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WP4 – Experiential Learning & Empowerment with Language Learning

D4.2 – FINAL REPORT ON EMPOWERMENT ACTIVITIES FOR MINORS & PARENTS




**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

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WP4 - Experimental Learning & Empowerment with Language Learning

D4.2: Report on empowerment activities for minors & parents

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Disclaimer

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Table of Contents

Table of Contents.....	3
1. The Theory of Change Project.....	4
1.1 Project Overview.....	4
1.2 Work Package 4 and This Report	4
2. Work Package 4 — Experiential Learning & Empowerment	5
3. Pedagogical Framework and Methodology	6
4. Key Performance Indicators — Targets and Results.....	8
5. Task 4.4 — Empowerment Activities for Minors: National Analyses	9
5.1 Cross-country overview	9
5.2 Italy — Kirikù and Una Casa per l'Uomo (UCPU)	10
5.3 Cyprus — Codeca	11
5.4 Greece — European Expression.....	13
5.5 Spain — Inercia Digital	14
5.6 Sweden — Nordic Horizon Institute	16
5.7 Cross-partner synthesis — T4.4	16
6. Task 4.5 — Empowerment Activities for Parents: National Analyses.....	18
6.1 Cross-country overview	18
6.2 Italy — Kirikù, Una Casa per l'Uomo (UCPU), IRC	19
6.3 Cyprus — Codeca	21
6.4 Greece — European Expression.....	22
6.5 Spain — Inercia Digital	24
6.6 Sweden — Nordic Horizon Institute	25
6.7 The Parental Involvement Index (PII).....	26
6.8 Cross-partner synthesis — T4.5	28
7. Conclusions	29
7.1 General assessment	29
7.2 Dialogue with the WP2 research findings.....	29
7.3 Pedagogical recommendations.....	31
8. Bibliography	32

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 Rhetoric Speech as an innovative non-formal educational tool to support migrant children in language learning, empowerment, and social integration across five European countries: Italy, Cyprus, Greece, Spain, and Sweden. 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 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 Work Package 4 and This Report

Work Package 4 encompasses the design and delivery of empowerment activities for migrant minors and their families, and it is articulated across three main tasks. Task T4.3 focuses on linguistic improvement activities for minors; its results are documented separately in Deliverable D4.1. Task T4.4 concerns individual coaching and mentoring activities for minors. Task T4.5 concerns empowerment and social integration activities for parents and family members. This report constitutes Deliverable D4.2 and presents the analysis of the activities carried out under Tasks T4.4 and T4.5. Together, Tasks T4.4 and T4.5 form an integrated system of support that intentionally engages the two most significant relational vertices in a child's life — the child themselves and the parental/family context — following the ecological assumption that durable integration is never achieved by working with only one side of the equation. Data were collected through structured tools developed within the project, including diagnostic questionnaires administered to minors and parents at the start of the activities, and Plans of Action compiled by educators at both the initial and final stages of each individual mentoring cycle. It should be noted that NHI – Sweden conducted the project activities only partially and subsequently submitted a formal request to withdraw from the consortium. The analysis relating to the Swedish context presented in this report is therefore based exclusively on the partial data available at the time of drafting.

2. Work Package 4 — Experiential Learning & Empowerment

2.1 Objectives of WP4

Work Package 4 constitutes one of the central pillars of the Theory of Change project, focusing specifically on the direct engagement with the primary beneficiaries (migrant minors and their parents) through structured educational pathways that translate the pedagogical framework of the project into lived experience. The two tasks covered by this deliverable — T4.4 and T4.5 — are designed to function as two complementary sides of a single empowerment system. Where T4.4 supports the child in developing personal agency, self-knowledge and orientation within the host environment, T4.5 supports the adult caregivers in acquiring the knowledge, confidence and relational resources to sustain the integration process daily.

2.2 Task T4.4 — Social-educational empowering activities for minors

Task 4.4 delivers individual mentoring pathways to migrant minors aged 10–18. Each pathway is initiated by an introductory meeting during which the educator administers the Knowledge and Needs of Local Services questionnaire; a structured instrument designed to surface, in a non-intrusive way, the young person's perception of the territory, the available services, and their own priorities. Based on this initial mapping, the educator co-constructs a Plan of Action that identifies the specific area of intervention (child, family or environment), sets achievable goals, and defines the educational strategies to be deployed. The pathway unfolds across different sessions of personalized activities, and closes with a reflective evaluation carried out by the educator who documents outcomes, difficulties encountered, and insights for future iterations.

2.3 Task T4.5 — Social-educational empowering activities for parents

Task 4.5 mirrors the logic of T4.4 but shifts the focus to parents and guardians of migrant children. The activities are structured around a programme of seven thematic group coaching and mentoring sessions delivered in small groups (8–20 participants) and facilitated by an educator, supported by cultural mediators whenever required. The seven session themes, namely: Introduction and Knowledge Activities, Social Services, Work Rights, Development of Proximity Networks, Parenting Across Cultures, Gathering and Exchanging Experiences, and Access to the Local Health System, were designed to cover the key dimensions of integration that emerged from the needs assessment conducted under WP2. After each session, participants complete a standardised questionnaire that collects information on perceived relevance of the topic (Q1), helpfulness of the activities proposed (Q2) and self-evaluated confidence in the topic after the session (Q3), together with a needs-ranking exercise and open-ended qualitative questions.

3. Pedagogical Framework and Methodology

3.1 Theoretical and methodological framework

The empowerment activities of T4.4 and T4.5 are grounded in a multidimensional pedagogical framework that draws on three interconnected theoretical traditions: Bronfenbrenner's ecological model of child development, evidence-based coaching methodologies, and the P.I.P.P.I. methodology (Programme of Intervention for the Prevention of Institutionalization) developed within the Italian academic tradition and adopted by Kirikù as its primary operational reference. What these approaches share is a foundational conviction: the needs of a child cannot be adequately understood by looking at the child in isolation. A linguistic difficulty, a school problem, a withdrawn behavior. None of these is ever merely a child-level issue. Each is simultaneously a relational fact (within the family), a systemic fact (within the host environment), and a developmental fact (within the child's own trajectory). Effective intervention must therefore read needs as situated within a triangular field of relationships — the child, the family, and the environment — and design actions that engage all three dimensions, even if asymmetrically. This triangular framework, described in detail in Section 3.2, constitutes the shared analytical lens through which all T4.4 and T4.5 activities were designed and evaluated. Prior to the implementation of the activities, the WP4 leader, Cooperativa Kirikù, organized a series of online knowledge-transfer sessions attended by project partners. These sessions were held before the start of the activities and served to ensure a shared understanding of the theoretical framework, the pedagogical tools, and the operational instruments to be used across all national contexts. This preliminary phase was essential to guarantee methodological coherence across five countries while preserving the flexibility needed to adapt the framework to each partner's specific territorial and cultural reality.

3.2 The ecological triangle and the empowerment horizon

At the heart of the framework lies the concept of the **triangle of needs** — three interdependent dimensions that together constitute the field within which any child's development and integration unfolds. The **child dimension** encompasses the individual young person in their full complexity: their history, capacities, emotions, language, aspirations and vulnerabilities. The **family dimension** refers to the network of primary affective relationships, cultural transmission and material care within which the child grows — a concept that, in migration contexts, extends to include reconfigured households, legal guardians, and transnational care arrangements. The **environment dimension** denotes the broader social and institutional context: school, services, peer networks, neighborhood, host community and — in migration settings — the administrative and legal apparatus that frames rights and access. Operationally, this triangular vision asks every educator to begin each pathway with the same analytical question: in which dimension does the young person most need support at this moment? The answer shapes every subsequent decision — the goals set in the Plan of Action, the activities designed, the resources mobilized, and the relational register adopted. The same question, applied to T4.5, orients the session programme for parents: which dimension of the triangle is most in need of strengthening for this group? Beyond its analytical function, however, this framework serves a broader pedagogical horizon: empowerment. In this perspective, empowerment is not the simple transmission of information about local services. It is the gradual development of life-skills, self-knowledge, social agency, and the confidence to navigate institutional and relational worlds that are often perceived as opaque or inaccessible. The role of the educator, accordingly, is not that of a guide who points to resources from the outside, but of an accompanying adult who walks alongside the young person or parent while they discover, name and act on their own needs and possibilities.

3.3 Methodology of empowerment activities

The methodology of both T4.4 and T4.5 is built around two complementary layers: structured instruments for data collection and evaluation, and participatory educational practices adapted to each group's needs and context. For T4.4, the two key instruments are the introductory questionnaire on knowledge and needs of local services administered, with mediator support where required, and the Plan of Action. The questionnaire surfaces four dimensions of territorial awareness (leisure places, school support, psychological listening, navigating the city) on a 1-to-5 scale, complemented by a ranked priorities exercise. The Plan of Action translates the findings of this initial mapping into a personalized mentoring pathway: it identifies the triangle vertex most in need of intervention, sets achievable goals, describes the educational strategies to be adopted, and closes with a reflective evaluation of goal attainment. For T4.5, the methodology is organized around a seven-session thematic programme delivered in small groups by an educator, supported by cultural mediators where necessary. Each session combines relevant content covering rights, services, parenting strategies and proximity networks, with participatory methods such as facilitated discussion, peer exchange and case-based reflection. A standardized evaluation questionnaire administered at the end of each session collects quantitative ratings on relevance (Q1), activity helpfulness (Q2) and post-session confidence (Q3), alongside open-ended qualitative feedback. Both tasks are further supported by a cross-partner practitioner focus group held on 23 March 2026, which brought together educators and project staff from across the consortium to reflect on implementation practices, methodological choices, challenges and sustainability. The focus group material allows the quantitative evidence from the questionnaires to be read alongside the situated knowledge of practitioners, producing a triangulated analysis that neither source alone could generate.

4. Key Performance Indicators — Targets and Results

4.1 KPIs defined by the project

The project framework defines two quantitative KPIs for the empowerment activities of WP4, together with a structural requirement on the T4.5 programme format:

- **T4.4:** 20 migrant minors per country × 5 countries = **100 minors reached** with individual mentoring pathways.
- **T4.5:** 20 parents or guardians per country × 5 countries = **100 parents reached** with group empowerment activities.
- **T4.5 programme format:** seven thematic group sessions per partner.

Across the two tasks, the consortium met and, in several cases, exceeded the quantitative targets defined by the project. A total of 108 minors were reached under T4.4 (108% of target) and 148 unique parents were reached under T4.5 (148% of target). All seven thematic sessions were delivered in full by every partner operating at full programme scale, except for NHI – Sweden, which delivered four sessions before the partial suspension of its activities and the subsequent request to withdraw from the consortium.

KPI Attainment by Country — Target: 20 beneficiaries per country

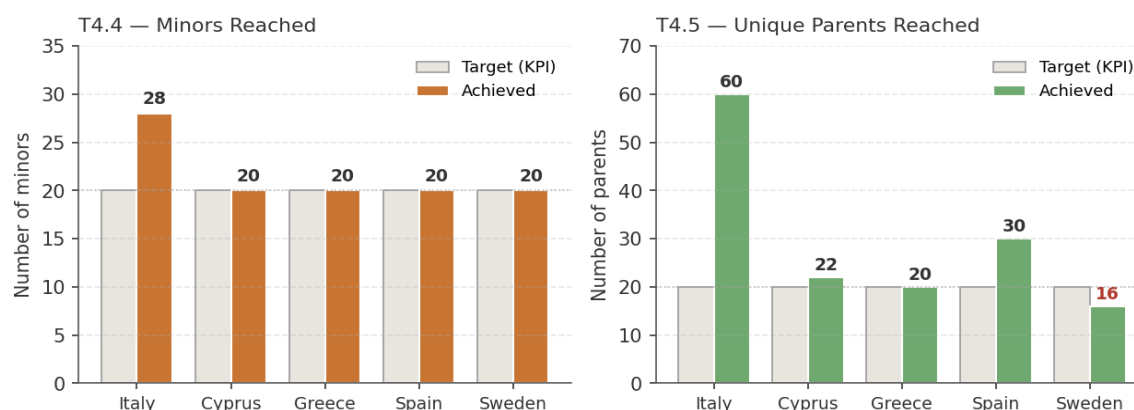


Figure 1 — KPI attainment by country: minors (T4.4) and parents (T4.5) reached against the 20-per-country target.

4.3 Consolidated results

Indicator	Target	Achieved
Minors reached (T4.4)	100 (20 × 5 countries)	108 (108% of target)
Parents reached (T4.5)	100 (20 × 5 countries)	148 (148% of target)
Plans of Action produced (T4.4)	— (process indicator)	74 evaluated pathways
Session-level responses (T4.5)	— (process indicator)	663 responses collected
Positive outcome rate (T4.4)	— (impact indicator)	97% (full + partial)
Consortium PII average (T4.5)	— (impact indicator)	3.78 / 5 (75.6%)

Table 1 — Consolidated KPI results for WP4 (Tasks T4.4 and T4.5).

5. Task 4.4 — Empowerment Activities for Minors: National Analyses

5.1 Cross-country overview

Across the five partner countries, 108 young people aged 10–17 completed the introductory questionnaire under T4.4: 28 in Italy (Kirikù and UCPU), 20 in Greece (European Expression), 20 in Spain (Inercia Digital), 20 in Cyprus (Codeca), and 20 in Sweden (NHI). Of these, 74 completed documented individual mentoring pathways with full Plan of Action evaluations.

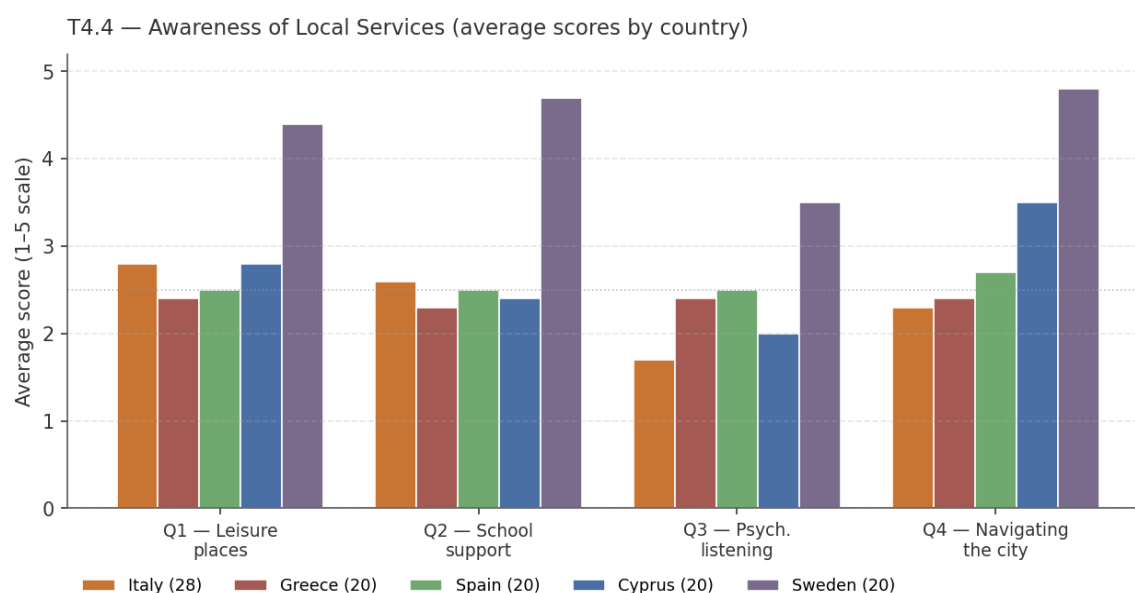


Figure 2 — Average awareness scores (1–5) across the four questionnaire dimensions, by country.

A clear gradient emerges from the comparison. Italy, Greece, Spain and Cyprus cluster within a similar band, with average awareness scores between 1.7 and 3.5, reflecting cohorts at relatively early or intermediate stages of settlement. Sweden stands apart, with awareness scores ranging from 3.5 (psychological listening) to 4.8 (navigating the city) a profile consistent with a more established, community. In three of the four countries with lower scores, psychological listening emerges as the lowest dimension, signalling a services gap that the analyses below will return to repeatedly.

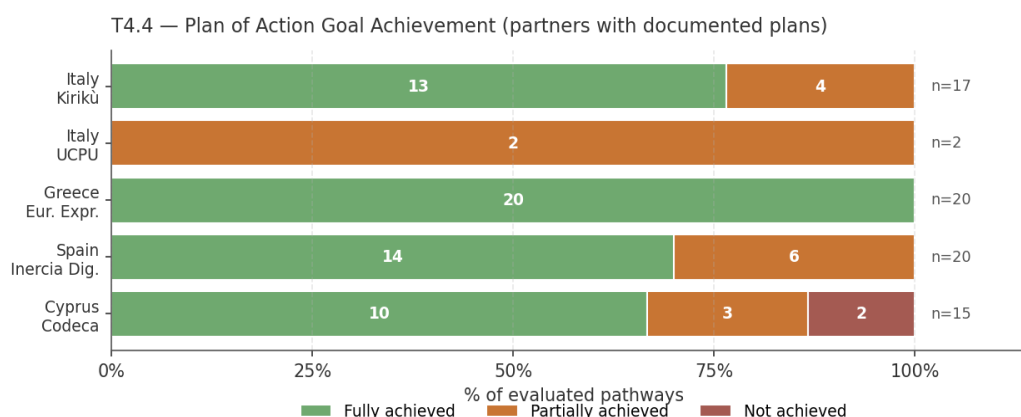


Figure 3 — Plan of Action goal achievement across partners with documented evaluations. Sweden is not included as no Plans of Action were produced (see Section 5.6).

The outcome picture across the four countries with documented Plans of Action is strong: 57 fully achieved pathways (77%), 15 partially achieved (20%) and only 2 not achieved (3%). This gives an overall positive outcome rate of 97%. This result is particularly significant given the diversity of operational contexts, which ranged from refugee camps to school-based after-school services.

5.2 Italy — Kirikù and Una Casa per l'Uomo (UCPU)

Context

The Italian contribution to T4.4 is delivered by two partner organizations operating in the same territorial area (the Treviso province in Veneto) but addressing distinct target populations. Kirikù works in the field of educational and empowerment services for minors and families, including migrant and second-generation young people, within local schools, after-school services, and social services. Una Casa per l'Uomo (UCPU) operates primarily in the field of migrant reception and accommodation, serving migrant populations more broadly. Together, the two organizations administered the needs questionnaire to 28 young people — 18 at Kirikù and 10 at UCPU — and from this group completed 20 individual mentoring pathways. This internal differentiation is educationally informative: while sharing the same territorial context, the two organizations approach migrant minors from complementary entry points, allowing meaningful intra-country contrasts.

Participant profile

The combined Italian cohort of 28 young people is the most internally diverse of the entire project in terms of national origin. The Kirikù pathways involve young people of Chinese (6), Moroccan (4), Albanian (3), Senegalese (2), and Colombian (1) background, plus other profiles. The UCPU cohort is more homogeneous and is composed almost entirely of Chinese children (9 out of 10), with one Moroccan participant. Ages range from 10 to 17 years, with a clustering between 11 and 14 years. No abandonment was registered among the 20 young people who entered a documented pathway.

Needs — questionnaire data

The combined Italian dataset reveals a sharp contrast between the two organizations. Kirikù scores show high internal heterogeneity, reflecting the variable length of stay and degree of integration of the young people involved. UCPU scores are uniformly low across all dimensions. This profile may reflect a combination of factors — limited proficiency in Italian, limited familiarity with the host society, or more recent arrival — and should be read as an indicator of reduced orientation in the local context rather than attributed to any single cause.

Dimension (avg 1–5)	Kirikù (18 minors)	UCPU (10 minors)
Q1 — Leisure places	3.4 (variable)	1.8 (uniformly low)
Q2 — School support	3.2	1.5
Q3 — Psychological listening	2.0 (lowest)	1.3 (lowest)
Q4 — Navigating the city	2.6	1.7

Table 2 — Italy: average awareness scores across the four questionnaire dimensions, by organization (Kirikù n=18; UCPU n=10).

In terms of stated priorities, Kirikù young people overwhelmingly nominate school as their priority (8 out of 18), followed by fun activities and public transport. The UCPU children distribute their preferences more evenly across day centers, fun activities and public transport, with school appearing less prominently, a pattern reflecting the specific reality of children for whom institutional integration has yet

to become salient. Across both organizations, psychological support and listening spaces remain the least known and least spontaneously named services.

Actions

The dominant educational strategy at Kirikù is the real-world guided visit to local services: bus stops and timetables, school listening spaces, libraries, sports associations, the municipal office and the hospital. A second strategy, particularly characteristic of Kirikù, is the brokering of institutional relationships: the educator does not merely point towards resources but actively opens doors, introducing the young person to the school psychologist, contacting sports associations, calling the municipal service. A further strand of activity was organized around after-school support, where the strategy shifts toward structured study support (concept maps, shared calendars, digital dictionaries). Participatory digital research — using the young person's own smartphone to look up services, read bus timetables and find local activities — is a recurring pedagogical choice that reframes technology as a tool of autonomy. The two formal UCPU Plans of Action are written in a deliberately collective register. The educator identifies Italian language development as the precondition for everything else, frames trust-building as a goal rather than a preliminary and explicitly subordinates field trips to the prior establishment of a relationship. The strategies adopted include group and individual workshops, language enhancement work as a precondition for participation, and gradual involvement of children in the planning of activities.

Outcomes

Outcome	Kirikù (17 evaluated)	UCPU (2 evaluated)
Goal fully achieved	13	0
Goal partially achieved	4	2
Goal not achieved	0	0
Positive outcome rate	100% (13 full + 4 partial)	100% (2 partial)

Table 3 — Italy: Plan of Action outcomes by organisation (Kirikù, UCPU).

The Italian outcome picture is overall positive. Kirikù achieved 13 fully achieved and 4 partially achieved goals out of 17 evaluated plans. The 4 partial outcomes correspond to the after-school subgroup, where autonomous skill transfer remained incomplete, and to two additional cases where the goal had been started but required continuation. UCPU's two pathways are evaluated as partially achieved, an honest and educationally sound assessment given that complex psychosocial and orientation goals require time and sustained relational work to consolidate.

5.3 Cyprus — Codeca

Context

Codeca operates in Cyprus with migrant children and young people living in reception camps, a context that is at once the most institutionally constrained and psychologically complex among the partner organisations. What distinguishes Codeca's programme is its psycho-educational orientation: while other partners focus primarily on territorial orientation, service navigation or vocational aspiration, Codeca's educator works at the intersection of emotional wellbeing, identity development, language learning and social integration. The mentoring is embedded in a group workshop programme organised by age group (Group 1: 10–13 years; Group 2: 13–18 years).

Participant profile

A total of 20 young people completed the initial questionnaire. Of these, 15 engaged in at least two individual mentoring sessions and are counted as having completed a pathway (whether 2 or 5 sessions); the remaining 5 attended only the first session. The cohort is predominantly Syrian, with smaller groups of Afghan and Iranian origin. Ages span 9–17 years, with a notable cluster of younger children (9–12). Sessions were conducted flexibly, adapted to children's availability: the voluntary nature of the sessions is explicitly recognised by the educator, because forced participation in a mentoring relationship produces neither valid outcomes nor genuine learning.

Needs — questionnaire data

Dimension (avg 1–5)	Codeca (20 minors)
Q1 — Leisure places	2.8
Q2 — School support	2.4
Q3 — Psychological listening	2.0 (lowest)
Q4 — Navigating the city	3.5

Table 4 — Cyprus: average awareness scores across the four questionnaire dimensions (Codeca, n=20).

The Codeca data is particularly significant because of the specificity of the context. Awareness of psychological support services is very low (2.0), yet psychological wellbeing emerges as a central dimension across the individual pathways, suggesting a gap between declared knowledge of formal services and the lived reality of emotional need. In terms of priorities, Codeca's young people most frequently name fun activities as their top choice (7 out of 20), followed by school (6).

Actions

The pedagogical approach of the Codeca educator is built around a carefully layered combination of activities. As a first layer, activities from the project's Game Bank (developed within T4.3) are systematically drawn upon and creatively adapted to the specific group: crosswords are transformed into 'missing letters' games, world-map activities into collaborative drawings, so that familiar formats become vehicles for new content and relational engagement. These game-based activities are then associated with more structured experiential tools. Among these, two stand out for their depth and originality: the Baby Egg activity — a 14-day simulation in which participants care for a real egg as a 'baby', practicing responsibility, routine and empathy — and discussion modules on themes such as the Vanity of Xenophobia and Sense of Belonging vs. Personality, which use critical thinking and emotional intelligence as a means of exploring identity. The age-differentiated group structure underpinning this work reflects sound developmental understanding, calibrating both the choice of activities and the depth of discussion to what each age group is ready to engage with. Alongside these planned activities, unplanned spontaneous individual sessions also emerged as unexpectedly effective moments: when the young person has not had time to prepare defenses, more genuine conversation often takes place.

Outcomes

Outcome	Codeca (15 evaluated)
Goal fully achieved	10
Goal partially achieved	3
Goal not achieved	2
Positive outcome rate	87% (10 full + 3 partial)

Table 5 — Cyprus: Plan of Action goal-achievement outcomes (Codeca, n=15).

Group 1 (younger children) achieved a 100% positive outcome rate across all 8 completed pathways, consistent with what developmental research would predict: younger children engage more openly with adult accompaniment and respond more readily to game-based, relational approaches. The 2 cases evaluated as not achieved are both among the oldest participants, where complex dynamics of family dependency, peer reputation and low intrinsic commitment to the process limited the educational impact. Even these cases are described by the educator with insight rather than as failures: they represent pathways that require longer time-frames and more systemic support.

5.4 Greece — European Expression

Context

European Expression operates in Athens within a particularly complex urban context. The work takes place across multiple reception and support structures (identified in the data as four distinct units) serving recently arrived or transitional migrant minors at various stages of settlement. This dispersed, multi-site organisation profoundly shapes the mentoring work: the young people come from fragile and often precarious living situations, and have urgent practical needs relating to legal documentation, healthcare access and basic city navigation.

Participant profile

European Expression delivered 20 individual mentoring pathways involving young people aged 13–17. National origins are Egyptian (the majority), Syrian, Afghan, Sierra Leonean and Burkinabè. Many participants have transitional or precarious legal status, which makes the mentoring work particularly oriented toward documentation, institutional access and basic rights. Three differentiated pathway models were delivered across the different operational units: a shorter format of 3 sessions for the largest group of participants, an intensive format of 10 sessions per young person for a smaller subgroup, and an intermediate format of 6 sessions for a further group. Across all formats there have been zero dropouts.

.Needs — questionnaire data

Dimension (avg 1–5)	European Expression (20 minors)
Q1 — Leisure places	2.4
Q2 — School support	2.3
Q3 — Psychological listening	2.4
Q4 — Navigating the city	2.4

Table 6 — Greece: average awareness scores across the four questionnaire dimensions (European Expression, n=20).

Awareness of local services is uniformly low across the cohort, with one notable exception: a single participant scores 5 across all four orientation questions, evidently a young person with longer residence and substantial local knowledge. The European Expression cohort presents a profile that is unique within the consortium: legal support and help for migrants is the most frequently cited priority (7 out of 20), followed by public transport (5) and psychological support (4). Knowledge of psychological listening services scores among the lowest, yet psychological support is consistently identified as important, pointing to a gap between felt need and actual access that runs as a thread across the entire Greek workstream.

Actions

The dominant educational strategy across all 20 pathways is the real-world guided visit to services. In almost every case, the educator accompanies the young person on foot through Athens to visit the hospital, the municipality, school, sports facilities, the Citizen Service Centre and public transport stops. City-as-classroom walks are the defining feature of the programme. Structured encounters with the geography of rights and services, designed to transform an unfamiliar urban environment into a legible and navigable one. Practical simulation and role play appear in a subset of plans for young people with greater social anxiety. Accompanying documentation processes, that is, physically going through the steps of obtaining a permit or insurance card with the young person, is a strategy unique to this context. Psychosocial referrals are built into several pathways as an explicit objective, and sports and physical activity appear consistently as both a vehicle of social inclusion and a goal in its own right.

Outcomes

Outcome	European Expression (20 evaluated)
Goal fully achieved	20
Goal partially achieved	0
Goal not achieved	0
Positive outcome rate	100% (20 / 20)

Table 7 — Greece: Plan of Action goal-achievement outcomes (European Expression, n=20).

All 20 pathways are evaluated as fully achieved. The goals set within the Plans of Action were focused and practically defined, calibrated to be achievable within the time available for each pathway format. The diversity of operational contexts, multiple sites, varied national backgrounds, and young people at different stages of transition, did not prevent the completion of the planned objectives.

5.5 Spain — Inercia Digital

Context

Inercia Digital operated in southern Spain within a youth-inclusion and non-formal-education context, working with recently arrived migrant young people who are navigating the Spanish educational system, language barriers and processes of social integration. The mentoring programme is built around a coherent aspiration-oriented educational philosophy: its central aim is not only to orient young people toward local services, but to build a forward-looking sense of possibility, focusing on who they can become, what they can study, what kind of work they might do. Access to participants was facilitated by a partner NGO based in Jerez de la Frontera that works directly with migrant youth.

Participant profile

The programme delivered 20 individual mentoring pathways involving older adolescents aged 15–17. The cohort is composed primarily of Malian young people (12 out of 20), followed by Senegalese (4), Moroccan (2), Colombian (1) and Somali (1). Inercia Digital adopted a compact and intensive format: three sessions concentrated over five days, with full attendance and zero dropouts across all 20 participants. This is the most condensed delivery model among all partner organizations, and the consistency of attendance across it is a noteworthy signal of participant engagement.

Needs — questionnaire data

Dimension (avg 1–5)	Inercia Digital (20 minors)
Q1 — Leisure places	2.5 (highly polarised)
Q2 — School support	2.5
Q3 — Psychological listening	2.5
Q4 — Navigating the city	2.7

Table 8 — Spain: average awareness scores across the four questionnaire dimensions (Inercia Digital, n=20).

The Inercia Digital cohort presents the most internally varied profile of all partners. The most distinctive feature is a strong bimodal polarisation in responses: rather than clustering around moderate middle scores, young people tend to answer either 1 (no knowledge) or 5 (full knowledge), with relatively few responses in the middle. Approximately a third of the participants demonstrate high knowledge across all domains; the remaining two thirds score predominantly 1, indicating very limited orientation. This intra-group diversity is a pedagogically important starting point: the same programme must serve both profiles simultaneously. In terms of priorities, school appears as the most consistently valued resource, closely followed by fun activities and help for migrants.

Actions

The defining feature of the Inercia Digital programme is its standardized yet person-centered dual-visit model. Every single pathway includes the same two core activities: a visit to a local secondary school with a museum and a vocational education offer, and a visit to a local restaurant that offers a guided tour of kitchen and service roles. Using the same two environments with every young person creates a common experiential reference that enables peer comparison, shared vocabulary and collective reflection. The school visit includes a structured encounter with a former migrant student who has successfully integrated into the Spanish education system, a role-model moment that educators consistently describe as the single most impactful element of the programme. The restaurant visit makes future vocational possibilities tangible rather than theoretical. Each visit is followed by a dedicated mentoring conversation in which the educator supports the young person in reflecting on what they observed, connecting it to their own aspirations and situation.

Outcomes

Outcome	Inercia Digital (20 evaluated)
Goal fully achieved	14
Goal partially achieved	6
Goal not achieved	0
Positive outcome rate	100% (14 full + 6 partial)

Table 9 — Spain: Plan of Action goal-achievement outcomes (Inercia Digital, n=20).

The activities reached a 70% full-achievement rate, with 30% partially achieved and no failed pathways. The picture is overall positive and consistent across the cohort. The 6 partially achieved cases involve objectives of greater complexity, such as building confidence, language fluency and vocational clarity. Educators' reflective notes suggest that goals of this kind, while clearly initiated within the pathway, tend to benefit from longer and more structurally embedded interventions beyond the scope of the individual mentoring format.

5.6 Sweden — Nordic Horizon Institute

Methodological note — limitations of the Swedish T4.4 data

The analysis of the Swedish T4.4 data is exclusively quantitative. The Nordic Horizon Institute did not produce Plans of Action and did not formally complete individual mentoring. No educator evaluations, pathway objectives or final reflections can be drawn upon. Goal-achievement data for NHI are therefore not reported, and the cross-partner outcome comparisons in this report do not include Sweden.

Context and participant profile

Nordic Horizon Institute operates in Sweden with migrant young people aged 11–17. The cohort is composed primarily of young people of Somali origin (approximately 13 out of 20), followed by Tunisian (3) and Syrian (2). The sessions were conducted over five days, with 12 participants completing all 5 sessions and 8 completing 4, for an overall attendance rate of approximately 96%. In the absence of Plans of Action, this attendance cannot be linked to documented goals or evaluated outcomes.

Needs — questionnaire data

The NHI cohort presents high awareness scores across all four questionnaire dimensions.

Dimension (avg 1–5)	NHI Sweden (20 minors)
Q1 — Leisure places	4.4
Q2 — School support	4.7
Q3 — Psychological listening	3.5 (lowest within NHI)
Q4 — Navigating the city	4.8 (highest)

Table 10 — Sweden: average awareness scores across the four questionnaire dimensions (NHI, n=20).

5.7 Cross-partner synthesis — T4.4

Reading the data across all five partner countries, two levels of convergence emerge: one among the organizations and their pedagogical approaches, and one among the young people themselves and the needs they express. The figure below illustrates the distribution of first-choice priority needs across all partner organizations and is placed here precisely to make this second level of convergence visible: beneath the national and organizational variation, a shared profile of need surfaces consistently.

T4.4 — First-Choice Priority Needs by Partner/Country

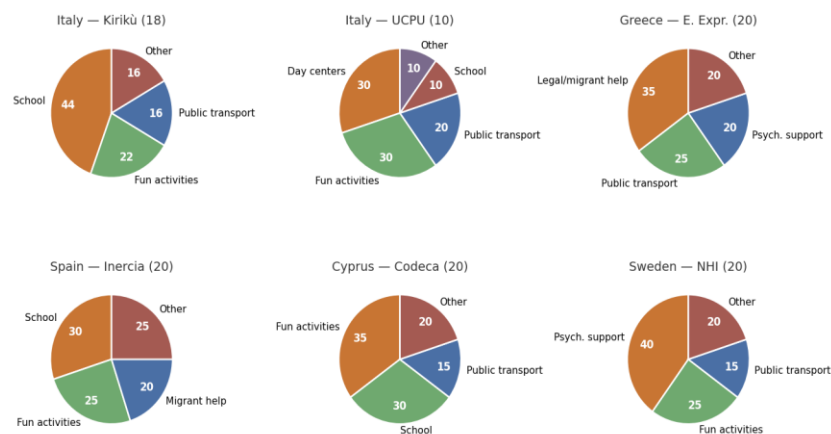


Figure 4 — First-choice priority needs per partner/country. Categories are harmonised but reflect the distinctive profile of each cohort.

Among the young people, certain patterns recur regardless of country of origin or host context. School and educational support appear as a priority across virtually all cohorts. Fun activities and recreational spaces are named consistently as a significant need, confirming that access to play, peer socialization and age-appropriate leisure is not incidental but central to the developmental experience of migrant adolescents. Psychological support and listening spaces are, conversely, consistently the least known dimension across all countries, even where they are felt as a need. A gap between awareness of formal services and the lived experience of emotional difficulty that cuts across all national contexts. Among partners' organizations, a set of convergent traits emerges alongside clear distinctive emphases. All partners adopt an experiential, situated learning model in which real-world visits to local services constitute the dominant pedagogical strategy, a choice consistent with the shared educational framework developed during the initial project training. All partners identify language as a foundational dimension of the work, both as an obstacle to engagement and as an objective. All partners recognize that trust is the precondition for any educational work, and describe the relational phase as the most important determinant of subsequent outcomes. Dropout rates are very low or zero across all partners, with the partial exception of Codeca, where voluntary non-continuation is structural and is treated as an educationally legitimate choice. Alongside these convergences, each partner brings a distinctive emphasis that reflects its specific organizational mission and community context. Kirikù is deeply embedded in the school system and develops active alliances with schools and school listening spaces. UCPU approaches migrant minors through the broader framework of reception and accommodation, building its educational work from within that relational and institutional context. European Expression addresses legal and administrative needs that are closely connected to the fundamental rights of its participants. Inercia Digital has built an aspiration-oriented activities anchored in a vocational and educational horizon, using the encounter with a migrant role model as a deliberate pedagogical tool. Codeca has developed a psycho-educationally rich approach, drawing on game-based activities, experiential simulations, and reflective discussions on identity and belonging that treat young people as capable of genuine moral and philosophical engagement. These differences are not divergences from a shared model but rather its natural expression. The ecological framework adopted by the project considers each young person as embedded within a specific relational and environmental context; the variety of pedagogical choices documented here reflects

precisely that logic, each partner adapting the shared framework to the reality of its own territory, its own population, and its own institutional relationships.

6. Task 4.5 — Empowerment Activities for Parents: National Analyses

6.1 Cross-country overview

The T4.5 activities, that is the empowerment activities for parents, reached 148 unique parents and guardians across the five countries of the consortium, well above the KPI target of 100. To track the quality of engagement at each step of the activities, participants were asked to complete a short evaluation questionnaire at the end of every session. The 663 responses collected represent the cumulative total of these per-session compilations across all partners and all sessions: a parent who attended seven sessions contributed seven responses to this total. This design choice allows the analysis to follow the evolution of participants' perceptions across the T4.5 activities, rather than capturing only a single end-point evaluation. The participant composition reflects a genuinely heterogeneous population, including recently arrived asylum-seekers, recognized refugees, long-settled migrants, guardians of unaccompanied minors, and second-generation community members. Each partner delivered the seven thematic sessions planned by the project, apart from Sweden, where four sessions were delivered, and of IRC Italy, which contributed one focused session on Work Rights within the broader Italian workstream.

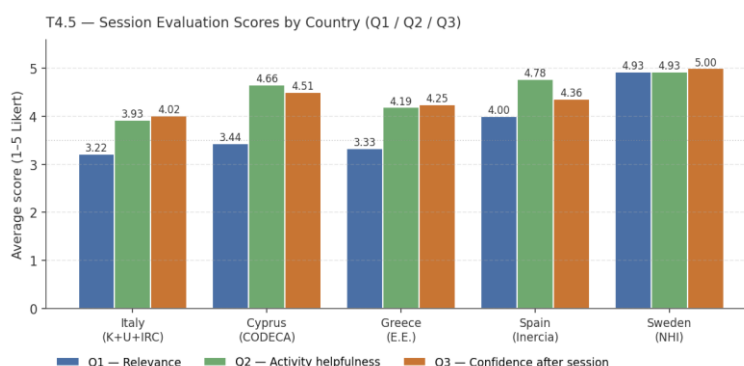


Figure 5 — Average session evaluation scores (Q1 relevance, Q2 activity helpfulness, Q3 post-session confidence) by country.

A consistent pattern emerges across all countries: Q2 (activity helpfulness) and Q3 (confidence) systematically outperform Q1 (topic relevance). This confirms that the participatory, facilitated format of the sessions adds value regardless of whether the pre-defined topic fully matches the specific priorities of each group, and it legitimises the methodology of the programme independently of the topic list.

Aggregated needs across the consortium

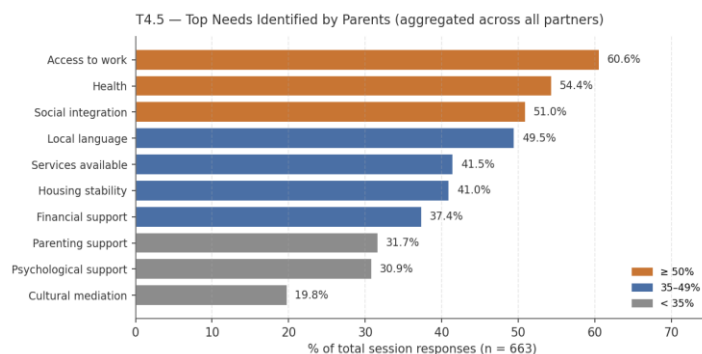


Figure 6 — Top needs identified by parents across all partners (n = 663 session responses).

Access to work, health and social integration form the core integration triad expressed by migrant parents across Europe, reflecting the fundamental challenges of economic participation, physical wellbeing and social belonging in the host society. However, there is some country-level variations. The sections below analyze the national workstreams individually, showing how the same programme framework has met substantially different realities across the five partner countries, and how content adaptation to local needs has shaped both the delivery and the outcomes in each context.

6.2 Italy — Kirikù, Una Casa per l'Uomo (UCPU), IRC

Context

Italy is represented within the T4.5 workstream by three organizations that together reached 60 unique parents. Kirikù and UCPU operate in the same territorial area in the Treviso province in Veneto, serving distinct target populations. Kirikù engaged 22 parents hosted in Centri di Accoglienza Straordinaria (CAS), structures identified by the prefectures to provide temporary reception to asylum seekers, whose residents may be at various stages of their administrative and integration process. UCPU reached 27 parents within school-community. IRC, based in Milan, contributed a focused session on Work Rights involving 11 participants. All three partners worked with cultural mediators and language support; UCPU adopted a proactive inclusion strategy, translating key documents into Chinese and Arabic to align with the linguistic profile of its participants. Kirikù and UCPU delivered the full seven-session activities to their respective populations, while IRC provided thematic depth in an area of acute legal complexity. This distribution allowed the Italian workstream to cover a broad range of integration realities within a single country.

Priority needs

Need category	Selected (n)	% of responses
Access to work (KIRIKÙ)	75	76.5%
Local language (KIRIKÙ)	73	74.5%
Health (KIRIKÙ)	71	72.4%
Housing stability (UCPU)	42	80.8%
Services available (UCPU)	25	48.1%
Access to work (UCPU)	24	46.2%
Housing stability (IRC)	7	63.6%
Local language (IRC)	6	54.5%

Table 11 — Italy: priority needs identified by parents, by organisation (Kirikù, UCPU, IRC).

The Italian profile is internally heterogeneous but thematically coherent. Kirikù's participants name access to work, language and health as their top priorities (each above 70%), consistent with the multi-dimensional vulnerability of their situation. UCPU's participants show the highest single-need dominance in the whole consortium: housing stability is cited by 80.8% of responses. IRC's participants confirm the housing-and-language pattern at the Italian scale. Taken together, these three organisations produced a coherent Italian picture in which housing precarity emerges as a distinctive national signal.

Session evaluation scores

Session	Q1 Relevance	Q2 Helpfulness	Q3 Confidence
Introduction and Knowledge Activities	3.50	4.10	4.11
Social Services	2.92	3.92	3.92
Work Rights	3.23	3.38	3.62
Development of Proximity Networks	3.08	3.62	3.77
Parenting Across Cultures	2.85	3.54	3.62
Gathering and Exchanging Experiences	3.00	3.85	3.85
Access to the Local Health System	3.08	3.23	3.85
AVERAGE	3.12	3.69	3.84

Table 12 — KIRIKÙ session-level evaluation scores (22 participants, 98 responses).

Session	Q1 Relevance	Q2 Helpfulness	Q3 Confidence
Introduction and Knowledge Activities	3.62	3.88	3.88
Social Services	4.20	4.60	4.60
Work Rights	3.00	4.11	3.89
Development of Proximity Networks	3.25	4.75	4.88
Parenting Across Cultures	4.20	4.60	4.60
Gathering and Exchanging Experiences	3.25	4.75	4.88
Access to the Local Health System	3.00	3.78	3.67
AVERAGE	3.40	4.31	4.29

Table 13 — UCPU session-level evaluation scores (27 participants, 52 responses).

Across the three Italian partners, the strongest-scoring sessions share a common character: those that centre peer exchange and relational work (UCPU's Proximity Networks and Gathering and Exchanging Experiences, both Q3 = 4.88) consistently outperform those that rely on abstract service information. This suggests that the peer-relational dimension was particularly valuable for the Italian community, especially for UCPU's more settled participants. The Q1→Q3 confidence delta is healthy in all three cases (+23.1% for Kirikù, +26.2% for UCPU), confirming that empowerment was achieved even in difficult conditions. The IRC Italy session recorded a particularly strong Q2 of 5.00 and a Q3 of 4.71, signalling a high unmet demand for the Work Rights content among its specific participant group.

Qualitative feedback

The dominant theme across all three Italian organizations is discovery: participants repeatedly indicate that they did not previously know what services existed, what rights they held, or where to go for help. For Kirikù participants, the learning is very practical and bureaucratic, covering the workings of the municipality, payslips, health cards and social services. For UCPU participants, learning is more relational, centered on awareness of specific projects, support networks and proactive engagement with institutions. Representative participant expressions include "Better knowledge of available support, I understand more than before" and "Knowing this project and its resources, I have a more proactive approach now".

6.3 Cyprus — Codeca

Context

The Cypriot T4.5 sessions were characterised by a notably inclusive and open design: participation was not restricted to parents of children involved in T4.4 activities, but extended to any resident of the reception and accommodation facilities who wished to join. This approach broadened the reach of the programme and fostered an intergenerational, cross-community dynamic within the sessions. CODECA reached 22 unique participants across 142 session-level questionnaire responses, a solid response rate reflecting sustained engagement across the full seven-session programme.

Sessions and participant composition

A methodologically significant feature of the Cyprus implementation is the systematic integration of psychological and child-development content alongside the practical information provided in each session. The programme addresses not only what rights participants hold, but how to manage the emotional and relational dimensions of parenting in a new country. One of the most pedagogically valuable observations from Cyprus was the unexpectedly strong engagement of women from traditionally more reserved cultural backgrounds, who actively participated in discussions on rights, stress management and community connection. A finding that challenges assumptions about participation barriers and underscores the importance of creating genuinely safe and respectful group environments.

Priority needs

Need category	Selected (n)	% of responses
Services available	90	63.4%
Local language	80	56.3%
Housing stability	80	56.3%
Access to work	73	51.4%
Social integration	71	50.0%
Health	71	50.0%

Table 14 — Cyprus: priority needs identified by parents (Codeca, n=22).

The Cypriot profile shows an unusually broad distribution of needs, with six categories all above 50% — reflecting the multi-dimensional vulnerability of the camp-resident population. Knowing which services exist at all (cited by 63.4%) is the highest-ranked concern, pointing to a fundamental orientation gap that the programme directly addressed. Participants' first-ranked priorities cluster around access to work, social integration and housing stability.

Session evaluation scores

Session	Q1 Relevance	Q2 Helpfulness	Q3 Confidence
Introduction and Knowledge Activities	3.85	4.65	4.60
Social Services	3.55	4.70	4.50
Work Rights	3.40	4.65	4.50
Development of Proximity Networks	3.25	4.75	4.55

Parenting Across Cultures	3.50	4.50	4.50
Gathering and Exchanging Experiences	3.25	4.65	4.35
Access to the Local Health System	3.30	4.75	4.60
AVERAGE	3.44	4.66	4.51

Table 15 — CODECA session-level evaluation scores (22 participants, 142 responses).

The Cypriot scores show a notable difference between Q1 and Q3: participants entered sessions with a perceived relevance of 3.44 (Q1) and reported a post-session confidence of 4.51 (Q3), corresponding to a delta of +31.1%. Q2 helpfulness scores at 4.66, consistent across all seven sessions. Taken together, these figures indicate that T4.5 activities in Cyprus produced a measurable shift in participants' confidence and perceived capacity across the topics addressed.

Qualitative feedback

The open-ended responses from Cypriot participants converge on two main themes. The first is a reduction in the sense of isolation: participants frequently report feeling less alone and more supported after attending the sessions. The second is a new awareness of rights and services, described not only in abstract terms but as practical knowledge of where to go and what to do. Several participants mention the value of having new local connections and support networks. The sessions appear to have functioned as an orientation tool, helping participants move from a general awareness of their rights to a clearer sense of how to act on them.

6.4 Greece — European Expression

Context

The Greek experience takes place within a context of acute structural vulnerability. Participants included recently arrived refugees, asylum seekers, and legal guardians of unaccompanied minors. The inclusion of this latter group extended the reach of the programme beyond the immediate family unit, involving adults who hold a formal responsibility for children's integration pathways. The sessions were designed and delivered to address the specific and often urgent needs of a population navigating legal, administrative and social challenges in the host country.

Sessions and participant composition

European Expression reached 20 unique participants across 140 session-level questionnaire responses. Recruitment proved to be the most significant operational challenge, due to participants' constrained availability arising from long working hours and lack of childcare support. The implementation of activities benefited from a partnership with a local organization offering free legal support, psychological services and community guidance, which both supported access to participants and contributed to the quality of the sessions. Two tools developed by the Greek team proved particularly effective in supporting engagement: printed take-away guides summarizing NGO locations, health-service contacts and phone numbers, designed to enable participants with low literacy to access information independently after each session, and a formal recognition of participation awarded upon completion of the full T4.5 activities, which supported motivation and continuity throughout.

Priority needs

Need category	Selected (n)	% of responses
Access to work	76	54.3%
Parenting support	73	52.1%

Health	61	43.6%
Psychological support	59	42.1%
Social integration	53	37.9%
Financial support	50	35.7%

Table 16 — Greece: priority needs identified by parents (European Expression, n=20).

Greece presents a distinctive needs profile. Access to work is the most frequently cited need, consistent with the pattern observed across the consortium. Parenting support and psychological support, nonetheless, rank notably higher than in other national contexts, at 52.1% and 42.1% respectively. The frequency with which psychological support is identified points to a dimension of need that extends beyond the scope of the activities sessions and that would benefit from dedicated referral pathways to specialized psychosocial services.

Session evaluation scores

Session	Q1 Relevance	Q2 Helpfulness	Q3 Confidence
Introduction and Knowledge Activities	2.80	4.05	4.10
Social Services	3.00	4.55	4.55
Work Rights	3.25	4.25	4.35
Development of Proximity Networks	3.45	4.10	4.25
Parenting Across Cultures	3.50	3.95	4.00
Gathering and Exchanging Experiences	3.45	3.95	4.05
Access to the Local Health System	3.85	4.45	4.45
AVERAGE	3.33	4.19	4.25

Table 17 — Greece: session-level evaluation scores (European Expression, 20 participants, 140 responses)

A notable pattern in the Greek data is the progressive increase in Q1 relevance scores across the seven sessions, rising from 2.80 in the opening session to 3.85 by the final one. This trajectory suggests that participants' perception of the relevance of the activities content grew over time, as familiarity with the format developed and as the sessions addressed topics increasingly aligned with participants' own priorities. Reading the average Q1 score in isolation would therefore underrepresent the level of engagement reached by the end of the pathway. The difference between Q1 and Q3 scores, corresponding to a delta of +27.6%, indicates that participants reported a consistent increase in confidence across the topics addressed throughout the initiative.

Qualitative feedback

Greek open-ended responses reveal that participants primarily valued concrete, actionable knowledge: where services are located, what workers' rights they have, how to book health appointments. Noteworthy is the appearance of 'acceptance' as a recurring theme in participants' accounts of how the activities changed their understanding, suggesting that for some the experience contributed not only to practical knowledge but also to a broader sense of belonging and social legitimacy in the host country.

6.5 Spain — Inercia Digital

Context

The Spanish T4.5 sessions were conducted in a structured format built around presentation-supported delivery on services, rights and local information, complemented by facilitated discussion. A portion of the T4.5 participants were also parents of young people involved in T4.4 activities, creating a beneficial continuity of contact between the two programme streams. Inercia Digital reached 30 unique participants across 174 session-level questionnaire responses.

Sessions and participant composition

The Spanish participant group presents a needs profile in which health, access to work and local language are all cited above 80%. This convergence of high-intensity needs across three distinct areas is a distinctive feature of the Spanish context within the consortium. Participant feedback across the T4.5 sessions was consistently positive, with appreciation expressed for the practical and actionable nature of the content addressed in each session.

Priority needs

Need category	Selected (n)	% of responses
Health	144	82.8%
Access to work	143	82.2%
Local language	139	79.9%
Social integration	105	60.3%
Services available	62	35.6%
Housing stability	50	28.7%

Table 18 — Spain: priority needs identified by parents (Inercia Digital, n=30).

The needs profile of the Spanish participants is characterized by a strong concentration around three areas: health, access to work and local language, all cited by more than 80% of respondents. Social integration follows at 60.3%, while services availability and housing stability are cited less frequently. This profile reflects a group whose primary challenges are centered on economic participation, physical wellbeing and linguistic integration in the host society.

Session evaluation scores

Session	Q1 Relevance	Q2 Helpfulness	Q3 Confidence
Introduction and Knowledge Activities	3.88	4.75	4.42
Social Services	3.88	4.75	4.38
Work Rights	3.88	4.79	4.42
Development of Proximity Networks	3.92	4.79	4.38
Parenting Across Cultures	4.17	4.79	4.33
Gathering and Exchanging Experiences	4.21	4.83	4.29
Access to the Local Health System	4.08	4.75	4.29
AVERAGE	4.00	4.78	4.36

Table 19 — Spain: session-level evaluation scores (Inercia Digital, 30 participants, 174 responses).

The scores across the seven sessions are notably consistent. Q1 relevance, averaging 4.00, reflects a close alignment between the topics addressed and the priorities of the participant group from the outset of the initiative. The difference between Q1 and Q3 scores corresponds to a delta of +9.0%. This relatively modest value is explained by the high starting baseline of Q1: participants already entered the sessions with a strong perception of relevance, which left limited room for further proportional growth in confidence scores.

Qualitative feedback

Spain's qualitative data converges on three interlinked themes: language, employment and service navigation. Across participants of different origins, these three topics emerge consistently as the most valued dimensions of the learning experience. Notably, language learning is the most frequently mentioned takeaway even within a set of activities focused on rights and services rather than language instruction, suggesting that participants approached every session through the lens of their linguistic challenge. Representative expressions include "Now I know better the resources I can use, and I feel more confident to ask for help whenever I need it" and "It helped me understand the health system, job, housing and language options".

6.6 Sweden — Nordic Horizon Institute

Context and participant composition

The Swedish T4.5 activities reached 16 unique participants, below the national KPI target of 20. NHI delivered four of the seven planned sessions. The available data for the Swedish workstream is limited to the participant count, the number of sessions delivered, and the quantitative responses collected through the session evaluation questionnaires.

Priority needs

Need category	Selected (n)	% of responses
Social integration	44	95.7%
Parenting support	34	73.9%
Psychological support	18	39.1%
Access to work	9	19.6%
Local language	0	0.0%
Services available	0	0.0%

Table 20 — Sweden: priority needs identified by parents (NHI, n=16).

The needs data collected through the questionnaires show that social integration is cited by 95.7% of respondents, followed by parenting support at 73.9% and psychological support at 39.1%. Access to work is cited by 19.6% of participants. Local language and services availability record no selections.

Session evaluation scores

Session	Q1 Relevance	Q2 Helpfulness	Q3 Confidence
Introduction and Knowledge Activities	4.95	4.95	5.00
Social Services	5.00	5.00	5.00
Work Rights	4.50	4.50	5.00
Parenting Across Cultures	4.91	4.91	5.00

AVERAGE	4.93	4.93	5.00
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Table 21 — Sweden: session-level evaluation scores (NHI, 16 participants, 46 responses; four of seven sessions delivered).

Across the four sessions for which evaluation data are available, Q1 relevance averages 4.93, Q2 helpfulness 4.93, and Q3 post-session confidence reaches 5.00 in every session recorded. The difference between Q1 and Q3 scores corresponds to a delta of +1.4%. These figures are based solely on the four completed sessions and should be read in the context of a partially delivered workstream.

6.7 The Parental Involvement Index (PII)

Methodology

The Parental Involvement Index is a composite indicator designed to measure the degree to which parents engaged actively and meaningfully with the T4.5 activities, not only in terms of attendance but in terms of engagement quality, perceived empowerment and self-awareness of needs. Since individual-level longitudinal data were not collected within the project's evaluation design, the PII presented here is a proxy assessment: a composite score built from the best available data sources generated by the session questionnaires. The index is composed of four equally weighted dimensions (25% each), each measured on a 0 to 5 scale, and is calculated as follows:

$$PII = (D1 \times 0.25) + (D2 \times 0.25) + (D3 \times 0.25) + (D4 \times 0.25)$$

D1 Participation measures the proportion of planned sessions completed by each partner. D2 Engagement is derived from the average of Q1 relevance and Q2 helpfulness scores, reflecting the quality of involvement during sessions. D3 Empowerment corresponds to Q3 post-session confidence, reflecting participants' self-evaluated capacity to act on the topics addressed. D4 Needs Awareness is calculated from the average number of need categories selected per questionnaire response, normalized over the 10 available categories, and serves as a proxy for the richness and differentiation of participants' self-awareness of their own integration challenges. One important methodological note applies to D4: the normalization method systematically produces lower scores across all partners, as it divides the average number of needs selected by 10. This is a measurement artefact and should not be read as evidence of uniformly low needs awareness. Similarly, D1 structurally penalizes partners who delivered fewer sessions due to operational or contextual factors, independently of the quality of engagement in the sessions that were delivered.

Results — Partner level

The project's target for the PII was a minimum increase of 25% over the course of T4.5 activities. To measure the direction and magnitude of change, the Q1 to Q3 confidence delta is used as the primary transformation indicator: it captures the percentage change between participants' initial perception of session relevance (Q1) and their post-session self-evaluated confidence (Q3). The Q1 to Q3 confidence delta exceeds the 25% target in four of the six partner organizations: IRC Italy (+38.5%), Cyprus (+31.1%), Greece (+27.6%) and UCPU (+26.2%). Kirikù (+23.1%) approaches the threshold. Spain (+9.0%) and

Sweden (+1.4%) record lower deltas, but this reflects a ceiling effect rather than low impact: both partners entered sessions with very high Q1 baseline scores, leaving limited room for proportional growth.

Partner	D1 Participation	D2 Engagement	D3 Empowerment	D4 Needs Awareness	PII Total	Q1→Q3 delta
Spain — Inercia Digital	5.00	4.39	4.36	2.33	4.02	+9.0%
Cyprus — CODECA	5.00	4.05	4.51	2.28	3.96	+31.1%
Italy — Kirikù	5.00	3.41	3.84	2.77	3.75	+23.1%
Greece — European Expression	5.00	3.76	4.25	1.89	3.73	+27.6%
Italy — UCPU	5.00	3.85	4.29	1.64	3.70	+26.2%
Sweden — NHI	2.86	4.93	5.00	1.26	3.51	+1.4%
IRC Italy	0.71	4.36	4.71	1.28	2.76	+38.5%
Consortium average					3.78	

Table 21 — PII scores by partner. D1 = Participation, D2 = Engagement (avg Q1+Q2), D3 = Empowerment (Q3), D4 = Needs Awareness (normalised). Consortium average: 3.78 / 5 (75.6%).

The consortium average PII is 3.78 out of 5 (75.6%). D3 Empowerment is the strongest and most consistent dimension across all partners, with a consortium average of 4.38 out of 5, confirming that the sessions reliably built parental confidence across all national contexts. Two partners require a contextualized reading of their PII total. Sweden's score of 3.51 is almost entirely an artefact of D1, reflecting four sessions delivered out of seven planned. On the quality dimensions alone, Sweden records the highest scores in the consortium. An adjusted PII calculated based on sessions actually delivered would reach 4.05. IRC Italy's PII of 2.76 is similarly explained by D1, which reflects one session delivered out of seven. The quality of that session, as measured by D2 (4.36) and D3 (4.71), is fully consistent with the main partners' range.

National aggregation and consortium average

Italy is the only country represented by more than one partner organization within the T4.5 workstream. To allow a meaningful country-level comparison, the table below aggregates the Italian partners into a national score. IRC Italy is presented separately given the structural incompleteness of its workstream, which makes its PII score not directly comparable to the other organizations. The national average for Italy is therefore calculated on the basis of Kirikù and UCPU only.

Country	Partner(s)	PII score(s)	National PII
Italy	Kirikù (3.75) + UCPU (3.70)	Average of two full-programme partners	3.73
Cyprus	CODECA	3.96	3.96
Greece	European Expression	3.73	3.73
Spain	Inercia Digital	4.02	4.02

Country	Partner(s)	PII score(s)	National PII
Sweden	NHI	3.51	3.51
Consortium average			3.79

Table 23 — National PII aggregation. Note: IRC Italy (PII: 2.76) is excluded from the national and consortium averages due to the structural incompleteness of its workstream. Its session-quality dimensions (D2: 4.36, D3: 4.71) are fully consistent with the main partners' range. Sweden — NHI (PII: 3.51) is included in the national aggregation based on the data available from the four sessions delivered; figures for the three sessions not delivered are not available and are not imputed.

At country level, Spain records the highest national PII (4.02), followed by Cyprus (3.96), Greece and Italy (both 3.73), and Sweden (3.51). The range between the highest and lowest national scores is 0.51 points, a relatively narrow band that reflects a broadly consistent level of activities engagement across five different national contexts. The consortium average at country level is 3.79 out of 5, equivalent to 75.8% of the maximum score.

6.8 Cross-partner synthesis — T4.5

Reading the T4.5 data across all five partner countries, two levels of convergence emerge: one in the needs expressed by participants, and one in the patterns of engagement and learning documented through the evaluation questionnaires. Among participants, access to work and social integration appear consistently across all national contexts as priority needs, confirming that economic participation and relational belonging are the two foundational dimensions of the integration experience for migrant parents regardless of country of settlement. Psychological support appears as a recurrent need across all partners, though with different intensities: it is most acute in Greece and Sweden, where it reaches the highest citation rates, and less prominent in Italy and Spain, where more immediate material and administrative needs tend to dominate. Local language is cited as a priority by most parents. Among partners, a consistent pattern emerges in the relationship between the three evaluation dimensions. Across all national contexts, Q2 helpfulness and Q3 post-session confidence systematically score higher than Q1 relevance. This pattern holds across different populations, different delivery formats and different national contexts, suggesting that the participatory and facilitated format of the sessions generates value for participants independently of how they initially perceive the relevance of a given topic. The Q1 to Q3 confidence delta is positive in every partner country, ranging from modest values where participants already entered the sessions with high baseline scores, to more substantial transformations where the starting point was lower. Alongside these convergences, each partner's data reflects the specific characteristics of its context. Italy presents a multi-dimensional picture shaped by three distinct organizations serving different populations within the same country. Cyprus documents the widest confidence transformation across the activities. Greece shows the strongest emergence of psychological and parenting support needs. Spain presents the most concentrated and homogeneous needs profile, with three areas all cited above 80%. Sweden, operating with a partially delivered workstream, shows the highest session evaluation scores of the consortium. These differences are consistent with what the adopted ecological framework would predict: the needs of parents, like those of their children, are always embedded in a specific relational, territorial and institutional context, and the T4.5 data reflects that embeddedness with precision.

7. Conclusions

7.1 General assessment

Across five European countries and seven partner organisations, the empowerment activities of T4.4 and T4.5 achieved, and in the case of T4.5 substantially exceeded, the quantitative KPIs set for the project: 100 minors and 100 parents reached across the consortium, with a final count of 108 minors (T4.4) and 148 unique parents (T4.5). Beyond the quantitative targets, the activities produced evidence of meaningful engagement, pedagogical transformation and learning on both the minors' and the parents' side. The 97% positive-outcome rate across 74 evaluated Plans of Action (T4.4), the consortium average PII of 3.78 out of 5 (T4.5), the consistent Q1 to Q3 confidence transformations across all partners, and the qualitative material gathered through the cross-partner focus group converge on a shared picture: the empowerment model articulated by the project is both feasible and effective when sensitively adapted to national and local contexts. The pedagogical architecture underpinning these results is coherent and transferable. The ecological methodology and the “triangle” instrument provides a shared conceptual reference; the Plan of Action (T4.4) and the seven-session thematic programme (T4.5) operationalize that reference into instruments deployable across very different operational realities; and the cross-partner focus group generates a reflective space in which situated practice can be shared, compared and consolidated. This combination of conceptual unity, operational adaptability and reflective practice is what makes the outcomes documented in this report both intelligible and reproducible. The sections that follow read this evidence in dialogue with the findings of the WP2 Needs Assessment (D2.2), examining how the implementation activities have confirmed, enriched and in some cases qualified the diagnostic picture established in 2024.

7.2 Dialogue with the WP2 research findings

The WP2 Needs Assessment (D2.2) identified, through qualitative and quantitative research with 509 stakeholders across the five partner countries, a set of convergent needs facing migrant children and their families in the European integration landscape. Reading the empirical findings of T4.4 and T4.5 against that diagnostic baseline makes it possible to assess whether the needs identified in 2024 have been confirmed by the field experience of 2025 and 2026, and to register what the implementation activities have added, nuanced or newly revealed. The comparison below is organized around four thematic areas that emerge as central in both the research and the empowerment activities: language acquisition, services and institutional navigation, psychological support, and social integration.

On the theme of language, the WP2 findings are fully confirmed. Language emerges as a foundational dimension in every national context under T4.4 (activities with minors), functioning both as an obstacle and as an explicit objective within individual Plans of Action. Under T4.5, it is the fourth most cited need across the whole consortium (49.5% of responses). The implementation of WP4 adds important qualifications: the language need is not evenly distributed across contexts but varies substantially depending on the settlement stage of the population served. In contexts of more recent arrival, language is not merely one need among others but the primary filter determining whether any other empowerment activity is possible at all.

A further finding not prominent in the WP2 framework is the emergence of participatory digital practices as consistent sites of situated language acquisition: the use of smartphones to navigate online services, read public transport information and search for local resources proved to be a recurring and effective vehicle for informal language engagement. This finding points toward a dimension of informal digital learning that deserves more deliberate integration in future activity design, and that finds a natural counterpart in the digital tools and e-learning resources developed under WP5, which offer a structured environment where the informal digital engagement observed in the field can be extended and deepened.

On services and institutional navigation, the T4.4 questionnaire data documents uniformly modest awareness of local services across four of the five partner countries, with average awareness scores between 1.7 and 3.5 across the four orientation dimensions. The T4.5 data reveals a pervasive discovery gap: across all national contexts, the most frequently cited learning reported by parents was not mastery of a specific topic but the revelation that services, rights and support systems exist and can be accessed. This is a direct empirical confirmation of the fragmentation pattern identified by WP2. The implementation adds a further layer: the most effective responses to this fragmentation are not informational but relational and experiential. Practices such as active institutional brokering, city-based guided visits to rights-relevant services, and structured experiential encounters with employment and education environments demonstrate that navigating institutions is most effectively learned through doing rather than through abstract presentation.

On psychological support, the WP2 finding of systemic under-investment is confirmed and substantially enriched. Across both T4.4 and T4.5, psychological wellbeing emerges as a transversal need that is underserved by formal services and insufficiently known by beneficiaries themselves. In T4.4, awareness of psychological listening services is the lowest-scoring dimension in most countries. In T4.5, psychological support features prominently in the needs profiles of multiple national contexts, reaching its highest citation rate in Greece (42.1%). The implementation data adds a finding of particular analytical interest: the psychological dimension is more acutely felt by communities at a more advanced stage of settlement, where survival-level needs have been addressed and deeper dimensions of the migration experience become visible. This has a direct implication for activities design: psychological and educational support cannot be treated as an optional add-on but requires a systematic integration.

On social integration, the WP2 emphasis on peer interaction and community-based initiatives is fully confirmed. Social integration ranks third among the priorities identified in T4.4 Plans of Action and third among the most cited needs in T4.5 (51.0% of responses). Participants across all national contexts consistently report that the sessions fostered a sense of community, contributed to building local networks and reduced isolation. The implementation adds specificity to how social integration is produced: peer exchange sessions consistently achieve the highest evaluation scores in multiple national contexts; encounters with role models from similar migration backgrounds prove particularly effective for young people; and the involvement of community organizations alongside the core programme significantly extends its integrative reach.

7.3 Pedagogical recommendations

The cross-country evidence of T4.4 and T4.5, read in dialogue with the WP2 research findings, yields a set of pedagogical recommendations for the further development of the project and for similar empowerment initiatives in the broader European landscape.

- **Invest in the relational foundation.** Across all national contexts and both activities, the quality of the educator-participant relationship is the decisive variable for outcomes. Activity designs should build dedicated time and resources for relationship-building, treating it as a precondition for the work rather than as a preliminary phase.
- **Use the Plan of Action as a genuine pedagogical tool.** The Plan of Action has proved to be an effective instrument for structuring individual pathways, setting achievable goals and generating evaluable outcomes. Its value lies in the quality of the goal-setting process and in the rigor of the reflective evaluation at the end of each pathway. Strengthening its adoption as a shared practice across the consortium would increase consistency and comparability of outcomes.
- **Make content adaptation to local context structural.** The cross-country variation in needs profiles confirms that content adaptation is not an optional adjustment but an essential condition for effective delivery. Activities should open with a structured needs assessment that directly shapes session prioritization for each group, ensuring alignment between activities, content and the specific integration stage of each participant community.
- **Integrate psychological and educational dimensions transversally.** Psychological support cannot function as an isolated referral pathway. The evidence from both tasks shows that the most impactful approaches treat psychological and educational dimensions as inseparable, embedding emotional wellbeing, identity work and relational development within the ordinary flow of activities rather than delegating them to separate services.
- **Redesign the evaluation instrument based on focus group feedback.** Practitioners across multiple national contexts independently reported, in the cross-partner focus group, that the per-session questionnaire design was burdensome for stable, recurring participant groups. The feedback collected points toward the value of a pre- and post-activity instrument complemented by a brief session-satisfaction rating, which would reduce administrative load while generating more meaningful evidence of change over time.
- **Build in structures for continuation.** Practitioners across all national contexts confirmed that the current activities duration is insufficient to meet the depth of need encountered in the field. Sustainability pathways, including integration into school curricula, partnerships with local authorities and community-led continuation structures, should be planned from the outset rather than treated as post-project considerations.

8. Bibliography

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