



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

Milestone

M20 Final Report on the stakeholder committees

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Introduction

The Final Report on Stakeholders Committee aims at presenting the several stakeholders' engagement activities carried out in the last months of implementation of the CHILD-UP project. The report covers the last 9 months of the project, from October 2021 (month 34) until June 2022 (month 42).

As Deliverable 8.3 'Third CDI-WG Progress' already reported in detail part of the activities with stakeholders developed by the partnership, the present document focuses on the implementation and evolution of both Local and International Stakeholders Committees, focusing on their members' final contributions that enriched the latest period of the project life cycle.

Section 1 of the present document introduces the CHILD UP stakeholders' system and its original approach in terms of stakeholders' involvement, as well as the different general activities foreseen and/or later integrated into the work plan of CHILD-UP in the different project implementation phases.

Section 2 thus outlines the specific stakeholders-related activities developed during the last phase of CHILD-UP. In particular, the section focuses on the two gradual conversions of the Local Stakeholders Committees and International Stakeholders Committee into Local Innovation Laboratories (LILs) and Special Interest Groups (SIGs). Furthermore, this section also reports on the main past and future activities with stakeholders already scheduled by the research partners at the local level and on the lessons learnt by these academic institutions through the Local Reports and Plans on stakeholders' engagement. On the international level, the section outlines the last suggestions collected by the CDI working group from the members of the International Stakeholders Committee.

The conclusions of the present report aim at stressing that, despite the end of the funded period of the project, the stakeholders involved in the activities of CHILD-UP were effectively and successfully engaged, to the extent that they all ensured further collaboration to maximise its impact even after June 2022.

1. The Stakeholders system and its role in the CHILD-UP project

As the complex stakeholders involvement system built by the CHILD-UP consortium during three years of project implementation and, consequently, its effects on the dissemination strategy of the results were widely described in previous deliverables and milestones (see Deliverables 8.2, 8.3 and Milestones 5 and 12), the present methodological introduction focuses on the very key pillars of the stakeholders-related activities developed by CHILD-UP.

Under the official coordination of the CDI working group, composed of four consortium partners (IIHL, ESHA, FREREF and UNIMORE, in its capacity of Project Coordinator), the whole partnership contributed to the WP8-related activities thanks to a collective effort in the impact maximisation of the project results. In this regards, a major role was obviously played by the complex and segmented stakeholder system established in the early implementation phase of the project, including one International Stakeholder Committee (ISC) and seven Local Stakeholder Committees in as many countries.

In general terms, this multi-layered system allowed the creation of a valuable audience of interested practitioners and institutions around the project, namely a network through which sharing the CHILD-UP outcomes, discussing potential gaps and integrations, receiving feedback on the research methodology and sharing local and/or international practices at the local, national and transnational levels. In other words, the overall stakeholders engagement strategy developed by the project is based on the following broad objectives:

1. Sharing, highlighting and taking advantage of methodological similarities and comparable good practices;
2. Reflecting on local and national differences of approach in the fields of education and socio-cultural integration of migrant children;
3. Sharing and promoting the use in the European educational systems of the great number of tools and materials produced by the project;
4. Building a heterogeneous network of professionals and policy makers by linking data, methods, practices and policies, which is able to multiply the impact of the project, provide oriented feedback depending on the different perceived needs and perspectives, and support the sustainability strategy of the CHILD-UP outcomes (even beyond the end of the project).

In more specific terms, the involvement of stakeholders in CHILD-UP was built on the following conceptual pillars (see MS5 and 12 for more details):

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 the local and international levels 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.

With the main aim of organising the dissemination and engagement strategies at best, maximising the role of the external stakeholders in the different phases of project implementation, the partnership identified four macro groups distinguished by area of concern, further divided into precise subcategories. Such distinction allowed the creation of targeted information channels, also constituting the baseline scheme for the creation of eight stakeholder committees (seven locals and one international) able to thoroughly represent the complex educational environments and all its relevant actors. Here are briefly reported the above-mentioned areas:

1. **Schools**, where the research carried on by the project should have produced the most important impact in terms of change of practices. The main subcategories of actors originally identified for the area were: 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;
2. **Protection services and reception centres** that are under the responsibility of local administration services, migrant associations and NGOs. The main subcategories of actors originally identified for the area were: Local Administrators, social workers, health and housing workers, sport and leisure associations, NGOs staff, migrant associations, religious organisations, representatives of enterprises and unions.
3. **Policy making**, largely influenced by electoral dynamics but still committed to improving performance in such a delicate policy field. The main subcategories of actors originally identified for the area were: Local, regional and national politicians and government officers (Education Ministries, Home Affairs Ministries, Foreign Affairs, Social Affairs, etc.), other stakeholder 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.
4. **Research communities**, to which the project will refer for previous and parallel research projects and follow-up activities. The main subcategories of actors originally identified for the area were: Researchers and Research Units in Education, Sociology, Political and Administration Science, International Humanitarian Law, Anthropology, Childhood Studies, and Gender Studies. Migrant scholars and scientists, research funding organisations, and previous and parallel EU projects partners.

1.1 The general action plan for stakeholders involvement

The Action Plan for stakeholders involvement was articulated at the very beginning of the project by the CDI working group in four main phases. The plan was then updated and amended due to the major obstacles incurred by the CHILD-UP research action after the outbreak of the Covid-19 pandemic. Reported below is a synthesis of the main steps undertaken by the project partners in this sense, while a more detailed description of the activity was already provided in Deliverables 8.2 and 8.3 and Milestone 5 and 12:

- **Preparation phase** (Months 1-4): Drafting of the mapping tool 'Local Stakeholders Involvement Plan', validation of the tool and first collection of contacts. Organisation of an operational structure for the collection of data, tracking of contacts and contributions from the stakeholders committees. Constitution of the International Stakeholder Committee coordinated by the CDI working group and establishment of the Local Stakeholder Committees at the local level by the research partners;
- **Early development phase** (Months 5-12): Consolidation of the LSCs at the local level through the organisation of the first meeting of the local committees in the seven countries and the reporting of the

results of the sessions through the guidelines developed by the CDI working group. Preparation of documents and multimedia materials to address the stakeholders with general information on the project's innovative approach and general objectives. Preliminary design of specific information campaigns towards schools (ESHA), European policy makers and networks (FREREF) and national and international policy makers (IIHL);

- **Project implementation phase** (Months 13-36): Collaboration with stakeholders according to the project needs. Promotion of the project in local and international contexts through the inputs provided by the committees. CDI working group development of guidelines on how to keep alive the relationship with relevant stakeholders during the heaviest part of the pandemic period (with particular reference to local and national lockdown measures). Organisation of virtual consultations in bilateral and/or massive format. Organisation of interviews and bilateral dialogue with particularly relevant stakeholders, as well as virtual meetings with the established committees. Analysis of the research partners' views of the stakeholders engagement activities of the project. Re-design of the website and organisation of its contents according to the perceived needs of the different key audiences. Design of a social media operational strategy and promotion of the project results through different social media channels. Establishment of an editorial team within the CDI working group to keep alive the attention of the general public on the topic of migrant children's integration during the pandemic period, particularly by drafting pieces of news concerning resources, events, tools and opportunities, as well as stressing the effect of Covid-19 on the youngest generations and pupils with a migrant background. Distribution of information packages and promotional materials to the stakeholders on the basis of their perceived needs. Elaboration and publication of re-adapted Executive Summaries for the most technical outcomes of the project (e.g. academic reports, data analysis, etc.), in view of producing easy-to-use documents for the non-academic audience. Design and production of graphic versions of the public documentary results of the project to generate an original graphic imprint for the project. Establishment of collaboration with specialised and general media companies and journalists;
- **Exploitation/Mainstreaming phase** (Months 37-42 and beyond): Dissemination of the project results available to large numbers of schools, local authorities, grassroots social workers who might engage directly in practice; national and EU 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. Active involvement in national and international fora to present the CHILD-UP results as innovative tools publicly available. Creation of a set of dissemination instruments adapted to the different audiences. Selection of news, updates, results and events on the website and targeted dissemination of such information. Improved implementation of the social media strategy to promote project results and CHILD-UP-related events. Collaboration of the whole consortium to the publication of scientific articles, papers and books. Consolidation of the relationship with the EU institutions, also by contributing to its effort aimed at facing the issues arising from the Ukrainian humanitarian crisis. Provide support to newcomers willing to apply the project and validate it in practice. Participation in conferences and training events organised by relevant external institutions and networks. Collaboration with other parallel projects in order to disseminate results together. Organisation of the Final Conference and other project-specific events.

2. The local and international dimensions of stakeholders engagement

In CHILD-UP, the involvement of stakeholders in the project activities was not delegated by researchers to specialised partners. On the contrary, each research unit was in charge of managing a lively dialogic relationship with the local stakeholders, particularly considering the importance of the local context to make such a relationship as successful and impactful as possible. In fact, CHILD-UP assumed that the dialogue with local stakeholders would have led to shared ownership of the project processes and results, as a key to the successful project implementation and overall positive impact.

Against this background, since the kick-off meeting, the CDI working group was responsible for supporting the management of the Local Stakeholder Committees (LSCs) starting from the design and collection of the individual Local Stakeholders Involvement Plans. During the implementation of the project, the CDI-WG also conducted a bilateral communication and support process towards each research partner, commenting on the received local plans and offering specific help in filling the gaps in stakeholder categories or in articulating long-term communication strategies.

The analysis developed in the following paragraphs focuses on the results achieved during the late exploitation/mainstreaming phase of the project, while a detailed overview of the previous actions and achievements was developed in the above-mentioned dedicated deliverables and milestones.

2.1 From the Local Stakeholders Committees (LSCs) to the Local Innovations Laboratories (LILs)

At the beginning of 2021, during the fourth transnational project meeting of the project, which was held virtually due to the Covid-19-related measures, the CDI working group proposed for the very first time the conversion of the Local Stakeholders Committees into Local Innovation Laboratories.

Through the creation of the LILs, the CDI suggested the creation of informal frameworks dedicated to thematic debates on topics related to CHILD-UP and conducted among stakeholders and researchers. The CDI-WG saw this renewal of the former committees as a potential additional source of reflection for researchers, switching from a tool to better involve stakeholders at the local level to an instrument able to proactively promote more general reflections, beyond the analysis of the approach and outcomes of the project.

These laboratories therefore had 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 already established through the committees, rather than focusing the discussion exclusively on the results of the project (namely avoiding a typical "inside-out" communication approach).

The laboratory "identity" of the LILs lies in a facilitation strategy that should indeed differ from the mere collection of feedback and comments, aiming at depicting the CHILD-UP results as powerful operational resources instead, namely constituting some valid sources of reflection for professionals and stakeholders in general.

In order to ensure an effective transformation of the LSCs into LILs, the CDI-WG provided the research partner with a structured document titled *From local stakeholders' committees towards Local Innovation Labs for Inclusive Education*, which explained the necessary passages to be taken into account during the process. In particular, the identified operational stages were: 1. Re-dynamizing the local stakeholders; 2. Thinking about the local sustainability after the end of the project; 3. Setting the basis of the LIL; 4. Launching the LILs and issuing their action plan; 5. First record and sustainability plan.

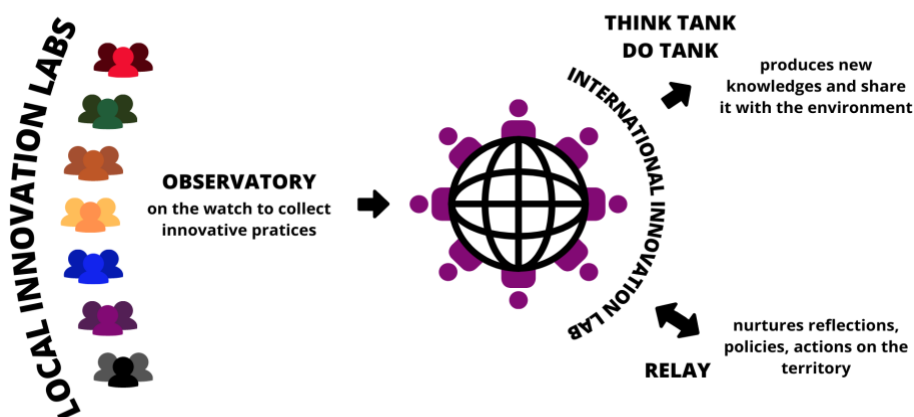
The first official LIL sessions were organised in Malmö (Sweden) by the University of Malmö and Modena (Italy) by UNIMORE, who provided the other research partners with further information on the best structure for the LILs. These suggestions were added to the previous guidelines developed by the CDI and helped to give coherence to the development of the laboratories. The LIL meeting in Modena was structured into two distinguished sessions: a first one focused on the description and presentation of the research results and a second one more shaped on the interaction and collection of practical experiences related to the CHILD-UP general topic through criticisms, points of view, suggestions, or ideas.

Nevertheless, it is important to stress that only some of the research partners were able to organise at least one session of their respective LILs. In fact, the first laboratories took place at the University of Malmö in December 2021, at the University of Modena and Reggio Emilia in February 2022 and at the Evangelische Hochschule Dresden (Germany) in March 2022. The reports of two of these meetings are reported in Annex 4, while the one organised by the University of Modena and Reggio Emilia in February 2022 was video recorded and made available on the project website at <https://www.child-up.eu/multimedia/>. As for the other research partners, the LILs shall be organised in the different countries after the end of the project as follow-up activities that will enhance the stakeholders' engagement in promoting the sustainability of CHILD-UP.

In fact, in May 2022, the CDI-WG invited the research partners to develop a Local Report and Plan for Stakeholders Engagement, not only to promote the establishment and development of LILs after the end of the project but also to support the creation of a strategic plan to ensure the stakeholders' engagement in the long run. For this reason, the following section is fully devoted to the Local Report and Plans.

The reports prepared by the research partners are presented in this part of the report and show that the transition from the Local Stakeholders Committee (focused on the CHILD-UP project activities) to Local Innovation Labs (broadly inspired by CHILD-UP but aimed at innovating educational practices to make them more inclusive) is happening: it means that the significant range of action lines emerging from the project results are actually stimulating the consolidation of stakeholders groups that, sharing at least some of the CHILD-UP objectives and having taken part in some of its activities, now agree to continue the promotion of innovative approaches and practices at the local level. The drawing below illustrates a possible development resulting from the networked activities of the Local Innovation Labs.

The final Conference dynamics and the wide variety of interlocutors expressing appreciation for the project results make the perspective of international impact through the networking of local labs even more credible. The international dimension of this sustainability perspective is illustrated in Section 3 of this report.



2.2 Local Reports and Plan on stakeholders' engagement

The present section reports on the Local Report and Plans on stakeholders' engagement drafted by the research partners at the request of the Communication Dissemination and Impact working group in May 2022. The structure of the plans was designed by IIHL in collaboration with the CDI working group to provide the partner universities with clear guidelines and precise tasks, in this way generating consistent and comparable documents.

The plans are conceived as a starting point for the sustainability of the CHILD-UP project results beyond the end of the project, building on the Local Stakeholder Committees, and their later conversion into Local Innovation Laboratories, to establish a solid collaboration between the worlds of academic research and the ones of education practitioners, policy makers and civil society.

Zentrum für Forschung, Weiterbildung und Beratung an der ehs Dresden, Germany

Part A Report on the main activities with stakeholders	Main activities carried out with stakeholders in the past 41 months (by May 2022) Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.
<p>In the past project period of the Child Up project, a total of five meetings of the local stakeholder committee were held. The focus was on informing the members of the local stakeholder committee about the progress and results of the individual work packages and the project as a whole. One focus was the discussion of results or partial results from the different work packages, especially with regard to their statements about the observed institutional contexts. In this context, methodological questions were also critically discussed. In addition, the members of the committee gave suggestions for the dissemination of project results. With the onset of the Corona pandemic, support for field access and thus for the implementation of the surveys was an important focus. From the point of view of content, the effects of Corona on the lives and everyday life of children and adolescents were discussed and, in this context, suggestions for possible questions were given following corresponding adjustments in the project design. Through the cooperation with a stakeholder (Juri Haas/ GEW Saxony) the German team was involved in the opening of the Dresden Round Table on Educational Equity, presented the project and the resulting impulses in the press as well as in the kick-off event. Further cooperation is planned. During the last meeting of the local stakeholder committee in March 2022, there was an intensive exchange on three concrete proposals and their practical design following the information on the strategy of implementing Local Innovation Labs within the partner countries.</p>	
Part B <i>Key actors and contributors</i>	Main contributing actors and/or entities (most active members of the Local Committees of stakeholders, organisations, associations, public bodies, etc.) <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used</i>

The commitment of the members of the Local Stakeholder Committee was quite continuous and constant over the entire period. On the one hand, it has to be stated for the German committee that it was not possible to win over representatives of the Saxon State Ministry of Education and Cultural Affairs for active cooperation despite several invitations and information. On the other hand, the cooperation with the representative of the subordinate authority, the State Office for Schools and Education, was and is very intensive. Topics here were support in recruiting schools to participate in the surveys as well as concrete considerations for the dissemination of project results. In this regard, the cooperation with further education and training institutions such as the Protestant Academy Meissen should also be emphasised. The German research context received equally critical and constructive impulses from representatives of the state capital Dresden, namely the Youth Welfare Planning and the Child and Youth Commissioner, as well as the Child and Youth Office in Dresden and finally from the representative of the Technical University of Dresden. The reference to pedagogical practice could be established through an intensive exchange with trade union representatives as well as representatives of Teach First Germany. Finally, representatives of adult education colleges in Dresden as well as in Hamburg have to be considered as active participants in the work of the local stakeholder committees.

Part C

Takeaways and lessons learnt

Lessons learnt from the activities carried out with stakeholders at the local level during the project lifecycle

Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.

In general, the members of the Local Stakeholder Committee were very interested in the subject matter, goal and progress of the project. They appreciated the project progress. However, the presentation and discussion of the theoretical and conceptual foundations of the project - agency, hybrid identity, participation - regularly proved challenging, especially for representatives from practical contexts. On the one hand, structural aspects in schools or extracurricular youth education work and the necessity of taking them into account in the project were referred to. On the other hand, the concrete relevance of project results was critically questioned. Project outputs such as the intended training and online materials seemed too abstract in this respect. The German team addressed that by generating material such as audio quotes by children, parents, and teachers as well as simplified explanation video. In view of the comparatively reserved involvement of representatives of migrant associations, the way in which the life situation of people with a migration background is addressed and communicated should be critically reflected upon. For instance, different types of migration or the interplay between migrant children and their various contexts should be considered in more detail. The insufficient presence of the international character of the project in the local stakeholder committee should also be considered. Apart from the German research team, the local stakeholder committee was not directly involved in the overall context of the project. However, through the project context and the work of the local stakeholder committee, members got in touch and thus this platform encouraged networking among some of them according to the topics of migration and participation in education contexts.

<p>Part D</p> <p><i>Future activities and engagement plan</i></p>	<p>Brief strategic plan for future activities and initiatives with stakeholders (from June 2022, M42, on, particularly beyond the end of the project implementation period)</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i></p>
<ul style="list-style-type: none"> • Cooperation with the University of Hamburg; Department: Educational Psychology and Personality Development. • Impulse from CHILD-UP for processing within the framework of a seminar in the course of study in educational psychology; target group: generation of ideas for materials in the training of professionals, thematization of social contexts for pedagogical action by example; development of audio, written and visual material. • Meeting and coordination with a representative of the Saxon State Office for Schools and Education. Cooperation in the Train the trainer concept. Putting CHILD-UP results into practice: working out a concept together with trainers on two dates, which they then pass on as multipliers in the training of teachers. • Meeting with social workers who work in a counselling centre for families. Focusing on a method "storytelling carpet" that they use to promote the children's agency. Expansion with CHILD-UP results. Transfer of findings into practice. Further visits are planned in July to present the concept combined with the method to the children and volunteer workers. • Cooperation with Saxon Protestant Academy to address state-wide actors in the form of a hearing / a short-format presentation; target group: professionals, Aim is the development of a cooperation format with focus on participation and narratives; Time: Autumn 2022 • Local symposium to present and discuss the results and impacts of the Child Up project with the participation of team members from partner countries as well as members of the local stakeholder committee. Time: November 2022. 	

Malmö University (MAU)

<p>Part A</p> <p><i>Report on the main activities with stakeholders</i></p>	<p>Main activities carried out with stakeholders in the past 41 months (by May 2022)</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i></p>
<p>2019 01 15 Presentation of CHILD-UP at the Research and Development Unit for Preschool and School, City of Malmö</p>	

2019 10 19 Presentation of CHILD-UP at the Regional Development Centre (Regionalt utvecklingscenter – RUC), Malmö

2019 11 22 Presentation of CHILD-UP at Strategic Forum for introduction and integration of newly arrived refugees. Organised by Region Skåne and the Association for Municipalities in Scania, in Eslöv.

2020 03 11 Interactive presentation together with the Malmö Youth Council, at the City Library Malmö

2020 04 03 + 2020 04 28 Presentation at participating schools

2021 03 25 Future making workshop with practitioners about How can we imagine a future for integration? Some results from the CHILD-UP were presented.

2021 07 08: Dissemination of results in the annual IMISCOE conference. Title of presentation: 'Language use in superdiverse schools – Discrepancies between national and local policy and the experiences of students and school professionals'. It was presented in the session 'Education & Social Inequality 12' moderated by Sebastian Carlotti (session #150).

2021 12 09: Dissemination of and reflection over results in the seminar series 'Likvärdighet, delaktighet och hållbarhet i förskola och skola' (*Equality, participation and sustainability in pre-school and school*). The seminar series is a collaboration between Malmö University and the municipality, and target practitioners, policymakers and academics interested in the topic. The presentation is entitled 'Elevers aktiva deltagande och aktörsskap i flerspråkiga skol- och skolorna miljöer' (Students' participation and agency in multilingual school and close-to-school environments). Members of the local stakeholder committee will participate in a commentary panel.

<p>Part B</p> <p><i>Key actors and contributors</i></p>	<p>Main contributing actors and/or entities (most active members of the Local Committees of stakeholders, organisations, associations, public bodies, etc.)</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i></p>
	<ul style="list-style-type: none"> • The research and development department for preschool and school, City of Malmö • The school headmasters and directorates of participating schools • Education, Learning and Research (Utbildning, lärande och forskning, ULF), a collaboration platform between the City of Malmö and the Faculty of Educational Science, Malmö University
<p>Part C</p> <p><i>Takeaways and lessons learnt</i></p>	<p>Lessons learnt from the activities carried out with stakeholders at the local level during the project lifecycle</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i></p>

- It is sometimes very challenging to involve stakeholders, not least during a pandemic
- The research focus of the child-up project has relevance and is interesting for practitioners to take part of and to discuss
- The child-up project's strategy to involve stakeholders is relevant and fruitful, and improves the quality of the research. It stimulates profitable knowledge feedback-loops

Part D <i>Future activities and engagement plan</i>	Brief strategic plan for future activities and initiatives with stakeholders (from June 2022, M42, on, particularly beyond the end of the project implementation period) <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i>
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31.08.2022 Seminar with representatives from the Ministry of Education and Research, the School Unit

Representatives from the Ministry of Education and Research are visiting Malmö, including Malmö University. The Faculty of Educational Science is organising a seminar aiming at informing about current challenges for preschool and school in the view of housing segregation and social inequality. We will contribute with a short presentation of results from the CHILD-UP project.

12.09.2022 Local stakeholder conference

We are organising a local stakeholder conference together with two teachers from the municipality of Helsingborg. They will present some results from an ongoing school development project, and we will present results from CHILD-UP. The conference is open for researchers and different groups of stakeholders, including teachers, social workers and language mediators.

SeAMK Seinäjoki University of Applied Sciences

Part A Report on the main activities with stakeholders	Main activities carried out with stakeholders in the past 41 months (by May 2022) Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.
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The main forum for stakeholder interaction was the Local stakeholder committee meeting. This forum was organised twice live, in both participating areas, and twice online during the COVID-19 era. The meetings involved a presentation of the project's state-of-the-art followed by a discussion among participants. Importantly, the participants provided the researchers with insightful feedback and commentary on preliminary findings as well as the next steps nationally. The forum also opened up the possibility for informal networking between representatives of educational institutions, municipalities, providers of social service, and representatives of asylum-seeking minors.

In between the meetings, stakeholders receive newsletters via email, and notifications of recent activities in the project Facebook site as well as through individual researchers' posts in e.g. LinkedIn.

Part B <i>Key actors and contributors</i>	Main contributing actors and/or entities (most active members of the Local Committees of stakeholders, organisations, associations, public bodies, etc.) <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used</i>
<p>Key actors included members from</p> <ul style="list-style-type: none"> ● government: the Finnish National Agency of Education ● regional state authorities: Centre for Economic Development, Transport and the Environment ● municipalities: teachers, agents in education and culture sector, agents in economic development sector ● associations: Red Cross, Trade Union of Education, National association for guardians of unaccompanied minors ● higher education institutions: Seinäjoki University of Applied Sciences, Tampere University of Applied Sciences ● research: University of Helsinki, Tampere University, Migration Institute of Finland 	
Part C <i>Takeaways and lessons learnt</i>	Lessons learnt from the activities carried out with stakeholders at the local level during the project lifecycle <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used</i>
<p>SeAMK carried out the research in two neighbouring regions. The on-site meetings were welcomed as they helped in networking and informal discussions across the regions. However, the online meetings were not a bad experience, either: during COVID-19, even more people attended LSC meetings than before. Here, the lesson learnt is that while face-to-face encounters are vital for creating collaboration, utilising remote connections may bring more assets at a later phase of projects in so far as the remote mode saves participants' time and energy without sacrificing the substance or the outcome.</p>	
Part D <i>Future activities and engagement plan</i>	Brief strategic plan for future activities and initiatives with stakeholders (from June 2022, M42, on, particularly beyond the end of the project implementation period) <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i>
<p>No strict formulation was made on future activities with stakeholders. Preliminary negotiations took place on further dissemination of information on the project's results and the point was made that co-operation in the future is more than welcome with any of the stakeholders.</p>	

Jagiellonian University of Krakow (UJ)

Part A <i>Report on the main activities with stakeholders</i>	Main activities carried out with stakeholders in the past 41 months (by May 2022) <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i>
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- networking and contacts (to prepare the research field but also to connect the different types of stakeholders present in the education system and the integration of migrant children: state, and local government institutions and NGOs (individual meetings, network meetings), both in Krakow and Łuków;
- joining in with already existing initiatives in the local community (regular Open Krakow meetings, a meeting organised by the City of Kraków on the challenges of intercultural assistants' work, meeting and participation in workshops at the Multicultural Centre in Krakow), presenting the results of subsequent stages of research at meetings;
- meeting with representatives of psychological-educational counselling centres in Krakow to identify the situation of problems and needs of migrant children during the pandemic;
- Participation in the activities of the academic community: international and national conferences, seminars, meetings at the Jagiellonian University, conferences of the Migration Research Committee of the Polish Academy of Sciences;
- cooperation with similar research projects (Micreate under Horizon 2020): conference participation, joint press conference.

Part B <i>Key actors and contributors</i>	Main contributing actors and/or entities (most active members of the Local Committees of stakeholders, organisations, associations, public bodies, etc.) <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i>
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To the most contributing members belong:

- Mikołaj Rej Foundation in Cracow and intercultural assistants in Krakow - we received great support both in access to respondents (especially intercultural assistants) and in the content area (discussion of study implementation, results, changes in the situation as a result of the pandemic);
- "For the Earth" Association - support both in access to respondents (refugess in the Centre for Foreigners), cooperation in fieldwork
- Office for Foreigners in Warsaw – enabling access to the Center for Foreigners, discussing outcomes, contributing to the final conference in Brussel
- Municipal Social Welfare Center in Krakow – involved in research, contrubuting to the discussion about outcomes
- Primary Schools in Krakow (no. 17, 34, 107, 80), in Żywiec (no. 3), in Łuków (no. 5) and in Bezwola – enabling the access to pupils, teachers and parents, supporting in doing observation in the classes.
- Siemacha Association in Krakow, community centre involved in the organization of workshops for children

Part C <i>Takeaways and lessons learnt</i>	Lessons learnt from the activities carried out with stakeholders at the local level during the project lifecycle <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i>
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The most important lessons from the cooperation are:

- there is a great need to integrate the support system for migrant children at schools. Particular institutions and persons put a lot of effort on various levels of the education system, but very often they act in isolation, in the case of NGOs or schools and teachers themselves, often feeling precisely the lack of support e.g. from the state or local government. The meetings revealed the urgent need to work on building interdisciplinary teams and dissemination of good practices.
- The need for support and training at school level. A significant part of teachers' work is intuitive, there is no permanent system of training and communication of research results that can help in the integration of migrant children.
- The issue of migrant children is still underrepresented in education policy and there is a lack of resources for many of the measures that could be implemented.

Part D <i>Future activities and engagement plan</i>	Brief strategic plan for future activities and initiatives with stakeholders (from June 2022, M42, on, particularly beyond the end of the project implementation period) <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i>
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1. A series of workshops for children (3 meetings, 12, 19 and 26 May) in cooperation with a Siemacha Association in Krakow based on the results of quantitative and qualitative research on children's needs, their concept of involvement and participation, especially in school life. The group has 13 participants.
2. We are planning a workshop with teachers at one of the schools where we conducted the research. In the workshop we plan to have 20 teachers who teach at the ICSED 1 and ICSED 2 levels. The workshop will take place on 14th June at the school where we have the best opportunity to reach many teachers (Primary School No. 80 in Krakow). We are considering offering the workshop to more schools in the future. During the workshop we will briefly present the main outcomes of the Child-Up project focusing on the results from WP5 and WP6. We will refer to the areas of agency that we found in children's narratives and include teachers in active discussion on how to use them in the work with children with the migration experience. We will talk about the practices from various contexts, both from Poland and partner's countries, and work with teachers on possible applications of those in their work.
3. On 3 June, as part of our regular seminars at the Jagiellonian University, we are organising an online meeting dedicated to the adaptation of migrant children, now in particular refugee children, for both our local stakeholders and wider audience.

University of Liege (ULIEGE)

Part A <i>Report on the main activities with stakeholders</i>	Main activities carried out with stakeholders in the past 41 months (by May 2022) <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i>
<ul style="list-style-type: none"> • Yearly meetings (only one in person) • Email communication 	

<p>Part B</p> <p><i>Key actors and contributors</i></p>	<p>Main contributing actors and/or entities (most active members of the Local Committees of stakeholders, organisations, associations, public bodies, etc.)</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i></p>
<p>There are only two active members of the LSC at this stage. COVID had a significant negative impact on the participation of LSC members. All other members of the LSC stopped responding to emails. The member from Mentor Escale moved on to another job and we did not get a response from the organisation for someone to replace her. The organisation Minderheden Forum underwent a great deal of internal changes and reorganisation and our contact there also left the organisation. The active members are :</p> <p>Tchaï asbl - TCHAÏ asbl is a collective and individual support service for adolescents in exile or Roma who have dropped out of school in the Brussels Region. TCHAÏ offers several methods of attachment in order to invite the young person to find a fulfilling way of integrating into the host society, while respecting their realities and their frame of reference.</p> <p>*Not exactly our target group, but they remain interested in the project.</p> <p>Sanghmitra Bhutani - SAM vzw (but Sanghmitra is currently participating just as an individual and not part of this organisation)</p> <p>SAM goes for strength-oriented, professional and participatory youth care. A special challenge for youth care is vulnerable young people who do not fit into the categories of care. Such as young people who combine a (suspicion of) mild to moderate intellectual disability with additional behavioural and emotional problems. Or young people in a difficult home situation. Young people who use drugs . Or a combination of problems.</p> <p><i>**Update – as of 30 May 2022 Ms. Bhutani has left the LSC due to work demands and the fact that she no longer works on education.</i></p>	
<p>Part C</p> <p><i>Takeaways and lessons learnt</i></p>	<p>Lessons learnt from the activities carried out with stakeholders at the local level during the project lifecycle</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used</i></p>

The meetings and feedback with the LSC offered a great deal of insight. Based on their recommendations, we adjusted the way we approached schools and we focused on the accessibility of information and outcomes from the project. The LSC was very concerned that the findings be made available to (and easily understood by) parents, teachers, school directors and students. It would have been useful to have their input in the design phase of the project, but it is unlikely to get this level of engagement before a project is funded. It would also have been ideal if members of the LSC would have included school directors who were directly involved in the project research, but we did not manage to get directors and teachers involved due to their demanding schedules and lack of availability during working hours.

Additionally, we learned how difficult it is to keep local stakeholders engaged. While some of this difficulty is due to COVID, a great deal is due to changes in organisations and people leaving their jobs. We realized it would have been helpful to more organisational buy-in rather than one person who is interested in the project. We're still not sure how this can be achieved, however, and we did ask those leaving their organisations to recommend someone else from the organisation to join the LSC, but this was not successful.

<p>Part D</p> <p><i>Future activities and engagement plan</i></p>	<p>Brief strategic plan for future activities and initiatives with stakeholders (from June 2022, M42, on, particularly beyond the end of the project implementation period)</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i></p>
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We've recently been in touch with youth organisations who will attend the final CHILD UP conference and present short films that the youth created about discrimination and racism.

- Lacite des jeunes
- Croix Rouge – Arlon, Centre « Visages du Monde » Stockem

We hope to continue collaborating with them in the future as we turn the LSC into a kind of working groups involving NGOs and children themselves to create research-based artistic collaborations to learn more about how to improve the daily lives of migrant youth in Belgium. As the CEDEM specialises in collaborative arts-based research, this can prove to be a very fruitful partnership, and will also include any other members of the LSC who may be interested. These plans will be further discussed at the final conference in June.

University of Modena and Reggio Emilia (UNIMORE)

<p>Part A</p> <p><i>Report on the main activities with stakeholders</i></p>	<p>Main activities carried out with stakeholders in the past 41 months (by May 2022)</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i></p>
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- 30/04/2020 (15.00-16.00) online organisational meeting with associations involved in the project that carry out the activities in the classes.
- 11/06/2020 (10.00-13.00) Online meetings with stakeholders from Modena and Reggio Emilia on the results of the questionnaire distributed in schools. (30 participants)
- 30/10/2020 (15.00-17.00) Online meetings with stakeholders from Genova on the results of the questionnaire distributed in schools. (10 participants)
- 19 March 2021 (10.30-13.00) Online meeting “Un focus sui bambini e adolescenti con background migratorio. Per una lettura attuale dei percorsi di partecipazione nelle pratiche di inclusione” (“A focus on children and adolescents with a migrant background. For a current reading of participation pathways in inclusion practices”). The meeting involved researchers, experts and institutions on the issues of inclusion of children with a migration background.
- 21 and 22/06/2021 (15.00-17.00) Online meetings with stakeholders from Modena, Reggio Emilia and Genova on the results of the interviews conducted among professionals and children. 43 participants the 21th of June, up to 36 participants the 22th of June.
- 02 and 04 February 2022 Online meeting with stakeholders. Aims of the meeting were to share a summary of what emerged from the interviews with professionals (WP5 5); the results of the analysis of activities carried out in the educational contexts (WP 6); the students' evaluations consisting in focus groups and questionnaires (WP6) and to initiate a discussion on the findings and possible future implementations and collaborations. 31 participants attended
- 26 May 2022 CHILD-UP national conference to present the main results of the project and to share experiences. It will involve local stakeholders, local administrators and researchers

Part B <i>Key actors and contributors</i>	Main contributing actors and/or entities (most active members of the Local Committees of stakeholders, organisations, associations, public bodies, etc.) <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i>
<p>All these initiatives were mainly addressed to the participants involved in the project or interested in the theme of inclusion: school principals, project referents and teachers, social workers, operators working in communities, operators of associations and networks working in schools, mediators, municipalities, representatives of provincial school offices. The final conference and the 19th March 2021 events also involved researchers interested in children’s participation and migration processes.</p>	
Part C <i>Takeaways and lessons learnt</i>	Lessons learnt from the activities carried out with stakeholders at the local level during the project lifecycle <i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i>
<ul style="list-style-type: none"> • Although almost all the meetings took place online, participants were very active in the debate, confirming their need to increase opportunities of discussion and dialogue on topics related to children participation and the hybrid integration of children with a migration background. • The involvement of political representatives has always been a challenge and would need further efforts. 	

- Resources and initiatives on the topics investigated by CHILD-UP have encountered serious funding limitations in the last years, and several participants claimed the need of schools and associations to be supported in their projects and initiatives with children having a migration background (e.g. mediators' support; trainings for professionals)

Part D

Future activities and engagement plan

Brief strategic plan for future activities and initiatives with stakeholders (from June 2022, M42, on, particularly beyond the end of the project implementation period)

Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.

- Providing Italian Translation of the final research report and the policy brief in order to share them with the local stakeholders.
- Providing further scientific materials (books and articles) that can be read and discussed with local stakeholders

University of Northampton Higher Education Corporation (UON)

Part A

Report on the main activities with stakeholders

Main activities carried out with stakeholders in the past 41 months (by May 2022)

Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.

Two face to face meetings with the Local Stakeholders (community organisations) in 2019.

One Stakeholders' meetings with social workers, May 2021, online.

Two Stakeholders' meeting with teachers and educational leaders, June 2021, online and April 2022, face to face.

Presentation of Child-UP ambition and planning for innovative training at the TACTYC Trustee Board, June 2020 and June 2021 (both online).

Presentation of Child-UP training in the framework of UN SDG4, 'Quality Education' to the Early Childhood Studies Degree Network, November 2021 (online).

Inclusion of Child-UP training as flagship research-driven pedagogical innovation for sustainability in the white paper on sustainable education delivered to the Department for Education England, Spring 2022.

Publication of news about Child-UP in different issues of Nursery World magazine, the most diffused professional magazine for Early Years Educators.

<p>Part B</p> <p><i>Key actors and contributors</i></p>	<p>Main contributing actors and/or entities (most active members of the Local Committees of stakeholders, organisations, associations, public bodies, etc.)</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i></p>
<p>The most active contributors to the development of the stakeholders engagement strategy were:</p> <ul style="list-style-type: none"> • School heads in Barnet and Merton • The board of trustee of TACTYC, the professional body for British Early Years Education • The steering group for SGD4, “Quality Education’ at the Early Childhood Studies Degree Network, the body that includes all British University that provided teachers’ trainers • Rights-based schools network • British Sociological Association, steering group for Applied Sociology 	
<p>Part C</p> <p><i>Takeaways and lessons learnt</i></p>	<p>Lessons learnt from the activities carried out with stakeholders at the local level during the project lifecycle</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i></p>
<p>Stakeholders’ engagement plan had to manage the harshest challenge presented by the Covid-19 pandemic. The contexts of the English branch of the research were surely among the most severely hit by the pandemic, particularly migrant communities. It was difficult to rebuild working relationships, also because some of the key-contact had been personally hit by Covid-19.</p> <p>Lesson learnt may concern: networking was much more effective with schools, social services and professional bodies rather than community organisations and the political level. The achievement of a working relationship with the Department for Education depended on the support of a professional body (ECS-DN) and the largest college alliance in the North of England. In the English context, a more focused effort to engage with schools, services and professional bodies could avoid dispersing resources, utilising those privileged stakeholders as point of access to political decision-makers.</p> <p>More reflection is needed about community engagement because a full assessment of the impact of the pandemic, therefore of the unique circumstances of the project, would be needed. Nevertheless, it was possible to appreciate how institutions with wide and capillary reach-out capacity such as school can help joining and motivating the engagement of community stakeholders.</p> <p>Success in networking with community organisations in the aftermath of several national and local lockdowns was due to the mediation of schools and professional bodies. The latter proved pivotal to access political decision-makers.</p>	
<p>Part D</p> <p><i>Future activities and engagement plan</i></p>	<p>Brief strategic plan for future activities and initiatives with stakeholders (from June 2022, M42, on, particularly beyond the end of the project implementation period)</p> <p><i>Max 250 words. If deemed helpful, lists, bullet points and numbering may be used.</i></p>

4 x face to face training for teachers in Greater London Schools, 2 sessions in each July 2022 and September 2022.

Based on the school-families partnership, the results of the research will be presented in each of the schools that took part in the research and that will host the face to face sessions

Presentation of Child-UP ambition and outcomes at the Early Childhood Studies Degree Network (ECS DN), UN SDG4 Quality Education steering group

Presentation of Child-UP training as example of sustainable education at the World Educational Research Association board, Athens, July 2022 (Hybrid)

In collaboration with ECSDN and the Northern Colleges of Further Education, inclusion of Child-UP training in the white paper for sustainable education, commissioned by the Department of Education

Setting up partnership with Rights Respecting Schools South of England for inclusion of Child-UP training in Continuing Professional Development

Embedding of the Child-UP training guidance in Initial Teachers Training in Barnet (Greater London), Merton (Greater London) Northamptonshire

Presentation of Child-UP training to the board of trustee of TACTYC, the main professional association for early years educators (both in school and informal contexts) in the UK

Delivery of Child-UP training as part of the CPD programme offered by TACTYC to its members, fall 2022/spring 2023

After the successful presentation in April 2019 at the British Sociological Association Conference in Glasgow, the BSA Applied Sociology steering group will organise a workshop centred around Child-UP research methodology, BSA Conference 2023

2.3 The International Stakeholders Committee (ISC)

The project was mainly implemented at the local level in seven EU Member States but its expected impact was supposed to go far beyond the regions and countries in which the main field research activities would have been developed. For this reason, the CDI working group constituted, with the valuable support of the research partners, an International Stakeholders Committee, also scheduling a set of international activities.

The International Stakeholders Committee was primarily conceived as a body whose main objective should have been the delivery of inputs and feedback on the project approach, methodology and results throughout the whole project lifecycle, as well as to contribute to the project's qualitative evaluation process, ranging from setting dissemination and impact criteria to the evaluation of the project findings and outcomes.

From the operational perspective, the Committee should have also undertaken the task of building a key dialectical "bridge" between the CHILD-UP Communication Dissemination and Impact working group (CDI-WG), the project and the different categories of international stakeholders represented within the body.

By collaborating not only with the CDI team but with the CHILD-UP consortium as a whole, the ISC members 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.

The ISC members were selected by the CDI working group 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 relevant target groups identified by the project dissemination strategy. The final list of the official members of the body was the result of a selection process launched in the early phase of project implementation (from February 2019 on) in conjunction with the preparation and sharing by the CDI working group of the Local Stakeholders Involvement Plans. Besides constituting the key instrument through which the seven Local Committees of Stakeholders were established by the individual research partners at the local level, the plans provided all the partners of the CHILD-UP consortium with the opportunity of suggesting relevant practitioners and experts to be involved in the ISC.

Following the first inputs collected by the CDI team through the local plans, the CDI working group worked until July 2019 to establish the best and most representative entity in terms of categories of relevant stakeholders in the fields of migrant children integration and education in general. The final list of ISC members was confirmed by the CDI group during its Sanremo (Italy) meeting on 15th July 2019, hosted by the International Institute of Humanitarian Law (CDI-WG coordinator).

During the three-year project (42 months considering the extension granted by the European Commission) a few changes in the membership of the ISC did occur, mainly due to arising unavailability of some of the members or the identification of more expert members within the same selected organisations. In the latter case, the CDI led the further selection process, evaluating the suitability of new candidates. The table in Annex 5 reflects such changes by mentioning substitutions within the selected organisations and reporting the final names of official replacements.

2.4 The implementation of Special Interest Groups (SIGs)

The creation of **Special Interest Groups (SIGs)** at the transnational level was conceived by the CDI-WG to allow and facilitate regular dialogue between stakeholders and research partners on cross-cutting urgent topics related to the CHILD-UP project. The two SIGs were established to engage different stakeholders and the CHILD-UP partners in interactive sessions involving a limited number of around 20 international participants (to facilitate open interaction and to provide every participant with an opportunity to contribute in an incisive way). An additional aim of this further stakeholders engagement tool was identified for the purpose of collecting valuable perspectives, inputs and feedback in the policy and practice areas.

In May 2022, two SIGs were created at different levels. At the "macro-level", with particular reference to the policy dimension, the launch of *Policy initiatives to make school an inclusive learning environment* was coordinated by FREREF while, at the "micro-level" more related to the educational practices, the launch of *The structural preparedness of schools in dealing with new arrivals. From the migrant children group to the individual child's agency* was coordinated by ESHA.

The successful results of the two pilot SIGs are here described:

- **ESHA Biennial Meeting:** On 19-21 May 2022, the ESHA (European School Heads' Association) Biennial Meeting was held in Cyprus through a conference titled School Leadership 2020+: Trends and Challenges, aimed at promoting quality of education and inclusive schools. The conference focused on the several issues that tackled educational systems in the last few years: the Covid-19 pandemic, climate change, social

exclusion and inequality of opportunities. The biennial registered over 400 participants, with around 30 people participating in each of the parallel sessions. The main audience of the event were school leaders attending from all over Europe and other education stakeholders, such as researchers and policy makers. During the Conference, the CHILD-UP project was presented in the framework of the workshop Including diversity: Leading schools for equity and justice, in which ESHA presented the consortium, the research conducted, its main deliverables and tools, and then put a strong focus on one particular element that makes the project very unique compared to others dealing with the inclusion of the migrant population: the agency of children and the use of the outcomes for practitioners and educators particularly. The presentation was followed by a discussion where many experiences from different European countries were shared by and among participants, giving interesting examples of good practices to be adopted and implemented for the successful integration of children with a migrant background in school systems. In the workshop, several schools took part giving the possibility to disseminate the outcomes and to raise relevant dialogue in terms of integration practices of children with migrant backgrounds in educational institutions with teachers, educators and school heads.

- **FREREF Day 2022:** *The regions and Europe in support of transitions*, organised by FREREF (project partner) on the 24th and 25th of May 2022, aimed at proposing a reflection on the societal transitions in digital issues, climate change and the construction of a more inclusive and peaceful society. During the event, an entire session was dedicated to presenting and discussing the results of the CHILD-UP project and exploring and proposing suggestions in terms of policy implementation to policy-makers. In the remaining sessions of the event some more specific elements of the CHILD-UP project, such as the agency concept, were further explained and analysed. Finally, a debate was fostered on inclusion strategies and some of the research outputs were described by FREREF and by representatives of the research partners of CHILD-UP who joined the event (e.g. Professor Shannon Damery, University of Liege).

The kick-off sessions of the two SIGs were quite successful in pointing out important questions that were reported into the Final Conference and further articulated. The project partners believe that, if the SIGs are properly associated with some relevant European fora and policy initiatives, they may substantially contribute not only to increase the visibility of CHILD/UP results and training opportunities after June 2022, but also generate new synergies and integration among EU and national policies. This aspect is complementary to the local development and dissemination of good practice, and helps to go beyond the “project after project” logics, allowing to create general awareness and policy support for the concepts and practices proposed by CHILD UP.

2.5 Final contribution from the ISC members

In May 2022 (M41), the International Institute of Humanitarian Law asked the members of the International Stakeholders Committee to join the last call for contributions and inputs based on three questions, drafted by IIHL and validated by the partners of the Communication, Dissemination and Impact working group. The consultation was held during two different virtual meetings, while a few members contributed directly by answering the questions in written form.

Through the first question, the CDI aimed at collecting more details concerning the members' foreseen contributions to the project Final Conference, considering how all the ISC members were included as speakers in at least one session during the event. The ISC members were also asked to identify one or more specific key points to be stressed, in their view, to maximise the impact of the conference. The second question then referred to the best ways to promote the use of the CHILD-UP results, not only during the last period of project implementation but, even more importantly, beyond the project lifecycle. The third question finally focused on the already existing platforms and networks through which the project results might have been promptly promoted thanks to the connections of the ISC members.

The results of the consultation were reviewed by IIHL and are reported in the table below.

	<i>Contribution to the Final Conference and what should be stressed during the event about CHILD-UP</i>	<i>How to extract value from CHILD-UP after the end of the project? How to promote the project results at best beyond the project lifecycle?</i>	<i>Where to promote CHILD-UP's results after the end of the project and through which networks?</i>
Christopher Clouder	Children should be considered co-creators of our societies and contributors to the development of inclusive societies. For this reason, even at the educational level and for the educational discourse, children should be engaged and involved as active actors. This is the approach fostered and promoted by CHILD-UP and one of the key points to be stressed during its Final Conference.	<p>Mr. Clouder proposed a tight collaboration between the CDI working group (even beyond the end of the project) and the network of the Alliance for Childhood, not only to enrich the usual events organised by the Alliance in cooperation with some members of the European Parliament but also to support the Alliance in its advocacy effort focused on the promotion of children's well-being.</p> <p>After the end of the project and, more precisely, in the following year, Mr. Clouder officially proposed the identification of an annual topic for the Quality of Childhood Talks, an event that should be developed in collaboration with the CDI working group. During the discussion, the interviewed member provisionally identified the topic for 2022, namely "Trauma and migration for children".</p>	

	Christopher Clouder's contribution will indeed focus on the idea of "Children as co-creators of our world" and the role of emotions and empathy in this process.	
Eszter Salomon	<p>The importance and strengths of CHILD-UP are based on two points: the focus on children's agency and the participation as a general approach for all the educational environments; the analysis and in-depth evaluation of the school's capacity to face emergencies and operational challenges (e.g. heavy flows of migrants, complex multicultural classrooms, etc.), as well as their degree of resilience.</p> <p>As a representative of a transnational network of parent associations, Eszter Salomon highlighted the importance of linking child participation (in education but not only in this field) with parental engagement.</p> <p>For this reason, Eszter Salomon's contribution will focus on "parental engagement as an accelerator of child participation and agency".</p>	<p>Ms Salomon suggested focusing, in terms of dissemination, particularly on the policy-oriented outputs of the CHILD-UP project, to target decision-makers more in general and not only active in the policy-making sphere. By focusing on the multi-layered local and school levels (by involving local administrations, local public education offices, school heads, teachers, etc.), the project may indeed reach, in Ms Salomon's view, a wider and much more operational public, in this way effectively impacting the world of education.</p> <p>As for parents' involvement and engagement, it was suggested to rely on the professionals who are already working with families, not only at the educational level but also for other reasons. In the case of children with migrant backgrounds, for instance, a good idea to reach parents may be through cultural mediators, interpreters and social services, as well as medical personnel (paediatricians and psychologists) if available. Additionally, strong attention was devoted by Ms Salomon to the need of empowering teachers as much as possible to support parents in their educational role, without conflicting with cultural, religious and/or social elements proposed by the families.</p> <p>Even in the policy-making area, Ms Salomon suggested that CHILD-UP keeps stressing the importance of parents and their educational role, considering how policy-makers are very often indeed parents themselves.</p>
Mary Tupan	<p>The educational context is key to producing a successful impact at different levels (policy-making, practices, etc.).</p> <p>Too often children with a migrant background are treated as pupils with a deficit or with special</p>	<p>In Ms Tupan's view, to maximise the impact of the CHILD-UP project at best, it will be key to spread the proposed concepts and methodologies among the different categories</p> <ul style="list-style-type: none"> - The Ministry of Education in The Netherlands implements strategies through the "Equitable opportunity Alliance" and is always looking for research materials to be integrated into its programmes. CHILD-UP may be brought to the

	<p>needs, while the idea of empowering them through agency could be a key attitude to fighting the idea of wrongly labelling this category. CHILD-UP fights this idea through the concept of children's agency, which should be stressed not only at the policy-making level but at all the decision-making levels (regional, city, school, and non-formal education).</p> <p>This is also because many policy-makers are not ready (or politically willing) to start seeing children with migrant backgrounds (and migrants in general) as an enriching factor for their societies. CHILD-UP should focus on converting the empowerment process of children into a tool for educators.</p> <p>For all the above-mentioned reasons, Ms Tupan identified "Migrant children as agents of change in making education more inclusive" as the key topic of her intervention during the Final Conference.</p>	<p>of educators (formal, non-formal, informal, etc.).</p> <p>Also, she stressed the importance of integrating the results of the project into a wider framework, for example by taking advantage of already existing networks and public institutions, particularly at the local policy-making level.</p> <p>In fact, the promotion of results should be contextualised at the local level as much as possible, even by dealing with issues related to the communication between families and schools, in which the idea of agency could constitute a concrete added value.</p> <p>In other words, Ms Tupan suggested going beyond the school level to meet the interest of different educational frameworks, such as non-formal agencies and organisations, and families.</p>	<p>attention of the Alliance and promoted in its newsletter;</p> <ul style="list-style-type: none"> - NUFFIC, the Dutch organisation for internationalisation in education was mentioned as a good multiplier in terms of usage of CHILD-UP results in educational programmes; - In formal education, Ms Tupan proposed the Dutch existing associations of primary schools and the universities that run teachers' training courses, such as the universities of applied sciences, as potential good multipliers of the CHILD-UP results; - European Access Network and its conference scheduled in early 2023 was identified as a good platform to further promote CHILD-UP results; - For online events and webinars, the World Access to Higher Education Network was mentioned as a good resource; - The UNESCO annual World Higher Education Conference was suggested as one of the main events in which CHILD-UP's approach may be promoted even beyond the end of the funded period; - One last useful network was the European Children's Universities Network, which organises events focused on the protection and safeguarding of children's rights.
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Rares Voicu	<p>In Mr. Voicu's words, high attention was devoted to the importance of informal education as a non-institutional gap-filler. In fact, Rares Voicu stressed that the need to integrate formal education with elements of social and "human" education that are often missing through informal education is a firm weak point of many educational systems in Europe.</p> <p>In this field, many practices can be shared by OBESSU during the conference.</p> <p>The title of Mr. Voicu's presentation during the Final Conference was presented as "Inclusive educational policies for refugee school students - grassroots perspectives".</p>	<p>Mr. Voicu proposed to keep alive the network created by the CHILD-UP stakeholder system, with particular reference to the one related to the ISC.</p> <p>Regular meetings of a body that should be enlarged and converted into a community should be aimed at further spreading the values promoted by the CHILD-UP project, as well as generating new initiatives.</p>	<p>Through the existing network of students' associations and unions, OBESSU was identified as an effective channel through which CHILD-UP's methodology may be disseminated around Europe.</p> <p>Mr. Voicu particularly stressed the association's statutory meetings, its social media channels and its regular newsletters as the main communication tools in which the project might be presented and made visible to a large, young audience of students.</p>
David Degabriele	<p>Broadly speaking, David Degabriele proposed to give an overview of the Maltese context and learning experience in dealing with migrant learners/children by contextualising the migrants' learning journey managed by the Migrants Learning Unit (MLU) within the Ministry for Education, Youth, Sport and Research (MEYR) of Malta.</p> <p>This was presented as an opportunity to show how the hybrid integration approach, as opposed</p>	<p>In Mr. Degabriele's opinion, it would be paramount for the CHILD-UP project to continue living and be a vital resource for policy-makers and most importantly for educators who in one way or another are directly or indirectly involved with migrant learners.</p> <p>It would be very important that the project is kept 'alive' by continuing to provide updated resources, constant uploading of relevant posts,</p>	<p>In the Maltese national / local context, the main centre from where all the activities related to CHILD-UP should be promoted/disseminated/implemented is the Migrant Learners Unit (MLU), which is the main unit within the Ministry of Education responsible for migrant learners.</p> <p>However, in order to maximise the positive outcomes of this project, Mr. Degabriele admitted that the Ministry should not limit the action to the MLU context by compartmentalising the issue of migrant learning, on the</p>

	<p>to ‘integration by imposing’ would be very beneficial for an easier and much more effective integration for the migrant learners.</p> <p>David Degabriele added that his presentation would explain how the Maltese Ministry already implements interesting strategies by focusing on the socio-emotional development of the learner, looking at diversity as an asset rather than a problem, emphasising conflict prevention and resolution through dialogue and investing in life skills competences/education.</p>	<p>multimedia resources, sharing of new good practices, the inclusion of new research and policy papers, etc. By ensuring this ‘keeping updated’ approach even after the project lifecycle, CHILD-UP would ensure that migrant learners’ educators are kept supported so that they can offer their very best in their daily work.</p> <p>Governing bodies and/or policy makers also have to bear in mind their responsibility by carrying on promoting the CHILD-UP project by disseminating information, making references to it in related fora such as conferences on migrant learners and other related projects, as well as by promoting its view and approach in schools.</p>	<p>contrary, it shall promote and encourage the use of CHILD-UP resources in mainstream subjects such as the PSCD (Personal, Social, Career Development), Ethics, Social Studies and Religious Education.</p> <p>The Ministry’s aim, as much as possible, shall be not to ‘stream’ learners based on their background but to integrate them to the best of its abilities into the learning student community.</p> <p>Moreover, Mr. Degabriele stressed that making more references to the CHILD-UP project in international networks and other initiatives would not only raise more awareness of the project but also ensure that its positive values are increasingly used for the benefit of all learners.</p>
Giusy D’Alconzo	<p>The intervention at the final conference focuses on the political subjectivity of children and youngsters with migrant backgrounds as a key element to foster their inclusion and promote social cohesion.</p> <p>From an NGO perspective, informal education and social support were identified as relevant tools to create preconditions of agency and real participation of children in social and political life.</p> <p>Ms D’Alconzo furthermore stressed how the presentation would have also relied on the</p>	<p>Dissemination of the policy outcomes of the project among institutional stakeholders, experts, NGOs and activists was defined as “of paramount importance” to share the knowledge and capitalise on it for future initiatives/projects.</p> <p>Maintaining links with other Horizon projects (such as Immerse, in which Save the Children is a partner) was seen as another way to reach the academic and NGO communities.</p> <p>In addition to that, NGO platforms at the national level – such as in Italy the Tavolo saltamuri and the Tavolo minori migranti – can be recipients of communications on the outcomes of the project. Last but not least, maintaining contacts among actors involved in the project could lay the basis for future collaborations in continuity with CHILD-UP.</p>	

	extensive experience of Save the Children with unaccompanied migrant children.		
Bonney Magambo	During the final ideas forum, Ms Magambo shared the will to present the concrete actions to be implemented within SINGA France regarding the publication of the CHILD-UP research results, in order to raise awareness among parents and migrant children in its community and inspire partners to do the same in their community.	By finding ways to share them with stakeholders to raise awareness about the pillars of the project approach and the solutions imagined, as well as by sharing the results with politicians and the decision-makers in general concerned by the immigration problem.	<p>In Ms Magambo's view, the activities should aim to raise awareness among the relevant actors (associations working with immigrants, schools and other structures working with children) and organise events to share the results directly and in simple ways.</p> <p>In addition to what was envisaged by Ms Magambo within SINGA, she suggested that the associations and actors involved in the issue of immigration should adapt the sharing of the results according to their utility for the activities developed within their structures and institutional objectives.</p>

Conclusions

The role of stakeholders at the local and international levels has been one of the key features of the CHILD-UP Project. It was explicitly intended this way and it resulted to be a crucial element in the capacity of the project to go through all its phases in troubled times, continuously absorb new voices and new suggestions in the collection and interpretation of data, and in the analysis of relevant school practices.

In the second half of the project, the opportunity to discuss the key concept and results of the project with school professionals, policy makers and children with migrant backgrounds allowed to refine the identification of different kinds of recommendations directed not only to policy makers, but also to teachers' trainers/educators, to school staff, and other stakeholder networks and categories. In order to produce their expected impact, these recommendations and the research results on which they built need to be diffused not only by the project partners but also by the stakeholder groups that were activated by and through the CHILD-UP project at the local and international levels. Many stakeholders' representatives indeed became partners in dissemination and sustainability and made the CHILD-UP project visible, its results usable and its messages instrumental not only for promoting a new approach to migrant children's integration but also for advocating in favour of an inclusive concept of education at large.

"Sustainability through Networking" was the approach followed by the project, sharing the ownership of project concepts and results with other projects and initiatives that might strengthen the perspective of substantial mainstreaming. The initial signs of success of this approach were quite visible in the project Final Conference (Deliverable 8.5), which collected a great variety of proposals for joint activities and initiatives following CHILD-UP and designed along the lines of its approach. As outlined in the previous pages, project partners largely expressed their will to continue to interact with the old and new stakeholders to guarantee that these proposals will be implemented.

ANNEX 1 - Example of Local Stakeholders' Committee meeting report

UNIMORE

The CHILD-UP research in Italy is conducted in three different locations: Modena, Reggio Emilia and Genova. It is impossible to meet all the involved stakeholders in the same place; therefore the meetings of the Local Stakeholder Committee (LSC) were three, with the same organisation and the same type of results.

The meetings were held at the Istituto Nautico in Genova (September 13), at the Centro Mondinsieme in Reggio Emilia (October 8) and at the Multicentro Educativo Modena (October 10). All these meetings took more than 1 hour and half, for a total of almost 5 hours.

The following list includes all participants, specifying in which town they participated (in the case of Genova, the meeting also included some teachers who were interested although they were not included in the committee, which are not included in the list). Almost all principals, but two, sent representatives as they could not participate. Some members of the LSC could not participate.

List of participants

Schools

Enrica Giannini (IC Teglia, Genova)

Maria Teresa Vaccatello (Principal, IC Molassana e Prato, Genova)

Paola Pogliani (IPSIA Otero, Genova)

Bruna Roveda (IC Voltri, Genova)

Marina Cerrato (IC Pontedecimo, Genova)

Antonella Ferrari (IC1, Modena)

Marta Esposito (IC4, Modena) Tiziana De Leo (IC8, Modena)

Silvia Zetti (Principal, IC9, Modena)

Elena Melegari (IC Carpi Centro)

Francesca Franceschini (IPSIA Corni, Modena)

Marco Cecalupo (IC Da Vinci, Reggio Emilia)

Institutions

Cristina Micali (Comune di Genova)

Caterina Bellei (Centro Memo, Comune di Modena)

Rita Bondioli (Comune di Modena)

Mario Cipressi (Comune di Reggio Emilia, Centro Mondinsieme)

Simona Assunta Mallemi (Ufficio scolastico regionale Liguria)

Maurizio Macciantelli (Ufficio scolastico provinciale, Modena)

Cinzia Ruozzi (Ufficio scolastico provinciale, Reggio Emilia)

Mara Morelli (Università di Genova)

Daniilo De Luise (Fondazione San Marcellino, Genova)

Eva Ferri (Fondazione San Filippo Neri, Modena)

Cooperatives and associations

Giulia Bottero (Coop. ARCOS, Genova)

Rosa Angela Caviglia (associazione Il Moltiplicatore, Genova)

Vittorina Maestroni (Centro Documentazione Donna, Modena)

Francesca Vaccari (Coop. Mediando, Modena)

Giulia Zoboli (Coop. Gulliver, Modena)

Isabel Nunez (Coop. La Dimora d'Abramo, Reggio Emilia)

Giulia Nasuti (Coop. Reggiana Educatori, Reggio Emilia)

The meetings started with a short presentation of the project. In fact, the project was already known by the large majority of the participants, following a series of meetings with single schools, institutions and cooperatives/associations in Spring 2019, during the preparation of the survey.

The short presentation of the project was followed by the updating of the survey (WP4), regarding the collected data and the ongoing collection of data. This updating was followed by a discussion about the ways of completing the data collection and the time required for this completion. A general concern, which was evidenced by some participants, was the difficulty of involving parents in both the survey and consent. This for three reasons: (1) the survey was made in the very last part of the school year; (2) the consent forms are particularly complex; (3) the questionnaires are not very easy to fill. In some cases, the schools had to complete the data collection in October. Other participants asked for further details about the way of doing the survey.

The third part of the meeting concerned the planning of future research activities, starting from February 2020. After the presentation of the research tasks, about the dialogic activities that should be video and audio recorded, the discussion concerned three issues:

1. The first issue was the type of dialogic activities which the participants could propose. The coordinator stressed the importance that the members of the LSC were active in proposing the activities. The participants were very active in proposing activities and showed great interest in the future opportunity to realise them. A preliminary set of possible activities was collected during the meetings, while the final list will be checked in a further phase, involving other people in schools and services. Further meetings will be planned with the single schools/services.
2. The second issue was the necessity of collecting new consent forms for parents, in particular for video-recording, which will probably require a long time; therefore, the lists of activities should be prepared quickly in order to ask for consent.
3. The third issue was the possible collaboration between schools/services and cooperatives and associations working in the communities about education and mediation; this potential collaboration was explored during the meeting and will be described in the final list of activities.

The follow up of this plan has been planned for the second half of November.

The final part of the meetings concerned the dissemination of the project. The importance of the LSC in this dissemination was stressed by the coordinator, who also presented the organisation of dissemination according to the dissemination plan elaborated by the CDI-WG. It has been decided that a first meeting, in each location, will concern the presentation of the results of the survey, together with some discussion on the policies and practices in the different countries (reports in WP3). As the final reports are foreseen at the end of January, this meeting will be held in February or at the beginning of March (date to be decided).

ANNEX 2 - Collection of local stakeholders involvement plans (produced by each research partner at the beginning of the project)

Center for Research, Training and Consultancy at the Protestant University of Dresden gGMBH (ZFWB gGMBH)

AREA 1 (Schools)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Children				
Teachers	Deutscher Lehrerverband (German association of teachers): umbrella organisations for teachers Netzwerk Hamburger Lehrkräfte mit Migrationshintergrund (network for migrant teachers in Hamburg)	dissemination of results/ methods extracted during the project	phase 3 – 4	to be contacted we have contacted them, but did not receive an answer



Parents	Bundeselternnetz der Migrantenorganisationen für Bildung und Teilhabe (Nationwide Parental Network of Migrant Associations for Education and Participation): aims at establishing a nationwide network of initiatives and associations of parents with migration background	dissemination of the results	phase 3	to be contacted
School heads	contact person will be named after official approval by the local government	support in data collection across different phases of the project, dissemination of results, application of insights and methods gained during the project	phase 1 to 4	we already have started to contact schools
Education and VET institutions	<p>Adult education center (Volkshochschulen Dresden/ Görlitz/ Hamburg): provides, amongst others, opportunities for education, intercultural exchange and communication; offers second language courses</p> <p>Teach First: aims at educating and empowering children and adolescent in transitions, focus on socially disadvantaged children</p> <p>Goethe Institut: language course and bicultural education</p> <p>Kompetenzzentren für sprachliche Bildung in Görlitz und Dresden: offers language courses for target groups</p>	providing access to target groups (e.g., migrant mothers, social workers), discussion of barriers/ challenges in the educational setting	<p>phase 1/ 2</p> <p>phase 1/ 2</p>	we already have started to contacted them and added the VHS Dresden as well as Teach First Sachsen to our stakeholder committee

Local education managers	Bildungskoordinatoren für (Neuzugewanderte) Jugendliche (educational coordinators funded by the government): provide information on educational possibilities for migrants, tries to coordinate and enhance the communication and interaction between different actors in the field of education, offers counselling and information to local authorities	access to target groups, discussion and dissemination of results	phase 1 to 4	added to the local stakeholders' committee
Teacher and student unions	Fachschaften im Bereich der Erziehungswissenschaften an der TU Dresden (students council of educational science, university of Dresden)	dissemination of results/ methods	phase 3/4	to be contacted
Educators (e.g. contracted by schools for non-curricular activities or second language learning)				

AREA 2 (Protection services and reception centres)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	<i>Period</i> <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> Preparation phase (months 1-4) Early development phase (months 5-12) Project implementation phase (months 13-30) Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Local administrators	<div>██████████ (Kinder- und Jugendbeauftragte DD)</div> <div>████████████████████, Jugendhilfeplanung Dresden</div>	support in identifying policies and interventions in the field of education, discussion of results	phase 1 to 4	added to our local Stakeholder committee
Social workers	<div>Landesarbeitsgemeinschaft Schulsozialarbeit Sachsen e.V.</div> <div>Bundesarbeitsgemeinschaft Evangelische Jugendsozialarbeit, BAG EJSA e.V. (Christine Lohn)</div> <div>Kinder- und Jugendbüro Dresden</div>	sponsorship in accessing to schools, social workers, and reception centers	phase 1 to 4	<div>we are already in contact and they help us to get access to schools</div> <div>to be contacted</div> <div>added to our local Stakeholder committee</div>
Health and Housing workers				
Sport and Leisure associations				

<p>NGO staff offer assistance, help, information for families/ children and adolescents with migration background</p>	<p>Diakonie Hamburg, Diakonie Dresden</p> <p>Caritas: Kinder- und Jugendmigrationsdienst Dresden ([REDACTED])</p> <p>Kinder- und Jugendmigrationsdienst Hamburg</p> <p>Migrations-Jugendsozialarbeit beim Paritätischen GV (Claudia Karstens)</p> <p>Paritätischer Verband Hamburg</p> <p>Bildungs- und Beratungskarawane e.V.</p>	<p>sponsorship in accessing to migrant families, social workers, and reception centers; provision of information on policies and interventions in the field of integration; dissemination of results</p>	<p>phase 1 to 4</p>	<p>we have started to contact them and already have added some partners to our local Stakeholder committee</p>
<p>Migrant associations</p>	<p>Ausländerrat e.V.: Advocates the interests of migrants in Dresden, aims at enhancing cultural, social, and political integration and participation of migrants as well as empowerment of migrants</p> <p>Türkische Gemeinde in Hamburg und Umgebung e.V.</p>	<p>sponsorship in accessing to migrant families, social workers, and reception centers; provision of information on policies and interventions in the field of integration; dissemination of results</p>	<p>phase 1 to 4</p>	<p>added to the Stakeholder committee</p> <p>contacted, waiting for response</p>
<p>Religious organisations</p>				
<p>Representatives of enterprises and unions</p>	<p>VERDI</p>	<p>dissemination of results</p>	<p>phases 3/4</p>	<p>to be contacted?</p>

	<p>Gewerkschaft Erziehung und Wissenschaft (Union Education and Science)</p> <p>DGB MigrAr Hamburg: supports migrants without an official permission</p>			
<p>Public service interpreters/intercultural mediators and agencies</p>	<p>Organizations such as KALEB e.V., SPIKE Dresden, Outlaw Dresden, Kolibri: aims at supporting children and adolescents, family, tries to improve their living conditions, cultural education, democracy, etc., advocated children rights and empowers them to be active</p> <p>Deutsches Kinderhilfswerk e.V.</p> <p>Landesjugendring Hamburg/Sachsen</p> <p>Sächsischer Flüchtlingsrat e.V.: aims at the protection and human placement/ housing of refugees in Saxony</p>	<p>sponsorship in accessing to migrant families, social workers, and reception centers; dissemination of results</p>	<p>Phase 1/ 2 to 4</p>	<p>we have already started to contact them</p>

AREA 3 (Policy making)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Local politicians/government officers	Integrationsbeirat Dresden/Hamburg Behörde für Schule und Berufsbildung (Contact: Silvana Safouane) Integrationskoordinatoren im Landkreis Görlitz (Frau Eckert/Contact: Matthias Reuter)	sponsorship in accessing to kindergartens and schools; dissemination of results	phase 1 to 4	We have already started to contact them and added some of them to our local Stakeholder committee.
Regional politicians/government officers	Saxonian Ministry of Education (SMK) State Office for School and Education (LaSuB) Saxonian Ministry for Social Questions and consumer protection (Referee:  )	regulates access to preschools and schools, has official numbers on migrant children and adolescents, approval by these authorities is required	phase 1 to 4	We have already contacted both governmental authorities. added to the local Stakeholder committee

	<p>Saxonian State Ministry of Science and Art (SMWK)</p> <p>ZEUSS - The Central EU Service Institution Saxony (ZEUSS) is an offer of the Saxon State Ministry of Science and the Arts (SMWK)</p>			<p>December 2018: invitation to a festive event in the Saxonian State Ministry of Science and Art by the State Secretary for Science and Arts of the Free State of Saxony (short presentation of the WAY to the project CHILD-UP and other activities in Horizon 2020 of the research group)</p> <p>added to the local Stakeholder com-mittee</p>
National politicians/government officers	<p>BMFSFJ (National Ministry of Family, Seniors, Women, and Youth)</p> <p>BAMF (Federal Office for Migration and Refugees)</p>	dissemination of results	phase 3/4	to be contacted
Other organisations contributing to policy making	<p>Sachverständigenrat deutscher Stiftungen für Integration und Migration GmbH, Berlin (Expert advisory board of German public trusts for integration and migration)</p> <p>Ökumenisches Informationszentrum (Annegret Krellner)</p>	<p>dissemination of results</p> <p>Support in accessing migrant families, mediators/ translators</p>	<p>phase 3/4</p> <p>Phase 1 - 4</p>	<p>to be contacted</p> <p>We have already started to contact them and added some to our local Stakeholder committee.</p>

	Landesarbeitsgemeinschaft politisch-kulturelle Bildung Sachsen e.V. PoKuBi			
Social partners				
Political parties				
NGOs	Kitrazza/ Kulturbüro Dresden (Peggy Stockhowe)	offer for children and youth in Dresden	Phase 1 to 4	We have already contacted them, but did not receive an answer yet.

AREA 4 (Research communities)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Researchers and Research Units (e.g. fields: Education, Sociology, Political and Administration Science, International humanitarian law, Anthropology, Childhood studies, Gender studies)	DIPF (Leibniz Institut for Research and Information on Education – contact person: Prof. Dr. Hasselhorn); NEPS (National Educational Panel Study – contact persons: Prof. Dr. Stanat, Prof. Dr. Artelt): supports educational research, educational practice, educational policy and educational administration on the basis of scientific infrastructure services as well as research and educational system evaluations; the German National Educational Panel Study (NEPS) provides longitudinal data on educational processes and competence development	Information on policies and interventions in the educational area	phase 2 to 4	We have already started to contact them, and added some researchers to the Local Stakeholder committee.
	Prof. Dr. [REDACTED]	expert in school research, support in accessing school, exchange of	phase 1 to 4	

	<p>Researches with focus on migration (interdisciplinary selection):</p> <ul style="list-style-type: none"> - [redacted] (DIJ, München) - Prof. Dr. [redacted] (Universität Hamburg) - Dr. [redacted] (University of Luxembourg) - FU Berlin: Prof. Dr. [redacted], Prof. Dr. [redacted] - [redacted], Institut für Sozialpädagogische Forschung Mainz gemeinnützige GmbH (ism gGmbH) - Prof. Dr. [redacted], University Hildesheim - Dr. [redacted], FAU Erlangen-Nürnberg 	<p>ideas on analysis of interaction, childhood studies.</p> <p>Exchanges of ideas and workshops on analysis of interaction, integration/participation, childhood studies, mediation and second language.</p>		
Migrant scholars and scientists				
Research funding organisations	<p>Frau [redacted] / Nationale Kontaktstelle</p>	<p>Governmental support in order to conduct the study, dissemination of results</p>	<p>Phase 1 to 4</p>	<p>We are already in contact with these partners and several dissemination activities are planned.</p> <p>May 2019: Participation in the Meeting "Research on Migration and Integration - From Science to Society", Organizer: National Contact Points for Horizon 2020" (https://www.euburo.de/erstinformation.htm); an supportive (EU) office of the</p>

				<p>Federal Ministry of Education and Research). Main aims: "(a) to promote networking and exchange between the projects, but also with potential users, in order to give suggestions for further work., (b) to demonstrate the sustainability and societal impact of the research projects and thus increase the social acceptance of research funding in this area." As a project partner of CHILD-Up we/the ZFWB is invited to participate in the panel discussion as well as to introduce the project to the project market."</p> <p>May 2019: host of the Conference for EU funding policy (state church EU funding agents of the member churches together with the service center for EU funding policy / projects in Brussels run by EKD and Diakonie Deutschland), presentation of CHILD-UP and other activities on EU level</p>
Partner organisations in previous related R&I projects	<p>Protestant Church in Germany (EKD), The Representative of the Council Brussels Office, Funding Counselor (Frau [REDACTED])</p> <p>Referentin für Fördermittel und Fundraising der Ev.-Luth. Landeskirchenamt (Frau [REDACTED])</p>			

Local Stakeholders Committee composition

Name	Organisation	Function	Notes
1. [REDACTED]	Das Rauhe Haus – Evangelische Hochschule für soziale Arbeit und Diakonie	Professor	
2. [REDACTED]	Ausländerrat e.V.	head	
3. [REDACTED]	ZEUSS	Referee	
4. [REDACTED], [REDACTED]	City of Dresden	Bildungskoordinatorin für (Neu-)Zugewanderte (Bereich frühkindliche Bildung/ Bereich Schulische und Berufliche Bildung)	
5. [REDACTED], [REDACTED]	Landkreis Görlitz	Sachgebietsleiterin Integration	
6. [REDACTED]	City of Dresden	Kinder- und Jugendbeauftragte	
7. [REDACTED]	TU Dresden	Professor emeritus, expertise in school research	
8. [REDACTED]	City of Dresden	Head	Youth welfare/services planning
9. [REDACTED]	DIJ München	Researcher	actual project on the educational integration of migrant adolescents
10. [REDACTED]	Evangelische Akademie Meißen	Course Administrator for Youth Studies	
11. [REDACTED]	Saxonian Ministry for Social Questions and consumer protection	Referee	
12. [REDACTED] (DD), [REDACTED] (HH)	Volkshochschule	Vice director VHS Dresden, Representative VHS Hamburg	Susanne Schuhmacher is contact person for language course for migrant mothers
13. [REDACTED], [REDACTED]	Caritas Sachsen	Kindermigrationsdienst/ Jugendmigrationsdienst	
14. [REDACTED]	Ökumenisches Informationszentrum e.V.	Counsellor Migrationsberatung	speaks Arab and English
15. [REDACTED] (DD), [REDACTED] [REDACTED] (HH)	TEACH First	Representatives for the region Saxony and Hamburg	
16. [REDACTED]	Kinder- und Jugendbüro Dresden	Team member and representative	
17. [REDACTED]	University Hamburg	Professor Lab Educational Psychology and Personality Development	

18. [REDACTED]	GEW/Trade Union Education and Science	Head Anti-discrimination, Migration and International Affairs Unit	
19. [REDACTED]	Paritätischer/Hamburg /Welfare Association	Team member/school	
20. [REDACTED]	BSB Hamburg/School and Vocational Training Authority	Referee	
21. [REDACTED]	SMK/ Saxon State Ministry of Education and Cultural Affairs	Referee	
22. [REDACTED]	Saxony State Parents' Council	Chair	

AREA 1 (Schools)

Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Children				
Teachers				
Parents				
School heads	Primary school no 5 in Łuków	Involved in research (both quantitative and qualitative) Evaluation of the project	Project implementation phase (months 13-30)	
Education and VET institutions				

Local education managers				
Teacher and student unions				
Educators (e.g. contracted by schools for non-curricular activities or second language learning)				

AREA 2 (Protection services and reception centres)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> Preparation phase (months 1-4) Early development phase (months 5-12) Project implementation phase (months 13-30) Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Local administrators				
Social workers	Municipal Social Welfare Center in Cracow	Involved in research (interviews with social workers) Discussing the outcomes Discussing / creating recommendations	Early development phase (months 5-12) Project implementation phase (months 13-30) Exploitation/Mainstreaming phase (months 31-36 and beyond)	
Health and Housing workers				
Sport and Leisure associations				
NGO staff				
Migrant associations				
Religious organisations				

Representatives of enterprises and unions				
Public service interpreters/intercultural mediators and agencies				

AREA 3 (Policy making)

Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Local politicians/government officers				
Regional politicians/government officers				
National politicians/government officers	Office for Foreigners	Discussing outcomes and recommendations Dissemination / patronage	Project implementation phase (months 13-30) Exploitation/Mainstreaming phase (months 31-36 and beyond)	
Other organisations contributing to policy making				
Social partners				
Political parties				

NGOs	<ul style="list-style-type: none"> • Mikołaj Rej Foundation • Legal Aid Center Halina Niec • “For the Earth” Association 	<ul style="list-style-type: none"> • Facilitating the access • Cooperating in research • Involved in research • Discussing outcomes • Creating / discussing recommendations 	<p>Early development phase (months 5-12)</p> <p>Project implementation phase (months 13-30)</p> <p>Exploitation/Mainstreaming phase (months 31-36 and beyond)</p>	
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AREA 4 (Research communities)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	<i>Period</i> <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Researchers and Research Units (e.g. fields: Education, Sociology, Political and Administration Science, International humanitarian law, Anthropology, Childhood studies, Gender studies)	<p>The Committee on Migration Research of the Polish Academy of Sciences</p> <p>Center for Research on Migrants Education and Integration</p>	<ul style="list-style-type: none"> • To help diffusing project results • To cooperate in enhancing media coverage for the project (fanpage of the Committee) • To provide feedback concerning research activities • To discuss and evaluate research methods and research results, to plan common activities 	<p>Project implementation phase (months 13-30)</p> <p>Exploitation/Mainstreaming phase (months 31-36 and beyond)</p>	
Migrant scholars and scientists	<ul style="list-style-type: none"> • [REDACTED] – the President of the Committee • [REDACTED] Ph.D. 	<ul style="list-style-type: none"> • To contribute to the evaluation of activities carried out • To discuss and evaluate research methods and research results • Creating / discussing recommendations • Exchange of experiences, discussing recommendations 	<p>Project implementation phase (months 13-30)</p> <p>Exploitation/Mainstreaming phase (months 31-36 and beyond)</p>	

	<ul style="list-style-type: none"> Prof. [REDACTED] (University of Wrocław and Wrocław Education Council – social partner by Wrocław City Mayor) 			
Research funding organisations				
Partner organisations in previous related R&I projects				

Local Stakeholders Committee composition

<i>Name</i>	<i>Organisation</i>	<i>Function</i>	<i>Notes</i>
1. [REDACTED]	Fundacja im. Mikołaja Reja (Mikołaj Rej Foundation)	President	
2. [REDACTED]	Stowarzyszenie „Dla Ziemi” (“For the Earth” Association.)	President	
3. [REDACTED]	Stowarzyszenie Centrum Pomocy Prawnej im. Haliny Nieć (Legal Aid Center Halina Nieć)	President	
4. [REDACTED]	Miejski Ośrodek Pomocy Społecznej w Krakowie (Municipal Social Welfare Center in Cracow)	Head / Director	
5. [REDACTED]	Urząd do Spraw Cudzoziemców (Office for Foreigners)	Head of the Office for Foreigners	
6. [REDACTED]	Urząd do Spraw Cudzoziemców (Office for Foreigners)	Specialist at the Social Welfare Department	

AREA 1 (Schools)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Children	Elevråd [pupil council]			
Teachers	Hermodsdalskolan			
Parents	Föräldraråd [parents council] Rosengårds föräldraförening [Rosengård parents association] Parents from youth associations, eg. fotball			
School heads	Ulrika Bokelund, principal, Hermodsdalsskolan			

Education and VET institutions	<p>██████████, Pedagogisk Inspiration</p> <p>Grundskolefotboll mot rasism, PI</p>			
Local education managers	<p>██████████, Grundskoledirektör [Primary School Director], City of Malmö</p> <p>██████████, Kvalitets- och utvecklingschef [Quality and development director], Gymnasie- och vuxenutbildningsförvaltningen, City of Malmö</p>			
Teacher and student unions	<p>Lärarförbundet [Teachers' Union]</p> <p>Lärarnas riksförbund</p>			
Educators (e.g. contracted by schools for non-curricular activities or second language learning)	<p>Rosengårdsbiblioteket</p> <p>Läxhjälp [Home Work Support], Malmö Municipality</p> <p>Läxhjälp [Home Work Support], Red Cross</p>			

AREA 2 (Protection services and reception centres)

<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> Preparation phase (months 1-4) Early development phase (months 5-12) Project implementation phase (months 13-30) Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Local administrators	Språkcentralen			
Social workers	██████████, director, Integrationscenter [Integration Centre], City of Malmö ██████████, welfare department, City of Malmö ██████████, Lund Municipality			
Health and Housing workers	██████████, Senior Advisor, City of Malmö ██████████, housing unit director, City of malmö ██████████ [Save the Children]			
Sport and Leisure associations	Rosengård FC MFF			

	MALBAS			
NGO staff	██████████, IM ██████████, Save the Children ██████████, Save the Children ██████████, Save the Children ██████████, IM			
Migrant associations	██████████, Ensamkommandes förbund			
Religious organisations	Ibn Rushd			
Representatives of enterprises and unions	Project with unaccompanied children, ██████████, Malmö Hjälteskolan, Theatron			
Public service interpreters/intercultural mediators and agencies	Områdesvårdar, City of Malmö			

AREA 3 (Policy making)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	<i>Period</i> <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> Preparation phase (months 1-4) Early development phase (months 5-12) Project implementation phase (months 13-30) Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Local politicians/government officers	██████████, senior advisor, City of Malmö Gustavo Nasar, PI			
Regional politicians/government officers	██████████, Kommunförbundet Skåne Jenny Strand, Kommunförbundet Skåne Region Skåne			
National politicians/government officers	DELMi (Delegation for Migration Studies), Swedish government Skolverket Myndigheten för ungdoms- och civilsamhällesfrågor (MUCF)			
Other organisations contributing to policy making	UNESCO/LUCS, Botkyrka, Stockholm All NGO:s mentioned			

Social partners				
Political parties				
NGOs	Save the Children Red Cross Individuell Människohjälp (IM) Asylum Group Reach for Change			

AREA 4 (Research communities)

Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Researchers and Research Units (e.g. fields: Education, Sociology, Political and Administration Science, International humanitarian law, Anthropology, Childhood studies, Gender studies)	<p>██████████, dean with responsibility for external collaboration, Faculty of Learning and Society, Malmö University</p> <p>██████████, Department of teachers education, Malmö University</p> <p>██████████, head of research school of migration/diversity and schooling, Malmö University</p>			PK focuses on teachers, LB on migrant parental involvement in school, and PD on unaccompanied minors (but no particular focus on schools)
Migrant scholars and scientists	<i>We cannot categorize this, all researchers are in the box above.</i>			

Research funding organisations	<p>Swedish Institute for Educational Research (<i>Skolforskningsinstituttet</i>)</p> <p>Educational Science, Swedish Research Council (<i>Vetenskapsrådet</i>)</p> <p>██████████, KfSK representative in Brussels</p>			
Partner organisations in previous related R&I projects	<p>Research and Development Unit for education, City of Malmö</p> <p>Reach for Change</p> <p>Individuell Människohjälp (IM)</p> <p>Save the Children</p>			



Local Stakeholders Committee composition

Name	Organisation	Function	Notes
1. [REDACTED]	City of Malmö	Research and development	
2. [REDACTED]	City of Malmö	director	
3. [REDACTED]	Malmö University	dean	
4. [REDACTED]	City of Malmö	Research and development	
5. [REDACTED]	Hermödsdalsskolan	principal	

AREA 1 (Schools)				
Stakeholder category	Name of individuals or organisations	Key messages <i>(will be discussed on 6:th of April)</i> <i>messages represent the contents that the project wants to deliver to the potential stakeholders</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Children				
Teachers	██████████, teacher, City of Tampere			
Parents	SeAMK teachers with contact to international students who are parents ; Members of Parents' Peer Groups.	Facilitating contacts with parents with migrant background.	1 -2 Meeting in TAMK 27.5.2019 with the peer group; enhancing knowledge of Child-up project among parents with migrant background.	
School heads	Principals at local schools (as confirmed by the City administration)	Creating basis for child-orientated knowledge formation for integration at schools. Gaining permission for data collection and access to classrooms.	<ol style="list-style-type: none"> 1. 2. 	

Education and VET institutions	<p>Hellevi Lassila (vocational upper secondary in Seinäjoki)</p> <p>Etelä-Pohjanmaan opisto</p> <p>Yrittäjäopisto</p> <p>Tampere University of Applied sciences</p> <p>Etelä-Pohjanmaan liitto</p>	<p>Creating basis for knowledge formation that helps to face special needs of immigrants in their upper secondary education.</p>	1	
Local education managers	<p>Seinäjoki:</p> <p>Jari Jaskari (Basic education and upper secondary education);</p> <p>Aija-Marita Näsänen (Early Childhood education)</p> <p>Tampere:</p> <p>Tuija Viitasaari, kasvatus- ja opetuspäällikkö (early childhood educ., basic and lower secondary education)</p> <p>Jorma Suonio (general upper secondary education)</p>	<p>Creating basis for knowledge formation in order to facilitate education planning in the region, that takes immigration and integration into account.</p>	<p>1 email 29.5.2019; meeting with Näsänen with regional direction 13.6 .in SeAMK. Meeting with Viitasaari kanssa 11.6. Meeting with Jaskari 20.6.</p> <p>2. Gaining authorisation to access schools</p>	
Teacher and student unions	The Trade Union of Education in Finland, OAJ			
Educators (e.g. contracted by schools for non-curricular activities or second language learning)				

Teacher training institutions	<p>Jyväskylä University, Perustaidot haltuun-project, Taina Tammelin-Laine</p> <p>Tampere University: Dived –project http://dived.fi/en/ Maija Ylijokipii and Raisa Harju-Autti</p> <p>Tampere University of Applied Sciences (vocational teacher education)</p>	<p>Informing of Childup, cooperating</p>	<p>3 Disseminating questionnaire among teachers and language tutors</p>	
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AREA 2 (Protection services and reception centres)

Stakeholder category	Name of individuals or organisations	Key messages <i>will be discussed 6:th of April</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Local administrators	<p>Tampere City reception centre</p> <p>The Finnish Red Cross</p>	<p>Creating basis for knowledge formation in order to facilitate and face special needs for services and support in service planning.</p>	<ol style="list-style-type: none"> 1. Contacts for gaining access to the field; email 5.6. to Tampere Redcross: email 11.6. 2. Authorisation and contacts to the units gained. 	

Social workers	<p>Seinäjoki City, Youth services</p> <p>Tampere City, integration of newly arrived refugees</p> <p>Seinäjoki City, municipal integration service office (social work)</p> <p>School social workers in participating towns</p>	<p>Creating an arena for discussion and reflection considering professional practices among youth with history of refugee.</p> <p>Creating basis for knowledge formation implemented in professional international youth work</p>	<p>1. Contacts for gaining access to the field</p> <p>2 Confirmed access to field research (social workers) both in Tampere and Seinäjoki</p>	<p>youth work, Seinäjoki city, international confirmed</p>
Health and Housing workers	<p>Tampere reception centre for refugees health and housing workers</p>	<p>Creating an arena in a form of LSC to reflect on everyday life and experiences considering work with immigrants and refugees in their homes.</p>	<p>1 Cooperation when accessing reception centre. Child-up project provides interpretation</p>	<p>Reception centre workers cooperate with schools, families and education professionals. early childhood education and first grades education, networking with national migration office.</p>
Sport and Leisure associations				

NGO staff	<p>Child-protection NGOs: Mannerheim league for children (local action groups)</p> <p>Pakolaisnuorten tuki ry (Supporting Refugee Youth) https://www.kolvi.fi/english</p>		<p>1. Contacts for gaining access to the field</p> <p>2. Agreeing on cooperation</p>	<p>MLL: Mannerheimin lastensuojeluliitto Mannerheim League for Child Welfare: confirmed</p> <p>Strengthening the local NGO members knowledge and skills in the field of integration (3 – 4)</p> <p>Dissemination of Childup project locally (4)</p> <p>Contacting families 3</p> <p>With Kolvi agreed cooperation of accessing reception centre and conducting the survey with a young adults' group</p>
Migrant associations		<p>Offering an arena in form of LSC for dialogue and reflection in order to reinforce expertise in order to face special needs of immigrants and refugees.</p> <p>Research based information about refugees and children reinforcing and maintaining professional practises and expertise for informal support and aid for immigrants and refugees.</p>	<p>1. Contacts for gaining access to the field</p>	
Religious organisations	<p>Ev. Lutheran church in Tampere and Seinäjoki</p>	<p>Offering an arena for dialogue and reflection between organizations with experiences in working with children, youth and families with immigration background.</p>	<p>1. Reaching respondents, gaining access</p>	

		Research based information about children, youth and families with migration background.		
Representatives of enterprises and unions	Suupohjan elinkeinotoimen kuntayhtymä Into-Seinäjoki Business Tampere			
Public service interpreters/intercultural mediators and agencies	Tampere City, multilingual language service (Mainio)	Offering a multi-professional arena for reflection considering practical work and expertise with children, youth and families with migration background. Research based information to reinforce expertise.	1. Contacts for gaining access to the field; meeting with Nyrhinen 3.7. 2. Access to field: Marja can help delivering the questionnaire to interpreters	

AREA 3 (Policy making)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages will be discussed 6:th of April</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Local politicians/government officers	Suupohjan elinkeinotoimen kuntayhtymä			https://sek.suupohja.fi/inka-in-english
Regional politicians/government officers	██████████, Regional administration, Centre for Economic Development, Transport and the Environment (ELY Centre) in South Ostrobothnia, Immigration unit	arena for sharing and forming knowledge for decision making and management sharing information about international agendas in the field of migration	<ol style="list-style-type: none"> 1. Contacts for gaining access to the field 	Sharing local and national, international information and data Regional aspects of migration and integration: official regulations and guidelines and legislation Networking and dissemination of information and results ELY Centres are responsible for regional tasks in the field of immigration, integration and good ethnic relations.
National politicians/government officers	██████████, National Board of Education		<ol style="list-style-type: none"> 1. Contacts for gaining access to the field 	National Board of Education, education for immigrants, Finnish

	██████████, Ministry of Economic Affairs and Employment (TEM) www.kotouttaminen.fi		2. Informing of the results and messages of the survey	as a second language and literature, language awareness PL 380 (Hakaniemenranta 6), FI-00531 Helsinki TEM www.kotouttaminen.fi expert in children and families.
Other organisations contributing to policy making				
Social partners	representative TBA, The Trade Union of Education in Finland, OAJ			The national labour market organisation protecting the interests of education, training and research sector professionals from early childhood education to adult education and training. Contact to: Päivi Koppanen, vice chair https://www.oaj.fi/en/
Political parties				
NGOs	Pakolaisnuorten tuki ry The Finnish Red Cross The Mannerheim League for Child Welfare			

AREA 4 (Research communities)

Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Researchers and Research Units (e.g. fields: Education, Sociology, Political and Administration Science, International humanitarian law, Anthropology, Childhood studies, Gender studies)	Migration Institute of Finland Tampere University, Faculty of Education Tampere University University Consortium of Seinäjoki	Arena for changing and sharing knowledge crucial issues considering immigration agenda. Reflection between science and knowledge from practical work with immigrants and refugees.	1. Networking and sharing knowledge in the field 2. Participating in LSC supporting local planning and implementation	confirmed
Migrant scholars and scientists	Migration Institute of Finland			
Research funding organisations				

Partner organisations in previous related R&I projects	<p>Tampere University, EduMAP – project / Hanna Toiviainen (at) tuni.fi</p> <p>PERLA – Tampere centre for childhood studies</p> <p>Tampere University of Applied Sciences</p>		<p>3. Presenting preliminary findings in PERLA Conference in Tampere; organising symposium for local stakeholders</p>	<p>https://events.tuni.fi/childhood-2020/</p>
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Local Stakeholders Committee composition

Name	Organisation	Function	Notes
1. [REDACTED]	Tampere University, University Consortium of Seinäjoki	Researcher in socio-linguistics	confirmed
2. [REDACTED]	Migration Institute of Finland	Senior Researcher, migration	confirmed
3. [REDACTED]	City of Tampere, Reception Center.	family worker	confirmed
4. [REDACTED]	Kauhava municipality	Immigration coordinator	invited
5. [REDACTED]	City of Seinäjoki	Youth worker	confirmed
6. [REDACTED]	<u>The Mannerheim League for Child Welfare</u>	Child protection, family support	confirmed
7. [REDACTED]	The Trade Union of Education in Finland	Teachers	invited
8. [REDACTED]	ELY-centre, The centre for economic development, Regional Centre of South Ostrobothnia	Regional Government officer, Immigration and education	confirmed
9. [REDACTED]	Finnish National Agency for education	education for immigrants, Finnish as a second language and literature, language awareness	confirmed
10. [REDACTED]	Tampere, school	Teacher,	confirmed
11. [REDACTED]	Suupohjan elinkeinotoimen kuntayhtymä, (SEK), Kansainvälisyyskeskus Inka, immigration centre	International talent, recruiting and supporting	confirmed
12. [REDACTED]	Tampere University of Applied Sciences	lecturer in social work	confirmed
13. [REDACTED]	City of Tampere, school management	coordinator of second language leaning,	confirmed
14. [REDACTED]			invited
15. [REDACTED]	Pakolaisnuorten tuki ry	youth worker	invited
16. [REDACTED]	Seinäjoki City	Employment Services Manager	confirmed

AREA 1 (Schools)				
Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Children	<p>Children representatives in school?</p> <p>Youth centers, Flemish and French speaking: https://www.brussel.be/jeugdcentra-12-18-jaar http://www.jeminforme.be/index.php/loisirs-vacances/maisons-des-jeunes-bruxelloises</p> <p>Students' association: VSK (secondary education) http://www.flanderstoday.eu/education/three-four-secondary-school-students-experience-stress</p> <p>VVS (higher education) http://www.flanderstoday.eu/educ</p>	CHILD-UP explores new ways to help children to become autonomous in their integration process, help us by getting involved	Months 1-36	No response

	ation/student-organisations-protest-against-plans-higher-education			
Teachers	http://www.enseignement.be/index.php?page=25459&navi=1028 https://www.vgc.be/aanbod/leren/lesgeven-brussel	We have some ideas to share, and some experience to find, help us and get involved	Months 1-36	No response
Parents	https://www.woluweparents.org/en/ http://www.ixelles.be/site/466-Associations-de-parents http://www.uccleparents.org/?lang=en	idem	Months 1-36	No response
School heads	Flemish Community Commission https://www.vgc.be/over-de-vgc/wat-en-hoe French Community Commission	idem	Months 1-36	
Education and VET institutions	DASPA - New arrivals bridging classes Ecoles de Devoirs Expertise centre: Brussels Education Centre	We are looking for good practices and we have an approach to share, get involved	Months 1-36	Have been contacted and they're interested in being involved

	Coordination des Ecoles de Devoirs de Bruxelles - 02 411 43 30			
Local education managers	Fédération Wallonie-Bruxelles City/Province of Liege	idem	Months 1-36	No response
Teacher and student unions	Syndicat Libre de la Fonction Publique: https://www.slfp-enseignement.be/ Teachers union : COC (christian) ACOD (socialist)	idem	Months 1-36	No response
Educators (e.g. contracted by schools for non-curricular activities or second language learning)	Maison de Turquie - Pascale Missenheim		Months 13-36	Negative response

AREA 2 (Protection services and reception centres)

Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Local administrators	Mairie de Liege Province	We need your views and experience, get involved	Months 1-36	
Social workers	CPAS - Gaëtan de Bo	Idem	Months 13-36	No longer works for CPAS
Health and Housing workers	FEDASIL SAM	Idem	Months 1-36	
Sport and Leisure associations	Globe Aroma Maison de la creation Live in Color: https://www.liveincolorassociation.com/	Idem	Months 13-36	
NGO staff	Plate-forme Mineurs en Exil - Katja Fournier Red Cross -	We need your views and experience, get involved	Months 1-36	Katja - kf@sdj.be

	Mentor Escale			LSC member from all three organisation
Migrant associations	SAM Service d'aide aux migrants http://www.sam-asbl.be/ UNIA: https://www.unia.be/en	We need your views and experience, get involved	Months 1-36	
Religious organisations	CARITAS	We look for good practices and willingness to help	Months 1-36	
Representatives of enterprises and unions	Syndicat Libre de la Fonction Publique: https://www.slfpe-enseignement.be/	We need to understand your views on our approach and on the possible impact	Months 1-36	
Public service interpreters/intercultural mediators and agencies	SETIS Bruxelles https://www.kindengezin.be/ - health http://www.one.be/index.php?id=2673 - health	The project is looking at what works, please help and join the efforts to produce good impact	Months 1-36	

AREA 3 (Policy making)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Local politicians/government officers	Education alderwoman Ans Persoons https://www.brussels.be/directory-1999?_ga=2.244805510.200036671.5.1552242312-1462330343.1552242312 City of Brussels – Public instruction - http://instructionpublique.bruxelles.be/fr/presse	The project is exploring local initiatives and context in view of a more integrated approach, please get involved and help to reach an impact	Months 13-16	No response
Regional politicians/government officers				
National politicians/government officers	Ministries of Education and Social Affairs (FR and NL)	idem	Months 5-36	No response
Other organisations contributing to policy making	French and Flemish Community Commissions	idem		Met with the Flemish community education dept. and they might

				appoint someone to the committee
Social partners	https://www.kbs-frb.be/en/ - king baudoin Foundation	idem		
Political parties				
NGOs	ECRE CIRE NGO: Molengeek	idem	Months 13-30	

AREA 4 (Research communities)

Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Researchers and Research Units (e.g. fields: Education, Sociology, Political and Administration Science, International humanitarian law, Anthropology, Childhood studies, Gender studies)	U Ghent – Ilse Derluyn IMISCOE	The project is starting, please contribute	Months 1-36	Plan to have a joint local stakeholder committee meeting since we're both working on H2020 projects focusing on children
Migrant scholars and scientists				
Research funding organisations				

Partner organisations in previous related R&I projects				
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Local Stakeholders Committee composition

Name	Organisation	Function	Notes
1. [REDACTED]	Mentor Escale	Coordinator – liege branch	
2. [REDACTED]	Plate-forme Mineurs en exil	Coordinator	
3. [REDACTED]	Minderhednforum	Staff member Education, Elderly, Care and Welfare	
4. [REDACTED]	Lire et Écrire - Brussels		
5. [REDACTED]	Belgian Red Cross - Wallonia	Intervenant en formations et coordinateur scolarité	
6. [REDACTED]	Katholiekonderwijs - Flanders	Pedagogical director	

AREA 1 (Schools)				
Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Children				
Teachers	Modena: IC1 (), IC4 (), IC8 (), IC9 (), IC10 (); IC Carpi Centro (); Scuole dell'infanzia Comunali Modena (); Istituto superiore Deledda-Cattaneo (); IPSIA Corni (); IIS Meucci (). Reggio Emilia: IC Da Vinci (), IC Novellara (); IC Guastalla (). Genova: IC Teglia (), IC Voltri (); IPSIA	Involvement of schools in the project and type of advantages the school can have from the project	1, 2, 3	

	Odero (); IC Pontedecimo ().			
Parents				
School heads	Modena: (IC9); (IIS Meucci); (IC1) Genova: (IC Molassana)	Involvement of schools in the project and type of advantages the school can have from the project	1, 2, 3	
Education and VET institutions	School offices of Modena (), Reggio Emilia (), Genova ().	Collaboration in sensibilizing schools; collaboration in assessing the project	1, 2, 3, 4	
Local education managers	(Fondazione San Filippo Neri); to be communicated (Comune di Modena)	Collaboration in finding schools with migrants and best practices; collaboration in assessing the project	1, 2, 3, 4	
Teacher and student unions				
Educators (e.g. contracted by schools for non-curricular activities or second language learning)	Modena: Mediando (), CEIS () Reggio Emilia: Cooperativa Reggiana Educatori (). Genova: Il Moltiplicatore ()	Collaboration in finding and realising best practices	1, 2, 3	

AREA 2 (Protection services and reception centres)

Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Local administrators	Comune di Modena, Comune di Reggio Emilia, Comune di Genova	Access to social work and reception centres	1, 2, 3, 4	
Social workers	<div>██████████ (Comune di Modena);</div> <div>██████████ (Comune di Reggio Emilia)</div> <div>(Fondazione San Marcellino, Genova)</div>	Sponsorship in accessing to schools, social work and reception centres	1, 2, 3, 4	
Health and Housing workers				
Sport and Leisure associations				
NGO staff	CEIS Modena; COOP Dimora d'Abramo, Reggio Emilia.	Support in access and activities in reception centres	1, 2, 3	
Migrant associations				

Religious organisations				
Representatives of enterprises and unions				
Public service interpreters/intercultural mediators and agencies	COOP Gulliver (Modena); COOP Dimora d'Abramo (Reggio Emilia); COOP Pro.di.Gio (Reggio Emilia); COOP Saba (Genova)	Access to language and cultural; mediation, support in translations for children and parents.	1, 2, 3	

AREA 3 (Policy making)				
Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> Preparation phase (months 1-4) Early development phase (months 5-12) Project implementation phase (months 13-30) Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Local politicians/government officers	Comune di Modena (), Comune di Reggio Emilia ()	Political sponsorship as preliminary condition for accessing to all educational and social services.	1, 2, 3, 4	
Regional politicians/government officers	USR Emilia-Romagna, USR Liguria	Political sponsorships for accessing the schools.	1, 4	

National politicians/government officers				
Other organisations contributing to policy making	Centro Interculturale Mondinsieme (Reggio Emilia); Fondazione San Filippo Neri (Modena)	Support in identifying policies and interventions in the field of education	1, 4	
Social partners				
Political parties				
NGOs				

AREA 4 (Research communities)

Stakeholder category	Name of individuals or organisations	Key messages	<p>Period</p> <p><i>(Choose 1 or more of the following options matching it/them with the respective key message)</i></p> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Researchers and Research Units (e.g. fields: Education, Sociology, Political and Administration Science, International humanitarian law, Anthropology, Childhood studies, Gender studies)	Centro interdipartimentale AIM (Analisi dell'Interazione e della Mediazione); Dipartimento di Scienze Umane per la Formazione (Università di Milano Bicocca) Lab Qualitative Research (Università di Torino); Centro Linguistico (Università Siena Stranieri); Dipartimento di scienze della formazione (Università di Genova).	Exchanges of ideas and workshops on analysis of interaction, childhood studies, mediation and second language.	3, 4	
Migrant scholars and scientists				
Research funding organisations	Fondazione San Carlo (Modena)	Collaboration in the field of interventions in infant schools	1, 2, 3, 4	

Partner organisations in previous related R&I projects				
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Local Stakeholders Committee composition

<i>Name</i>	<i>Organisation</i>	<i>Function</i>	<i>Notes</i>
1. [REDACTED]	IPSIA Corni	Teacher	
2. [REDACTED]	IC8 Modena	School Head	
3. [REDACTED]	IC9 Modena	School Head	
4. [REDACTED]	IC Molassana Genova	School Head	
5. [REDACTED]	IC Carpi Centro	Teacher	
6. [REDACTED]	Fondazione san Filippo Neri (Modena)	Director	
7. [REDACTED]	Fondazione San Carlo (Modena)	Director	
8. [REDACTED]	Coop Il Girasole (Modena)	Director	
9. [REDACTED]	Coop. Gulliver (Modena)	Responsible for mediation	
10. [REDACTED]	Coop. Mediando (Modena)		
11. [REDACTED]	Centro Mondinsieme (Reggio Emilia)	Director	
12. [REDACTED]	Centro Documentazione Donna (Modena)		
13. [REDACTED]	Coop. Dimora d'Abramo	Mediator	
14. [REDACTED]	Ufficio scolastico provinciale (Modena)	Director of study section	
15. [REDACTED]	Ufficio Scolastico Provinciale (Reggio Emilia)	Director of training section	
16. [REDACTED]	Coop. Arcos	Director	
17. [REDACTED]	Comune di Modena	Director of educational services	
18. [REDACTED]	Comune di Genova	Responsible for Intercultural Education	
19. [REDACTED]	Coop. Saba (Genova)	Director	
20. [REDACTED]	Fondazione San Marcellino (Genova)	Director	
21. [REDACTED]	CEIS Modena		
22. [REDACTED]	IC10	Teacher	



23. [REDACTED]	Istituto Cattaneo-Deledda	Teacher	
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AREA 1 (Schools)				
Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Children				
Teachers	Sunnyfields School, Barnet Frith Manor School, Woodside Park Lonesome School, Mitcham Midfield School, Bromley	Positive impact on children, families and improvement of school's provision	1, 2, 3, 4	Discussions with teachers and engagement with the project (Phase 1) Teachers supporting the project (questionnaires distribution, phase 2)
Parents	School Children's Parents (not coordinated in an association)	Positive impact of integration not only for migrant children for a better learning and teaching environment and safer communities	1, 2, 3, 4	Parents reached through teachers (Phase 1) Participation (parent questionnaire, phase 2)
School heads	<div>██████████ (Sunnyfields)</div> <div>██████████ (Frith)</div> <div>██████████ (Lonesome)</div>	Improving the quality of education delivered by schools, improving children's attainment, improving relationships with parents	1, 2, 3, 4	Supported project, teacher engagement (phase 1)

	██████ (Midfield)			Approved use of school's hours for project's activities (questionnaires, phase 2)
Education and VET institutions	Emerald Early Years Ltd	Possibility to develop training based on research outcome	2,3,4	Continuing contacts; Emerald EY provided further contacts with other schools, even outside of the research area
Local education managers	██████ (Barnet) ██████████████████ (Merton) ██████ (Bromley)	Extending the scope of educational services with benefits for the whole community	1, 2, 3, 4	Information about the project provided (phase 1) Limited subsequent contacts due to political circumstances (change in government and general election)
Teacher and student unions				Teacher's Unions are not significantly present in the participating schools.
Educators (e.g. contracted by schools for non-curricular activities or second language learning)				Not present in the participating schools and overall very rare in English state education (limited extra-curricular activities)

AREA 2 (Protection services and reception centres)

Stakeholder category	Name of individuals or organisations	Key messages	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> Preparation phase (months 1-4) Early development phase (months 5-12) Project implementation phase (months 13-30) Exploitation/Mainstreaming phase (months 31-36 and beyond) 	Notes
Local administrators	London Borough of Barnet London Borough of Merton London Borough of Bromley Northamptonshire County Council	Extending the scope of social work and social care with benefits for the whole community	2, 3, 4	Information about the project provided (phase 1) Limited subsequent contacts due to political circumstances (change in government and general election) Northamptonshire County Council to be dissolved
Social workers	██████████ (Bromley)	Enrich the scopes and potentiality of Social Work with Children	1, 2, 3, 4	Continuing contact and participation to the research (Phases 1&2, including questionnaires)
Health and Housing workers				
Sport and Leisure associations	Northampton Town FC Academy	Providing knowledge to improve the provision of sport, education and recreational activities to children's and young people	4	Not yet involved

NGO staff	Hope Centre Northamptonshire Commsortia Northampton City of Sanctuary London	Providing research-based knowledge to implement knowledge-driven intervention	3, 4	Not yet involved. However, Commsortia Northampton (umbrella-organisation to support NGOs in accessing funds for their activities) has been informed about the project
Migrant associations	PYZA Association for the Polish Family Merton	Increasing intercultural knowledge, communication and trust. Promoting the inclusion of parents in the research	2, 3, 4	Limited contact, information about the research provided
Religious organisations	Baital Futuh Mosque Centre	Increasing intercultural knowledge, communication and trust. Promoting the inclusion of parents in the research	3, 4	
Representatives of enterprises and unions				
Public service interpreters/intercultural mediators and agencies				

AREA 3 (Policy making)				
<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	Period <i>(Choose 1 or more of the following options matching it/them with the respective key message)</i> <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Local politicians/government officers	<div>██████████ (Barnet)</div> <div>████████████████████ (Merton)</div> <div>██████████ (Bromley)</div>	Providing research-based knowledge to implement knowledge-driven intervention	2, 3, 4	Information about the project provided, but limited subsequent contacts due to political circumstances (change in government and general election)
Regional politicians/government officers				
National politicians/government officers				
Other organisations contributing to policy making				
Social partners				

Political parties	Labour Northampton Labour Erdington Conservatives Barnet	Providing research-based knowledge to support local political manifesto	2, 3, 4	Initial contact, followed by some difficulty as parties were engaged in party conferences then in the electoral campaign
NGOs	Hope Centre Northamptonshire Commsortia Northampton City of Sanctuary London	Providing research-based knowledge to implement knowledge-driven intervention	3, 4	Not yet involved. However, Commsortia Northampton (umbrella-organisation to support NGOs in accessing funds for their activities) has been informed about the project

AREA 4 (Research communities)

<i>Stakeholder category</i>	<i>Name of individuals or organisations</i>	<i>Key messages</i>	<i>Period</i> (Choose 1 or more of the following options matching it/them with the respective key message) <ol style="list-style-type: none"> 1. Preparation phase (months 1-4) 2. Early development phase (months 5-12) 3. Project implementation phase (months 13-30) 4. Exploitation/Mainstreaming phase (months 31-36 and beyond) 	<i>Notes</i>
Researchers and Research Units (e.g. fields: Education, Sociology, Political and Administration Science, International humanitarian law, Anthropology, Childhood studies, Gender studies)	Diversity, Community and Identity Research Centre (University of Northampton)	Support in the dissemination of research and research outcomes in different scholarly fields with the inclusion of educational and social work professionals	1, 2, 3, 4	Research centres informed of the research, presentations delivered for the DCI centre (UoN), the CCYF (uoN), CERS (Middlesex), TACTYC. Invitation to present the first data in 2020
	Centre for Childhood, Youth and Families (University of Northampton)		1, 2, 3, 4	
	Centre for Educational Research and Scholarship (University of Middlesex)			

	<p>Centre Research Early Childhood (Birmingham)</p> <p>TACTYC (University of Derby)</p>		<p>3, 4</p> <p>3, 4</p> <p>3, 4</p>	
Migrant scholars and scientists	<p>██████████ (University of Birmingham)</p> <p>██████████ (University of Northampton)</p> <p>██████████ (Universidad Autonoma de México//Bromley Education)</p>	<p>Exchange of insights from ongoing research on Education within Muslim communities</p> <p>Exchange of experience of research on migrant children in education</p> <p>Educational practices with migrant children</p>	<p>3, 4</p>	<p>Information about the ongoing research</p>
Research funding organisations				
Partner organisations in previous related R&I projects	<p>University of Suffolk (Ipswich)</p>	<p>Mutual support in the dissemination of research and management of impact in view of REF2021</p>	<p>3,4</p>	<p>Continuing contact, UoS visited to present the research</p>

Local Stakeholders Committee composition

<i>Name</i>	<i>Organisation</i>	<i>Function</i>	<i>Notes</i>
1. [REDACTED]	Sunnyfields School	Head teacher	
2. [REDACTED]	Frith Manor School	Head teacher	
3. [REDACTED]	Lonesome School	Head teacher	
4. [REDACTED]	Midfield School	Head teacher	
5. [REDACTED]	Global Learning Experience	Educationalist	
6. [REDACTED]	Hope Center	Director	
7. [REDACTED]	City of Sanctuary	Director	
8. [REDACTED]	Merton LA	Head of SEN services	
9. [REDACTED]	Middlesex Nursery	Head of Early Years	
10. [REDACTED]	ECS-DN	Early Childhood Studies Degree Network Convenor	
11. [REDACTED]	TACTYC	Association of Early Years Educators and Carers Convenor	
12. [REDACTED]	Roehampton University	Senior Lecturer Chinese Education	
13. [REDACTED]	Froebel Institute	Board Member	
14. [REDACTED]	Commsortia	CEO	

ANNEX 3 - Local Innovation Laboratories (LILs) Template

Format: Online meetings

Invitation sent to/target groups: Teachers, social workers, mediators, local administrators, school heads, associations and cooperatives that collaborated in the project.

One or more identical meetings to allow the participation of a greater number of people from different categories of stakeholders.

The meetings shall be structured in **two parts**:

- 1) Presentation of video-observations of the activities in the educational field, mediations involving parents, teachers, children and adolescents, evaluations of children and adolescents of the activities in which they took part;
- 2) Stakeholders' discussion on the data, expression on point of view, criticisms, suggestions, or ideas which link the research project to their daily experiences in the work with children with migration background.

ANNEX 4 - Local Innovation Laboratories (LILs) reports

Sweden

Local stakeholder meeting in Malmö, Sweden

Time and location: At 14:30–16:30 on 9 December 2021

The stakeholder meeting was organized as part of the seminar series Equality, participation and sustainability in preschool and school (Likvärdighet, delaktighet och hållbarhet i förskola och skola), a collaboration platform between the City of Malmö and Malmö University. In the fall semester of 2021 all seminars were organized online.

Participants:

- Petra Alfe Åslund, City of Malmö
- Pär Blondell, City of Malmö
- Anne Harju, Malmö University and City of Malmö
- Erica Righard, Malmö University
- Petra Svensson Källberg, Malmö University

The online audience consisted of about five persons from the City of Malmö

Program: The focus of the seminar was on experience and knowledge exchange, with the purpose to strengthen students' active participation and agency in multilingual school milieus, with a particular focus on students with other first languages than Swedish.

- 14.30 – 15.00 Presentation of results from the research project CHILD-UP by Anne Harju and Petra Svensson
- 15.00 – 15.30 Reflexions from school head master Pär Blondell and educational senior adviser Petra Alfe Åslund
- 15.30 – 15.45 Paus
- 15.45 – 16.10 Discussions in small groups
- 16.10 – 16.30 Reunion and joint discussion

The seminar was opened by Anne Harju who welcomed everyone and introduced the topic, the seminar content and participants. Anne Harju and Petra Svensson Källberg presented results from the project, primarily focusing on language use in school, collaboration between different professions in school and the importance of social relations. After this, Pär Blondell, headmaster of a municipal compulsory school in Malmö, and Petra Alfe Åslund, senior adviser at the municipal unit for educational research and development, commented on the presentation. They had also been given the written reports in advance. After a short pause, the participants formed small discussion groups, the content of these discussions were shared in a joint discussion before the ending of the meeting (see also attached PPT). It was agreed that this kind of encounters and discussions are equally important to practice as it is to research. It was also a shared experience that online meetings are a challenge. Another meeting will be organized at the time of the closing of the project (in about six months from here).

Elevers aktiva deltagande och aktörskap i flerspråkiga skolmiljöer

9 dec 2021 kl 14:30–16:30

Seminarie serien *Likvärdighet, delaktighet och hållbarhet i förskola och skola* – en samverkan mellan Malmö stad och Malmö universitet.

Resultat från forskningsprojektet CHILD-UP presenteras och diskuteras ur ett praktiskt perspektiv.

Deltagare:

Petra Alfe Åslund, Malmö stad

Pär Blondell, Malmö stad

Anne Harju, Malmö universitet och Malmö stad

Erica Righard, Malmö universitet

Petra Svensson Källberg, Malmö universitet



Seminariets upplägg

Fokus är erfarenhets- och kunskapsutbyte för att stärka elevers *aktiva deltagande och aktörskap i flerspråkiga skolmiljöer*, med särskilt fokus på de elever som inte har svenska som sitt förstaspråk.

14.30 – 15.00 Presentation av resultat från projektet CHILD-UP

15.00 – 15.30 Reflektion från Pär Blondell och Petra Alfe Åslund

15.30 – 15.45 Paus

15.45 – 16.10 Diskussion i grupper

16.10 – 16.30 Återsamling och diskussion

Children Hybrid Integration: Learning Dialogue as a way of Upgrading Policy and Participation

- Handlar om hur professionella i skolan kan stärka elevers delaktighet i skolan.
- Resultaten ska användas för framtagandet av utbildningsmaterial
- Databesamling i sju länder, se mer på www.child-up.eu



Databesamling i Sverige

- Två grundskolor och en gymnasieskola i Malmö
- Enkätvar från tre kategorier av professionella (114 svar) samt elever i femte och åttonde klass (194 svar)
- Intervjuer med professionella (25 personer) samt gruppintervjuer med elever (12 grupper)
- Videoinspelning och pre+postenkät vid klassrumsaktivitet

Fokus på arbetsmetoder för elevers deltagande och aktörskap



1. Språkanvändning
2. Samarbete mellan professioner
3. Vikten av det relationella

1. Språkanvändning i hemmet fördelat på bakgrund (elever)

	Elever med inhemsk bakgrund	Elever med migrant bakgrund
Vi pratar bara Svenska	37 (80,435)	7 (4,762)
Vi pratar bara mitt modersmål (som inte är svenska)	1 (2,174)	43 (29,252)
Vi pratar svenska och ett minoritetsspråk (finska, meänkieli, samiska, romani chib, jiddisch)	1 (2,174)	5 (3,401)
Vi pratar svenska och ett modersmål (som inte är ett minoritetsspråk)	4 (8,696)	40 (27,211)
Vi pratar flera språk, där ett är svenska	3 (6,522)	48 (32,653)
Vi pratar flera språk, men inte svenska	0 (0)	4 (2,721)
Totalt	46 (100)	147 (100)

Ungefär en tredjedel av eleverna med migrantbakgrund talar enbart sitt modersmål i hemmet, inte svenska.

Majoriteten (cirka 60%) talar svenska **och** ett eller flera andra nationsspråk i hemmet.

En tredjedel använder flera språk hemma, vilket indikerar flerspråkiga hemmiljöer.



Språkanvändning fördelat på bakgrund och kön (elever)

- Ca 75 % av eleverna svarar att endast svenska används i klassen
- Högre andel tjejer med inhemsk bakgrund uppfattar att flera språk används på lektionerna, 73%, jämfört med 27 % killar

		Native background		Migrant background	
		Only one local language	Many languages	Only local language	Many languages
		n. (%)	n. (%)	n. (%)	n. (%)
Language(s) used in the class	F	12 (48)	8 (72,727)	58 (53,211)	14 (41,176)
	M	13 (52)	3 (27,273)	51 (46,789)	20 (58,824)
Language(s) used in the playground	F	22 (66,667)	5 (50)	52 (51,485)	20 (48,78)
	M	11 (33,333)	5 (50)	49 (48,515)	21 (51,22)

- En högre andel killar med migrantbakgrund uppfattar att flera språk används i klassen, 59 %, jämfört med 41 % tjejer.
- Språkanvändning på raster visar ett liknande resultat.

Språkanvändning i undervisning (lärare)

		Teachers	Social worker
		n. (%)	n. (%)
I use only Swedish	F	16 (76,19)	17 (77,273)
	M	12 (70,588)	10 (62,5)
I help the pupils in my class in their native language	F	5 (23,81)	3 (13,636)
	M	3 (17,647)	5 (31,25)
I help the pupils in my class in another (third) language.	F	8 (38,095)	5 (22,727)
	M	6 (35,294)	6 (37,5)
I allow the pupils use translation to their native language when needed.	F	16 (76,19)	11 (50)
	M	10 (58,824)	9 (56,25)
I use a language other than the language of instruction for interaction with pupils outside the classroom	F	4 (19,048)	5 (22,727)
	M	2 (11,765)	2 (12,5)
I encourage my pupils to use other languages in learning situations	F	8 (38,095)	5 (22,727)
	M	4 (23,529)	0 (0)
I encourage my pupils to use their native language in the playground/canteen/other common areas	F	3 (14,286)	4 (18,182)
	M	1 (5,882)	1 (6,25)
We use many languages in class	F	5 (23,81)	11 (50)
	M	1 (5,882)	4 (25)

72 % av lärarna anger att de enbart använder svenska för undervisning. Jfr. med elever (75 %).

20 % av lärarna anger att de hjälper eleverna på sitt modersmål. Kan jämföras med elevernas svar där 60 % upplever att de kan få hjälp på sitt modersmål på lektionerna.

Indikerar att eleverna och lärarna uppfattar stöd på modersmål olika.

Andelen lärare som tillåter eleverna att använda översättning till sitt modersmål är 67 %. Jfr med elever (70 %).

31 % av lärarna anger att de uppmuntrar sina elever att använda andra språk i lärande situationer.



Migrantelevers upplevelser av stöd på modersmål i klassrummet

		Female		Male		Total
		Yes	No	Yes	No	
		n. (%)	n. (%)	n. (%)	n. (%)	n. (%)
I can get help in my native language	I1	15 (33,333)	5 (11,111)	16 (35,556)	9 (20)	45 (100)
	I2	9 (20,93)	9 (20,93)	17 (39,535)	8 (18,605)	43 (100)
	I3	8 (28,571)	9 (32,143)	4 (14,286)	7 (25)	28 (100)
I can use translation in my native language	I1	16 (35,556)	5 (11,111)	17 (37,778)	7 (15,556)	45 (100)
	I2	9 (22,5)	9 (22,5)	16 (40)	6 (15)	40 (100)
	I3	10 (35,714)	7 (25)	10 (35,714)	1 (3,571)	28 (100)

- 60 % upplever att de kan få hjälp på sitt modersmål i klassen. Alltså, upplever 40 % att de inte får detta.
- Upplevelser av stöd med hjälp av modersmål minskar med åldern.



Språkanvändning (lärare)

- *Something more is needed of the teacher profession*

Potentialer:

- *Multilingualism as a resource, transspråkande, ordlistor, inläsningstjänst, studi*
- *Language-oriented teaching (språkutvecklande arbetssätt), främja språkanvändning, kontextualisera, cirklemodellen, stöttning – bilder, digitala verktyg, EPA, skriva tillsammans*
- *Studiehandledning, strategi/metod identifierad som (av mediators) främjande av elevers delaktighet och i skolarbetet och viktigt för elevernas identitetsskapande.*

2. Samarbete över professionsgränser som metod

- Ett samarbete ökar elevernas möjlighet att få stöd av professionella med olika kompetenser, som i sin tur...
- Ger en mer sammanhållen kunskapsbild av elevers behov, bidrar till elevers lärande och utveckling och deltagande i utbildning.

Exempel samarbete

- **Studiehandledare**

Jag tycker att vi har en väldigt bra relation. Vi försöker också sambedöma, så det är inte bara så att vi planerar, utan vi gör det här tillsammans. Så jag tycker att det fungerar väldigt bra. Och nu är de mycket mer engagerade än de var tidigare. De ingår i arbetslaget. (Lärare)

- **Elevkoordinatorer**

Alla är glada. 100 % av lärarna. Och den undersökningen har vi gjort i tre omgångar tror jag. Samma resultat varje gång. Så att elevkoordinatorerna är en jätteresurs och det borde man ha på fler skolor. (Lärare)

- **Modersmåslärare**

Nu i år står modersmål på elevernas schema. De har arabiska i schemat. Då får eleverna känslan av att "Okej, modersmålet finns i deras schema". Det ligger inte utanför skolschemat. Det ger också lite av den känslan av... (Modersmåslärare)

Förslag på vad göra

Ett strukturerat samarbete mellan aktörer: studiehandledare, modersmåslärare, lärare, elevkoordinatorerna, studie- och yrkesvägledare, skolbiblioteket, läxstödsorganisationer och idrottsföreningar.

- **Gemensam utbildning och kunskapsutveckling**

Som sagt, mer tid, fler föreläsningar, till exempel samla alla studiehandledare för att utbyta erfarenheter. Fråga till exempel Språkcentralen, eller alla rektorer på skolor, samla alla och diskutera hur man löser problem (Studiehandledare)

- **Höjd status för vissa yrkesgrupper**

Alla förstår inte riktigt poängen med studiehandledning och förstår inte vad de ska göra med den och ser inte riktigt hur vi ska samarbeta (studiehandledare)

Mer uppskattning till alla studiehandledare. Låt dem utveckla eleverna på rätt sätt. Låt dem känna sig viktiga på jobbet, för att göra något viktigt (studiehandledare)

3. Vikten av det relationella

- Sociala relationer framkommer som centralt verktyg för arbete med elevers delaktighet, lärande och utveckling.
- Tillitsskapande förhållningssätt (lyssna, se behov, dialog) viktig del av sociala relationer

Avslutningsvis om arbetsmetod

- Holistiskt förhållningssätt till elever och deras skolgång, som skapas genom samarbete mellan olika yrkesgrupper.
- Organisering och struktur för hur tillsammans arbeta utifrån flerspråkighet som resurs och språkutvecklande för elevers delaktighet, lärande och utveckling.
- Medvetet arbete och förhållningssätt kring elever med migrant erfarenheter/bakgrund.
- Hur gör vi?

PAUS

15 min

Reflektioner från
Pär Blondell och Petra Alfe Åslund

Diskussion i smågrupp

Germany



Minutes of the Stakeholder Meeting; 02.03.2022; 13 to 17 hrs.; Germany

Date:	02.03.2022
Place:	Hybrid event format: online and face to face
Time:	from 1 to 5 pm
Participants:	Management of the Dresden Foreigners' Council; Professor of Educational Psychology in Hamburg; Director of studies for socio-political youth education in Saxony; Representatives of children and youth work; Contact person for mdr producers (radio; television); Member of the Saxon State Parliament (Party: "Die Grünen"); Member of the Central EU service facility Saxony for monitoring and support in HORIZON 2020 (ZEUSS); The Office of the Children's Representative of the City of Dresden; Representative of the Saxon Protestant Academy Seniorprofessor; Professor at the University of Dresden, Educational Sciences; Employee of the Migration Advice Service Dresden; Member of SAB; German CHILD-UP Team members

Agenda

1.	Welcome, presentation of the agenda and introduction of the participants
2.	Presentation WP5: comparative report
3.	Presentation WP6: Methodological procedure and professional classification Presentation of the key results
4.	Information about WP7: MOOC (Massive Open Online Course)
5.	LIL: Local Innovation Lab
6.	Info, dates and publications

Minutes, in German, were handed out to the stakeholders together with the presentation slides.

Topic	Information / Discussion	Tasks
WP5 comparative report (TOP 2)	<p>WP5 = qualitative interviews</p> <p>The comparative report is based on the country-specific WP5 reports (children and professionals) and represents a transnational report on the results and surveys. The report was prepared by the Polish team. The main topics were: participation, agency, social interaction, integration, language, impact of the pandemic on learning and educational conditions.</p> <p>[Addendum: the local country reports will be published on the project website.]</p>	./.

	<p>Cooperation with the Dresden Children and Youth Office / Kinder- und Jugendbüro Dresden (kijubdd)</p> <p>Target group: Training and further training of professionals; teachers; expert advisors in the context of schools, reference to the programme "Catching up with Corona". More detailed aspirations are necessary.</p> <p>Cooperation with the Social Science Training Institute / Sozialwissenschaftliches Fortbildungsinstitut (sofi)</p> <p>Target group: Professionals in further education and training</p> <p>Further ideas for cooperation:</p> <ul style="list-style-type: none"> ➤ Cooperation with the Deutsches Hygiene Museum; target group: in-service and further training for teachers; further and more detailed illustrative material needed. • Centre for Teacher Education, School and Vocational Training Research (ZLSB); in-service training format; workshop; target group: teachers 	
<p>Info</p> <p>Dates and publications</p>	<p><u>Dates:</u></p> <ol style="list-style-type: none"> Online symposium of the LAG School Social Work Saxony ,The dignity of pupils can be touched- Everyday life in our schools and how we can make it fair, dignified and appreciative' Workshop on the importance of participation in the field of school social work on 03.03.2022 Symposium by „Aktion Zivilcourage“, Parents – shaping a sustainable educational partnership' Practice exchange with professionals from day care centres and social work on 03.03.2022 CHILD-UP final conference, Brussels 9.06.-10.06.2022 Final stakeholder meeting summer 2022 CHILD-UP Symposium at the ehs Dresden November 2022 <p><u>Publications:</u></p> <ul style="list-style-type: none"> • Published: Special Issue in Studia Migracyjne - Polish Diaspora https://www.ejournals.eu/Studia-Migracyjne/2021-(XLVII)/4(182)/ • Planned publications: <ul style="list-style-type: none"> - Book project by the partners - Articles on peer relationships and translanguaging 	<p><u>Save the Date!</u></p> <p>Members of the Stakeholder Advisory Board are invited to the final conference in Brussels. Registration and programme at: http://www.child-up.eu/news/save-the-date-the-child-up-final-conference-has-been-announced/</p> <p>Participation in the conference is free of charge, travel and accommodation costs will not be covered. The conference will held in English.</p>

ANNEX 5 – Final list of ISC members

ISC								
Name Institution	Link to the webpage	email	Attendance register (A=Attended ; N/P=Not Present)					
Christopher Clouder - Alliance for Childhood	http://www.allianceforchildhood.eu/	c-clouder@msn.com	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting	5 th meeting	Final Conference
			A (Sheena Stewart)	A	N/P	A	A	A
Mary Tupan - ECHO – Center for Diversity Policy	http://echo-net.nl/	mary@echo-net.nl	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting	5 th meeting	Final Conference
			A	A	A	A	A	A
Hellen Janssen - European Association of Teachers (AEDE)	http://www.aede.eu/site/	hellen.janssen@gmail.com	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting	5 th meeting	Final Conference
			N/P	A	N/P	N/P	N/P	N/P
Bonney Magambo - Singa France	https://www.singafrance.com	bonneybliss@gmail.com	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting	5 th meeting	Final Conference
			N/P ¹	A	A	A	A	A
David Degabriele - Maltese Ministry for Education, Sport, Youths and Research and Innovation - Migrant Learners' Unit Department for Curriculum, Lifelong Learning and Employability	https://migrantlearnersunit.gov.mt/en/Pages/About%20us/about-us.aspx	david.degabriele@ilearn.edu.mt	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting	5 th meeting	Final Conference
			A	A	A	A	A	A
Adrian Barbaros - Organising Bureau of European School Student Unions OBESSU Rares Voicu Organising Bureau of European School Student Unions OBESSU	https://www.obessu.org/	adrian@obessu.org rares@obessu.org	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting	5 th meeting	Final Conference
			A -	N/P -	N/P -	N/P A	A	A
Eszter Salamon - Parents International	https://parentsinternational.org/	salamoneszt@gmail.com	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting	5 th meeting	Final Conference
			A	A	A	N/P	A	A
Giusy D'Alconzo - Save the Children Italia	https://www.savethechildren.it/	giusy.dalconzo@savechildren.org	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting	5 th meeting	Final Conference
			A	A	A	A	A	A