

MIGRATION

MIGRATION-04-2020: Inclusive and innovative practices for the integration of recently arrived migrants in local communities

- Dr Tony Capstick, University of Reading - tony.capstick@reading.ac.uk

Dr Capstick has over 20 years' experience researching and designing resilience-based projects for migrants and refugees in South Asia, the Middle East and Europe. His empirical research in Iraq, Jordan, Lebanon and Turkey has been used to design large-scale language education/well-being programmes by UNICEF, UNHCR and British Council in those countries as well as in Sub-Saharan Africa and Latin America. He has led the design and implementation of impactful programmes which straddle education, integration, psycho-social support and teacher development. Dr Capstick also works with locally-minded charities and (I)NGOs on the delivery of their well-being programmes for migrants and refugees in Jordan, Pakistan and the UK. Dr Capstick has a particular interest in combatting social isolation through community-based programmes designed with migrants and refugees and uses his doctoral training as a discourse analyst to ensure migrants' voices are not lost in the design of large-scale projects. I have designed tools for the British Council and the UK government's Department for Communities and Local Government which assess the effectiveness of integration policies and practices and which measure social cohesion and social fragmentation. I focus specifically on those marginalised by gender, religion and socio-economic class. Current non-academic partners include Reading Community Learning Centre (UK); Reading Refugee Support Group (UK); British Council Pakistan; British Council Jordan; United Nations Relief and Works Agency (UNRWA) Palestine.

Please contact Challenge6NCP@esrc.ukri.org if you are interested in reading more detailed information on previous projects which Dr Capstick has been involved in.

- Stranmillis University College, Belfast

Stranmillis University College is a highly-specialized teacher education institution in Northern Ireland, with close institutional links to Queen's University Belfast and a growing research portfolio of our own. We recently completed an Erasmus+ funded project that we led with five European partners, examining cyberbullying. In 2018 we launched a specialized Centre for Research in Educational Underachievement (CREU), which seeks to link evidence to policy by working closely with schools and devolved government. Our strengths as a partner institution are: our excellent links with local schools; our experienced research administration; our existing cross-border relationships with Irish, UK and other European institutions; and most of all our dynamic research staff.

Dr Sharon Jones recently led a review of Primary language learning amongst newcomer children in Northern Ireland, with psychologist Dr John McMullen, which focused on the challenges facing newcomer children in the education system. They are experienced in collaborative research with European and African partners respectively. Both are currently working with newcomer and refugee children in Northern Irish schools, where a high number of refugees, particularly from Syria, have arrived in recent years. Jones is convening an AHRC-funded international conference on Children, Migration and Conflict in February 2020. McMullen has worked extensively with children having suffered various trauma, and developed innovative approaches for therapy and classroom interventions.

MIGRATION-09-2020: Narratives on migration and its impact: Past and present

- Dr Tony Capstick, University of Reading - tony.capstick@reading.ac.uk

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- [Oscar Brito](#), University of Arts London

An architect and designer with an MPhil in Architecture and Urban Studies. Has worked in architecture, interior design and art with own practice, Studio X, producing design and research projects that have been internationally published and exhibited. Prior to Central Saint Martins, I taught at University of Sheffield and the University for the Creative Arts. My main focus of research is on the role that the production of space, both physical and conceptual, may have in the articulation of the political in our everyday life, becoming a way of empowerment. Oscar has a lot of contacts in urban cohesion working with migrants especially in Sicily, Italy – so his contacts are grassroots and approaches are more co-creative engagement with the refugees.

MIGRATION-10-2020: Sustainable practices for the integration of newly arrived migrants into societies

- Dr Tony Capstick, University of Reading - tony.capstick@reading.ac.uk

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which straddle education, integration, psycho-social support and teacher development. Dr Capstick also works with locally-minded charities and (I)NGOs on the delivery of their well-being programmes for migrants and refugees in Jordan, Pakistan and the UK. Dr Capstick has a particular interest in combatting social isolation through community-based programmes designed with migrants and refugees and uses his doctoral training as a discourse analyst to ensure migrants' voices are not lost in the design of large-scale projects. My work on language and integration with supra-national agencies including UNHCR as well as national agencies has contributed to the implementation of good governance of migrant integration and delivering innovation in materials design for (I)NGOs. Current non-academic partners include Reading Community Learning Centre (UK); Reading Refugee Support Group (UK); British Council Pakistan; British Council Jordan; United Nations Relief and Works Agency (UNRWA) Palestine.

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TRANSFORMATIONS

TRANSFORMATIONS-21: Mentoring scheme for schools: mainstreaming innovation by spreading the advanced ICT-based teaching practices to a wide circle of schools

- South Eastern Regional College (SERC) - Sharon Browne, Bid Writer and Quality Assurance Manager, sbrowne@serc.ac.uk, +44 (0)28 9267 7225 Ext 6502 or Option 2

SERC is a Vocational Education College based in Northern Ireland, UK with four main campuses, 1025 staff, over 32,000 annual enrolments and over 32 different subject areas for full or part-time study; SERC has the highest student success rate in NI. SERC have had an established *Technology Enhanced Learning (TEL) pedagogy mentoring* team since 2011. The mentors are teachers from a range of subject areas who, for a proportion of their teaching week, support their colleagues to implement innovative practice in the classroom. An overview of the Peer Mentoring programme can be viewed at <https://vimeo.com/291465540>. SERC have shared this approach with VET institutions in Ireland, Slovenia and Italy through a 2016-18 Erasmus+ KA2 Strategic Partnership with positive outcomes (Technology Enhanced Learning Mentoring Support – TELMS <https://telms.eu/>).

Please contact Challenge6NCP@esrc.ukri.org if you are interested in reading more information aboutto f SERC Best Practice and Network

TRANSFORMATIONS-22-2020: Enhancing access and uptake of education to reverse inequalities

- Stranmillis University College, Belfast

Stranmillis University College is a highly-specialized teacher education institution in Northern Ireland, with close institutional links to Queen's University Belfast and a growing research portfolio of our own. We recently completed an Erasmus+ funded project that we led with five European partners, examining cyberbullying. In 2018 we launched a specialized Centre for Research in Educational Underachievement (CREU), which seeks to link evidence to policy by working closely with schools and devolved government. Our strengths as a partner institution are: our excellent links with local schools; our experienced research administration; our existing cross-border relationships with Irish, UK and other European institutions; and most of all our dynamic research staff.

Dr Noel Purdy and Dr Glenda Walsh lead CREU and are both experienced in collaborative research with European partners. Purdy specialises in educational inequality, special educational needs, bullying prevention in schools and pastoral care. Walsh is specialised in Early Years and promoting social equality through playful experiences, both in and out of school. Northern Ireland has the earliest starting age for formal education in Europe, and one of the most unequal education systems in terms of the attainment of school leavers.

GOVERNANCE

DT-GOVERNANCE-05-2020: New forms of delivering public goods and inclusive public services

- A UK non-profit research organisation based in Scotland offers socio-economic expertise in working with communities, particularly in rural areas, in the topics of development, innovation and governance and using qualitative and quantitative methods in a consortium. They have experience in H2020 projects, working with industry, policymakers and different stakeholders implementing multi-stakeholder and multi-sector approaches. The UK non-profit research organisation plans to respond to the following tasks from the call text:

i) Evaluation of efficiency gains (e.g. cost) and effectiveness (e.g. in coverage, inclusion, delivery etc.) from the perspective of different stakeholders (e.g. the public at large, third sector, businesses and the state) in the event of sharing common services compared to the business as usual scenarios of service delivery.

ii) Design and implementation of qualitative research methods (questionnaires, interviews and stakeholder workshops) to explore various points that are indicated in the call text:

- Analysis of the perceptions around the role, legitimacy and responsibility of different stakeholders, including the state, in the delivery and the provision of the public services

- Current state of trust in public institutions

- Barriers and risks related to the implementation and acceptance of the collaboratively developed mobile solutions taking different aspects, such as gender, deprivation and rurality, into consideration.

-Ex-ante comparison of user satisfaction: the new governance model of service delivery vs. business as usual scenarios of service delivery

iii) Simulation of co-design and co-delivery processes based on the information collected, and testing different scenarios for fostering transparency, accountability and trustworthiness and accessibility and associated loops of feedback via an agent-based model.

The organisation is open to discussion about what they can offer in terms of social science know-how required in the call beyond their main expertise. They are looking for partners who are interested in leading the tasks in the business plan, market research and scalability analysis to work with under a research cooperation agreement.

Please see more information on the EEN profile here

<https://een.ec.europa.eu/tools/services/PRO/Profile/Detail/c15c7351-5bfc-4291-86ef-ed4c10d9bf29>