



**Children Hybrid Integration: Learning Dialogue
as a way of Upgrading Policies of Participation**

Milestone 12

MS 12 Stakeholders Networking Report and Sustainability Plan

Responsible partner: International Institute of Humanitarian Law

Version: 1.0

This document is shared between partners of the Child-Up consortium. Please do not share with people outside this network, as it contains login information for social media fora for the Child-Up network.



The project has received the Financial contribution of the *European Union's Horizon 2020 research and innovation programme* under the grant agreement No 822400.





Document Control Page

Title	Stakeholders Networking Report and Sustainability Plan
Creator	Claudio Dondi and Edoardo Gimigliano (IIHL)
Description	Milestone 12
Publisher	CHILD-UP Consortium
Contributors	Gian Luca Beruto (IIHL), Julie Raouane and Monica Turrini (FREREF), Edwin Katerberg (ESHA)
Creation date	23/04/2021
Type	Report
Language	English
Rights	Copyright "Child-Up Consortium"
Audience	Restricted
Review status	Final
Action requested	N. A.
Requested deadline	N. A.



Table of contents

Executive Summary	6
Introduction	10
1. The role of stakeholders' involvement in the CHILD-UP project	11
1.1 Overall state-of-the-art of the CDI strategy implementation	12
1.2 Strengths, weaknesses, opportunities and threats (SWOT) analysis	15
1.3 Looking forward: expected developments and future improvements: New tools for stakeholders: the "Stakeholders consultation on COVID-19 impact on social inclusion of migrant children"	16
2. Communication strategy and operational tools development	19
2.1 Work of the CDI Working Group "Editorial Board"	19
2.2 Website and social media strategy implementation	20
2.3 Looking forward: future progress and planned improvements for the web and social media dimensions of the project	22
3. Management of and interaction with stakeholders at the local level	23
3.1 "Managing Local Stakeholders" the Guidelines provided by the CDI Working Group	23
3.1.1 Preparation phase and Early Developments: first results	23
3.1.2 Project implementation phase (Months 13-30): Findings of the stakeholders' involvement activities basic at the local level	24
A. Providing opportunities for stakeholders to present their views and opinions on CHILD-UP related matters	24
B. Ensuring the visibility of CHILD-UP aims and results among the wider education community	24
C. Fostering a valuable representation of stakeholders' interests across all WPs	25
3.2 Interviews and bilateral dialogue with local stakeholders	26
3.3 Multilateral dialogue with local stakeholders	27
3.4 Looking forward and innovative proposals: From the Local Stakeholders Committees (LSCs) to the Local Innovations Laboratories (LILs)	28
4. Management of and interaction with stakeholders at the international level	29
4.1 Meetings/events and multilateral dialogue with international stakeholders	29
4.2 Looking forward: next steps and innovative proposals: Transnational Special Interest Groups (SIGs) on key thematic issues related to hybridisation and education	30
5. Specific collaboration initiatives undertaken in the period April 2020-March 2021	32
5.1 Contribution to the special issue of the scientific review "Migration Studies – Review of Polish Diaspora"	32
5.2 Interaction with parallel international and European projects	32



5.2.1 SHARMED (https://www.sharmed.eu/)	32
5.2.2 IMMERSE (www.immerse-h2020.eu)	33
5.2.3 MICREATE (www.micreate.eu)	33
5.2.4 MULTINCLUDE: (www.multinclude.eu)	34
5.3 Collaboration with different networks	34
5.3.1 The Lifelong Learning Platform (LLLP) (www.lllplatform.eu)	34
5.3.2 SIRIUS: (www.sirius-migrationeducation.org)	35
6. Updated Roadmap for Stakeholders Involvement	36
6.1 Priorities for 2021 (Main Implementation Phase)	36
6.2 Priorities for 2022 (Exploitation and Mainstreaming Phase)	36
6.3 GANTT	33
ANNEX I – Minutes of the CDI Working Group meetings	34
ANNEX II – Results of the “Stakeholders consultation on COVID-19 impact on social inclusion of migrant children”	35
ANNEX III – Social media strategy and Journal of Valorisation	36
ANNEX IV – “Managing Local Stakeholders” by FREREF	37
ANNEX V – Minutes of the ISC meetings	38
ANNEX VI – Contributions of the consortium and CDI-WG to the special issue of the scientific review “Migration Studies – Review of Polish Diaspora”	39



Executive Summary

This document has the purpose to offer a comprehensive view of the project approach to stakeholders' involvement, progress achieved, problems encountered, solutions adopted and roadmap for the next year. It is written in March-April 2021 and it is evident from the reading of the reporting sections that the extraordinary conditions of 2020 have made the relationship with stakeholders more difficult than originally foreseen, leading to a certain polarisation: some stakeholders categories, more directly involved in the research activities implementation, have strengthened their support, understanding how important it was for the project to maintain dialogue with teachers, children and parents in this phase, in which access to school was heavily limited in most EU Member States; other groups of stakeholders lost a good part of their motivation to play an active role in this "suspended time". During the last 12 months, project partners had to renew their strategy to keep stakeholders interested in the project in spite of the difficulty to meet regularly and according to the usual procedures. This report illustrates the main steps in this re-elaboration and its results in terms of action planning. It is essential to bear in mind how the CHILD-UP approach to stakeholders' involvement was built on a few conceptual pillars, namely:

- 1. **Stakeholders involvement at the local and national level should be the task of every local research team**, although methodologically and practically supported by specialised partners (the CDI - Communication, Dissemination, Impact- Working Group; these specifically address international stakeholders representatives and the overall project collaboration and dissemination strategy;*
- 2. Stakeholders are not considered as an undefined and undifferentiated community: **segmentation** of stakeholders' areas and groups is the basis to meet their attention and interest and successfully raise the expected interest and awareness around the project's activities;*
- 3. **Understanding the variety of concerns, expectations and opinions** of the stakeholders' groups in each local context, and consequently organise specific communication and exchange activities for each of them, is a **basic principle to gain attention and collaboration** in the local contexts, where the first level of concrete impact is expected. Similarly, this assumption is valid at the international level while addressing stakeholders at the European and transnational level at large; at this level, as well, getting the attention and support of relevant networks, policy-making agencies and target communities will be key to guarantee that the project results might produce a longer term change in the migrant children inclusion policies and practices;*
- 4. Organising stakeholders' groups as **sustainable collaboration structures** at local and international level allows to prepare the ground for an impactful action at the local level, additionally providing a platform able to scale up the project's innovative practices;*
- 5. The **combination of local, national and international levels of stakeholders' dialogue allows to increase the interest of each stakeholder** in playing an active role within and around the project.*

*As a communication strategy, the project partners have chosen to communicate based upon the perceived needs of the target audiences and stakeholders. This has meant that all communication and engagement is to be undertaken being aware of the **perceived needs** of those target audiences. The idea behind this communication strategy relies on the basic assumption that any reader, education practitioner or not, only spends his/her time looking at messages that are interesting for his/her particular status and mindset.*



The stakeholders' involvement system is based on a first segmentation of stakeholders into 4 macro-areas: 1. Schools; 2. Protection services and reception centres under the responsibility of local administration services, migrant associations and NGOs; 3. Policymakers, committed to improving performance in a delicate policy field; 4. Research networks, to which the project will refer for previous and parallel research projects and follow-up activities. Within each of these four areas, specific roles are identified (e.g. for school: students with and without migrant background, parents, teachers, school heads, teachers training institutions, school networks, cultural mediators, etc.) and a representation of each of them is searched at the local and international level.

In order to re-establish a link with local stakeholders in view of the final year of the CHILD-UP Project, a consultation survey was launched to ask them a few questions on COVID-19 impact on school and migrant children integration in particular, on their present hopes and concerns and on their actual willingness to engage more, in the immediate future, with the project developments.

In general terms, more than two-thirds of respondents proposed somehow converging themes for discussion and declared their interest to be more involved in the Project activities, immediately or a bit later. The partners consider this as a very good sign in view of transforming the existing Local Stakeholders Committees into more dynamic Local Innovation Laboratories, with a broader scope than just accompanying the CHILD-UP project, but still focusing on the project's expected impact in terms of practices and local policies.

A more in-depth analysis of the replies provided to the consultation by the respondents let thus emerge other very interesting reflections for the project, which deserve particular attention and consideration.

*During the first year of the project the research partners have been identified and launched a set of support actions for the **Local Stakeholder Committees**:*

- *to engage in influencing/specifying research agendas in relation to the local contexts, providing relevant information and feedback;*
- *to be active contributors in research work (e.g. facilitating local access to further sources);*
- *to contribute to the evaluation of activities carried out;*
- *to cooperate in enhancing media coverage for the project;*
- *to help diffusing project results and multiplying impact locally.*

During this first year, the research partners provided a Local development plan and organised the first meeting with Local Stakeholder Committee. A template was provided to the research partners in order to launch the first year of activity with the Local stakeholders.

*Unfortunately, at the beginning of the second year, after the meeting held in Krakow in January 2020, the restrictive measures and lockdown, due to the COVID-19 pandemic, has created important obstacles and difficulties in carrying out field research, communication and dissemination activities. Nonetheless, the CHILD-UP Partners kept track of their activities and contacts with **local stakeholders** that they contact throughout the project life cycle. This is requested in order to maximise the impact of CHILD-UP, not only by disseminating and spreading the outcome of its activities but, much earlier than this, by attracting stakeholders to interact, participate and support the project implementation. As agreed in Annex 1 to the Grant Agreement, dissemination, communication and stakeholders' involvement are expected to start from the very beginning*



of the project, addressing people, organisations and institutions involved at local, national and European levels.

The CDI Working Group meeting started in January 2021 the discussion on Local Innovations Laboratories (LILs) organisation: the Working Group suggested a gradual transformation of the Local Stakeholders Committees in LILs, which will be (at least initially) held in the form of virtual meetings. These laboratories will have the main aim of proposing a more active role for stakeholders and a more open agenda for discussion (within the domain of migrant children inclusion), thus valorising the relationship between the researchers and the stakeholders' representatives, rather than focusing the dialogue exclusively on the results of the project (namely avoiding a typical "inside-out" communication approach).

Additionally, the CDI team adopted new proactive tools and methods to collect information from the stakeholders and foster their involvement in the project activities, for instance by inviting them to record short videos focused on the impact of the pandemic on the integration of migrant children starting from their recent experiences and perspectives. Some members of the ISC also suggested some multimedia content to simplify the language used to present the approach and the results of the project.

The online Stakeholders consultation conducted in March and April 2021 allowed to collect, among other information and opinions, some suggestions of themes for further debate and exploration through local innovation laboratories (LILs) and international Special Interest Groups (SIGs). A certain convergence of interests on the socially inclusive role of schools in their local context emerged: some were focusing on the policy dimension, on how education systems should pay more attention to learning objectives in the social and emotional area and consequently innovate learning and assessment strategies, how criteria for the recruitment of new teachers should evolve, how new support staff should be integrated at school to support the inclusion of children with any kind of difficulty. Specularly, the individual dimension of support to self-expression, the need to motivate teachers at the individual level on the social role of school and to involve the local community to make it happen, involving families and informal educators into a common effort. Practically, although the background concerns are similar, a policy dimension (social inclusion, education innovation in the direction of enhancing the social inclusion and socialisation role, teachers' recruitment and qualification criteria and practices, etc) and a practice-centred set of priorities emerge as two sides of the same awareness: the Covid19 crisis has acted as a wake-up call to many at the policy level and in the daily practice of learning and teaching. It has made the need to innovate much more evident to many and creates the opportunity for change. In order not to waste this opportunity, two pilot SIGs will be launched in May 2021; while the specific titles and composition will be defined in a participative way with the ISC and the research partners, one will address the policy dimension and one the daily learning processes in schools and the local learning contexts.

Priorities for 2021 (Main Implementation Phase)

The CDI-WG has substantially revisited the activity plan for the present year with the main objective of re-launching a participatory and dynamic dialogue with stakeholders after a difficult period in which only a minority of them were continuing the dialogue with project partners, due to the difficulty to organise meetings and to the more general difficult situation of several stakeholders' categories in COVID-19 times. At present these are the priorities that the CDI-WG has established for the present year:



- 1. To re-launch the Local Stakeholders Committees into a more dynamic and open format, as Local Innovation Labs, able to address not only the problem of using CHILD-UP expected results, but also to place them in the frame of stakeholders' concerns, expectations, and innovation perspectives. This will be fundamental to ensure local impact, as the core starting result for broader impact and sustainability of project results: getting convinced collaboration from first-line stakeholders is the condition to multiply the number of people and organisations who will learn from the project results in the target regions and beyond them;*
- 2. To promote a closer link between the local and the international stakeholders' dialogue, by organising a couple of international Special Interest Groups (SIGs) as emerging from the Stakeholders Consultation Survey conducted in March 2021;*
- 3. To intensify dissemination activities as soon as - expectedly in September 2021- the main qualitative research results from the CHILD-UP Project will be available;*
- 4. In the meantime, to complete the media and policy contact list, thus identifying relevant gatekeepers for the project dissemination, sustainability and impact perspective*

Priorities for 2022 (Exploitation and Mainstreaming Phase)

In 2022, when approaching the end of the CHILD-UP Project, the main objective will be to consolidate and disseminate research results in all adequate forms (scientific articles, policy papers, training opportunities and resources, toolkits for school and out-of-school activities, smaller and larger events) to reach the different target groups. The following list summarises the main priorities:

- 1. To consolidate the project results and the stakeholders' groups, organised as Local Innovation Labs, in order to have them active and relevant well, beyond the end of the project, as clusters of innovative practice and stimulus for local social inclusion policies;*
- 2. To search for adequate synergies at the international level, involving other related projects in Horizon, AMIF and ERASMUS, member organisations of the ISC and European Networks SIRIUS, SOLIDAR, Lifelong Learning Platform, etc.) to promote further the principles and the practices identified as effective by the CHILD-UP Project, and possibly constitute a new centre of initiative for research, policy and practice active at the EU level;*
- 3. To maximise the diffusion of research results and to encourage their use in evidence-based policy-making and innovative practice at school and in protection structures;*
- 4. To guarantee a lively and constructive dialogue with stakeholders, also through the Project website, beyond the contractual life of the CHILD-UP Project.*



Introduction

This document is produced in the framework of the CHILD-UP Project to report the activities of Communication, Dissemination, Stakeholders' Involvement and Impact maximisation conducted to date (end of April 2021) and present the renewed programme of activities, after the delays experienced due to the COVID-19 pandemic conditions and the self-assessment and stakeholders' consultations conducted in early 2021.

Its purpose is to offer a comprehensive view of the project approach to stakeholders' involvement, progress achieved, problems encountered, solutions adopted and roadmap for the next year. It is evident from the reading of the document that the extraordinary conditions of 2020 have made the relationship with stakeholders more difficult and has led to a certain polarisation: some stakeholders categories, more directly involved in the research activities implementation, have strengthened their support, understanding how important it was for the project to maintain dialogue with teachers, children and parents in this phase, in which access to school was heavily limited in most EU Member States; other groups of stakeholders lost a good part of their motivation to play an active role in this "suspended time". Project partners had to renew their strategy to keep stakeholders' interest in the project in spite of the difficulty to meet regularly and according to the usual procedures. This report illustrates the main steps in this re-elaboration and its results in terms of action planning.

Section 1 summarises the approach that the CHILD-UP project has chosen to allow a substantial role for stakeholders in all project phases, its segmentation approach and the evolution of the operational strategy with respect to the difficulties encountered during the health crisis 2020-21, not yet completely overcome at the moment in which this report is being finalised. **Section 2** explains the principles and practices of the project communication strategy, **Section 3** introduces the interaction planned and activated with stakeholders at the local level, and how the CDI Team has offered support to keep this relationship active in COVID-19 times when even local meetings became quite difficult to organise and several categories of stakeholders were less willing to collaborate with the project. **Section 4** explains how the interaction was organised with the International Stakeholders Committee and what are the plans for a more structured and frequent interaction with all partners. **Section 5** reports on specific collaboration initiatives with other projects, networks and organisations, while **Section 6** illustrates the operational planning for the next project phases, including a review of the originally planned priorities. A relevant number of Annexes provides extensive documentation of the work conducted at the local and international level in the last 12 months.



1. *The role of stakeholders' involvement in the CHILD-UP project*

Before analysing the current state-of-the-art of stakeholders' involvement at the different levels, it is useful to recover some of the conceptual and preliminary aspects which contributed to the design of the CHILD-UP dissemination strategy.

Firstly, while browsing the report, it is essential to bear in mind how the CHILD-UP approach to stakeholders' involvement was built on a few conceptual pillars, namely:

- 1. Stakeholders involvement at the local and national level should be the task of every local research team**, although methodologically and practically supported by specialised partners (the CDI - Communication, Dissemination, Impact- Working Group; these specifically address international stakeholders representatives and the overall project collaboration and dissemination strategy
- 2. Stakeholders are not considered as an undefined and undifferentiated community: segmentation of stakeholders' areas and groups is the basis to meet their attention and interest and successfully raise the expected interest and awareness around the project's activities;**
- 3. Understanding the variety of concerns, expectations and opinions** of the stakeholders' groups in each local context, and consequently organise specific communication and exchange activities for each of them, is a **basic principle to gain attention and collaboration** in the local contexts, where the first level of concrete impact is expected. Similarly, this assumption is valid at the international level while addressing stakeholders at the European and transnational level at large; at this level, as well, getting the attention and support of relevant networks, policy-making agencies and target communities will be key to guarantee that the project results might produce a longer term change in the migrant children inclusion policies and practices.
- 4. Organising stakeholders' groups as sustainable collaboration structures** at local and international level allows to prepare the ground for an impactful action at the local level, additionally providing a platform able to scale up the project's innovative practices;
- 5. The combination of local, national and international levels of stakeholders' dialogue allows to increase the interest of each stakeholder** in playing an active role within and around the project.

The CHILD-UP Dissemination and Exploitation Plan (Deliverable 2.9), published in 2019, also constitutes a valuable side resource for this report, describing all the dissemination and exploitation activities foreseen for the partners of the CHILD-UP project and being the basis for progress management and reporting of the activities. The dissemination and exploitation plan (DEP) includes and outlines the measures carried out to maximise the impact of the project by focusing on all the seven participating countries.

As a communication strategy, the project partners have chosen to communicate based upon the perceived needs of the target audiences and stakeholders. This has meant that all communication and engagement is to be undertaken being aware of the **perceived needs** of those target audiences. The idea behind this communication strategy relies on the basic assumption that any reader, education practitioner or not, only spends his/her time looking at messages that are interesting for his/her particular status and mindset.

The stakeholders' involvement system is based on a first segmentation of stakeholders into 4 macro-areas: 1. Schools; 2. Protection services and reception centres under the responsibility of local administration services, migrant associations and NGOs; 3. Policymakers, committed to improving performance in a delicate



policy field; 4. Research networks, to which the project will refer for previous and parallel research projects and follow-up activities. Within each of these four areas, specific roles are identified (e.g. for school: students with and without migrant background, parents, teachers, school heads, teachers training institutions, school networks, cultural mediators, etc.) and a representation of each of them is searched at the local and international level.

To pursue its objectives, therefore, the project envisaged the constitution of a stakeholders' network composed of an International Stakeholders' Committee (ISC), representing the international projection of the different categories, and 7 Local Stakeholders' Committees (LSCs) operating on a local scale.

Following the approach illustrated above, the whole dissemination system designed by the CHILD-UP project and coordinated by the Communication Dissemination and Impact Working Group (CDI-WG) is based on the assumption that a deep involvement of the different categories of stakeholders constitutes the added value of every impactful and effective dissemination action. In the CHILD-UP approach, stakeholder representatives are intended as individuals/institutions/organisations that, sharing a common interest in the activities of the project for various reasons, are able to reflect the comprehensive view of their respective professional categories and/or interest groups.

Considering the importance of establishing multi-stakeholder cooperation around CHILD-UP, the CDI-WG inherits from the original concept of the project, among others, the task of involving the stakeholders at the European and local level by planning medium to long-term impacts, and encouraging them: (a) to act as multipliers of messages and results; (b) to engage in influencing research agendas; (c) to be active contributors in the research work as sources or facilitators in the access to further sources; (d) to contribute to the evaluation of activities; (e) to cooperate in media coverage; (f) to engage in influencing policy agendas.

1.1 Overall state-of-the-art of the CDI strategy implementation

To meet its envisaged objectives, the CDI-WG established the ISC and, with the key role of the partner universities, the LSCs during the first year of the project. This, in view of a periodic consultation during the whole implementation period of the action. While 4 meetings (and written reports) were foreseen for the ISC during the 3-year CHILD-UP lifecycle, at least 3 meetings per national LSC were to be organised by each research partner. Out of this strategy (which has been obviously strongly impacted by the COVID-19 pandemic), periodic exchange of views with the members of the committees is continuously encouraged by the CDI-WG, considering its importance for the success of the stakeholders' involvement process as a whole. For this reason, the CDI-WG members conducted and will continue to conduct interviews with the ISC on a periodical basis, collecting actual inputs and relevant observations linked to current challenges, opportunities and threats which are likely to influence the activities of the project and its regular implementation lifecycle.

The current situation of the International Stakeholders' Committee

The International Stakeholders' Committee (ISC) was designed to multiply the project's impact by influencing not only local practices and policies but also national and European networks (Ministries of Education, Children Protection Authorities, NGOs in the fields of children protection and migrants social and cultural inclusion, parents' networks) to broaden the resonance and impact of the project approach and results.



The ISC was primarily conceived to deliver inputs and feedback throughout the whole project lifecycle, as well as to contribute to the project's qualitative evaluation process, ranging from the setting of dissemination and impact criteria to the evaluation of the project findings and outcome. The Committee should have also undertaken the task of building a key dialectical "bridge" between the CDI-WG, the project and the different categories of stakeholders represented within the body. ISC members were selected by the CDI-WG on the basis of different characteristics, such as their commitment to activities related to the promotion of children's well-being, their multiplication potential, their experience, and their long-lasting and recognised role within one of the above-mentioned particular categories. By collaborating with the CHILD-UP consortium, the ISC members have so far provided the project with a valuable and differentiated in-depth view of the stakeholders' perception of its activities and approach, outlining its potential risks, criticalities and challenges. In the framework of the CHILD-UP overall project meetings, the ISC body was gathered 3 times. Out of three meetings, two were conducted virtually due to the COVID-19 travel restrictions and measures undertaken by the governments starting from March 2020. The minutes of the ISC meetings are provided in Annex V to this report, while further information on the interaction between CHILD-UP and stakeholders at the international level can be obtained by consulting Section 4.

Implementation of the Local Stakeholders' Committees

From the national perspective, every research partner was required to contribute to the CHILD-UP stakeholders' involvement strategy by structuring a network of local stakeholders. This network took the form of 6 Local Stakeholders' Committees (LSCs), which are expected to convene at least three times during the project lifecycle in each territory in which the research activities take place.

During the first months of the project, the CDI-WG, acting as action coordinator, took care of delivering a model grid for the involvement of the representatives of stakeholders at the local (and occasionally also at the national) level, requiring the research partners to identify relevant organisations/individuals worthy of being included in the committee, the key messages to be delivered according to their perceived needs and when these contacts should be activated (with reference to the implementation phases of the project). All these aspects were decisive in determining an efficient involvement strategy at the local level, with a strong focus on the real interests of the stakeholders. At the height of this preliminary effort, research partners were able to organise at least one meeting per country, gathering selected representatives of the four different stakeholder categories, taking advantage of a data collection template to register the comments about the outcome of the project, interesting contacts and collaboration opportunities with local projects and/or associations. The local activities of stakeholders are a key factor to maximise the impact of CHILD-UP, not only by disseminating and spreading the outcome of its activities but, much earlier on, by attracting stakeholders to interact, participate and support the implementation of the project. While more detailed information concerning the management of, and interaction with, stakeholders at the local level is provided in Section 3, it is important to highlight that COVID-19 heavily impacted the formal gatherings of LSCs locally. Considering the necessity of redesigning relevant parts of the research actions and the logical slowdown of the main scientific actions due to the school closures all over Europe, LSCs were indeed increasingly maintained operational by the research partners through informal communication and networking.

The Policy uplink and Media support groups



In terms of future sustainability and long-term impact maximisation of the CHILD-UP results, the CDI-WG also proposed the creation of two further transnational groups: the Policy Uplink Group and the Media Support Group. With regard to the Policy Uplink Group, partners were asked to report and share contacts of interest and receptive policymakers selected at the national level. These practitioners would form a body aimed at supporting the construction of an effective communication channel between the CHILD-UP partnership and the world of policy-making. As for the Media Support Group, a further effort was requested to the whole consortium to identify close media contacts at the local and international level, who could act as points of reference for any relevant public communication coming from the project. Notwithstanding the complex social media strategy developed by the CDI-WG in an earlier phase (see paragraph 2.2 for more information), the group agreed on the necessity of fostering the project's media coverage through the creation of a dedicated network of journalists, bloggers and freelancers.

Organisation of stakeholder-focused events

Considering the extensive organisational experience of the CDI-WG members, stakeholder-focused events in the form of conferences, workshops, webinars and virtual meetings were considered key dissemination tools for the project. Being aware of the multiple and differing interests of the various categories of stakeholders, the CDI team integrated the designing of *ad-hoc* events specifically tailored to the needs and interests of school personnel, reception centres and NGOs, policymakers and researchers into its stakeholders' involvement strategy. As for all the other activities foreseen for 2020 by the project, the organization of stakeholders' focused events was certainly influenced by the COVID-19 outbreak. Nevertheless, an intensive effort was undertaken by the members of the CDI-WG and the whole partnership to coordinate a gradual extension of the CHILD-UP online presence, not only by organising virtual events at the local and international level but, even more importantly, by taking part to local, national and international initiatives in which the project approach, its objectives and already existing results were presented. This online effort is better illustrated in Section 5 of the present report.

Editorial board creation

In deep relation with its overall online dissemination campaign, in early 2020 the CDI-WG additionally inaugurated the work of its Editorial Board. The body, working in parallel to the working group, is composed of a smaller group of its members, who accepted the task of regularly researching and reporting relevant news, updates, documents, events and dissemination opportunities online. This was felt particularly necessary in consideration of the limited amount of research results foreseen and available in the first half of the project: in order to make the project website attractive and interesting for its target groups, a review of relevant news generated outside the project was added to the information on project development. The new activity particularly consisted in drafting short articles and posts to be published on the CHILD-UP website and then reposted on the project's different social media accounts. To date, the CDI-WG elaborated 32 posts and articles, all available on its institutional website for consultation. A report on the functioning of the Editorial Board is provided to the reader in Section 2.1 of the present report.



1.2 Strengths, weaknesses, opportunities and threats (SWOT) analysis


S <ul style="list-style-type: none">• Good cooperation within CDI-WG• CDI-WG helped to communicate better• Some successful events	W  <ul style="list-style-type: none">• Media and Policy Groups are not completed• Scarce national participation in social media• Modest involvement of researchers• External visibility is still improvable
O <ul style="list-style-type: none">• Use more digital communication with partners, ISC, etc.• Intensify work with researchers• Create more media content (e.g. Video-debates)	T <ul style="list-style-type: none">• Risk not to be understood• Difficulty to activate empathy in virtual meetings• Cohesion among partners may weaken without "real" meetings

Image 1

In the CDI-WG virtual meeting of 12th January 2021, members conducted a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis on the project development and communication strategy implementation. Reported in *Image 1* is the result of the debate (which reflected the situation at the time of the meeting).

Whereas a need to complete and fully activate some of the support groups conceived by the working group to better implement its dissemination strategy, a general agreement was registered with regard to the necessity of better involving the research partners in the communication network developed by the project. For instance, a lack of participation in social media by any partner could, in fact, undermine the overall commitment of the project by jeopardizing the presence of the project in one or more countries, consequently constituting a fundamental threat to the task of establishing an effective communication channel in the areas covered by the research action.

Furthermore, the importance of strengthening the relationship between the CDI-WG and the ISC members emerged during the debate, to be addressed by increasingly involving the members of the Committee in the actions as well as by better connecting the dialogue between them and the research partners. On the ISC-related issues, a further consideration brought the CDI-WG to make its ISC involvement plan even more regular, particularly by organising more frequent interviews and gathering opportunities with its individual members.

In addition to the communication, dissemination and impact improvements to the original strategy already planned and agreed by the CDI members, further engagement was registered in the production of new media contents (mainly recorded video contributions) through which enhancing stakeholders' involvement in the project activities. One of the general proposals approved by the members concerned, for example, producing some video recordings of teachers, parents, children or policy-makers already involved in one or more implementation phases of the project, with the concrete objective of creating a database of feedback to be



then published on the project website as a media “patchwork” of contributions delivered by stakeholders’ “ambassadors”.

For more information on the future perspectives of the dissemination action developed by the CHILD-UP project, the main sections of this report all contain a “Looking forward” section. The reader is invited to consult these paragraphs to get a more in-depth knowledge of the future plan of action of the project in the fields of communication, dissemination and impact maximisation.

1.3 Looking forward: expected developments and future improvements: New tools for stakeholders: the “Stakeholders consultation on COVID-19 impact on social inclusion of migrant children”

In order to re-establish a link with local stakeholders in view of the final year of the CHILD-UP Project, a consultation survey was launched to ask them a few questions on COVID-19 impact on school and migrant children integration in particular, on their present hopes and concerns and on their actual willingness to engage more, in the immediate future, with the project developments.

In general terms, more than two-thirds of respondents proposed somehow converging themes for discussion and declared their interest to be more involved in the Project activities, immediately or a bit later; the partners consider this as a very good sign in view of transforming the existing Local Stakeholders Committees into more dynamic Local Innovation Laboratories, with a broader scope than accompanying the CHILD-UP project, but still focusing on the project expected impact in terms of practices and local policies.

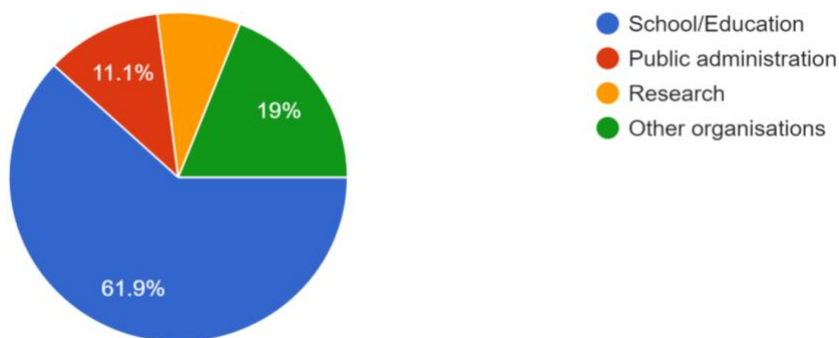


Image 2

A more in-depth analysis of the replies provided to the consultation by the respondents let thus emerge other very interesting reflections for the project, which deserve particular attention and consideration.

First of all, among the 4 stakeholders’ categories addressed by the project (and by the survey), educational

practitioners represented by far the majority of respondents, highlighting how sensitive the subject still is for teachers, school administrators and educators in general, as well as how much these professionals feel the need to express their concerns and be heard. As reported in *Image 2*, on a total of 63 collected replies, 61,9% of respondents indeed declared to belong to the “School/Education” sector of activity, while policy-makers and public administrators were the 11,9%, researchers the 7,9%, and 19% of the respondents put his/herself into the “Other organisations” category. With regard to the geographical distribution of respondents, 15 countries were involved in the consultation, mainly (but not exclusively) in Europe. Among these 15, all the



countries in which the CHILD-UP research is being implemented were obviously represented by at least one respondent.

The first qualitative outcomes of the consultation then referred to the main negative impact of Covid-19 on the integration of children with migrant backgrounds and, if any in the respondents' view, the few "positive" changing opportunities caused by the pandemic crisis. In this section of the survey, the audience was asked to evaluate respectively 5 issues and 4 potential positive impacts on a scale from 1 to 4, with 1 being "Minimum impact" and 4 being "Maximum impact". As far as the **negative aspects** are concerned, in most of the cases respondents identified the "**Difficulties in the socialisation process**" as a primary issue to be addressed (4 for 30 respondents and 3 for 23 out of a total of 63), while the closest most critical impacts were the "**Difficulties in enhancing children active participation and personal expression**" (3 or 4 for 50 respondents), the "**Slow or interrupted progress in the use of the host-country language**" (4 for 23 and 3 for the same number of further respondents) and the "**Difficulties in the achievement of curriculum objectives**" (3 in 28 replies, 4 in 20). In terms of **positive changing opportunities**, 44 respondents identified **increased attention on the quality of teaching, both online and face-to-face**, while 37 evaluated that the pandemic influenced **growth in the school staff awareness of the difficulties faced by migrant children**. Both the questions were additionally complemented by an open question on other potential impacts of Covid-19, whether positive or negative, not already mentioned, among which certainly the most recurrent negative impact was **the number of difficulties (economic, organisational, etc.) to be addressed by the parents/families** and, on the other hand, as further "positive" outcome, a **generalised improvement of the digital competences in all the stakeholders of the world of education** (children, parents, teachers, informal educators).

Through two additional questions on concerns and hopes for the future, as well as one final question focused on the suggestion on themes and topics to be proposed for the development of a discussion at the local and/or international level.

In terms of **concerns and hopes**, respondents' attention was highly devoted to the **socialisation and emotional deficit** caused by the pandemic and consequent school-closure all over Europe. Equally to the educational lacks, pictured as mainly due to inequalities between wealthier and disadvantaged contexts, although collaterally linked with poor teaching quality in many countries, many respondents indeed identified the **suddenly vanishing social dimension of children's life at school** as one of the major issues to be raised with decision-makers. The "**overdigitalisation**" phenomenon was, in fact, highlighted by a relevant number of respondents as a **key threat to children's education and personality development**, closely related to the **regression in language skills of migrant children** and in the quality of their cultural hybridisation processes. Again, as for what regarded the "concerns", socialisation was recurrently mentioned in the "hopes" section too, not only with reference to a requested improved attention to the development of social skills within school programmes and curricula, but also in terms of a **call for increased awareness among policy-makers and institutional level of this aspect of children's life**. A better post-pandemic school should, in most of the respondents' view, strongly take into consideration **the development of "social skills" dramatically affected by lockdown counter-measures**, for instance, through the **promotion and/or enhancement of side and extra-school activities**. To recover from the damages caused by the Covid-19 outbreak, many respondents also stimulated and encouraged a **reflection on teaching methodologies**



adopted in schools and education institutions by educators and teachers, aiming at a better understanding of the actual needs of pupils living in disadvantaged and marginalised socio-economic contexts.

Within the final question on the most urgent topics to be raised at the local, national and international level, a majority of respondents did suggest one theme, and the processing of the replies is allowing to detect specific interests at the local level, but also broader issues to be brought to the attention of researchers and international stakeholders through the recently established instrument of the Special Interest Groups (see section 4.3).

In general terms, many respondents appreciated that the “bad times” might contribute to **activate some degree of flexibility and change in the school systems**, e.g. by **making more evident the need of taking care of children’s self-expression and social interaction**, or the **need for a new generation of teachers fully aware of their multiple roles within and around the school system**. Some more contributions are discussed in the following section 4.3, where the choice of themes for Special Interest Groups is discussed.



2. Communication strategy and operational tools development

Due to the COVID-19 emergency, during the second year of implementation of the project, the CDI-WG strove to address many unexpected challenges which threatened its “regular” working plan. The great number of issues arising from such a peculiar and unstable situation forced the working group, in fact, to adapt its articulated communication and dissemination strategy to a new changed reality, namely leading to an inevitable online-centric “revolution”. This conversion certainly required a substantial additional effort, aimed at transforming the whole dissemination action envisaged by the project to a fully virtual and sustainable one.

Bearing in mind the need to keep the community of stakeholders engaged and interested in the project in the pandemic period, as well as the project alive at the eyes of its potential audience in a phase of compelling research delays, the CDI-WG therefore worked on fostering the project’s presence online. This, not only by relying on its existing web platforms but also by devoting renewed energies to the creation of new tools which could have been able to support the partnership in that difficult time.

Within the following paragraphs, the reader will get an overview of the main instruments adopted by the CDI-WG to fight the coronavirus crisis at the project level, largely implemented during the COVID-19 “era” with the constant support of all the research partners.

2.1 Work of the CDI Working Group "Editorial Board"

At the end of March 2020, in the midst of the first wave of the COVID-19 pandemic, the CDI-WG reached an agreement on the constitution of a separate “Editorial Board”. The body, composed of at least one representative of each CDI-WG member, was mandated to analyse the web environment looking for relevant contents to be shared through the projects’ communication channels online, with the main objective of bolstering the CHILD-UP presence and thus facing the possible decline in interest caused in the stakeholders by the COVID-19-related research slowdowns.

Since its very first meeting, the Editorial Board proved to be a very useful and fruitful mechanism, able to compensate for the lack of research outcomes with the production of interesting contents for the different stakeholder categories. Starting from April 8th, 2020, the date of birth of the body, the Editorial Board produced 27 posts, among which focus analysis of international documents and initiatives, reports on critical situations occurring in the world of education in Europe, notices of outcomes produced by the project and/or coming from other programmes, promotion of relevant events both related or not to the CHILD-UP project, and many other useful updates concerning the issue of integration of migrant children in the European school and educational environment.

At the end of its first year of life, the CDI-WG positively assessed the contribution provided by the Editorial Board to the application of its communication strategy, deciding to reintegrate the body’s meeting into the CDI-WG ones as a fixed point of their agenda.



2.2 Website and social media strategy implementation

An articulated and final structure of the CHILD-UP website was finalised after its first implementation year, to help the project gain visibility and support its dissemination strategy. Due to the COVID-19 outbreak, the website gained a major role within the dissemination strategy of the consortium, representing the element that kept the project alive during the stalling of the research activities and the delay in the publication of the scientific results of the research.

As preliminarily planned, the project website is currently used to (a) inform the public about the outcomes, results and innovative approach of the project; (b) involve participants in the project, including by promoting the multiplier events organised by the partners or in which CHILD-UP is represented by a partner both in person or virtually; (c) disseminate the tools designed and facilitate their use and retrieval for further reflections through easy and direct access; (d) allow exchanges of knowledge and experiences with other national and transnational project, as well as collaboration with their partners. The website also allows other countries and actors to (a) experiment and compare practices of integration based on dialogic methods; (b) use the packages and the MOOC; (c) collaborate and be involved in editing and expanding the wiki space by adding examples and experiences in the field of migrant children cultural hybridisation.

The website is dynamically managed and updated by the CDI-WG as a whole, while the International Institute of Humanitarian Law takes care of practically maintaining its software and its information up-to-date. With the support of the whole partnership, the CDI-WG has continuously worked on maximising the usability and “user-friendliness” of the web platform, particularly by suggesting improvements, reporting technical or conceptual issues on the web pages, and providing useful materials to continuously refresh its contents. In terms of updates, a huge boost to the website was provided by the establishment of the Editorial Board of the CDI-WG (see the previous paragraph for more information).

From a project’s inner perspective, the CDI-WG agreed on the creation of a comprehensive archive for the project outcomes, which was nested under the already existing “Resources” section. The archive not only gathers all the documents produced by the project during its lifecycle but also supplements the most “research-oriented” ones with executive summaries and synthesis designed to result more accessible to the non-academic audience of the project.

Another renovated resource is thus the “Events” area, mainly conceived to provide the different education stakeholders with an immediate picture of the past and future events related to the CHILD-UP action. This page too constituted an important asset during 2020, offering an updated source of information for all the users.

Finally, in March 2021, the CDI-WG planned to launch its community network, with the support of a subscription form embedded on the “Community” web page and linked to all the areas of the website through a direct link integrated into the website footer. Along with the wiki area of the website, the subscription tool will offer the CDI-WG the opportunity to track interested users of the website, regularly informing them of the latest news from the project.

Conclusions based on the first 27 months of the project:



1. In the first/preparatory phase (M1 – M4) the website and social media platforms below were developed successfully.

Project website	http://www.child-up.eu/
Project Facebook platform	https://www.facebook.com/ChildUpproject
Project Twitter platform	https://twitter.com/ChildUp_EU/
Project LinkedIn platform	https://www.linkedin.com/company/31397926/

2. During the early development phase (M 5 – M12) audiences and target groups were chosen by the researchers and CDI-WG and the validity of the messaging in the project was tested accordingly. CDI-WG partners IIHL, FREREF and ESHA were assigned 2 research partners each to aid the research teams in their dissemination tasks. A comprehensive network of partner’s social media platforms was established by the CDI-WG and social media guidelines were disseminated to all partners in the project (see Annex III). Posting on the project website of interesting CHILD-UP news, newsletters, events, deliverables, press releases, news of allied projects of interest was disseminated within the partner’s networks and social media posting was mainly undertaken by the CDI-WG on an ad-hoc basis. Due to delays in delivery of WP3 and WP4, the research partners were found struggling with their social media contributions in WP8 and it became clear that the research partners needed more collaboration from the CDI-WG in their dissemination and social media tasks.
3. Dissemination during the broader communication phase (M13-M30) was severely hampered by the impact of COVID-19 and the project was extended by 6 months till June 2022. Physical meetings were no longer possible and meetings and interviews were swiftly moved online with good success. Research partners experienced considerable delays in their work and the pandemic resulted in further delays in deliverables in WP5 and WP6. WP3 and WP4 results were disseminated as soon as they became available. WP5 is now nearing completion and is expected to be disseminated successfully by the end of May 2021. It is unlikely that completion and dissemination of WP6 will be possible before the summer holidays.

In terms of contents, the text of the website was found too technical for part of the stakeholder target groups, while the message for them was found to be “inside-out” and “informative” and not “outside-in” and “engaging”. For this reason, parts of the contents of the website were re-drafted for each of the chosen target groups, schools, protection agencies and policy-makers, starting from the descriptions provided in the research-related web pages. In other words, the elaboration of stakeholders-focused pages and the usage of different languages for different target groups ensured the mainstreaming of an involving outside-in communication strategy, in clear opposition to the previous communication imprint merely descriptive of the scientific results of the project.

A further remark on which the research partners also requested the intervention of the CDI Working Group was then related to the online translator plugin integrated into the website. A major concern in this regard was indeed represented by the “not proper” literal translations provided by the software in the case of many sections of the website. To tackle the issue notified for the translations of the English contents to all the researchers’ different mother tongues (Italian, French, Dutch, Polish, German, Swedish and Finnish), the



decision was taken to translate the key parts of the website manually with the support of all the partners, maintaining the automatic translator software for the less critical section of the portal. The translations are expected to be uploaded shortly.

Due to delays in WP5 and WP6, up until recently the CDI-WG mainly communicated about CHILD-UP events, non-research outcomes of the project, and news and useful resources from around Europe regarding the integration of migrant children. With the objective of better engaging researchers in their expected WP8/dissemination activities, the Journal of Valorisation (JoV) was also developed and shared by the CDI-WG (see the JoV in Annex III). The JoV wants to provide an overview of all the dissemination activities carried out by the partners, proving how the dissemination plan and social media guidelines are followed and to what extent.

2.3 Looking forward: future progress and planned improvements for the web and social media dimensions of the project

As far as the website is concerned, a few features have still to be developed. The Wiki area has not yet been launched and promoted, an action that should be prioritised by the working group. In combination with the “Community” building process, the wiki area should indeed be considered one of the fundamental dynamic tools that could foster the communication effort of the partnership during the COVID-19 restrictions period.

A further recurrent topic of interest then is the website translation one. In this regard, besides an initial work that was inaugurated already in early 2020 after the Krakow general project meeting, the working group has not been able to accomplish what was foreseen yet. In fact, all the non-English research partners were asked by the CDI-WG to work on a translated version of the main areas of the website already in February 2020, to be able to further integrate this work with a widely used automatic translator. Notwithstanding the work delivered by the research partners and the technical activation of the automatic translator plugin, relevant technical issues are yet to be fixed at the time in which the present report is drafted. For this reason, after a challenging 2020 which shuffled the communication priorities and tasks of the CDI-WG, the team committed to addressing the technical crux to respond to the call to proceed delivered by all the other partners during the last general project meeting, held in February 2021.

Against this background, an additional engagement from all the partnership is required to keep the dynamic nature of the website alive. All the institutions taking part in CHILD-UP shall indeed commit to regularly share with the CDI-WG all their dissemination efforts and relevant information, in view of continuing to carry on a dissemination strategy that should be comprehensive of all the national perspectives parallelly covered by the research actions.



3. Management of and interaction with stakeholders at the local level

3.1 “Managing Local Stakeholders” the Guidelines provided by the CDI Working Group

The local stakeholders’ activities are a key factor to maximise the impact of CHILD-UP, not only by disseminating and spreading the outcome of its activities but, much earlier than this, by attracting stakeholders to interact, participate and support the project implementation. Through dissemination, the project can generate policy actions and implementation of practices that promote the integration of migrant children through their active participation.

In this section the CDI Working Group presents the state-of-the-art of its supporting action directed to the research partners dissemination effort at the local level, mainly consisting in implementing the dissemination and exploitation plan through the generated Local Stakeholders Committees (LSCs).

As already highlighted, an important part of the work carried out with the LSCs by the research partners includes understanding the stakeholder’s views, needs, concerns and expectations, to ensure the possibility for the project outcomes and findings to improve its impact.

The CDI Working Group provided, since the early implementation phase of the project, suggestions and tools designed to facilitate the communication between the research partners and the stakeholders at the local level (e.g. templates to identify, plan and schedule specific messages and more general communication strategies to foster the interest of the 4 different target groups toward CHILD-UP). Through these tools, the research partners built, in each country, a Local Stakeholders Committee (LSC) composed of representatives of the 4 target areas.

3.1.1 Preparation phase and Early Developments: first results

During the first year of the project the research partners launched a set of support actions for the ***Local Stakeholder Committees***:

- to engage in influencing/specifying research agendas in relation to the local contexts, providing relevant information and feedback;
- to be active contributors in research work (e.g. facilitating local access to further sources);
- to contribute to the evaluation of activities carried out;
- to cooperate in enhancing media coverage for the project;
- to help diffusing project results and multiplying impact locally.

During this first year, the research partners drafted a Local Stakeholders’ Involvement Plan and organised the first meeting with their respective Local Stakeholder Committees. A reporting template was drafted by the CDI-WG and delivered to the research partners in order to record the results of the first “round” of activities organised with the local stakeholders.

At the beginning of the second year of implementation, after the meeting held in Krakow in January 2020, the gradual European lockdown due to the COVID-19 pandemic has created important obstacles to the



development of the field research, directly influencing the local communication and dissemination activities. Nevertheless, the CHILD-UP partners were able to keep their contacts with the stakeholders alive, in most of the cases through direct contacts with the members of the LSCs in order to maximise the impact of CHILD-UP.

3.1.2 Project implementation phase (Months 13-30): Findings of the stakeholders' involvement activities basic at the local level

The following points are focused on the key objectives pursued by the organisation of events, meetings, conferences and exchange opportunities involving local stakeholders by the research partners. The information reported below are excerpts of the findings reported by the research partners after their dissemination activities carried out at the local level.

All dissemination and valorisation actions are registered in the [Journal of Valorisation](#) that records LSC meetings, conferences, workshops, informal meetings with stakeholders as well as the publication of a web or academic article, or news on social media (See Annex III).

A. Providing opportunities for stakeholders to present their views and opinions on CHILD-UP related matters

Although the majority of the meetings organised by the research partners with local stakeholders included sessions dedicated to the collection of stakeholders' views, some partners such as the University of Northampton reported an expressed wish of the participants to be provided with more time to present their perspective, comment the CHILD-UP work, and share information about their own initiatives (with particular reference to the COVID-19 impact on the world of education). Generally, in all the activities carried out at the local level the research partners reported that the *"Space to discuss was largely appreciated by stakeholders and recognised as a good timeframe for reflecting on the most urgent issues" further underlining how "Covid probably became the main focus during the meetings"*.

These meetings and exchanges were indeed very useful to raise issues with relevant actors and authorities, building a bridge between relevant actors and authorities and the education practitioners working "on the field" with migrant children. For instance, in the UK, the need for a recognition of the families' and individuals' innovative and creative practices, daily implemented while dealing with inclusion and integration processes by the relevant personnel emerged as a key topic in the English LSC, equally to the knot of the lack of allocated resources for practitioners and schools: *"creativity of those working directly with migrant children families is not shared or used within institutions or at the macro level – individuals or teams are creatively supporting children and families without the credit or recognition from line managers/funders/policy level (whilst being expected to meet individual needs without appropriate resources or training"*.

Some local stakeholders also expressed the *"need to discuss the implication of the pandemic across different fields of education"* which also represents one of the main issues raised by the respondents in the stakeholders' consultation that the CDI working group organised between February and March 2021.

B. Ensuring the visibility of CHILD-UP aims and results among the wider education community



Besides the organisation of local stakeholders' meetings and conferences, CHILD-UP partners ensured the visibility of the CHILD-UP approach and findings by participating in external initiatives, for instance promoting the employment in schools of specialists in the positions of teacher's assistants (commonly referred to as intercultural assistants) and assistants of Roma education in Poland. In Sweden, researchers also reported their involvement in a structured Action Plan in collaboration with the Malmö Youth Council, which includes civil society bodies and local politicians. In terms of events, the University of Malmö organised meetings with the participating schools which could reflect upon the findings that diverged from one school to another.

Numerous stakeholders from different countries reflected or provided advice for dissemination and simplification of research results: feedbacks on the website, the suggestion to create multimedia content such as videos or comics, etc. Impacts of such sessions are visible and reported in the meeting's evaluation form. For instance, the Italian partner stresses that *"teachers involved in the project were able to take time to reflect in a broader perspective on the actions in which CHILD-UP involves them directly and indirectly, and to deepen their familiarity with the theoretical approaches of CHILD-UP"*. The research team from Malmö university intends to elaborate a country-specific report from WP5, WP5 and WP6 to foster dissemination and impacts of the project for national actors.

The idea of elaborating specific country reports in the country language(s) to attract national actors could be further discussed within the consortium.

C. Fostering a valuable representation of stakeholders' interests across all WPs

The CDI-WG members found out that situations are significantly diverse among the different partners' contexts. For example, regarding the use of what is already existing as resources and knowledge about migrant children: for example, this situation was reported by a Belgian stakeholder from Flanders. Even if the context is rich in resources, Flemish stakeholders found especially useful the result of WP3 and especially reported differences on concentration vs. dispersion of migrant children in schools and the trend of instituting one-to-one peer mentoring between migrant and non-migrant children. Equally, In Germany, stakeholders expressed a deep interest in discovering the results of interviews conducted with social workers and teachers, highlighting the absence of a well-established dialogue of the education stakeholders in the country. Belgian partner also identified a *"gap in knowledge on the part of teachers and school directors as to what services are available to them and students"*, which could in fact be filled, to some extent, by the publication of the CHILD-UP findings, as well as by the promotion of a more deepened dialogue between relevant local actors in the country about this issue, even taking advantage of the already established Local Stakeholders' Committee.

A further fruitful initiative of the research partners thus was the organisation of "feedback collection sessions" dedicated to the institutions and organisations which contributed to the implementation of the project research activities. For instance, after the research conducted within WP4 in Sweden, the Swedish partner held different sessions with the schools involved in the interviewing process, aimed at harvesting useful feedback to be integrated into the university's future work on WP6 and WP7. In Italy, UNIMORE not only organised a meeting with the schools in which the research was conducted, but it established a direct dialogue between schools and policy-making by inviting local authorities and relevant stakeholders to attend: *"For Modena and Reggio Emilia the meeting was addressed to school principals, project referents and*



teachers involved in the project and to interested parties: school headmaster and teacher referent or working in the project of the school institutes participating in CHILD-UP; municipality of Modena; provincial school office; school leaders and teachers interested in the theme of inclusion”.

In order to guarantee support to the research partners at the local level, FREREF provided a tool **“Managing Local Stakeholders - Proposals for organisation, activities and evaluation”** in May 2020, based on the Krakow considerations (Annex IV). The templates of meeting evaluation forms were used by most universities to share the feedback and comments of stakeholders. According to these data and to the late experience of the CDI-WG members, additional guidelines to organise successful and interactive online sessions with local stakeholders could be added to the document, while the CDI Working Group obviously already highlighted its full availability to technically support the organisation of virtual meetings, webinars and other dissemination events.

3.2 Interviews and bilateral dialogue with local stakeholders

Results to date: What do researchers think and report? Report from interviews.

Through dedicated in-person and, lately, virtual sessions, the CDI Working Group members enhanced their dialogue with the research partners by organising bilateral consultations. Here below are reported the main outcomes of the interviews, which constitute the roots of the continuous improvement of the communication and dissemination strategies of the WG.

Generally speaking, researchers are all well-aware of the benefits of involving external stakeholders in the activities of the project. However, two different kinds of involvement emerged from the bilateral interviews conducted by the CDI Working Group members:

- An involvement within the research methodology design, implementation and analysis;
- An involvement in the dissemination and impact aspects’ management of the project.

The first involvement “concept” appears more diffuse among the research partners and, possibly, intangible. In practical terms, the need of researchers to keep a scientific approach in the development of their research activities somehow forced universities to avoid the integration of stakeholders’ “pragmatic suggestions” that do not share their scientific approach. On the contrary, stakeholders’ expectations and experience in a way helped researchers to better understand the existing barriers experienced by practitioners in their working environments, supporting an adjustment process of the research implementation protocol to overcome these barriers and get access to the field after the beginning of the implementation phase. Researchers recognise more or less the impact of stakeholders’ involvement of the first kind, depending on the research team, country and personal scientific approach.

The second typology of involvement is recognised and endorsed by all the researchers, embodying the tendency of delegating the dissemination and management of impact tasks to non-researcher individuals (CDI-WG members and external stakeholders). This, as the research activities, particularly in challenging times such as the current one, inevitably overcome the dissemination effort requested to the researchers by the project, being it considered as an additional and time-consuming task not directly attributable to them.



Regarding the engagement of different categories of stakeholders then, researchers admit they are more easily in contact with the local stakeholders for many reasons (common language and culture, common practical interests, common initiatives and events, common research/working field, etc.). They admit to having very few contacts with members of the International Stakeholders Committee, which are considered less “useful” for research aims. Finally, even though the majority of researchers admit having better contact with local stakeholders than the CDI-WG members, some of the research partners asked to partially delegate the dissemination and impact’ management tasks regarding local stakeholders to CDI-WG members, mostly in light of the difficulties that occurred in the dissemination activities during the second year.

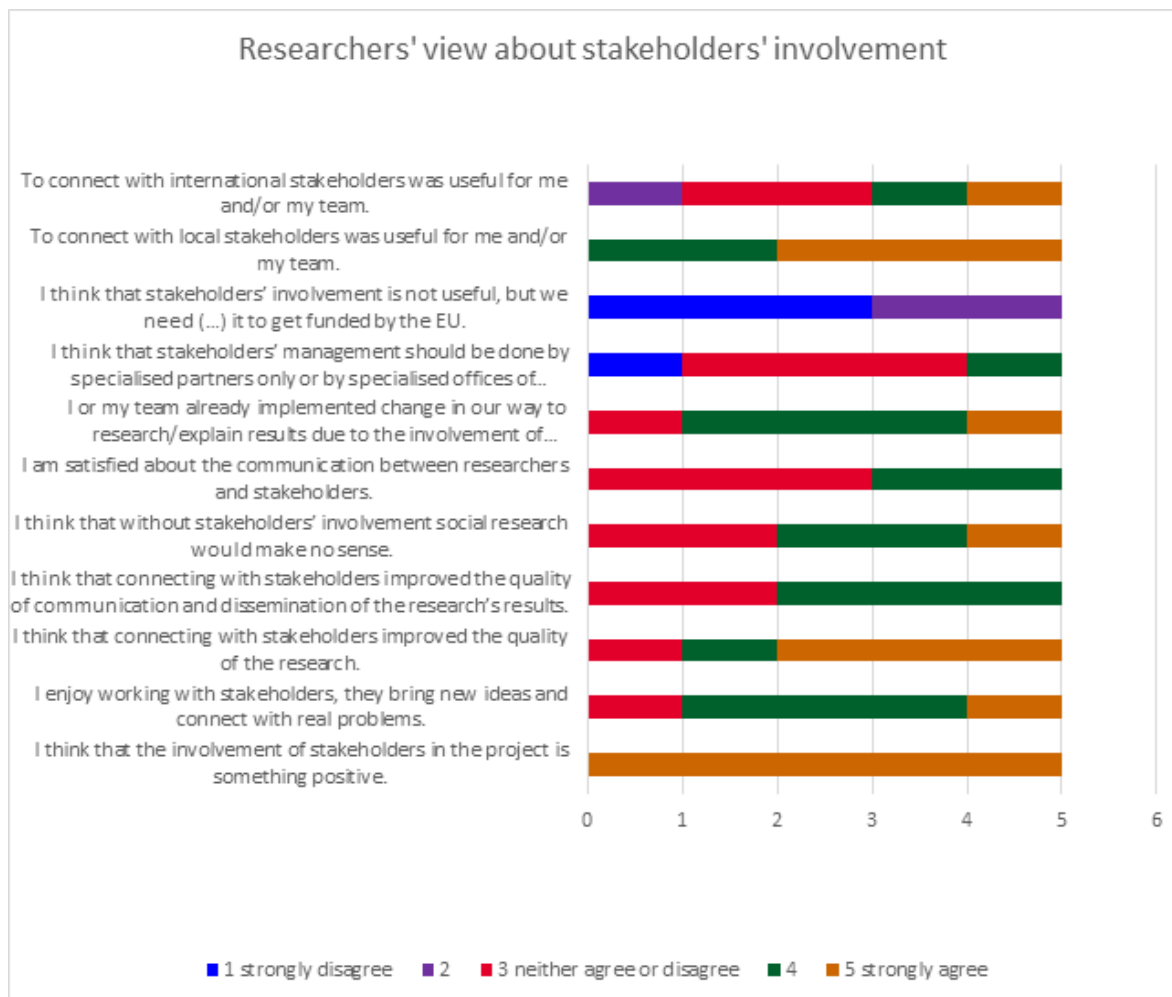


Image 3

3.3 Multilateral dialogue with local stakeholders

In the present phase, the CDI-WG members are planning stakeholder-focused events in the form of conferences, workshops, webinars and virtual meetings as key dissemination tools for the project (see Annex III for the [Journal of Valorisation](#)).

LSC activities and responsibilities included during the second year:



- expressing and recognising the views, needs, concerns and expectations ensuring the possibility for the project outcomes and findings to improve and enhance the actions regarding the inclusion of migrant children;
- reviewing critically these outcomes and findings, to ensure a continuous adequation between the actual developments/impact and the expectations;
- planning the dissemination and communication actions that will propagate the findings and productions among a larger community and across more territories;
- exploring opportunities to collaborate with local relevant projects, programmes and initiatives in the field of Education and social inclusion to promote the Children Agency concept.

3.4 Looking forward and innovative proposals: From the Local Stakeholders Committees (LSCs) to the Local Innovations Laboratories (LILs)

The CDI Working Group meeting started in January 2021 with the discussion on Local Innovations Laboratories (LILs) organisation: the WG suggested the gradual transformation of the Local Stakeholders Committees in LILs, which will be (at least initially) held in the form of virtual meetings.

These laboratories will have the main aim of proposing a more active role for stakeholders and a more open agenda for discussion (within the domain of migrant children inclusion, of course), thus valorising the relationship between the researchers and the stakeholders' representatives, rather than focusing the dialogue exclusively on the results of the project (namely avoiding a typical "inside-out" communication approach).

Additionally, the CDI team adopted new proactive tools and methods to collect information from the stakeholders and foster their involvement in the project activities, for instance by inviting them to record short videos focused on the impact of the pandemic on the integration of migrant children starting from their recent experience and perspectives. Some members of the ISC also suggested some multimedia content to simplify the language used to present the approach and the results of the project.



4. Management of and interaction with stakeholders at the international level

4.1 Meetings/events and multilateral dialogue with international stakeholders

Throughout the period January 2020 - April 2021 the International Stakeholders committee, the body aimed at representing the variety of stakeholder target categories of the project, virtually gathered twice, in September 2020 and February 2021. These meetings were integrated into the overall structure of the wider general project meetings, allowing a higher level of interaction between the CHILD-UP research partners, the CDI Working Group, and the ISC members. In addition to these plenary meetings, further bilateral conversations with individual members of the ISC were conducted by the CDI-WG Team and more specific suggestions were collected, both on general aspects (increased role of families during the pandemic, digital skills shortages, activation of targets groups) as well as on specific website improvements. However, it is particularly during these last two meetings that the Covid-19-related challenges which jeopardised the development of the planned research activities by the committed European universities represented key topics of debate, contributing to the reflection on potential new solutions, different approaches and alternative working methodologies. The SWOT analysis (*Image 1*, Section 1.2) conducted by the CDI Working Group in January 2021 and presented in paragraph 1.2 of the present report also constituted a supplementary base for the confrontation with the ISC, outlining crucial inputs for the discussions during the following meetings of the body.

Within this framework, during the two meetings held within the period under discussion, particular attention was specifically devoted to how the partnership would have been able to “go public” and remain interesting after more than six months of restrictive measures all over Europe dramatically affecting the degree of accessibility of schools for the research partners and, thus, their work. Considering the extremely difficult conversion of the foreseen interviews and investigation activities from in-person to online and the consequent delay in the production of scientific results by the project, notwithstanding the high-level of adaptability developed on the contrary by the dissemination work, the ISC therefore supported the partners in the identification of key messages elaborated through the CHILD-UP original and innovative approach. Around the selected thematics, both the CDI members and the research partners worked together on structuring a series of targeted virtual events aimed at raising awareness on the main conceptual notions conveyed by the project, throwing a renewed light on the expectations nurtured by the relevant target audiences both at the local and international levels. Among the topics, along with the CHILD-UP hallmarks of children’s participation in the cultural hybridisation process and the way in which this ability is accounted for and engaged with in educational interventions and policies, the valuable and challenging effort required by the pandemic to families/parents, the socialisation and psychological potential issues caused by the national restrictions in European countries to children and young adults, and the compelled digital revolution generated in the educational environment by the pandemic, emerged as the most topical complementary themes which successfully made the original CHILD-UP principles actual and attracting to the stakeholder public.



From the transnational perspective, collaborations with different projects and international networks were then fostered by the support provided by the ISC members, resulting in the organisation of joint virtual events and the establishment of important cooperations such as the ones with the IMMERSE project, the MULTINCLUDE project, the Lifelong Learning Platform, the SIRIUS network, etc., as described in the following Section 5.

4.2 Looking forward: next steps and innovative proposals: Transnational Special Interest Groups (SIGs) on key thematic issues related to hybridisation and education

During the plenary meeting with ISC in February 2021, the Working Group addressed the participants by remarking that one of the main project's aims was to facilitate regular dialogue between the stakeholders (in this case represented by the ISC members) and the research partners. This exchange was, in fact, reduced during the pandemic period, due to the general difficulties of the unprecedented situation. For this reason, the CDI-WG proposed the creation of Special Interest Groups (SIGs) at the transnational level, with the participation of representatives of the research partners, a member of the CDI Working Group and members of both the ISC and the Local stakeholders' Committees.

As already mentioned in Section 1.3, the International Stakeholders consultation allowed to collect, among other information and opinions, some suggestions of themes for further debate and exploration through local innovation laboratories (LILs) and international Special Interest Groups (SIGs). A certain convergence of interests on the socially inclusive role of schools in their local context emerged: some were focusing on the policy dimension, on how education systems should pay more attention to learning objectives in the social and emotional area and consequently innovate learning and assessment strategies, how criteria for the recruitment of new teachers should evolve, how new support staff should be integrated at school to support the inclusion of children with any kind of difficulty. Equally, the individual dimension of support to self-expression, the need to motivate teachers at the individual level on the social role of school and to involve the local community to make it happen, increasing families and informal educators into a common effort, were relevant topics raised through the consultation.

Practically, although the background concerns are similar, a policy dimension (social inclusion, education innovation in the direction of enhancing the social inclusion and socialisation role, teachers recruitment and qualification criteria and practices, etc) and a practice-centred set of priorities emerge as two sides of the same awareness: the COVID-19 crisis has acted as a wake-up call to many at the policy level and in the daily practice of learning and teaching. It has made the need to innovate much more evident to many and creates the opportunity for change. In order not to waste this opportunity, two pilot SIGs will be launched in May 2021; while the specific titles and composition will be defined in a participative way with the ISC and the research partners, one will address the policy dimension and one the daily learning processes in schools and the local learning contexts.

The first examples proposed for the SIGs are reported below:

1. Open schooling (and family education role): lessons learnt in Covid19 times;
2. The dynamics of friendship among children in schools;



3. Cross-targeting inclusion strategy for different vulnerable groups; what is common and what is specific to different target groups;
4. Implementing teachers' skills to improve school's potential as "social learning places";
5. Covid-19 impact on education (digital divide, language learning and cultural dynamics).

These proposals will be discussed within the whole partnership and then a final list of potential titles will be the basis for the launch of two pilot SIGs in May 2021.



5. Specific collaboration initiatives undertaken in the period April 2020-March 2021

5.1 Contribution to the special issue of the scientific review “Migration Studies – Review of Polish Diaspora”

In May 2020 the Institute of Sociology of the Jagiellonian University, as a member of the International Advisory Board of the journal *Migration Studies*, arranged a joint publication addressing CHILD-UP results. JU invited CHILD-UP partners to prepare a joint publication for a special issue of the journal *Migration Studies – Review of Polish Diaspora* in which research results could be presented. The Special Issue would be scheduled for the end of this calendar year (number 4/2020) or the first months - of 2021 (number 1/2021).

Partners were encouraged to prepare articles presenting critical, theoretical, methodological and empirical insights related but not limited to the following issues:

- migrant children at school (their relationships with peers, teachers, parents/family members and guardians, other professionals working in/with school; children's agency and subjectivity in the school environment; children's experiences of integration and integration measures/programmes);
- the impact of (social, educational) policies on experiences of migrant children in the school environment; the diversity of integration measures at local, national and transnational levels in the education systems; the evaluation of educational policies supporting school integration;
- the role of NGOs and other social organisations in promoting the integration of migrant children in school;
- the intersection of family and school life in relation to the experiences of migrant families (experiences of parents and children, the involvement of parents/guardians in school activities, sources of knowledge and support);
- perspectives, involvement and experience of professionals and experts (teachers, mediators, social workers) concerning the integration of migrant children in school.

The proposed articles are currently under review and are expected to be published in October/November 2021. Contributions of the consortium and CDI-WG to the special issue of the scientific review “Migration Studies – Review of Polish Diaspora” can be found in Annex VI.

5.2 Interaction with parallel international and European projects

The CHILD-UP consortium interacts with and feeds off international and European projects in the field of inclusion and integration of (migrant) children. In the course of the project, the links with parallel international and European projects below have been made so far.

5.2.1 SHARMED (<https://www.sharmed.eu/>)



SHARMED (Shared Memories and Dialogues) 2016-2018 was an Erasmus+ project aimed at promoting new experiences of teaching and learning in multicultural classrooms, with specific consideration given to respect of cultural differences and intercultural dialogue. The project promoted children's inclusion and learning, by encouraging children's work on their personal and cultural memories, and children's participation in dialogue in the classroom, telling and negotiating stories of themselves and their background. The project implements children's collection and production of visual materials on their own memories; involvement of children's families in this action; facilitation of description, comparison and sharing of materials and memories in the classroom; a web platform including an archive with these materials. The innovative approach of SHARMED relied on children's participation and focused on identity and multi-ethnicity. This project, also led by UNIMORE, inspired the theoretical framework of the CHILD-UP project.

5.2.2 IMMERSE (www.immerse-h2020.eu)

IMMERSE is a Horizon 2020 funded project (2019 - 2022) aimed at mapping the integration of refugee and migrant children in Europe and aims to enhance the socio-educative inclusion of refugee and migrant children in Europe in order to foster the construction of inclusive and cohesive societies. The main goal is to define a new generation of indicators on the integration and socio-educational inclusion of refugee and migrant children in Europe. IMMERSE aims to incorporate all relevant stakeholders (children and their families, researchers, NGOs, policy-makers, educators or learning institutions) in the co-creation and validation of a dashboard of indicators. This will lead to data that best reflects the particular needs and expectations of the relevant stakeholders. IMMERSE researchers collect and monitor data related to the selected indicators from children aged 6-18 years old in 6 European countries: Belgium, Germany, Greece, Ireland, Italy and Spain and has developed an innovative and ICT-supported solution to carry out data collection (onboarding platform) and data visualization and analysis (dashboard of indicators).

In short, IMMERSE defines new research methods and tools, incorporates children's voices throughout the process, collects data representative of Europe's reality and influences stakeholders for the adoption of recommendations.

The webinar "Un focus su bambini, bambine e adolescenti con background migratorio. Per una lettura attuale dei percorsi di partecipazione nelle pratiche di inclusione" [A focus on children and teenagers with a migrant background. A current analysis of ways of participating in the process of integration], was held on the 19th March 2021 and was jointly organised by the CHILD-UP project and the Horizon 2020-funded European IMMERSE project. The online conference in Italian was organised by the Italian partners in both CHILD-UP and IMMERSE and focused on the topic of inclusion of children and teenagers with a migrant background by involving representatives of different categories of stakeholders both among the speakers and the audience, ranging from policy-makers to teachers and researchers. 137 participants registered for the event and, of these, 61% participated as unique viewers. On average, the webinar addressed 70 users connected simultaneously, mainly professionals in the education field (teachers and school heads), intercultural mediators, NGO practitioners, researcher and other independent professionals (i.e. lawyers). The video recording of this event can be viewed here: [Joint virtual Italian event CHILD-UP / IMMERSE](#).

5.2.3 MICREATE (www.micreate.eu)



The overall objective of the MICREATE project is to stimulate the inclusion of diverse groups of migrant children by adopting child-centred approach to migrant children integration on educational and policy levels. Stemming from the need to revisit the existing integration policies, the research project aims at a comprehensive examination of contemporary integration processes of migrant children in order to empower them. The project is problem-driven and exploratory at the same time. Its exploratory part mainly concerns child-centred approach to understanding integration challenges, migrant needs and their well-being. However, the findings of the open-ended exploratory research will be used in an explicitly problem-driven way – with an aim to stimulate migrant inclusion, empower migrants and build their skills already within the participatory research. The children-centred approach is at the core of the research approach both in MICREATE and CHILD-UP. This approach is linked to the similar aim of the project which is to enable the self-empowerment of the children.

5.2.4 MULTINCLUDE: (www.multinclude.eu)

This project is conceived to elicit, promote and disseminate good practices promoting inclusive participation in education developed in Europe. The aim is to identify ideas and proven practices that have the potential to be implemented with a small investment and can be disseminated, replicated and scaled up. Proven practices that truly respond to the needs and identities of a diverse educational community. The project is looking for alternatives for the large-scale public investments, revisiting and trying to find ways to improve through new policies that are a better response to the growing needs of current societies. The project intends to operationalise the lessons learned by incorporating them into the inclusion strategies of schools, as well as through teaching and learning training by teachers around Europe to better work with communities on inclusion issues.

The MULTINCLUDE project promotes inclusion in education and focuses particularly on participation as a way to better include pupils, such as active participation is conceived to be a means to exercise agency in the CHILD-UP project.

5.3 Collaboration with different networks

During its lifecycle and beyond, the CHILD-UP project's consortium will work in close contact with large networks in the field of education of migrant children and other related areas.

5.3.1 The Lifelong Learning Platform (LLL) (www.lllplatform.eu)

The Lifelong Learning Platform is an umbrella that gathers 42 European organisations active in the field of education, training and youth, coming from all over Europe and beyond. Currently, these networks represent more than 50,000 educational institutions and associations covering all sectors of formal, non-formal and informal learning. Their members reach out to several millions of beneficiaries.

The Platform aims to voice citizens' concerns about lifelong learning. The idea is that no one should be left out and that bridges are built across sectors to increase access to quality education for all. The Platform promotes a holistic vision of lifelong learning, "from cradle to grave". Today the pattern school-work-



retirement is no longer the norm, so it is important to make sure we help people in their life transitions. Learning is not limited to formal education: it also integrates non-formal and informal learning.

This vision is meant to ensure equity and social cohesion as well as active citizenship. The Lifelong Learning Platform believes that the objectives of education and training should not only be described in terms of employability or economic growth but also as a framework for personal development. By bringing together actors from all sectors of education and training, the Lifelong Learning Platform creates a space to exchange innovative practices, Europe-wide. By doing so, it contributes increasing flexibility between systems and proposes concrete solutions to make lifelong learning a reality for all. The Platform also strives to set up a strengthened dialogue between civil society organisations and public authorities in order to modernise our educational systems as well as to support public sector innovation.

The CHILD-UP consortium took part in a number of dissemination activities not directly organised by its partners but contextualised in larger events or series of virtual conferences. One key event in this context was the Lifelong Learning Week, organised by the Lifelong Learning Platform (LLL) over 5 days, during which the CHILD-UP partner FREREF, with the support of the other CDI-WG members and UNIMORE, presented the innovative approach proposed and developed by the project. More precisely, the debate gathered together Mr. Vincent Catot from the Integration Department of DG Home, MEP Sylvie Guillaume, Professor Claudio Baraldi, coordinator of the CHILD-UP project, Mr. Edwin Katerberg from ESHA and Ms Mialy Dermish, Executive Director of the Sirius network. Throughout the 90-minute event, the panelists expressed their views on the role of their institution in improving the process of inclusion of migrant children in the European educational framework, the actions of the European Union to promote a sustainable society embracing diversity and interculturality, and the impact of the Covid-19 pandemic on such matters, with a particular focus on the conditions of the most deprived pupils.

5.3.2 SIRIUS: (www.sirius-migrationeducation.org)

SIRIUS – Policy Network on Migrant Education brings together key stakeholders in migration and education from around Europe, including policy-makers, researchers, practitioners and representatives of migrant communities. SIRIUS transfers knowledge and influences policy developments in order to help pupils from a migrant background achieve the same educational standards as their native peers.

SIRIUS comprises 40+ members in 20+ countries and >5 policy-makers.



6. Updated Roadmap for Stakeholders Involvement

6.1 Priorities for 2021 (Main Implementation Phase)

As explained in the previous sections, the CDI-WG has substantially revisited the activity plan for the present year with the main objective of re-launching a participatory and dynamic dialogue with stakeholders after a difficult period in which only a minority of them were continuing the dialogue with project partners, due to the difficulty to organise meetings and to the more general difficult situation of several stakeholders' categories in COVID-19 times. At present these are the priorities that the CDI-WG has established for the present year:

1. To re-launch the Local Stakeholders Committees into a more dynamic and open format, as Local Innovation Labs, able to address not only the problem of using CHILD-UP expected results, but also to place them in the frame of stakeholders' concerns, expectations, and innovation perspectives. This will be fundamental to ensure local impact, as the core starting result for broader impact: getting convinced collaboration from first-line stakeholders is the condition to multiply the number of people and organisations who will learn from the project results in the target regions and beyond them;
2. To promote a closer link between the local and the international stakeholders' dialogue, by organising a couple of international Special Interest Groups (SIGs) as emerging from the Stakeholders Consultation Survey conducted in March 2021;
3. To intensify dissemination activities as soon as - expectedly in September 2021- the main qualitative research results from the CHILD-UP Project will be available;
4. In the meantime, to complete the media and policy contact list, thus identifying relevant gatekeepers for the project dissemination, sustainability and impact perspective.

6.2 Priorities for 2022 (Exploitation and Mainstreaming Phase)

In 2022, when we will approach the end of the CHILD-UP Project, the main objective will be to consolidate and disseminate research results in all adequate forms (scientific articles, policy papers, training opportunities and resources, toolkits for school and out-of-school activities, smaller and larger events) to reach the different target groups. The following list summarises the main priorities:

1. To consolidate the project results and the stakeholders' groups, organised as Local Innovation Labs, in order to have them active and relevant, well beyond the end of the project, as clusters of innovative practice and stimulus for local social inclusion policies;
2. To search for adequate synergies at the international level, involving other related projects in Horizon, AMIF and ERASMUS, member organisations of the ISC and European Networks SIRIUS, SOLIDAR, Lifelong Learning Platform, etc.) to promote further the principles and the practices identified as effective by the CHILD-UP Project, and possibly constitute a new centre of initiative for research, policy and practice active at the EU level;



3. To maximise the diffusion of research results and to encourage their use in evidence-based policy-making and innovative practice at school and in protection structures;
4. To guarantee a lively and constructive dialogue with stakeholders, also through the Project website, beyond the contractual life of the CHILD-UP Project.



6.3 GANTT

Tasks/Project partners/Months	WHAT/Sub-task <i>Sub-tasks which involve research partners</i>	Leader	M	J	J	A	S	O	N	D	J	F	M	A	M	J	Post-contract period
			29	30	31	32	33	34	35	36	37	38	39	40	41	42	-
T 8.1	<ul style="list-style-type: none"> Updating/upgrading the website with particular regard to community, training and participatory evaluation 	IIHL/ESHA	■	■	■	■	■	■									
T 8.3	<ul style="list-style-type: none"> Stakeholders' database completion 	IIHL/UNIMORE	■	■	■	■	■	■									
T 8.4	<ul style="list-style-type: none"> Producing and distributing of info materials for schools 	ESHA					■	■	■	■							
	<ul style="list-style-type: none"> Producing and distributing 4 newsletters for schools 	ESHA									■			■		■	
T 8.5	<ul style="list-style-type: none"> Producing and distributing of info materials for schools for authorities and child protection entities 	IIHL					■	■	■	■							
T 8.6	<ul style="list-style-type: none"> Producing and distributing of info materials for schools for policy-makers 	FREREF					■	■	■	■							
	<ul style="list-style-type: none"> Contribution to the drafting of policy briefs 		■	■									■	■	■		
T 8.7	<ul style="list-style-type: none"> Designing and implementing a dissemination strategy for researchers 	UNIMORE	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
T 8.8	<ul style="list-style-type: none"> Organisation of local events for stakeholders 	CDI-WG	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<ul style="list-style-type: none"> Organisation of annual international event for schools 	ESHA							■	■	■	■	■	■	■	■	■
	<ul style="list-style-type: none"> Organisation of annual international event for authorities and child protection entities 	IIHL							■	■	■	■	■	■	■	■	■
	<ul style="list-style-type: none"> Organisation of annual international event for policy-makers 	FREREF							■	■	■	■	■	■	■	■	■
	<ul style="list-style-type: none"> Organisation of annual international event for researchers 	UNIMORE							■	■	■	■	■	■	■	■	■
	<ul style="list-style-type: none"> Organisation of the final conference in Brussels 	IIHL/UNIMORE/ULIEGE														■	
T 8.9	<ul style="list-style-type: none"> Supporting and reporting the activities of the ISC 	IIHL/CDI-WG					■								■		
N/A	<ul style="list-style-type: none"> Work Package management, evaluation and reporting 	IIHL	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■



ANNEX I – Minutes of the CDI Working Group meetings



ANNEX II – Results of the “Stakeholders consultation on COVID-19 impact on social inclusion of migrant children”

The results of the public consultation are available for download through the following link:

<http://www.child-up.eu/wp-content/uploads/2021/04/Stakeholders-consultation-on-COVID-19-impact-on-social-inclusion-of-migrant-children-Responses-07042021.xlsx>



ANNEX III – Social media strategy and Journal of Valorisation

The social media strategy version 2.0 and Journal of Valorisation (Social Media Contacts and Dissemination and Social Media Tracker) can be found in the links below:

Social media strategy v2.0: <http://www.child-up.eu/wp-content/uploads/2021/04/Child-Up-Social-Media-Plan-Version-2.0.pdf>

Journal of Valorisation: [CHILD-UP Journal of Valorisation - v2.xlsx - Google Sheets](#)



ANNEX IV – “Managing Local Stakeholders” by FREREF



ANNEX V – Minutes of the ISC meetings



ANNEX VI – Contributions of the consortium and CDI-WG to the special issue of the scientific review “Migration Studies – Review of Polish Diaspora”

Below please find the table with planned articles for the Special issues of “Migration Studies – Polonia Review”.

Please consider that this is a provisional plan, subject to passing the review process / withdrawal by authors. Final titles may be subject to minor changes, e.g. in proofreading. This list is not to be made public until it is complete.

Authors	Title
A. Popyk	<i>Social capital and agency in the peer socialization strategies of migrant children in Poland</i>
C. Baraldi	<i>The CHILD-project: An Introduction</i>
M. Kinossalo, H. Jousmäki, T. Hautamäki	<i>Professionals' narrated recognitions of migrant children's identities in schools and reception centres in Finland: mapping the need for a life story identity approach</i>
J. Kościótek	<i>School Staff Experiences of Intercultural Teaching in Kraków – A Contribution to the Discussion on Integration Practices</i>
K. Gmaj	<i>20 year have passed. Polish educational system response towards immigrant children's presence at public schools</i>
S. Amadasi, C. Ballestri	<i>Professionals' and parents' representations of integration, cultural differences and the intercultural. A quantitative analysis.</i>
T. Droessler/ M. Rohr	<i>Migrant children are not the problem. The problem is the necessity to make administrations happy, but not the children.” Perceptions of participation and acculturation of professionals in education context</i>
C. Dondi, E. Gimigliano, E. Katerberg, J. Raouane, M. Turrini,	<i>The articulated involvement of stakeholders in social innovation research - The CHILD-UP approach</i>
A. Holliday, S. Amadasi	<i>The yin-yang relationship between essentialist and non-essentialist discourses related to the participation of children of migrants, and its implication for how to research</i>
A. Raziano, S. Damery	<i>Excluded or Included by COVID 19? The impact of COVID 19 on inclusive</i>



education efforts with regard to migrant children in Belgium

- F. Farini, J. Murray, E. Prokopiou, A. Scollan *Between marginalisation and agency. Trust based on categorical inequalities, personal trust and their implications for the position of children with migrant background in London primary schools*
- K. Slany, M. Ślusarczyk, J. Struzik, M. Warat *“We do everything with our own hands” – everyday experiences of teachers working with migrant children in Poland.*
- U. Legawiec *Reflective Practice as a Manifestation of Intercultural Competences in the Work of Teachers*
- E. Kozdraj, A. Świdzińska *Działalności Stowarzyszenia „Dla Ziemi” na rzecz integracji dzieci uchodźczych na Lubelszczyźnie*
- M. Pamuła-Behrens *Polish Teacher Competencies in Teaching Students with Migrant Background in the Preparatory Classes.*