilot sites are attended by migrant/refugee children and children from the host community (e.g., schools), all children should be invited to participate in the interventions/practices and therefore the evaluation.

Does the baseline assessment need to be done before the training?
Yes. If this is not possible, the baseline assessment with the children should be done as soon as possible after the training with staff.

Is there a minimum number of participants required from each site?
No, different sites may have different capacities to engage with the outcome evaluation. You will work with your pilot sites to determine the number of participants for inclusion.

Step 3.1 Creation of the Communities of Practice and Learning

How can we get the balance right between not bureaucratising the Communities of Practice and Learning, while still maintaining useful documentation?

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This will be a primary consideration in the development of documentation materials for the COP&Ls. As mentioned in the relevant section of the SPICE Guide, the WP4 team will work with the PS Centre to develop these.

General points

Is the evaluation of teachers'/staff experiences of the training part of the outcome evaluation?
No, this questionnaire is not part of the outcome evaluation, but of the process evaluation.

The outcome evaluation refers only to constructs listed in the compendium (i.e., the core outcomes, which are measured with children, and the potential additional variables, which may be measured with children, parents, and staff).

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List of Site Codes

Code	Type	Country	Name of the center
BU1	Type 2	Bulgaria	15th School "Adam Mitskevich"
BU2	Type 2	Bulgaria	74th School "Gotse Delchev"
BU3	Type 2	Bulgaria	66th School 'Filip Stanislavov'
BU4	Type 1	Bulgaria	RRC Voenna Rampa
BU5	Type 1	Bulgaria	RRC Ovcha kupel
EL1	Type 2	Greece	52nd Primary School of Athenes
EL2	Type 2	Greece	21st Primary School of Athenes
EL3	Type 2	Greece	2nd Primary School of Renti
EL4	Type 2	Greece	1st Primary School of Karditsa
EL5	Type 2	Greece	4th Primary School of Karditsa
EL6	Type 2	Greece	ANKA SA – Development Agency of Karditsa
EL7	Type 2	Greece	2nd Elementary School of Pylaia
EL8	Type 2	Greece	6th Multicultural Elementary School of Eleftherio-Kordelio
EL9	Type 2	Greece	13th Elementary School of Ampelokipoi
EL10	Type 2	Greece	METAdrasi's non-formal education centre
IE1	Type 2	Ireland	St Joseph's CBS Primary School
IT1	Type 3	Italy	Casa di Giuseppe – Institutional care for unaccompanied minors
IT2	Type 2	Italy	IC Vittoria Colonna – 1st Grade Secondary School, part of Giovanni XXIII-Vittoria Colonna Institute [Istituto Comprensivo]
IT3	Type 2	Italy	Acate Centrale and Addario – Primary School, part of Capitano Biagio Puglisi Institute [Istituto Comprensivo]
IT4	Type 2	Italy	A. Volta – 1st grade Secondary School, part of Capitano Biagio Puglisi Institute [Instituto Comprensivo]
IT5	Type 3	Italy	"Arcobaleno" Community, managed by Idee in Movimento – Institutional care for unaccompanied minors
IT6	Type 3	Italy	"Centro Freedom", managed by Nuova Generazione– Institutional care for unaccompanied minors
IT7	Type 2	Italy	CPIA Palermo 1 & CPIA Palermo 2– Centre for adult education
IT8	Type 2	Italy	I.C.S. Silvio Boccone, part of the Institute Comprensivo
IT9	Type 2	Italy	E. De Amicis – Primary School
IT10	Type 2	Italy	Primary School "La Masa", part of the Institute Comprensivo Politeama
IT11	Type 2	Italy	1st grade Secondary School "Archimede", part of the Institute Comprensivo Politeama

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IT 12	Type 2	Italy	1st grade Secondary School "Federico II", part of the Institute Comprensivo Politeama
IT13	Type 2	Italy	IISS Francesco Ferrara – 2nd grade Secondary School
IT14	Type 2	Italy	IISS Pietro Piazza – 2nd grade Secondary School
SP1	Type 3	Spain	Pla de Santa Maria
SP2	Type 3	Spain	Centre Orió
SP3	Type 3	Spain	Centre Sírius
SP4	Type 3	Spain	CEPAIM
SP5	Type 2	Spain	Eibar BHI
SP6	Type 2	Spain	IES Veles e Vents
SP7	Type 2	Spain	IES Alfonso II
SP8	Type 2	Spain	IES Al-Ándalus
SP9	Type 2	Spain	CEIP Sant Vicent Ferrer
SP10	Type 2	Spain	IPI Karmengo Ama
SP11	Type 2	Spain	CEIP Martina García
SP12	Type 2	Spain	CEIP República de Venezuela
SP13	Type 2	Spain	CEIP Bernat Calvó
SP14	Type 2	Spain	Aranbizkarra
SW1	Type 2	Sweden	Mölndal
SW2	Type 1	Sweden	Restad Gård asylum accomodation centre)
SW3	Type 2	Sweden	Vänersborg Interkutrellt Centrum

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Step 1: Needs Analysis with Stakeholders and End-Users (M6-M14)

Step 1 of the RDCP is to identify the **MHPSS and educational needs** currently faced by migrant and refugee children in your setting. Research-related activities and associated resources within this first step are summarised in the following table, and described in greater detail below:

Activities	Relevant Resource(s)
1.1 Understand and document the context of each pilot	• Context Fact Sheet
1.2 Carry out fieldwork to identify the MHPSS and Educational needs/gaps that will be addressed within each pilot site	• Fieldwork protocols
1.3 Collate and analyse the MHPSS and Educational needs that were communicated by stakeholders	• Selective transcription template
1.4 Participate in process evaluation of the needs analysis step.	• Interview • Online survey

1.1 Understand and document the context of each pilot

Use the **Context Fact Sheet template** to document key information about each pilot action site's context.

Upload the completed Context Fact Sheet for each of their pilot site(s) in the relevant country subfolder of **this folder**.

1.2 Carry out fieldwork to identify the MHPSS and Educational needs/gaps that will be addressed within each pilot site

Conduct relevant interviews and focus group discussions with end users and stakeholders within each pilot site, using the following research tools:

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- **Interviews with teachers and practitioners** (integration workers, social workers, MHPSS practitioners, non-formal educational practitioners, etc.) and host community members
- **Focus group** with children, family members, teachers and practitioners, and host community members
- **Communicative daily life stories** with children, family members
- **Informal interviews** with policy makers, civil society organisations, and other stakeholders

All fieldwork protocols can be found here. Please note that these fieldwork protocols have been translated into the needed languages: **English**, **Italian**, **Spanish.**

Upload the audio recordings of each interview to **this folder**.

1.3 Transcribe the MHPSS and Educational needs that were communicated by stakeholders

After fieldwork has been completed, please document the needs that have been identified by stakeholders, by using the following template for selective transcription of the needs analysis interviews:

Selective transcription template

Once you have filled in the template for each pilot site, upload them to the relevant country subfolder within **this folder.**

1.4 Participate in process evaluation of the needs analysis step

As part of the process evaluation, you should now use this time to check in with (i) **participants and stakeholders** at your pilot site about their experience of identifying and prioritising their education and/or MHPSS needs and (ii) with your **own research teams**, asking them to reflect on their experience of using the designated tools and resources, and speaking with the various groups of stakeholders.

The WP4 team will conduct brief online interviews with staff from each partner to gather information on the process of carrying out the needs analysis. Some of these may be focus groups.

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In addition, WP4 will draw from the REFUGE-ED consortium meetings (recordings and minutes), as well as files uploaded to the REFUGE-ED shared drive to explore the process of conducting the needs analyses.

Read the Participant Information Leaflet that is emailed to you via DocHub. If you are happy to participate, fill out the Consent Form.

Complete this **online survey** to provide feedback help document researchers' reflections on the needs assessment/problem identification process. This is to be completed by those members of your team who carried out data collection for needs analysis across the pilot sites. You will answer on your experience across all pilot sites in your country (you will not have to fill this out per pilot site). It is to collect some information about the overall experience of carrying out the needs analysis.

- Note: If you participate in an interview/focus group with WP4 team to share your experiences, you will not be expected to also complete the survey. You can choose which of the two methods suits you better.

To be decided upon: Collection of process evaluation data from stakeholders/participants on their experience of the needs analysis step.

Step 2: Dialogic selection of practices and co-creation (M12-M14)

Step 2 of the RDCP is used to select and then adapt a practice/intervention, such that it is better suited to the implementing partners' context and culture. This corresponding SPICE step therefore seeks to capture how the practices/interventions are being contextually-adapted across the various pilot action sites.

Research-related activities and the associated resources within this second step are summarised in the following table, and described in greater detail below:

Activity	Relevant Resource(s)
2.1 Document the adaptations made to the practice/intervention in the co-creation process	• **Framework for Reporting Adaptations and Modifications - Expanded (FRAME)** survey
2.2 Participate in process evaluation of the selection and co-creation process	• Feedback sheet to be distributed to participants in the townhall/general assembly [link to be added].

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	• Online version of feedback sheet – to be used if this event was conducted online due to COVID-19 [link to be added].
2.3 Select indicators for outcome evaluation for each pilot site	• Compendium of Indicators • Survey for WP4 team to build questionnaires for each pilot site
2.4 Plan your outcome evaluation	• Spreadsheet of data collection timepoints for each pilot site
2.5 Carry out a base-line assessment prior to the introduction of the relevant educational and/or MHPSS practice/intervention/approach.	• Folder where exported data from Qualtrics will be saved

These are outlined in more detail below:

2.1 Document the adaptations made to the practice/intervention in the co-creation process

It is important to document the adaptations that were made.

Complete the **Framework for Reporting Adaptations and Modifications – Expanded (FRAME)** survey to document the adaptations/modifications made to the intervention/practice.

2.2 Participate in process evaluation of the selection and co-creation process

The following tools should be used to help document participants' and researchers' reflections on the selection and co-creation process. We are providing a few different options – each pilot site may have different resources etc., so choose the one that best fits the pilot site you are working with:

- **Feedback sheet** [link to be added] to be distributed to participants in the townhall/general assembly and dropped in a box as participants leave or collected by staff
- Online feedback submitted by participants using a tool like Slido or Mentimeter. This could involve a simple smiley face scale.
- Online version of feedback sheet **here** [link to be added] – to be used if this event was conducted online due to COVID-19.

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The WP4 team will conduct brief online interviews with staff from each partner to gather information on the process of carrying out the selection and co-creation process.

2.3 Select indicators for outcome evaluation for each pilot site

Once the priority need(s) to be addressed in this particular pilot action have been identified, we need to select those variables/indicators/measures that best represent the changes we want to see. In other words, how will we know whether or not our practices/interventions (as selected and co-created as part of Step 3) have worked?

The selection of outcomes needs to be linked to the results of the needs analysis. For example, if your pilot action site seeks to improve a sense of belongingness among children, then you might select the 'Belongingness' variable as one to measure over time. Refer back to the needs identified at each site in Step 1, as documented in D2.1.

Select from the Compendium of Indicators the measures that you wish to include as part of your pilot action's assessment. This selection should be done by the implementing partner in collaboration/consultation with the COP&L.

Important considerations:

- Consider **who** (i.e., teachers, children, parents) is best suited to fill out the scales/questionnaires. You may also want to take triangulation of data into consideration.
- Also, be sure to pay attention to the recommended **age(s)** for the tools' use – we have noted the age for each tool included in the Compendium.
- You may also need to consider - how long into the practice/intervention, could you reasonably expect to see a change? (e.g., do we expect perceived sense of belonging to change after just one day?)
- Remember that instruments should be completed by both migrant/refugee children and children from the host community attending the pilot action site (where relevant – this will not apply to pilot sites that are reception centres, for example).

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Please note that the following indicators are considered standard across all pilot action sites:

- Wellbeing
- Social support
- Sense of belonging
- Academic motivation

In other words, all of these variables must be assessed by all pilot sites across the consortium.

Complete **this survey** for each of your pilot sites, to let the WP4 team know which additional outcome measures you wish to include in the questionnaire(s) for that pilot site.

Note that all questionnaires will include a unique participant identifier at the start. This allows us to link the questionnaires that each participant will complete at different time points, so we can analyse their responses to see if there has been a change since the implementation of the intervention/practice. By using the unique participant identifier, participants can still remain anonymous.

All questionnaires will also include a section collecting demographics information at base-line.

2.4 Plan the outcome evaluation timeline for each site

The outcome evaluation at each site will be in the form of a 'repeated measures' design. This is sometimes called a 'pre'/'post' design.

Repeated-measures analysis can be **used to assess changes over time in an outcome**. The same person completes the same measure at multiple timepoints. The analysis involves comparing their scores at each timepoint to see if there has been a change.

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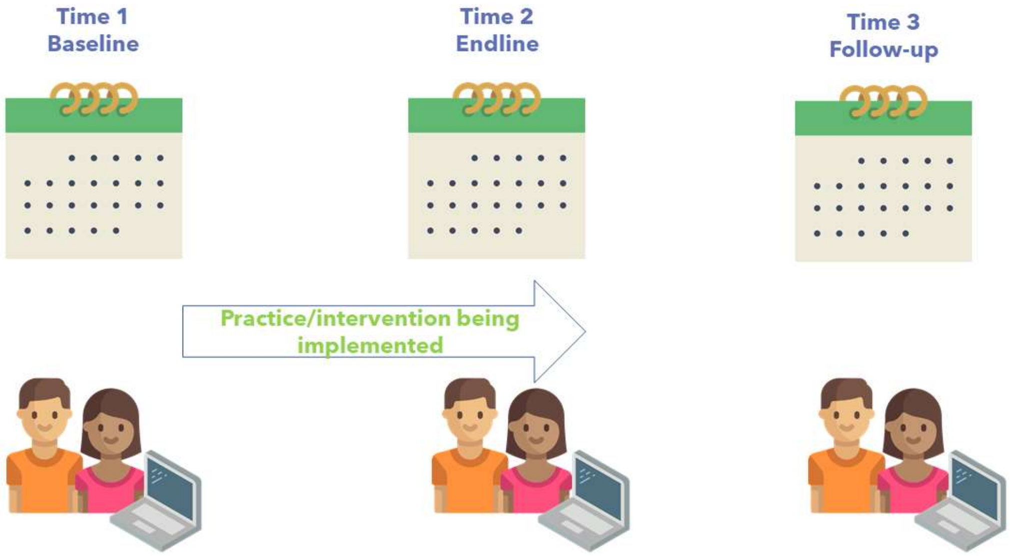

The same individuals complete the same measures at each timepoint

You will need to plan out the timepoints for data collection at each pilot site. Some information on when each timepoint should be conducted is presented in the table below:

Data collection timepoint	When
Base-line assessment	Before training has been provided and before any implementation starts
End-line assessment	This assessment should take place after the practice/intervention has been completed.
Follow-up assessment	This should be conducted two months after a practice/intervention has been completed

Check the instructions for each of the measures you have selected to measure the outcomes. For example, if you are using the School Connectedness subscale of the Student Subjective Wellbeing Questionnaire to measure sense of belonging, note that this scale asks participants about their sense of belonging over the past month. Therefore, there needs to be a gap of at least a month between the timepoints of data collection at this site

We note that some of the partners have raised an issue regarding the transitory nature of their sites, where individuals do not stay for very long periods of time. In this case, you may consider a very short practice/intervention with just two time points of data collection (base-line and end-line) that are much closer together in time.

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Should you require support in planning the outcome evaluation timepoints, link in with the WP4 team. Email Sadhbh or email Katie.

Update **this spreadsheet** [link to Activity Log as developed in collaboration with WP3 Team to be added here] to document the planned dates for each timepoint of data collection at each pilot site.

2.5 Conduct base-line data collection

Using the information that you provide in this survey, the WP4 team will construct online survey tools for each of the pilot sites that you are working with. If you are collecting outcome data from children, parents, and staff, separate survey tools will be created for each of these participant groups at each pilot site.

Once the WP4 team have sent you the links to your survey tools, carry out **base-line data collection** within each pilot site and among those participants for whom you are trying to assess change. This initial data will be used to help assess change over the course of your practice/intervention. This data collection should occur before the introduction of the relevant educational and/or MHPSS practice/intervention.

Note 1: Ensure that approval from a research ethics committee at your institution has been obtained, before these data are collected.

Note 2: Base-line data collection should occur before any intervention/practice is introduced at the site – including training delivered to end-users.

Please note that human resources are available within the WP4 team to assist you in conducting these base-line evaluations.

The WP4 team will export the data from Qualtrics and save on the shared OneDrive folder **here**.

Step 3. Creation of the Communities of Practice and Learning [M12-M14]

Step 3 of the RCDP involves the creation of the Communities of Practice and Learning (COP&L) at each pilot action site. The main research activity for this step involves conducting a process evaluation of the COP&L.

Activity	Relevant Resource(s)

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3.1 Document the creation and activities of the COP&L	• Templates to be developed in collaboration with the PS Centre.

This is outlined in more detail below:

3.1 Document the creation and activities of the COP&L

In order to facilitate the process evaluation of the COP&Ls, use the templates below to create documentation for each pilot site. Minutes/notes of some kind should be taken at every meeting to record the content of meetings. The WP4 team will work with PS Centre to develop simple templates for collecting participant lists, documenting action points, etc.

- *To be developed*: Templates will be developed in collaboration with the PS Centre.

- Save documentation for each pilot site in the relevant country folder > pilot site subfolder > COP&L Documentation subfolder on OneDrive **here**.

Step 4. Training Round 1 [M13-M15]

Step 4 of the RCDP involves the provision of training in the effective practices identified in WP1.

Activity	Relevant Resource(s)
4.1 Participate in evaluation of the 'Train the Trainers' sessions	• Evaluation survey
4.2 Conduct evaluation of training sessions with end-users/stakeholders	• *TBC*

4.1 Participate in evaluation of training sessions

Complete **this survey** before participating in the first ToT/orientation training session and after the last ToT/orientation training session. The WP4 team will add the link in the chat at the relevant sessions.

4.2 Conduct evaluation of training sessions with end-users/stakeholders

Conduct data collection with end-users/stakeholders who participated in training. This SPICE guide will be updated with the specific details of this evaluation once training has been designed.

Step 5: Implementation Round (M14-M22)

Overview of this step: Step 5 involves implementing the practice/intervention as selected in Step 2. The protocols outlining how each practice/intervention should be implemented, will be developed by the WP3 team.

The research activities associated with this step involve documentation and monitoring of the implementation and gathering feedback on the process of implementation.

Activity	Relevant Resource(s)
5.1 Document the implementation	Templates to choose from: • Attendance sheets [link to be added later] • Checklists [link to be added later] • Spreadsheet to record the frequency and duration of sessions implemented [link to be added later]
5.2 Participate in process evaluation of the implementation	• Interviews with WP4 staff
5.3 Assess whether any further adaptations are required, and document	• **Framework for Reporting Adaptations and Modifications - Expanded (FRAME)** survey
[OPTIONAL] 5.4 Conduct mid-term data collection	• Data from mid-term data collections exported from Qualtrics saved in OneDrive folder

These are outlined in more detail below:

5.1 Document and monitor the implementation

To ascertain how the practice/intervention was implemented (including how closely the practice followed the plan established at the outset), it is important to keep good documentation of the implementation. The idea is to observe how the implementation functions, in practice.

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Documentation/notes should be used for monitoring the implementation at each pilot action site. Some templates are provided below – each pilot site will have different needs/resources available.

- **Attendance sheet** documenting number of children who participated in the session (not names) [link to be added later]
- **Checklist** – depending on the practice being implemented, there may need to be a checklist of tasks completed [link to be added later]
- **Spreadsheet** to record the frequency and duration of sessions implemented [link to be added later]

COP&L members could also monitor the implementation process.

5.2 Participate in process evaluation of the implementation

How is implementation going? What is working? What is not working? Here, all of the partners should provide feedback on their perceptions of how implementation is going.

WP4 partners will conduct brief online interviews with staff from each partner organisation, to gather information on how implementation is going.

5.3 Assess whether any further adaptations are required, and document

Decide if any mid-course adjustments are required, based on analysis of how implementation is going.

If further adaptations are required, these should be documented:

Complete the **Framework for Reporting Adaptations and Modifications - Expanded (FRAME)** survey to document the adaptations/modifications made to the intervention/practice at this point (post-implementation commencing).

To be decided: The information included in FRAME could also be captured in an interview.

Step 6. Evaluation Round 1 [M21-M22]

The main goal for this step of the RCDP is to evaluate the first round of implementation at all pilot action sites.

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Activity	Relevant Resource(s)
6.1 Conduct end-line and follow-up (Activity 6.4) data collection	• Questionnaire link provided by WP4 • Data exported to OneDrive folder [link to be added later]
6.2 Carry out fieldwork to gather stakeholders' perceptions of the practice/intervention	• Successes, Challenges, and Bright Ideas tool • Most Significant Change

6.1 Conduct end-line outcome data collection

The UAB team have provided some templates for end-line data collection on the educational practices, taken from the EnlargeSEAS project and others:

- ENLARGE Indicators_Class
- Monitoring DLGs
- Monitoring IGs
- Extension of learning time on the learning - Professional
- Extension of learning time on the learning - Participants
- Educational impact on students

The WP4 team will send you Qualtrics links to be distributed to participants at each of your pilot sites, to facilitate you conducting an end-line evaluation within your pilot sites. This will be essentially identical to the one used at base-line, without the demographics questions, as these have already been asked and are assumed to be unchanging. However, this will also include some additional questions directly evaluating the *experience* of participating in the intervention/practice.

The WP4 team will export the data from Qualtrics and upload them to the OneDrive folder **here** [link to be added later].

6.2 Carry out fieldwork to gather stakeholders' perceptions of the practice/intervention

What were stakeholders' perceptions of the practice/intervention? It is important to assess how acceptable/satisfactory the end-users/stakeholders perceived the intervention/practice. Data should be collected from all groups of stakeholders.

- You may use the Successes, Challenges, and Bright Ideas tool to carry out qualitative data collection with end-users/stakeholders on their experiences of participating in the intervention/practice.
- Another tool you could use to structure this data collection is the Most Significant Change technique.

6.3 Analyse the outcome data collected

What impact did the practice/intervention have on the selected outcomes? Here, you will conduct analyses to determine whether changes in end-users' outcomes resulted from participating in the intervention/practice. The specific nature of these analyses will depend on the outcomes assessed, and the measures used to assess these outcomes. Different pilot sites may also be interested in different questions: for example, whether girls and boys responded to the practice/intervention differently. Beyond checking for the expected impacts on outcomes, you may wish to assess whether there were there any unanticipated impacts (positive or negative).

The WP4 team can assist you with statistical analysis where necessary.

6.4 [OPTIONAL] Conduct two-month follow-up data collection

Where possible, we would like an extra timepoint for comparison to observe how any changes are sustained over time.

Here again, the WP4 team will send you a Qualtrics link with a questionnaire for distribution to participants. This will be essentially identical to the base-line and end-line questionnaires, except it will not include the demographics questions (as these data will have been collected at base-line, and are assumed to be unchanging).

Conduct a follow-up evaluation within your pilot sites.

The WP4 team will export the data from Qualtrics and save in OneDrive folder **here** [link to be added later]

Step 7 Reflection and re-start of the process including lessons learned [M22-M30]

Step 7 is the last phase of the RDCP, and involves circling back on the whole process, incorporating the lessons learned and takeaways observed in the

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evaluation step. Additional training will be offered to those implementing pilot sites which ask for it, a second round of implementation in case newer practices/approaches would like to be launched in those on-going pilots, as well as a final evaluation.

Activity	Relevant Resource(s)
7.1 Present results of outcome evaluation back to stakeholders, and collect feedback	• Newsletter [link to be added later] • Video [link to be added later] • Colouring-in poster [link to be added later] • Comic strip [link to be added later] • Focus group [link to be added later] • Survey [link to be added later]
7.2 Analyse process evaluation data to inform next round of the RCDP	• Interview with WP4 staff

7.1 Present results of outcome evaluation back to stakeholders, and collect feedback

Children and their key agents are supported in the reflection phase of their pilot action. Reflection will take place in the context of monitoring and evaluation results being fed back to children and their key integration agents in a child-friendly, inclusive and accessible manner. Feedback will be collected from participants to learn what the results of the outcome evaluation mean to them.

We have drawn some ideas from: Egli, V., Carroll, P., Donnellan, N., Mackay, L., Anderson, B., & Smith, M. (2019). Disseminating research results to kids: practical tips from the Neighbourhoods for Active Kids study. *Kōtuitui: New Zealand Journal of Social Sciences Online*, 14(2), 257-275, doi: 10.1080/1177083X.2019.1621909. **However, the COP&Ls should also be consulted about the best ways to present the results of the outcome evaluation to stakeholders at their site, and asked whether they would like to support this.**

Here are some ways of presenting results back to stakeholders [to be updated at a later stage in the project]

- Colourful and accessible printed **'newsletter'** with the outcome evaluation findings, to be distributed at pilot action sites [link with template to be added later]
- **Video** that tells the story of the outcome evaluation results [link to be added later]
- **Colouring-in poster** that shares some of the results [link to be added later]
- **Comic strip** that shares some of the results [link to be added later]

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These fieldwork protocols should be used to **collect feedback** from stakeholders on the results. We want to know what the meaning of these outcome evaluation results from the stakeholders' perspectives. What do stakeholders think about these results?

- **Focus group** [link to be added later]
- **Survey** [link to be added later]

7.2 Analyse process evaluation data to inform next round of the RCDP

Here, REFUGE-ED staff from across the partner organisations should review the process evaluation results from each pilot action site, as well as the common experiences across pilot action sites in your country. What enabled implementation? What constrained implementation?

WP4 partners will conduct brief online interviews with staff from each partner to collect their thoughts on what the overall experience told us about how to successfully implement these practices at the various pilot sites.

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