

Brussels, 13 November 2018

COST 096/18

## DECISION

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Subject: **Memorandum of Understanding for the implementation of the COST Action “Transnational Collaboration on Bullying, Migration and Integration at School Level” (TRIBES) CA18115**

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The COST Member Countries and/or the COST Cooperating State will find attached the Memorandum of Understanding for the COST Action Transnational Collaboration on Bullying, Migration and Integration at School Level approved by the Committee of Senior Officials through written procedure on 13 November 2018.



## MEMORANDUM OF UNDERSTANDING

For the implementation of a COST Action designated as

**COST Action CA18115**  
**TRANSNATIONAL COLLABORATION ON BULLYING, MIGRATION AND INTEGRATION AT SCHOOL  
LEVEL (TRIBES)**

The COST Member Countries and/or the COST Cooperating State, accepting the present Memorandum of Understanding (MoU) wish to undertake joint activities of mutual interest and declare their common intention to participate in the COST Action (the Action), referred to above and described in the Technical Annex of this MoU.

The Action will be carried out in accordance with the set of COST Implementation Rules approved by the Committee of Senior Officials (CSO), or any new document amending or replacing them:

- a. "Rules for Participation in and Implementation of COST Activities" (COST 132/14 REV2);
- b. "COST Action Proposal Submission, Evaluation, Selection and Approval" (COST 133/14 REV);
- c. "COST Action Management, Monitoring and Final Assessment" (COST 134/14 REV2);
- d. "COST International Cooperation and Specific Organisations Participation" (COST 135/14 REV).

The main aim and objective of the Action is to enhance stakeholder collaboration to evolve/improve scientific measures/guides, building capacity across challenged areas, working holistically towards ensuring integration, reducing bullying/enhancing the safety/well-being of refugee/migrant students, and all students in EU secondary schools, aiding in the social stability of both the individual/society.. This will be achieved through the specific objectives detailed in the Technical Annex.

The economic dimension of the activities carried out under the Action has been estimated, on the basis of information available during the planning of the Action, at EUR 48 million in 2018.

The MoU will enter into force once at least seven (7) COST Member Countries and/or COST Cooperating State have accepted it, and the corresponding Management Committee Members have been appointed, as described in the CSO Decision COST 134/14 REV2.

The COST Action will start from the date of the first Management Committee meeting and shall be implemented for a period of four (4) years, unless an extension is approved by the CSO following the procedure described in the CSO Decision COST 134/14 REV2.

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**OVERVIEW**

**Summary**

With immigration a growing, permanent and fractious part of the EU’s reality, integration is of foremost concern for policy-makers in Europe, and schools are recognised as an essential part of social stability and a key aspect of integration policy both at national and EU level. Schools provide crucial education for integration and citizenship, long term directly affecting social status, professional achievement, economic earning power and students understanding of cultural morality and societal principles, allowing both the individual to prosper, and the state and EU to benefit and build on their potential as a valuable new resource.

School safety, building inclusion and preventing bullying for all students is central to integration and their well-being. Yet in the face of a far more diverse society schools face challenges that they are largely not currently supported for. The scientific measures of school safety used today are outdated and do not reflect a modern, multi-cultural, multi-faith, Europe, while school communities are working in a fragmented, individualised manner in the areas of inclusion and bullying prevention.

This proposed COST Action aims to: enhance collaboration between stakeholders to update, enhance and pilot new ‘real world’ scientific measures and approaches, collate evaluated interventions and approaches around inclusion and bullying prevention to disseminate a comprehensive program/handbook for schools and a guideline policy document for authorities, building capacity, and working holistically towards ensuring the integration, safety and well-being of all students in EU secondary schools, to aid in the social stability of both the individual and society.

<p><b>Areas of Expertise Relevant for the Action</b></p> <ul style="list-style-type: none"> <li>● Educational sciences: Education: training, pedagogy, didactics</li> <li>● Sociology: Migration, interethnic relations</li> <li>● Psychology: Social psychology</li> </ul>	<p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>● Migration</li> <li>● Integration</li> <li>● Bullying</li> <li>● School</li> <li>● Transnational</li> </ul>
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**Specific Objectives**

To achieve the main objective described in this MoU, the following specific objectives shall be accomplished:

**Research Coordination**

- The establishment of a collaborative network to foster/share/support a knowledge base and research advances on (i) how social, technological and physical factors affect safety/integration in schools (ii) the application and assessment of intervention approaches to improve refugee/migrant/ethnic integration and reduce bullying/violence, through the cross-collaboration and integration of 6 Working Groups.
- Support researchers and practitioners in assessing and evaluating existing practice and methodologies in each area of investigation and across all challenge areas with a firm focus on refugee/migrant integration, diversity (e.g. gender), social inclusion and bullying reduction, to assess benefits, and identify new holistic practical and policy approaches.
- Co-ordinate data from across each area to assist in the development of scientific cross-validated instruments with back translations for the measurement of school climate to help school communities set goals/priorities for migrant/ethnic integration/bullying prevention, choose programmatic interventions and identify areas where students, staff, and parents view climate in similar/dissimilar ways.
- The collaborative collation and assessment of a handbook of interventions and web based resources across all working groups for practical use by school communities and local authorities to work in tandem with new school climate safety measures.

- Define issues and challenges facing school communities, local, national and EU authorities in addressing bullying, diversity and integration in the light of multiple ethnicities, faiths, gender and culture.
- Deliver guidance on issues/challenges in a **comprehensive policy document** to policy makers, educational authorities and other stakeholders at national and EU level.
- Encourage, strengthen and **develop the network of researchers, academics and practitioners in the area of anti-bullying, inclusion and integration via**
  - guidance of research/collaborations
  - Meetings at a peer to peer level
  - Up to three seminars annually
  - Host International Conference
  - EU Forum on Migrants, Ethnicity & School Bullying
  - Training sessions for practitioners

### Capacity Building

- Promoting gender, age and multicultural balance in the Action, following the principles of the Athena Swan Charter to which many of the institutions are subscribed.
- Enhanced **training opportunities for early career researchers** (ECIs) through visits, workshops and active responsibility for the organisation of seminars, conferences and forum as well as their direct participation/involvement.
- The development /publishing of a **website and online repository of information/tools gathered and used by stakeholders, maintained by stakeholders, providing access for common use/comment, and highlighting progress.** Project Facebook, Twitter and other SNS sites will also be established and all partners will also disseminate updates through their own social media.
- The drafting and publication of e-newsletters (tri-annually) over the life of the project, and the use of social media contributed to by the stakeholders to educate their peers in the partnership, publicise the project and attract new stakeholders.
- Supporting the drafting and publication of **cross national peer reviewed papers**, to enhance ECIs capacity and further publicise the action at an international level.
- **Cooperating with e-industry, community support, security and sporting organisation partners**, to provide direction and focus for research/science/academic partners, including ECI hosting, information gathering missions, strategizing and assessment collaborations.
- Increasing awareness of the issues across disciplinary boundaries, within/outside academia, promoting continued exchange/development of knowledge/practice/policy guidance by:
  - Seminars** (up to 3 per year).
  - Interdisciplinary seminars** (Masters level)
  - Hosting STSMs from within/across WGs,
  - Workshops within the proposed International Conference**
  - Public workshops/outreach activities
  - Focused training sessions for school authorities and educators

## TECHNICAL ANNEX

### 1. S&T EXCELLENCE

#### 1.1. CHALLENGE

##### 1.1.1. DESCRIPTION OF THE CHALLENGE (MAIN AIM)

Immigration is a persistent, highly contentious part of the EU's future, and the alienation of a migrant populace can lead to bullying, harassment, social unrest, and civic and economic turmoil. Conversely a migrant population well integrated into society allows individuals to prosper, and the state and EU to build on their potential as a valuable resource. The most effective path to a balanced, healthy, cooperative society is our children. During school years they freely mix and develop alongside one another, and within the indigenous/migrant/ethnic experience it is here they are best placed to learn, adjust and impact positively from each other. As outlined in the EUs 2016 Action Plan on the integration of third country nationals (p.7), education is recognised as both an essential part of social stability at an existing level, and a key aspect of integration policy both at national and EU level. The refugee crisis in recent years has heightened the urgency of the issue, and educational provision for students with an immigrant background is ever more to the fore. Yet a balance must be maintained, between an indigenous European populace and newer refugee, migrant and older ethnic populaces (e.g. Roma/Travellers) to ensure the high standard of living the EU aspires to for all its citizens and a stable, better society to live in.

Schools can provide a crucial safe platform for integration and citizenship, influencing individuals psychological and sociocultural adaptation, personal well-being and academic achievement in the short term, while long term directly affecting social status, professional achievement, economic earning power and their understanding of cultural morality and societal principals. Conversely, when integration/ inclusiveness are not approached well, they can be breeding grounds for discontent and alienation. Schools across the E.U. face **factorial challenges** in providing this safe inclusive platform, these factors include: **1. The lack of a modernised guide/tool to help them cope with the changing demographics in their schools**, and assess school climate to provide a safe space for all students, **2. Gaining awareness of and access to potential national/cross-national experience/best practice that may already exist** arising from the vastly differing experiences of EU countries in dealing with differing migrant and ethnic groupings who may now be arriving in their own country/school. **3. How to effectively approach bullying and discriminatory issues as a whole school community** to help prevent and intervene at both adult and student level. How best to **4. Incorporate migrant, ethnic and faith-diverse parent populations in school policy and practice** **5. Deal with integration/bullying gender specific issues among migrant/ethnic populaces** **6. Meet the necessity of harnessing of 'pupil voice' in successfully dealing with integration and bullying issues.** **7. Harness/curtail an increasingly internet savvy pool of pupils, with capacity for prosocial or misuse of ICT.** **8. approach/enhance the physical layout of their schools to improve student safety.**

School climate measures, a series of surveys and scales traditionally used to predict pupil well-being/school safety, have not been updated this century, and are not designed to analyse and guide stakeholders to meet these modern challenges. Meanwhile stakeholders (school staff, parents, migrant groups, local/regional/national authorities, researchers, policy makers) are left to contend independently with **how school communities can rise to these challenges**. Much of the work done by these stakeholders in these areas is valuable, but can be individualistic, fragmented, untested, and/or un-disseminated and much of its worth is lost to either the wider national or EU community. Given

the urgency of the challenge it is essential, in order to protect both individuals and society, that **action be taken quickly to create a more modernised, coordinated, and collaborative approach towards integration and school safety that avoids the duplication of work, and help place Europe to the forefront of educational and social integration policy.**

The principal challenge and aim of this COST Action is to: **advance collaboration between stakeholders to evolve and improve scientific measures and guides, building capacity across these challenged areas, working holistically towards ensuring integration, reducing bullying and enhancing the safety and well-being of refugee/migrant students, and as a result, all students in EU secondary schools, aiding in the social stability of both the individual and society.** The following secondary aims will support this:

- To **foster collaboration between interdisciplinary experts in the research areas of, sociology, child and social psychology, education, migration, science, technology, and policy,** to support a holistic approach to safety, bullying and integration in our school communities to last beyond the life of the Action, via Seminars, Short Term Scientific Missions (STSMs), piloted measures intervention, peer reviewed paper writing support, International Conference and expert European Forum.
- The **co-operative creation of new updated school climate measures to meet modern migrant/ethnicity diversity challenges, enhancing integration, inclusiveness and aiding in the prevention/ reduction of school bullying and violence,** taking into account school factors that influence relationship outcomes (e.g. teacher-teacher, teacher-pupil, and pupil-pupil) including well-being, belonging and safety from bullying and violence, such as: (i) the rights/responsibilities of all in the school community (indigenous/migrant/ethnic), inclusive consultation, gender issues, and restorative processes in conflict resolution; (ii) the school built environment, security and school design; (iii) uses of ICT within and around the school community as well as at home as it relates to cyberbullying and online abuse.
- To **establish/analyse on a cross-national basis the state of research/practice/ policy in regards to refugee/migrant integration and anti-bullying measures within school communities,** allowing us to draw from the experiences of differing nations with divergent experiences of refugee/migrant and ethnic groupings and approaches to migration and bullying and gender that can be utilised to increase capacity where knowledge is scarce.
- To better **assess the success of approaches to integration and anti-bullying measures to identify effective methods that might be deployed or adapted to provide a more holistic, practical and policy based approach at a local, national and EU level.**
- To **create a handbook of interventions and web based resources for use alongside new school climate measures at a practical level** by schools, practitioners and authorities to aid in integration, safety and anti-bullying approaches.
- To **draw on this research to develop and provide an evidence driven and deliberated guidelines/policy advisory document** to help highlight areas of concern and effectiveness, and provide recommendations to guide policy makers and society.
- To **foster and enhance the experience of practitioners, Early Career Investigators (ECIs),** in providing access to a collaborative, innovative research network.
- To **establish continuing interdisciplinary collaborations that continue after the length of this action,** via Training Workshops for 2 years post end of project, and building on networks established within this Action in applying for other EU funded projects such as Horizon 2020, Asylum, Migration and Integration Fund (AMIF), and the Justice Programme

### 1.1.2. RELEVANCE AND TIMELINESS

Refugee and **migrant children whether first or second generation, Roma/Travellers and those of minority ethnicity/faith groups are more at risk of bullying, alienation, and social exclusion, while gender can also play a significant part in the likelihood of their being targeted and/or isolated.** The refugee crisis has put new pressure on education as a conduit for integration, while terrorist attacks in Europe have raised serious and intricate questions about our ability **to maintain open, cohesive societies and instil common values,** all the while heightening 3 tensions and providing brickbats for individuals and groups to harass and bully others. As the EU Commission's Education and Training Monitor (2015) asserts, **social exclusion produces fractured societies.** The 2015 Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education calls for a European policy framework to help Member States **ensure that inclusion begins in the classroom.**

Education remains a driving force behind integration, social mobility and the safety net against social exclusion, which carried into adulthood, lifts productivity and prevents structural and long-term unemployment. These are themes at the core of the European strategic framework for cooperation in

education and training (ET 2020), and are reflected in the new priorities of the Draft 2015 Joint Report, as proposed by the Commission in August. The UN's Sustainable Development Agenda (pg. 29) also recognises the **essential contribution of migrants to inclusive growth and sustainable development** and the necessity for coherent and comprehensive responses that ensure the full respect of migrants while strengthening the resilience of the communities that host them.

Economic and social migration has increased across the EU as a whole, but some countries have had a longer and more intense relationship with the issue, while others have been able to approach the issue at a less pressurised pace. Each experience in dealing with integration brings with it potentially valuable knowledge and approaches that can help inform policy and practice, and with the pressure brought to bear by the refugee crisis in Europe, there has never been a more necessary or essential time to collate that knowledge to attempt to create a concrete inter-cultural approach in the European school system to improve school climate measures, reducing alienation, conflict and social instability and integrating immigrant children into schools and beyond into society.

## 1.2. OBJECTIVES

### 1.2.1. RESEARCH COORDINATION OBJECTIVES

The main coordination objective of this action is to share, evaluate and foster research in enhancing integration and the reduction of harassment and bullying in the school environment, to develop updated measures of school climate, and practitioner based resources, techniques and tools, that can help create **a sustainable supportive and integrative environment at all levels of the school community, including students and adults.** The action incorporates the following objectives:

- The establishment of a **collaborative network to foster, share and support a knowledge base and research advances** on (i) how social, technological and physical factors affect safety/integration in schools (ii) **the application and assessment of intervention approaches to improve refugee/migrant/ethnic integration and reduce bullying/violence, through the cross-collaboration and integration of Working Groups** (for more detail see 3.1.1):
  - o **WG1:** School Climate Measures - Assessment / Development of new up-to-date tool
  - o **WG2:** Immigration, Diversity & School Practice – Gathering/evaluating cross national data
  - o **WG3:** School Bullying, Tolerance & Integration – Establishing/appraising best practice
  - o **WG4:** Pupil Voice & Promotion of Inclusion – Levels of application, practice and benefits
  - o **WG5:** School Design & Safety – Importance and provision at national levels
  - o **WG6:** E-Technology, Cyberbullying & Online Safety – Support efforts to combat intolerance
- Support researchers and practitioners in **assessing and evaluating existing practice and methodologies** in each area of investigation and across all challenge areas **with a firm focus on refugee/migrant integration, diversity (e.g. gender), social inclusion and bullying reduction**, to assess benefits, and identify new holistic practical and policy approaches.
- Co-ordinate data from across each area to assist in the **development of scientific cross-validated instruments with back translations** for the measurement of school climate to help school communities set goals and priorities for migrant/ethnic integration and bullying prevention, choose programmatic interventions and identify areas where students, staff, and parents view climate in similar or dissimilar ways.
- The collaborative **collation and assessment of a handbook of interventions and web based resources across all working groups** for practical use by school communities and local authorities to work in tandem with new school climate safety measures.
- **Define issues and challenges** facing school communities, local, national and EU authorities in **addressing bullying, diversity and integration** in the light of multiple ethnicities, faiths, gender and culture.
- **Deliver guidance** on issues/challenges in a comprehensive policy document to policy makers, educational authorities and other stakeholders at national and EU level.
- **Encourage, strengthen and develop** the network of researchers, academics and practitioners in the area of anti-bullying, inclusion and integration via:
  - o The continuous **guidance of research progress and collaborations**, through meetings of the Management Committee and working groups.
  - o **Meetings at a peer to peer level** based on membership of the Working Groups between researchers, educational, local and national authorities, industry and vested community groups.
  - o **Foster STSMs** between participating WG hosts with a focus on supporting ECIs.
  - o **Three seminars annually** (M3,7,10,15,19, Conference) **for participating ECIs, practitioners, researchers and other stakeholders to augment member education based on the working group action areas hosted by WG leaders.**

- o **International Conference on Child Migration, Ethnicity, Bullying and Integration**, widening recognition of the Action (M27).
- o **EU Forum on Migrants, Ethnicity & School Bullying** (M36): Partners, stakeholders and prominent experts will participate in the **dissemination and discussion of the findings** from the Action, to further knowledge of the project and evaluate opinion.
- o **Training sessions** for practitioners, ECIs and Ph.D. students during the final project year and for two academic years after the project end date based on the findings and practices delivered by the action.

Each of these objectives have been developed to adhere to specific, measurable, achievable, relevant and timely (SMART) principles.

### 1.2.2. CAPACITY-BUILDING OBJECTIVES

Promoting capacity in enhancing integration and bullying intervention via collaboration is at the heart of this action. As proposed by the partner institutions drawn from COST, Inclusiveness and Near Neighbour Countries already committed to this Action the following objectives are calculated to increase capacity in a supportive manner, via the organisational structures of the project, for the stakeholders involved.

- Promoting gender, age and multicultural balance in the Action, following the principles of the Athena Swan Charter to which many of the institutions are subscribed.
- **Enhanced training opportunities for early career researchers (ECIs), through visits, workshops and active responsibility for the organisation of seminars, conferences and forum, as well as their direct participation/involvement.**
- The development and publishing of a website and online repository of information and tools gathered and used by stakeholders, maintained by stakeholders, providing access for common use and comment, and highlighting progress. **Project Facebook, Twitter and other SNS sites will also be established and all partners will also disseminate updates through their own social media.**
- The drafting and publication of e-newsletters (tri-annually) over the life of the project, and the use of social media, contributed to by the stakeholders, to educate their peers in the partnership, publicise the project and attract new stakeholders.
- Supporting the drafting and publication of **cross national peer reviewed papers**, to enhance ECIs capacity and further publicise the action at an international level.
- Cooperating with e-industry, community support, security and sporting organisation partners, to provide direction and focus for research/science/academic partners, including ECI hosting, information gathering missions, strategizing and assessment collaborations.
- Increasing awareness of the issues across disciplinary boundaries, both within and outside of academia, **by promoting continued exchange and development of knowledge, practice and policy guidance via:**
  - o **Seminars** (tri-annually) **throughout the first 2yrs** of the action to augment knowledge of the stakeholders and foster further discussion, networking and collaboration.
  - o **Interdisciplinary seminars at modular Masters level for students** in participating academic and research institutions, e.g. partner institution who run a PME on bullying in learning environments for 24 students.
  - o Hosting 42 STSMs from within and across the WGs, promoting collaborative learning, for example, ECIs in WGs 2,4&6 will benefit from STSMs to WG3, WG3 will benefit from STSMs to 5&2 and vice versa.
  - o **Workshops within the proposed International Conference** based on the workgroups attended by all stakeholders to identify and tackle individual challenges within these areas and how they relate to holistic approaches.
  - o **Public workshops and outreach activities for whole school communities** (this includes: school boards, principals, teachers, parents, students, non-teaching staff, migrant, ethnic and faith based groups, community bystanders), **invested individuals, policy makers, regional authorities.**
  - o Focused training sessions for school authorities and educators based on the handbook of interventions and accompanying and web resources (4 per year) held by each partner institution in the third year of the project, with further sessions (2 per year) held for 2 years after the project ends

## 1.3. PROGRESS BEYOND THE STATE-OF-THE-ART AND INNOVATION POTENTIAL

### 1.3.1. DESCRIPTION OF THE STATE-OF-THE-ART

**Infrastructure:** In 2011, the European Commission set out a European Agenda for the integration of third-country nationals, calling for a strengthened and coherent approach to integration, across different policy areas and government levels. During those years, many Member States developed their own integration policies and offices depending on their national contexts, and **the EU played an important role in supporting some of these actions**. However, as the EU Action Plan on the Integration of third country nationals (June 2016) reports, notwithstanding the efforts made, **third-country nationals across the EU continue to fare worse than EU citizens in terms of employment, education, and social inclusion**. Within the area of education, while language, civics courses, and early migrant education are advocated, the Action Plan recognizes the need for, and strongly encourages that, the European community support school communities in promoting inclusive education, equipping teachers and school staff with the skills and resources needed to manage diversity and inclusion.

**Research:** **Varying aspects of the challenges outlined here have been pursued in the EU and Internationally**, for example the EURYDICE Network discussion of measures to foster integration of immigrant children into European schools; the European Anti-bullying Network project funded by the Daphne Programme III of the EC, drew together research done on existing best practice in bullying prevention measures in schools in 12 member states, providing an overview of past and current practice in each participating state. The COST Action IS0801 examination of positive and negative uses of new technologies in schools; the UN Secretary-General announcement in 2012 of the focus on youth in the UN till 2017, and the UN HABITAT and UNDP Youth 21 focus on getting young people more involved in democratic processes. These broad areas of challenge are proceeding separately, yet they are fragmented and individualistic where they should interact. **ARBAX : Against Racial Bullying and Xenophobia** (2012) funded by the European Union Lifelong Learning Program, took a welcome step in trying to draw some of these themes together, but was purely based in ICT and aimed only at students via the use of video game with the aim of modifying pupil racist and xenophobic attitudes.

**Building Blocks:** **A number of EU funded activities provide an excellent starting point on which this COST Action can build, and which involves some of these partner countries**, these include the EUMARGINS project (FP7-SSH) a seven country study on the inclusion of young adult immigrants examining what factors hinder their inclusion. Though this was aimed at those aged 18-26, there is some discussion of school years that can be built on. The SAFESCHOOLS programme (FP7-People) focusing on teacher training, bullying and safeguarding issues in Scotland's Schools in the UK, can also add valuable information in regards to what skills teachers are lacking in regards to bullying. While the IIMIGRATI project 6 (FP7-People) is a study of both outward and inward immigration differences in Ireland and Italy can give some insight into the study of cross-national differences between countries and how differing traditions and experiences can inform a better understanding of European society.

### 1.3.2. PROGRESS BEYOND THE STATE-OF-THE-ART

**Infrastructure:** The lack of improvement of the status of refugees/migrants outlined by the Action Plan on Integration, indicates a disconnect between aims and action. The worthy but fragmented efforts of the research outlined reflect an individuality of effort in dealing with migrant/ethnic, integration and bullying. While these efforts are valuable, because of their stand-alone nature knowledge management and transfer from them is poor. In bringing together in a holistic, gender balanced fashion, not only academic/ education institutions and migrant/ethnic/refugee focused NGOs, but also many of the researchers/practitioners involved in these individualised projects from across Europe, we envisage within this Action a stimulation of the process. One drawing from the broad research and practitioner based experiences and expertise of the partners, that will address the disconnect between the Action Plans aims and results by **directly building on and advancing the existing infrastructure, expanding the Plans' educational focus (civics, language, early migrant education) for integration/inclusion, through the creation of modernised, cross-nationally applicable, school safety measures, guides/tools and policy documentation, that can be more easily and broadly utilised at local, regional and national level, providing a comprehensive, relationship driven, safety minded and practical process for integration, inclusion and the reduction of bullying.**

**Research:** In doing this we allow for knowledge garnered from both previous research projects and this Action to be spread uniformly across all participant institutions and NGOs. While by bringing

together partners who have participated on these prior EU projects/actions, along with researchers and practitioners from various disciplines, including education, psychology, sociology, social work, communication science and law, health sciences (pupil well-being), architecture and design (school buildings), e-service providers (uses of new technologies), and police/security companies (security approaches to school safety), we will be able to create a synergy of effort that can galvanise and both effectively and practically analyse and amalgamate the best of what has been done, with identifying what needs to be done. Resulting in scientifically grounded tools and resources, that can positively affect school climate and relationships within a more diverse modern whole school community perspective, and provide an educative model for later citizenship, with links to positive academic and professional/economic attainment, and general well-being.

**Building Blocks:** The expansion of knowledge around migrant rates and issues, effective integration and anti-bullying practices; gender issues, the potential of pupil voice and democratic participation to foster inclusion; focusing on all school community relationships, considering design features of schools, and prosocial uses of ICT in schools, are key to inclusion and safety in an educational environment and will make up the focus of this Action's WGs. All have positive roles to play in improving school climate and integration/inclusiveness, and will develop the building blocks of knowledge previously mentioned integrating them smoothly and coherently into this Project, allowing the information gleaned from each block to interact more effectively and become a more cohesive platform for integration and inclusion as well as future research and practice.

**Academically:** the network will share expertise on methods of implementing and evaluating good practice and intervention; providing excellent opportunities for young career researchers to play a major role in dissemination and acquiring new competencies via conferences and short-term visits or exchanges. Often meeting in separate organisations and conferences, the framework will bring together these different kinds of approach and expertise and enhance scientific and practical endeavour in this area in COST countries.

### 1.3.3. INNOVATION IN TACKLING THE CHALLENGE

Tackling bullying and attitudes towards diversity and enhancing integration are significant societal challenges across Europe. So too is creating synergies between existing research findings and their implications at the societal level. This proposed action, will contribute to "real world" problems faced by European schools and society by aiming to ensure its findings are used to improve inclusiveness, improve the lives of anyone affected by bullying and inform the broader research area. We plan for our findings and deliverables to be used in a way that will increase the effectiveness of public services and policy as well as to enhance the social and emotional health of people (particularly migrant and minority groups) across Europe. Through two specific directives (i.e., the Racial Equality Directive and the Employment Framework directive), the EU is striving to combat discrimination in all sections of society. This project is taking action against bullying and discrimination in Europe in a similar manner to plans outlined by the Commission by tackling multiple important and controversial areas:

- i. **School climate measures** date mostly from the previous century, during which the educative, social make-up and cohesiveness of European society has changed dramatically, while the internet has gone through a revolution in terms of sophistication, use and influence. In addition the necessity for more widespread education in/use of pupil voice has risen in recognition of its effectiveness in improving school ethos and climate. How can these measures be re-drafted to include new these aspects and a whole school community approach?
- ii. **How are issues around immigrant children dealt with?** How are issues around multi-ethnic and multi-faith pupil communities dealt with? What role can peer support and whole school community schemes have in their integration?
- iii. **Does gender play a significant part? Do differing cultural ideals of masculine and feminine roles among migrants and ethnic groups result in differing experiences of bullying and/or isolation for girls and how might this best be addressed?**
- iv. How can teachers, parents of migrant and minority children, and other responsible agents get supported and empowered in order to prevent and fight bullying at school? Does gender play a role in this?
- v. **How are incidents of bullying or violence dealt with?** What is the success of disciplinary and restorative approaches, and does this vary by type of incident, type of pupil or gender?
- vi. **How can cooperation with (a) parents and (b) services, such as police, probation officers, social workers, be utilised effectively?** Should security based measures be a major component of school action, or does this compromise the ideals of a school climate of respectful relationships?

- vii. **How can pupil voice be maximised, and pupils be given real opportunities for democratic participation in the issues of their school/community?** How useful are peer support programs? Is there a differential effect of programs on certain groups of children including ethnicity/gender/age/special needs?
- viii. **How can the digital environment be used positively to promote integration** (virtual learning environments, cyber mentoring)?
- ix. Building design can impact greatly on feelings of security and opportunities for antisocial behaviour. How can school building design be optimised for school safety? Issues will be considered in a national and local level (i.e. primary/ secondary schools, pupils with special needs) and the examination and integration of these areas will lead to a new holistic set of action recommendations, as well as further research projects and partnerships.

## 1.4. ADDED VALUE OF NETWORKING

### 1.4.1. IN RELATION TO THE CHALLENGE

Immigration and the increasing multicultural influences across Europe have occurred at different rates in different countries. **Likewise, research and practice surrounding school climate, and especially bullying/harassment in schools, cyberbullying, pupil voice, proceeds at varying levels and with different emphases and dynamics across Europe.** Establishing areas of experience and proficiency amongst partners in these different areas can enhance the sharing of expertise, knowledge bases and measurement techniques among partner countries, prolific researchers and ECIs, and will provide insights into **cross-cultural comparisons of integration and bullying practices.**

Networking can provide adaptability to the challenge, for instance in regards to the work groups. Where there is pooled interdependence, where certain partners may be more advanced in one area of expertise, the partners can take a lead in their specific area (e.g. pupil voice; bullying interventions) to guide partners and participating ECIs, and where there is sequential interdependence **and a link between partners they can work together to compare experience to come up with a range of effective or proven measures and recommendations in each area.** The different forms of networking teamwork involved including STSMs and Seminar participation will strengthen the ECI's capacity to work as part of a team or on an independent level as they navigate these working environments.

It will afford greater flexibility and opportunities to tailor outcomes and recommendations to the specific and distinctive needs of individual countries and the wider European school community by partners who are better able to deliver specialist viewpoints. The possible incorporation of private sector partners (e.g. IT specialists) and governmental representatives can also help ensure the practicality of solutions, and help influence policy and dissemination of the project. Incorporating others knowledge bases and expertise will develop each partner's knowledge resources, accelerate the professional development of the partner organisations and the ECIs, **while expanding referral networks and professional contacts, providing more opportunity for training and placements.**

### 1.4.2. IN RELATION TO EXISTING EFFORTS AT EUROPEAN AND/OR INTERNATIONAL LEVEL

This proposed Action will take advantage of networking to more comprehensively and effectively complete its aims **by drawing upon the research, recommendations and expertise involved in previous anti-bullying, anti-racism and integration efforts carried out across Europe.** These include:

- ARBAX : Against Racial Bullying and Xenophobia (2012) funded by the European Union Lifelong Learning Program, building upon their research in 5 E.U. member states (Spain, Ireland, Portugal, Belgium and Romania) and their efforts to work with students in adapting attitudes to differing ethnic and faith groups, through the use of an interactive tool.
- ParentNets (2015) an EU LLP program aiding parents in dealing with cyberbullying and online risks to their children, which resulted in **new research into parent internet use, and the creation of a guide and interactive tool for parents.**
- The COST Action IS0801 **examination of positive and negative uses of new technologies in schools, drawing on research and recommendations surrounding the training, prevention and intervention of cyberbullying for teachers and parents.**
- The Erasmus project SonetBull (2015) creating **a whole school based multinational online training platform and repository to help prevent bullying for the adult school community,** a great part of which was based in **peer learning methodology** in order to create a self-sustaining **web-based resource.** The project afforded the core users of the platform (drawn from across the adult school community, teachers, principals, parents) the benefits of networking, allowing them to draw from the knowledge

base of each of the partners and other users across the member states to enhance their own techniques and knowledge, and the opportunity to train as trainers themselves.

Networking with the institutions involved in these efforts from the outset, not only helps exacerbate the pace and effectiveness of the project by drawing on existing information, but through their differing approaches helps stimulate experimentation and conceptual adaptation. It also ensures that the work done by these projects is afforded further sustainability and an opportunity to be built upon, by integrating their efforts, ensuring these strides and collaborations are consolidated to create a more holistic, practicable and evaluated approach that can inform local, regional and EU practice and policy regarding school climate and inclusion.

## 2. IMPACT

### 2.1. EXPECTED IMPACT

#### 2.1.1. SHORT-TERM AND LONG-TERM SCIENTIFIC, TECHNOLOGICAL, AND/OR SOCIOECONOMIC IMPACTS

Through the development, piloting, review and publishing of new assessment measures of school climate, it is envisaged that **this project would have immediate short term impact at both a scientific and socio-economic level.** This Action aims to **provide schools both nationally and internationally with a set of modernised, real world, comprehensive, and scientific measures to assess school safety, integration and inclusion, which we aim to pilot in 2 schools from each partner country, utilising a standardised methodology of application agreed on by the partners and rigorously enforced so that the results may be validated cross-nationally and provide a) immediate examinable results b) schools and school staff with feedback to 9 assess areas of concern that need to be addressed, c) local/regional central government a blueprint that would allow them to assess the integration/inclusion and bullying issues and success/failure rate of measures at a regional/national level.** The application of these tools and the integration of new approaches would require support, providing the ECI's on this project with opportunities to work with national and local agencies as facilitators and operate as trainers within schools.

At the socio-economic level it is anticipated that these measures, and the **accompanying handbook of evaluated interventions and web based resources that will accompany them, will have an immediate impact on the wider school community.** Whole school community approaches to dealing with bullying and other negative behaviour issues have been widely shown to be the most successful, incorporating an **inclusiveness which informs investment by all, mirroring the aims of integration and inclusion of this project. The handbook, a comprehensive multi-factorial guide for schools, will allow school communities to build an individualised approach along coherent policy guidelines tailored to their own school system to improve safety, encourage consultation, inclusiveness, integration, and innovation and reduce bullying.** Utilising these resources, they should from the outset be able to **raise awareness; start exercises in inclusion and integration; tackle problem areas (bullying/intolerance), deal with incidents in a more guided and effective manner; and with the new tools begin the process of assessing their school and custom building an integrative approach to safer more inclusive environment along the guidelines provided.** Thereby immediately starting to improve school climate, reducing stress and related health issues for all, increasing educational focus, reducing absenteeism, truancy, time lost to protracted investigations, and financial costs for external expertise and legal issues.

From a long-term socio-economic perspective the challenge of a concrete intercultural approach in the European school systems lies in a clear education policy at the state or at the EU level. Improving educational climate and social inclusion is urgent and vital, schools are the gateway to society for all children, and integration through the educational system is a crucial task on which both national politicians and migrants have to work constructively. **The findings, tools and recommendations that emerge from this project will go a significant way towards establishing a foundation for the values and the fundamental principles that need to be transferred to pupils as citizens at schools, while helping to make schools themselves safer and inclusive, and acting as groundwork for the establishment of education policy in regards to integration and safer society.** The establishment of these foundations and evidence based policy recommendations are a **major step towards an effective and efficient strategy to prevent future social risks,** as essential to integration is the access to gainful employment and avoidance of the risk of social exclusion, which is one of the biggest threats for the EU, even at security level.

## 2.2. MEASURES TO MAXIMISE IMPACT

### 2.2.1. PLAN FOR INVOLVING THE MOST RELEVANT STAKEHOLDERS

Each partner country will be asked to seek out and bring on board stakeholders at:

- **National**
  - o Ministerial/departmental representatives from areas of:
    - ♣ Education,
    - ♣ Immigration
    - ♣ or Justice
  - o Parent associations/groups (this may be at local level with some partners)
  - o Teacher Unions
- **Regional**
  - o Education authorities (if applicable)
- **Local level**
  - o Educational institutions/organisations (stratified random sample)
  - o Non-profit charitable organisations dealing with immigrants and refugees
  - o Community policing initiatives
- **Private Sector**
  - o E-security companies
  - o School security and design companies
  - o Community Sporting Organisations
- The involvement of core sector groups such as educational institutions/organisations like schools, and others such as parent groupings and immigrant advocate organisations will be a necessity for all partners. The groupings direct involvement is essential in order to glean the necessary information required to complete the tasks outlined in the proposed work groups in order to create, pilot and evaluate an updated set of measurement tools. In order to achieve this meetings and workshops will be organised in house by the partners in each country by researchers to directly involve representatives of all three, informing them of project aims, involving them in work group input, the piloting of new measurements and creating expanding networks of contacts.
- Where possible, partners will organise meetings in their countries with representatives from ministerial/departmental representatives, to seek up to date input on existing policy/action plans on bullying and cyberbullying, immigration/integration, school design and security.
- Meetings should also be organised with community, sporting and policing initiatives, e-security company representatives and where they exist, private school security and design companies, with workshops involving these groups and the core groupings facilitated.

### 2.2.2. DISSEMINATION AND/OR EXPLOITATION PLAN

A Dissemination and Exploitation Plan will be developed at the initial Management Committee (MC) meeting (M1) will be the responsibility of all partners and overseen by the MC. The plan will identify the responsibilities of all the partners, the targets of the different stakeholders, strategies to be adopted and systems for recording dissemination and public engagement activities. There are five main objectives (1) **To raise awareness** of the project and its aims by engaging interest and providing regular updates of progress. (2) **To share publicly**, and if possible, interactively the outcomes of the project. (3) **To ensure long-term sustainability of the work.** (4) **To minimise dropout among stakeholders** (5) **To ensure that the resources developed and the outcomes are fully exploited** by the partners at a national and international level in a sustainable way. Tasks will include:

- **The Establishment of Website:** A project website will be established (M1) and provide details of the project on its front page and will include a 'latest news' section and will be updated monthly. The website will also host a collation of useful links and tools gathered by each of the WG's as an addendum to the projected handbook. Dedicated social media (i.e. Facebook, Twitter, LinkedIn and blogs) will be updated weekly. All partners will be responsible for providing media of events held in their purview, including photos, videos, press releases/reports, and versions of the dissemination materials in their own language.
- **The Publication of E-Newsletters:** 9 planned e-newsletters will present details of the project and updates at key points in the project, when there is an output to report on. (M4,8,12,16,20,24,28,32,36)
- **The Publication of Handbook for School Communities:** The partners will draw on the findings across the WGs to collaborate on the creation and publication (M24) of a handbook (and accompanying web sources) of best practice regarding inclusion and bullying/harassment preventative measures and interventions.

- **The Publication of Peer Reviewed Papers:** Drawn from across the WG's it is proposed that 24 cross national peer reviewed papers will be published over the course of and after the projects lifetime by the ECIs and partners.
- **International Conference & EU Forum:** An International conference will be organised (M27) for the publication/dissemination of the resources and the research. All partners will contribute to the presentations and run workshops. The conference will initiate the training and assessment phase of the project. **An outline structure for the conference will be agreed in the first partner meeting and detailed planning will be finalised through Skype meetings.** **An EU Forum on Migration & School Bullying will follow at the end of the project** (M36) where all participant stakeholders and prominent experts in the field will be invited to participate in the dissemination and discussion of the findings from the Action, to further knowledge of the project and evaluate opinion. A final report will also be completed at this stage.
- **Exploitation.** Will be examined in depth at the initial MC meeting (M1) and will be pursued over the course of the Action. This will cover actions, partner responsibilities, dates, seminars, and conferences, training sessions for the two academic years after the project end date. It will include targets for the incorporation of the resources into existing programmes. This will cover both National and International Exploitation.

## 2.3. POTENTIAL FOR INNOVATION VERSUS RISK LEVEL

### 2.3.1. POTENTIAL FOR SCIENTIFIC, TECHNOLOGICAL AND/OR SOCIOECONOMIC INNOVATION BREAKTHROUGHS

While there are infrastructures guided and supported by the EU to aid in the integration of third country migrants, they are still experiencing alienation across employment, education and social inclusion areas. The OECD report on the Fiscal Impact of Migration in OECD countries (2013) establishes how third-country nationals have a positive fiscal net contribution if they are well integrated in a timely manner, starting with **early integration into education**, and from there into the labour market. And the 2016 EU Action Plan on migrant integration asserts that **failure to utilise and build on the potential of third-country nationals in the EU would represent a massive waste of resources, both for the individuals themselves as well as for the economy and society.** Indeed there is a clear risk that the socio-economic cost of non-integration will turn out to be higher than the cost of investment in integration policies. Indeed, the consistent failure to support public policies on immigrant integration with funding, training and skills in key areas like education was noted by the Transatlantic Council of Migration's report on Building a British Model of Integration in an Era of Immigration: Policy Lessons for Government (2012) to have had an effect on higher levels of intolerance towards immigrants in the UK than anywhere else in Europe. And given the immigrant issue at the heart of the 'Brexit' vote, could certainly be said to have contributed to the outcome of that referendum.

The potential rewards then from this COST Action are exceptionally rich for all states and citizens across the EU. **The health and well-being of the individual at school** whether of indigenous or migrant background is at the heart of this Action, **increasing child safety and improving their chances of a prosperous future at academic, professional and personal level is paramount.** But the rewards of this are clear **at a socio-economic state level.** Reducing hostility and fostering understanding and integration and by extension increasing safety, inclusion, academic and occupational opportunities for migrant individuals can result in **substantively reduced costs to the state** across a variety of areas including security, policing, social welfare and health, **while simultaneously increasing positively the fiscal impact of migrants** to the labour market.

In addition the **cultural enrichment** reaped by the integration of both populations can further benefit the state resulting in a **stimulation of innovation in learning**, as any organization or state that wants to be deeply innovative will enrol *all* of their people in an intentional, thoughtful cultural commitment to creativity and learning.

At a scientific level **updated school climate safety measures** developed by the partners, based on the real-world, modern, issues of EU society, and looking at inclusion, bullying, pupil voice, school security and online issues will bring much needed scientific innovation, to school communities to not only make schools safer for all, but to help them better assess the challenges they face in regard to diversity and inclusion. **This in turn will allow them to more effectively tackle integration and bullying issues on the ground** and with the help of the wider school community, including the migrant families that now includes, further enhancing their chances of successful social education and inclusion. The resulting handbook of innovations, and the accompanying web resources based on research and assessment, drawing on a wide range of interdisciplinary, community and industry expertise, will provide a dual track approach to inclusion (looking at responsibilities/activities of both

community and migrant) and provide the kind of **skills and training** for school staff and educators in inclusion, diversity and bullying, to enable them to deal with individual problems and approach to school community policy, that is deemed necessary within EU stratagems.

This cross-national and cross-disciplinary collaboration in sharing knowledge and experience will also ensure a less fragmented, far more **cohesive dissemination of findings** affording a more uniform level of knowledge of individual issues, measures and innovations across countries. This will strengthen the platform for **improved scientific achievement for both public and governmental benefits**, while at a technological level the findings communicated to e-industry at school level can better enlist their support to identify urgent aspects that need to be dealt with in the here and now, while **industrial leaders at post-school level** can be enlisted to **augment their practices to better underpin and support their integration practices**, to help find a long term solution for all EU states.

### 3. IMPLEMENTATION

#### 3.1. DESCRIPTION OF THE WORK PLAN

##### 3.1.1. DESCRIPTION OF WORKING GROUPS

Following the election of a Chair and Vice-Chair, six Working Groups will be formed to look at a wide range of issues specifically through the prism of promoting integration, diversity and social inclusion in order to keep the project work within manageable parameters. A Management Committee (MC) will be formed of the Chair, Vice-Chair plus co-ordinators of each Working Group and the leader of any other coordination task that will be established. **Each Working Group looks at a wider central variable of school safety, but will restrict its focus to migrant and ethnic issues to ensure a) there is no overloading of work/capacity, and b) the completed aim of the modernisation/development of School Safety Measures** for a more diverse school populace.

**WG1: School Climate Assessment / Development.** *Objectives:* To update and design a new set of measures for school climate accounting for changes in the demographic groupings and rate of immigration across European countries. This workgroup would be considered to be the overarching workgroup incorporating elements/findings from the other groups to achieve its tasks. *Tasks:* (i) collate current measures of school climate, especially within COST countries (ii) gather and evaluate cross-national 'initial task' data from WG partners to ascertain salient issues and developments (ii) create a new instrument to take account of recent developments; (iii) pilot the instrument in partner countries; (iv) revise instrument; (v) Draft final policy recommendation document. *Deliverables:* Publication of a new, set of cross validated instruments with back translations to be utilised by schools and authorities; Collating and drafting of policy recommendations from all workgroups into final document; Contribution to final published handbook; Contribution to project website; Delivery of International Conference Seminar on findings; A review article.

**WG2: Immigration, Diversity and School Practice.** *Objectives:* (1) To ascertain at a national and local level among partner states what rates of immigration exist, and what particular issues exist in that country (2) What practices have been put in place for schools to deal with diversity and integration, including education of indigenous students in regards to other cultures and ethnicities and integration of immigrant pupils into the history and community of their new society with a focus on gender issues across both perspectives. (3) Evaluate what assessment exists for these practices. *Tasks:* (i) collate evidence of immigration rates across partners countries and salient issues arising (ii) gather and assess evidence of best practice on how schools cope with ethnic and faith diversity among children of immigrant backgrounds taking into account gender and age; (ii) collate action plans/guidelines on integration from national and regional authorities for policy evaluation. *Deliverables:* Policy recommendations for pupil well-being at a cross-national level; Chapter for handbook of intervention methods relevant to different groupings for use at school level; Contribution to guidelines, links and tools on project website; Seminar for ECI and stakeholders; Cross National peer reviewed publications.

**WG3: School Bullying, Tolerance & Integration.** *Objectives:* To review the application and assessment of intervention approaches to reduce bullying/violence specifically in how they promote integration, the tolerance of diversity and improve school safety. *Tasks:* (i) collect and assess cross national action plans/guidelines (national or regional) to tackle school bullying and violence training and education in research methods and materials needed to carry out their IRP (ii) collate current interventions/tools to tackle school bullying and violence both in general terms and with specificity in

regards to immigration/racial/ethnic issues. (iii) gather evidence on their effectiveness across different groupings and with regards to gender and age systematically reviewing completeness of information, degree of usage, local evaluations carried out, and sustainability. *Deliverables:* Seminar for ECI and stakeholders, Recommendations relevant to the creation of cross-national policy; Chapter contribution to handbook of intervention methods; Contribution to guidelines, links and tools on project website; Delivery of Workshops; Peer reviewed publications at cross-national level.

**WG4: Pupil Voice & The Promotion of Inclusion.** *Objectives:* To establish the use and effectiveness of pupil voice as a method of enhancing social cohesiveness and inclusiveness, and improving the school community and climate. *Tasks:* (i) gather cross-national evidence for support for pupil voice and inclusion at a national/regional level (ii) gather and evaluate peer support schemes at a school/community level on their impact on integration school climate and safety; (ii) collate examples of how 'pupil voice' can be encouraged across indigenous, immigrant and ethnic groups in generating information and ideas. *Deliverables:* ECIs/stakeholders Seminar; Recommendations on 'pupil voice' for the creation of cross national policy; Chapter contribution on best practice to handbook of intervention methods; Contribution to guidelines, links and tools on project website; Delivery of Workshops; Peer reviewed publications at cross-national level.

**WG5: School Design & Safety.** *Objectives:* (1) Investigate the importance given at national and local level to addressing the design of school buildings and grounds in relation to school safety, integration and reduction of violence/bullying. (2) Establish the consultative use of community policing and/or private security firms by schools in enhancing school security, and what adaptive steps if any are taken in regard to working with immigrant and ethnic groups. *Tasks:* (i) collate cross-national evidence on school building design and its impact on school safety issues; (ii) gather evidence of prominence given to school building design by national and local authorities in regards to school safety and what difficulties may exist (iii) collect evidence of use of community policing/security firm programmes within school to improve school safety (iv) assess evidence of steps taken to incorporate migrant/ethnic groups. *Deliverables:* Seminar for ECIs and stakeholders; Recommendations towards creation of cross-national policy; Chapter contribution on best practice for handbook; Delivery of Workshops; Contribution to guidelines, links and tools on project website; Publications at cross-national level.

**WG6: E-Technology, Cyberbullying & Online Safety.** *Objectives:* (1) To ascertain how e-tech and the internet can be, and is, used as a pro-social tool to prevent and combat, intolerance, racism and xenophobia, and promote inclusion and respect. (2) Examine to what extent the school community as a whole is involved in these actions. *Tasks:* (i) gather cross-national evidence of use of e-tech by national/regional authorities to a) combat cyberbullying/promote online safety and b) promote integration/tolerance (ii) collate evidence on the positive uses of e-technology in schools; examining participation of whole school community (pupils, teachers, parents, staff) (ii) collate evidence on the effectiveness of interventions specifically tailored to reducing cyberbullying and promoting integration. *Deliverables:* Seminar for ECI's and stakeholders; Recommendations towards creation of cross national policy. Chapter contribution on best practice for handbook; Delivery of Workshops; Contribution to guidelines, links and tools on project website; Publications at cross-national level.

### 3.1.2. GANTT DIAGRAM

Event	Q1.1	Q1.2	Q1.3	Q1.4	Q2.1	Q2.2	Q2.3	Q2.4	Q3.1	Q3.2	Q3.3	Q3.4
Kick off meeting	X											
WG1 Meeting	X				X				X			X
WG2 Meeting/Seminars	X				X				X			X
WG3 Meeting/Seminars	X				X				X			X
WG4 Meeting/Seminars	X				X				X			X
WG5 Meeting/Seminars	X				X				X			X
WG6 Meeting/Seminars	X				X				X			X
MC Meeting	X		X		X		X		X		X	
EAC Meeting	X				X				X			X
Training Session									X	X	X	X
Short Scientific Missions			X	X	X	X	X	X	X	X		
International Conference									X			
EU Forum						X						X
Deliverables			X		X		X		X		X	X
Website/updates/news	X		X		X		X		X		X	X

### 3.1.3. PERT CHART (OPTIONAL)

n/a

### 3.1.4. RISK AND CONTINGENCY PLANS

The Coordinating/Host Partner will be responsible for administering the financial contribution and fulfilling all financial tasks associated with payments to parties involved in the project. Management structures and procedures are outlined in section 3.2, that are planned to draw on the expertise and reputations of the partners garnered from prior individual and EU projects, to ensure that the Action meets all objectives and goals and flows in as effective and smooth a fashion as possible across all WGs. They will include a Management Committee (MC), Working Group Coordinators (WGC), Administrative Support Group, External Advisory Committee (EAC) and Training Committee.

MC will elaborate Risk and Contingency plan at the inception of the actions based on the risks identified in the proposal. During the lifespan of the action MC will be tailoring it and adjusting according to the allocated resources of the involved partners in order to avoid any deviation of the expected results and use resources with maximum efficiency. In regards to risk management the MC, EAC and WGC will be responsible for implementing contingencies. Risks identified at this stage are listed below along with measures to minimize them:

- i. Disagreements between partners on policies and strategies – MC to resolve conflict between partners. If required the EAC will participate and adjudicate.
- ii. Partner withdraws from project – Withdrawing partner must liaise with MC to swiftly identify alternative partners.
- iii. Individual Researcher withdraws from project – WGC to inform MC and appoint a new researcher if either 6 months project time remain or deliverables are outstanding.
- iv. WG project proceeds slowly – EAC to review progress and suggest alternative research approaches
- v. Failure to meet deliverables – MC to ensure regular interaction of WG leaders to put in place adapted plan, and monitor progress.

In order to swiftly address ethical concerns surrounding aspects of WG work or individual Short Term Scientific Missions (STSMs) in as efficient and direct a manner as possible, it is proposed that each

institution will deal internally with their own Ethics Committee and forward documentation to the MC. Where that is not possible, they will refer to the MC to provide ethical support.

### 3.2. MANAGEMENT STRUCTURES AND PROCEDURES

In line with previous actions and EU projects and the Erasmus Mundus Handbook, we plan to “ensure that all partners and associated partners work together to provide coherent and comprehensive support for our Programme in the areas of management, finance and administrative support” (p. 29). This Action will be coordinated by a **Management Committee (MC)** to be led by an elected **Chair and Vice-Chair** and supported by an **administrative support** team from within the Host partner’s institution. They will be joined by the **Coordinators of each Working Group and the leaders of any other coordination task that will be established**. The MC will meet quarterly over the course of the three years and will be joined on four occasions by the members of the **External Advisory Committee (EAC)** (M1,13,22,37). The MC will oversee and approve any Short Term Scientific Missions (STSMs) proposed, nominate a website manager from among those partners who are not responsible for a WG, who will be responsible for maintaining the Action website, and an editor to oversee and deliver the publication of the e-newsletters. At the end of the Action, the MC will reform as a **Training Committee (TC)** to oversee the makeup and delivery of the post project training sessions by all partner institutions.

The role of the WG coordinators will be to ensure all deliverables are met for their WG in the appropriate time frame. They will (i) co-ordinate all activities set to meet the objectives/deliverables of their WG (ii) Report on the progress and/or prospective issues within their WG to the MC in a timely fashion (iii) Support, promote and ensure the co-authoring and publishing of scientific papers (iv) Plan all seminars and training sessions stemming from their WG (v) Foster networking with non-academic partners pertaining to their WG. Where Ethics procedures are required the WG coordinators will refer to the Ethics Committees within their own institutions, or where that is not possible refer it to the MC. In order to achieve this they will liaise with the MC and the Chair who will act as **the project manager**. The Chair will be responsible for the day-to-day running of the project including coordinating partners, helping to facilitate planned activities, training events along with the WG coordinators and will take charge of planning and running the final International Conference.

The EAC will consist of experts and professionals drawn from across a wide range of professional organisations including Parent, family, social research and migrant advisory groups, government offices, alongside 2 world class expert academics in the field from Europe and the United States of America. The EAC will provide professional information and objective critique to the project and its progress through their worldwide knowledge and experience.

### 3.3. NETWORK AS A WHOLE

The table below summarises the network at the proposal stage. In order to encourage and broaden research and draw from a wider shared experience across Europe this Action proposers include 4 COST Inclusiveness countries and 1 Near Neighbour Country as partners. Overall the proposers are 65% Academic, 35% Practitioners. We will endeavour to take steps to add more practitioner and professional members, while further professional/practitioner expertise will be added via three non-academic members of the Expert Advisory Committee Gender balance levels will be monitored to ensure equal representation throughout any recruitment process.

Affiliated Proposer Countries:			
<b>Inclusiveness Countries</b>	33%	<b>Number of Proposers</b>	13
<b>Near Neighbour Countries</b>	8%	<b>Number of ECIs</b>	4
<b>Gender Distribution</b>	60% M 40% F		
<b>Institutional Distribution</b>	69% Academic 31% Practitioners & NGO		