



Funded by the
European Union

WP4 – Experiential Learning & Empowerment with Language Learning

D4.1 REPORT ON LANGUAGE LEARNING ACTIVITIES FOR MINORS




**Theory of
Change**
Connecting kids to causes

Project name: Theory of Change

Theory of Change – The use of the art of Rhetoric Speech as an innovative tool in education and training of migrant children in language learning, empowerment, and social integration activities.

Grant Agreement No.: Project: 101141204 - ToC - AMIF-2023 - TF2-AG

WP4 — Experimental Learning & Empowerment with Language Learning

D4.1: Report on Empowerment Activities for Minors & Parents

Main Contributor: COOPERATIVA SOCIALE KIRIKÙ ONLUS

Contributors: CODECA (Cyprus), IRC (Italy), UNA CASA PER L'UOMO (Italy), EUROPEAN EXPRESSION (Greece), INERCIA DIGITAL (Spain), NORDIC HORIZON INSTITUTE (Sweden).

APRIL 2026

Disclaimer

The project is co-funded by the European Union's Asylum, Migration and Integration Fund. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

Table of Contents

Table of Contents	3
1. The Theory of Change Project	5
1.1 Project Overview	5
1.2 Scope of this Report (T4.3)	5
2. Work Package 4 — Task T4.3: Language Enhancement Activities	7
2.1 Objectives and pedagogical orientation	7
2.2 Structure of the activities	7
2.3 Monitoring and evaluation tools	8
3. Key Performance Indicators — Targets and Results	10
3.1 KPIs defined by the project	10
3.2 Consolidated results	11
4. Linguistic Progress Analysis	13
4.1 Overall comparative picture	13
4.2 Methodological notes on the quantitative analysis	13
4.3 Partner-level analyses	14
CODECA — Cyprus	14
NHI — Sweden	15
European Expression — Greece	16
Inercia Digital — Spain	16
Kirikù — Italy	17
4.4 Conclusions on linguistic improvement	18
5. Intercultural Aspects Analysis	19
5.1 Methodology and investigation areas	19
5.2 Comparative analysis of results	20
5.3 Group dynamics and inclusion strategies	21
5.4 Analysis of activities: successes and adaptations	21
5.5 Development of Language Skills related to intercultural and plurilingual development	21
5.6 Conclusions, limitations and recommendations for the future	22
6. Socialisation Aspects Analysis	24
6.1 Methodology	24
6.2 Partner-level analyses	24
CODECA — Cyprus	24
NHI — Sweden	24

European Expression — Greece	25
Inercia Digital — Spain.....	25
IRC — Italy	25
Kirikù — Italy	25
Una Casa per l'Uomo — Italy.....	25
6.3 Cross-partner synthesis and conclusions	25
7. Considerations on the Toolkit and the Game Bank.....	28
7.1 Module 4 — educators' diaries analysis.....	28
7.2 Most and least appreciated activities	28
7.3 Partner-level findings on Module 4.....	30
7.4 Conclusions and recommendations drawn from the analysis of Module 4 diaries	31
8. Final Considerations	33
9. Bibliography.....	35

1. The Theory of Change Project

1.1 Project Overview

The Theory of Change (ToC) project is co-funded by the European Union's Asylum, Migration and Integration Fund (AMIF-2023-TF2-AG-CALL-03-EDUCATION). The project adopts the art of Rhetoric Speech as an innovative non-formal educational tool to support migrant and refugee children in language learning, empowerment, and social integration across five European countries: Italy, Cyprus, Greece, Spain, and Sweden. The partnership brings together organisations with complementary expertise in migration, education, youth work, language teaching and digital innovation. Through rhetoric games, structured debates, experiential learning pathways and intercultural workshops, the project aims to foster democratic citizenship values, respect for human rights and social integration, equipping migrant children with the tools to participate actively in their host societies.

The project adopts a Theory of Change framework to design, implement and evaluate a set of innovative educational activities specifically tailored to migrant and refugee children and adolescents. Central to the project is the recognition that language acquisition cannot be separated from intercultural, relational and socio-emotional development. The educational activities developed through the project are therefore designed to promote linguistic competence in parallel with intercultural understanding, socialisation, self-confidence and active participation. The initiative is coordinated by CODECA (Cyprus) and is structured across four Work Packages. Work Package 4, led by Cooperativa Kirikù (Italy), focuses on the pedagogical implementation of empowerment activities for migrant minors and their families. The consortium is composed of seven partner organisations: Cooperativa Kirikù, Una Casa per l'Uomo (UCPU), and IRC – International Rescue Committee (Italy), CODECA (Cyprus), European Expression (Greece), Inercia Digital (Spain), and Nordic Horizon Institute – NHI (Sweden).

1.2 Scope of this Report (T4.3)

The project's intervention model is structured around three complementary action areas. The first — Language Workshops (Linguistic Empowerment) — aims to develop the linguistic competences of migrant and refugee children, with a focus on communication, vocabulary acquisition and basic reading and writing skills; activities are delivered through non-formal, play-based and communicative methodologies designed to engage young learners with diverse proficiency levels. The second — Individual Coaching Sessions — supports children and young people in developing personal skills, self-confidence and agency, offering a safe space for personal reflection, goal-setting and the exploration of individual pathways. The third — Activities with Families and Parents — strengthens the connection between the workshop environment and the home context, promoting a holistic approach to inclusion.

This Deliverable D4.1 covers the first action area: the Language Enhancement Activities delivered under Task T4.3. The activities reached 143 children across the five partner countries, well above the project target of 100 (20 per country × 5 countries). All activities were conducted in accordance with the pedagogical framework developed within Work Package 3 (Toolkit and Game Bank) and were evaluated using a multi-method approach that combines quantitative pre- and post-tests, specific tools on intercultural and socialisation aspects, and qualitative evidence collected through educators' diaries and focus groups.

The activities were monitored and evaluated through the following instruments:

- Pre-test and post-test — linguistic assessments administered at the beginning and end of the language workshops to measure language skill improvement across all partner countries;
- Socialisation and interculturality tests — tools designed to assess progress in social integration and intercultural awareness among participating children;
- Weekly teacher/educator diaries — structured reflective journals completed by facilitators throughout the programme, documenting the implementation of every module of the Toolkit;
- Module 4 teacher diary — a dedicated diary focused specifically on Module 4, which is the primary subject of qualitative measurement presented in Section 7 of this report.

The sections that follow are organised to reflect the multidimensional nature of the activities. After introducing the framework of Work Package 4 and Task T4.3 (Section 2), the report presents the Key Performance Indicators (Section 3), the linguistic progress analysis (Section 4), the intercultural aspects analysis (Section 5), the socialisation aspects analysis (Section 6), and the considerations on the Toolkit and the Game Bank (Section 7). Final considerations (Section 8) and a bibliography (Section 9) close the document.

2. Work Package 4 — Task T4.3: Language Enhancement Activities

2.1 Objectives and pedagogical orientation

Task T4.3 of Work Package 4 is dedicated to language enhancement activities for migrant and refugee children. The objective is twofold. On the one hand, the activities aim to produce a measurable improvement in participants' linguistic competence in the host-country language, across both oral and written modalities. On the other hand, they aim to embed this linguistic progress within a broader trajectory of intercultural awareness, socialisation and personal empowerment — recognising that for migrant learners, language acquisition is inseparable from the experience of becoming part of a new social, cultural and institutional environment.

The pedagogical orientation of T4.3 reflects this double purpose. Rather than adopting a traditional grammar-centred approach, the activities are built around communicative, play-based and cooperative methodologies, in which language is learned through authentic interaction, meaningful tasks and shared experience. This choice draws on a consolidated body of research on second-language acquisition for young learners — in particular the work of Krashen (1982, 1985) on the comprehensible input hypothesis, the distinction proposed by Cummins (1979) between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), and the sociocultural tradition that traces learning to situated participation in communities of practice (Vygotsky, 1978).

2.2 Structure of the activities

The language enhancement activities were structured as workshops delivered by educators and teachers across the five partner countries. The common backbone of every national implementation was provided by the Toolkit and the Game Bank produced under Work Package 3, which together offer a modular set of language-learning activities organised by thematic module. Each Toolkit module is structured around an everyday life domain (food, clothing, the body, emotions, transport, the city, etc.) and combines vocabulary acquisition with communicative tasks, role-play and game-based activities. The Game Bank complements the Toolkit by providing a catalogue of stand-alone games, riddles and cooperative exercises that can be used to complement or adapt any module. While each partner adapted the general structure to its local context (in terms of exact number of hours, frequency of sessions, age groups and settings) the implementation was not improvised. A shared operational framework was issued by the WP4 coordination at the start of T4.3 and was followed by every partner. The shared operational guidelines issued to all partners were the following:

- **Minimum course duration of 20 hours.** Partners were asked to deliver at least twenty hours of language activity per group. Twenty hours represents the linguistic minimum below which the communicative and play-based approach adopted by the project cannot produce measurable, stable linguistic gains; it is not an aspirational figure but a methodological floor.
- **Weekly use of both the Toolkit and the Game Bank.** Partners were asked to include, in each week of the programme, at least one activity drawn from the Toolkit and one game drawn from the Game Bank. This guideline ensured that no partner drifted into a Toolkit-only or a Game-Bank-only delivery, and that the complementarity between structured thematic modules (Toolkit) and flexible play-based devices (Game Bank) was preserved across every national context.

- **Module 4 as the shared measurement window.** Module 4, dedicated to the lexical field of clothing and to related social situations (buying clothes, describing outfits, dressing for different contexts), was designated as the common measurement window within the course. Pre-tests were administered at the start of Module 4 and post-tests at its end, on a recommended minimum of ten hours of activity dedicated specifically to this module. Using a single, shared module as the pre/post frame across all partners was the methodological choice that made the cross-country comparative analysis presented in Sections 3 and 4 possible: it ensured that the consortium-level KPI on linguistic improvement was computed on genuinely comparable data, rather than on heterogeneous assessments calibrated on different content. This is also the reason why Module 4 is the primary focus of the qualitative analysis presented in Section 7, based on the weekly educator diaries collected across all partner centres.
- **Module 4 as a mid-course, not an opening module.** Partners were explicitly advised not to start their course with Module 4, but to open with a different thematic module and to introduce Module 4 subsequently, once the group had developed an initial familiarity with the workshop format, the educator, the peer group and the basic communicative repertoire of the target language. This sequencing choice was deliberate and has important measurement implications: by the time the pre-test was administered at the start of Module 4, the learners were no longer in a cold-start condition; they had already been exposed to the target language and to the pedagogical environment for several hours. The pre-test therefore captured a baseline that already incorporated the effect of the opening phase, and the post-test captured the specific additional effect produced by Module 4. The resulting pre/post difference is consequently a conservative estimate of the overall linguistic gain produced by T4.3, since it does not incorporate the early phase of the course — a point worth keeping in mind when reading the KPI results, which are if anything under- rather than over-stated.

Within this shared operational framework, each partner retained legitimate margins of adaptation. The overall duration of T4.3 activities varied by partner, ranging from concentrated delivery formats compressed into a single summer or programme cycle, to longer distributed pathways spanning several months; several partners delivered substantially more than the twenty-hour minimum. Age groups ranged from approximately 9 to 18 years, with a prevalence of early adolescents (11–14 years) in the Italian context and older adolescents (15–17 years) in Spain and Greece. In most partner contexts the groups included children with markedly different proficiency levels — from Pre-A1 to intermediate — reflecting the diversity of migration trajectories, prior schooling and length of stay in the host country. These contextual variations are genuine and pedagogically relevant, but they coexist with the methodological constraints outlined above, which gave T4.3 the consortium-level coherence that makes its cross-country analysis possible.

2.3 Monitoring and evaluation tools

The monitoring and evaluation of T4.3 was designed to capture the multidimensional character of the activities. Three complementary instruments were used in parallel.

First, a pre- and post-test linguistic assessment was administered at the beginning and end of the workshop cycles. The assessment was structured around two dimensions — oral skills and writing skills — evaluated on a 1-to-5 scale. The pre-test established a baseline for each participant; the post-test documented the level reached at the end of the activities. The comparison between the two measurements allowed the quantitative estimation of language proficiency gains for each partner and

for the consortium as a whole, and constitutes the evidence base for the linguistic KPI analysed in Sections 3 and 4.

Second, dedicated questionnaires for intercultural and socialisation aspects were administered at pre- and post-test stages. The intercultural questionnaire was structured around seven guiding questions investigating emotional well-being, sense of belonging, recognition of identity, active participation, use of the mother tongue, perception of barriers and inclusion, and knowledge of peers (see Section 5 for details). The socialisation questionnaire was structured on three binary/ordinal items and captured the extent to which participants reported feeling connected to the group, sharing everyday experiences and recognising cooperative dynamics (Section 6).

Third, structured weekly diaries were completed by the educators and teachers running the workshops. The diaries served both as a formative tool — allowing practitioners to reflect on what worked and what did not — and as a qualitative data source. The analysis of the diaries, together with a focus group held on 9 March 2026 with one representative of each project partner, produced the qualitative findings presented in Section 7 of this report, in particular concerning the flexibility and transferability of the Toolkit and the Game Bank.

3. Key Performance Indicators — Targets and Results

3.1 KPIs defined by the project

The project framework defines two quantitative KPIs for the language enhancement activities of Task T4.3:

- KPI A — Coverage: involve in the language activities at least 20 migrant/refugee minors per country, for a total of 100 minors across the five partner countries.
- KPI B — Linguistic impact: achieve a minimum 20% increase in language proficiency scores among participating migrant children by the end of the project, measured through the pre- and post-test assessment.

The activities carried out under T4.3 substantially exceeded both KPIs. A total of 143 minors took part in the language workshops across the consortium, corresponding to 143% of the coverage target. The Italian partnership, which counted three partner organisations operating in different territorial and educational contexts, contributed the largest share (63 minors: 40 at Kirikù, 15 at Una Casa per l'Uomo, 8 at IRC Italy), while CODECA, Nordic Horizon Institute, European Expression and Inercia Digital each involved 20 minors in line with the per-country target.

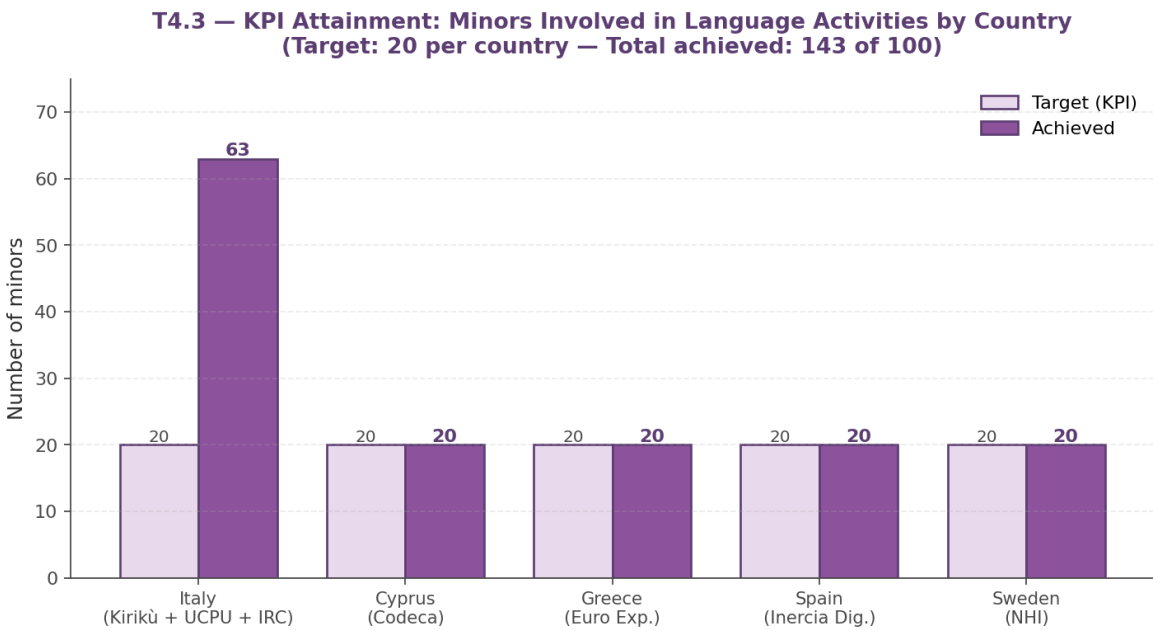


Figure 1 — KPI A coverage: minors involved in T4.3 language activities by country, against the target of 20 minors per country. Total achieved: 143 of 100.

Regarding the linguistic impact (KPI B), the analysis of pre- and post-test data shows an average consortium-level increase of 65.9%. The overall average score rose from 2.29 in the pre-test to 3.80 in the post-test, an average increase of 1.51 points on the 1-to-5 scale. The magnitude of the increase varies significantly across national contexts, reflecting differences in starting levels, delivery formats and learner profiles: from the +36.4% recorded in Spain — where participants already entered the activities with relatively high baseline scores — to the +147.9% recorded in Greece, where starting levels were particularly low and therefore the margin for improvement was proportionally greater.

T4.3 — KPI Attainment: Language Proficiency Increase (Pre → Post)
(Target: minimum +20%; Consortium achieved +65.9%, i.e. ~3.3× the target)

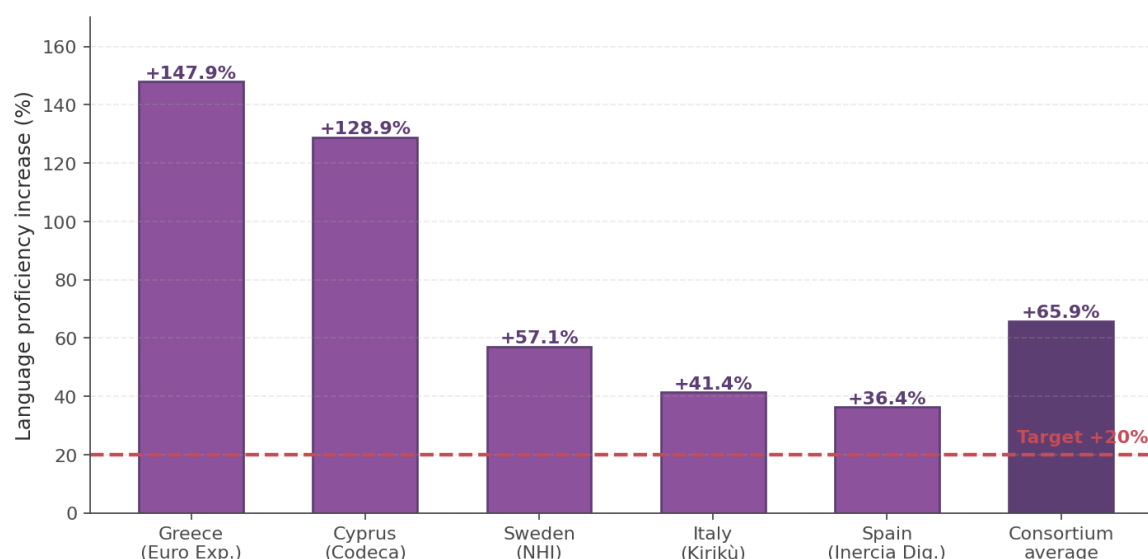


Figure 2 — KPI B linguistic impact: percentage increase in language proficiency between pre- and post-test, by partner country. The dashed red line represents the project target of +20%. All partners meet or exceed the target.

It is important to note that the data relating to the Italian partner Una Casa per l'Uomo were not included in the general comparative calculation. This partner started a pilot phase earlier than the others and was involved in a different implementation timeline. Similarly, the results of the IRC Italia partner were not included in the quantitative comparative analysis: during the training course, there was a significant change in the composition of the group with which the activities were conducted, which made a structured pre- and post-test comparison on a stable cohort unfeasible. These partner-specific situations are documented for transparency; they do not affect the validity of the consortium-level trend, which is based on the five partners with comparable pre/post datasets (Kirikù, CODECA, NHI, European Expression, Inercia Digital).

3.2 Consolidated results

Indicator	Target	Achieved
Minors involved (KPI A — coverage)	100 (20 × 5 countries)	143 (143% of target)
Italy — subtotal	20	63 (Kirikù 40, UCPU 15, IRC 8)
Other partners (per country)	20 each	20 each (CODECA, NHI, Euro Exp., Inercia Dig.)
Language proficiency increase (KPI B)	+20% minimum	+65.9% (≈ 3.3× target)
Average pre-test / post-test score	— (process)	2.29 → 3.80 (+1.51 points)

Table 1 — Consolidated KPI results for T4.3.

The sections that follow provide the detailed analysis underlying these consolidated figures, organised by the three evaluation dimensions that define the scope of T4.3: linguistic progress (Section 4), intercultural aspects (Section 5), and socialisation aspects (Section 6). Section 7 complements this

analysis with the qualitative examination of the Toolkit and the Game Bank on the basis of Module 4 diaries.

4. Linguistic Progress Analysis

4.1 Overall comparative picture

Analysis of the pre- and post-test results shows an overall improvement in language skills in the various national contexts involved in the project. In particular, the highest percentage increase was observed in Greece, with a percentage increase of almost +148%; also significant, however, were the increases recorded in Cyprus and Sweden. In Italy and Spain, where initial average scores were relatively higher, the percentage increases were more moderate (+41.4% and +36.4% respectively). Although these were smaller than those recorded in other countries, they reveal a solid and steady improvement.

It is important to note that the differences in percentage increases are partly influenced by the starting levels of the groups. Contexts with lower initial scores tend to show higher percentage changes because, starting from a more modest level, even a moderate increase can appear very significant. Conversely, partners with higher starting levels, such as Spain, have less room for percentage growth, even though the absolute progress achieved represents substantial consolidation of skills already acquired.

Considering all the partners included in the analysis, the average score rose from 2.29 in the pre-test to 3.80 in the post-test. This corresponds to an average increase of 1.51 points, equal to an overall improvement of approximately +66% at the consortium level — well beyond the minimum +20% required by the project KPI.

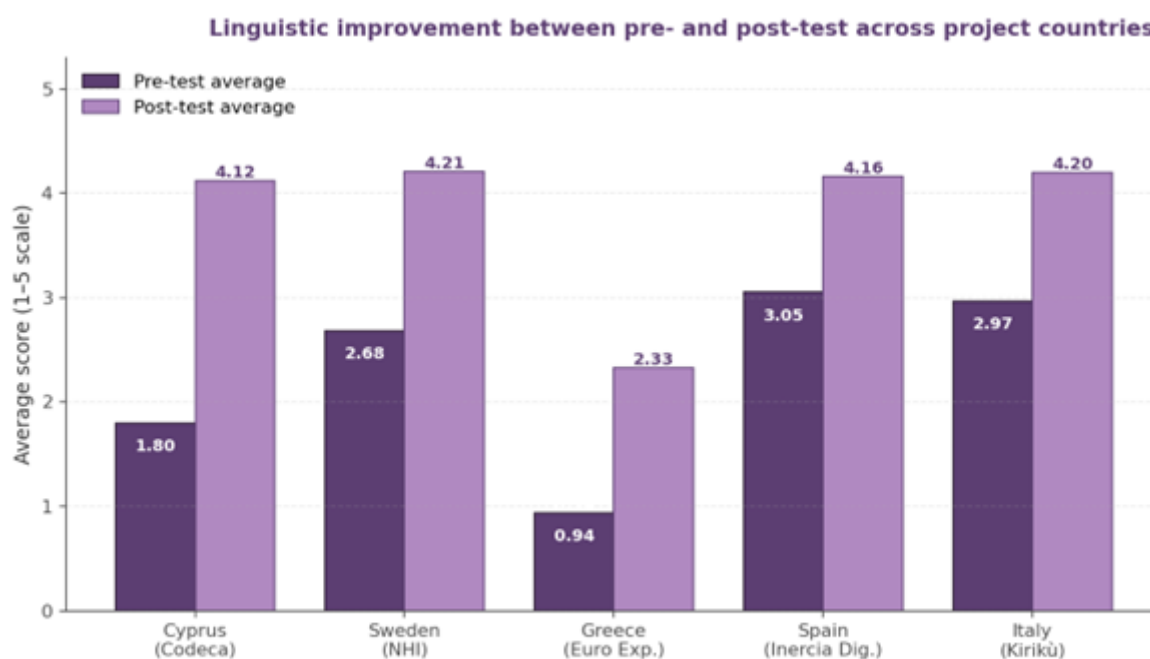


Figure 3 — Linguistic improvement between pre- and post-test across all project countries. The dark-purple bars represent the average pre-test results, while the light-purple bars indicate the post-test averages, by partner country.

4.2 Methodological notes on the quantitative analysis

The linguistic improvement was calculated by comparing the average pre-test and post-test scores for each partner. The difference between the two values was then converted into a percentage increase using the pre-test average as a reference point. This method highlights the relative, proportional

improvement in each national context, allowing for a comparison that takes into account the starting level of each group.

The overall analysis of the data also suggests a particularly significant improvement in oral skills. This result is consistent with what has been highlighted in the literature on second language acquisition, which emphasises that conversational skills — more directly linked to everyday interaction — tend to develop more rapidly than literacy skills, especially in non-formal educational contexts. Nevertheless, the data show a clear improvement in writing skills as well, albeit at a slower pace, confirming that the teaching activities offered stimulated different language skills at the same time.

This trend is consistent with the distinction proposed by Cummins (1979) between BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency). Basic communicative skills, used in informal interactions, develop relatively quickly because they are constantly reinforced by authentic social exchanges; academic/written skills, on the other hand, require longer time frames of exposure and more complex cognitive effort, which makes their development less immediate but equally essential for academic integration and future professional pathways.

Krashen's (1982; 1985) comprehensible input hypothesis also suggests that language learning occurs primarily through exposure to meaningful and comprehensible input in authentic communicative contexts. From this perspective, playful and communicative activities, such as group games, reading videos and stories, role-playing and situational simulations, provide rich and immediately usable input, facilitating the development of oral and receptive skills.

It is important, however, to highlight some methodological limitations of the analysis. The available data do not allow for the different activities in the tests to be weighted differently, nor do they allow for the different durations of the courses, the teaching intensity, or the specific characteristics of the groups (age, linguistic heterogeneity, length of stay in the host country, previous schooling) to be taken into account. Considering these variables, the results should be interpreted as indicators of general trends rather than as fully comparable data between the different partner countries. The quantitative analysis presented here is therefore best understood as a proxy reading of the general direction and magnitude of linguistic progress, to be integrated with the qualitative evidence provided by the educators' diaries and the intercultural and socialisation questionnaires.

4.3 Partner-level analyses

CODECA — Cyprus

The graph shows a significant improvement between the pre-test and post-test in both oral and written skills. The increase is particularly marked in writing, suggesting that the teaching activities carried out by CODECA effectively supported the development of both language modalities in contexts where participants were starting from very low baseline levels. The average score rose from 1.80 in the pre-test to 4.12 in the post-test, an increase of 2.32 points, equivalent to a percentage increase of approximately +129%.

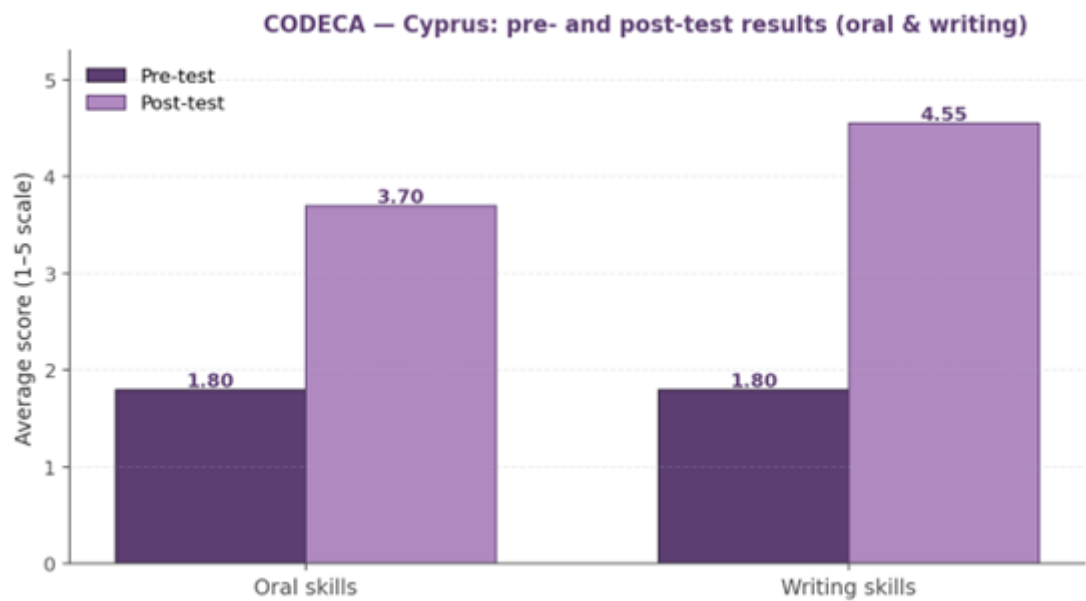


Figure 4 — CODECA (Cyprus): average pre- and post-test results for oral and writing skills.

The data used to create the graph are presented below:

AVERAGE ORAL SKILLS PRE-TEST	1.8
AVERAGE WRITING SKILLS PRE-TEST	1.8
AVERAGE ORAL SKILLS POST-TEST	3.7
AVERAGE WRITING SKILLS POST-TEST	4.2

NHI — Sweden

In the case of Sweden, there has been a steady improvement in both language skills assessed. In particular, written production shows a significant increase in the post-test, while oral production also shows clear progress. The data indicate that the teaching activities contributed to a more balanced development of the two skills, consolidating basic literacy and fluency in communication.

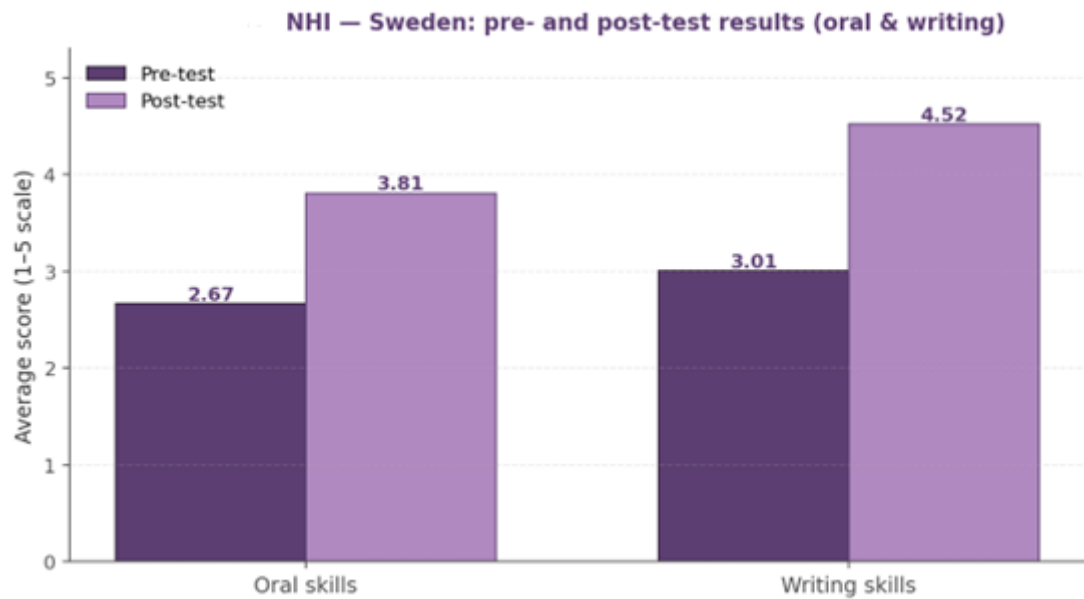


Figure 5 — NHI (Sweden): average pre- and post-test results for oral and writing skills.

The data used to create the graph are presented below:

AVERAGE ORAL SKILLS PRE-TEST	2.67
AVERAGE WRITING SKILLS PRE-TEST	3.01
AVERAGE ORAL SKILLS POST-TEST	3.81
AVERAGE WRITING SKILLS POST-TEST	4.52

European Expression — Greece

The graph shows a very significant increase between the pre-test and post-test, consistent with the particularly low starting levels recorded in the initial phase. The increase concerns both oral and written skills, suggesting a general improvement in the participants' communication skills. The average rose from 0.94 in the pre-test to 2.33 in the post-test, an increase of 1.39 points, equal to a percentage increase of approximately 148%.

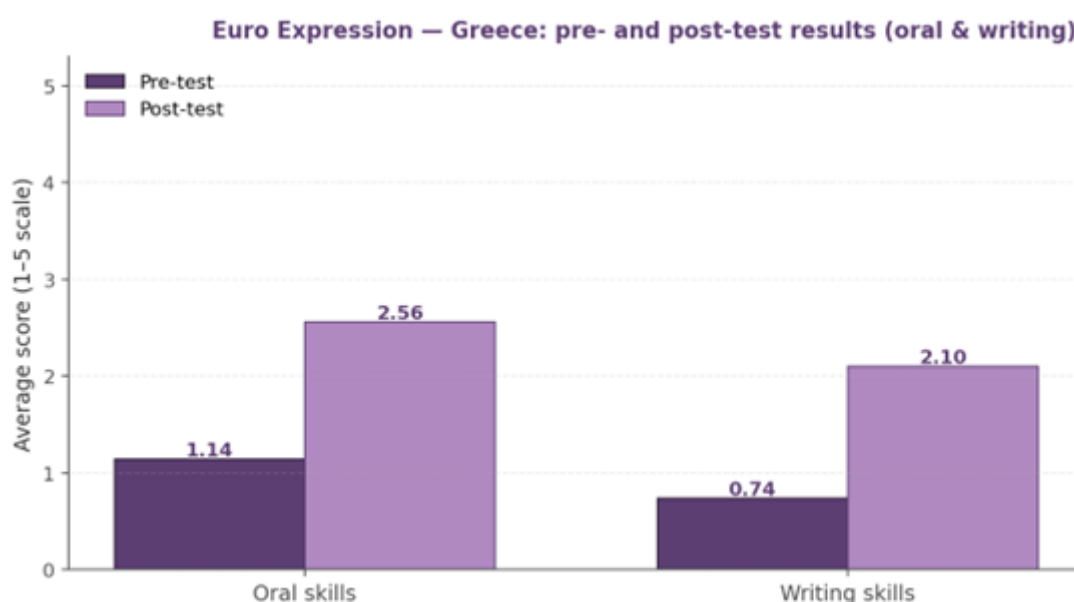


Figure 6 — European Expression (Greece): average pre- and post-test results for oral and writing skills.

The data used to create the graph are presented below:

AVERAGE ORAL SKILLS PRE-TEST	1.14
AVERAGE WRITING SKILLS PRE-TEST	0.74
AVERAGE ORAL SKILLS POST-TEST	2.56
AVERAGE WRITING SKILLS POST-TEST	2.15

Inercia Digital — Spain

In Spain, the results show a moderate but steady improvement between the pre-test and post-test. Participants started from relatively higher average levels than other partners, which may explain the lower overall percentage increase. The average score rose from 3.05 in the pre-test to 4.16 in the post-test, an increase of 1.11 points, equivalent to a percentage increase of approximately 36.4%.

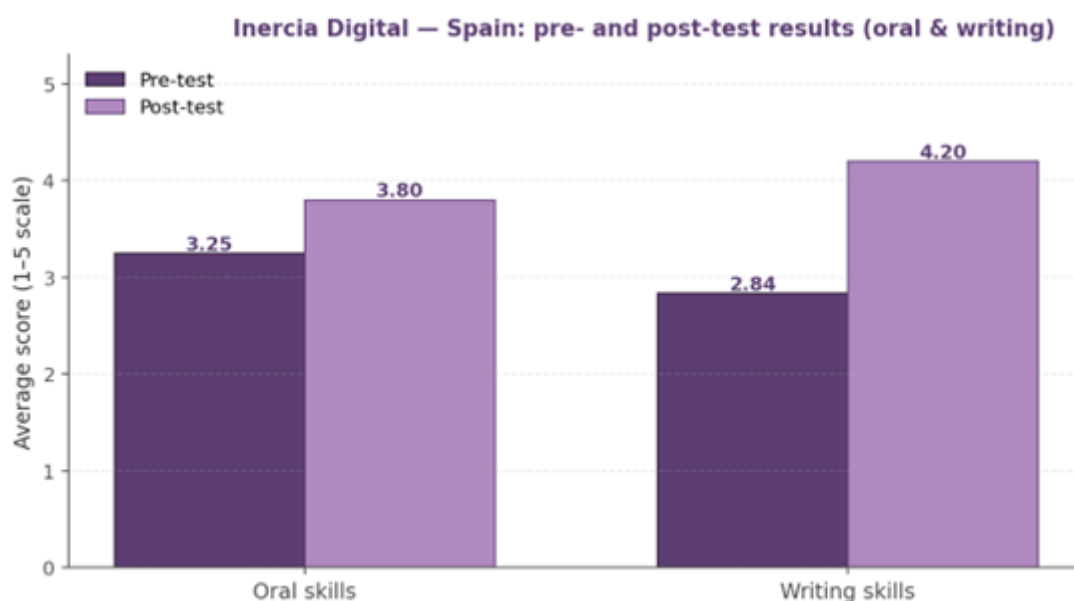


Figure 7 — Inercia Digital (Spain): average pre- and post-test results for oral and writing skills.

The data used to create the graph are presented below:

AVERAGE ORAL SKILLS PRE-TEST	3.25
AVERAGE WRITING SKILLS PRE-TEST	2.84
AVERAGE ORAL SKILLS POST-TEST	3.80
AVERAGE WRITING SKILLS POST-TEST	4.45

Kirikù — Italy

In the Italian case, there was a clear improvement between the pre-test and post-test in both oral and written skills. The results indicate an overall improvement in the participants' language skills, with final scores among the highest of all the project partners. The average score rose from 2.97 in the pre-test to 4.20 in the post-test, an increase of 1.23 points, equal to a percentage increase of approximately 41.4%.

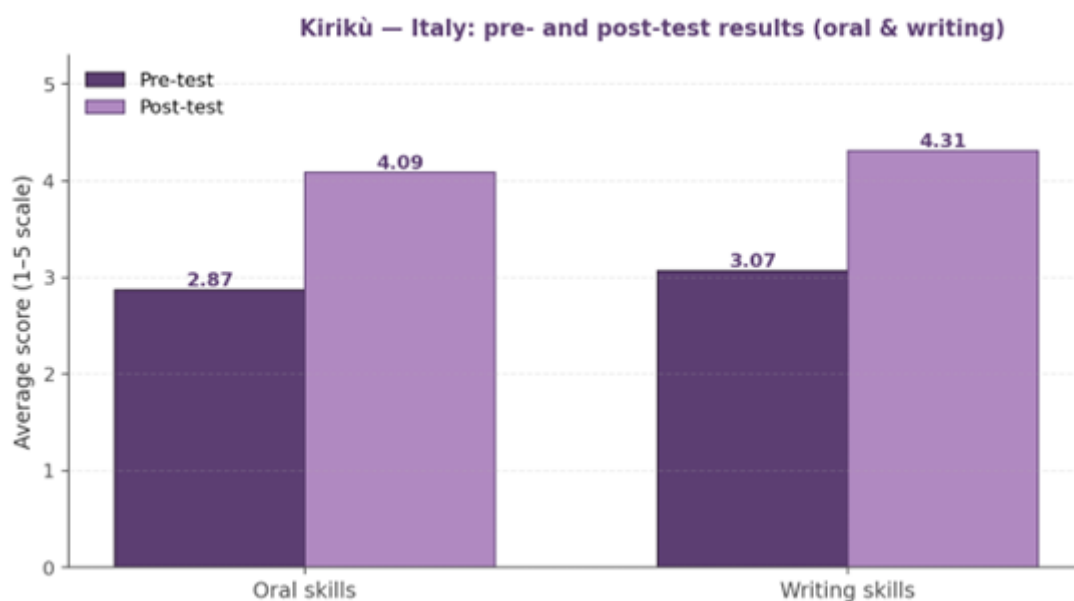


Figure 8 — Kirikù (Italy): average pre- and post-test results for oral and writing skills.

The data used to create the graph are presented below:

AVERAGE ORAL SKILLS PRE-TEST	2.87
AVERAGE WRITING SKILLS PRE-TEST	3.07
AVERAGE ORAL SKILLS POST-TEST	4.09
AVERAGE WRITING SKILLS POST-TEST	4.29

4.4 Conclusions on linguistic improvement

A comparison of the results of the various partners reveals an overall positive picture of language skills development in the different contexts involved in the project. All partners show improvement between the pre-test and post-test phases, albeit to varying degrees. The highest percentage increases were recorded in contexts where the starting levels were lower, as in the case of Greece and Cyprus. In these cases, the initial margin for improvement was greater, which is reflected in more consistent percentage changes. Conversely, in contexts where students already had higher average starting levels, such as in Spain and Italy, the percentage increase is more modest, although it still shows significant progress in language skills. Overall, the results suggest that the teaching activities developed in the project contributed positively to the development of participants' language skills in different national contexts. The differences observed between partners can also be interpreted in light of the different teaching conditions, the initial levels of the students and the specificities of the educational contexts in which the project was implemented. In some contexts, the minors already had knowledge of a shared lingua franca, such as English or Arabic, or had been living for years in the same refugee reception camp and were already familiar with one another. These circumstances facilitated interaction between the young participants and the educators/teachers and supported language acquisition. In other cases, the workshops were conducted in the afternoon after a long day at school, making it more difficult for the minors to engage, and the time needed to acquire the language may therefore have been longer. Finally, in other circumstances, the workshops were conducted during the summer, with more hours available and with more hands-on, oral, and play-based activities. These conditions supported the development of oral skills in dynamic, movement-based, and multisensory contexts, which differ significantly from more static settings, those with fewer hours, or contexts involving source languages that are typologically more distant from the target language. From a pedagogical point of view, the results suggest that the use of playful activities, interactive tools and communicative methodologies can contribute significantly to the development of participants' language skills, particularly in the early stages of learning. The increase observed in oral skills seems to indicate that approaches based on interaction, play and active participation foster a more inclusive and motivating learning environment. In this sense, the resources developed in the project – in particular the Toolkit and the Game Bank – are useful tools for supporting language teaching in diverse educational contexts, facilitating student participation and promoting innovative teaching practices.

5. Intercultural Aspects Analysis

5.1 Methodology and investigation areas

This section of the report presents an analysis of intercultural aspects and how these were identified in different contexts and by different partners. Specifically, the report examines the techniques, activities and adaptation strategies implemented by the various partners to expand and/or modify the activities proposed by the Toolkit and the Game Bank. The focus has been on how it was possible to create multilingual and intercultural pathways that also took into account the well-being of students within the language laboratory context. The table below sets out the 7 guiding questions and the related areas of investigation, such as well-being, sense of belonging, participation, and the promotion of multilingualism and pupils' native language repertoires (for further details, see the Common European Framework of Reference for Languages, CEFR, the supplementary volume, and the framework of pluralistic approaches, namely FREPA/CARAP):

#	Question	Area of investigation / aspects explored
1	How did you feel during the activities?	Emotional well-being and "safe space" : assess whether the learning environment is psychologically protected, the premise for any genuine exchange.
2	Did you feel welcome?	Sense of belonging : measures the group's effectiveness in making every learner feel included as a full member.
3	Did you feel valued?	Empowerment and identity : explores whether the student feels that their culture, knowledge and voice are recognised.
4	Were your contributions accepted?	Active participation : assesses the group dynamics and the openness of peers to diverse voices and perspectives.
5	Has the use of other languages (mother tongue) helped you?	Multilingualism as a resource : at the heart of the intercultural approach — languages are not compartments but an integrated repertoire.
6	Did you feel uncomfortable during any of the activities?	Intercultural and psychological barriers (note: when calculating averages, this question is scored in reverse so that higher values mean lower discomfort).
7	Do you feel you know your classmates better?	Cohesion and debunking stereotypes : assesses the social impact of the activities on the group.

Table 2 — Seven guiding questions of the intercultural pre/post-test questionnaire and corresponding areas of investigation.

The project involved an extremely diverse target group (ranging from unaccompanied minors to secondary school pupils) in various European contexts (Italy, Spain, Greece, Cyprus). To this end, two tools were used: a quantitative one – pre/post-test questionnaires (7 questions, 1–5 scale, maximum score 35 points) – and a qualitative one – Reflective Teaching Reports, as well as interviews with educators/teachers on adaptability, group dynamics and success/failure, and the modification and adaptation of activities. These dimensions were also further explored in the focus group on 9 March 2026.

5.2 Comparative analysis of results

The increase in scores reflects not only language learning, but a clear improvement in students' well-being and the enhancement of the intercultural aspects mentioned earlier. Regarding Italy, The PRE-TEST average (3.49) was calculated exclusively on the basis of data provided by IRC and Kirikù, as they were the only Italian partners that carried out the initial assessment. The POST-TEST average (3.72), on the other hand, was computed using the aggregated data from all three partners (IRC, Kirikù, and UCPU), thus offering a more comprehensive picture of the final results in Italy. With regard to IRC, the average is based on the five available questions, as questions 3 and 4 were missing from the dataset provided. Despite this partial data, IRC's results were still included in the national aggregate. Finally, UCPU data were considered only in the POST-TEST calculation, in order to reflect the final stage of the project and provide a complete overview of outcomes in the Italian context.

Partner	Pre-test avg	Post-test avg	Most significant aspects reported by educators
Inercia Digital (Spain)	3.16	4.90	Role of mentors in supporting Pre-A1 learners; peer tutoring across very different proficiency levels.
NHI (Sweden)	4.05	4.27	Overcoming initial shyness; progressive willingness to participate in group discussion.
European Expression (Greece)	4.13	4.51	Promotion of cultures of origin (Syria, Egypt); valorisation of identity through the activities.
CODECA (Cyprus)	4.02	4.39	Improving oral skills through repetition and play; emergence of identity-related discussions.
IRC, Kirikù, UCPU (Italy)	3.49	3.72	Consolidation within an already partially cohesive group (IRC); integration work with newly arrived learners (Kirikù, UCPU).

Table 3 — Pre- and post-test averages for intercultural aspects, by partner.

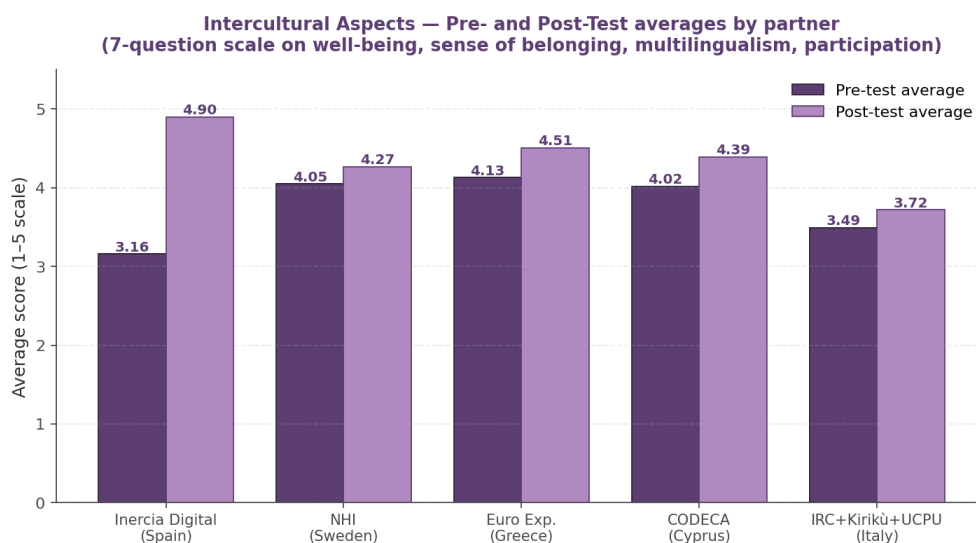


Figure 9 — Intercultural aspects: pre- and post-test averages by partner (1–5 scale).

5.3 Group dynamics and inclusion strategies

During the activities, interesting group dynamics emerged, particularly in managing very different language levels. In Spain, at Inercia Digital, the presence of students with language skills ranging from Pre-A1 to C1 was not seen as an obstacle, but rather as an opportunity. More advanced students took on the role of mentors, helping classmates who were struggling. This approach helped reduce stress among beginners and fostered a collaborative atmosphere, shifting the focus from competition to mutual support. A similar experience was also observed at Kirikù, where the use of the Jigsaw technique in teams enabled the group to tackle complex activities, such as the ‘Tom’s fridge’ exercise, by breaking them down into simpler tasks tailored to different proficiency levels. In this way, every participant was able to make a meaningful contribution, feeling like an active part of the group. Another important outcome, common to several contexts, was the overcoming of social and gender barriers. Initially, in fact, there was a clear tendency to form separate groups, both between boys and girls and among students from different cultural backgrounds — as in the case of Una Casa per l’Uomo, where there were Chinese, Pakistani and Moroccan students. However, thanks to the playful nature of the activities, these divisions gradually disappeared, giving way to spontaneous and natural collaboration among all participants.

5.4 Analysis of activities: successes and adaptations

Among the activities proposed, some proved particularly effective. Games such as Guessing Flags and Food Bingo worked very well for exploring cultural identity and acquiring basic vocabulary, engaging participants in an immediate and stimulating way. Even more significant was the Multilingual Portrait, an extremely powerful tool: on the one hand, it enabled educators to better understand the students’ linguistic and cultural backgrounds; on the other, it fostered mutual understanding among participants, giving value and legitimacy to everyone’s mother tongues. Activities such as Guess Who?, used by Euro Expression, were also a great success, particularly among teenagers, as they were perceived as real games rather than traditional lessons. Similarly, the Memory game on clothes proved very useful for general vocabulary memorisation, thanks to its simplicity and repetitive nature. One interesting aspect that emerged concerns the ability to adapt activities in a creative and culturally sensitive way. At Kirikù, for example, Luca introduced short bursts of traditional dance between activities: this proved effective both in reducing fatigue and as an intercultural bridge, creating a lighter and more inclusive atmosphere. Euro Expression also worked in this direction, customising certain activities such as ‘How do I dress?’: instead of standard images, real photos of young people or their carers were used, making the experience more engaging, familiar and suited to the group. Alongside the strengths, there were also some challenges that provided food for thought. The World Map activity, for example, proved less effective in the absence of technological aids such as interactive whiteboards or smartphones: without these tools, particularly in secondary schools, it was perceived as too long and uninspiring. Role plays, too, although much appreciated by the younger participants (aged 11 to 14), met with some resistance among the young adult refugees, who sometimes considered them childish. In these cases, it was necessary to adapt them to more realistic situations, such as mock interviews or scenes from daily life, to make them more relevant and meaningful.

5.5 Development of Language Skills related to intercultural and plurilingual development

During the activities, the development of language skills emerged as closely linked to the intercultural and multilingual dimension. In particular, the most evident progress concerned oral skills: the students improved their ability to express themselves verbally and showed a significant reduction in their initial

shyness. The playful and cooperative context helped to lower what Stephen Krashen calls the affective filter, encouraging more spontaneous participation less inhibited by the fear of making mistakes (Krashen, 1982). Writing remained more marginal but was by no means absent. The use of global repetition strategies, as in the method tested in Spain, enabled even students who were not literate in the Latin alphabet to begin recognising and memorising words. This type of approach echoes the idea that language learning can also develop through partial and non-linear skills, in line with the CEFR's vision.

A key element that emerged is the role of multilingualism as a resource. The use of bridge languages, such as English or the students' mother tongues (Farsi, Persian, Arabic), made communication more fluid, especially in moments of difficulty. This practice reflects the concept of linguistic repertoire, that is, the dynamic set of linguistic resources that an individual possesses and mobilises in different contexts (Gumperz, 1964; Blommaert, 2010). From this perspective, languages are not separate compartments, but form part of an integrated system. Jim Cummins refers to this as Common Underlying Proficiency (CUP), emphasising how the skills developed in one language can support the learning of another (Cummins, 1979). This explains why the use of the mother tongue does not hinder, but rather facilitates, the development of the target language. The concept of translanguaging is also particularly relevant, namely the flexible and integrated use of multiple languages within the same interaction (Ofelia García, 2009; García & Wei, 2014). In this approach, learners draw on their entire linguistic repertoire to construct meaning, negotiate understanding and participate actively. Translanguaging is not viewed as an 'imperfect mix', but as a complex and strategic communicative practice.

Alongside these aspects, further ways in which plurilingualism promotes language development can be identified:

- **Language mediation:** when students translate or explain content to their peers, they activate deep cognitive processes and develop metalinguistic skills (Coste, Moore & Zarate, 2009).
- **Metalinguistic awareness:** comparing different languages helps students recognise structures, similarities and differences, thereby facilitating learning (Jessner, 2006).
- **Peer scaffolding:** more proficient students support others by drawing on their full repertoire, creating effective collaborative learning (Vygotsky, 1978).
- **Identity recognition:** valuing students' home languages strengthens self-esteem and a sense of belonging, which are fundamental to learning (Cummins, 2001).

Overall, these experiences confirm that language development is deeply intertwined with the intercultural dimension. Taking into account and valuing students' multilingual repertoires not only makes learning more accessible and effective, but also helps to create more equitable, inclusive and meaningful educational environments.

5.6 Conclusions, limitations and recommendations for the future

The analysis highlights how cooperative play represents one of the most effective tools for countering language performance anxiety. Through collaborative dynamics and less formal contexts, students feel more at ease using the language, reducing the fear of making mistakes and increasing active participation.

The analysis also reveals some important insights into future developments. Firstly, it appears necessary to simplify bureaucratic procedures, particularly for Pre-A1 levels, where the number of tests and

documents required has proved excessive compared to students' actual needs, making the process lengthy and sometimes arduous.

A second aspect concerns the flexibility of teaching materials. It is essential to continue encouraging educators to adapt images, content and tasks to the age and profile of the participants, avoiding – particularly with teenagers – the risk of activities perceived as infantilizing, which can have a negative impact on motivation.

A further critical element is the use of digital devices. Activities requiring the use of smartphones or interactive whiteboards (IWBs) are not always accessible in all school settings. For this reason, it is important to provide equally effective paper-based alternatives, to ensure educational continuity and avoid a drop in engagement.

Overall, the average increase in language skills and perceived well-being, amounting to 34 out of 35, confirms the effectiveness of the Toolkit. It stands not only as a valid educational tool, but also as a means of promoting inclusion, safeguarding students' rights and contributing to the creation of an intercultural safe space, where everyone can feel recognised and valued.

6. Socialisation Aspects Analysis

6.1 Methodology

This section of the report presents the results of tests designed to explore aspects of socialisation among children through the courses, activities and games offered during the T4.3 workshops. In particular, the study investigated whether the activities or games could facilitate the emergence of dynamics of socialisation, cooperation and mutual recognition among peers — dynamics that, in migrant and refugee contexts, are central to the experience of integration and to the construction of a sense of belonging in the host environment.

The data from the individual partners are presented below, based on the questions asked before the activities began and those asked afterwards, at the conclusion of the language workshops. The overall sample on which the analysis is based consists of 140 participants, distributed among the various partners involved in the project.

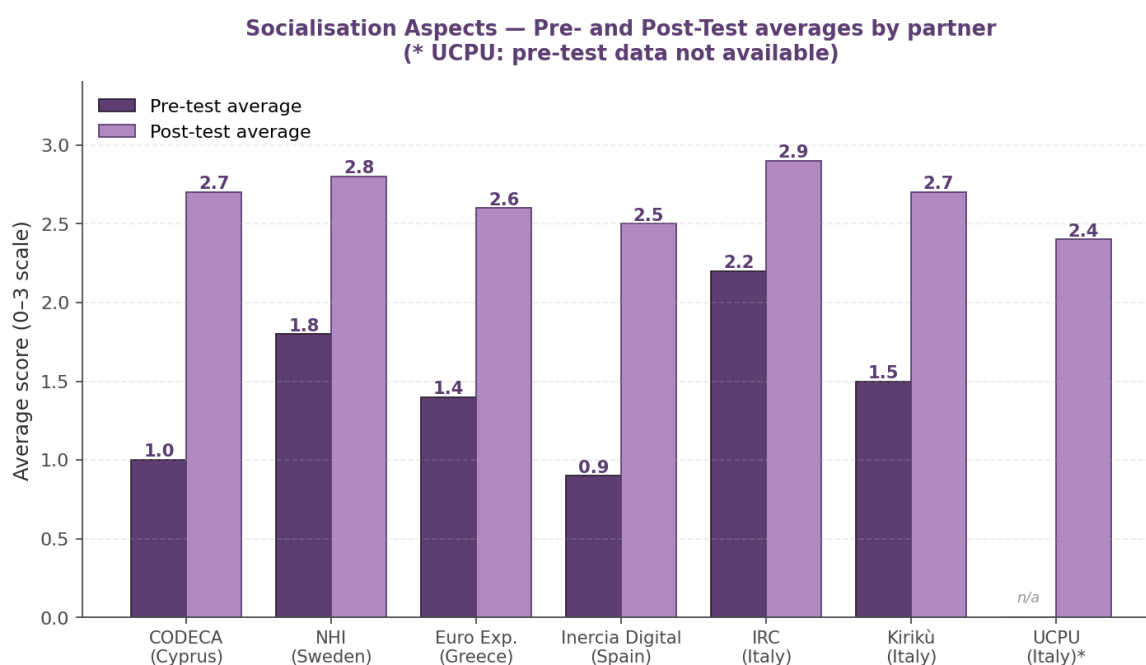


Figure 10 — Socialisation aspects: pre- and post-test averages by partner (0–3 scale).

6.2 Partner-level analyses

CODECA — Cyprus

Average age: 17.8 years. Pre-test performance: average of 1.0 out of 3. Most participants started with only one correct answer or a clear sense of isolation within the group. Post-test performance: average of 2.7 out of 3. The result confirms a relational openness. Based on the results obtained, it can be concluded that the module was effective, particularly in terms of group cohesion and relational openness.

NHI — Sweden

Average age: 15.8 years. Pre-test performance: average of 1.8 out of 3. Participants started with moderate levels of socialisation, held back by what educators described as a "period of silence" at the start — a common phase in second-language acquisition where learners observe without speaking before producing language. Post-test performance: average of 2.8 out of 3. The data confirm an increase in the

participants' socialisation thanks to the workshops and activities offered. In NHI, Question 1 showed the greatest improvement (many "0" responses in the pre-test became "1" in the post-test).

European Expression — Greece

Average age: 16.1 years. Pre-test performance: average of 1.4 out of 3. Initial difficulties were noted, linked to the reception context and the language barrier. Post-test performance: average of 2.6 out of 3. An improvement was noted in the fact that participants felt more at ease at the end of the courses. In European Expression, the highest pre-test average among the three most vulnerable groups was recorded, suggesting that the topics in this module were slightly more familiar than those in CODECA and NHI, but the margin for improvement remained high.

Inercia Digital — Spain

Average age: 16.5 years. Pre-test performance: average of 0.9 out of 3. This is the lowest starting point of the consortium, influenced by varying language levels (Pre-A1). Post-test performance: average of 2.5 out of 3.

IRC — Italy

Average age: 12.8 years. Pre-test performance: average of 2.2 out of 3. In this specific case, the level of socialisation was already high, as it was an established evening school. Post-test performance: average of 2.9 out of 3. In particular, a strengthening of friendships was observed.

Kirikù — Italy

Average age: 12.5 years. Pre-test performance: average of 1.5 out of 3. Initially, the group appeared more 'closed', but the data obtained in the post-test suggest that the workshops opened the way to new socialisation and interactions. Post-test performance: average of 2.7 out of 3.

Una Casa per l'Uomo — Italy

Average age: 11.8 years. Although pre-test data are missing, it was deemed appropriate to consider the scores given to the questions in the post-test and to report the significant qualitative comments. Post-test performance: average of 2.4 out of 3. Despite the barrier of writing (overcome with drawings and visual bingo), the perceived socialisation was very high, especially in the area of cooperation (Question 3).

6.3 Cross-partner synthesis and conclusions

The final discussions presented in this conclusion are the result of an analysis of the teachers'/educators' diaries, the focus group, and the pre- and post-test tables designed to measure the aspects of socialisation presented in the preceding pages.

The overall sample on which the analysis is based consists of 140 participants, distributed among the various partners involved in the project. Despite the absence of one of the initially planned partners, the data collected show considerable internal consistency: the results of the active groups converge on very similar levels of learning and participation. This suggests that the project's effectiveness does not depend on the individual context, but on the robustness of the methodological framework, which is capable of effectively conveying the concepts of cooperation, rights and inclusion.

Even in cases where it was not possible to carry out an initial assessment, the final results align with those of the other groups, indicating a consistent level of learning. This reinforces the idea that the proposed

programme is capable of guaranteeing qualitatively robust outcomes, regardless of the starting conditions.

In terms of content, the analysis highlights that, prior to the intervention, many participants had limited and often superficial knowledge of rights-related issues. These concepts were perceived as abstract or distant from everyday experience. At the end of the activities, however, a significant change emerges. Participants demonstrate a greater ability to recognise situations of vulnerability, understand their own rights and those of others, and navigate the social context more consciously.

A particularly interesting aspect concerns the identification of certain initial 'blind spots', namely less intuitive or more complex issues that were difficult to understand prior to the intervention. The work carried out has helped to bridge these gaps, contributing to genuine literacy in rights.

At the same time, there has been a significant impact on interpersonal relationships. The activities facilitated socialisation, particularly in the early stages, when many students tended to interact only within small, established groups. Play acted as a powerful mediator, creating a safe and neutral space in which to initiate dialogue. Even the shyest students or those with greater language difficulties were gradually able to participate, thanks to the use of non-verbal communication and inclusive dynamics.

This process led to a transformation of the group: from a collection of individuals to a genuine community. The activities did not merely encourage superficial socialisation but contributed to the building of relationships based on trust. Participants began to perceive their peers no longer as strangers, but as potential allies or friends, a fundamental element, especially in contexts characterized by vulnerability.

The cooperative dimension represents one of the strongest aspects to emerge from the analysis. Participants experienced the activities not as competitions, but as opportunities for collaboration towards a common goal. In this way, they gained practical experience of the value of teamwork, developing transferable skills such as conflict management, negotiation and mutual support. A clear awareness emerged that individual success is closely linked to the success of the group.

A further significant element concerns perceived well-being. The activities took place in a generally positive, respectful and inclusive atmosphere. Even when more direct interaction or potentially sensitive activities were planned, participants did not report any particular instances of discomfort. This indicates that the educational setting was managed with care, ensuring respect for individual and cultural sensitivities.

Overall, the intervention proved to have an impact that goes beyond the mere acquisition of content. It was not just a matter of acquiring knowledge about rights, but of developing a new awareness of one's role within the community. Participants strengthened not only their cognitive skills, but also their relational and social skills, becoming more open to cooperation and less influenced by diversity.

From the educators' perspective, it also emerged that the initial stages were characterized by a period of observation and silence, particularly among students from migrant backgrounds. However, this silence was not passive: participants were gradually coming to understand the group dynamics and the implicit rules of the activities. The playful approach helped to shorten this phase, transforming the need to communicate into a genuine motivation to participate.

The most popular activities were those based on movement and cooperation, as they reduced the pressure associated with language proficiency and created an immediate sense of achievement. At the same time, activities combining images and words or involving simulations of real-life situations proved particularly effective for language learning, promoting more stable and meaningful retention.

There were some challenges, mainly related to managing physical contact or sharing personal experiences at too early a stage. In these cases, the educators' sensitivity allowed them to adapt to the activities flexibly, avoiding uncomfortable situations. More generally, the structure of the Toolkit was perceived as an intuitive and adaptable tool, capable of offering guidance without being rigid.

Finally, one of the most significant aspects concerns the management of linguistic and cultural diversity. In the presence of highly varied levels, peer tutoring strategies and the use of visual and holistic approaches facilitated learning, transforming a potential difficulty into an opportunity for collaboration. Similarly, the inclusion of cultural elements, such as dance, food or clothing, made interculturalism tangible and accessible, encouraging the active involvement of all participants.

In summary, the project demonstrated how a flexible, cooperative and participant-centered approach can transform an initial situation of uncertainty and fragmentation into a shared learning experience, capable of having a profound impact on both cognitive and relational levels.

7. Considerations on the Toolkit and the Game Bank

Article 31 — UN Convention on the Rights of the Child (1989)

1. *States Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the child's age, and to participate freely in cultural life and the arts.*
2. *States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activities.*

This section presents the results of a qualitative study on the activities used in the courses, drawn from the Toolkit and the Game Bank developed within Work Package 3 and implemented during T4.3. From a methodological perspective, it was deemed appropriate to adopt a qualitative approach based on the use of diaries completed weekly by teachers and educators, and on a cross-partner focus group held on 9 March 2026 involving one representative from each project partner. The main objective of the study is to analyse the perceptions of language educators and teachers regarding the effectiveness of the proposed activities, identifying those deemed most or least useful, as well as the games and exercises that aroused the greatest or least interest among the participants.

7.1 Module 4 — educators' diaries analysis

The study focuses on Module 4 of the Toolkit — dedicated to the lexical field of clothing and to related social situations (buying clothes, describing outfits, navigating shops) because this module was adopted by all partners and therefore provides a comparable baseline for cross-partner analysis. A total of 56 weekly forms were analysed, filled in by educators and teachers across 6 partner organisations, providing a robust qualitative corpus that has been read alongside the focus group outputs. The questions asked during the focus group concerned the strengths and weaknesses of the tools, the most and least effective activities, any changes made to the materials, their impact on participant engagement and inclusion, and the contribution of the activities to the promotion of intercultural dialogue.

Overall, Module 4 was received extremely positively across all partner centres. Student participation and interaction remained at very high levels (often 4 out of 5 or 5 out of 5). Students proved to be highly motivated, particularly when activities incorporated playful, competitive or video elements. It was precisely these game-based methodologies, using real objects, that proved to be the strong point. According to the diaries, the game-based approach facilitated the learning of vocabulary relating to clothing and the social situations presented in Module 4, such as buying a dress in a shop or describing what one would wear in different contexts and for different occasions. As for the critical points, however, purely introductory activities or those based solely on vocabulary (without movement or play) recorded slightly lower levels of enthusiasm, while remaining well above the pass mark.

7.2 Most and least appreciated activities

The activities most appreciated by students are listed below. Where noted in the diaries by educators and teachers, the reason why they were particularly appreciated will also be indicated.

Activity 5 — "What's in the suitcase?"

In almost all centres (especially UCPU and Kirikù), the video and the suitcase activity were the favourites. The students found it fun and visually stimulating. The combination of narrative framing, concrete objects

and small elements of surprise (what will be pulled out of the suitcase next?) created an engagement level that was consistently rated as exceptional by educators.

Activity 2 — "Guess Who"

This was a very popular game due to its interactive and competitive nature. It also proved pedagogically powerful: to ask and answer questions effectively, students had to produce structurally correct interrogative and descriptive sentences, which reinforced grammatical structures that would otherwise have been taught in more decontextualised forms.

Activity 3 — "Go Shopping"

In this specific case, it proved consistently successful as the game simulates a real-life, practical situation that students found useful and dynamic. The activity also carries a strong functional dimension — knowing how to shop is a tangible skill that migrant and refugee learners recognise as immediately applicable to their everyday life.

Games 2 and 3 — "Guess the word / object"

Games and riddles proved to be effective tools for keeping students' attention levels high during the courses, particularly in transition moments between more demanding activities.

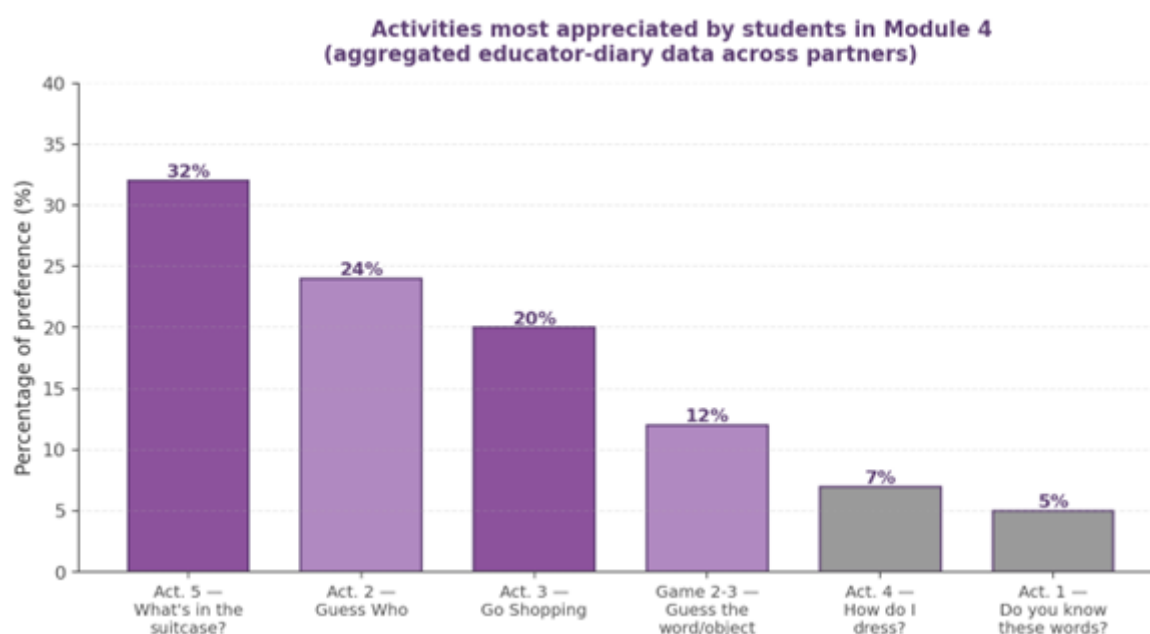


Figure 11 — Activities most appreciated by students on Module 4 (aggregated educator-diary data).

The engagement and motivation of students, achieved through games based on authentic tasks, real objects, and playful and workshop-based activities, is also evident in the motivation and engagement data presented below. As in the previous analysis, the results refer to the aggregated scores reported by educators in their weekly diaries, on a 1-to-5 scale.

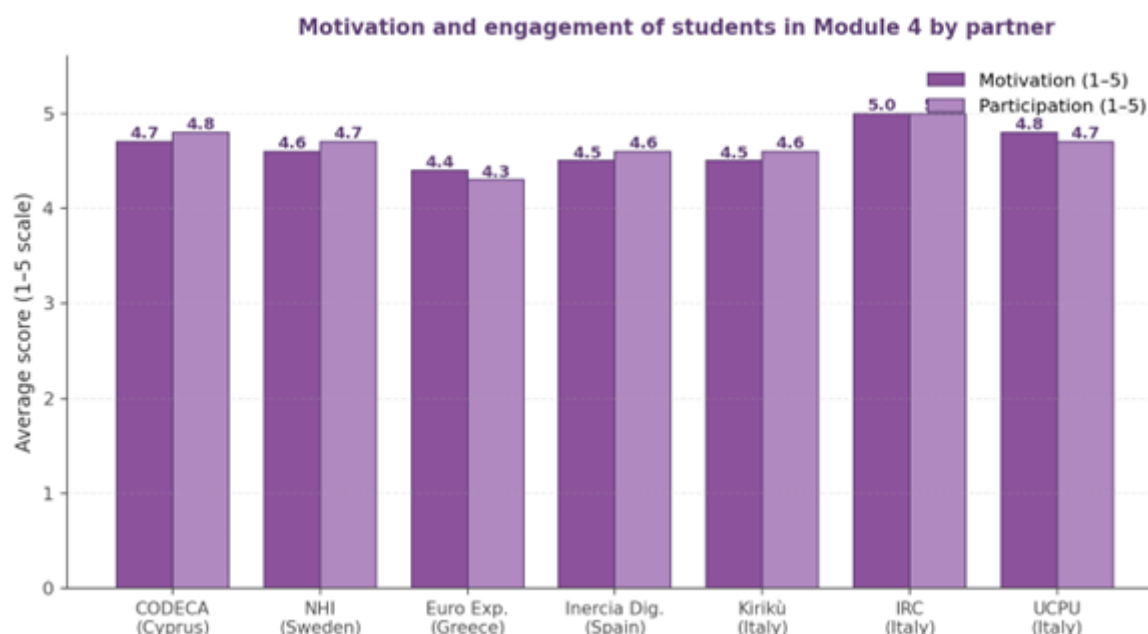


Figure 12 — Motivation and engagement of students in Module 4, by partner organisation (1–5 scale).

The least popular activities, on the other hand, were as follows. Activity 1 — "Do you know these words?" — as an initial warm-up activity focused purely on vocabulary, it was often cited as the "least popular" compared to the dynamic games, despite being necessary for the module to proceed. Activity 4 — "How do I dress?" — in some cases (such as European Expression), it received slightly lower scores or was perceived as less engaging than the shopping simulation or competitive games; it was nonetheless one of the activities that, once reframed as a peer debate, generated the richest intercultural discussion.

7.3 Partner-level findings on Module 4

Analysis of the data collected by the various partners reveals an overall very positive picture regarding the implementation of Module 4, albeit with some specificities linked to the contexts and learning groups involved.

In the case of CODECA, which worked with a target group aged between 9 and 13, the feedback was particularly strong. The module was used in several sessions and some activities, such as 'Guess the word' and 'Guess the object', proved highly successful, maintaining consistently high levels of motivation throughout the activities.

NHI also recorded very positive results, with high scores in terms of both motivation and participation. The activities were successfully implemented, confirming the Toolkit's effectiveness in promoting and maintaining interaction among participants.

An interesting aspect emerged from the Euro Expression experience, where educators observed that many words relating to clothing bore similarities to Arabic. This generated enthusiasm among Arabic-speaking children and facilitated the learning process. Although the initial sessions showed lower levels of motivation, these gradually increased to reach very high levels, particularly during the playful activities.

As for Inercia Digital, the module was implemented smoothly, with positive feedback. In particular, it was noted that the clear structure of Module 4 fostered group dynamics, contributing to the effective management of activities.

The Kirikù experience highlights a strong preference among students for dynamic and engaging activities. Activities such as ‘Go Shopping’ and ‘What’s in the suitcase?’ received the highest scores, whilst those perceived as less engaging received lower ratings, particularly in comparative terms. This suggests a clear preference for approaches based on movement and the use of visual stimuli, such as videos.

Particularly relevant are the results reported by IRC Italy, which recorded excellent scores (5/5) in almost all parameters considered, including motivation, participation and interaction. The module was perceived as fluid, coherent and highly engaging, confirming its effectiveness in a structured educational context.

From a qualitative perspective, UCPU’s contribution highlights the importance of the playful and competitive dimension. In particular, it emerged that participants are more engaged in game-based activities, especially when structured as competitions between groups. Activities such as ‘Clothes Bingo’ and ‘Guess Who’ were repeated several times precisely because of their high popularity, whilst the suitcase video was described as particularly entertaining and effective.

7.4 Conclusions and recommendations drawn from the analysis of Module 4 diaries

Analysis of the data collected shows that Module 4 is one of the most interactive and engaging modules in the entire course. The proposed activities proved effective in promoting active student participation, particularly when structured in a dynamic and interaction-oriented manner. Looking ahead, several key recommendations emerge for the development of future modules. Firstly, it is particularly effective to emphasise the competitive aspect, for example by transforming vocabulary exercises into team challenges, in order to boost motivation and participation. Secondly, the use of visual and multimedia aids remains central: videos, as in the case of the ‘suitcase’ activity, have demonstrated a strong impact on both memorisation and student satisfaction. Finally, the promotion of cultural and linguistic connections plays a significant role: activities that allow students to recognise similarities between different languages foster self-esteem and increase interest in learning.

From a broader perspective, the cross-analysis of teachers’ diaries and the feedback emerging from the focus group confirms that the Toolkit and the Game Bank should not be interpreted as static tools, but rather as highly flexible and modular resources. Their structure enables educators to implement targeted adaptation strategies, which are essential for responding to the diverse needs of educational contexts and learning groups.

In particular, field experience has highlighted two main directions in the adaptation of materials. On the one hand, there is an expansion in the use of digital resources, particularly in contexts where visual and narrative stimulation is a priority. The use of videos and multimedia tools has proved effective in capturing attention and facilitating an immediate understanding of linguistic content. On the other hand, a more experiential approach is emerging, based on the use of authentic materials (realia), such as concrete objects and simulated situations. In these cases, the decision to replace or supplement flashcards with tangible elements has fostered kinesthetic and multisensory learning, making the educational experience more immersive and meaningful.

The report also highlights how the effectiveness of the activities is closely linked to the educator’s ability to make a holistic assessment of the context. The availability of technological resources and materials, the characteristics of the group, and the individual interests and aptitudes of the students are key factors in the choice of methodology. In this sense, the ability to adapt activities – for example, by turning an exercise into a competition or a moment of shared reflection – helps to maintain high levels of motivation and foster inclusive participation.

A further key element concerns the promotion of different learning styles. The Toolkit is designed as an inclusive tool precisely because it allows for the integration of multiple approaches: visual, auditory and kinesthetic. This methodological diversity enables an effective response to the diversity of student profiles, promoting more equitable and personalised learning.

In conclusion, the Toolkit is not a rigid manual, but a dynamic teaching resource that can be adapted to different socio-cultural and socio-linguistic contexts. The ability to tailor the educational intervention using a combination of digital resources and authentic materials ensures a student-centred approach, sensitive to the student's pace, interests and background. It is precisely this pedagogical autonomy, exercised by educators, that has enabled Module 4 to be transformed into an effective experience that can be replicated across diverse geographical and social contexts.

8. Final Considerations

The language enhancement activities carried out under Task T4.3 achieved, and in several respects substantially exceeded, the Key Performance Indicators defined by the project. A total of 143 migrant and refugee children took part in the workshops across the five partner countries, against a KPI target of 100 (143% of target), and the average increase in language proficiency reached +65.9% at the consortium level, well beyond the minimum +20% set as the linguistic impact KPI. Beyond the numerical targets, the activities produced evidence of meaningful learning, pedagogical transformation and intercultural development on the part of the participating minors.

Reading the multidimensional evidence collected through pre- and post-tests on linguistic, intercultural and socialisation aspects, and triangulating it with the qualitative material drawn from educators' diaries and the focus group, several pedagogical conclusions emerge.

The first is the confirmation that a play-based, communicative and cooperative approach to language learning is both feasible and effective in migrant and refugee contexts, across very different national and organisational realities. The consistency of the linguistic gains across partners — despite the diversity of starting levels, ages, delivery formats and institutional settings — indicates that the model developed within the Toolkit and the Game Bank possesses a genuine transferability. This is a relevant finding in view of the possible scale-up and dissemination of the programme in future contexts.

The second concerns the inseparability of linguistic, intercultural and socialisation dimensions. The quantitative data document improvements on all three axes; the qualitative data make it possible to understand why: the activities were not designed to work on one dimension at a time, but to create an integrated pedagogical environment in which language is learned through cooperation, intercultural awareness emerges through shared play, and socialisation grows as a natural by-product of cooperative tasks. Attempts to address only one dimension, for example, a purely lexical approach to language acquisition, would not have produced the same results. The pedagogical architecture of T4.3 is coherent with decades of research on second-language acquisition for young learners, and the evidence confirms its validity.

The third concerns the centrality of the educator's role in mediating between the shared Toolkit and the specific needs of each group. The adaptation strategies documented across partners, from traditional dance breaks to peer-driven debates on dress and identity, from Jigsaw techniques to multilingual portraits, were not deviations from the programme but rather its most authentic expressions. The Toolkit functions as a dynamic resource precisely because it is designed to be reshaped by the educator's situated judgement; future programme iterations should continue to protect and cultivate this flexibility, through ongoing training and peer-learning opportunities for educators.

The fourth concerns the tension between assessment requirements and the pedagogical dignity of vulnerable learners. The field experience clearly shows that formal pre- and post-tests, while necessary for quantitative impact measurement, can become obstacles for Pre-A1 learners or for children with limited prior schooling. The recommendation that emerges from every partner is consistent: future iterations should invest in gentler, more observational and more visually-grounded assessment tools, and should integrate monitoring within the learning process itself through devices such as the Multilingual Portrait and the Passport. This is not only a practical recommendation; it is a pedagogical one, because the way we assess learning shapes the learning experience itself.

The fifth and final consideration concerns the role of plurilingualism as pedagogical capital. The experiences of T4.3 confirm that valorising the learner's entire linguistic repertoire — including minority

languages, dialects and bridge languages — accelerates rather than slows the acquisition of the host-country language. This finding, grounded in a solid tradition of research (Cummins, García, García & Wei), has operational implications for how language education for migrant children is designed in the European space. Treating the mother tongue as an obstacle to be replaced is a pedagogical error that T4.3 has helped to correct, documenting with quantitative and qualitative evidence the generative power of a translanguaging approach.

Beyond the specific findings of T4.3, this report is intended to function as an evidence-based contribution to the broader European reflection on language education for migrant and refugee children. The data, the pedagogical reflections and the adaptation strategies documented here are offered as resources for educators, policy-makers and researchers working on the intersection of language, migration and inclusion. The Theory of Change project is, in this sense, not only a set of activities delivered in five countries, but a theory about how change happens in the lives of young learners who are rebuilding themselves across languages and cultures — and the evidence presented in this Deliverable D4.1 supports that theory with empirical substance.

9. Bibliography

- Blommaert, J. (2010). *The Sociolinguistics of Globalisation*. Cambridge: Cambridge University Press.
- Candelier, M., Camilleri-Grima, A., Castellotti, V., de Pietro, J.-F., Lőrincz, I., Meißner, F.-J., Noguerol, A., & Schröder-Sura, A. (2012). *FREPA – Framework of Reference for Pluralistic Approaches to Languages and Cultures: Competences and resources*. Strasbourg: Council of Europe / European Centre for Modern Languages.
- Coste, D., Moore, D., & Zarate, G. (2009). *Plurilingual and Pluricultural Competence*. Strasbourg: Council of Europe Publishing.
- Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*. Strasbourg: Council of Europe Publishing.
- Cummins, J. (1979). Cognitive/Academic Language Proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, 19, 121–129.
- Cummins, J. (2001). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Clevedon: Multilingual Matters.
- García, O. (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Oxford: Wiley-Blackwell.
- García, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. Basingstoke: Palgrave Macmillan.
- Gumperz, J. J. (1964). Linguistic and social interaction in two communities. *American Anthropologist*, 66(6), 137–153.
- Jessner, U. (2006). *Linguistic Awareness in Multilinguals: English as a Third Language*. Edinburgh: Edinburgh University Press.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.
- Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.
- United Nations. (1989). *Convention on the Rights of the Child*. New York: United Nations General Assembly (Resolution 44/25).
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Theory of Change Project. (2024). D2.2 — Research Analysis Report and Stakeholder Mapping. WP2 Research Analysis and Needs Assessment. (Internal project document.)
- Theory of Change Project. (2026). D4.2 — Final Report on Empowerment Activities for Minors & Parents. WP4 Experiential Learning & Empowerment. (Internal project document.)