



immerse

INTEGRATION MAPPING OF REFUGEE
AND MIGRANT CHILDREN

CHILDREN AND YOUNG PEOPLE'S REPORT

AUTHORS:

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INTRODUCTION TO THE IMMERSE PROJECT



The project has developed new **tools and data to help schools and governments** figure out how well refugee and migrant children are adapting to their new schools and how to help them along the way.

The project took five years and was funded by the European Commission.

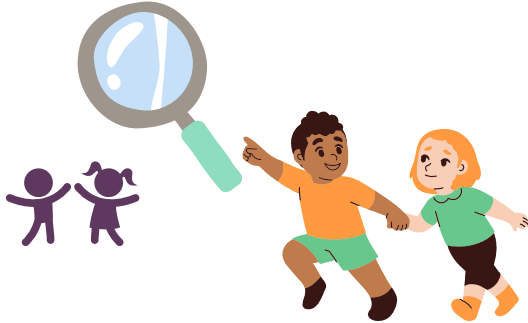


25,000 children participated in the IMMERSE project, and the majority, 60%, came from migrant backgrounds.

These children were from six European countries: Belgium, Ireland, Italy, Germany, Greece, and Spain.



CO-CREATION WITH CHILDREN AND YOUNG PEOPLE IN THE IMMERSE PROJECT



➤ Children are the main focus of the IMMERSE Project. They've been part of the project from the start, helping decide how to do things.



➤ Including children in research helps us to understand children and young people's lives better.

ARTICLE 12: You have the

United Nations Convention on the Rights of the Child

**right to
an opinion
and for it to be
listened to
and
taken
seriously.**





CO-CREATION WITH CHILDREN AND YOUNG PEOPLE IN THE IMMERSE PROJECT



➤ Children and young people can play an important part in creating knowledge. Children see things with different eyes and ask different questions to adults.

➤ Children also have the right to know the results of the research they are involved with.



➤ One way to make sure children are listened to and that their ideas inform research is to set up a children's research advisory group.



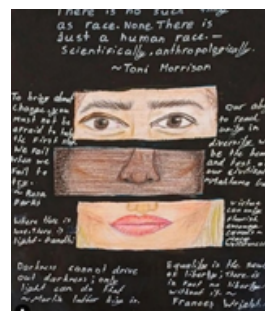
CHILDREN AND YOUNG PEOPLE'S ADVISORY GROUP



➤ They advised on the research design, helped to analyse the information gathered, and decided how best to share the research results. For example, they helped to design the IMMERSE children's questionnaires.



➤ Other groups of children and young people have also been involved in IMMERSE. They took part in focus groups, policy workshops and they also worked on the project's social media.



 @IMMERSE_H2020



RESEARCH METHODS

First, we did focus groups where we talked with children and young people, parents, teachers and other adults working in education, to ask them what they thought about belonging and integration in schools.

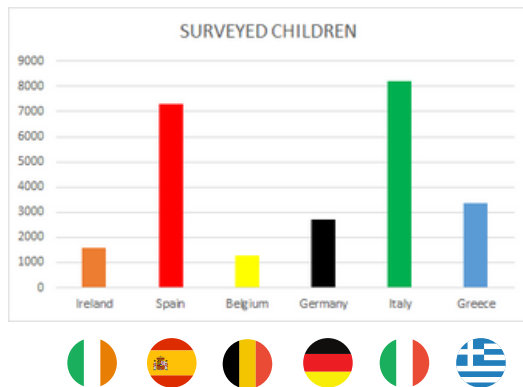


➤ This information helped us to make questionnaires for children and their teachers.

➤ The questionnaires were translated into 12 languages.



RESEARCH RESULTS



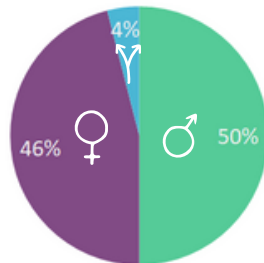
Who did the survey?



24,419

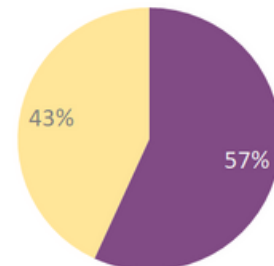


Most of the children who took part were in school.



Boys (50%); girls (46%) and 4% described their gender in another way or preferred not to say what their gender was

Boys
Girls
Other



13,880 migrant and refugee children did the survey (57%).

Migrant and refugee
Non-migrant



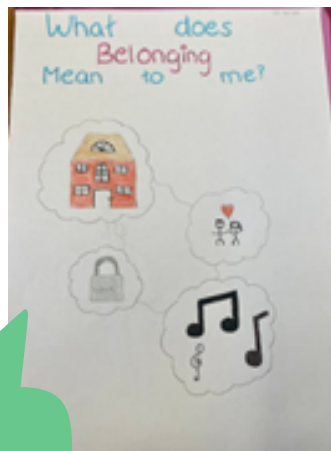
Happiness

Mostly, migrant children said that they were happy, but were less happy as they got older.

In Ireland migrant children were most happy and in Germany they were the least happy.

Mostly too, migrant boys were a little bit happier than migrant girls.

Non-binary children were the least happy.



Language and culture

Most of the migrant children felt that they were very good at speaking the main language of the country that they lived in.

Migrant children who were new to a new country felt they needed more help to learn the language.

So, they thought that the people in charge should make sure there are enough teachers and classes to help them learn the language in school.

Belonging

We found that in school most migrant children felt they belonged, more so for boys but less so for all migrant children in Italy and Belgium.

And as children grew older, they all started feeling a little less like they belonged in school.





Friendship

Friends were important and most migrant children felt they supported them a lot. This is good news because friendship helps children feel that they belong.

It was interesting to find out that migrant children had more friends from different cultures and countries than children who were not migrants.

This is good to know because it is important for all children to have friends from different backgrounds. This helps stop discrimination and racism and makes everyone feel like they fit in at school and in their communities.



Trust

In school, as well, most migrant children said their teachers were helpful and understanding but a little less so for migrant children in Italy. In all the countries migrant children trusted their teachers and schools quite a bit.

They trusted hospitals and doctors a lot too.

And they trusted the police and justice system, but not as much as they trusted hospitals and doctors.

Older children trusted institutions less than younger children, except for migrant children in Greece.





Bullying

We found out that some migrant children said they were bullied, especially migrant children in Ireland and Belgium and Germany.

Some of them avoid going to certain places in case they are treated badly.

As children got older they were bullied less.



Mental health supports in Schools

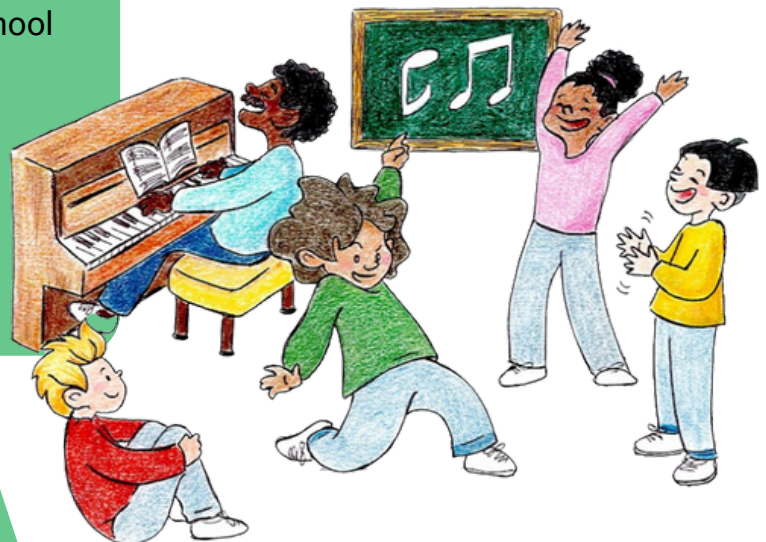
Nearly half of all the schools in the study did not have counselling support staff for children. To make this better, our research shows that the people in charge should make sure there are counselling support staff in all schools to help children.



Leisure activities

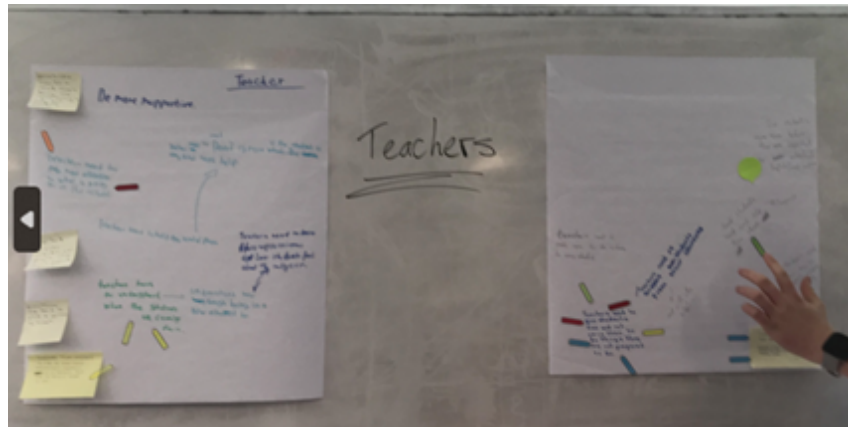
Outside of the school day, we found that most migrant children go to activities or after-school learning either at school or in their neighbourhood.

This is good news as these activities help children feel happy and part of their communities.





CHILDREN'S RECOMMENDATIONS FOR POLICY MAKERS



When we had all the IMMERSE results, we talked to different groups of children in the six countries about what they thought about the research results.

They gave their opinions on what they thought was most important for people in charge to do. Here are some of their suggestions:

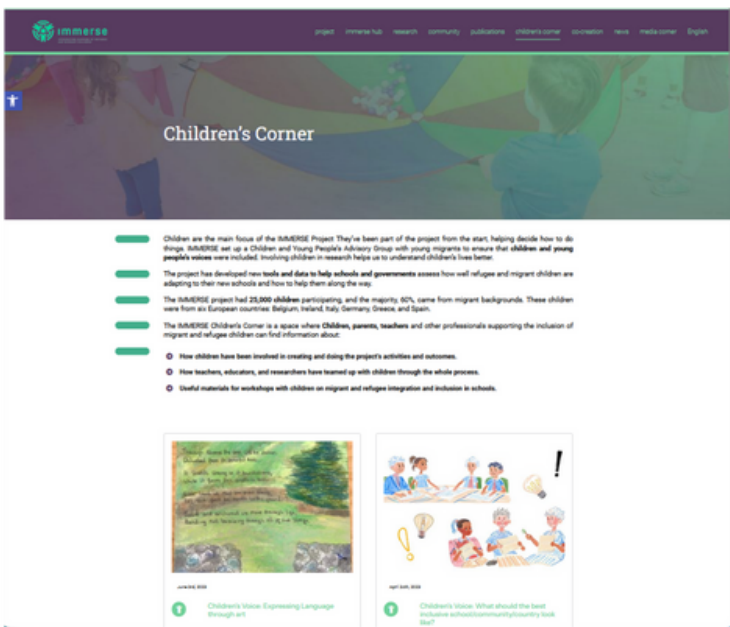
POLICY RECOMMENDATIONS

- Intercultural education should be an important part of schoolwork.
- Use multilingual and non-Eurocentric books, to discuss global topics.
- Learn different languages and about different cultures in school.
- Use games and interactive activities to promote learning.
- Help teachers by giving them more training.
- Teachers should be approachable, supportive, kind, encourage students, and listen to their problems.
- Involve parents taking language and cultural differences into account.
- The connections between children's schools and communities are important.
- Ensure there are spaces in the community where children can meet, feel safe and welcome, to help stop bullying.
- Develop and promote a European-, nation- and school-wide culture, centred around respect as a core value of policies and actions.
- Guarantee equal rights and opportunities for all students.



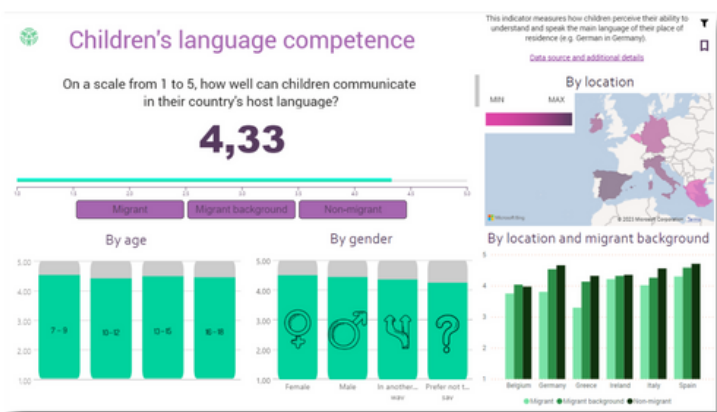


FINDING OUT MORE ABOUT THE IMMERSE RESEARCH PROJECT



➤ The IMMENSE website has a **Children's Corner** with more information for children, parents and teachers.

<https://www.immerse-h2020.eu/childrens-corner/>



➤ The IMMENSE Dashboard of **Indicators** is an interactive tool on the IMMENSE website where you can explore the data yourself.

<https://www.immerse-h2020.eu/dashboard-of-socio-educational-integration-indicators/>