



**IMMERSE is a Horizon 2020
funded project aimed at mapping
the integration of refugee and
migrant children in Europe**

Dr Shirley Martin, School of Applied Social Studies, University College Cork



immerse
INTEGRATION MAPPING OF REFUGEE
AND MIGRANT CHILDREN





Presentation Outline

1. Context and Overview of IMMERSE Research Project
2. Inclusion of children's voices in IMMERSE
3. Dashboard of indicators on migrant and refugee children's integration
4. IMMERSE Results and Outputs

Partners

11 partners, 6 countries

3 universities specialised in migration and education studies,

2 public administrations with competences in migration and education,

3 NGOs dedicated to the defence of children's rights, and the integration and protection of migrants,

2 companies with expertise in **social innovation** and stakeholder participation,

and 1 technology company specialised in digital transformation

Universidad Pontificia Comillas ICAI-ICADE | SPAIN

Zabala Innovation Consulting | SPAIN

INFODEF Instituto para el Fomento del Desarrollo y la Formación | SPAIN

Ministerio de Trabajo, Migraciones y Seguridad Social | SPAIN

Informática El Corte Inglés | SPAIN

University College Cork | IRELAND

Save the Children Italy | ITALY

DOZ E. V. International | GERMANY

Active Citizen Europe | BELGIUM

Regional Directorate of Primary and Secondary Education of Crete | GREECE

Panteion University of Social and Political Studies | GREECE



Main Project Phases

Phase 1 Dashboard of indicators

- Development of the set of **30 indicators** on the inclusion of migrant and refugee children

Phase 2 ICT Digital platform and IMMERSE **Hub**

- Hub
- Database
- Data collection online application

Phase 3 **Data** **collection**

- 24,000 children in Europe (60% of them of migrant and refugee background)
- **Case studies** (Refugee reception centres, unaccompanied minors...)

Phase 4 **Set of** **recommendations** for the inclusion of migrant and refugee children

- Identification of good practices (included in the Hub)



Children's and Young Person's Advisory Group (CYPAG)

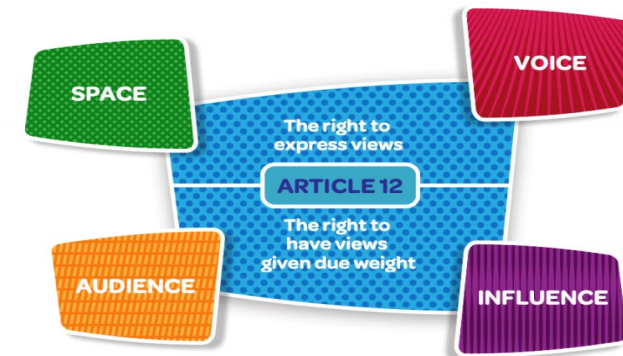
18 migrant and refugee children resident in Ireland

Not research subjects but informants and researchers (Bradbury-Jones and Taylor, 2015)

An expert group, to reflect on the experiences of children in general (Lundy and McEvoy, 2012) and represent their peers in this process.



Figure 2: Lundy's Model of Participation⁶⁰



Role of the CYPAG

Advise and inform the research process

Themes for
qual data
collection
WP 1

Developing
, validating,
and
piloting
research
materials

Data
analysis

Disseminat
ion of
results



Data collection in Europe- UCC Work package Leader

6

Countries

Belgium Ireland
Greece Italy
Germany Spain

12

Languages

7 of the consortium
(Dutch, English,
French, Greek, German,
Italian, and Spanish)
+
5 extra (Arabic,
Chinese, Persian,
Romanian, and Urdu)

406

Schools and non-
formal education
centres

4

Participants

Children (7-18 years-old)
Parents
School principals
Teachers



13,880

Migrant and
refugee children

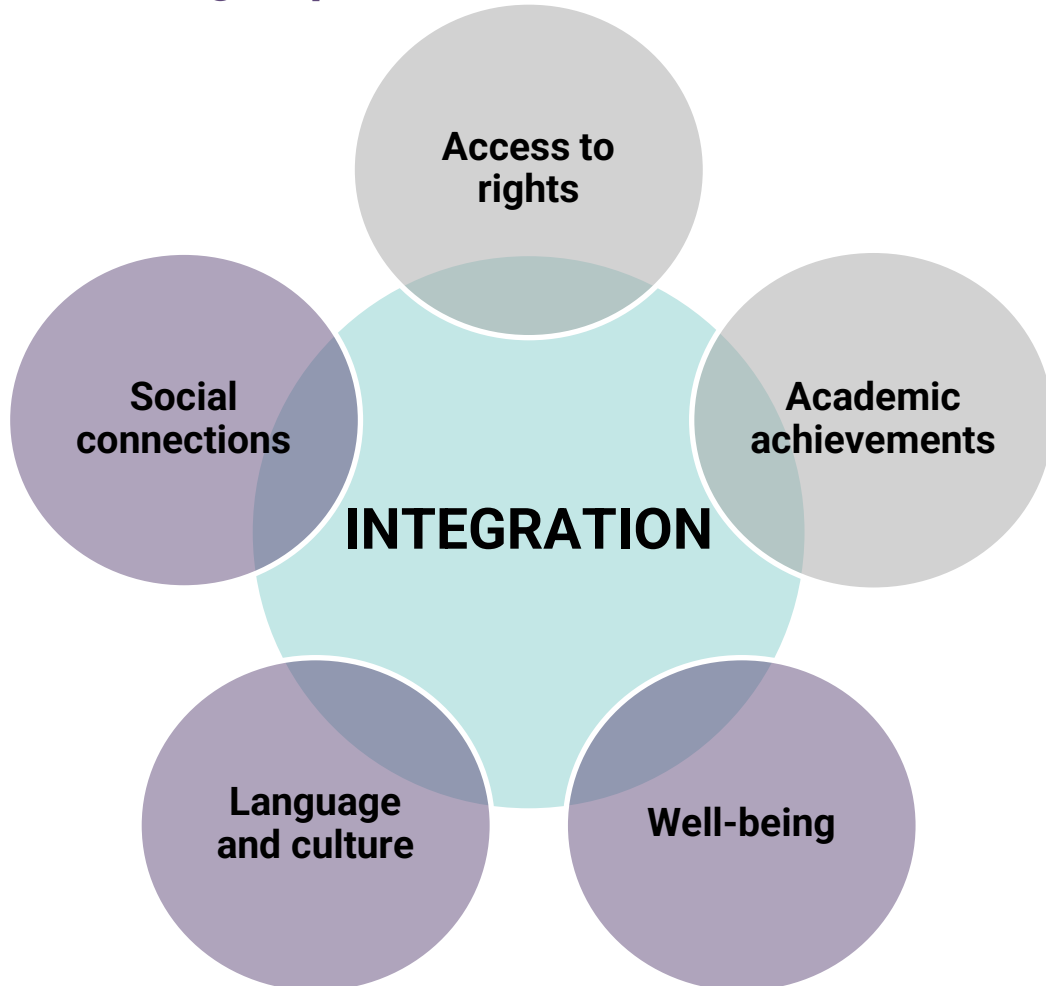
24,000+

Total children

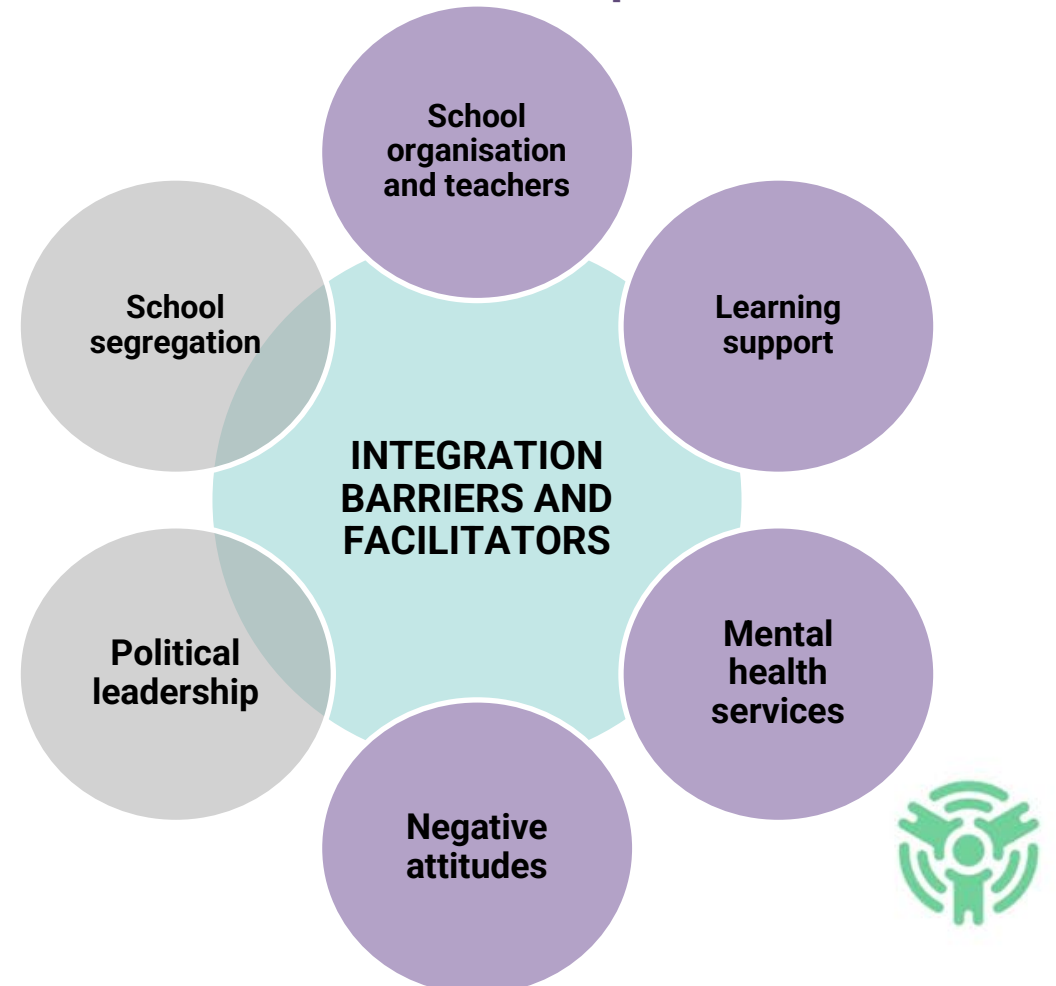


Panel of 30 indicators

14 integration outcomes
grouped into 5 dimensions

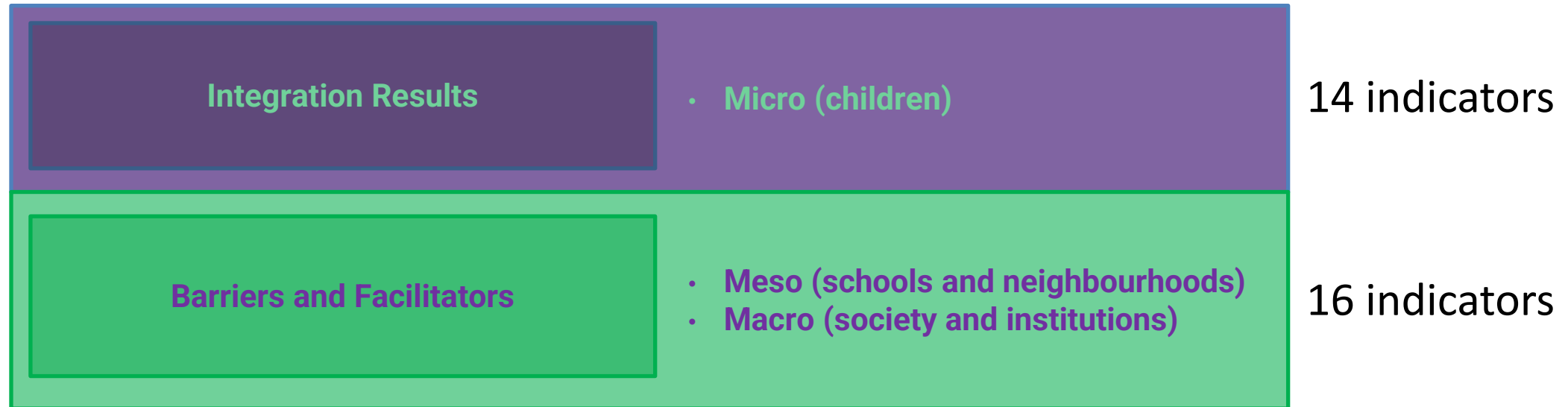


16 barriers and facilitators
divided into 6 components



Dashboard of indicators on migrant and refugee children's integration

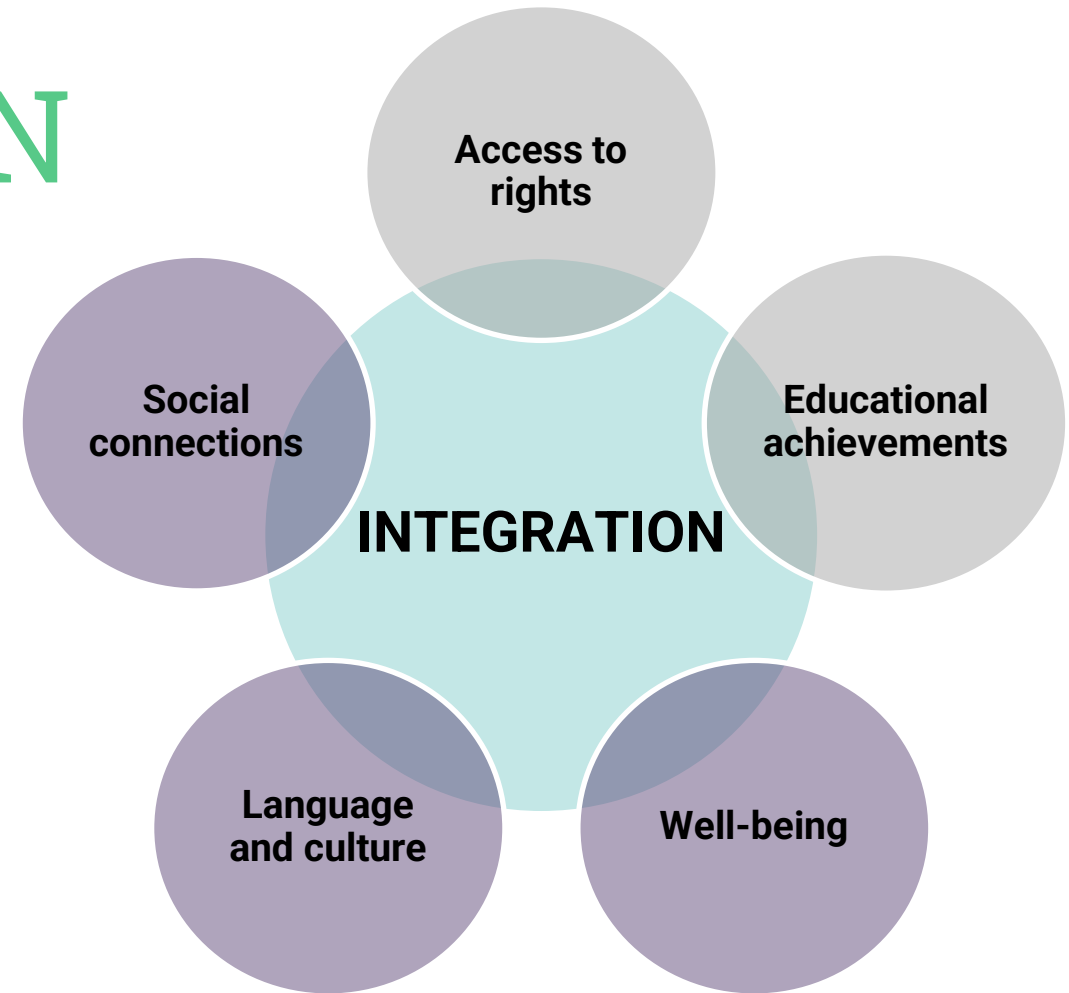
- Including 2 types of indicators : 3 ecological levels : 30 indicators



- Combining
 - a) **Secondary sources (14)** (Eurostat, MIPEX, PISA, EU-SILC, Eurydice)
 - a) **IMMERSE data (16)** (24.000 children, 400 schools and sites)



INTEGRATION RESULTS



Integration results (I)

% Migrant-background children with positive results

ACCESS TO RIGHTS	Scholarization (compulsory education) Healthcare needs met
EDUCATIONAL ACHIEVEMENTS (1)	No low achiever No early leaver

Spain	Ireland	Italy	Germany	Greece	Belgium
98%	100%	95%	81%	51%	100%
100%	98%	99%	100%	97%	97%
56%	79%	55%	58%	46%	57%
73%	na	71%	71%	79%	89%

(1) Two additional indicators (completes compulsory education, and completes upper secondary or university) extracted from PIAAC, will be available from 2024



Integration results (II)

% Migrant-background children with positive results

		Spain	Ireland	Italy	Germany	Greece	Belgium
LANGUAGE & CULTURE	Language competence	86%	75%	76%	67%	57%	62%
	Intercultural ties (origin and other)	47%	46%	35%	58%	36%	59%
WELLBEING	Happiness	82%	88%	79%	76%	84%	82%
	Belonging (school)	58%	55%	38%	43%	50%	35%
SOCIAL CONNECTIONS	Friends' support	61%	53%	41%	60%	58%	52%
	Friends' diversity	49%	45%	49%	60%	40%	59%
	Teachers' support	68%	62%	47%	51%	59%	51%
	Trust in institutions	73%	75%	65%	60%	71%	60%



Barriers and facilitators: multilevel

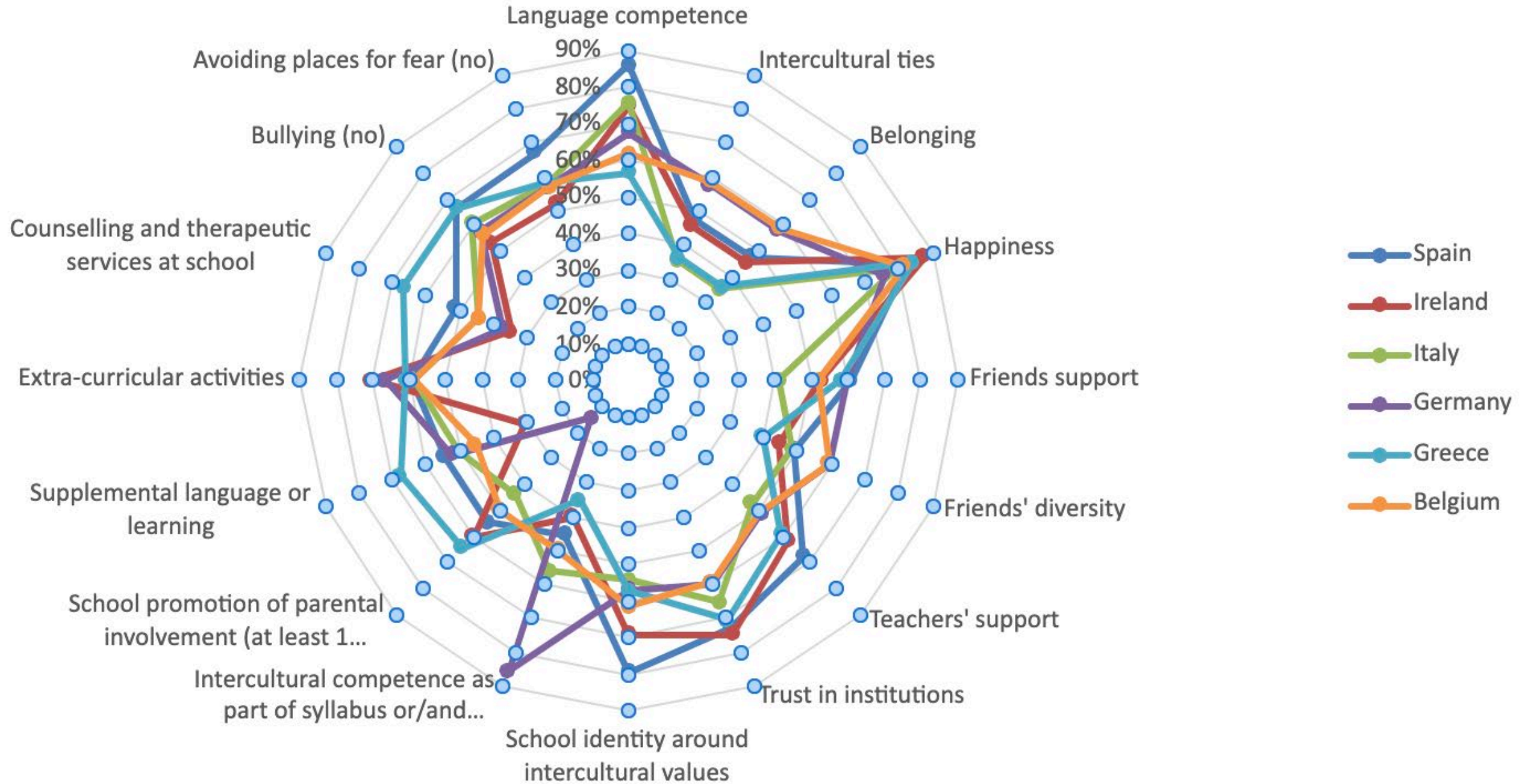
SCHOOL SEGREGATION	Not in disadvantaged school
NEGATIVE ATTITUDES	Not avoiding places for fear No bullying experience

% migrant-background children with positive values

Spain	Ireland	Italy	Germany	Greece	Belgium
72%	85%	69%	61%	74%	59%
67%	52%	58%	57%	58%	57%
67%	53%	61%	57%	67%	56%

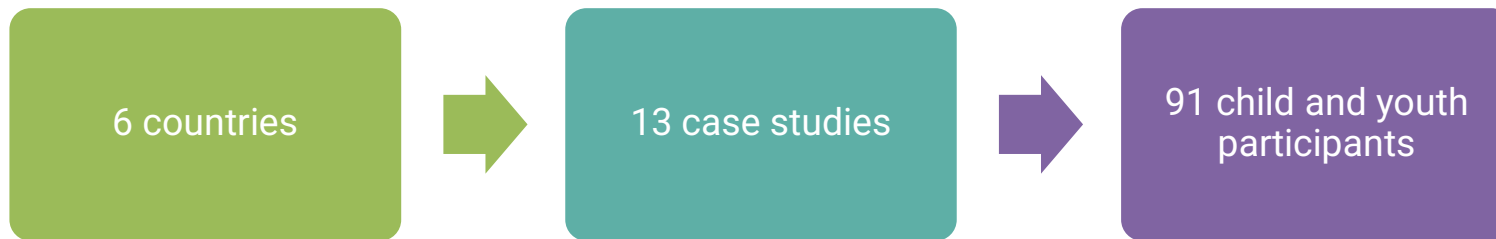


Primary indicators



Focus on under-represented groups of children (unaccompanied minors)

To capture their under-represented groups of children's experiences, each research partner completed **qualitative case studies** (one focusing on unaccompanied minors) in **non-formal environments** to reach children excluded from national education systems.



Mainly unaccompanied children, and/or newly arrived migrant children, or other migrant children in vulnerable situations (9-21 years old).

Children were interviewed in informal educational settings, in NGO premises, in reception centers or other shelters of unaccompanied minors.



Interactive Dashboard: Open Access Data and Data Visualisation Tool

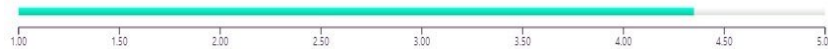


Children's language competence

How well can children communicate in the main language of their country of residence?

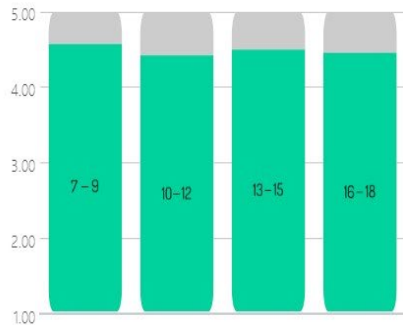
On a scale from 1 to 5, how well can children communicate in their country's host language?

4,35

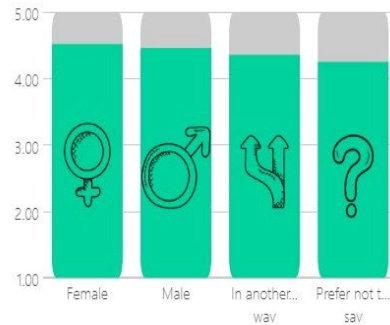


Migrant Migrant parents Non-migrant

By age



By gender



This indicator measures how children perceive their ability to understand and speak the main language of their place of residence (e.g. German in Germany).

Data source: IMMERSE survey. [Additional details](#)

By location



By country and migrant background



The results and the IMMERSE Dashboard of Indicators are a useful tool to identify areas for intervention at national and European levels and present opportunities for cross-country comparison and learning.



IMMERSE OUTPUTS



IMMERSE outputs for and with children

Social media and campaigns Instagram Takeover

Social Media – blogs, interviews, campaign for World Children’s Day



CYPAG Outputs

Animated video and Child-friendly Report



IMMERSE Hub

WHAT IS IT: an online community providing a common space to share experiences, ideas and concerns, and a place to access relevant information and educational resources.

FOR WHOM: professionals, institutions and other stakeholders interested in the socio-educational integration of refugee and migrant children.

HOW TO ACCESS: on the IMMERSE project website, after registration.

The screenshot displays the IMMERSE Hub website interface. At the top, there is a navigation bar with the email address 'info@immerse-h2020.eu' and social media icons for Twitter, Facebook, LinkedIn, Instagram, and YouTube. The main header features the 'immerse' logo with the tagline 'INTEGRATED SUPPORT OF REFUGEE AND MIGRANT CHILDREN' and a search bar. Below the header, there are tabs for 'my feed', 'groups', 'documents', and 'members', along with language options: 'english', 'español', 'français', 'deutsch', 'ελληνικά', 'nederlands', and 'italiano'. The main content area is titled 'My groups' and contains four featured group cards:

- Dashboard Results:** Authorized users may access Dashboard analysis in their private groups conveniently located on the IMMERSE Hub. Working in the Hub guarantees that, participants only will see graphics in read-only mode. 65 members.
- Teachers' view about integration in schools:** This survey has been answered by a group of 18 teachers from La Salle (Irún, Spain). In their regular classes, they have 10% of migrant students. During informal training, however, the percentage of migrant students can reach 60 or 70%. 60 members.
- IMMERSE Conversations:** This is a space for discussion about topics related to Immerse. Feel free to participate and engage in conversations! 87 members.
- Initial Group:** Group which contains tutorials and legal terms and conditions for the initial members of the hub. 52 members.



Good practices and policies for institutions and schools

Good practices collection and online data base of best practices



60 good practices on migrant and refugee children's socio-educational integration across Europe.

Insight on 12 case studies through interviews with project representatives and beneficiaries.

Online Data-base

Category

- Good Practices
- Other tools and resources
- Policy papers

Country of origin / implementation

- Australia
- Austria
- Belgium
- Council of Europe
- Education International
- European Union
- Germany
- Greece
- Hungary
- International Organization for Migration (IOM)
- Ireland
- Italy
- Slovenia
- Spain
- Sweden
- UNHCR
- UNICEF
- United Kingdom
- United States

Language

- Arabic
- Bulgarian
- Catalan
- Czech
- Dutch
- English
- French
- German
- Greek
- Italian
- Lithuanian
- Polish
- Portuguese
- Romanian
- Slovenian
- Spanish
- Turkish

Compliance with the Dashboard Outcomes

- Access to compulsory education
- Access to health care
- Children complete compulsory education
- Children maintain their cultural identity while adopting new...

UN report: The Voice of Migrant and Refugee Children Living in Belgium

This brief exposes a series of interviews of 170 migrant children performed by UNICEF. They detail their experiences with education, housing policies, and emotional wellbeing in their home and host...

[Policy papers](#) [UNICEF](#) [English](#)

[Read more](#)

CEPS: Migration integration policies at the local level in Belgium

This policy paper focuses on labour market integration of new arrivals into Belgium. Migrant children's lower educational attainment levels are taken as symptomatic of a serious integration problem. Individual local...

[Policy papers](#) [Belgium](#) [English](#)

[Read more](#)

UNHCR: Reinforcing the protection of unaccompanied and separated children in Belgium

This report provides an in-depth exploration of current trajectories for unaccompanied migrant children in Belgium, exposing their shortcomings and offering recommendations accordingly. These include information and recommendations on registration, identification...

[Policy papers](#) [UNHCR](#) [Dutch](#) [French](#)

[Read more](#)

Caritas: A common home: migration and development in Belgium

This paper provides an in-depth historical analysis of migration in Belgium, data on migration flows (as of 2019), and details migrants' many contributions to their host and home countries. It...

[Other tools and resources](#) [Belgium](#) [English](#)

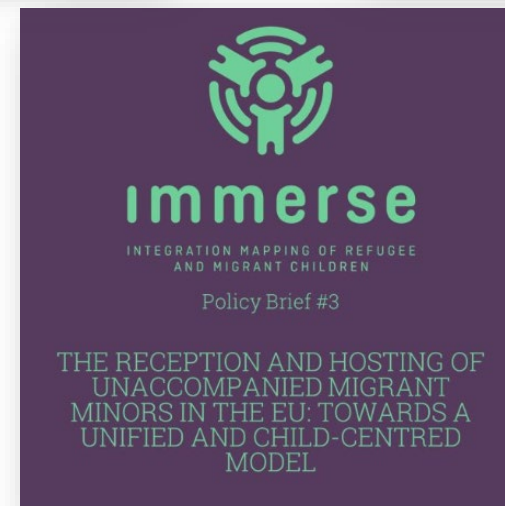
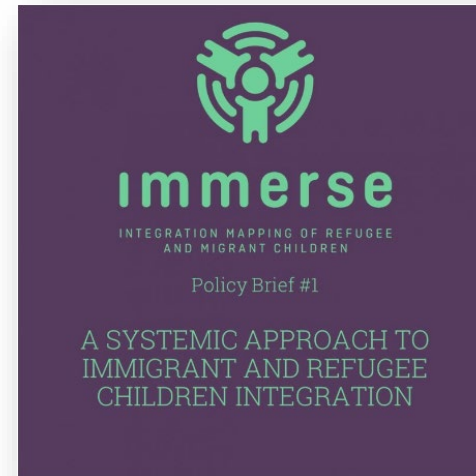
[Read more](#)

Policy recommendations

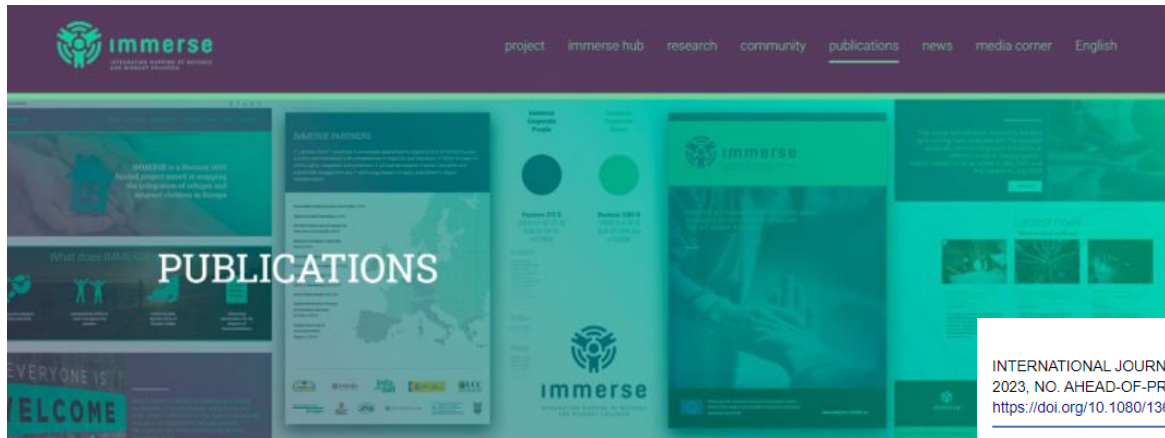
A policy recommendation report at the **national level** for each country in the consortium (Belgium, Germany, Greece, Ireland, Italy, and Spain).

A policy recommendation document at the **European level**:

- Policy recommendations based on the data collection carried out in each country through **qualitative work** with migrant and refugee children, their families and school staff
- **Quantitative data** collection through a questionnaire survey in schools and other learning environments of more than 24,000 children, their teachers and principals.



Publications



INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION
2023, NO. AHEAD-OF-PRINT, 1-20
<https://doi.org/10.1080/13603116.2023.2222304>

Accepted: 23 November 2021

DOI: 10.1111/chso.12525

ORIGINAL MANUSCRIPT



Supporting languages: The socio-educational integration of migrant and refugee children and young people

Deirdre Horgan | Shirley Martin | Jacqui O’Riordan | Reana Maier



Abstract
Recent unprecedented levels of migration, while adding cultural and linguistic diversity, places increased pressure on host countries to develop strategies for effectively integrating new arrivals into society. This article draws on data from IMMERSE which uses participatory co-creation methodologies with children, parents, educators and policy-makers to examine and develop indicators of migrant children’s socio-educational integration. It discusses Irish findings related to language and migrant children’s participation and belonging in school, highlighting children’s concerns over the loss of a diverse language culture and low value placed on preserving heritage language in Ireland and across six EU partner countries.

Refugee and migrant children’s views of integration and belonging in school in Ireland – and the role of micro- and meso-level interactions

Shirley Martin , Deirdre Horgan , Jacqui O’Riordan , and Reana Maier

School of Applied Social Studies, University College Cork, Cork, Ireland

ABSTRACT

Schools are chief among the social institutions impacted by migrant flows as key sites of integration and support for migrant children. This article focuses on micro- and meso-level interactions and their importance to experiences of belonging and socio-educational integration for migrant children. It explores outcomes from qualitative research in Ireland conducted as part of a European research project investigating the socio-educational integration of refugee and migrant children in schools. The research uses participatory and co-creation methodologies, including a Children and Young People’s Research Advisory Group. Child-friendly and age-appropriate focus groups were conducted with migrant children. The content and focus of these were informed through discussion with and insights of the project’s Children and Young People’s Advisory Group. Findings of this study highlight a range of factors impacting on the students’ experiences of belonging and unbelonging in schools including, host language support, school environment and centrality of children’s relationships with teachers as well as concerns among children about experiences of bullying, racism and intolerance. The finding highlights the importance of allowing children to describe their lived experiences using participatory research methods as children can speak to their own realities which may not be as visible to adult observers of children’s social worlds.



Conclusions

- **Significant cross-national variations** in children's integration results
- Countries perform well on **access to rights for compulsory education and healthcare**- fundamental educational and healthcare needs of migrant children are generally met across Europe.
- Indicators such as **language competence and happiness levels**, exhibit promising results, challenges persist in areas such as **belonging, intercultural ties, friendship diversity and educational achievement gaps**.
- The data also highlights the **intersections** in migrant children's lives and identities as differences emerge related to gender, age and migrant generation.
- There are also particularly significant challenges in relation to **policies on citizenship and policies on permanent residency** in many countries.
- Education policies which efforts to extend educational opportunities **beyond compulsory schooling** need to be reviewed
- **Dashboard** available as an open data source contributing to public engagement with migration research





immerse

INTEGRATION MAPPING OF REFUGEE
AND MIGRANT CHILDREN



This project has received funding from the European Union's Horizon 2020
research and innovation programme under grant agreement No 822536