



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

## Stakeholders Involvement in CHILD-UP

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Responsible partner: International Institute of Humanitarian Law



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## Executive Summary

This document is produced by the Communication Dissemination and Impact Working Group (CDI WG) of the CHILD UP Project as an updated Milestone in understanding stakeholders' views, needs, concerns and expectations towards the project possible impact, and in planning the necessary actions that, in the remaining 20 months of the project and beyond, will be conducted to guarantee a significant level of involvement and the expected project impact on the relevant communities. This document is the second and updated version of the Roadmap, the first having been produced in Month 7 as foreseen in the project detailed description.

The **purpose** of this document is **operational for the CDI WG and the project partners**, since it summarises the activities undertaken and the main actions to be conducted; however, the document also intends to constitute **an informative synthesis of the overall project approach (research and stakeholders involvement) for the Stakeholders representatives at the local and international level.**

Establishing multi-stakeholder cooperation is considered very important for migrant children's education. For this purpose, the CDI-WG has the following tasks:

1. To involve stakeholders at the European level and plan medium to long-term impacts.
2. To set up an International Stakeholders Committee (ISC) and to support seven consortium partners in setting up local stakeholder committees, thus supporting voluntary "multiplier" stakeholders and reaching out to new potentially interested parties.
3. To set up a Stakeholders Relationship Management System to engage stakeholders and track each of their interaction with the project, in order to personalise the relationship: understanding needs, expectations and concerns, engaging in dialogue, proposing active roles in the implementation, evaluation and dissemination/exploitation of results;
4. To organise the ISC meetings and reporting, and to propose agendas and data collection formats for the local stakeholder meetings.
5. To enhance: (1) stakeholders' awareness of the project aims, approaches and activities; (2) positive attitudes and interest in following the project developments; (3) dialogue between researchers and stakeholders about assumptions and approaches so that the views and the "ownership" of the project are shared.
6. To encourage the stakeholders: (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.

CHILD-UP has identified four areas in which stakeholders can be involved:

1. Schools, where research of the project should produce the most important positive impact in terms of change of practice (coordinated by ESHA)
2. Protection services and reception centres under the responsibility of local administration services, migrant associations and NGOs (coordinated by IIHL)
3. Policy making, largely influenced by recent electoral dynamics but still committed to improving performance in a delicate policy field (coordinated by IIHL and FREREF)
4. Research communities, to which the project will refer for previous and parallel research projects and for follow-up activities (coordinated by UNIMORE and IIHL).

Dissemination, communication and stakeholders networking in CHILD UP are based on the creation of:

1. A **Dissemination, Communication and Impact Working Group (CDI-WG)**, composed by four Consortium partners (IIHL, ESHA, FREREF and UNIMORE in its quality of Project Coordinator)



2. A complex and segmented Stakeholder system, including an International Stakeholder Committee (ISC) and local stakeholder committees in the seven countries.
3. A Mediatized exchange system.

The CDI-WG, the stakeholder system and the mediatized exchange system allow for the comparison of local practices in a transnational dimension, while emphasising the creation of a network through which to share skills and jointly develop tools. They will allow those involved to (1) take advantage of similarities, (2) reflect on differences, (3) create and make use of a great amount of materials, (4) build a network of professionals and policy makers by linking data, methods, practices and policies. Thanks to the CDI-WG, the stakeholder system and the mediatized exchange system, dissemination will continue after the conclusion of the project, creating the capacity for the program to deeply affect the educational culture.

The project assumes that the activity of involving the stakeholders is not to be completely delegated by researchers to specialised partners: each research unit has to manage **a lively dialogic relation with local stakeholders**, since the project approach needs to be fully understood, discussed and adapted to local circumstances. Participation of local stakeholders, leading to a shared ownership of project processes and results, is a condition for successful project implementation and overall positive impact. The CDI WG has successfully engaged all research teams – since the kick-off meeting of the CHILD UP Project - in the development of local stakeholders involvement plans. These are “rolling documents”, periodically updated to keep track of all stakeholders involved in local activities and to plan new actions involving them as the project develops from preparation to implementation to dissemination and exploitation.

After 16 months of work, the CDI WG has established an operational approach to communication and stakeholders involvement, based on segmentation and identification of each stakeholder category’s needs, interests and concerns, and has supported research units to set up a dialogic relationship with local stakeholders. The International and the seven Local Stakeholders Committees are appointed and integrated with new members, the website has been delivered and the CDI WG is now ready to help CHILD UP to gain visibility, support and alliances for its maximum positive impact. The priorities for the first phase were the following:

### **Priorities for the Early Development Phase (until December 2019)**

1. To activate the International Stakeholders Committee (first meeting on 10<sup>th</sup>-11<sup>th</sup> September 2019, set a work programme and work method to maximise positive interaction between the Committee and the CDI WG)
2. To produce a set of communication instrument suitable for the main stakeholder categories;
3. To “go public” about the project existence, objectives and achievements to date
4. To make the stakeholders relation management system operational on the project website
5. To start establishing operational partnership with similar projects and relevant networks in view of maximising the project impact in the medium-long term perspective
6. To consolidate the support to the research partner in implementing the local stakeholders dialogue a permanent component of the project.

It can be said that they were all substantially addressed and important progress has been made, although some objectives still need additional effort, planned for the period March-June 2020.

The project has now produced its first research results and the WP8 has entered its main implementation phase, in which new priorities are set for the CDI-WG:



### **Priorities for the Main Implementation Phase (January 2020-June 2021)**

1. To link the local and European levels of stakeholders' dialogue
2. To organise the area-specific stakeholders' events and make the project well known beyond the territories in which research activities are taking place
3. To activate personalised dialogue with local stakeholders, involving them in research, evaluation and dissemination activities according to their needs and interests
4. To attract interest for the project results and follow up activities by international stakeholders in the four stakeholders' areas (schools, child protection, policy, research), thus creating conditions for the project impact beyond the original territories.

Starting from Mid-2021, another phase will start, focused on bringing the Child UP results beyond the territories where it has been developing.

### **Priorities for the Exploitation/Mainstreaming Phase (from July 2021)**

1. To consolidate the established local partnership and make the project results sustainable in the local contexts;
2. To generate an international support entity (together with related projects and relevant networks) able to carry on the approach and the main results of CHLD UP and to make them used at the international level, also thanks to the diffusion of training resources and methodological instruments developed by the project (WP7);
3. To maximise diffusion of research results and to encourage their use in evidence-based policy making and innovative practice at school and in child protection structures;
4. To guarantee lively and constructive interaction with stakeholders, also through the project website, beyond the contractual life of the CHLD UP Project.



## 1. Introduction

This document is produced by the Communication Dissemination and Impact Working Group (CDI WG) of the CHILD UP Project as an updated Milestone in collecting stakeholders' views, needs, concerns and expectations towards the project possible impact, and in planning the necessary actions that, in the remaining 22 months of the project and beyond, will be conducted to guarantee a significant level of involvement and the expected project impact on the relevant communities.

The **purpose** of this document is **operational for the CDI WG and the project partners**, since it summarises the activities undertaken and the main actions to be conducted; however, the document also intends to constitute **an informative synthesis of the overall project approach (research and stakeholders involvement) for the International Stakeholders Committee, for the Stakeholders representatives at the local and international level and for the project reviewers.**

It is written after 16 months of project activity and builds on information contained in the original project description and in Deliverable D2.9 (Dissemination and Exploitation Plan, produced in April 2019), but it is more updated and specific on progress achieved to date and planned activities involving stakeholders groups. **A first version, produced at the end of July, was presented at the Partners Meeting on 9-10 September 2019 and at the International Stakeholders Committee Meeting on 10-11 September 2019; this updated and consolidated version, reporting the input received during these meetings and the progress achieved, is produced at the end of February 2020.**



## 2. The CHILD UP approach to integration of migrant children and the role of stakeholders' involvement

In order to make any interested reader understand the work that the CHILD UP Project is doing in terms of Communication and Stakeholders involvement, some excerpts of the original project description are reported below. The innovative character of the project (e.g. **children agency, intersectionality, hybrid integration**) implies a strong attention not to merely “import” communication and networking strategies that are applicable or applied to mainstream projects in the field of education innovation and social research: what CHILD UP proposes is likely to be misunderstood or even initially opposed by a significant part of relevant stakeholders, who may have different concepts of integration in mind. Therefore, a complete understanding of the proposed approach is necessary.

### 2.1 Objectives

The general objective of CHILD-UP includes (1) the analysis of the **current enhancement of migrant children's ability to participate in changing their social and cultural conditions of integration**, and (2) an **investigation of the way this ability is accounted for and engaged with in educational interventions and policies, and in the children's relations with social protection services, families and communities**. The general objective is split into specific objectives that have been grouped in four categories: areas of research (RO), methodology (MO), interventions and policies (IPO), dissemination and communication (DO).

#### Research Objectives (RO)

**RO1:** to review the **policies and practices of integration** of migrant children in education and social protection systems in Europe, and more specifically in seven European countries (Belgium, Finland, Germany, Italy, Poland, Sweden, United Kingdom).

**RO2:** to produce relevant knowledge on **perceptions, expectations, participation and levels of trust among migrant children** in the areas of social protection and education.

**RO3:** to produce relevant knowledge on **competence, expectations and practices of children's integration in schools, social services and reception centres** for asylum seekers and refugees.

**RO4:** to produce relevant knowledge on **collaboration between schools, social protection services and other educational agencies**.

**RO5:** to produce relevant knowledge on **integration and participation of children's parents and guardians**.

**RO6:** to collect relevant examples of **practices of second language learning, facilitation of dialogue, intercultural education and interpreting/mediation** in educational contexts.

**RO7:** to understand possible conditions of **discrimination and marginalisation** of migrant children (and their parents).

**RO8:** to understand **ways of enhancing** migrant children's **positive expectations, trust and active participation** in education and social protection.

**RO9:** to produce relevant **knowledge on gender differences** that can be highlighted through RO1-8.

#### Methodological Objectives (MO)

**MO1:** to collect and merge (1) **literature reviews**, (2) **existing data** (3) **and quantitative and qualitative data** on migrant children's condition of integration and on important experiences of



integration in education and social protection. These will be gathered from **local situations** identified in seven countries.

**MO2:** to **observe and report relevant and innovative examples of educational activities** in seven countries that enhance migrant children's integration through their active participation. **MO3:** to **produce gender-sensitive methods** in quantitative and qualitative research.

#### **Intervention and Policy Objectives (IPO):**

**IPO1:** to **improve migrant children's ability to change their conditions of integration** and to choose ways of participating and co-creating activities.

**IPO2:** to **promote active and open reflection on and questioning of assumptions, biases, and tendencies** in institutions with the possibility of imagining new ones.

**IPO3:** to **improve ability** of children, professionals and policy-makers **to understand and intervene in the gendered structures that** affect integration.

**IPO4:** to **suggest dialogic methods** that can be applied in different educational institutions at the European level and which can allow substantial and significant contributions to support children's ability to act creatively and autonomously.

**IPO5:** to **develop synergetic connections between schools and their social and cultural contexts**, encouraging coordinated planning and collaborative realisation of integration, and involvement of parents and caregivers.

**IPO6:** to **provide research-based materials, guidelines for intervention and evaluation of the intervention, interactive training packages, both online and in person, for professionals.** These will enhance models of integration based on active participation in education systems.

**IPO7:** to **provide relevant evidence to the current policy debate** and to **stimulate the adoption of public policies**, at the local, national and EU levels, that are coherent with the findings of the research and integrated into the overall policy goals.

#### **Dissemination and Communication Objectives (DO):**

**DO1:** to disseminate **research-based materials, guidelines for intervention and self-evaluation, training package for professionals** through a multifunctional web platform.

**DO2:** to **multiply impact** by influencing (a) local practices and policies through the action of **Local Stakeholder Committees** in the seven countries, (b) national and European policy making through the action of an **International Stakeholder Committee**.





## 2.2 Concept and methodology

The lexical use of **migrant children** in CHILD-UP stands for **children with a migrant background**, including children who are newcomers, long-term EU residents, refugee children, unaccompanied children, children living with their families or foster families and children living in hotspots and reception centres.

### **The condition of migrant children: vulnerability, intersectionality and participation.**

The concern over cultural differences contributes to defining migrant children’s lives, as the general feeling about migration in a community affects children’s sense of belonging and identity (Ensor & Gozdzia 2010). Migrant children’s marginalisation is frequently enhanced by local communities and national policies insisting on Western models of cultural and social life (Twum-Danso, Imoh & Ame 2012). Migrant children who do not fit within Western cultural models are perceived as deviants, feared and punished (Honwana & DeBoeck 2005). This approach produces the representation of vulnerability and solicits interventions to protect migrant children (Sigona & Hughes 2012). Migrant children are thus frequently seen as a **vulnerable group**, in need of protection (EC 2017). CHILD-UP is based on the conception that the definition of all migrant children as a vulnerable group in need of protection conceals two important aspects of their condition:

1. **The importance of intersectionality** (Mason 2010). Intersectionality means understanding human life as conditioned by the interaction of a variety of social and cultural factors, such as ethnicity, gender, class, sexual orientation, geography, age, ability and status. This interaction is shaped by various and connected systems, such as education, law, politics, economy, religion and the media. These systems create privileges for some human beings and restrict the rights and opportunities of others. Intersectionality is particularly relevant when comparing the conditions of long-term resident children, children of asylum seekers and refugees, and unaccompanied minors.
2. **Migrant children’s contributions to the host society and to their own integration.** While intersectionality is important, children are not determined by social and cultural constraints. If it true that “early integration of children is crucial to support their development into adulthood” (EC 2017: 12), children are also actors in



present social processes (James et al. 1998). Children's **participation in social processes** is primarily important for policies and social interventions. Interest in children's participation is inspired by the UNCRC (1989): The most innovative part of the UNCRC concerns the children's rights to participation. CHILD-UP is based on the concept that **promoting migrant children's active participation** is extremely important for their integration.

### Agency, hybrid identities and gender

Most studies on children's participation focus on Western societies (Thomas 2007), stressing the importance of **children's agency** (James 2009; Oswell 2013). Agency is a specific form of participation, based on the choices of action that are available to children in terms of promoting change in social contexts (Baraldi 2014a). **The concept of agency can be developed in two directions.**

**First**, the concept of agency works in conjunction with non-essentialist theories, denying the existence of permanent membership of cultural groups and conceiving **cultural identity** as a **contingent product of social negotiation** in both public discourse and interaction (Holliday 2011). Cultural and ethnic diversity is conceived as social construction, which can be changed through migrant children's agency. Negotiations of identity can produce a cultural *mélange* (Nederveen Pieterse 2004) and **hybrid identities**, i.e. loose, unstable manifestations of cultural identities. Social interventions and policies adopting nonessentialist theories may obtain three important results: (1) a negotiated construction of cultural identity can avoid the individual and social construction of unchangeable traditions and motives of separation; (2) children, defined as "migrants", can exercise agency in constructing their identities and changing their social contexts; (3) "integration" can be seen as **hybrid integration**, thus avoiding an assimilationist perspective.

**Second**, CHILD-UP assumes that **children are gendered agents**. Research on the **intersection of gender identity and cultural identifications** may show how boys and girls in different socio-cultural conditions express themselves. The gender perspective can highlight how migration processes affect men and women differently, in terms of migration patterns, labour opportunities, division of care duties and participation in public spheres. A gender perspective has rarely been applied to research on migrant children (e.g. Arzubagi et al. 2009), but there is a general belief that migration influences expectations of gender-related responsibilities and tasks (e.g. Ravecca 2010; Valenzuela 1999). Expectations of girls and boys often differ, creating barriers and possibilities in terms of children's participation in different spheres of life, as in the way that adults control girls' and boys' behaviours differently (Halpern & Perry-Jenkins 2016). CHILD-UP **combines an agency-based perspective with a gender constructivist approach**. Gender is conceived as a social construction, enhancing expectations, values, identities, roles and relationships. Through social relations, children negotiate a gendered order, however under the influence of a gendered structure (Connell 2009). Adult-child interactions are particularly important in this process. CHILD-UP recognises the relevance of acknowledging the complexity of children's lives and experiences.

### Education and agency

Levels and forms of children's participation and identity construction depend on the **type of socio-cultural context** of children's lives (Lansdown 2010). Socio-cultural contexts can determine two types of problems for the exercise of children's agency.

1. In socio-cultural contexts where **hierarchical arrangements** and **strong obligations towards the collective** prevail, children's agency is interpreted as autonomous acceptance of adults' authority (Kaukko & Wernesjö 2017) and as a way of cooperating in the reproduction of the social order (Bühler-Niederberger & Schwittek 2014; Clemensen 2016). When children accept the existing socio-cultural orientations, their exercise of



agency does not include the availability of choices of action. Availability of choices of actions may be particularly low for refugees and unaccompanied children. An important question is if, in these cases, the right of participation is guaranteed to children.

2. The institutional discourse on children's participation may be criticised as **incomplete, instrumental, or not applied** (Prout 2003). This is considered particularly evident for migrant children, who are consulted less and are less likely to be involved in decision-making. Dissatisfaction primarily concerns **the school system**.

In the mainstream **discourse on education**, children are considered incompetent in constructing and accessing knowledge (James & James 2004). Such mainstream discourse is strengthened in the case of children with migrant backgrounds, when difficulties in using language and in socialisation may emerge: the condition of disadvantage is frequently the main feature of the identity of these children. Teacher-student relations are among the most important factors in the unsuccessful educational experience of migrant children (Nouwen et al. 2015). The EC stresses that "early and effective access to inclusive, formal education [...] is one of the most important and powerful tools for the integration of children" (EC 2017: 12). Problems of migrant children's integration in schools are relevant in most European countries (ETM 2017). CHILD-UP identifies the problems in the ways in which school is proposed as an acculturative context for migrant children (Horenczyk & Tatar 2012). This acculturation typically happens through the conveyance of knowledge, norms, values, and basic and tacit assumptions (beliefs about cultural and ethnic differences). Knowledge, norms, values and basic assumptions are **conveyed and evaluated** in classroom interactions (Luhmann 2002). Thus, the mainstream discourse on education and the pattern of classroom interaction lead to children's adaptation to the school context, rather than enhancing children's active participation (Janta & Harte 2016). Education frequently proposes predetermined knowledge on cultural values inviting migrant children to adapt to educational expectations about their cultural identity (Baraldi 2012b). The quality of teaching is considered as "the most important school-level factor influencing student outcomes" (Janta & Harte 2016: 24) and teachers' expectations and attitudes can have an important impact on migrant children. CHILD-UP aims to analyse the **combination** of a perspective on **education and teaching**, on the one hand, with a perspective on **children's agency and hybrid identities** on the other.

### **Agency, social protection and communities**

Migrant children show tendencies towards lower educational performance and are more likely to leave school early than children with a native background: however, these tendencies largely depend on socio-economic disadvantage (Essomba 2014). Social inclusion indicators such as income, poverty, health and housing largely affect education (Huddelston et al. 2013). Poverty creates social barriers and enhances the likelihood of a fragmented and intolerant society. Countries with strong redistributive welfare states alleviate poverty for both migrants and non-migrants (Smeeding et al. 2012). Integration is based on the **intersection** of factors such as employment, housing, education and health (Ager & Strang 2008). Migrant children's integration is clearly conditioned by the **national policies of social protection**, as an agenda for reducing vulnerability, increasing wellbeing, and managing the risk of low-income households and communities. CHILD-UP aims to analyse the **forms of collaboration** between **schools** on the one hand and **centres, services and foster families providing social protection** for migrant children on the other. Social protection has an important impact on the integration of migrant children in the education system, as they suffer for economic difficulties and problems in understanding language and cultural presuppositions. Social protection may include benefits and services that enhance the wellbeing of children, including education (Greve 2007). Nevertheless, the social protection system may require migrant children's adaptation to the host society's ways of living (Joppke 2007). CHILD-UP aims to analyse the adequacy of social protection, with a focus on the **combination** of a perspective on **social protection**, on the one hand, and a perspective on **children's agency**



**and hybrid identities** on the other. Social protection is interrelated with the (potential) support of migrant communities, including families and peer groups, and other educational agencies.

*Abstract of the original project description. See Appendix I for bibliographic references.*

The familiarity with the project conceptual framework - and particularly with its most challenging elements - is a condition for successful communication and stakeholders involvement: that is why the specialised partners mostly involved in these activities are required to assist all project partners meetings and to adapt their communication and networking experience, know-how and instruments to a quite innovative set of concepts, not yet fully understood by a large part of the stakeholders community across EU Member States.

### 2.3 Project approach to maximise impact: what was foreseen by the project proposal

**Dissemination** started from the beginning of the project and is developing as a continuous process, involving all the consortium partners. Dissemination concerns the research outcomes and the research-based tools, which will be disseminated in both local organisations and institutions in charge of educational policies as well as in organisations across Europe. Dissemination addresses actors, organisations and institutions that are both directly and indirectly involved in the project at local, national and European levels. Dissemination will, later in the project life-cycle, also involve the public at large and the media that can reach such a public by underlining that better educational services for migrant children are likely to mean better educational services for all. Through dissemination, CHILD-UP can be transferred into policy actions and the implementation of dialogic practices which promote the integration of migrant children through their active and creative participation.

The project partners have chosen to communicate based upon perceived needs of the target audiences and stakeholders. This means that all communication and engagement should be undertaken with the needs of the target audiences in mind. The idea behind this way of communication is that people will only read the messages that they are interested in.

With regards to the sustainability of the project, the following presumption is made: All best practices and projects that will be produced by the project consortium will be offered to all that are interested, free of charge and free of IP infringements, for an indefinite period.

The CHILD UP original proposal already contained a rather detailed description of the approach to dissemination, stakeholders networking, exploitation and sustainability. In the paragraphs below some “shortened” parts of the proposal are reported, with minor modifications introduced to make the information updated.

#### **System of dissemination**

Dissemination is based on the creation of:

1. A **Dissemination, Communication and Impact Working Group (CDI-WG)**, composed by four Consortium partners (IIHL, ESHA, FREREF and UNIMORE in its quality of Project Coordinator)
2. A complex and segmented Stakeholder system, including an International Stakeholder Committee (ISC) and local stakeholder committees in the seven countries.
3. A Mediatised exchange system.

The CDI-WG, the stakeholder system and the mediatised exchange system allow for the comparison of local practices in a transnational dimension, while emphasising the creation of a network through which to share skills and jointly develop tools. They will allow those involved to (1) take advantage of similarities, (2) reflect on



differences, (3) create and make use of a great amount of materials, (4) build a network of professionals and policy makers by linking data, methods, practices and policies. Thanks to the CDI-WG, the stakeholder system and the mediated exchange system, dissemination will continue after the conclusion of the project, creating the capacity for the program to deeply affect the educational culture.

### **CDI-WG and stakeholder system**

Establishing multi-stakeholder cooperation is considered very important for migrant children's education. For this purpose, the CDI-WG has the following tasks:

1. To involve stakeholders at the European level and plan medium to long-term impacts.
2. To set up an International Stakeholders Committee (ISC) and to support seven consortium partners in setting up local stakeholder committees, thus supporting voluntary "multiplier" stakeholders and reaching out to new potentially interested parties.
3. To set up a Stakeholders Relationship Management System to engage stakeholders and track each of their interaction with the project, in order to personalise the relationship: understanding needs, expectations and concerns, engaging in dialogue, proposing active roles in the implementation, evaluation and dissemination/exploitation of results;
4. To organise the ISC meetings and reporting, and to propose agendas and data collection formats for the local stakeholder meetings.
5. To enhance: (1) stakeholders' awareness of the project aims, approaches and activities; (2) positive attitudes and interest in following the project developments; (3) dialogue between researchers and stakeholders about assumptions and approaches so that the views and the "ownership" of the project are shared.
6. To encourage the stakeholders: (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.

CHILD-UP has identified four areas in which stakeholders can be involved:

1. Schools, where research of the project should produce the most important positive impact in terms of change of practice (coordinated by ESHA)
2. Protection services and reception centres under the responsibility of local administration services, migrant associations and NGOs (coordinated by IIHL)
3. Policy making, largely influenced by recent electoral dynamics but still committed to improving performance in a delicate policy field (coordinated by IIHL and FREREF)
4. Research communities, to which the project will refer for previous and parallel research projects and for follow-up activities (coordinated by UNIMORE and IIHL).

In each of these four areas, the CDI-WG has identified the stakeholders groups that will be addressed for the project's purposes. The updated list of stakeholder categories for each of the four areas includes:

**AREA 1:** Children (migrant and non-migrant), teachers (including specialised support and language teachers), parents (migrant and non-migrant), school heads, education and VET institutions, local education managers, teacher and student unions, Teachers training institutions.

**AREA 2:** Local Administrators, social workers, health and housing workers, sport and leisure associations, NGOs staff, migrant associations, religious organisations, representatives of enterprises and unions.



**AREA 3:** Local, regional and national politicians and government officers (Education Ministries, Home Affairs Ministries, Foreign Affairs, Social Affairs, etc.), other stakeholders organisations contributing to local and national policy making process, social partners, political parties, European and international institutions for migrants and refugees, international NGOs, Members of the European Parliament and representatives of other EU Institutions.

**AREA 4:** Researchers and Research Units in Education, Sociology, Political and Administration Science, International Humanitarian Law, Anthropology, Childhood Studies, Gender Studies. Migrant scholars and scientists, research funding organisations, previous and parallel EU projects partners.

The Action Plan for stakeholders involvement was originally articulated in four main phases:

1. **Preparation phase** (Months 1-4), **already concluded:** Collection of contacts of local stakeholders. Organisation of information, tracking of contacts and contributions from the stakeholders. Constitution of the ISC and local stakeholder committees.
2. **Early development phase** (Months 5-12), **recently concluded:** Preparation of documents and multimedia materials to address the stakeholders with information on the project and invitations to collaborate. Management of specific information campaigns towards schools (ESHA), European policy makers and networks (FREREF) and national and international policy makers (IIHL). Production of awareness and general support.
3. **Project implementation phase** (Months 13-30). Collaboration with stakeholders according to the project needs. Promotion of the project in local and international contexts. Distribution of information packages to the stakeholders. Distribution of syntheses of main results to the target audience groups. Establishment of collaboration with specialised and general media.
4. **Exploitation/Mainstreaming phase** (Months 31-36 and beyond). Making project results available to large numbers of schools, local authorities, grassroots social workers who might engage directly in practice, (b) policy makers and other stakeholders who may encourage the use of project results in larger communities of users and provide direct support to this mainstreaming action. Creation of a set of dissemination instruments. Support to newcomers willing to apply the project and validate it in practice. Participation in conferences and training events organised by relevant institutions and networks. Collaboration with other parallel projects in order to disseminate results together. Organisation of the final conference and other project-specific events.

**Mediatised Exchange System**, based on a Public Open Access Website (hereinafter ‘website’ or ‘project website’), accessible at the URL: <http://www.child-up.eu>. The website hosts a restricted access area, a semi-restricted access area and an open access area (<http://www.child-up.eu/restricted-area/>).

**Restricted access area**, to protect the rights of those involved and maintain the privacy of personal information and data. This area includes:

1. The digital archive of materials collected and produced during the research for use and improvement in different situations, contexts and countries.
2. Internal documents and sensitive data.

**Semi-restricted access area**, to promote participation of stakeholders and people interested in the project.

This area will be moderated by a researcher, monitoring coherence, quality and respect of sensitive data and information posted by the participants (<http://www.child-up.eu/wiki/>). This area includes a web platform conceived as a “moderated wiki space”, a tool for collaboration with moderation capabilities in which contents can be edited by its users even after the end of the project. The meaning of the word “wiki” (“What I Know Is...”)





suggests the involvement of different contributors, communicating and sharing their experiences. The Stakeholders Relationship Management System will be included in this area.

**Open access area**, to disseminate the project and maximise its impact. This area includes.

1. Multimedia materials (infographic, video-clip, photos, written texts, etc.) for external communication and dissemination, targeting the different categories of beneficiaries and stakeholders involved in the project.
2. The MOOC (Massive Open Online Course), which includes learning materials, tests for self-assessment and a forum. The learning material will be produced in English and in the national languages of the Consortium partners.
3. The digital archive of methodological guidelines for dialogic practices, written training package and package for self-evaluation.

The project website is expected to be used to: (a) inform the public about the project; (b) involve participants in the project; (c) disseminate the tools and facilitate their use and retrieval for further reflections; (d) allow exchanges of knowledge and experiences with other national and transnational project. It guarantees the dissemination of innovative ways of integrating migrant children at regional, national and international levels. 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 other examples and experiences. The website is dynamically updated with state-of-the-art software and has been design for maximising its usability.

**Networking.** Dissemination systems can keep groups of people and institutions active through regular communication and direct involvement in elaborating and sharing content and experiences. Networking will be based on different strategies:

**Involving children.** Children who participate in the project activities will be, if they are willing, social agents in disseminating the project results in local schools.

**Making professionals act as agents of change.** The professionals involved in the research project may become agents of dissemination, sharing their expertise and promoting reflective dialogue and learning communities (Severiens 2014). These professionals will be involved in workshops in which the reflections of the researchers will be presented and discussed. This action can lead to the formation of networks of experts on dialogic methods that enhance migrant children's agency.

**Involving parents and local communities.** Dialogic methods allow children, teachers and other professionals to involve parents and communities. CHILD-UP will invite actors to share dialogic actions with the communities where the migrant children live.

**Engaging in thematic discussions at the European Level.** CHILD-UP can provide evidence and suggestions for implementing European policies, showing that different situations in different countries need to be addressed in different ways, and leading to the identification of ad hoc solutions in each situation. For this purpose, CHILD-UP will use the channels created by the Open Method of Coordination (OMC), which is a form of cooperation among experts from ministries of culture and national cultural institutions. OMC can be used to promote an agenda regarding migrant children's hybrid integration enhanced through dialogic methods.

**Using e-portals.**

A provisional list of e-portals was contained in the project description, the CDI WG is working at an updated list that will be proposed to the partners meeting and to the ISC Meeting of 9th-11<sup>th</sup> September. The updated list will be included in the consolidated version of this document.



### *3. Communication, dissemination, networking, exploitation, sustainability: the present agenda*

This Section explains how the original description of the approach to communication and stakeholders involvement has been operationalised in the first semester of the project: the CDI WG has been constituted in January 2019 and has met three times virtually and twice in face-to-face meetings; the Local Stakeholders Committees have been constituted, the International Stakeholders Committee will meet the first time on 10<sup>th</sup>-11<sup>th</sup> September 2019 in concomitance with the second Project Partners Meeting.

#### 3.1 The CDI-WG as coordinating body of communication activities

All partners are responsible for dissemination activities. However, the CDI-WG ensures the internal and external communications, planning and managing of printed material, social media channels, mailing lists, targeted networks and contacts with local and national media, dissemination of deliverables, interim and final results. The CDI-WG has the tasks of connecting the project results with the current developments in EU and national policies.

An important function of the CDI-WG is the establishment and management of the stakeholder system. The CDI-WG promotes and manages the International Stakeholder Committee (ISC) and supports the management of the Local Stakeholder Committees (LSCs).

The **CDI-WG** has been implemented during the kick-off meeting and formalised in Deliverable D2.1. **Members** are Claudio Dondi (coordinator), Gian Luca Beruto and Edoardo Gimigliano (IIHL), Fred Verboon and Marlon Pot (ESHA), Liliane Esnault, Monica Turrini, Axel Joder and Julie Raouane (FREREF), Pier Giacomo Sola and Sara Amadasi (UNIMORE).

#### 3.2 Communication activities

The CDI-WG ensures the internal and external communications, planning and managing of printed and national policies.

An important function of the CDI-WG is the establishment and management of the stakeholder system. The CDI-WG promotes and manages the International Stakeholder Committee (ISC) and supports the management of the Local Stakeholder Committees (LSCs).

Moreover, the CDI-WG, constructs a Stakeholders Relationship Management System, which has the following functions:

- Establishment of clusters of stakeholders (similar by category and interest)
- Progressive recruitment of stakeholders
- Supervision of the stakeholders' activities
- Collection of feedbacks from the stakeholders
- Establishment of enlarged partnership
- Production of impact

According to the project description, the CDI-WG, in collaboration with the Project Management Board (PMB) and the consortium partners, is responsible for the following activities:

1. Multiplying information with the support of the stakeholders and dialoguing systematically with the stakeholders.
2. Maintaining the website with regular updates, making available the materials delivered and collected during all meetings, including the final conference.





3. Constructing and managing the social media profiles (e.g. Facebook; YouTube; Instagram; Twitter etc.) to establish a continuous and dynamic news update and to promote online interaction and active creation of contents.
4. Contacting local and national media, developing and mailing an Electronic Press Kit and short texts to inform the media about the project and its public deliverables.
5. Structuring and moderating a wiki space in the online portal; contributing to the animation/moderation of the multifunctional platform.
6. Using the relevant mailing lists and professional, institutional and research networks (e-twinning portal, ETF, E.N.T.E.R., etc.).
7. Publishing in magazines and newspapers; developing leaflets, brochures, press releases.
8. Providing a systematic feedback to the EU by notifying contacts of any relevant initiative.
9. Delivering 7 reports, including publishable summaries for the EU (see the list of deliverables in section 3).
10. Delivering policy briefs, after research reports, in the form of recommendations, for the benefit of decision-makers and with the objective to enter the policy debate (see deliverables D3.2, D3.3, D3.4, D4.3, D5.3, D6.2, D6.3, D6.4, D7.7 in section 3)
11. Participating in seminars/conferences, contributing to the organisation of dissemination events and a final conference in Brussels.
12. Communicating results in European networks of people and organisations working on intercultural dialogue, migration, education, citizenship.
13. Inviting the European Commission and representatives of other EU Institutions (EP, EESC, CoR) to attend the project public initiatives.
14. Producing a final report which will include all results, tools and recommendations developed through the project, thus providing the basis for further development of the outcomes. The report will include suggestions on social implications to ensure that the benefits of the project will endure beyond its lifetime, demonstrating the added value and positive impact of the project for the European Agenda.
15. Presenting the final report of the project in the Council of Europe and other relevant international contexts.
16. Organising local and national events for presenting the results of the project (including national conferences).
17. Organising a final European conference, open to stakeholders and the public at large, in which the project outcomes and the recommendations for institutions and the possible future activities are presented.
18. Producing a publication, based on the final report, disseminating both project results and recommendations for methodological innovation, training and policies.

The articulation of the above mentioned activities is reported in section 7 in the form of a GANTT, a more precise plan is in preparation and will be discussed at the project meetings of September 2019, validated by all partners and the ISC, and then reported in the consolidated version of this document.

### 3.3 Exploitation and sustainability

The purpose of this sub-section is to provide an outline for the exploitation activities and sustainability of the Child-Up project beyond the lifetime of the project. The main objectives are:

- To raise awareness of project and its outputs among the stakeholders (potential users and new partners);
- To engage these groups in collaboration to promote exploitation at different levels;
- To ensure that Child-Up assets are used beyond the lifetime of the project.

**Sustainability** is an important feature of CHILD-UP. **Economic sustainability:** the project website and the produced tools allow the continuation of the activities without a specifically allocated budget. **Social sustainability:** the website can be used by many subjects across time and national contexts; the platform can be developed by using personal devices and smartphones to take, digitalise, upload and discuss materials; the development of teaching skills and techniques can enhance “ownership” of the project and participants’ motivation. **Cultural sustainability:** the proposal of dialogic methods enhancing hybrid integration can be exported everywhere as it is not linked to specific “ethnic” or “linguistic” groups. **Technical sustainability:** the website will be implemented on the institutional site of UNIMORE; it will be supported by the E-learning Centre of UNIMORE, which produces several MOOC; it will be managed by the recently constituted LAMA (Laboratorio Materiali Audiovisivi, director Vittorio Iervese), which has the objective to create and manage digital resource.

The overall approach for exploitation and sustainability is based on an ‘action learning cycle’. This is depicted in Figure 1.

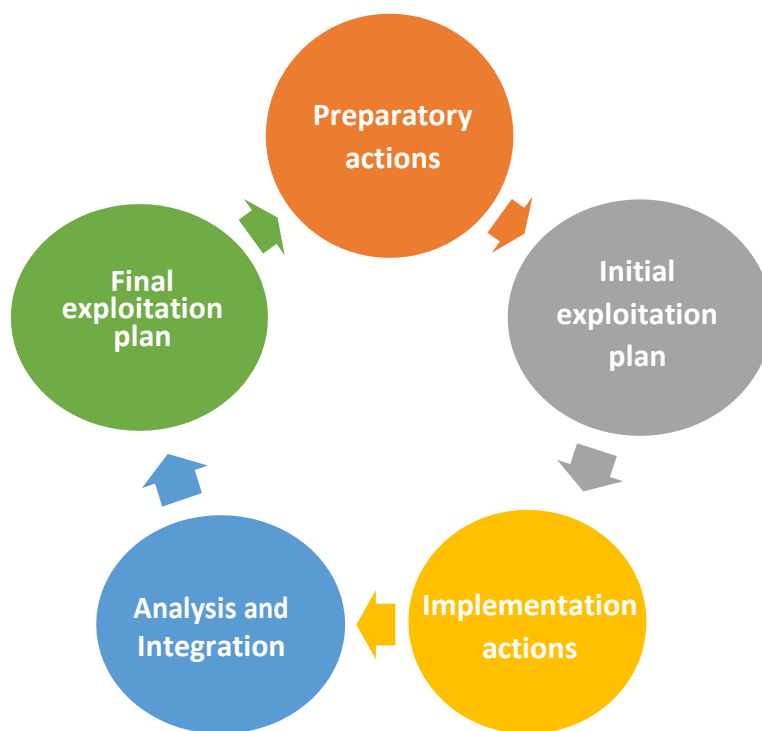


Figure 1: The Action Learning Cycle approach to exploitation and sustainability.

As Figure 1 shows, the exploitation action learning cycle consisted of five stages:

**Stage 1:** Preparatory Actions. This involved ‘scoping’ activities within the CDI-WG, aimed at identifying the value proposition of the assets and the evidence required to assess their usability and value.

**Stage 2:** Production of the exploitation chapter, using the results of the preparatory actions and specifying the procedures to take the exploitation effort forward.

**Stage 3:** Implementation and actions. These have two purposes. Firstly, running exploitation events and engagement activities in accordance with the dissemination plan, the stakeholders involvement plan and the



clustering and networking guide. Secondly, collecting and analysing input from partners and other stakeholders, to add more depth to the exploitation plan.

**Stage 4:** Analysis and integration. This stage entailed integrating and synthesising the results of the preceding actions to provide inputs to the final phase of the cycle.

**Stage 5:** Final exploitation. This entails an updated version of the earlier deliverable with a 'roadmap' that takes Child-Up beyond the end of its funded life cycle.

Exploitation is foreseen at ground level (local communities) and at the level of a new national and European educational policy. The exploitation strategy will be carried out through the actions of the CDI-WG, the stakeholder system and the mediated exchange system. Exploitation will be based on the creation of: **(1)** spin-off effects on people, organisations and institutions involved in the project or potentially interested in it, at local, national and European levels; **(2)** connections between current and potential future key-users of the outcomes; **(3)** involvement of institutional managers potentially interested in using the project outcomes.

Exploitation is differentiated among the involved social contexts:

**Schools** (pupils, teachers, headmasters): (a) dealing with learners' personal background, needs and goals; (b) developing potential for effective dialogue between teachers and pupils; (c) understanding and applying integration as active participation and agency; (d) reducing inequalities, thus combatting segregation and discrimination; (e) strengthening the links between schools and their partners.

**Teachers training Institutions**, interested in introducing new contents and approaches in the initial and continuing education of school teachers;

**Social services and reception centres** (managers, children, social workers, mediators): (a) collaborating with schools and teachers in supporting migrant children's active participation and avoiding marginalisation; (b) understanding migrant children's opportunities to exercise agency.

**Educational agencies:** (a) applying dialogic methods into and out of schools; (b) actively collaborating with teachers.

**Agencies offering interpreting/mediation:** (a) coordinating triadic encounters with teachers/educators/social workers and migrant children and/or their parents, and class/school meetings; (b) achieving the abilities required in these encounters and meetings; (c) supporting migrant children, parents and teachers in dyadic interactions.

**Families:** (a) developing awareness of integration and participation opportunities and processes; (b) relating effectively with teachers, schools, social services.

**Local communities:** (a) developing awareness of dialogic practices with migrants; (b) reducing prejudices and ethnocentric approaches.

**Local and national administrations and foundations:** (a) developing awareness of migrant children's integration as active participation; (b) providing financial and political support for school projects and initiatives promoting dialogic methods and agency.

**European policy makers and agencies:** (a) adopting new policies in education, focusing on dialogic methods and on migrant children's agency; (b) promoting a better integration of these policies in the overall policy goals; (c) encouraging policy makers and stakeholders to act according to dialogic methods and policies.

### 3.4 The perceived value of the CHILD-UP assets

The Child-Up project generates a large number of deliverables. The public deliverables with a high impact potential are called **assets**. For each of these assets, the CDI-WG will describe its value proposition. Value propositions are statement that explains how the asset solves stakeholders' challenges or improve their situation and includes a



unique differentiation.

The project consortium partners will develop the following assets:

- A European overview concerning children's conditions of living, protection and education. The report will include advice to improve school policies related to integration. In the seven countries, the research focuses on:
  1. policies and practices of integration in schools, reception centres, social services and communities (MS9);
  2. children's and parents' experiences, perceptions and expectations of integration (MS10 & MS16);
  3. specific practices of language teaching, facilitation of dialogue, intercultural education and mediation (D6.2).
- A report on legislation: The deliverable includes an overview of current legislations enhancing integration policies and support services offered for migrant children in each region, and the markers used to measure integration in each context (D3.1).
- Support for migrant children in changing their own conditions of integration:
  1. guidelines for dialogic methods, based on the analysis of best practices on an international scale (D7.3);
  2. online European-wide innovative training for professional working with children towards integration and empowerment. The training will be delivered to professionals working in the participating settings but will be also made available as a Massive Open Online Course (MOOC) for European-wide distribution (D7.4 & D7.5).
  3. a package for self-evaluation of future activities, enabling future users to monitor and reflectively assess their practices with children, and in particular with migrant children and with reference to gender relevant differences (MS18).
  4. a multifunctional platform that includes a digital archive, guidelines for dialogic practices, training packages and a self-evaluation package, preserved for future use on a European scale (D7.1 & D7.2).

The CDI-WG will describe the value proposition for each of the above-mentioned assets. The value propositions will be used to describe the assets on the Child-Up website, the brochures and will be the basis for the engagement activities described in the stakeholders' involvement plan and the clustering and networking guide.

### 3.5 Validation of the assets

The assets that are focused on the schools will be piloted and evaluated in at least 14 educational institutions in 7 EU countries. These reflect different types of organisation, stakeholder groups, environments and educational and governance models. They represent a range of 'presenting problems' that Child-Up was developed to address and will be made up mainly of principals and school leaders and teaching staff, but included a small number of school governors, students and other staff.

The expected benefits identified through this exercise will be translated into a value proposition and used to optimize the dissemination materials and engagement activities in accordance with the dissemination plan, the stakeholders involvement plan and the clustering and networking guide.



## ***4. Levels of involvement that the project expects from different stakeholder categories, what value it proposes to each of them***

### **4.1 Perceived needs of stakeholders and audiences**

The needs of the chosen stakeholders and audiences are the starting points for all communication. For each target audience the project is developing different communication means, for example different newsletters, or different pages for the different audiences on the website.

#### *Schools*

The CHILD-UP is primarily addressed to schools. Within this stakeholder and audience community, we differentiate between school heads and teachers. On a high level, the need is: both teachers and school heads want to educate their students to obtain a school diploma and prepare them for further education. Educators also want their children to become independent thinkers and successful individuals. Teachers also would like to connect with their students, ensure a good classroom atmosphere and minimize the additional work involved in dealing with kids with special needs and children with a different background.

#### *Protection services and reception centres under the responsibility of local administration services, migrant associations and NGOs*

The needs of these stakeholders and audiences are related to integration of the migrant children in society. They would like to ensure that migrant children become active participants of local communities.

#### *Policy makers, committed to improving performance in a delicate policy field*

Active citizenship, equal opportunities, completion of education and migrant integration are some of the main areas of interest from policy makers. Many challenges in relation to this delicate policy field are related to early school leaving. Their interests are related to successful participation in school and the community, employment opportunities, and safe school and community life.

#### *Research networks, to which the project will refer for previous and parallel research projects and for follow-up activities*

Research networks will be primarily interested in the research processes and the outcome of the research reports, regarding children's participation and welfare, migration processes, intercultural communication and education.

The following table summarises the desired levels of project involvement of stakeholder categories belonging to the four identified areas. It is based on identification of needs, concerns and expectation and is articulated according to the remaining phases of project development. In general terms, we can say that the relationship with stakeholders starts with exploring their views on the issue that the project addresses and generating an interest to support or directly participate in the research activities. In the main implementation phase, stakeholders are invited to take an active role in discussing and using the first project results, while in the third year they are invited to collaborate in the diffusion of research results and in the mainstreaming of innovative practices.

What is reported in the respective boxes refers to the local groups of stakeholders, who have already been involved by research partners to guarantee the conditions to conduct the field research. As reported in the local stakeholders' involvement plans, the project has already done a substantial work at the local level and stakeholders groups have been activated by research partners in all seven participating countries, following guidelines provided by the CDI WG.



Of course, within each of the four areas the approach to involve stakeholders will not be the same for each category and even within each category (e.g. parents with migrant and non-migrant background, teachers specialised in integration processes and other teachers, etc.). The Stakeholders Relationship Management System will help to establish personalised relationships with each stakeholder who will enter in contact with the CHILD UP project.

The same categories of stakeholders **in other territories** will be involved, **at a later stage and with the support of the International Stakeholders Committee**, to maximise the impact of the CHILD UP Project in terms of dissemination of research results and multiplication of good practices supported by project outcomes.



		Period		
		Early development phase (M 5-12)(recently concluded)	Project implementation phase (M 13-30)	Exploitation/Mainstreaming phase (M 31-36+)
Areas (containing categories of Stakeholders)		<i>Value, needs, expectations, concerns*</i>	<i>Value, needs, expectations, concerns*</i>	<i>Value, needs, expectations, concerns*</i>
	Area 1 School	<p><b>Actual participation in field research</b></p> <ul style="list-style-type: none"> <li>- Explaining value of research to improve integrative practices</li> <li>- Improving learning achievements and atmosphere in schools</li> </ul>	<p><b>Reflection and experimentation of innovative practice based on research results</b></p> <p>Helping to evaluate results and to consolidate improvements; access to good practices abroad</p>	<p><b>Adoption of innovative practice</b></p> <p>Participation in dissemination activities through school networks; ambassadors of the CHILD UP approach</p> <ul style="list-style-type: none"> <li>- Showing good practice helps to consolidate result</li> <li>- International collaboration may enhance school profile</li> <li>- The project gives important input for teachers training</li> </ul>
	Area 2 Protection	<p><b>General support to the research activities</b></p> <p>Increased collaboration and improved integration of Migrant Children</p>	<p><b>Explicit collaboration to experiment the approach and promote its adoption at local level</b></p> <p>Helping to evaluate results and to consolidate good practices</p>	<p><b>Support in the dissemination and consolidation of project results</b></p> <p>International partnership may gain better policy support</p>
	Area 3 Policy	<p><b>Interest and support to research activities</b></p> <p>Improved education and integration</p>	<p><b>Reflecting on usable research results locally</b></p> <p>Helping to integrate local services</p>	<p><b>Using research results locally</b></p> <p>Helping disseminate research results in the policy context internationally</p> <p>Providing policy-specific instruments and dissemination materials</p>
	Area 4 Research	<p><b>Exchange information on research approaches</b></p> <p>Compare difficulties and achievements</p>	<p><b>Mutually feed research results</b></p> <p>Provide early access to results</p>	<p><b>Help dissemination of results in scientific communities</b></p> <p>Publish research results on scientific media and journals</p>

\* What kind of involvement is expected from stakeholders in this phase? What communication/service approach should the Project adopt?



## 5. The stakeholders involvement plans at local level

The project assumes that the activity of involving the stakeholders is not to be delegated by researchers to specialised partners: **each research unit has to manage a lively dialogic relation with local stakeholders**, since the project approach needs to be fully understood, discussed and adapted to local circumstances. Dialogue with local stakeholders, leading to a shared ownership of project processes and results, is a condition for successful project implementation and overall positive impact. The CDI WG has successfully engaged all research teams –since the kick-off meeting of the CHILD UP Project - in the development of local stakeholders' involvement plans. These are “rolling documents”, periodically updated to keep track of all stakeholders involved in local activities and to plan new actions involving them as the project develops from preparation to implementation to dissemination and exploitation. These documents, also including the minutes of the first Local Stakeholders Committees meetings, are annexed as Appendix 2 to this document as they are at the date (25/07/2019). An updated version will substitute the present one in October 2019.

The CDI-WG has also started a bi-lateral communication and support process towards each research partner, commenting on the received local plans, offering help in filling the gaps on stakeholder categories or articulating long-term communication strategies, giving availability to participate in Local Stakeholders Committees meetings as required. Management of the local stakeholder committees (LSCs). IIHL, ESHA and FREREF have each respectively started interaction with two research partners on local stakeholders' activities.

The CDI-WG proposes agendas and data collection formats for the local stakeholder meetings. All consortium partners contribute to the analysis and planning activities in their respective territories. The CDI-WG and the consortium partners organise and document target-specific, local and national events, to involve different categories of stakeholders.

**The project foresees at least three** local stakeholder meetings in each territory in which research activities take place. According to the research partners' local needs, these meetings are scheduled in the following months:

**Before October 2019 (already completed):** kick-off meetings and implementation of the quantitative research (WP4)

**First Half of 2020 (taking place at the moment of writing this report):** discussion of quantitative research's results (WP4), preparation of qualitative research, and identification of important further questions to address

**During 2020:** implementation of the qualitative research (WP5, WP6)

**February 2021:** discussing and evaluating qualitative research's first results (WP5, WP6)

**May-June 2021:** planning of implementation of innovative actions and methods

**September-October 2021:** updating about results and outputs.

**November/December 2021:** final meeting.





## *6. The stakeholders involvement at the European level and the role of the International Stakeholders Committee*

The project is mainly implemented at the local level in seven EU Member States, but its expected impact goes beyond the regions and countries in which the main field research activities are taking place. For this reason, the project has constituted an International Stakeholders Committee and scheduled a set of international activities.

The ISC provides input and feedback in the different +phases of project development and helps to identify ways to diffuse results and maximise impact in the target areas. It contributes:

- To collaborate in the analysis of collected data in view of further actions
- To evaluate the activities, from the setting of criteria to the expression of judgement on the project findings and processes/products.
- To facilitate the access to further sources of data and partners for dissemination
- To define targeted communication, dissemination and involvement objectives and strategies.

The CDI-WG organises **four** ISC meetings and reports, which fulfil these functions. All meetings will immediately follow the Project Management Board meetings.

**September 2019:** First ISC meeting (meeting to prepare the activities)

**September 2020:** Second ISC meeting (meeting about the Stakeholders Networking Report and Sustainability Plan)

**March 2021:** Third ISC meeting (meeting in view of the CDI-WG Progress Report)

**November 2021:** Fourth ISC meeting, in combination with the final conference (Discussion of the final CDI-WG report on the stakeholder committees).

Between ISC Meetings individual interviews with ISC Members are taking place, to guarantee that their input is not too diluted in time. Appendix 6 reports a synthesis of the first round of interviews.



## 6.1 International Stakeholders Committee Membership

ISC						
Name Institution	Link to the webpage	email	Attendance register (A=Attended ; N/A=Not Attended)			
			1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting	3 <sup>rd</sup> meeting	4 <sup>th</sup> meeting
Christopher Clouder - <b>Alliance for Childhood</b>	<a href="http://www.allianceforchildhood.eu/">http://www.allianceforchildhood.eu/</a>	cclouder@dsl.pipex.com	A (Sheena Stewart)			
Mary Tupan - <b>ECHO – Utrecht, Center for Diversity Policy</b>	<a href="http://echo-net.nl/">http://echo-net.nl/</a>	mary@echo-net.nl	A			
Hellen Janssen <b>European Association of Teachers (AEDE)</b>	<a href="http://www.aede.eu/site/">http://www.aede.eu/site/</a>	hellen.janssen@gmail.com	N/A			
Bonney Magambo - <b>Singa France</b>	<a href="https://www.singafrance.com">https://www.singafrance.com</a>	bonneybliss@gmail.com	N/A*			
David Degabriele - <b>Maltese Ministry for Education and Employment - Migrant Learners' Unit Department for Curriculum, Lifelong Learning and Employability</b>	<a href="https://migrantlearner.sunit.gov.mt/en/Pages/About%20us/about-us.aspx">https://migrantlearner.sunit.gov.mt/en/Pages/About%20us/about-us.aspx</a>	david.degabriele@ilearn.edu.mt	A			
Adrian Barbaros - <b>OBESSU (Secondary students' union)</b>	<a href="https://www.obessu.org/">https://www.obessu.org/</a>	adrian@obessu.org	A			
Eszter Salamon - <b>Parents International</b>	<a href="https://parentsinternational.org/">https://parentsinternational.org/</a>	salamoneszt@gmail.com	A			
Giusy D'Alconzo - <b>Save the Children Italia</b>	<a href="https://www.savethechildren.it/">https://www.savethechildren.it/</a>	giusy.dalconzo@savethechildren.org	A			
Patricia Lynskey/Monks - <b>Youth Services Bromley and Kent</b>		patricia.lynskey@bexley.gov.uk	N/A			

\* Selected after the 1<sup>st</sup> meeting in Northampton to replace Mr. David Lopez.



## 7. Overall Roadmap of Stakeholders involvement

After presenting the details of the activities conducted and foreseen, this final section attempts to provide a synthesis of priority tasks for the two remaining phase of work of the CDI WG.

### **Priorities for the Early Development Phase (concluded)**

1. To activate the ISC (set a work programme and work method to maximise positive interaction between the Committee and the CDI WG)
2. To produce a set of communication instrument suitable for the main categories of stakeholders;
3. To “go public” about the project existence, objectives and achievements to date
4. To make the stakeholders relation management system operational on the project website
5. To start establish operational partnership with similar projects and relevant networks in view of maximising the project impact in the medium-long term perspective
6. To consolidate the support to the research partner in implementing the local stakeholders dialogue a permanent component of the project.

It can be said that they were all substantially addressed and important progress has been made, although some objectives still need additional effort, planned for the period March-June 2020.

The project has now produced its first research results and the WP8 has entered its main implementation phase, in which new priorities are set for the CDI-WG:

### **Priorities for the Main Implementation Phase (January 2020-June 2021)**

1. To link the local and European levels of stakeholders dialogue;
2. To organise the area-specific stakeholders events and make the project well known beyond the territories in which research activities are taking place;
3. To activate personalised dialogue with local stakeholders, involving them in research, evaluation and dissemination activities according to their needs and interests;
4. To attract interest for the project results and follow up activities by international stakeholders in the four stakeholders areas, thus creating conditions for the project impact beyond the original territories.

Starting from Mid-2021, another phase will start, focused on bringing the Child UP results beyond the territories where it has been developing.

### **Priorities for the Exploitation/Mainstreaming Phase (from July 2021)**

1. To consolidate the established local partnership and make the project results sustainable in the local contexts;
2. To generate an international support entity (together with related projects and relevant networks) able to carry on the approach and the main results of CHLD UP and to make them used at the international level, also thanks to the diffusion of training resources and methodological instruments developed by the project (WP7);
3. To maximise diffusion of research results and to encourage their use in evidence-based policy making and innovative practice at school and in child protection structures;



4. To guarantee a lively and constructive interaction with stakeholders, also through the project website, beyond the contractual life of the CHILD UP Project.