



Deliverable 5.2. The development of the Brokering Knowledge Platform

Deliverable 5.3. The Transnational Community of Practice and Learning

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D5.2. The development of the BKP

D5.3. The Transnational Community of Practice and Learning

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REFUGE-ED

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1. Executive Summary

The aims and objectives of the Brokering Knowledge Platform (BKP)

The BKP (D5.2) is the main output of the REFUGE-ED project. The BKP intended to make scientific knowledge accessible to everyone; this provision of relevant, practical, and accessible information, evidence and resources provides a platform to broker scientific knowledge to users as widely as possible. Its objective was to provide a site to host and promote innovative high quality evidence-based solutions tailored for the dynamic integration of migrant and refugee children in formal, non-formal and informal educational settings and more broadly in society. The BKP also provided a space for the REFUGE-ED project's Transnational Community of Practice and Learning (D5.3).

Our underpinning principles

The REFUGE-ED project and therefore the BKP was developed in line with the following principles: co-creation; evidence of social impact; connecting education and mental health; accessible; and ethical.

A co-created resource for the whole community

The BKP has followed a process of dialogic co-creation from the earliest stages of the project, involving end users throughout to ensure it is as useful to them as possible. While all members of the REFUGE-ED project team, steering and advisory groups, external partners, and the project's pilot sites including the wider community were involved in its development, the technical build was subcontracted out to specialised agencies; the first for a prototype, and the second for the final construction of the platform, which was undertaken by La Tempesta, a Spanish web development agency.

The BKP is unique in that it is the only platform to bring together the disciplines of education and Mental Health and Psychosocial Support (MHPSS) to support the educational success, wellbeing, and sense of belonging of children from a migrant and refugee background. Its extensive resources and its online community will, we hope, help to improve information, guidance and support to these children and to those working with them.

The structure of the BKP

The platform consists of four main sections:

- Education and MHPSS – this describes how the BKP unifies these two complementary disciplines.
- Resources – home to nearly 600 different resources, all of which are free to access, evidence-based, and practical. Users can quickly search for the resources according to their need.
- Inspiring stories – practical examples from the REFUGE-ED project's pilot sites, showing what works in implementing these resources on the ground.
- Community Section – the online discussion space and the project's CoP&L (D5.3) where users can share experiences in a safe space.

Dissemination and promotion

The BKP was formally launched at the European Parliament in Brussels on the 6th November 2023 to more than 150 people. Prior to that, events organised by partners had demonstrated the platform to over 600 people and following its launch the BKP has been presented at online and in-person events to more than 300 people. Promotion and discussion will continue long into the future to ensure that

as many people know about the BKP as possible. The BKP is also being promoted through social media channels, partner networks, and other events on an ongoing basis.

Long-term sustainability and relevance

We want people to continue to engage with the BKP. As well as using its content and downloading resources, we're encouraging users to: join the online community (we've set up a group of moderators to ensure the discussion is supported and it remains a safe space online); submit new resources as we know relevant content will be developed in the future (to ensure the quality of these newly submitted resources is maintained we've established a review panel); and to provide feedback on the content, design and functionality of the BKP on an ongoing basis.

UAB will remain the hosts of the BKP and will provide technical support as needed. La Tempesta will, until the end of their contract with the project, also provide such support and have produced a guide for the project on maintenance and troubleshooting.

The development and launch of the BKP has been considerable achievement in itself, but its real impact and legacy will inevitably be seen in the coming years.

2. Introduction

The development of the Brokering Knowledge Platform

The Brokering Knowledge Platform (BKP) is the main output of the REFUGE-ED project. Its development began at the start of the project although most of the work was completed during 2023. This report therefore describes the overall aim and objectives of the BKP, how it fits within the REFUGE-ED project, and the principles we followed throughout. Section three then outlines the process of designing and developing the BKP and the different steps we took. Section four describes the main components and content of the BKP while section five examines the steps taken – and to be taken – to maximise the sustainability and legacy of the BKP. Finally, section six draws some short conclusions.

The REFUGE-ED project

[REFUGE-ED](#) brought together a consortium of partners from research institutions and non-governmental organisations (NGOs) to identify, implement, and test effective practices in education and mental health and psychosocial support (MHPSS) that promote the educational success, wellbeing, and sense of belonging of children (0-18 years old) from recent migration cohorts, refugees and asylum seekers, and unaccompanied minors.

The project objectives were to:

- Map and identify best practices and evidence-based tools and solutions in MHPSS and education for the dynamic, two-way integration of migrant and refugee children and their host communities.
- Engage all actors in a dialogic consultation and co-creation process to identify needs and the ways in which these needs can be successfully met.
- Co-create and pilot evidence-based practices and approaches according to the needs-analysis and considering equally each pilot site's context as voiced by each pilot sites' community itself (educators, stakeholders, children and families etc.).
- Implement pilots of the co-created practices across three pilot settings (reception identification centres/camps, schools, institutional care), in a total of 46 settings, in six European countries.
- Foster cross-intervention reflection and learning across different pilots.
- Monitor, document, and evaluate the consultation and co-creation process and its impact on children, caregivers and educators.
- Develop a Brokering Knowledge Platform (BKP) to communicate and disseminate the co-created knowledge and tools in easy-to use packages. This Platform will be a new, community-based resource which will provide evidence-based high-quality resources, tools, and solutions for inclusive, supportive, and transformative learning environments and bring the co-created innovations to scale; it is the primarily intended output of the REFUGE-ED project and will be hosted on the project's website (developed in WP6).
- Maximise the reusability, scalability and sustainability of the identified effective practices by exploiting the Brokering Knowledge Platform.
- Maximise the visibility, reach and impact of the project by disseminating its results and outcomes.

WP5, the development of the BKP, was led and coordinated by the IFRC PS Centre, with regular and sustained involvement of the project consortium, primarily through a newly established working group (see section 3.8). The BKP itself was developed by an external, subcontracted agency, [La Tempesta](#) (see section 3.6). The project's Transnational Community of Practice and Learning (D5.3) was also addressed by the BKP, forming the Community Section of the Platform.

The aims and objectives of WP5 and the BKP

The main objective of WP5 was to design and develop a Brokering Knowledge Platform which provided a site to host and promote innovative high-quality evidence-based solutions tailored for the dynamic integration of migrant and refugee children in formal, non-formal and informal educational settings and more broadly in society.

Fundamental to this has been the underpinning process of dialogic co-creation, and the community, most notable children and their families, have been involved in the development and testing of the BKP's resources and in various stages of the development of the platform itself.

The BKP also sought to provide a space for the REFUGE-ED project's Transnational Community of Practice and Learning (see section 4.4) which would facilitate the exchange of experiences, resources and knowledge (D5.3).

The BKP was designed to include a wide variety of resources, including evidence-based practices in education and MHPSS that have shown to promote the educational success, wellbeing and sense of belonging of children from recent migration cohorts, including refugees and asylum seekers, and unaccompanied minors. In doing so, the project and the BKP intended to make scientific knowledge accessible to everyone; this provision of relevant, practical, and accessible information, evidence and resources is therefore realised in the name of the BKP, which provides a platform to broker scientific knowledge to users as widely as possible.

The resources include interactive training, toolkits, examples of social exchange and co-creation, and academic publications, and they represent all stages of the process of working with children from these backgrounds, including planning, implementation, and evaluation. Furthermore, it connects to other useful evidence-based resources in the fields of education, MHPSS and co-creation.

The BKP's audience was intended to be three main groups: children, families and communities; civil society organisations and local service providers; and learning environments and educators, including schools, teaching and counselling staff.

The BKP was not intended to simply develop another repository of resources, but instead to offer a wide range of evidence and practical resources that bring together the education and MHPSS fields of work, two areas which are frequently not connected.

Our underpinning principles

The REFUGE-ED project and therefore the BKP was developed in line with the following principles:

- a) **Co-creation.** At all stages of the BKP's development we prioritised collaboration and end user input, to ensure that the final product was as useful, relevant, and impactful as possible; this was a consultative and community-based approach. This also fundamentally connected to an over-

arching objective of the REFUGE-ED project which is based on dialogic co-creation, involving not only the community involvement but also the consideration of scientific contributions. We did this through a variety of mechanisms which are discussed in more detail in section 3.

- b) **Evidence of social impact.** We sought to ensure the BKP and the resources it includes are of the highest quality, are based on the best possible evidence, have been demonstrated to work and have a positive impact on the educational success, wellbeing and sense of belonging of children, and can be trusted by end users. In doing so, the project and the BKP sought to bring science closer to citizens. At the same time, we ensured that the terms and concepts used could be understood and applied by all users, regardless of their background, thereby helping to bridge the gap between academia and practice. This was also reflected in the design of the project and the partners involved, which included both universities and NGOs, both large and small.
- c) **Connecting education and mental health.** The REFUGE-ED project and therefore the BKP sought to uniquely bring together these two disciplines, combining approaches, resources and tools used in the education field (SEAs, or Successful Educational Actions) with Mental Health and Psychosocial Support (MHPSS), recognising the complementarity between the two and how combining and connecting them could lead to better outcomes with the target groups.
- d) **Accessible.** At all stages, emphasis was placed on developing a platform that was dynamic, easy to use and intuitive, something that was tested at various stages of development. Emphasis has been placed on visual graphics to avoid the BKP becoming text-heavy. Furthermore, priority was given to including resources in as large a number of languages as possible, and the BKP is fully compatible with Google Translate; graphics also facilitated use of the site in different languages.
- e) **Ethical.** The BKP was developed within the framework of REFUGE-ED's Ethical Approval Procedures and the project's Ethics Board and followed their guidance and recommendations throughout. This included:
 - i. Requesting and securing informed consent from the six implementing partners for the data collection and processing during research fieldwork;
 - ii. Adherence to General Data Protection Regulation (GDPR). Users – including those who register in the platform – are provided with information about how their data is stored within the BKP's [privacy policy](#) and the [cookie policy](#), both of which are in line with GDPR requirements.
 - iii. Having a single 'data owner' for the BKP, which will be UAB given they are hosting the platform.
 - iv. Requiring written and signed consent for the use of images of children on the BKP or blurring of faces / using images in which children were not identifiable;
 - v. Only including content on the BKP that was publicly available information or that had the permission of the authors to upload.

3. The development of the Brokering Knowledge Platform

This section chronologically sets out the process of designing and developing the Brokering Knowledge Platform and the main activities, processes and approaches we adopted and followed. Several components overlap with one another reflecting the fact that the development of the BKP has been a fluid and evolving process.

Discussion in the pilot sites (ongoing)

Since the very start of the project, multiple spaces for reflection were held in each pilot centre. From the first contact with each centre, it was explained that one of the objectives of the project was to jointly develop a platform to host and promote the generation of evidence-based resources in the fields of education and mental health. Later, once the Communities and Practice and Learning (CoP&L – see section 4.4) were set up in each centre under WP2 (D5.3), dialogue about the platform has been maintained throughout the development of the project.

Discussion in project meetings (ongoing)

Throughout the whole REFUGE-ED project, the BKP was regularly discussed in consortium meetings and work package meetings, ensuring the BKP and its development was informed by and complemented other WPs. This ensured the BKP was informed by and connected to other project components, which was particularly relevant when discussing content drawn from the project's pilot sites (WP4), exploring how it achieved the objective of the CoP&L (WP5, D5.3), or discussing how it could be communicated (WP6).

BKP brainstorming session (Oct 2021)

A brainstorming workshop was attended by 15 attendees across the REFUGE-ED project. The workshop lasted 90 minutes and took place on Teams using Google jamboard as a common workspace and addressed two main questions: Who are the users of the BKP? and what are their challenges?

The BKP prototype (Jun 2021 - Feb 2022)

While the BKP was developed collaboratively, due to the technical nature of the design and build of the platform and the website, it was necessary to subcontract the actual build to external organisations. A web development agency, [Arttic](#), was subcontracted to design and build a pilot structure for the BKP which would be used by project partners to assess its 'look and feel', the content, its format, and CoP&L (D5.3). This took place as part of WP6, because it was an extension of the project website development (coordinated and led by WP lead, STCD). The work of Arttic was informed by a series of workshops that took place from June to September 2021 and the prototype of the BKP was launched in February 2022. To ensure compliance with the grant agreement (GA), we developed the public tender for subcontracting based on the information on subcontracting in the GA; an open and competitive tendering process was adhered to. This subcontract and its activities were reported on in more detail in the project's April 2022 Technical Report.

Consortium feedback session (Dec 2022)

A feedback session was held as part of the project consortium meeting in Athens. This included a comprehensive discussion of the BKP's target group, a review of the above BKP prototype, and a discussion of the remaining deliverables for the WP. The discussion also confirmed the need for the

BKP to include easy-to-use resources, stories and best practices from the pilot sites, and a space for the CoP&L. The meeting also set out plans and next steps for the conducting of the focus groups in the pilot countries (see section 3.7), as well as agreeing to develop criteria for the selection and approval of resources to be included in the BKP.

Mapping of resources (Jan 2023)

REFUGE-ED deliverable 5.4 *'Tools for training, social exchange and co-creation in inclusive and supportive learning environments for dynamic integration: existing resources and pending challenges'* mapped out and reviewed existing tools for training, social exchange and co-creation in Mental Health and Psychosocial Support (MHPSS) and across Successful Educational Actions (SEAs), emphasising tools that addressed the needs of children, families and communities with a migratory or multicultural background, specifically in the European context. The results of this deliverable directly informed the content of the BKP, in many cases identifying resources that went on to be included within the platform itself.

Commissioning of La Tempesta (Dec 2022 to Mar 2024)

The development of the BKP involved a second subcontract, this time to develop the final platform. In December 2022 a request for proposals was promoted widely throughout the project consortium's network requesting expressions of interest for a follow-up contract to develop the final version of the BKP. The request, which included technical requirements and selected criteria, was publicly shared to enable a transparent and competitive bidding process. In February 2023, two consultancies submitted proposals and one, [La Tempesta](#), was selected to develop the BKP and was subsequently contracted from March 2023 to March 2024. La Tempesta were given full access to the outputs of the first subcontract (see section 3.3) and comprehensively reviewed these (alongside the workshops and discussions that took place) as part of the development of the final BKP. Throughout the contract and the design of the BKP, La Tempesta attended all working group meetings, joined other meetings with project partners as necessary, and maintained regular contact and updates with the IFRC PS Centre and UAB. We adhered to the same standards for subcontracting followed by the project's first subcontract (see section 3.3).

Consultation with pilot sites (Jan – Feb 2023)

Partners completed 24 focus groups across the six pilot site countries, involving 127 teachers, support works and other members of staff working with migrant children and refugees, parents and family members, and children themselves. These discussions explored what potential end users would want from the BKP, including examining their views on potential content, factors that would encourage or limit their use, and recommendations for its development. The main findings, summarised in project deliverable *'5.1 Working group recommendations for the development of the BKP'* which was published in February 2023, were that: there was clear demand for a platform of resources for those working with and supporting children from a migrant and refugee background; the Platform needs to be easy to use, navigate and understand, as well as being relevant to the everyday experience of people working these groups of children; careful consideration needs to be given to how the Platform is moderated; options for translation should be explored and effort should be made to include original content in a variety of languages; and, opportunities for the involvement of families, parents and

communities in the design and operation of the Platform should be explored. These results and insight directly informed the design and development of the BKP and were shared with La Tempesta.

The BKP working group (Mar – Nov 2023)

To inform the development of the BKP, a working group was formed. This group was chaired by the IFRC PS Centre and had representatives of every partner of the project to ensure all countries and project languages were represented (see Annex 1 for the Working Group Terms of Reference); this was again part of the wider project's commitment to act as a bridge between academia and practice. The working group was also a core part of the collaborative and co-designed approach to the development of the BKP and formed the main mechanism by which to discuss and agree upon strategic and practical developments and decisions. Six working group meetings were held during the course of the BKP's development¹; prior to each meeting La Tempesta shared their work for group feedback, and in each meeting, they presented an update of their work and the status of the BKP's development which would be followed by a group discussion and the development of practical actions and recommendations, after which La Tempesta would make necessary changes and take on board feedback.

Discussion in the project advisory group (Jun 2023)

The project's advisory group was kept up-to-date with the development of the BKP and it was presented in detail at an advisory group on the 16th June 2023, outlining work done to date on the BKP and the plans for its development, including how it achieved the wider objectives of the REFUGE-ED project. Subsequently, on the 15th December 2023, the final version of the BKP was presented to the Advisory Board, allowing for further feedback and comments to be gathered, which contributed to the improvement and refinement of the platform.

User testing (Jun – Oct 2023)

To ensure the BKP was as usable as possible, that it met the requirements of its end users, and that any technical issues or problems were identified and addressed prior to launch, two rounds of user testing were facilitated by La Tempesta. La Tempesta developed Word templates and questions for users to complete in each round which were collated by the IFRC PS Centre and sent to La Tempesta, who revised the BKP as required; in some cases, feedback was gathered via email or telephone rather than using the templates. User testing occurred in two phases during the design and development of the BKP:

- a) **Round one (Jun-Jul 2023):** this focused on the Community Section of the BKP and was confined to the project consortium due to the early stage of the development of the website. Due to the technical nature of this first round, La Tempesta asked users to carry out 15 practice functions and report whether or not they worked, and to provide specific and visual feedback if they experienced

¹ Working group 1 included an introduction to La Tempesta, an outline of their work and plans, and initial reflections from attendees; Working group 2 outlined the plans and design for the Community Section; Working group 3 focused on upcoming plans for the first round of user testing; Working group 4 gave feedback from the user testing and updated on the subsequent changes, outlined plans for the second round of user testing, and discussed the different types of user profiles needed for the site; Working group 5 updated on progress on all sections of the platform and what partners needed to contribute and comment on; and Working group 6 focused on final revisions and actions before the launch in Brussels.

problems. Responses from five partners were received and in the majority of cases, users reported no errors, confirmed the community section broadly worked ok (both on laptops and phones), and agreed that they were able to register as a user. Users did, however, experience challenges and identify problems, which included: not being able to register as a user or log in; not being able to upload a picture of the user in the registration process; struggling with navigation of the Community Section and it not being intuitive; not being able to start a new discussion topic, respond to comments, report cases of misuse, or receive notification emails; and struggling with some aspects of design or finding them confusing, including the way in which comments are displayed, the search function, having more text than necessary on some of the confirmation screens, not easily being able to see some of the navigation buttons, or having overlapping and messy displays in search results. All of these issues were subsequently resolved by La Tempesta, sometimes in further discussion with the tester.

b) **Round two (Oct 2023):** this focused on the whole of the BKP, including the newly uploaded resources. All project partners were again invited to participate in the testing but this time participants from the project's pilot sites were also invited to join, to ensure an end user perspective was involved. Responses were submitted by three project partners (seven individuals) and two pilot sites (two teachers from Greece and one teacher from Ireland) and covered: lack of clarity in the infographic describing the interaction between SEAs and MHPSS in the descriptive section; adjustments made to improve the clarity of the interactivity and deleting unnecessary content; adding a new 'Submit new resources' button for registered users; adjustments required to the introductory text describing the BKP, SEAs and MHPSS to improve clarity; difficulty in submitting multimedia files to the discussion topics on the Community Section, which was subsequently enabled; and the need to better distinguish the BKP from the REFUGE-ED project whilst nonetheless maintaining the connection, following which a distinctive logo was developed for the BKP and changes were made to titles within the BKP to better reflect its identity and relationship to the project.

Hosting of the BKP (Mar 2023 and ongoing)

During the design and development of the BKP, La Tempesta temporarily hosted the platform on their servers. In October 2023, they and staff at UAB transferred the BKP to a new hosting platform, <https://bkp.refuge-ed.eu/>, which formed the public and external site for users. This is hosted by UAB and has been funded for the next five years to ensure the legacy and sustainability of the BKP.

Launch of the BKP (Nov 2023)

The BKP was formally launched at the REFUGE-ED final conference at the European Parliament in Brussels on the 6th November 2023 at an event attended by 95 people on-site and 108 online, including members of the European Commission, universities, ministries, schools, refugee councils and different associations such as the Red Cross, The Centre for Global Health and the Friends of Brussels, and Active Citizen Europe. Sarah Kate van der Walt, MHPSS Technical Advisor at the IFRC PS Centre, spoke about the BKP in a plenary session. Following European-wide launch, all six project partners working with pilot sites committed to launching the BKP nationally with their different pilots to ensure maximum reach to users.

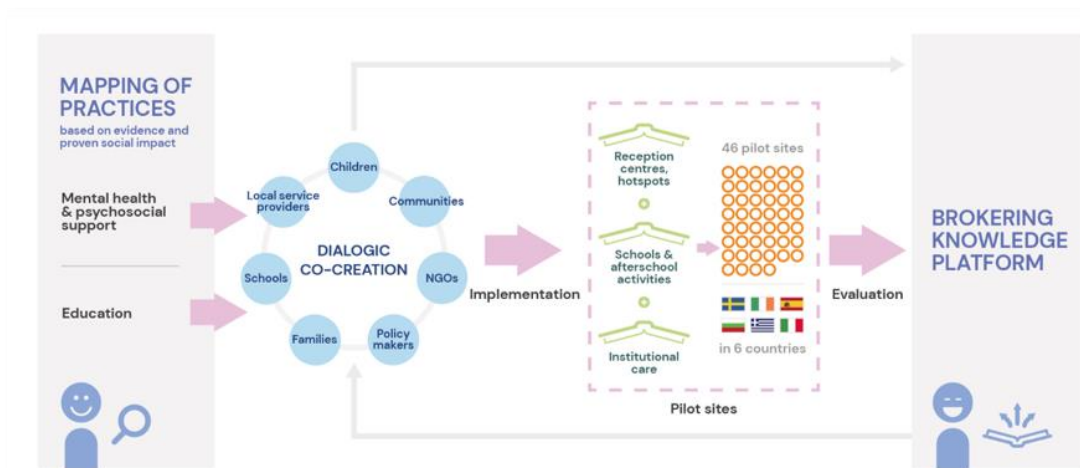
Following this launch, consortium partners provided additional feedback to La Tempesta which was amended prior to this report; most changes were concerned with wording and text descriptions of SEAs and MHPSS.

Prior to this hard launch, a series of soft launches took place, both to raise the profile of the BKP but also to provide an opportunity for real world testing and feedback with end users. This included discussing the BKP and its resources at the REFUGE-ED national policy forum events that took place before the hard launch, including:

- 19th June – Bulgaria, organised by the New Bulgarian University as a ‘Share your story’ event (‘Dialogic creativity for inclusive education of migrant and refugee children’) which was attended by teachers, psychologists, social workers, experts from national institutions, and representatives of international, national and local NGOs (more than 40 participants);
- 27th October – Italy, organised by CISS and the University of Florence (307 students and educators, 115 of whom joined in-person and 172 online);
- 1st November, Sweden and Denmark in partnership representing a Nordic policy event (organised by Save the Children Denmark, the IFRC PS Centre, Save the Children Sweden and Support Group Network) (112 online participants);
- 2nd November – Greece, organised by KMOP (more than 80 online participants).

Cumulatively, by the end of its launch in Brussels, the BKP had been presented to approximately 750 people.

The overall process of co-creating the BKP, and in particular the resources that went on to be included within the platform, is summarised in the diagram below:



Post-Launch of the BKP (Nov-Dec 2023)

Continued promotion and dissemination of the BKP has taken place since its launch in Brussels, which is outlined further in section 5.2.

4. Platform content and structure

This section outlines the main components, content and structure of the Brokering Knowledge Platform and describes the type of content included. As outlined in section 3, this was co-produced at every stage and the content and structure thereby reflects the views of partners and end users.

Education and MHPSS

This part of the BKP provides comprehensive information on the two main types of resource that are included within the website: Successful Educational Actions (SEAs) and Mental Health and Psychosocial Support (MHPSS). As well as providing information about the different types of approach, the pages describe how SEAs and MHPSS complement and inform one another and can be used in conjunction with one another with the project's target groups. Furthermore, these two components directly reflect the wider structure of REFUGE-ED as a project, which intended from the start to unite these fields of expertise to maximise the support available to children from a migrant and refugee background.

See <https://bkp.refuge-ed.eu/education-and-mental-health/> for more information.



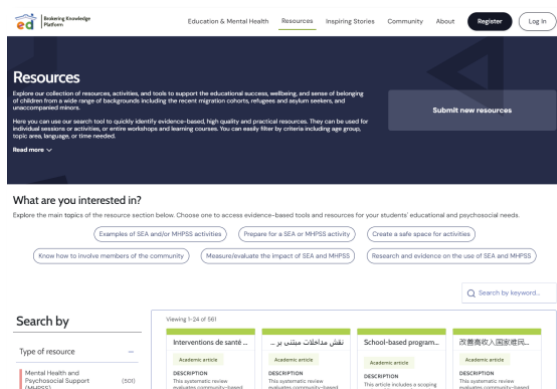
Resources

The resources section of the BKP is its core and is home to nearly 600 different resources, including toolkits, publications, journal articles, online courses, capacity-building and trainings, and books. All resources included are evidence-based and have been demonstrated to work and have a positive impact on the educational success, well-being and sense of belonging of children, and can be trusted by end users.

Concerted efforts were also made to ensure a diversity of languages were represented, including those of the country of origin of the migrant and refugee children, and currently 21 different languages are represented. The majority of resources are available offline so that they can be accessed by children, families, communities, teachers and practitioners with limited access to the internet. All resources have been demonstrated to have impact in a wide variety of circumstances and had been practically tested, either as part of the project's pilot site activities or as part of project partners' and others' wider work. All resources have been appropriately tagged (e.g. language, age group, type of resource) to allow them to be easily searchable and for users to be able to experience their own journey through the BKP. Reflecting the fact that we want the BKP to be a living site and one that does not become out of date, users are able to submit new resources at <https://bkp.refuge-ed.eu/resource-submission/> each of which will be reviewed by a panel prior to publication (see section 5.3).

See <https://bkp.refuge-ed.eu/resources/> for more information.

Total number of resources on the BKP	561
MHPSS resources	501
SEA resources	27
Academic publications	30
Evaluation resources	3
Number of languages represented	21
Age range represented	3 years to 11 years



Inspiring stories

Forty-six pilot sites took part in REFUGE-ED, in which a variety of different resources were tested practically with children, their families, teachers, MHPSS professionals and more. Forty-three of these pilot sites completed the project and each is written up as a practical example in which users of the website can get inspiration and ideas about what did, and did not, work. Each story therefore demonstrates and describes the impact of the project on the beneficiaries. Each story is searchable by type of setting, age group, and country.

See <https://bkp.refuge-ed.eu/inspiring-stories/> for more information.



The Community Section

One of the central objectives of the REFUGE-ED project was to create a transnational European Community of Learning and Practice (CoP&L), where people could come together to exchange of experiences, resources and knowledge (part of WP2 and represented by D5.3). The CoP&L also sought

to connect local stakeholders as part of the process of dialogic co-creation, and to connect the project's different working groups in the pilot counties to wider European networks beyond the scope of the project. In doing so, it aimed to disseminate and exploit the outcomes and result of the REFUGE-ED project, scaling them to the international context and informing practitioners, researchers and policymakers.

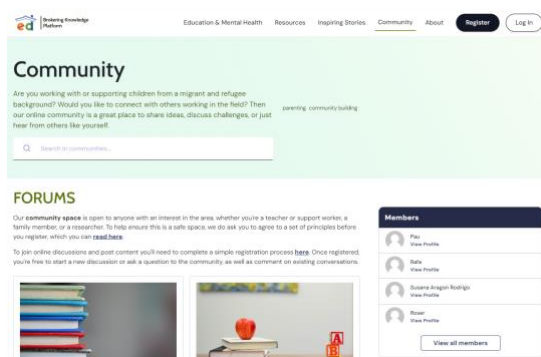
The CoP&L was initially developed as a Facebook group by UAB in 2022, to which all project partners and their pilot sites were invited (as a closed group); [the Facebook CoP&L](#) was promoted, and updates and news were posted periodically. This was, however, replaced by the Community Section within the BKP, which forms an interactive discussion space for users to share experiences, discuss problems and solutions, and feel part of an online family; developing a bespoke chat forum allowed greater functionality than a Facebook group. The Facebook CoP&L will therefore be officially closed at the end of the project implementation period (31st December 2023) and users will be directed to join the BKP's Community Section.

In parallel, two different national REFUGE-ED Facebook groups were created by the Italian and Swedish teams in 2022 to allow members, especially teachers, to get confident with the tool. Similarly, the groups have been closed with the aim of moving the community to the BKP.

The Community Section brings together and connects local stakeholders to continue the process of co-creation underpinning REFUGE-ED and the BKP, connects the project's different working groups in the different pilot countries to one another and to wider European networks, and fosters an offline community.

There are four separate forums within the Community Section: General; Preparing; Implementing; and Evaluating. Users must complete a short and free registration process before being able to post and comment, and agree to a set of user guidelines. The Community Section is moderated by a group of individuals drawn from the project partners (see section 5.2). Currently, there are 41 registered members.

See <https://bkp.refuge-ed.eu/community/> for more information.



5. Ongoing management and sustainability

The Brokering Knowledge Platform has been effectively launched and considerable efforts have already been made to date to disseminate and communicate it to potential users. To maximise its reusability, scalability and sustainability long into the future, however, we are – and will be – undertaking several actions and activities, which are discussed in this section.

Communication, dissemination and exploitation

The BKP has been – and continues to be – promoted and communicated since its launch in Brussels. The platform has been presented, demonstrated and discussed at the following events to more than 300 individuals, online and in person:

- 26th November – presentation of the BKP at a study visit to the IFRC PS Centre by the Swedish Red Cross – in-person presentation (speaker Nick Ockenden, IFRC PS Centre) to ten attendees. This included providing an overview of the REFUGE-ED project, the objectives of the BKP, and the resources available and how these could be relevant to the work of the MHPSS team in the Swedish Red Cross.
- 30th November - the Irish National Policy Seminar was held in collaboration with the pilot site at St Joseph’s Primary School. It was attended by 17 individuals representing researchers, educators and NGOs.
- 5th December – *‘Mental well-being as a key to integration in the Nordic countries’*, organised by The Nordic Welfare Centre (<https://nordicwelfare.org/integration-norden/en/>) – in person presentation *‘Effective strategies to support mental well-being and social belonging for migrant and refugee children’* in Reykjavik (speaker Sarah Kate van der Walt, IFRC PS Centre) to approximately 100 attendees including the Nordic Council for Ministers, the Icelandic Red Cross, Nordic universities, and Nordic Government representatives.
- 6th December – the Spanish National Policy Seminar, organised by UAB, was held at the European Commission headquarters in Brussels. Sixty-eight attendees registered, representing universities, formal and non-formal educational institutions. Emilia Aiello, Knowledge Manager Coordinator of H2020 REFUGE-ED presented the BKP and explained how it had been built through a process of co-creation with the community. A video, developed by UAB, was shown which demonstrated the main sections and functionality of the BKP.
- 11th December – *‘Trauma Informed Teaching: Preparing the Teachers to provide psycho-social support to refugee children’*, organised by PPMI (<https://ppmi.it/>) – online presentation. The webinar addressed the foundations of trauma-informed approaches and its impact on student’s wellbeing, engagement, and academic achievement. Furthermore, it explored practical applications to prepare teachers to create safe spaces where supportive learning is key. The event was built on lessons and experiences from REFUGE-ED project and was presented by Sarah Kate van der Walt and Nick Ockenden (IFRC PS Centre). As part of the presentations, an online live demonstration of the BKP was provided to more than 100 teachers.
- 12th December – *‘REFUGE-ED: Fostering academic success and wellbeing for refugee children in Europe’*, organised by The Collaborative Save the Children Denmark (project partner) – online presentation (speaker Nick Ockenden, IFRC PS Centre). An online live demonstration of the BKP was provided, walking participants through the different components of the platform.

- 15th December – ‘Migration Coffee’. An in-person event organised by CERMES at the New Bulgarian University, which brought together students, academics, researchers and practitioners working in the field of migration.

The UAB team developed a QR code for initial use at the BKP launch in Brussels; partners are continuing to use it to promote and link to the platform:



A short explanatory video introducing the BKP and its main components was developed by UAB which is publicly available on YouTube at <https://youtu.be/35zv1yJU8ow>.

The BKP successfully connected to a Google Analytics account on 28th November 2023 and since then it has been possible to monitor usage of the platform; a summary of user statistics is included in the table below for the period from the 28th November until 15th December (this period does not include the launch period of the BKP so represents an underestimation of usage). We will continue to monitor its usage using Google Analytics in the future.

Number of users	118
Number of page views	880

Project partners – and other relevant stakeholders – have been requested to add a link to the BKP from their organisational websites, something that is underway at the time of reporting. This will help increase awareness of the BKP, drive potential users to the site, and, by virtue of the links coming from established and reputable websites, improve the SEO score of the BKP and help ensure it shows up well in Google searches.

Moderating the Community Section

In order for the Community Section of the BKP to be both actively and appropriately used, a system of moderation was developed (see Annex 2 for the moderation guidelines). We are aware that any discussion group such as this requires ongoing support and involvement from moderators. Furthermore, discussion of topics such as migration and refugee support are politically and socially sensitive and have potential to be the subject of abuse by extremist groups or trolls; in such a context, we prioritized ongoing and comprehensive moderation of this part of the BKP to ensure this continues to function as a safe space and we are able to quickly and appropriately respond.

The moderator group consists of representatives from four project partners, all of whom have committed to be involved beyond the life of the project: Teresa Sordé Martí and María Belén Troya (UAB), Nick Ockenden and Sarah Kate van der Walt (IFRC PS Centre), Pelin In (Save the Children Sweden) and Bilal Almobarak (Support Group Network), thereby representing expertise across both education and MHPSS fields, as well as a variety of languages.

The moderator guidelines (see Annex 2) were developed in consultation with La Tempesta and the process of reporting any occurrences of misuse and how to respond to comments was fully tested – and refined – in round one of the user testing.

Submitting and reviewing new resources

While the BKP contains nearly 600 different resources, the site is designed to evolve as new resources become available. As such, users are able to add new resources that are not currently part of the BKP (see section 4.2). Such ability to be responsive and stay up-to-date is an important part of the long-term sustainability and relevance of the BKP, but it is also vital that the high quality of resources is maintained and users can continue to trust its content.

We have therefore developed a set of guidelines for a small review panel (see Annex 3) who will be notified when a user submits a new resource. The group, made up of experts from an SEA background (UAB) and an MHPSS background (the IFRC PS Centre), will review the submission and approve it if they consider it to be of sufficient relevance and of high enough quality (i.e. that it is evidence-based, proven to deliver impact, and publicly and freely available to access); if the review panel is not able to comment on the content of the newly submitted resource, they will seek to involve additional members of the project consortium to assist in its review.

Technical management and problem-solving

While every effort has been made to identify technical issues and resolve these prior to launch (largely through the two rounds of user testing), the risk of problems with the BKP remains a reality, as with any website. To mitigate this risk, we have implemented the following:

- La Tempesta has been contracted until the end of March 2024 during which time they will provide technical advice and assistance in the occurrence of any problems. Technical issues are more likely to occur in the early life of the BKP, so this support period will be important in ensuring the continued functioning of the website.
- La Tempesta has produced a user guide on maintenance and resolution of technical issues, designed for use by the project team after the end of their contract. This describes the process of resolving problems and what sort of support would be required.
- The UAB team hosting the BKP have knowledge of website development and maintenance so will be able to support and resolve issues as they arise for a minimum period of five years after completion of the REFUGE-ED project.
- Both UAB and the IFRC PS Centre have full access to the BKP's back-end (Wordpress) and will be able to edit the platform as required and add and manage users.

6. Conclusion

The Brokering Knowledge Platform was the main deliverable of the REFUGE-ED project and as such a great deal of the project's time was dedicated to its development and promotion. As has been discussed throughout this report, the BKP has followed a process of co-creation, involving end users throughout to ensure it is as useful to them as possible. The BKP is unique in that it is the only platform to bring together evidence based practices from the disciplines of education and Mental Health and Psychosocial Support to support the educational success, wellbeing, and sense of belonging of children from a migrant and refugee background. Its extensive resources and its online community will, we hope, help to improve information, guidance and support to these children and to those working with them.

While the REFUGE-ED project finished at the end of 2023, every effort has been made to ensure that the BKP lives on well in to the future. All project partners have committed to continue to promote and disseminate the platform after the project finishes, others have agreed to support it through moderation and review panels, and we have built in mechanisms to ensure its technical functioning and that we can quickly resolve issues and problems. The development and launch of the BKP has been considerable achievement in itself, but its real impact and legacy will inevitably be seen in the coming years.

Appendix 1: The BKP working group Terms of Reference

Background

Work package 5 will develop a Brokering Knowledge Platform to communicate and disseminate the project's co-created knowledge and tools in easy-to use packages. It is the main collective output of the project and will be hosted on the project's website. The Platform will form a new, community-based resource which will provide evidence-based high-quality resources, tools and solutions for inclusive, supportive and transformative learning environments and bring the co-created innovations to scale. In February 2023, a web development consultancy, La Tempesta, was contracted to develop the Platform between now and December 2023. The launch will ideally take place in November, so as to be live for the final project meeting in Brussels. The contract with La Tempesta runs until the end of March 2024, however, to provide technical support during the first few months of the Platform's operation and to help maximise the chances of sustainability.

The working group and its membership

Reflecting the importance of this project deliverable, we'd like to create a working group of consortium partners to inform the development of the Platform and the work of La Tempesta. We're proposing that this group consists of one representative from each partner. Ideally, the member would be consistent throughout. There are five members of the team at La Tempesta working on the project, who will also be part of the working group (but may not all participate at every meeting as they will focus on specific parts of the Platform's development).

Aims of the working group

- To ensure the development of a useful, relevant and sustainable Platform
- To ensure the Platform connects to, informs, and is informed by other project WPs
- To ensure the Platform's development takes account of national and cultural contexts
- To help facilitate the Platform and La Tempesta's ability to connect with potential users and other key stakeholders, especially during testing and launch phases

Role and contribution as a member of the working group

- Contribute views and opinions of what you would like the Platform to look like and achieve
- Comment and feed back on draft plans for the Platform and mock-ups
- Contribute examples of resources and content that could be included on the Platform
- Promote, disseminate and communicate updates and news about the Platform as required, including helping connect to potential users and other key stakeholders
- Contribute expertise and feedback on specific elements of the Platform's development, as required (it may be that a smaller subgroup meets at specific points)

Meeting frequency

- Monthly or every other month – the frequency may vary dependent on the stage of the work.

Appendix 2: Guidelines for moderation of the Community Section

This presents a brief guide to what is likely to be involved in the role of a moderator for the Platform. This is a crucial function and the Community section can only exist with a group of active and committed moderators working collectively to support the discussion and ensure it does no harm. The role, however, is not expected to be particularly onerous and should not amount to more than one hour per week. There are two types of moderator:

Advanced moderator

- Receives notifications from all forums within the Community section.
- Full access to the back-end of the website and chat function, with ability to make changes to member's profiles and other structural modifications.

Basic moderator

- Receives notifications only from the forum the moderator is assigned to (i.e. evaluation forum).
- Supports the advanced moderator function.
- No access to the back-end of the website, with more limited functionality than the advanced moderator.

The expected roles are:

- Respond to reported posts by members (i.e. the users of the Platform and the community section).
- Report additional posts and comments, as you see appropriate and when you are looking through the Community section. At least one moderator should review all comments and questions in the Community section on a weekly basis and a schedule should be worked out between the moderators, including notifying one another about periods of leave where you will be unable to check. The more moderators there are, the less frequently individual moderators will need to check.
- Respond to reported posts by other moderators or by members of the Community section. As a moderator you'll receive an email notifying you that a comment has been reported and you will need to take action, i.e. deleting the comment; you should respond to this email notification as quickly as possible, and within 48 hours.
- Post some comments, questions and response to users' questions / comments to keep the content 'live' and new. This is likely to be more necessary in the first six months of launching the Platform.
- Modify pages and content in the Community section as required, via the back-end of the website (advanced moderator only).

What you need to commit to:

- Logging on to the Community section regularly (the frequency will be dependent on the number of moderators) to review content and report anything if required.
- Responding as quickly as possible to notification of reported comments.
- Posting comments and questions of your own.

Appendix 3: Guidelines for review of new resource submissions

In order to maintain the high quality of resources that are submitted by users on the BKP (noting specifically that the BKP is based on scientific resources), each submission will be reviewed by a panel drawn from project partners. As such, a Review Board, a team of experts in the fields of education and mental health, has been set up to review submitted resources based on certain criteria, explain below.

Selection of Review Board members:

- The expertise of the Review Board members should represent the scope of the project, i.e. education, specifically in Successful Educational Actions, and Mental Health and Psychosocial Support (MHPSS) fields.
- Representatives from key organisations involved in the project, i.e. the UAB and the IFRC PS Centre, should be appointed, but it should remain open to additional organisational representation.
- Existing Board members may have suggestions for new members.

The following individuals are therefore members of the Review Board:

- Teresa Sordé Martí (UAB)
- Maria Belen Troya Porras (UAB)
- Nick Ockenden (IFRC PS Centre)
- Sarah Kate van der Walt (IFRC PS Centre)

Criteria for submission of new resources:

Each review member will complete the following table and if they can answer ‘yes’ to each of the questions in the following table they will recommend publication and discuss with fellow reviewers. Reviews that include one or more ‘no’ responses will, with agreement of the whole panel, not be published.

The table below is split into two types of resource: those that will form activities to undertake with children (e.g. toolkits, courses); and those that have a wider focus (e.g. academic articles, research material). A separate set of review criteria is included for each of these two types of resource.

Criteria to add tools and resources regarding SEAs and MHPSS (e.g. courses, toolkits)	Answer yes / no	Explanation / description
Is the resource in line with the fundamental principles of both SEAs and MHPSS?		
Does the resource describe SEA and/or MHPSS approaches/activities/ knowledge to support children from a refugee and/or migrant background?		
Has the resource been demonstrated to have had social impact (in terms of improvements based on the project objectives) on the lives of children from a refugee and/or migrant background?		

Is the resource available to download for free? (i.e. not behind a paywall)		
Criteria to add academic articles, and research and evaluation materials regarding SEAs and MHPSS (e.g. courses, toolkits)	Answer yes / no	Explanation / description
Relevant timescale – is the resource published within the last ten years?		
Have relevant stakeholders been involved in the production of the resource?		
Is the resource research- or evidence-based?		
Has the resource been quality-assured (e.g. peer reviewed)?		
Does the resource include evaluation results?		

Review and approval process for new resources

The process will be as follows:

1. A user submits a resource at the BKP.
2. Reviewers receive an automatic notification of submission.
3. Reviewers complete the following table for the publication within ten working days of receiving the notification.
4. Reviewers share their answers with each other and agree on whether or not the resource should be published.
5. Either the resource is published and uploaded to the BKP or declined. One reviewer will send feedback to the original user who submitted the resource.