



immerse

INTEGRATION MAPPING OF REFUGEE
AND MIGRANT CHILDREN

Identifying and evaluating inspirational good practices for my school on socio-educational integration of refugee and migrant children

PROPOSAL OF COLLABORATIVE WORKSHOP WITH CHILDREN

Summary

This proposal of collaborative workshop with children for schools is aimed at promoting the use of the Online Digital Database as a practical tool to identify supportive environments, educational conditions and practical resources relevant for the socio-educational integration of refugee and migrant children.

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Introduction

Schools, as main educational environments, and teachers, as main educational actors, play a significant role in the socio-educational inclusion of migrant children. In this regard, the implementation of more efficient educational models for the socio-educational inclusion should be based on a child-centred approach, where migrant and refugee children can be directly involved in the co-design and implementation of activities as key agents of their own educational and inclusion path, by means of participatory processes.

The [Online Digital Database of good practices and resources in social integration of refugee and migrant children](#) represents a relevant useful tool for both schools and teachers to help them identify, adapt and take advantage of good practices and resources aimed at several complementary inclusion goals:

- Develop new school governance and management structures
- Upskill teachers and educators and provide them with practical tools and guidance materials to better manage the inclusion process
- Follow a multidimensional approach for socio-educational inclusion combining different types of activities and multiple targets
- Incorporate child-centred approaches and bottom-up participatory processes
- Collaborate with other professionals such as social workers, cultural mediators, psychologists, public authorities or other education providers
- Strengthen relationships with parents and the wider community
- Increase awareness about the challenges and opportunities of migrant children inclusion

To foster these goals, IMMENSE consortium has elaborated this **proposal of collaborative workshop** for schools, aimed at promoting the use of the Online Digital Database among principals, school leaders, teachers, educators and social professionals.

The present workshop proposal includes information about:



- A. How to use the database and take advantage of the good practices and resources included to promote inclusive education models based on child-centred approaches
- B. How to identify good practices and resources relevant for the school, teachers and students, on the basis of their needs and circumstances, applying a participative process
- C. How to co-create basic principles to evaluate if a good practice or resource from the database is suitable to be implemented in the school

A. Using the Online Digital Database

The [Online Digital Database](#) includes an exhaustive compilation of good practices, projects, policies, methodologies, pedagogical approaches, resources and tools on the socio-educational integration of migrant and refugee children.

This digital practical tool is aimed at identifying supportive environments, educational conditions and practical resources addressed to school leaders, teachers, educators and social professionals relevant for the social integration of migrant children.

You can navigate all the resources included in the database, or search specific resources by selecting among one or more of the different filter criteria:

- Category (Good Practices, Policy Papers, Other tools and Resources)
- Country in which the resource has been created or implemented
- Language in which the resource is available
- Compliance with the **IMMERSE Dashboard Outcomes***

Besides, you can also make an open search by typing any text in the “Text search”.

*The [IMMERSE Dashboard Outcomes](#), or socio-educational integration indicators, has been developed using a co-creation method which includes the voices of migrant and refugee children, their families and those who work directly with them in schools, NGOs, and policy makers. These indicators contribute to and determine the socio-educational integration of these children in their host societies in Europe.

The database is available in English, Spanish, Italian, French, Dutch, German and Greek. While the resources provided involve a total of 17 languages: Arabic, Bulgarian, Catalan, Czech, Dutch, English, French, German, Greek, Italian, Lithuanian, Polish, Portuguese, Romanian, Slovenian, Spanish and Turkish.



B. Identifying good practices and resources relevant for the school, teachers and students

The aim of this workshop proposal is to take advantage of the good practices and resources included in the Online Digital Database to promote inclusive education models which may enhance the socio-educational integration of migrant and refugee children in their schools.

To do so, the first step is to involve students in a participative process to identify what are the **main needs of the school, teachers and students**, in relation to the socio-educational integration of migrant and refugee children.

Below you will find a series of resources for this part of the workshop.

Questions related with the situation of migrant and refugee children in the school which may help to identify the needs of the school, teachers and students

- What is the migrant children perceived competence in the host language?
- Do migrant children maintain their cultural identity while adopting new cultural values and intercultural competences?
- What is the migrant children level of happiness or sense of belonging in the school?
- Do migrant children have social connections or support from friends and peers?
- Do migrant children receive support from their teachers and schools?
- Do migrant children have lower academic skills or achieve lower results?
- Is there a school leadership around intercultural values (against xenophobia, prejudice and stereotypes)?
- Does the school promote the involvement of migrant children parents in school activities, extra-curricular activities and parental associations?
- Is the intercultural competence part of a syllabus for teachers?
- Do teachers have access to resources and recommendations about intercultural education?
- Do migrant children have access to preparatory classes on language or academic skills?
- Do migrant children receive educational support on learning and language?



- Are there any supplementary community services for learning/language support?
- Do migrant children have access to extra-curricular activities or after-class learning centres?
- Are there any counselling services available for migrant children at the school?
- Do migrant children experience or perceive negative attitudes toward them?
- Do migrant children experience bullying or physical violence in the school?

Suggested approach to efficiently apply a participative process with children

- Break sessions up into shorter periods so that they are more effective.
- Use drawings, art work and physical props, and talk to the children about what they have produced.
- Use simple voting techniques for children to express their choices and make decisions – ask them to place items into hoops or use smiley faces to make a decision.
- Use props, stories or puppets to introduce and support the topic.
- Use a range of techniques and activities, a multi-method approach works best.
- Activities should be visual, physical and varied (moving around as one group, working in pairs, dividing into small groups)
- Show the children the results of their participation, for example a drawing or puppet and let them take it home.

Suggested activities to implement the session

Warm-up activity: What we have in common

- **Time**
10 minutes
- **Strengths**
This shows which traits the participants share.
This information will be useful to draw upon later in the workshop.

Procedure



The facilitator calls out a certain characteristic which they are sure relates to at least some of the participants.

For example, if the facilitator says, 'everyone who has a pet', all of the people who have pets should move to a specified space in the room.

As the facilitator calls out more characteristics – e.g. 'likes football' – the participants who this relates to move into a different area.

Main activity: Problem tree analysis

▪ Strengths

Suitable for small and large groups and includes all participants. Visual nature of the exercise makes it easy to comprehend complex issues.

▪ Weaknesses

If participants do not have direct experience with the issue at hand, they may struggle to find ideas.

▪ Aim

To establish both the causes and effects of a relevant problem as well as their prior and subsequent manifestations.

▪ Objectives

- Improve brainstorming skills
- Build analytical capabilities
- Solve complex problems

▪ Materials

- Whiteboard
- Flipchart
- Pen

Procedure

If you have a large number of participants, divide them into smaller groups.

Decide upon a relevant issue connected with the needs of the school, teachers and students in relation to the socio-educational integration of migrant and refugee children. To do so, you can take advantage of the questions provided above.

Draw a large tree with a broad trunk and branches/roots that split as they reach



further outwards. Write the core issue on the trunk.

Collect ideas from participants and write or draw the various causes and consequences on the roots and branches respectively. Here, you can use the thicker areas for more general ideas, before becoming more specific as they branch out.

This will provide an overview of both primary and secondary factors.

C. Co-creating basic principles for the evaluation of a good practice or resource

Once that the group have identified some of the main needs in relation to the socio-educational integration of migrant and refugee children, you can start preparing the second part of the workshop, aimed to co-create with the students a short list of basic principles. These principles will be used to evaluate if a good practice or resource identified within the database is suitable to be implemented in the school and may respond to the identified needs.

This collaborative process can be an empowering and educational experience for both teachers and children to work together, fostering a sense of ownership and inclusivity in the school environment. It also provides an opportunity for children to learn about participation and decision-making processes, while teachers gain valuable insights from their students' perspectives on how to promote the social inclusion of migrant and refugee children.

For this part of the workshop, is especially relevant to follow the **approach to efficiently apply the participative process with children**, included in the previous section.

Here you will find a suggestion of steps to follow.

1. Discuss the current scenario

Begin with a short discussion about the experiences of migrant and refugee children in the school. Encourage children to share their observations, challenges, and successes.

Ask children to brainstorm some everyday practices they believe have positively impacted social inclusion in the school environment.



Alternatively, you can share a previously identified practice.

2. Define the list of evaluation criteria

The aim of this step is to create a list of evaluation criteria that will be used to evaluate the resources identified within the database.

▪ Brainstorm criteria

Facilitate a discussion where they identify the key factors they believe are essential for evaluating good practices. Encourage them to think about aspects like inclusivity, effectiveness, adaptability, ease of implementation, cultural sensitivity, and the emotional well-being of children.

▪ Compile a list

Create a comprehensive list that includes every idea put forward, ensuring that nothing is dismissed prematurely.

▪ Group and categorize

Organize the list of criteria into categories, making it easier to manage and discuss. For example, you may group criteria related to effectiveness, cultural sensitivity, and inclusivity separately.

3. Prioritize criteria

Ask children to prioritize the evaluation criteria through group discussions or voting. This ensures alignment on the most critical aspects of evaluating good practices.

▪ Group Discussion

Facilitate a discussion where children explain the reasons behind their preferences for each evaluation criteria. Encourage open and respectful dialogue.

▪ Voting or ranking

You can use several voting systems:

- children score each criteria from 1 to 5
- they can vote for their 5 top criteria
- they can rank the criteria from most to least important

▪ Consensus Building

Work toward a consensus emphasizing the need to identify the criteria that resonate with everyone. It may require some negotiation and compromise.



4. Co-create the basic principles

Based on the prioritized criteria, co-create a set of basic principles that will reflect their shared values and goals and will guide the evaluation process. Encourage children to actively participate in this process.

- **Discussion and synthesis**

Ask children to consider how the prioritized criteria align with the goal of promoting the socio-educational integration of migrant and refugee children. Encourage them to reflect on what these criteria mean in practical terms.

- **Write principles**

Based on the discussion, start drafting preliminary principles. Each principle should be concise and clear, reflecting the core values and criteria. For example, if "cultural sensitivity" is a priority, one principle might be "Promotes cultural sensitivity in all practices."

Encourage feedback and suggestions for improvement. It's important that everyone feels that their input is valued in shaping the principles.

- **Final consensus**

Find a consensus on the final set of basic principles. Ensure that they are concise, actionable, and reflect their shared vision regarding the social inclusion of migrant and refugee children.

Once the principles are agreed upon, document them in a clear and visually appealing format.

5. Test the principles

Navigate the [Online Digital Database](#) and select at least one good practice or resource that may better respond to the identified needs of the school, teachers and students.

Analyse the selected good practice with the list of principles to assess if is suitable to be implemented in the school.

Discuss how the identified good practice could be incorporated into the school's activities and decision-making processes, and how children can collaborate to put them into practice.