ANALYTICAL NATIONAL REPORTS ON POLICY RELEVANT FINDINGS

Migrant children and communities in a transforming Europe

MiCREATE

Migrant Children and Communities in a Transforming Europe

The project Migrant Children and Communities in a Transforming Europe (MiCREATE) aims to stimulate inclusion of diverse groups of migrant children by adopting child-centred approach to migrant children integration on educational and policy level.
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CONTENTS

MiCREATE

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1. Introduction

The overall objective of this report is to identify the policy-relevant findings to translate empirical research and fieldwork results into a child-centred policy framework to prepare the ground for the development of policies. The report will therefore pay maximum attention to subjective children's views and their understanding of well-being. The aim is to identify the gaps in existing policies and approaches to developing a child-centred migrant inclusion policy based on adaptability, flexibility, context and participation of migrant children. The insights of the first part of this report are the basis for concrete policy recommendations that will help the policy-makers at the level of educational systems.

2. Policy relevant findings, reflections and conclusions

2.1 The methods that were used to gain the children's perspective on integration

The findings, observations, reflections, and recommendations of this report are based upon work carried out in work packages 2, 4 and 5-7 of the MiCREATE research project. The aims of Work Package 2 (WP2) were to present key contemporary debates on child migrants and their educational contexts, and what integration might mean for them. This was done through carrying out a rapid literature review of 1000 papers of which 419 were retained. Findings of the review which discussed key themes in relation to identity, integration, acculturation as well as barriers to and facilitators of the successful integration of migrants. In this part of the research, good practices were identified as well. Research focused on practices related to language courses and teaching, religious instructions in public schools and on general organization of school life related to food, expression of religious beliefs, resolution of intercultural conflicts, intercultural cooperation, etc. In Work Package 4 (WP4) researchers aimed to highlight the relationships between the members of the educational community and migrant children, their perceptions, gaps in their knowledge and their approach towards the integration of migrant children in Austria. Research among members of the educational community took place in the period from September 2020 to June 2021. Members of staff across educational communities and six schools were interviewed, focus groups and observations and analysis of the existing visual displays, curricula, and teaching materials in two schools were also carried out. Six (primary and secondary) schools were chosen from across Austria on the criteria of cultural diversity.

Work Package 5 to 7 (WP5-7) aimed to assess the experiences of migrant pupils from a child centred perspective. The research was carried out in six primary and secondary schools across Austria from February 2020 to June 2021. Migrant pupils and children from diverse ethnic, linguistic, and religious backgrounds are attending these schools. Data was collected in varying stages through 37 days of participant observations, in 12 focus groups and 87 autobiographical interviews which were facilitated through art-based activities such as drawings. The findings of research carried out across the work packages provided valuable Insights Into the experiences and perceptions of various Individuals In the lives of migrant pupils. The work has highlighted the facilitators of migrant integration but also the unique barriers the pupils faced due to intersecting inequalities. Interviews and focus groups with migrant children and relevant staff of educational communities drew attention to a range of practices already employed to support integration. We have therefore established a strong archive of empirical data concerning migrant pupils lives that can and should be used for policies. The following report will highlight the most important findings and recommendations.

2.2   Findings, reflections and conclusions

Main problems for child-centred integration in the Austrian education system

One main finding of the research is the focus on the German language in education and integration policies. Most nationwide practices in schools are focusing on learning German (e.g., extra German classes for newcomers, MIKA-D-test as measurement of German skills). In contrast to that, little focus is given to first and mother languages of the pupils and learning those properly. No teaching in mother tongue is implemented in Austrian schools. Multilingualism is thus not perceived as an asset of migrant pupils. While the group of pupils in Austrian schools is highly diverse concerning language, ethnicity and religion, the composition of teachers does not reflect this situation. There are only few teachers with mother tongues other than German. This creates a problem especially for newcomers.

Bi- and multilingualism amongst pupils is not supported at Austrian schools. To the contrary, education policies aim to increase German skills without taking mother tongue into consideration. Another problem is the low diversity in the composition of teachers. Both gaps can impact on children and how they feel at school and perceive themselves and Austrian society. A more representative and diverse school staff would give pupils more opportunities to identify themselves with teachers and promote a more accurate picture of society. Especially for migrant children this can have a big impact. Particularly newly arrived migrant children wish for more role models that have the same mother tongue, same country of origin, migration history or religion.

Further, the missing school autonomy within the Austrian education system is one of the main problems when it comes to adapting every-day-school life to the need of a specific school and their students. There is very little agency for individual schools to adapt procedures, programs and activities according to student's needs. Moreover, schools are generally understaffed, especially with respect to social workers or psychological counsellors.

Opportunities and possible solutions for child-centred integration in the Austrian education system

Opportunities for dialogue with pupils are very individualized in Austria. The degree of effective and deliberative dialogue to understand children's living and learning conditions depends very much on individual commitment of teachers and other staff. Nevertheless, there is the willingness on schools' sides to improve that, the setting must be improved to make that possible – as for instance time to get into dialogue during the school day. Possible solutions might include more autonomy for individual schools and an affirmative focus on bi- and multilingualism in education. Of great importance are better fundings and more (time) resources for teachers to carry out projects according to the pupil's needs.

2.3   Identified circumstances and children's needs in the targeted groups

The level of whole school

In general, it is necessary to point out that the Austrian education system is based on the separation of pupils at the age of ten between two different types or strands of schools. Depending on the grades in primary school pupils can either apply for AHS (Allgemeinbildende Höhere Schule) or MS (Mittelschule). While AHS has a strict admission policy that only allows pupils with good grades to attend and therefore is considered the better school type, MS is open for all pupils and therefore considered the "collecting basin" for bad students. This separation at a rather early stage in the lifetime of pupils, which is moreover only based on grades, creates a school system which is biased according to migration history and social class. Furthermore, the policy of "Wohnortnähe" affects both types of schools, meaning pupils have to attend schools in their neighbourhoods. The intention of this policy was to reduce commuting for students. However, this principle impacts the social landscape of schools as it reproduces the demographics of neighbourhoods in the body of students. Those characteristics are accompanied by certain perceptions of the school types in media and political discourses (see WP2 and WP3). While AHS is considered the "good" school that leads to a wide range of future possibilities such as academic education, MS is seen as the "bad" school type that hinders children to develop to their best. Oftentimes those narratives of good versus bad school go hand in hand with stigmatizations of migrant (MS) versus non-migrant schools (AHS). That in turn leads to the image of MS being highly diverse regarding ethnic, religious and national background of the pupils, while AHS is more homogenic. Therefore, MS is oftentimes problematized and called "ghettos schools" in public debates, meaning hard to manage and worst-case scenario for parents from mainstream society. Against those perceptions, it is to say that MS are oftentimes deprived in terms of financial and institutional support from the cities. Even though there are always exceptions it is necessary to keep these two characteristics of the Austrian school system in mind, as they strongly impact the needs of newly arrived, long-term and local children.

In this regard the knowledge gathered from the research in Viennese schools needs to be contextualized with the school type (AHS or MS) and the district or neighbourhood the school is located in. The sample includes AHS as well as MS and shows a wide range of different districts in Vienna. Even though, since Vienna is a growing city with people migrating from different regions within Austria as well as the whole word, Viennese schools are in general diverse in terms of national or ethnic background of the pupils. More than 50% of the pupils of all schools in our sample have migration background (see Report on WP4 and WP5-7).

Against those remarks on the characteristics on the level of the schools in the sample, we identify some differences in their consequences for newly arrived, long-term and local children.

Newly arrived migrant children

First of all, newly arrived migrant pupils mainly attend MS, since there are no admission restrictions in MS. Newly arrived migrant children especially pointed out that, considering the level of the whole school, that they do not feel integrated at their schools and experience exclusion. For a lot of them the most important aspect of inclusion are German languages skills. In the interviews they expressed the need to gain a certain degree of language skills to feel integrated at school. While some of them experienced individual support from teachers, others would wish for more support at school. Interestingly, some newly-arrived as well as long term migrant pupils in the sample pointed out that they – against the common stigma of MS being a "bad" school – prefer to attend MS regarding questions of support. Pupils who changed from AHS to MS stressed that they feel more welcome and supported in their new school, especially since they experience the new school as less anonymous with a more human atmosphere. In general, support for newly arrived migrant pupils would mean more possibilities to get child-appropriate information about the new school and education system as well as individual support when it comes to school tasks such as homework or exams. A lot of newly arrived migrant children pointed out that they do not know whom to ask if they have questions regarding school. This shows especially when it comes to future plans such as wishes for their educational future. While local and also long-term migrant pupils oftentimes know what they want to become professionally, newly arrived migrant children are oftentimes struggling with these questions.

Considering the level of the whole school the need for individual support at school for newly arrived migrant children becomes clear. However, that would also mean more financial means for schools (especially MS) to establish support programmes for migrant pupils.

Long-term migrant children

For long-term migrant children questions about support in school play also a role, similar to the newly arrived pupils. Furthermore, children from this group in the sample especially pointed out that they wish for schools to teach more about topics such as diversity, cultures and migration. They expressed the need to connect with those issues on the level of the whole school, meaning integrating those topics in every-day school life.

Local children

Regarding needs of local children on the level of the whole school it is important to point out that a lot of local children in Austria come from families with migration background and are oftentimes the first generation born in Austria. Due to the policy of "ius sanguinis" concerning the admission of citizenship, most of those children are not Austrian citizens and therefore often express that they do not feel "local" even though they were born in the

country. In this regard it is necessary to distinguish the needs of those first or second generation Austrian born children with migration histories in their families and pupils with Austrian citizenship and (mostly) no migration history.

While a lot of the needs from newly arrived and long-term migrant children also apply to the first group of "locals" not feeling "local", pupils without migration history oftentimes have different needs.

Organisation of work, adaptation and general approach of the school/s

In general, school trips were mentioned by several interviewees as something very positive, especially in relation to the feeling of being included and welcomed. They were pointed out as "bonding experience".

Especially long-term migrant children expressed a desire to participate more in institutional sports programs. Others suggested to change very concrete aspects, such as a later starting time for classes in the morning. Another student would like to see more gyms and field trips, as well as longer breaks. Others referred more to the content of the lessons in their answers and indicated that they would like to change it. One student emphasized that he would like to deal with more topics from "real life", e.g., he thinks it is good to talk about politics in school. Special activities, such as eating breakfast together in class or Halloween parties, are also mentioned as positive experiences with peers at school, which can promote processes of inclusion. School trips can also promote a positive peer dynamic because people do things together and can get to know each other. In addition, breaks in particular are perceived as a positive time for peer relationships.

School desegregation, anti-discrimination, affirmative action

All students mentioned experiences with racism and the feeling of not being accepted in Austria. In this context, they particularly emphasize the lack of psychosocial support in schools. It became clear that most students who have experienced or witnessed exclusion do not know how to deal with it and are therefore unable to change the situation.

However, in this context, one student highlighted the "intercultural celebration" as a good practice in the school. In this good practice, everyone brings something to eat from another culture and wears traditional clothes. People dance and sing together and get to know each other.

Teachers-pupils relations (learning environment)

Many interviewees – especially from MS – rate it as positive to have a relationship of trust with teachers and to have the possibility to turn to them in case of problems or when one needs help or support. In addition, teachers who only speak German and do not understand other languages, as well as the lack of peers who also speak a language other than German, were negatively highlighted in the interviews. Besides, some students reported that they felt treated unfairly because of individual characteristics. One student thinks that teachers prefer some students and went on to say that teachers sometimes do not treat children well because of their nationality.

Besides, some students also emphasized the importance of teacher support. Teachers can promote integration by supporting especially the newcomers with information about the school and the content of the lessons. Moreover, the newcomers should have the opportunity to ask questions if they do not understand something.

Language, culture and integration – in school and outside school conditions for language learning

For many of the interviewees, it seems to be very important to have a good command of the German language, both in terms of academic success and for social reasons. However, newly arrived pupils stressed that it was difficult at the beginning in Austria because of the new language, the new impressions, and the new environment. Here, the dominance of the German language at schools makes it harder for newly arrived pupils to feel included. Thus, achievement-oriented language success is prioritized over the social and emotional needs of newcomers. This is particularly evident in the implementation of German support classes[1], which separate newcomer children from the regular class.

Overall, most of the students in the sample grew up with more than one language. While the mother tongue is mostly learned at home, learning German usually starts when entering an educational institution. Support from their families, German-speaking friends, playful interactions, and well-being can also promote learning success. Respondents indicated that language is an important medium for well-being, communication, and self-expression. However, it depends on several factors in the school if pupils are promoted, for instance, in their mother tongues, e.g., commitment of the teachers, possibility to practice their mother tongue or first language (at school), mother tongue instructions and multilingual teachers. In this regard, it bothers some pupils that in some cases they are not allowed to speak in their native language in class because teachers prohibit talking in any other language than German. While some find this useful, others feel excluded by this rule.

In addition to the importance of social interactions between peers, students also

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[1] German Support Classes are classes where newcomers are separated from their regular classmates in order to learn German. A lot of experts, teachers and pupils experience those classes as exclusionary and contra productive (see report on WP4).

highlighted language-related integration practices. For instance, the practice of sitting next to someone who speaks the same native language as the newcomer. Having someone in the class to help translate can therefore facilitate understanding for newcomers and thus promotes being included. This also indicates that promoting multilingualism can be essential in order to be able to support each other.

Regarding cultural diversity, one student mentioned that she feels included when being allowed to wear her headscarf during mixed-gender physical education classes.

School-parents relations and support

In the interviews, it became clear that some pupils receive a lot of support from their parents, both in terms of academic and socioeconomic support, while others – for various reasons, such as parents with less educational capital – receive less support and have to learn more independently and under more difficult conditions. In addition, some youth emphasized that their parents push them to learn more about their parents' culture of origin, which led to identity conflict for some of the interviewed children.

Peer to peer relations and support

In general, peers, whether in school or outside of school, were perceived as important for well-being. Therefore, not having many friends can negatively affect well-being. Newly arrived young people pointed out that peers are important because they can serve as a resource for language acquisition and integration. For instance, they emphasized that having a seatmate who speaks the same native language is very helpful in feeling included and in organizing the first months of new beginnings at school and in Austria in general.

In addition, pupils from all researched groups stressed that it is important for well-being to feel accepted and to experience respect, regardless of ethnic, cultural, and religious "differences". For instance, one girl reported that she had arguments with Muslim classmates because they did not accept her opinion that she did not believe in God. In addition, an ethnically or religiously diverse circle of friends was highlighted as something positive because it can help to reduce (mutual) prejudices.

Individual support to migrant children? What kind of?

Especially, psychosocial support was emphasized, which was criticised of not being implemented in a broader sense in Viennese schools. Thus, in the interviews some students mentioned that they do not know about any psychosocial support. Other pupils knew about psychosocial support but stressed that they had never used it. Some pupils also stressed that Austria should help with the integration process by offering free German courses. One student suggested an individual timetable specifically for migrant students,. The timetable

should allow them to individually replace classes they have already mastered with German lessons. Another student emphasized that special classes to help students with their homework are helpful.

School and environment connection (local communities, CSO, migrant organizations, etc.)

The data shows that newly immigrated youth have not yet experienced a (satisfactory) "community" in Vienna. The quotes from the local children with a migration history indicate that the young people prefer a diverse environment and feel more comfortable if they are not the only ones with a migration history, for example at school. The importance of a (migrant) community was highlighted in the context of emphasizing a high level of cohesion. Thus, many spoke of being embedded in cultural and religious institutions where they can meet "their" community which they emphasized as very important and good.

E-schooling and Covid-19 situation?

It was stressed that the closure of schools impacted negatively on pupils' well-being because many do not have the right learning environment at home to follow lessons, especially in view of the many socially and economically disadvantaged children in Vienna. In this context, many children pointed out that their grades had deteriorated due to distant learning. Overall, it was also highlighted that teachers did not understand the problematic situations of the pupils (e.g., that the internet connection at home was poor or that they could not see friends and were therefore depressed). Instead students were faced with much more homework than they were used to, and many parents were unable to help (e.g., because they worked full time or did not have the educational capital). It was also highlighted that due to online teaching, there was a lack of daily structure, which meant a lot of individual work for the students. This individualization process took place at the expense of the children.

Gender, ethnicity, race, religion, age, legal status, or other dimensions and their relevant intersections from the findings

It was pointed out, that Austrian citizenship can be important for the job market. Besides, gender is a factor for peer dynamics. In one focus group, for instance, it was discussed that the humour of girls and boys is different and that this has a significant impact on the class community. As a result, the data indicate that gender, religion, and cultural background (e.g. friendships between peers with different backgrounds concerning their religion, especially between Christians and Muslims) can be relevant factors for friendships and conflicts with peers but don't necessarily have to lead to conflicts.

Other observations

Questions of belonging create ambivalent feelings, especially for newly arrived migrant children: One pupil pointed out that he feels at home in Serbia because he grew up there and has many friends there. However, he also hopes to feel at home in Austria one day. Material aspects: One girl emphasized that money, a job and German language skills are important for her in terms of integration, but she also stressed that she feels integrated when she is with friends and socializes.

Further, the housing situation can have an impact on the pupils' well-being. The housing situation for migrant families is often precarious. Many have difficulties finding suitable housing and have to seek help. Others have had bad experiences in inadequate housing. Structural disadvantages such as lack of financial resources or language barriers are often the reason for poor housing conditions as well as the expensive housing market in Vienna. In contrast to that the local children oftentimes have adequate housing situation and mentioned that privacy is important. Some still wish for better living conditions e.g., a house with garden or more space like their own room,

Also, school success can be crucial for the children's wellbeing. The content of the interviews suggests that well-being may also be related to (academic) performance. Finally some children raised questions of belonging: Some respondents emphasized that they are afraid to have a different opinion than the majority because "they could be beaten up for it". Besides, one student, who mentioned experiences of violence with his father, also shared that his single mother has financial problems and also has to take care of a sibling with disabilities. Thus, the reality of families' lives can be very different and family conflicts, for instance, can have an influence on the young people's well-being.

Some pupils also have experienced racism and as mentioned earlier, most students learned to ignore and get used to these experiences. Some shared that they talk about these experiences with their siblings who have also experienced discrimination, e.g., one sister experienced religious discrimination at school and at work. All in all, it can be said that these experiences can prevent one from feeling integrated into society and that they affect a person's well-being.

2.4   Stakeholders for addressing migrant children's needs

What are the most important responsible (competent) bodies, organizations or other stakeholders for addressing migrant children's needs and explain what role should they play?

School level: Educational staff, teachers, parents, social workers, psychologists, management teams, parents' associations, teachers' associations, students' unions, educational associations, teacher training institutions, etc. All these play a vital role in all areas related to students' school experience.

Local level: Administrations and regional politicians, policy makers, social workers, NGOs, migrant and cultural associations, unions, sports associations, youth centers and clubs, pedagogical programs outside of school. Those actors are in charge of providing support and ensuring the psychological well-being of the children. They are also involved in regional policy making processes.

National level: Politicians in the field of schools and education and integration, e.g., Ministry of Education, Ministry of Integration, media, experts, scientists. Those actors are in charge of child-friendly policies and determining the discourse around education and youth.

EU-level: Politicians (parlamentarians as well as national politicians) & policy makers, scientists, researchers and stakeholders in the field of education and integration policies. These professionals can help bring theoretical contributions to the educational system and provide knowledge for recommendations and assessment.

2.5   Summary, reflection and conclusion

We observed the following four primary needs to create a more child-friendly Austrian school system, especially for migrant children:

1) More focus on bi- and multilingualism among students
2) Diversifying school staff to create role models for newly arrived and long-term migrant children
3) More school autonomy to give schools the opportunity to adapt every-day-school life to needs of students of the particular school
4) More financial and human resources for schools
5) More time and resources for native language instruction and more proactive and low-threshold psychosocial support.
6) Reform of the Austrian school system, i.e., abolishing the discrepancy between MS and AHS in future possibilities and societal perceptions of the school types

3. Child-centred policy recommendations

Taking into consideration these challenges and opportunities, this part of the report embodies the first step into developing a set of child centred policy recommendations. We present a comprehensive set of recommendations that follow from the above policy relevant findings and encompass structural, emotional and relational dimensions of well-being. They are first organized according to the different levels of addressed stakeholders and policy makers. In the table which follows, they relate to the addressed group of children (newly arrived, long term, or local).

1. for policy makers (at the local and/or national level)

- **fighting widespread social prejudice against the Secondary School** (MS) for being less worthy in terms of academic value and quality in politics and public discourse
- consider abolishing the separation of the types of schools (AHS and MS) for pupils from age 10 to 18 years
- promoting better relationships between teachers/schools and migrant parents
- end segregation between students based on their German profiency as in German support classes
- establishing more individual support for children
- establishing instruction in mother tongue in schools
- increasing the number of social workers and psychologists in schools
- promoting **multilingualism** among pupils
- introducing same financing system for both school types (AHS and MS)
- ending the individualization of integration processes and **implement child-centeredness**
- increasing diversity among teachers

2. for policy makers at the EU level

- promoting **multilingualism** among pupils
- establishing child-cantered policies

3. for schools, teachers and other involved stakeholders, experts etc.

- **antiracism training** for teachers and pupils
- assisting individual support for migrant children
- tackle racist structures in order to make a change

4. for any other identified responsible body or organization or other stakeholder important for addressing children's needs.

- Recognizing the importance of **unconditional recognition and valuation** of children
- **Child-centeredness**, especially: listening to children, offer them safe spaces where they can come together and exchange ideas

Table 1: Main Policy recommendations

	Newly arrived children	Long term residents	Local children	Children in transition
Local and national level	Reform of the Austrian education system: E.g. Abolishing the differentiation in the school system between AHS and MS Multilingual information campaigns for migrant children to inform them about their rights and where to get support More financial resources for schools e.g. for education in mother tongue	More financial and human resources for schools Enlarge diversity of teachers Implement school autonomy Multilingual information campaigns for migrant children to inform them about their rights and where to get support More financial resources for schools e.g. for intercultural education Reform of the Austrian education system: E.g. Abolishing the differentiation in the school system between AHS and MS	Reform of the Austrian education system: E.g. Abolishing the differentiation in the school system between AHS and MS More financial resources for schools e.g. for education in mother tongue	Reform of the Austrian education system: E.g. Abolishing the differentiation in the school system between AHS and MS Multilingual information campaigns for migrant children to inform them about their rights and where to get support More financial resources for schools e.g. for education in mother tongue
EU level	Establishing child-centred campaigns and programs in languages other than German to inform migrant children about their rights and where they can get support	Gaining more knowledge about children's needs and wishes with child-centredness in approaches	More financial resources for education and integration policies in member states	Establishing child-centred campaigns and programs in languages other than German to inform migrant children about their rights and where they can get support More financial resources

	More financial resources for education and integration policies in member states	Establishing child-centred campaigns and programs to inform migrant children about their rights and where they can get support More financial resources for education and integration policies in member states		for education and integration policies in member states
Schools, teachers	Legal establishment of psychologists and social workers at every school	Diversity of teachers, Education in mother tongue, Psychological counselling Legal establishment of psychologists and social workers at every school	Legal establishment of psychologists and social workers at every school	Legal establishment of psychologists and social workers at every school
Experts other stakeholders	Involving experts on matters of children's needs and wishes in teachers education	More inclusive/diverse parents' association; Inclusion of NGOs which promote multilingualism at schools	Involving experts on matters of children's needs and wishes in teachers education	Involving experts on matters of children's needs and wishes in teachers education

4. Policy Indicators, Monitoring, Assessment

This part attempts to conceptualize a few policy indicators that could be proposed on the basis of the above findings. The main questions are: How could be the outcomes of proposed child-centred policies be assessed and evaluated? Which dimensions are important for such assessment and why? How to evaluate less measurable variables such as happiness, belonging and feeling good?

1. Surveys among students and teachers asking about their well-being to gain information about needs and wishes of migrant children

   - Those measures can help understanding what migrant children need and wish for and support their agency in a self-determined life. Nevertheless it is difficult to reach all children equally, therefore language barriers for example must be taken into consideration. The survey must be prepared in a range of languages. Furthermore there should be personal assistance for the pupils.

2. Establish regular seminars with children to understand what their needs and wishes are

   - The seminars can be another source to understand how children perceive existing policies and what they wish for in future policies

3. Evaluating budget for schools

   - Evaluation of school budgets would give knowledge about the financial situation of schools and could be a possibility to talk about additional programs that schools can/cannot finance. Moreover, differences in the financial resources of MS and AHS could be discovered.

4. Establish rules for diversifying school staff

   - Rules would establish a tool to guarantee a certain degree of diversity in every school, independent of the schools employment policies.

5. Establish seminars and courses for teachers to include more child-centeredness

   - Guidelines could be promoted to help teachers establish child-centeredness, subsequently those guidelines 00would be a possibility to measure child-centeredness of teachers approaches

6. Changing the curriculum of teachers' education towards more child-centeredness, knowledge about basic needs, sensibility for topics such as migration and integration

   - A new curriculum would guarantee a certain degree of knowledge about how to implement child-centeredness for future teachers

7. Include NGOs with expertise of multilingualism at schools
   - NGOs and experts can help schools develop child-cantered approaches and create an understanding that respects multilingualism of children as positive asset. Furthermore, experts can create evaluations about state of multilingualism at certain schools.

8. Expanding access to psychosocial counselling and support in order to promote well-being

- Those experts could evaluate the well-being and help to improve well-being of all children in schools

9. Include social lessons in the curriculum to stimulate discourse about well-being among students

- Those lessons could help establishing a culture of mutual respect in schools and guidelines could be developed how to measure well-being and what to improve individual well-being of children

DENMARK

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1. Introduction

The overall objective of this report is to identify the policy-relevant findings, to translate empirical research and fieldwork results into a child-centred policy framework in order to prepare the ground for the development of policies. The report will therefore pay maximum attention to the subjective children's views and their understanding of well-being. The aim is to identify the gaps in existing policies and approaches in order to develop child-centred migrant integration policy based on adjustability, flexibility and contextuality and migrant children participation. The insights of the first part of this report are the basis for concrete policy recommendations that will help policy-makers at the level of educational systems.

2. Policy relevant findings, reflections and conclusions

2.1 The methods that were used to gain the children's perspective on integration

The findings and recommendations of this report are based upon work carried out in Work Packages (WPs) 2, 4 and 5-7 of the MiCREATE research project. WP2 aimed to present key contemporary debates on child migrants and their educational contexts and what integration might mean for them. This was done by carrying out a rapid literature review. A report was written based upon the findings of the review, which discussed key themes related to identity, integration, acculturation, and barriers and facilitators to the successful integration of migrants. Additional work as part of this work package included snapshots of case studies of best practices and innovative approaches to integration. In WP4, we aimed to highlight the relationships between the educational community members and migrant children and the approach to integrating migrant children. To ascertain the views of the educational community we focused especially on professionals' handling of diversity with respect to approaches informed by monoculturalism, multiculturalism and interculturalism. The outcome is based on 15 interviews with school headmasters, five focus groups involving members of the school communities, two interviews with parents, and 19 interviews with professionals at the schools, such as teachers, counsellors, and librarians. Furthermore, analysis of examples of visual displays, curriculums, and teaching materials from six schools are integrated.

WP5-7 on newly arrived children, long-term migrant children and local children (born in Denmark) aimed to assess the experiences of migrant children from a child-centred perspective. The research was carried out on six schools in different parts of Denmark (both small towns and large cities) from August 2019 to September 2020. All fieldwork schools were public schools characterised by linguistic and religious diversity and had a proportion of migrant children of 15% or above. The schools were primary and lower secondary schools Two were lower secondary Grade 10 schools. Data was collected through participant observation (86 days), 10 focus groups with children and 77 individual interviews with children. In the observation phase, passive, moderate and active participation were practiced (Siegel, 2018; Fine & Sandstrom, 1999). Most of the interviews were facilitated by art-based approaches, such as drawing, mapping and photo elicitation.

Furthermore, a survey with 517 respondents was implemented among the children at the schools.

The findings of research carried out across the work packages provided valuable insights into the experiences and perceptions of various individuals in the lives of migrant pupils. The work has highlighted the facilitators of migrant integration and the unique barriers they faced due to intersecting inequalities and a lack of resources in the school system. Interviews and focus groups with migrant children and relevant educational staff drew attention to a range of practices, serving as barriers or affordances to support integration. Therefore, we have established a strong bank of empirical data concerning migrant pupils'

lives that can and should be used for future policies. The report going forward will highlight some of these findings and recommendations.

When integration is considered as processes of migrants and children of migrants becoming part of society (Rudiger & Spencer, 2003), settling, interacting and being part of social changes (Penninx & Garcés-Mascareñas, 2016), four topics stand out from the qualitative empirical material: ontological security, transnationality, peers and friendship and language.

Ontological security

A basic sense of ontological security is crucial for the experience of becoming part of and interacting with the new society. The interviews with the children show, explicitly and implicitly, a tendency for external social anchors (Grzymala-Kazlowska, 2016) related to being in Denmark to provide a sense of ontological security. Hence, especially newly arrived children speak of democracy in Denmark, the opportunity to get a free education, a job or income support and the high degree of security in Denmark as positive framework conditions for integration.

The feeling of basic security, stability and predictability for oneself and one's family thus appears to be a main factor influencing integration processes in a positive way and allowing for wellbeing. However, the interviews also point to feelings of lack of security. Some children worry about their future jobs and education options, indicating a mismatch between the rigorous demands of the education system and an inadequate reception teaching system not fully suitable for fulfilling students' learning needs.

Others worry about temporary resident permits, insecure housing policies and unstable conditions for family members both in Denmark and abroad. Hence, conditions contributing to ontological insecurity may very well comprise barriers to integration.

We know from the survey that children without citizenship have a less positive view of the future than children with citizenship. Children affiliated with Islam tend to be more satisfied with their lives compared to those not affiliated with religion. Generally, children affiliated with a religion, and particularly Islam, tend to agree more that family helps them when in need compared to those not affiliated with any religion. In the survey, children generally feeling well and safe at school. Children born abroad to a higher degree report that their teachers accept them and listen to them, and a larger proportion of children affiliated with Islam report that they often like being in school, feel safe in school, feel that they belong in school, and feel OK when the teacher asks them a question. But children affiliated with Islam feel slightly less accepted compared to children belonging to other religions.

Transnationality

Transnational social fields (Levitt & Schiller, 2004) are another important factor to take into consideration when examining the integration and wellbeing of children. It appears from interviews and focus groups that transnational social anchors (Grzymala-Kazlowska, 2016) play an important role in the lives of the children, in particular relatives and friends living abroad, either in the countries of origin or in other countries. In addition, transnational social anchors play a significant role within the children's local context.

In school, including languages other than Danish can strengthen the transnational social anchors of both migrant children and local children whose mother tongue is not Danish. The opposite also seems to be true: the exclusion of other languages can contribute to an experience of important anchors, experiences and competences as not valued in the school context, thereby hindering processes of integration, as at some schools the children were not allowed to speak other languages than Danish.

Also, the survey data show that only a small proportion of children report that their teachers Incorporate other languages than Danish in the lessons and talk about different countries, cultures and religions at school. A quarter of respondents report that they were not allowed to speak any language other than Danish in the school corridors or during breaks and one third say that teachers do not include languages other than Danish as a resource in the lessons.

Peers and friends

Peers and friends are crucial for children's integration and well-being. It is difficult for the newly arrived migrant children to make friends, especially local Danish-speaking friends. School is important, as it provides the context for the friendships that children do make. Also, leisure activities and organised sports appear to play a major role as sites for social anchoring. Belonging to peer groups as communities on the micro level is thus crucial for the experience of integration and inclusion in society in a broader sense for all children, regardless of background.

For migrant children, having friends with the same background or mother tongue seems important, as such peers contribute to feelings of belonging and safety. Hence, a one-eyed focus on 'getting Danish friends' as contributing to integration is not recommended. However, it is noteworthy that many migrant children describe significant difficulties in connecting with Danes, and that some indicate advanced Danish language skills as a prerequisite for making Danish friends.

In continuation and connection with the importance of friendship and how language seems to play a crucial role in it, there are interesting tendencies connected to specific groups of children. Across all fieldwork schools, observations and interviews show that significant measures are taken to promote migrants' gaining a sufficient level of Danish.

Three models have been observed: reception classes placed in mainstream schools, reception classes placed in separate schools and a flexible reception system where children are placed in mainstream classes on arrival or after a short period. Two main barriers to integration are identified: reception classes placed in separate schools hinder contact with Danes, children explain. However, when included in mainstream classes, several children report insufficient support for connecting with others and participating in instructional activities. Hence, isolation is a risk in both the separate and mainstream systems.

2.2 Main challenges

The findings to point to four central barriers for migrant children's integration and wellbeing in Denmark:

1. The so called 'paradigm shift' in Danish immigration policies, emphasizing repatriation and possibilities to sending refugees back to insecure areas (such as Syria and Somalia) and other harsh legislations are extensive threats to migrant children's well-being and ontological security. Thus, observations and interview point to refugee children feeling a lack of safety and predictability in their lives which influence their integration and wellbeing.
2. A national monolingustic school system, prioritizing Danish as a language only and not including migrant children's experiences and languages sufficiently. Transnational anchors and conditions for well-being are not recognized sufficiently, impeding children in feeling fully included.
3. The school system – both when migrant children are placed in reception classes and mainstream classes – do not adequately enhance or facilitate friendship among children. Acknowledging the importance of, and taking responsibility for children's development of friendship, is not sufficiently present in the school system and among teachers.
4. Even though school policies unequivocally prioritize Danish as the main language, reception classes and the school system fail to teach migrant children Danish and to a sufficient degree. Furthermore, migrant children in reception classes are neither offered a full range of academic disciplines, nor teaching in languages they already master, which means that they are not prepared for upper secondary school. Hence, many children do not reach the same academic status as the local children when leaving lower secondary school.

In general, there has been criticism raised against the educational system for migrant and refugee students in Denmark, because of the lack of enabling immigrants and refugees' academic skills (EVA, 2006; Holmen, 2008; Holmen, 2011; OECD, 2010).

Engaging teachers with ethical considerations about migrant children's well-being and academic development, and shifting the perspective to viewing the multilingual as a resource and not an obstacle to be overcome, could enhance the integration of migrant children.

Our data show that teachers' 'Danish-only' approach is important for hindering a child centred approach. Observations showed both signs of child-centredness and the opposite. Thus, a focus on children's present comfort, happiness and belonging (Gornik, 2020) was too seldom, as observations showed exclusions of children's values and beliefs, scolding and threatening, and sometimes a strong focus on good behaviour and academic achievements as a precondition for future success and wellbeing and for the integration of migrant children.

However, some teachers appeared explicitly oriented towards the children's needs and comfort, trying to combine schoolwork with the children's wellbeing.

Some children talk about teachers' mistrust and disapproval of their use of their mother tongue. Some teachers take a monocultural, assimilationist and non-child centred approach by stipulating that the children should not speak their mother tongue, with reference to the school being a '*Danish* school' For long-term migrant children, experiences of (not) feeling recognized, appreciated, and seen by the teacher is a recurring theme.

While teachers' responsiveness seems to be key to a child-centred approach, an open and trusting relation is not solely a guarantee for a child-centred approach. Taking the children's perspective, foregrounding their experiences and being willing to talk about discomforting topics seems to be a challenge in some classes, hindering a child-centred perspective.

2.3   Identified circumstances and children's needs in the targeted groups

The level of the whole school

Schools need to focus more on children's needs and wellbeing in the present and less on learning outcomes and further education options. It is important to secure equality of opportunity in education for all children, while their pace, interests, and present wellbeing are also considered.

Newly arrived migrant children

Newly arrived children (less than three years' stay in Denmark), and especially in the age group 14-17 need further inclusion in the Danish education system regarding access to age-appropriate education materials, a full range of school subjects, and possibilities to socialize with and make friends with other children both with and without migrant background.

Placing reception classes near and on equal terms with mainstream classes, and not, as in some instances today, in geographically distant schools or corridors at mainstream schools would contribute to fulfilling this need.

They also need more secure life conditions and feelings of safety about the future, especially regarding their possibilities for further education (not being stuck in the system, but access to education and development according to their own pace and interests) and regarding the possibilities to stay in Denmark (residence permits).

Long-term migrant children

Long-term migrant children (having stayed in Denmark for five years or more) need more safe and secure learning environments where teachers are more attentive to experiences of nervousness and anxiety. They need teachers to support friendships more, and to support translanguaging in school, instead of excluding other languages than Danish. Also in this respect, teachers should focus on feelings of safety and addressing suspicions towards usage of minority languages in a sensitive and inclusive way.

As the newly arrived children this group also needs more secure life conditions and feelings of safety about the future, especially regarding their possibilities for further education (not being 'stuck in the system', but given access to education and development according to their own pace and interests) and regarding the possibilities to stay in Denmark (residence permits).

Organisation of work, adaptation and general approach of the school

Even though we observed teachers trying to bridge languages by using phrases and their meanings in different languages and cultures, and teachers successfully avoiding essentialising ethnic identity when inviting children to talk about their different cultural background, overall, it seemed that the main reason for integrating or reflecting multicultural approaches was to assimilate (Banks, 2019) or as an additive part (Castagno, 2009), indicating that school was perceived as a place where children learn how to be part of the existing social order.

For children in all groups (newly arrived, long-term, and local children) there is a need of including multiculturality in school, as in general there were very limited indications or signs of school as multicultural environment. This implies working with a variety of school materials incorporating diversity-responsive teaching regarding ethnicity, race, gender, sexual orientation, class, etc.

School desegregation, anti-discrimination, affirmative action

The reception classes should not be located far from the regular classes or even on separate schools. Furthermore, there are no indications that local children on schools with a high number of students with migrant background find that to be a problem. Regarding discrimination, as neither access to proper education on an equal footing with majority-

children nor the speaking of minority languages are apparent in the Danish school system, there is a veil of inequality and structural racism attached to the school system Affirmative action is not articulated in our empirical data and probably not in Denmark in general. Rather the opposite seems to be the political construction: Ethnic inequality is not perceived as related to systematic injustice, and as a consequence, there is no interest in affirmative action.

Teacher-student relations (learning environment)

As teacher-pupil relations are very important for children's well-being, classroom engagement and academic development, both teachers' professional knowledge and child-centred understanding is key for the learning environment.

Language, culture and integration – in school and outside school conditions for language learning

Many newly arrived children speak many languages: their mother tongue, other languages from their country of origin or from neighbouring countries, English, Danish, and so forth. However, none mention teachers using languages other than Danish as a resource in the lessons. Many of the children add that it is hard to learn Danish. Some are pleased with receiving extra instruction in Danish as a second language, while others are worried and frustrated about the slow pace in teaching Danish.

Children who arrived after a certain age (about 10), often mention severe difficulties in learning Danish, while children who arrived at a younger age explain that they did learn the language quickly. Several children talk about learning languages other than Danish. They are interested in learning English, German and French in school. Language also plays a role in everyday life in family and with peers from the same country of origin or with the same mother tongue. mix. One child explains that she helps her younger siblings with their Danish homework.

The local children have somewhat differing experiences, as they describe how children with Danish as an additional language use their mother tongue to some extent at school. According to the children, the teachers view using a non-Danish mother tongue with a mixture of mistrust and prohibition on the one hand and as an invitation to use their mother tongue for translation purposes to help newly arrived migrant children on the other hand.

School-parents relations and support

Generally, in the Danish school system, parents are invited to meetings at the school with the teachers at least once a year to evaluate or gain insight into their children's academic and social development. We observed teachers having contacts with some parents at almost

daily basis, when needed, or reaching out to parents when there was conflicts or other issues that needed the parents' attention. At one school, parents and siblings were invited once a year for social mingling and a prepared dinner. In interviews with teachers and principals, it seems to be common to arrange 'educational' meetings, with an assimilationist approach, not showing genuine considerations about a more equal and multicultural approach. We recommend engaging parents in the daily school life of the children and to invite the parents as resources into the school, potentially enhancing children's inclusion and well-being. It is important that schools are conscious on potential barriers for parents' participation in school-home cooperation (language, organization, etc.)

Peer to peer relations and support

Summing up all empirical data, peers and friends appear to be a crucial factor for integration and well-being. It is difficult for the newly arrived migrant children to make friends, especially local Danish-speaking friends. Belonging to peer groups as communities on the micro level is crucial for the experience of integration and inclusion in society in a broader sense for all children, regardless of background. For migrant children, having friends with the same background or mother tongue seems important, as such peers contribute to feelings of belonging and safety. Hence, a one-eyed focus on 'getting Danish friends' as contributing to integration is not recommended. However, it is noteworthy that many migrant children describe significant difficulties in connecting with Danes, and that some indicate advanced Danish language skills as a prerequisite for making Danish friends. There is a need for structures supporting children's friendships, and adults taking responsibility for supporting instead of accepting loneliness as a normal condition for children.

Individual support to migrant children

An important factor of inclusion and integration is learning Danish and becoming a part of the language community. At least one school provide extra resources for Danish as a Second Language meaning that a co-teacher with DSL-competencies was assigned in some lessons. But the experience is that the support must be discreet and aimed at all children, so that the migrant children do not feel othered.

Mentoring programs

One fieldwork school had a mentor speaking the mother tongue of some of the migrant children and serving as a role model for all due to the mentor's own refugee background. It is recommended that all schools employ teachers, social educators etc. with different backgrounds to secure diversity mentoring functions for children and their families.
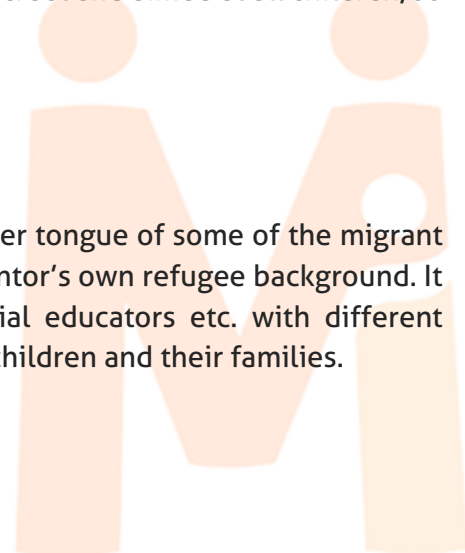
School and environment connection

Leisure time activities are important for children and may be supported by school. Furthermore, it can contribute to children's inclusion if school cooperates with organisations and stakeholders in the local surroundings such as politicians, social workers, NGOs, migrant and cultural associations, unions, sports associations, youth centers and clubs, etc.

Gender, ethnicity, race, religion, age, legal status and their intersections

The children's identificatory practices revolve around nationality and ethnicity, gender and religion. Children's identification and belonging with respect to ethnicity and nationality are quite diverse and complex, involving both spatial and social positioning (Anthias, 2002). The newly arrived children have safety concerns about their legal status and future in Denmark because of harsh immigration and naturalization policies. It seems that a lack of predictability and security about legal status affects perceptions of safety and security to a high degree.

2.4 Stakeholders for addressing migrant children's needs

School level: Educational staff: teachers, social educators, psychologists, management teams. Parents' associations, teachers' associations, students' unions, and university colleges education teachers, etc. They all play a vital role in all areas related to children's school experience.

Local level: Local administrations and politicians, policy makers, social workers, NGOs, migrant and cultural associations, unions, sports associations, youth centers and clubs, pedagogical programs outside of school. Those actors are in charge of providing support and ensuring well-being of children regarding their lives outside school.

National level: Politicians in the field of education and the Ministry of Education are important. However, the Ministry of Immigration and Integration is also very important due to restrictive policies aiming at repatriation of refugees which have a big negative impact on children's lives. Also, the media have a big impact on the discourse on immigration, thus influencing children's wellbeing. Experts and scholars in the field can contribute with knowledge on how to support children's wellbeing.

EU level: Politicians (parlamentarians as well as national politicians) & policy makers, scientists, researchers and stakeholders in the field of education, integration, and immigration policies. These professionals can help bring theoretical contributions to the educational system and provide knowledge for recommendations in education and beyond.

2.5   Summary, reflection and conclusion

A basic sense of ontological security is crucial for the experience of becoming part of and interacting with the new society. The interviews with the children show, explicitly and implicitly, a tendency for external social anchors (Grzymala-Kazlowska, 2016) related to living in Denmark to provide a sense of ontological security. Hence, newly arrived children speak of democracy and a high degree of security in Denmark, the opportunity to get a free education, and the possibility for getting a job in the future, as positive framework conditions for integration. These ideals need to be supported in practice, as the labour market, further education and democratic participation are restricted by the current immigration policies and negative discourse on migrants and refugees. The interviews also point to feelings of lack of security. Some children worry about their future jobs and education options, indicating a mismatch between the rigorous demands of the education system and an inadequate reception teaching system not fully suitable for fulfilling students' learning needs. Others worry about temporary resident permits, insecure housing policies and unstable conditions for family members both in Denmark and abroad. Hence, conditions contributing to ontological insecurity may comprise barriers to integration.

Transnational social fields (Levitt & Schiller, 2004) are another important factor to take into consideration when examining the integration and wellbeing of children. It appears from interviews and focus groups that transnational social anchors (Grzymala-Kazlowska, 2016) play an important role in the lives of the children, in particular relatives and friends living abroad, either in the countries of origin or in other countries. In school, including languages other than Danish can acknowledge the transnational social anchors of both migrant children and local children whose mother tongue is not Danish.

3. Child-centred policy recommendations

Multicultural and diverse education

The schools could improve heavily on approaching all children with an acknowledgement of diverse, multicultural, and transnational resources. The monocultural and often assimilationist understanding of education in Denmark reduces children's possibilities to perform and develop multiple processes of identification and voice varied cultural experiences and identifications.

At the curriculum level, a diversity sensitive approach to culture, ethnicity, race, religion, gender, class, etc. should be included and specified.

In classes/lessons, teaching materials should reflect children's experiences and diverse lives, instead of mirroring a monocultural normativity, as we see it in most teaching materials.

At the teacher level, the teachers should be systematically supported to employ their professional knowledge and insight in children's wellbeing and embrace diversity. Teachers

would benefit from further education on topics such as translanguaging and handling discomforting issues in teaching.

To ensure equity for all children we recommend a more ambitious approach to overcoming inequalities experienced by migrant children in school.

Reconsidering reception classes

For newly arrived migrant children, reception classes are the most common educational placement in Denmark; as for the younger children, the reception classes are a temporarily detour, before entering the regular classes at school, one or two years after arrival. The special attention on Danish language and limited range of subjects taught may be a supportive educational avenue for this group of children, but for newly arrived children over the age of 13, there are major consequences of entering reception classes. The academic outcome and the prospect for further education is limited, as access to further education is dependent on elaborated Danish language resources. To be admitted for upper secondary school, for instance, children leaving reception classes must pass an admission test in subjects not taught in reception classes, since these focus on Math and Danish. The social and relational bearings of attending reception classes are ambiguous, as for some children it means reaching safety in school in the relatively small classes, while for others it delimits engaging in extended peer groups and develop friendship with local children.

We recommend reconsidering if and how reception classes are contributing to well-being and inclusion in school. Currently, it seems that educational disadvantages and exclusion from other classes in school does not outweigh the benefits of the reception class system. In the reconsidering process, current and former reception class students should be included to share their experiences and qualify any new solutions.

Language policy

As mentioned, the monolingual curriculums and policies only include and support children's first or preferred languages as a supplement, for instance, when used to help newly arrived children in class. As extended research in this field show, integrating children's first languages does improve learning outcomes across educational lanes. Thus we recommend to implement the diversity of languages as a resource in policies and curriculums.

Facilitating peer relations

The feeling of basic security, stability and predictability for oneself and one's family is a main factor influencing integration processes in a positive way and allowing for wellbeing. Having positive, stable and mutual interactions with peers and developing friendships with other children is key for those feelings.

It is difficult for the newly arrived migrant children to make friends, especially local Danish-speaking friends. In addition, long-term migrant children and local children describe friendship and peer groups as of the utmost importance for wellbeing. School is important, as it provides the context for the friendships that children do make. Also, leisure activities and organised sports appear to play a major role as sites for peer groups. Belonging to peer groups as communities on the micro level is thus crucial for the experience of integration and inclusion in society in a broader sense for all children, regardless of background. For migrant children, having friends with the same background or mother tongue seems important, as such peers contribute to feelings of belonging and safety.

The school should facilitate conditions for meeting peers in a variety of ways and enhance the possibilities for friendship across classes and locations of the school. Talking about leisure activities, spreading information about sport and other clubs and how to get there and offering after-school activities can strengthen the context for peer interaction and friendship.

POLAND

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1. Introduction

The overall objective of this report is to identify the policy-relevant findings, to translate empirical research and fieldwork results into a child-centred policy framework to prepare the ground for the development of policies. Therefore, the report will pay maximum attention to the subjective children's views and their understanding of wellbeing. The aim is to identify the gaps in existing policies and approaches to developing a child-centred migrant integration policy based on adjustability, flexibility, contextuality, and migrant children's participation. Such policy "strives toward basic children's participation rights, particularly the right to be heard and the right to express their views as fundamental legal principles, and, more importantly, that it takes these rights as its operating principle and underlying assumptions" (Gornik 2020, 539). The insights of the first part of this report are the basis for forming concrete policy recommendations that will help the policymakers at the level of educational systems.

2. Policy relevant findings, reflections and conclusions

2.1 The methods that were used to gain the children's perspective on integration

The findings and recommendations of this report are based upon work carried out in Work Packages (WPs) 2, 3, 4, 5-7, and 9 of the MiCREATE research project. WP2 aimed to present key contemporary debates on child migrants and their educational contexts and what integration might mean for them. This was done by carrying out a rapid literature review of 1000 papers, of which 419 were retained. A report was written based upon the findings of the review, which discussed key themes related to identity, integration, acculturation, and barriers and facilitators to the successful integration of migrants. Additional work as part of this work package included snapshots of case studies of best practices and innovative approaches to integration. In WP3 researchers provided an in-depth analysis of the reception system in the countries where subsequent fieldwork was carried out, made interviews with experts and stakeholders in the field of migration and integration policies and delivered analysis on the public discourse. In WP4, researchers aimed to highlight the relationships between the educational community members and migrant children, their perceptions, gaps in their knowledge, and their approach to integrating migrant children in Poland. To ascertain the views of the educational community, members of staff across educational communities and 15 schools were interviewed (with 6 schools covered by expanded interviews). Twelve focus groups with members of the school community (teachers and pedagogues) were conducted, and observations and analysis of the existing visual displays, curriculum, and teaching materials in six schools were also carried out. WP5-7 aimed to assess the experiences of migrant pupils from a child-centred perspective. The research was carried out in eight primary and secondary schools In Krakow from November 2019 to April 2021. Some of the interviews were also made with children attending Polish language courses and being enrolled on primary and secondary schools in Nowy Sącz. All schools were attended by larger or smaller groups of migrant pupils and children, rather homogenous in their ethnic, linguistic, and religious backgrounds (Ukrainian/Russian). Data was collected in varying stages through 69 days of participant observations, nine focus groups, and 91 autobiographical interviews, some of which were facilitated through art-based activities during the language course provided by one of the researchers. The findings of research carried out across the work packages provided valuable insights into the experiences and perceptions of various individuals in the lives of migrant pupils. The work has highlighted the facilitators of migrant integration and the unique barriers they faced due to intersecting inequalities. Interviews and focus groups with migrant children and relevant educational staff drew attention to a range of practices already employed to support integration. Therefore, we have established a strong bank of empirical data concerning migrant pupils' lives that can and should be used for future policies. The report going forward will highlight some of these findings and recommendations. This will also include some remarks referring to the legal framework that often jeopardize the existing integration efforts in the microlevel creating unnecessary burdens and barriers at the macrolevel.

Policy relevant findings- observations, conclusions and reflections that are relevant for child-centred educational integration policies: Please point out what are the most important identified children's needs in the targeted groups (newly arrived migrants, long-term residents and local children, children in transition) that are not but should be addressed by policies at/in:

In our fieldwork, it occurred that migrant children do not differ much in respect of the socio-economic factors, desires, future plans or social status from their peers who did not have any migration experiences. When judging the migration, foreigners settling in Poland admit it had been a positive experience for them making eventually their lives better. Some of them plan to migrate further when they become adults. Most of those kids are much more attached to school, teachers and places of living than their local peers. Due to the similarity of cultures and languages, the integration process was quite a short one and after breaking the language barrier most of them found their places in school communities and local environment. School, teachers, friends, hobbies and some other anchoring activities were mentioned as important factors of integration (Gryzmala-Kazlowska, 2018). Children who came to Poland, in most cases, expected aid in orientation, especially with the help of someone who might have guided them in the school's environment or informed them about the learning culture and customs. Starting the school classes in a foreign language – Polish from the very beginning had been a difficult experience and there is no systemic solution that could moderate this experience. There is a possibility to form the preparatory classes for such children, however, this solution usually separates migrant children from host communities and is not effective in respect of the learning process. Migrant children, including newly-arrived and long-term, praised Polish schools higher than local children did. Many of them were more conscientious and had a much more serious approach to education and school tasks than their Polish peers, for whom misbehaviour became a key to popularity. Migrant children found a school more welcoming, caring and supportive compared to their previous experiences in the country of origin. Some children were sent for the sole purpose of schooling to Poland – usually those schools that provide vocational training.

The problem of the education of unaccompanied minors needs better attention from policymakers and the reform of the custody/guardianship system over those students in order to secure their rights and security.

It appears also that integration is not treated in Poland as an ongoing and complex process requiring a holistic approach, including environmental activities with the participation of peers and community. All state founded integration measures are limited to additional language classes and subject tutoring to compensate for the differences in curriculum or manage problems children may have with the understanding of the teaching materials.

Some schools decided to employ intercultural assistants who assist migrants in performing tasks and are agents in communication, also with families and the neighbourhoods. This is one of the most effective integration tools, however much underdeveloped and undervalued presently in Poland. The development of intercultural

assistance shall be built around the stability of employment, equalizing the position of assistants with teachers and providing financial planning that would balance the employment opportunities with the demand declared by migrant families.

Peers were also central to the lives of migrant pupils; they supported children linguistically, socially, and in the classroom, especially in secondary school where their voluntary support replaced the aid of teachers more common in primary schools and lower classes.

The children were empathetic towards the experiences of newcomers and engaged in practices to help them feel included in the school setting, and this was irrespective of whether they were newly arrived, long-term or local children. Long-term migrants manifested a good classroom position and some of them became leaders of their groups. If conflicts happened they were usually mediated by teachers who made efforts to explain the differences and encouraged children to accept diversity and consider issues from different points of view, equally acceptable. Polish schools that were covered with the research occurred to be free of discrimination motivated by race or origin. If children noticed unequal treatment it referred to gender. Surprisingly both genders have equally high convictions on this matter.

Language barriers were identified by participants as one of the key challenges faced by migrant pupils. Newly arrived children appreciated the ability to have additional language classes but remembered also their first months in schools as a harsh period causing anxieties about their competencies as students. They also complained about spending too much time on learning compared to their local peers. On the other hand, teachers offered many solutions to cope with the lower language competencies of newly-arrived children, that included: mixed language communication if they spoke the language of the migrant child, permission to write some tasks or answer questions in a language known to the teacher (ie. German or English), preparing bilingual teaching materials, more lenient approach in grading, assignment of different tasks than the rest of the class. Such an approach caused sometimes the feeling of unequal treatment from local pupils, but these reactions were moderate. We believe that permission to switch or mix languages in the course of the first period after arrival is a good practice that shall be somehow recognized and put into the teaching framework. Children shall be though encouraged by teachers and also directly involved in classroom relations and activities. The local children underlined that constant and ongoing pressure on using the host country language in daily conversations enable faster language acquisition.

Schools as an institution used a range of practices to support language learning, some of which started from meeting with the parents, translating the website, allowing children to be translators for their parents, organizing additional language courses or employing intercultural assistants. It was observed and also confirmed in interviews with teachers that children from Ukraine tended to assimilation rather than integration and the Ukrainian part of their identity gets lost. This was judged by teachers as a negative factor and some preventive measures shall be implemented. It seems that children should be supported in

retaining their mother tongue, given that language is not just a communicative tool but linked to one's identity and sense of belonging. Presently such possibility is given only to children from national and ethnic minorities, not those who are immigrants.

The promotion of both languages would mean a higher proportion of individuals in society who are competently bilingual. Bilingualism has many benefits, with previous research showing that bilingualism has cognitive advantages to children (Engel de Abreu, Cruz-Santos, Tourinho, Martin & Bialystok, 2012). Additionally, bilingualism may be useful at an economic level as well, whereby bilinguals can become a support mechanism for new arrivals and those without competency in speaking Polish. The buddy system of language support existed in some classes where migrants differed by the length of their stay. The importance and functionality of bilingualism are still underscored and unexploited in the teaching/learning practices.

2.2   Identified circumstances and children's needs in the targeted groups

The level of the whole school

Polish school is seen by migrant children as a safe and pleasant learning environment and this judgment differs from those local children have. Teachers are helpful and get such acknowledgement, especially in primary schools. The organisation of the teaching process rarely allows for the individual approach to each student, so teachers often need to choose whether give more attention to migrant students or the rest of the class. This may lead to many different forms of exclusion. Teaching practice in a lecturing manner is not helpful here. The problem is also a curriculum that does not include intercultural topics and perspectives focused on diversity. It is also overloaded with knowledge not relevant to practical usage or future job-related skills. As a result, teachers must focus on keeping up with the requirements and have no time for innovative practices or creative tutoring. The school as an institution despite the presence of foreign pupils are still largely monocultural. All information that hangs on the walls are in the Polish language and refer to Polish culture and history. Our researchers did not notice any intercultural traits there. A slightly different approach is seen in the virtual school agenda. Many school websites are already available in foreign languages and contain reports from intercultural events or projects conducted by the school, ie. Erasmus +, etc. In the school practice, we believe that teachers implement first and second approaches to multiculturalism, as described in the Banks typology (Banks, 2014). It means that on occasion some elements of different cultures are included in teaching practices. Only in singular cases, however, children were able to present and discuss the cultural differences that were important for their identity, Banks, (2014) argues that schools must take a transformative approach that will enable pupils to understand their multiple and complex identities and how their lives are influenced by globalisation. The Polish school is probably yet not ready for such change as cultural differences between students and the diversity itself are not so far from each other. In addition, critical thinking skills, decision making, and social action should form part of this curriculum. This will enable students to gain skills that can be used to fight against inequality. Such an approach is not

popular and almost unable to implement in Polish school reality. Teachers noticed also that many children, especially Ukrainian ones tend to assimilate themselves with Polish society and rejects their primal identity. They judged this phenomenon negatively and thought that some measures shall be available within the school framework to prevent it. Most teachers ranked their intercultural competencies as high or enough to teach and cope with diversity in the intercultural environment. On the other hand, researchers found that intercultural teaching materials or tools are absent in Polish schools reality. Our research in Micreate contradicted some other research that was made simultaneously on a larger cohort of teachers in the Krakow area that proved the lack of confidence of teachers in their approach to diversity and interculturalism. The schools covered by the study might have stuck out from the school median as they were already involved in many intercultural projects. We believe that investing in the rise of intercultural competencies of teachers might be obviously beneficial for teachers and the whole school community. Presently, it seems that although diversity is a part of everyday life in schools, the lack of training and critical engagement on diversity means that it is not adequately addressed (Badwan et al., 2021). Therefore, it would be useful for teachers to be supported by experts within the field to develop resources to deliver teachings on these topics. The city of Krakow provides support for teachers in gaining such knowledge by grants covering up to 90% of training or studies costs. Although this generosity, teachers are not responding to demand, probably due to the general lack of motivation measures introduced in the educational system.

Organisation of work, adaptation, and general approach of the school/Educational attainment

Migrant pupils had very high aspirations for their futures and recognised that their educational success and proficiency in Polish, but also other languages (ie. English or German) would likely impact their future outcomes; they, therefore, worked hard on their education. They were usually more conscientious, obedient and took school tasks more seriously. Teachers in one of the schools admitted that there is a competition rise and Polish children became more ambitious after the arrival of migrant children. Teachers admitted also that mutual merging of the cultures brings only benefits. "With getting know something new children become more open to the World, to one's problems, they learn to build relations, sometimes quite difficult and in hard or conflict settings, but they learn the nature of such conflicts and how to solve them." (S1T1). The ability to communicate, but also to understand and perceive the knowledge in the language of instruction is particularly the most important indicator of successful integration and shall determine the organization of education each time school enrol migrant children. Some far-reaching opinion claimed that: "if those children mastered the language on sufficient level they would integrate spontaneously as at certain age no help is needed for that". (S5T1). This approach may become the symptom of neglect other than language acquisition forms of integration, not to mention the acknowledgement that this is a two-way process. In Poland, usually, there is an expectation for migrants to make efforts for the integration and not see locals as an active part of it. In Krakow's reality, it occurred also that the education of foreigners might induce some organizational problems, both of an internal and external manner. Researchers

learned that there is a practice in Belarus and Ukraine to send teenagers for vocational training to Poland. Unfortunately, this practice became a profitable business for organizers where the quality of education is the least important. As a result, students often are directed to school not of their preference but for those indicated by agents. Agents plays also the role of custodians contracted by parents. This practice is illegal in Poland and creates a problem of care and responsibility for these children's well-being. We believe that legal intervention and the creation of the responsibility rules is necessary to civilize such educational migration.

Another problem raised by teachers and headmasters referred to the qualification criteria used by schools in the process of enrolment of the migrant child. Such qualification is often based on language proficiency or pedagogical review that also relies on a conversation with the student. Such assessment may lead to downgrading the child skills and intellectual capabilities. Teachers revealed also the practice of placing migrant children in lower classes compared to their age based on the assumption of not keeping up with the school tasks and agenda by newly-arrivals. This creates a gap in the individual education path, deteriorating future opportunities and targeting social equality. One of the solution to prevent such gap are preparatory classes which may adapt children to the host country educational environment. Children who attend such classes find them a positive experience but underline that integration with Polish peers is slowed down. The research showed also that such classes are still rare in Polish reality and also structurally wrong organized. Law allows creating such classes for children from different grades, language capabilities but simultaneously require teachers to use a separate curriculum for every student assigned to each grade. This institution must be reformed to give teachers more flexibility in approaching foreign students and teaching them language. As it was also previously mentioned migrant children shall be able to attend orientation camps or use the aid of a school guide or migrant presence coordinator.

School desegregation, anti-discrimination, affirmative action

Bullying

Bullying impacts the life outcomes of the perpetrators and the victims (Mathews, Jennings, Lee & Pardini, 2017), and not only does it affect one whilst it is happening but also later in life (Zych, Ortega-Ruiz, & Del Rey, 2015; Lee, 2021) as there is an association in being a victim of bullying and a range of mental health problems including, depression (Brunstein Klomek, 2019) and anxiety (Assari, Moazen-Zadeh, Caldwell & Zimmerman, 2017). Furthermore, racial discrimination is associated with adverse outcomes for children and young people's mental health (Priest et al, 2013). The effects of bullying motivated by race, ethnic origin, nationality or religion on a child's wellbeing are immense and should be paid particular attention to in school antibullying programmes. In the quantitative study, we were seeking for three types of bullying: physical violence, mocking and ostracism. It occurred that bullying motivated by bias is rather rare but still experienced by some individuals, despite the need for the total eradication of the incidents in the school communities. During

the observation phase, two such events were noticed. In the first case, a fight between boys in primary school was witnessed. According to the researcher, this case was not dealt well as the victim was left behind without any support and the whole intervention focused on the perpetrator only. There was probably some kind of punishment and disciplinary effort implemented but without mediation between parties or community counselling. The second case was mentioned by local girls during the focus group and concerned the impact of classroom cliques on the engagement of students in social life. This problem was also not resolved.

Poland or any other governmental educational body does not collect statistics on bullying occurrence. In every such case identified the headmaster shall take an action which may vary from disciplinary conversation with students or parents to the intervention of the family court. Usually, the violence is addressed with lenient measures and teachers are trying to calm down the moods. In Krakow schools' reality, a local prevention program against violence and for security is being implemented for many years. It is though reported that teachers should have had the knowledge to deal with bullying however, as it was already said there had been no statistics or reports on such interventions. Nevertheless, such programs, including also anti-discrimination workshops shall continue with the support of the local government.

Teachers-pupils' relations (learning environment)

Children's perceptions of school staff were largely positive, they felt that staff were understanding and caring, but it was visible in teachers approach to divide groups into Polish children (our) and foreign ones. The style of teaching in Polish schools is based on lecturing and assigning exercises or tasks for the individual work. It makes an individual work with students much harder and requires a balance between providing aid to outstanding students and keeping class on track with the curriculum. The school teaching program itself is quite a demanding one and often overwhelming. In this environment, any child-centric approach is becoming a huge challenge. In our research, we found however that contemporary relations between teachers and students relied on partnerships, although different models, also those based on authorship and power, were also quite common.

There was a significant difference in the perception of the school between local and migrant children. The latter found it more caring and supporting, which probably reflected the past experiences with schools in Ukraine or Belarus, which are more conservative and traditional.

Teachers themselves believed that the presence of migrant children brings more good to the school community and must be treated as a challenge rather than a problem.
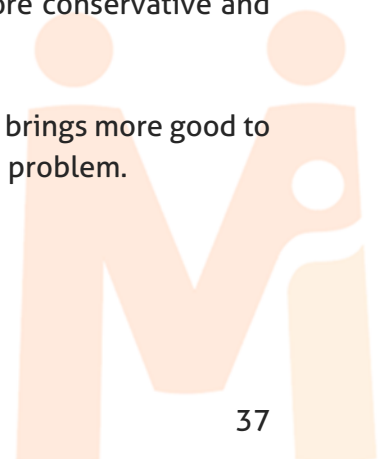
Language, culture, and integration – in school and outside school conditions for language learning

Language barriers were identified as one of the key challenges to the integration of migrant pupils. Newly arrived and long-term children spoke about their difficulties in learning the Polish language and having a lack of understanding of what was being said to them when they initially came into the country. Children noted that being provided with an intercultural assistant who spoke their home language was immensely useful in their language development but slightly delayed integration with the peer group. The revision of the working style might be helpful here. Such an assistant shall not be just a translator for a child during classes but also an animator of inside the classroom integration. Constant contact with language was underlined as the easiest way to integrate migrants. Local children often were eager to engage their migrant peers in conversations to force them to speak in Polish. In daily communication different forms were used including non-verbal communication or using translating apps. Migrant children with longer schooling experience often provided help to those newly-arrived with the self-established buddy system. The presence of assistants is still not common however such persons are present in 25 schools in Krakow presently and the numbers of them are growing. This institution shall get special funding as well as the reform of the professional position and terms of employment.

The positive aspect of Polish school reality is that many Polish teachers earned diplomas as teachers of Polish as a foreign language. Such studies were very popular in recent years and often got reimbursement from local government or were sponsored by other institutions. Most of them are then prepared to work with migrant children. It was clear in the research that such teachers have a more positive attitude to foreign children than those who were not experienced with the topic.

Most of the schools covered by the research established also communication channels with students' families. Schools websites were translated to the languages of attending pupils, pre-enrolment meetings were organized. Unfortunately, a problem with the daily use of electronic diaries was notified. Foreign children's parents rarely used this method to contact school even though it is the basic method for other parents

Evans & Liu (2018) suggest that the education systems should include all languages due to the key role they play in children's development. We found that where home languages were incorporated into the school environment, the pupils received them positively. The ability to communicate with a pupil in his own language was perceived as an important factor of community-based inclusion practice.

School-parents' relations and support

Schools recognised a need for parents to be involved within the school environment. Some of Krakow's schools organized pre-enrolment meetings with migrant children parents to provide basic information and answer all possible questions. Such practice shall get the

acknowledgement. All schools covered by the research had existing websites with foreign languages versions. Parents themselves were not however a particular object of concern. Their engagement was utilitarian and schools did not offer any social services or support to migrant parents in language acquisition or social orientation. In general better involvement of parents in school life is expected and it shall be followed with support in language proficiency and understanding the school requirements and expected results.

Peer to peer relations and support

Migrant children in our research described positive relations with one another, with friendships being one of the most important aspects of their lives. Friends at first were formed in migrant groups usually, those speaking a common language, but after some time children established also relations with Polish peers. Each of our migrant respondents had at least one such friend. Girls had more stable and firm relationships while boys had larger but less engaging circles. Local peers and those with longer migration experience were supporting newly-arrived migrants in their school tasks. In some schools, some sort of buddy system was established but it had not been institutionalized or treated as firm and accustomed practice. Some teachers let more and less experienced migrants sit together or even asked or allowed them to speak during classes to explain what is going on. In primary schools, social relations were mostly maintained within the school environment while in secondary schools they were also continued outside the school setting. Nevertheless, children's preferable forms of social contact were virtual ones. This was even strengthened during pandemics. Quite an unexplainable separation had been noticed in the dormitory where national groups almost always avoided each other and all forms of integration were rather enforced or taken at the occasion, not in natural processes of socialization.

Individual support to migrant children? What kind of?

In Polish schools, all migrant children have the right to additional language classes – up to 5 hours a week and subject tutoring – also up to 5 hours but not exchanging with the language lessons. So totally, each migrant child has the right to additional classes for 5 hours a week. Children who were interviewed appreciated this opportunity and admitted that they were helpful for their adaptation process especially in the first period of their stay in the new country. It was revealed however that it is the sole discretion of the headmaster how many hours of additional lessons is provided to children and financial arguments are more decisive than children's needs. Five hours of language classes were sufficient for the Ukrainians but might not have been for Italians, Vietnamese or Brazilian children. In some schools counsellors were available also those speaking Ukrainian. The frequent consultations were also available for migrant children in the Psychological and Pedagogical Counselling Centre for Children with Educational Failure. In 25 schools in Krakow, intercultural assistants are present and support children during classes.

Mentoring programs

In one of Krakow's dormitories, there was a mentoring program for the profession orientation organized. This project had been conducted as one of the small projects under the MURAL initiative as part of the creative adjustment of the intensive intercultural training provided to teachers and other stakeholders in the education system. With the knowledge gained beneficiaries designed, prepared and implemented in their local environment actions aimed at children well-being or enhancement of their chances in the hosting country. This project was designed to help adolescents to assess their competencies, raise their level of self-confidence and reasonably plan their future about the choice of profession. The project had been directed to facilitate students with optimal career choices including further education plans and job planning within the possibilities existing in Krakow. The methods used were divided into personal development coaching and counselling directed on career planning and the rise of skills and competencies. The counselling process was individual in nature, which was feasible, provided the size of the participants' group. It was however designed to compensate the deficits typical for the migration status, such as lack of knowledge about the Polish labour market, lack of emotional support, and family stability. It took into consideration also the level of cultural adjustment and language proficiency. The workshops and individual sessions with students enabled them to stabilize their self-esteem, rose their belief in their abilities, provided an opportunity to score individual potential, gave knowledge on the rules and job market opportunities. All those were very helpful in career planning, the choice of education or vocational training. Such a model of support shall be institutionalized within the education offer and framework.

School and environment connection (local communities, CSO, migrant organisations, etc.)

The presence of non-governmental organizations in the schools is a valuable contribution to integration activities. It was proved to be particularly important in the work with children in transition. The activities of NGOs in Targówek school gave refugee children the opportunity to develop their skills and talents and get involved in community life.

In Krakow schools, CSOs also play important role in supporting teachers in education. Some projects are sponsored by the local government, some from external EU sources but all are firmly promoted by the Department of Education as a valuable part of the educational framework. Especially the presence of the migrant organization is seen as a key factor of integration and adaptation support. Only some organizations were criticised by teachers for exclusionary activities directed only on migrant children and putting local children aside.

Unfortunately, the new education reform that is currently pending President's signature and is forced by the right-wing government will drastically affect the presence of CSOs in schools. Each organization that is active in the school would have to submit a detailed agenda of their actions with all materials used to the Regional Education Supervisory Boards (PL: Kuratorium Oświaty) and wait for the acceptance, which may take up to three months.

Such a model deprive the school of autonomy and centralize the process of education, subordination it to a specific ideology. This reform must be avoided as NGOs activity is presently the only one that effectively supports the adaptation and integration processes in Polish schools.

E-schooling and Covid-19 situation?

The Covid-19 emergency and subsequent lockdowns hit children well-being and affected much of their social functioning. Most of the outdoors activities were suppressed and tendencies to limit social relations to those virtual got strengthened. The remote education affected the performance of migrant children as they were less active during classes and often left without the support of the assistant they had in the school. The spontaneous integration was also limited as face-to-face contacts were rare and not possible for many months. The loneliness and insecurity were often declared as dominating feelings during the e-schooling periods. Some children were electronically excluded and could not take part in the e-schooling or could take part in it to a limited extent. This was a particular problem for children in transition who do not have hardware devices for remote education, nor access to broadband internet networks.

The scientific literature has been raising alarms for several years about children and young peoples' reduced engagement in outdoor activities (Mullan, 2019). In the context of migrant children, leisure activities such as sports and physical activity can be useful for promoting integration. The playing of sports has been associated with the production of cultural capital that helps migrants to integrate into their host society (Smith, Spaaij & McDonald, 2018). Additionally, playing sports can also help maintain and further build migrant specific culture capital as by playing sports with individuals of one's own background, migrants can keep an affiliation to their native language norms and customs (ibid). Interviews and focus groups confirmed that migrant children were engaged in sports or gym activities before the lockdowns and suffered much from the long-term inability to continue such activities.

Gender, ethnicity, race, religion, age, legal status or other dimensions and their relevant intersections from the findings

Data from interviews and surveys with children, and interviews with teachers revealed that Ukrainian, Russian and Belarusian children are integrating fast once they overcome the language barrier. The cultural proximity is very helpful here. The monocultural character of the migration to Poland exposes the weaknesses of the system that is solely based on language support. In the case of children coming from distant cultures with languages that do not have any similarities, the Polish integration system would become ineffective. This was partially visible during the current crisis when children from Afghanistan, Iraq, the Middle East and Africa started to arrive and schools theoretically well-prepared for the adoption of Ukrainians or Belarusians started to notify problems with children of the other

nationalities. It vows for the reform of the integration system and expanding it on other adaptation activities than pure language support. It must be supplemented with cultural adjustment and mediation, and involve also local children. More external experts shall be involved in helping schools with the integration processes. A centralized framework o the integration policy in the education system shall be drafted by the government.

The legal status of children played an important role in supporting them in schools. This referred especially to unaccompanied minors who receive education in Polish schools. Clear legal solutions must be introduced concerning guardianship of such children and persons or institutions responsible for them during their stay in Poland, including external activities.

Other observations

The Polish migration law does not include the period of receiving education in Poland (sometimes eight or more years) to the five years continuous stay required to become a long-term EU resident (permanent residential status). This is an irrational solution deteriorating integration of migrants by creating a structural and legal obstacle for people who usually are already permanent residents of the country in social and cultural terms. This exclusion clause shall be crossed out of the migration laws.

The needs of migrant children in transition

In WP8 the research focused on the reception practices related to children in transition. In Poland, these were children in the Bezwola reception centre, located in the rural area and Targówek – a reception centre located in Warsawa – a capital city of Poland. There were 11 days of observation and 21 interviews carried ut in this study.

The most important problem of the children in transition that referred to peer relations was organizational and administrative obstacles resulting in poor out of school contacts between children. Reception centre as a place of housing is not freely available for those living outside and permission to enter is given by Office for Foreigners – an institution distant from the centres. Children are often transported between school and centre with purposedly rented buses that drive according to schedule. This does not allow children in transition to participate in the afternoon classes and extra-curriculum activities. This problem is not so common in the reception centres located in the cities but in Poland, most centres are at the outskirts of small villages.

The experience of children in transition showed that their needs are better met in smaller facilities than large schools where such children are ignored or their presence is even unwelcomed as causing unexpected problems and hardships.

In terms of effective communication with children and their families, a village school decided for more personal contact with parents and allowed a mixed communication

scheme as a rule – listening in the native language (Russian) and responding in Polish. Such an approach was also implemented to communicate with parents. In this school supporting parents in their administrative struggles was a way of gaining trust and cooperation in school matters. In this scenario, school officers became mediators solving parents' daily problems.

It is important to mention that children in transition were equally well integrating with the school communities however they experienced structural problems in taking part in extracurricular activities and maintaining relations outside of the school.

During the remote education in pandemics, some children were electronically excluded and could not take part in the e-schooling or could take part in it to a limited extent. This was a particular problem for children in transition who do not have hardware devices for remote education, nor access to broadband internet networks.

The dependence of children in transition on their parents' choices often determines their educational chances. Parents often decide to move further to other EU countries which cause children disappearance. Poland, as a country of first entry and not the actual choice often discourage children from participation and engagement in education, especially gaining language proficiency. There are no good solutions to these problems but we would recommend language tutoring in the language of the choice, and also more child-centred social counselling, addressed to parents, explaining that errant mobility is deteriorating children education and social advancement opportunities.

2.3 Stakeholders for addressing migrant children's needs

School-level: The headmaster, who is organizing the education process in the school and its functioning, schoolteachers including form teachers who take care of the classes. counsellors, the pedagogical body – consisted of all teachers and managements considers all issues and problems in the school and decided on grading and promotions. Most of the schools include also Parental Councils. Therefore, gaps identified in language, peer relations, parent/teacher relations and curriculum will need to be filled by these stakeholders.

Local-level: The Department of Education and Department of Social Policy and Health in the local governments Plays an important role in organizing the educational processes locally. Most of the schools in the communes are run by the local government who is the governing body for those schools. These bodies cooperate with local NGOs and provide funding for extra-curricular activities. They are also responsible for the local integration measures and programs for migrants.

The Regional Supervisory Board – this institution may play a downgrading role in the integration of migrants jeopardising social initiatives aimed at migrant adaptation, diversity affirmation and tolerance teaching.

Academic institutions: The local government is aware of the importance of research knowledge and its potential transformation to practical solutions. It cooperates with local universities and co-founded the Observatory of Multiculturalism and Migration settled in Krakow's University of Economics.

2.4 Summary, reflection, and conclusion

To summarise, great efforts have been made by schools and teachers in creating a cohesive environment that would foster the well-being and integration of migrant pupils. Such efforts are not followed however by any governmental policy. Initiatives of schools and non-governmental organizations are supported locally by communities and their governing bodies. Unfortunately, most integration efforts are focused on language learning and school performance, not on acceptance and understanding of cultural diversity. Integration is seen as and one-way process and actions directed at local children are largely ignored. Good practices on reception and integration are not transformed into policies, nor disseminated. Schools that had experience in working with migrants are often closed. The domicile rule of school enrolment does not foster specialization of institutions and schools and makes gaining and exchange of experiences problematic. Interculturalism and migrations are not part of the school curriculum. Education in Polish public schools is always held in Polish with no exception under any circumstances. Funding of the adaptation measures, tools and activities is a major concern.

The Regional Supervisory Board is not interested in providing support for the integration of migrant children. It is authorised to appoint a contact person for the intercultural issues – a plenipotentiary that would build the policies but a contact officer was not appointed. Until 2019 such person was existing within the structures of the city but the government vested those rights to Regional Governmental Offices and local governments were not allowed to maintain such position. The Regional Supervisory Office, despite its obligations, does not take any initiatives to raise the competencies of teachers to work in the multicultural and multilinguistic environment.

3. Child-centred policy recommendations

Section two of this report will present child-centred policy recommendations that follow the above policy-relevant findings.

Diversity education

- Schools should embody a diversity curriculum that enables children to understand their multiple and complex identities and how their lives are influenced by globalisation (Banks, 2014). Such ideas can be embedded within the history and geography curriculum, as well as civic education.

- Changes should be implemented at the school curriculum level, so that anti-racist perspective are embedded within the curriculum itself (Joseph-Salisbury, 2020).
- Teachers should be trained on how to address topics regarding diversity within the classroom. Training should be provided by experts within the field, including researchers. The training should also be offered to trainee teachers so that ideas of a diverse curriculum can be implemented early in the teacher's career. Such training may help teachers overcome the hesitancies they may have in addressing topics around diversity. Such matters must be included in the curriculums of teachers studies or training. There shall be an obligatory methodical module covering the work in a diverse, multicultural environment. Multiculturalism and social diversity need to be obligatory parts of pedagogical studies in the 21st century. Children with different cultural backgrounds shall have the opportunity to present their perspectives during classes. Cultural differences shall have been encompassed in the daily school routine and not be introduced in an actionizing manner. Multicultural festivals, diversity days, etc shall only complement the ongoing integration process and need to be free of labelling and stereotyping, as well as a patronizing approach to other cultures.
- A diversity curriculum should be taught in all schools, not only those with a larger number of migrant children.
- Schools should endeavour to increase the quota of intercultural assistants who proved to be the greatest support for children with the migration background in their adaptation. Each school shall reserve the funding in their budget to hire intercultural assistants. The organization of the classroom shall engage migrant students in performing all tasks.
- Schools shall appoint a migrant coordinator who could deal with migrant children orientation in the school environment and be a contact point for any intervention necessary during the adaptation process. If possible pre-enrolment orientation camps might be organized as day camps on school premises.

Bullying

- At least the local government should make the collection of data on incidents of bullying and its background a mandatory action.
- The reaction to bullying incidents shall be officially dealt and measures involving victim, perpetrator and community shall be introduced in the problem resolution process.
- The programs on violence prevention and secure school environment, including training sessions for teachers shall continue and get funding from local and central government. Preventing bias violence shall be incorporated into school conduct policies.
- Antibullying messages need to be communicated through the curriculum with the students' voices being utilised to tackle racial bullying, as research indicates that this may be more effective (Downes and Cefai, 2016).
- The appointment of a trustworthy person to deal with school problems including inter-peer or teachers-peer relations shall be considered.

Language

- Schools should take an opportunity to use all available measures to the maximum extent to teach migrant children the Polish language;
- The possibility of learning in mixed languages shall be considered with respect to the best interest of the student if gaining proficiency in the Polish language is not expected within one semester.
- The institution of intercultural assistants shall be promoted in schools with the input on being communication and community mediator and not only language assistants.
- With respect to the best interest of the child, education shall be provided in the language of choice of the asylum-seeking children who based on the social assessment report will not define Poland as the country of residence.
- Schools shall support CSOs initiatives in language learning and buddy mentoring systems among peers to facilitate school performance of migrant children and their faster adaptation.
- Schools should develop links with supplementary schools or cultural services that may be offering further classes in children's own language to help support migrant pupils to keep a link with their home language.
- Funding and promoting studies for teachers to gain competencies in teaching Polish as a foreign language.
- Equip schools with modern and effective learning tools and manuals for teaching Polish as a foreign language. Training for teachers teaching other subjects how to communicate effectively with learners of Polish as a second language.
- Curriculum adjustments to the communicational skills of migrant children

Educational attainment

- Newly arrived and long-term children should be given tailored career guidance, which should focus upon the various pathways to further education. Many of these pupils may be left with little or no formal qualifications due to the timing of their arrival in the country. The model of career counselling described in these recommendations shall be promoted.
- The legal and social situation of the unaccompanied migrant children coming to Poland for vocational training in the job-teaching schools shall be regulated and taken with care and compassion.
- Schools shall develop and expand integration programs for migrant children that are not based on temporary actions but are stable, ongoing, culturally-based and two-way in the approach to integration problems. A database of the best practices shall be established and distributed between schools. additional funding for the integration programs shall be secured. Family involvement must be considered at every stage of the planned action.
- To improve academic performance and sustain migrant pupils' motivation towards education, children should be mentored by older students, including those who graduated and joined universities who can guide and motivate the learners to pursue a

career.

- The social and professional position of the cultural assistants shall be reformed, stabilised and equalized with the professional position of teachers.
- The process and framework of education require reform based on the promotion of teamwork as the basis of the task performance and organizing projects as a way to gain results.
- The preparatory classes shall be reformed to better answer children needs and make proper adjustments to the curriculum (individually tailored to the group).
- An enrolment process shall be based on the reliable assessment of the skills and competencies of the child, not limited to the language competencies.

Parental involvement in education

- Effective communication channels with migrant parents shall be established. A pre-enrollment information meeting shall be held to explain the school requirements, answer all questions. Support from the migrant organization in such meetings is a valuable asset.
- Integration programs with the involvement of families shall become a priority of the school agenda.
- Language training could be provided by schools to help parents understand the system better. Such an approach proved to be effective with asylum-seeking parents.

Leisure

- Leisure activities need to be made inclusive and consider the needs of migrants who may otherwise be unable to access these opportunities.

Asylum seekers

- organization of the reception shall change to make reception centres more open for the community life and relations with the engagement of local children. Dispersed accommodation of asylum seekers in rented apartments shall be preferred over the isolated reception sites.
- communication between school and reception centre shall be organized in a way allowing children for the active participation in community life. Education shall be inclusive since the day of arrival and no obligatory forms of education shall be provided inside the centres.

Table 1: Policy recommendations

	Newly arrived children	Long term migrants	Local children	Any important dimension like gender, ethnicity, legal status etc.	Intersections
Local-level What is missing? What is needed? What to do and how?	School orientation support, including migrant children coordinators. Language support based on assistance, intensive courses or ability to learn in mother tongues Best practices for adaptation process database shall be established The development of the cultural assistance as a social and environmental worker Reform of the reception centres community bonds	Mentoring programs and job-orientation counselling	Integration practices directed at local children	Rising the intercultural competencies of stakeholders to be able to work also with children from distant cultures	The local international assets shall be explored and included in the integration practices: ie. Erasmus students, a community of ex-pats Explore and expand the possibilities given by remote education by internationalizing classes for transborder education, integration and new cultures and languages learning: ie – cloud-based multiethnic international school
Regional level What is missing?	Providing structured integration programs with the	Providing structured integration programs with the	Providing structured integration programs with the		Assess and draft local analyses of intercultural assets and

What is needed? What to do and how?	exchange of experiences between schools and acknowledging the local heritage as a point of anchoring and identity building.	exchange of experiences between schools and acknowledging the local heritage as a point of anchoring and identity building.	exchange of experiences between schools and acknowledging the local heritage as a point of anchoring and identity building. Appoint a contact person or office for the intercultural and integration policies		community potential Join different stakeholders – business, diplomacy, academics, activists to expand and improve the effectiveness and quality of the intercultural activities
National level What is missing? What is needed? What to do and how?	Reform of school curriculum – more project-oriented and team working	Reform of school curriculum – more project-oriented and team working Long-term migrant children who received education in Poland shall have immediate access to EU long-term residency status	Local children-oriented integration projects shall be introduced to teach tolerance and understanding		Prevent the exclusion of migrants, especially migrants in transition by fast inclusion of those people into the society and local communities (avoid spatial, cultural, linguistic and social segregation)
Schools, teachers What is missing? What is needed? What to do and how?	Rise of the intercultural competencies Promotion of studies in Polish as a foreign language, and teachers'				Teachers should be given training and resources on teaching a diverse curriculum.

	competencies to work with CLIL method – Content and Language Integrated Learning Promotion of the cultural assistance profession as equivalent to teachers				

4. Policy Indicators, Monitoring, Assessment

Bellow, there is a proposition of adoption few policy indicators that could be proposed based on the policy-relevant findings to monitor the integration process and the implementation of the child-centred approach.

Diversity/ Multicultural education

- Teacher training programmes to hold focus groups with trainee teachers on the effectiveness of cultural competence training.
- Surveys should also be carried out with the students to evaluate the effectiveness of the interventions.
- school reporting system shall include the intercultural issues, problems and interventions

Bullying

- Data on school incidents shall be locally recorded and used in locally-based prevention programs
- Best practices in anti-social behaviour prevention shall be recorded and disseminated

Language

- Schools to collect data on children's self-perceived level of proficiency at the start of the school year and at the end to assess whether interventions to promote home languages have had an impact
- Objective measures of language skills (tests) to be employed throughout the school year in language classes to measure competency in the home language.

- Meetings with students at the beginning and end of the year to discuss students language level and impact on learning and social life.

Peer groups

- Schools to carry out a survey to assess children's attitudes, perceptions, and level of inter-ethnic friendships
- Surveys in relation to friendship groups between local, long term and newly arrived pupils. The surveys should also assess questions in relation to pupils' friendships with those of a migrant or non-migrant background as well to assess whether there is a propensity for pupils of migrant backgrounds to mix only with migrant children or if they mix with other children as well.

Wellbeing

- Wellbeing is a multidimensional concept as thus contains various ways in which it can be measured. One way to measure wellbeing is through self-report surveys in which children can be asked about their well-being as well as their level of happiness. Well-being indicators proposed in the Micreate study may be used as an example and pattern to perform the test.
- To promote child-centricity, schools could hold workshops and conversations with children about their wellbeing as well as concerns. The schools can use this qualitative feedback to formulate action plans to support children.
- The evaluation of the work of cultural assistants shall contribute to the knowledge about the well-being of migrant children.
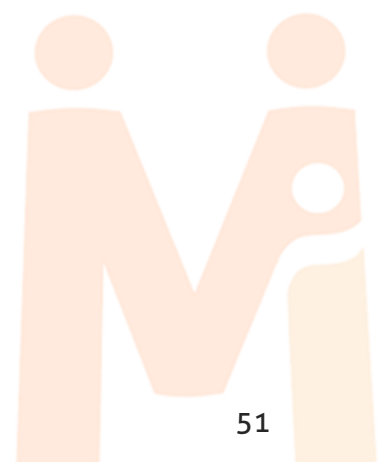
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SLOVENIA

Vlasta Jalušič

1. Introduction

The overall objective of this report is to identify the policy-relevant findings and to translate empirical research and fieldwork results about the integration of migrant children in education into a child-centred policy framework to prepare the ground for the development of policies. The report will, therefore, pay maximum attention to the subjective children's views and their understanding of well-being. The aim is to identify the gaps in existing policies and approaches to develop a child-centred migrant integration policy based on adjustability, flexibility and contextuality and migrant children participation. Such policy "strives toward basic children's participation rights, particularly the right to be heard and the right to express their views as fundamental legal principles, and, more importantly, that it takes these rights as its operating principle and underlying assumptions" (Gornik 2020, 539). The insights of this report are the basis for concrete policy recommendations that will assist the policy-makers at the level of educational systems and broader.

2. Policy relevant findings, reflections and conclusions

2.1 The methods that were used to gain the children's perspective on integration

The findings of this report are based upon work carried out in work packages 2, 3, 4 and 5–7 of the MiCREATE research project. The aims of the Work Package Two (WP2) were to present key contemporary debates on child migrants and their educational contexts and what integration might mean for them. This was done through carrying out a rapid literature review of 1,000 papers, of which 419 were retained. Findings of the review discussed key themes in relation to identity, integration, acculturation and barriers and facilitators to the successful integration of migrants. In this part of the research, good practices were identified as well. The research focused on practices related to language courses and teaching in general and on the overall organisation of school life related to food, expression of religious beliefs, resolution of intercultural conflicts, intercultural cooperation, etc. In our research on national policies and practices of integration (WP3), we reviewed the situation in the reception community, i.e. legislation, strategies and instruments that are in place for the integration of migrant children in Slovenia. In the Work Package Four (WP4), researchers aimed to highlight the relationships between the members of the educational community and migrant children, their perceptions, gaps in their knowledge and their approach towards the integration of migrant children in Slovenia. Research among members of the educational community took place from June to December 2019. Members of staff across educational communities and 16 schools were interviewed, focus groups and observations and analysis of the existing visual displays, curriculum, and teaching materials in two schools were also carried out. 16 (primary and secondary) schools were chosen from across Slovenia on the criteria of cultural diversity. The Work Package Five to Seven (WP5-7) aimed to assess the experiences of migrant pupils from a child-centred perspective. The research was carried out in six primary and secondary schools across Slovenia from November 2019 to March 2021. Migrant pupils and children from diverse ethnic, linguistic, and religious backgrounds attend these schools. Data was collected in varying stages through 29 days of participant observations, 7 focus groups and 51 autobiographical interviews facilitated through art-based activities such as drawings. The main aim was to find out how (migrant and local) children perceive and experience the process of migrant integration and how educational staff approaches and addresses the migrant integration process. The findings of research carried out across the work packages provided valuable insights into the experiences and perceptions of various individuals in the lives of migrant pupils. The work has highlighted the facilitators of migrant integration and the unique barriers they faced due to intersecting inequalities. Interviews and focus groups with migrant children and relevant staff of educational communities drew attention to a range of practices already employed to support integration. Therefore, we established a substantial bank of empirical data concerning migrant pupils' lives that can and should be used for policies. The report going forward will highlight some of these findings and recommendations.

2.2   Findings, reflections and conclusions

Integration process and policies at the national level

Slovenia is one of the few EU countries with a targeted integration strategy specifically for the education sector. Though this strategy does not include child-centred approach it noticeably builds on a comprehensive approach to the inclusion of migrant children in schools and sets goals, which stem from the gaps identified in the field and, more importantly, address (almost) all relevant elements and actors, i.e. teachers, policy-makers, migrant parents, local and national community, language support and schools curricula. In our research on national policies on integration of migrant children into education (WP3), we noticed that progress had been made in most fields, including legislation, strategies and instruments, improvement of language learning support, developing social and civic competences of school staff, development of teaching materials in Slovene as a second foreign language and so on. We also noticed gaps regarding teachers' cooperation with migrant parents (no progress on the policy level has been identified here) and a need to define appropriate and effective, action-oriented ways of promoting intercultural communication between children in peer-groups. Not enough attention and work has been devoted to building a comprehensive strategy and normative framework for respecting and preserving migrants' language and cultural origin.

Positive formal developments notwithstanding, a systemic normative framework is still needed. Exiting integration policy framework allows significant differences between schools. Integration challenges are mostly left to the individual schools and teachers to self-initiatively organise the school system for welcoming, inclusion and integration of migrant children. Also, differences exist among primary and secondary levels. While protocols of dealing with inclusion and integration of migrant children and other actions dealing with cultural pluralism in the school environment are mostly implemented in primary schools (children aged between 5 and 14 years old), these approaches are almost entirely missing at the level of secondary schools (children between 14 and 18 years old). The educational community in primary schools perceives their role not only as a mission of training but also as a responsibility for educating about the values and ideals of life in society. In contrast, secondary schools tend to act as a provider of knowledge and skills to enter university or labour market, which also manifests in lack of interest in dealing with cultural pluralism of students, multiculturalism, xenophobia etc.

A possibility exists to integrate the child-centred approach more explicitly in the existing policy framework. The strategy and some normative documents already include the main underlying principles of the child-centred approach. However, these documents do not give enough attention and do not elaborate in detail about the positive effects such approach has in terms of integration of migrant children in the school environment and in broader society as well. Given that many innovations concerning teaching approaches to migrant integration, teachers' skills and capacities are being introduced through direct training of school staff (implemented within various projects), there is a likelihood and possibility to transfer the latest knowledge and research outputs concerning child-centred approaches and migrant children integration to school practice.

Integration process and educational community

This section addresses the relationships between the educational community and migrant children, their perceptions, gaps in their knowledge and their approach towards the integration of migrant children in Slovenia. The research we carried out among the educational community (WP 4) points to several policy-relevant findings, which we condensed and summarised as follows:

1. Generally, no consensus exists about the concepts related to integration among the members of the education community. The issue of the integration of migrant children in schools is largely reduced to language learning. Focus, energy, and most resources are dedicated to this. Other aspects of the integration processes (social, psychological, cultural) are largely neglected.

2. The data schools collect about migrant pupils are scarce. There is a legal obligation to collect data.

3. A more holistic and systematic, and legislatively regulated approach to the process of integration of migrant children is still missing both in schools and in society (with the exception of the language course and some adaptations, e.g. the right not to be assessed during the first year of enrolment in the Slovenian school system).

4. Approaches vary from school to school, and additionally between primary and secondary schools. School reception policies differ significantly. Protocols dealing with the welcoming of migrant children are sometimes implemented in primary schools and are almost non-existent at the level of secondary schools.

5. The integration support initiatives are predominately left to autonomous decisions of an individual school, the goodwill of the principal, school leadership, etc. Even in the schools that approach migrant children integration better, this rarely means that all school staff is involved actively in the process of integration.

6. Therefore, a whole school approach is missing. Both the research among the educational community and the research of experiences and perceptions in the lives of pupils show that the integration of migrant children in Slovene schools and society relies largely on individuals (their goodwill, knowledge, resources, and energy – the responsible person is usually the school counsellor and/or psychologist), on non-permanent *ad hoc* solutions and project interventions.

7. While most teachers have a positive attitude about migration, perceiving it as a resource, some members of the educational community express negative feelings toward migrants in general, reflecting the influence of the prevailing media reports and political discourse. There are still teachers who have prejudices, lack sensibility, spread hate speech, and are intolerant, and those who are suitable to work with migrant learners. Yet teachers are not involved in any mandatory professional training concerning the integration of migrant children.

9. Hesitation and negative feelings regarding the integration of migrant children and their families exist in the local community among local parents. However, very rarely do schools address this issue openly. In rare cases of schools, in which the whole local community is recognised as important for the integration of migrant children, schools connect and encourage cooperation between the school and different actors in the local community.

10. The Slovenian-specific is the division made between "proper migrants" and "nonproper migrants" coming from the republics of the former common state Yugoslavia (Serbs, Bosnians, Croats, Albanians, Montenegrins, Macedonians) based on the language and cultural proximity as the result of common state in the past. The general opinion is that most children from the former Yugoslavia adapt quicker than other immigrants because the language is similar, while Albanian, Syrian, Iranian, French, etc., children struggle longer with the language barrier.

12. Primary school teachers are, to some extent, more willing to adapt and/or prepare additional material for foreign learners than their high school colleagues.

13. There is a lack of teaching materials that would address appropriately cultural diversity or help migrant children to learn Slovenian language. Teachers at both levels miss more material, sources and tools that could help them to address topics such as tolerance and multiculturality. On the other hand, some reported that they are tired of lectures and seminars about the inclusion of migrant children in a classroom.

14. Lack of educators' skills to work with migrant children has been highlighted, particularly lack of skills of teaching Slovenian language as a second language.

15. Teachers often express the need for training on themes, such as intercultural coexistence, dealing with a cultural, religious, and linguistic plurality in school etc. Yet, on the other hand, some teachers did not see any necessities for such training. In this context, problematic practices of lowering standards for the assessment of migrant children were identified.

16. While schools are not formally assessed regarding academic outcomes, public schools with a higher number of migrant children are often perceived as schools of lower quality.[2]

17. A child-centred approach is virtually non-existent in Slovenian schools. Even in cases when it would be expected, such as the preparation of individual plans for (migrant) children, children are often not involved. There is an evident lack of support for migrant children, and the responsibility for their successful integration is mainly on themselves (and their families).

18. The majority of Slovenian schools at both primary and secondary levels recognise weak spots they have. However, they express a lack of will and knowledge on how to tackle

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[2] Some primary schools actually ask migrant students not to come to school when national external exams take place because migrant students potentially lower school's overall results and this, consequently, affects school reputation.

opportunities and issues multiculturality brings along.

Integration process and the children's perspective

This section assesses the experiences of pupils and addresses some main gaps in the integration process if we follow the child-centred perspective. We consider a child-centred approach to integration as a two-way process that strives to make children's views and needs visible and to be met by policymakers and all other participants in the process of integration. This means that one does not unproblematically assume that school success and academic achievement automatically contribute to children's successful integration and well-being or that they just need to be equipped for a better adult future (Gornik, 2020; Fattore et al. 2016). One of the basic premises of the child-centred integration process is that responding to migrant children's current well-being fosters their well-being in the future (Gornik, 2020; Casas 2011: 563). At the core of a child-centred integration policy is, therefore, children's present-day well-being in several domains and dimensions: their subjective well-being, economic well-being, health, family and peer relations, feeling of home, an individual feeling of safety and identity, aspirations, agency, self-confidence etc. (Fattore et al. 2016).

In the subsequent chapter, we summarise findings that follow from the child-centred perspective in the sense of children's present-day well-being within the integration process in education and their own perception of integration. While approaching some of the key emerging themes, we attempt to identify the main challenges and opportunities in the integration process in a more systematic way. We also explain how they affect the different groups of children: the newly arrived migrants, the long-term residents and the local children. We point to their circumstances and needs identified through the research process.

2.3   Identified circumstances and children's needs in the targeted groups

The level of the whole school

The first significant finding is that the differences between the groups of newly arrived migrants, long term residents and local children are, in fact, smaller than the labels suggest. Children involved in the research have a variety of linguistic, cultural and religious backgrounds, while most of them come from the territory of the former Yugoslavia: Bosna and Herzegovina, Serbia, Kosovo, North Macedonia, etc. Moreover, many of the children labelled "local" have a migratory background as well, though they were born in the country (Grzymala-Kazlowska, 2018). This influences the integration process and how it is managed by all groups in question.

Children, in general, have a positive attitude to school, praise some of the school facilities, are happy with their classmates and speak about supportive and kind teachers. Local classmates are attentive to migrant children, they offer a learning support to them,

especially in primary school, and migrant learners quickly adjust to a new environment. Migrant children underlined peer interactions, language course and teachers' support as most vital for their well-being. While we noticed tensions and a tendency to exclude certain ethnic groups (for example, Bosnians, Serbs, and Albanians) this was not so significant. For example, there were groups of girls that discriminated in relation to socio-economic situation and ethnicity – but the dynamic was not necessarily on the axis majority-minority.

Secondary school pupils show more autonomy than primary school learners and do not seek so much learning support from peers. They, however, appreciate friendships and approachable teachers. In general, teachers and classmates are vital in creating a perception of school as a welcoming environment and a whole good school climate.

Organisation of work, adaptation and general approach of the school/s

Schools differ in how they organise the integration process and the work within it. Children emphasised the value of language course that addresses the needs of foreign learners and teachers who adjusted learning materials and offered them help and support. Setting the dates and questions for exams in advance was another practice that helped migrant learners to perform better. Other good practices were organising clubs where children can socialise with learners who shared the migratory experience as well as the tutor system where – in primary schools – local children are encouraged to provide help and children take care of each other. Yet such practice is voluntary and dependent on the goodwill of individual schools. In some cases, children were introduced to the buddy or tutor system at their schools. Such buddies (local learners) provide their time and support to migrant learners. Sometimes, buddies were migrant children who were already more proficient in Slovene but shared a similar experience.

School desegregation, anti-discrimination, affirmative action

Forming friendships with others and acquiring language are important parts of the integration process for newly arrived migrant children. Therefore, reception policies play a great role for newly arrived pupils. Some children visited school before the beginning of the school year and were greeted by the school counsellor and teachers. They received information about the school life. Others were accompanied by a teacher who offered them learning support and translated teaching content. At some schools, migrant learners could present their country, religion, and history to classmates during the curriculum.

Some local learners perceived the integration process as an opportunity to get to know their new peers better and to exchange cultural knowledge and information about various countries. They thought that to maintain old friendships and their cultural characteristics (for example, religion) was important for newcomers. Migrant learners experienced less stress in organising their learning activities while being excused of assessment during their first year in a Slovenian school or if the dates were set in advance. Moreover, migrant

learners were eligible to obtain the special status and set the dates for assessments to prepare for exams easier.

Teachers-pupils relations (learning environment)

As put by Fattore et al. (2016, 78), children's ability to practice agency is "highly reliant on the attitudes of important adults, including parents and teachers." The research both in the educational community and among children themselves has shown that the interaction between teachers and learners is very important but also that it highly depends on the teachers themselves.

Some teachers use diverse and innovative teaching material and incentives to facilitate engagement with learners who have different levels of language proficiency or amount of interest. They facilitate discussion and create a safe but ambitious atmosphere. On the other hand, some teachers only use *ex-cathedra* teaching methods, develop little interaction with learners and pay no attention to the migrant pupils – while there were cases of particularly excluding certain ethnic groups, pupils from Kosovo, for example. Such an approach is in complete contrast to what child-centred approach means and aims for.

In general, however, teachers expect the learners mostly to work quietly and independently, and not many of them were paying attention to individual needs. They rather focus on individual performance. Elements of a child-centred approach were mostly present in subjects requiring more practical skills or happening in a more creative atmosphere. Such an approach is more easily implemented in the primary school environment (this does not mean that it is bound to fail in secondary schools). The usual exception is the language course for migrant learners, where teachers are innovative, creative, attentive and child-centred.

Mainstream teachers and school counsellors were usually the first contacts for children upon arrival in school to introduce them to the class community and connect them with classmates who helped migrant peers. In general, newly arrived learners held positive views about their teachers. They could rely on them, they helped and encouraged them for language learning, school activities and class participation. Several teachers were attentive to whether migrant learners followed the explanation, they adjusted materials and did not sanction language mistakes with lower grades.

Children did not hesitate to ask teachers for additional explanation or help, especially teachers of Slovenian language and mainstream teachers. The teachers were empathic and willing to devote time to promote tolerant behaviour. They noticed when learners struggled in peer interactions and offered their help. Some teachers, however, were ignorant to migrant learners and paid no attention to them or openly expressed negative attitudes. Some were even offensive and asked migrant learners what they were doing if they do not understand language.

Sometimes, learners miss more interaction with teachers in their mother tongue or a short wrap up of the teaching content in the adjusted form. Several learners were not given an opportunity to present their culture or were often scolded because they were using their mother tongue during breaks or classes. In some examples, teachers and learners struggled to communicate, and that led to migrant children being ignored. This also escalated to quarrels and impolite behaviour by teachers.

Newly arrived learners think that they can influence the school process and express their wishes and interests, which is an important aspect of the child-centred perspective: yet, they have difficulties recalling exact situations. Similarly, long-term migrants also feel they can impact teaching content and express their wishes.

Local children describe teachers as kind, helpful and approachable, also as a source of psychosocial support. They are engaging in activities which help migrant learners to feel accepted, such as communicating with them in their first language or organising lessons where the whole class discusses issues related to racism, discriminatory behaviour, challenges of migration, peer exclusion and similar.

Local respondents had no impression that teachers would be stricter or unfair to migrant children. They were aware that teachers did not assess migrant learners during their first year, which diminished their stress. Further, teachers prepared a set of questions for migrants in advance, so learners knew the content before they took the exam. In general, local learners did not evaluate these measures as unfair. However, not all learners reported positive experiences with teachers. There were teachers in primary school who differentiated between learners according to their surname, physical appearance and religion.
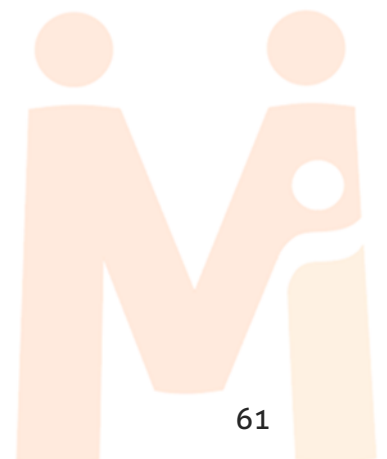
Language, culture and integration – in school and outside school conditions for language learning

The research in the school environment complemented our previous conclusions that the integration of migrant learners in Slovenian schools is primarily reduced to language learning. Resources, efforts and time are dedicated to language proficiency, while other aspects are severely neglected. Integration support services are a subject of individual school's decision, principal's attitudes towards multiculturalism and migrations and individual efforts of the teaching community. Migrant learners are often perceived as a problem that affects the learning process than as a challenge or an opportunity for professional development. The majority of our sample, however, was bilingual or multilingual themselves as they were children of second- or third-generation migrants. They spoke their ancestral language with their parents and sometimes with other relatives (siblings and members of extended family) or friends, but they tend to use Slovene more.

Language courses for migrant learners provide various opportunities to discuss cultural diversity. Teachers tackled stereotypes, compared language and cultural similarities, and highlighted the advantages of migrations and intercultural dialogue. In the class activities related to other subjects, a cultural blindness approach was identified event in those subjects which offer an opportunity to tackle the issues of cultural diversity (e.g., Sociology, Civic Education, History, Geography). Often, teachers were pleased by merely asking migrant learners how something is called in their mother tongue. Some teachers connected certain events to different cultural traditions. For example, before the Christmas holidays, students compared habits and local traditions related to Christmas. Yet explicit engagement with cultural diversity topics was rare. This goes in line with the topics included in the curriculum. The latter neither reflects the diversity of learners nor it challenges Eurocentrism.

The issue of learning the Slovene language confirms Espin's (2006) view that language is one of the central challenges for newly arrived migrant children. A new linguistic environment causes stress and anxiety: for many children, first introduction to Slovene was when they arrived in the host country. Learners were concerned about how they would make friends, obtain grades, engage with school life and similar. Some school policies (such as language courses designed for international students or peer support of children with the same mother tongue) were frequently mentioned in supporting children to develop Slovene language abilities. The issue of language also goes hand in hand with identity change – obtaining the new linguistic community and losing the previous one is a common feature of migratory experience, according to Espin (ibid.). Yet children understand that language proficiency is important because of several benefits, and the number of migrant learners who use their mother tongue (if this was possible) in interaction with the researcher is very low.

Children most often use social interactions and informal support from their peers to learn the language. In addition, teachers' support and encouragement were appreciated. Newly arrived learners felt comfortable if their classmates were interested in their mother tongue and they had an opportunity to teach them. The language was identified as another anchor

that helped them to protect the bond they had with their country of origin. Migrant learners usually speak their mother tongue at home, while in public institutions they tend to communicate in Slovene. When interacting with peers from the same country, they use their mother tongue. At some schools, children were not allowed to use their own language.

Long term migrant children learners were mostly bilingual or even multilingual (usual languages were Serbo-Croatian, Albanian, Macedonian to Bulgarian and Turkish). They named parents, teachers, classmates, everyday interactions with peers and language courses as the key elements of their learning success. In general, they needed three to six months to feel more confident in Slovene. Not all long-term migrant children were proficient in Slovene despite living in Slovenia for years, e.g. some migrant learners from Kosovo or Albania (their language significantly differs from languages belonging to the Slavic linguistic group). These children struggled additionally to understand teachers' instructions and had difficulties doing their homework. This shows that long-term migrant learners may still benefit from additional school support.

Local children are used to hearing different languages spoken around the school and in their classrooms. Several children were able to identify the origin of their classmates by the language they were using during the first days in school. Some local children could speak the languages of migrant peers (as they themselves had migrant backgrounds), while others felt more comfortable interacting with migrants who were already more fluent in Slovene. Local children have shown empathy with the newcomers. They recognised that being in a new environment can be difficult, therefore, all learners should be treated equally. In most cases, they befriended their new classmates and enjoyed interacting with children of other backgrounds.

Second- and third-generation migrant children struggle with identity questions. Some felt more connected to their ancestorial country, while others identified more as Slovenes. For some second or third generation migrants, their identification and belonging were clearer than for others, or they juggled between the identities.

Some local learners perceived the integration process as an opportunity to exchange cultural knowledge and information about various countries. They also thought that maintaining old friendships and their cultural features (for example, religion) is important for newcomers. They realised how newcomers struggled with learning the new language. Many of them saw the responsibility to integrate as shared between migrant learners (they often referred to internal motivation and their character) and the school community. Local learners who are second- and third-generation migrants showed by example that intercultural dialogue is possible.

In several examples, migrant learners reported they were still able to engage in core parts of their religion in Slovenia, e.g., fasting during Ramadan, attending religious education, or celebrating their traditions. The ability to engage in their cultural practices enabled migrant learners to remain connected with their cultural background. The importance of religion was especially pronounced for Muslims. Concerning their local peers, migrants' religious

affiliation, and associated traditions were more often a subject of interest than discrimination.

Several local learners were sceptical whether the amount of additional language course hours was sufficient for newly arrived learners. They noticed how important their internal motivation was and how impatient and rude were sometimes those teachers who would not acknowledge challenges migrant learners faced.

School-parents relations and support

For children, it is important to feel safe in school and in their school environment and rely upon their teachers. Most of the children had this feeling of safety. Families and friends additionally contributed to their feeling of being safe. The migrant learners highly value a good family atmosphere and strong bonds between family members and aim for an open relationship with parents.

School-parents relations and support, therefore, play an important role in pupils' lives and in the integration process (see Epstein).[3] Migrant learners are closely connected to members of their extended family. Some live in Slovenia while others are still in their country of origin. When relatives lived in Slovenia before the respondents' arrivals, these family members helped them to learn the language and understand cultural differences. Members of the migrant community often lived close to one another, celebrated holidays and traditions together, visited each other and helped one another.

There is a significant discrepancy between primary and secondary schools regarding the contact and collaboration of the educational community with migrant families. In primary schools, the involvement of the family members is more intensive. In some schools, parents may be supported by the school staff already at the time of enrolment of the child. They might be contacted and given information in their language, welcome on the first day of school for migrant children, greeted in different languages, etc.

The very first contact between migrant families and the school environment happens in the process of enrolment. However, there are no guidelines on how to do it, and there exist *ad hoc* solutions: migrant students who have been in Slovenia for several years are frequently asked to help with a translation in communication with parents, whereby one cannot be certain whether the message is carried across properly.

Examples of foreign parents who made an official complaint about the school not accepting their child or that their culture has been violated are rare. This is surprising because not every school is culture-sensitive, i.e. respects, for example, restraints regarding specific food or provides a substitute meal.

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[3] "Successful school-parent community partnerships are not stand-alone projects or add-on programs but are well integrated with the school's overall mission and goals. Research and fieldwork show that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success." (Van Roekel 2008, 1).

Peer to peer relations and support

Having a friend and establishing strong bonds with peers was vital for children feeling good, accepted, and relaxed. This is especially important considering the state of several migrant learners who felt very distressed, anxious, and sad when they had to migrate. Some migrant learners reported that they still missed their friends, school, and life in the country of origin, while others were more satisfied with their lives and relationships in Slovenia. One reason is in the fact that families were able to spend more time together when they migrated to the same country.

Friendship relations are among the most important aspects of children's lives. Newly arrived children were part of multiple peer groups, for example, those from their neighbourhood, leisure activities, and school. Migrant learners identified peer groups as one of the most important factors of their school life. They rely on friends for language support, social support, and identification. These groups work as anchors enabling migrants to identify with their host society (Grzymala-Kazlowska, 2018). Peer groups varied, with some children having friends with the same ethnic background while others had friends of various backgrounds. Sometimes, relatives of a similar age worked as a link between different social groups. Newly arrived learners assessed their peers as tolerant, respectful, helpful, and warm. Migrant learners would appreciate it if they got to know someone from their country who was experiencing the same challenges and situations.

However, there were cases when newly arrived children were excluded from group activities, or peers made fun of them because of their language mistakes and cases when two minority ethnic groups (Bosnians and Albanians) had internal conflicts.

Long-term migrant respondents recalled that they struggled to make friends upon arrival. However, soon they developed strong bonds with classmates and other peers. The main peer groups were related to interactions between classmates and leisure activities. Peers were helpful from the beginning. However, after they adjusted, they were slowly taking the role of buddies or tutors for other migrant learners that arrived later. The language was an important feature of these interactions since they relied on both their mother tongue and the Slovene language. Conversations were formed in Slovene, their mother tongue, or several languages were mixed. In interaction with local peers, migrant learners emphasised that it was easier when they were more proficient in Slovene. Friends provided emotional and learning support. They shared interests and spent their free time together.

In general, classmates were friendly, helpful, inclusive, and tolerant. Peer groups consisted of friends from school, younger relatives, peers from their neighbourhood and people they met when participating in leisure activities. Sometimes, migrant learners experienced insults related to their cultural characteristics. They developed various strategies to cope with them – from confrontation to ignorance. Troubling peer dynamics affected migrant learners' well-being.

Several learners were translating for newly arrived migrant peers and helped them to bridge the gap in the process of cultural integration. Peers from the same country of origin helped migrant learners to develop and embrace their identity.

Local children are a part of multiple peer groups, including friendships from the neighbourhood, schools, local parks, and religious centres. Peer relations are vital for their well-being and feeling and being part of the group, especially if their peers are supportive, respectful, build up a non-conflict atmosphere, and comradeship. Friendships are diverse in terms of cultural and linguistic backgrounds. Mostly, they base on similar hobbies but sometimes also on cultural and linguistic similarities.

The majority of local children in our sample was bilingual or multilingual themselves since plenty of children were second or third generation migrants. Children were used to hearing different languages spoken around the school and in their classroom.

Local learners held positive views on being part of a linguistically diverse environment. They often taught each other languages. Sometimes, local learners helped their parents to develop Slovene language skills or helped newly arrived migrants with school tasks. During our research, however, several local children complained about classmates speaking in a foreign language.

Local children who have a migrant background can be an important bridge between migrant families, friends, and the host community. They can act as translators and facilitate language learning and the integration process (Moskal and Sime, 2016). In general, local children show positive attitudes towards migrant children. They are supportive, helpful regarding the language or completing their academic tasks. They included them in peer groups and group activities.

Several local respondents noted that some migrant children tend to be more reserved and like to socialise with peers with the same cultural background. They tend to sit together no matter how inclusive the classes are. Local learners are eager to learn more about learners with a migrant background and usually do not hesitate to help migrant learners facing learning difficulties. In comparison with migrant learners, they seldom felt excluded or subjected to peer bullying. Yet some learners reported negative experiences with peers, especially in relation to bullying while others realised the quality of their relationships after other close friends shared their negative experience. Local children are empathic toward migrant peers in relation to sudden changes in their lives.

Friends provide psychosocial support to children. Peer groups were often formed based on common hobbies, shared past experiences and gender. They offer meaningful friendship, kindness, honesty, sincerity, reliability, mutual trust, common interests, sense of humour, and emotional support. Some local children enjoyed intensive interactions while others were more reserved and found some positive aspects in social lockdown caused by the pandemic.

There was an impression that teachers were not particularly fond of listening to how migrant learners communicate in their language during classes and breaks. In contrast, migrant learners perceived their local classmates as being tolerant of various languages.

Individual support to migrant children

Individual support to migrant children is organised based on other school services, like a school counsellor or psychologist. Responsible teachers prepare an individual programme in cooperation with the child and the family in which objectives, activities, assessment modification, additional teaching support, etc. are set. This is often practised in elementary school but not at the secondary school level. There can be huge differences with regard to how this is implemented, depending on the individual who is involved in preparing the plan – some see it more as a formality, even a burden, while others put an effort, first to welcome the child and the family, and second, to prepare the plan that takes into account the child`s age, provenience, and existing knowledge. In many cases, however, the child is not actively involved in preparing the plan. If parents do not speak Slovenian, they usually bring someone along who does (for the enrolment). In (rare) cases of some schools, there is a regular outside translator who helps voluntarily, and sometimes other parents or children help.

Especially primary schools promote a system of tutor help where children are encouraged to help and take care of each other like peer support of children with the same mother tongue. This is a voluntary action that is not set by law and is, as such, dependent on the goodwill of individual schools. There are also other good practices. They are, however, not regular but mainly project-based activities.

School and environment connection (local communities, CSO, migrant organisations, etc.)

In schools in which the whole local community is recognised as important for the integration of migrant children, schools connect and encourage cooperation between the school and different actors in the local community. Some schools, on the other hand, are not connected with any institutions within the local environment. The local environment can play an important role in the integration of migrant children. For example, municipalities offer financial support, institutions organise Slovene language courses for parents and children, NGOs or other institutions support (migrant) children by providing learning help, and connect with migrants' associations and voluntaries from nearby faculties or NGOs, etc.

Regarding the new local environment, newly arrived learners often compared previous places of belonging to places in the host country. Children who were previously living in a village but are now in the centre of the town are fond of the proximity of important places (e.g., playground, shopping centre, school) while they also missed places (especially forests and parks) from their country of origin. Additionally, for the majority, the size of the town meant that people there were more tolerant, friendly, and positively oriented towards

newcomers. In relation to this, most of them had very few or no negative interactions with local people.

Similarly, long term migrant learners enjoy living in the centre of the town or its proximity and the town's institutions. Some migrant families gravitated towards living in areas where other migrants with the same ethnic background were already present (both new and long-term). Migrants often live in areas with a considerable share of people from their country of origin as they share similar experiences. Several of them lived in rented apartments where the landlord belonged to the same country and helped them with information during the first months. Such communities also enable children to form friendship relations with peers with similar backgrounds.

Migrant families developed warm and respectful relations with neighbours, migrant learners spoke warmly especially about older individuals. Often, neighbourhoods already housed several migrant families. Migrant learners perceived towns in the host country as tolerant and diverse. Some respondents developed strong bonds with their neighbours, felt accepted in their new neighbourhood and children and/or families visited each other regularly. However, several migrant learners reported a negative experience with neighbours when racist or discriminatory remarks were present.

Children felt safe in their lives and neighbourhood. Several factors contributed to this – from family and friends to the size of the town. However, some other factors were assessed as risky or uncomfortable. In most cases, life in the host country was evaluated as safer than their previous life, with a few exceptions. Additionally, the feeling of unsafeness was often related to the pandemic outbreak.

Leisure and sports activities were important to long term migrant children's well-being and provided them with an opportunity to socialise with peers, expand their social networks or develop their future aspirations, e.g., becoming a professional athlete. Boys often bond over common grounds, such as their favourite football teams. Girls, on the other hand, were involved in artistic and reading activities and in roller-skating and skateboarding. We found that sports particularly enabled children to expand their social networks. Some children reported that their activities reduced significantly since arriving in Slovenia. Due to the COVID-19 restrictions, these leisure activities were interrupted, and children's well-being was thus largely impacted by that.

Local children estimated that they have good relations with their neighbours. They care about them and help them when necessary. The intensity of contacts differed. In some neighbourhoods, people frequently visited one another, others helped in specific situations (e.g., sawing the wood, shovelling snow), and some kept their distance. A few children described interactions with neighbours as strange or tense. Those who lived in the urban centre liked how quickly they could set up a meeting with friends, while those in suburban areas emphasised the advantage of being closer to nature. Most local children are involved in extracurricular activities. They enable them to socialise with friends, expand their social networks and develop new skills. However, some were more interested in individual activities.

E-schooling and COVID-19 situation

Overall, circumstances associated with the COVID-19 outbreak and consequent school closure affected all children but also particularly the migrant children integration process. They missed the opportunity to socialise with peers, Slovene language course was interrupted, and they often returned to the country of origin where they had less opportunities to interact with the culture of host country. It was not unusual to spend the entire day in damp and crammed apartments where they had to share computers and tablets or take care of their younger siblings. During the pandemic, several parents became unemployed, and that affected social-economic status of numerous families.

The pandemic measures revealed more about the influence of socio-economic circumstances (class) on migrant children. For example, those migrant learners who had to rely on school resources for a computer or tablet were often newly arrived. Sometimes, migrant learners owned a personal computer or a tablet, sometimes families managed to cover the needs of all family members with computers parents used at a job, or they bought another device.

For some participants, COVID-19 restrictions had severe implications on their (mental) health. They felt disconnected from their friends and felt anxious. Additionally, lack of practice on vocational schools impacted the career decisions of several students who felt more confused in relation to their future aspirations. Several girls admitted that they had suffered from depression, anxiety, and low self-esteem in the past due to their physical appearance or peer pressure. They often compared with peers. However, several found the solution in physical activities, prayers and discussing these matters with family and friends. Children's well-being was also influenced by COVID-19. Children were afraid and concerned of the impact of pandemic measures on their lives. Older students felt a higher amount of stress related to their final exams or tight schedules. They often felt trapped due to restrictions and were overburdened by responsibilities. The school closure weakened their bonds with their classmates.

Gender, ethnicity, race, religion, age, legal status, socio-economic status or other dimensions and their relevant intersections from the findings

Gender, ethnicity, race, religion, age, legal status and socio-economic status specifically influence the integration process and the capacities of children to actively participate in school, out-of-school activities and using of leisure time.

Due to the COVID-19 restrictions that caused disruption in the fieldwork, there were difficulties in assessing the role various factors (e.g., age, gender, peer dynamics, ethnicity, socio-economic status, language proficiency) have on the integration process of migrant learners in Slovenian schools. Interviews and focus groups, however, revealed that migrant girls are often more successful in terms of academic integration and language proficiency, while migrant boys tend to socialise through sports activities where language proficiency is

not as crucial as in some other contexts. Common interests were a significant vehicle of integration for both gender groups (e.g., motor bikes, makeup and styling, out-of-school activities, computer games and similar). Both boys and girls sometimes preferred to socialise with peers of the same (or similar) ethnic background. Migrant learners perceived these groups as more capable of understanding specific challenges, family expectations and cultural traditions than their local peers. Additionally, throughout interviews and focus groups, researchers assessed girls as being more proactive in interactions than boys.

Older learners pronounced integrational challenges more often. Younger respondents who have older siblings evaluated the whole migration process as being more demanding for their brothers and sisters. This might also be influenced by more complex curriculums and expectations at higher education institutions.

Socio-economic status was affected in terms of the differences among children as to where parents work. Those who work at construction sites, family bakeries and cafeterias or as cleaning personnel are less proficient in Slovene, tend to socialise with people from their country of origin, speak in their mother tongue at home, and have low aspirations for the future. Efforts for the integration process could be limited because of the family planned to migrate further to the north (e.g., to Germany or Switzerland). Academic success was often reinforced by a hired learning support for children. A socio-economic status affected peer socialisation, i.e. leisure activities: from football trainings, PlayStation gaming sessions to other social events that require more finances. Older siblings or migrant students themselves were often helping in restaurants, kitchens, bakeries, grocery shops and similar areas to earn some pocket money. Sometimes, they worked to help parents. However, they also worked to gain some financial independence.

Newly arrived children come from a wide variety of backgrounds. Mothers often stayed at home or worked in low-skilled jobs (e.g., as cleaning workers) with rare exceptions of self-employed mothers (mothers often had to wait for work permission). Fathers were often leading their own businesses.

Migrant students differed in their living conditions. Some lived in large apartments and houses, while others were crammed in damp and narrow rooms. Some migrant students lived in student dorms, and they could learn without unnecessary interruptions, had a good quality of life and better socialisation with peers. Children shared positive perceptions and experiences of urban settings due to several facilities. They also emphasised the safety of these towns and the environment that enabled them to feel accepted quickly.

Long term migrant children too differed significantly regarding their living conditions. In general, their living situation was better compared to the situation of newly arrived migrants. They lived in large apartments, or their families were owners of real estates in Slovenia. Several had houses in their country of origin.

Local children (locally born respondents) were usually better positioned regarding living conditions and financial situation. They often lived in houses or large apartments and had

their own room, which enhanced their feeling of privacy. Parents were often divorced, and children lived in a house or an apartment interchangeably. Second or third generation migrant children often had another house or apartment in their parent's country of origin.

A gender divide is noted in children's leisure activities. Boys were more often involved in sports activities or playing video games than girls, while the amount of time devoted to online video games was sometimes alarming.

Intersectionalities – gender/generation/ethnicity/religion – were also observed. There were examples of perpetuation of traditional gender roles for girls of certain groups and social expectations, which affected the learner's well-being (the case of migrants from Kosovo). Those students who were in an intimate relationship with a non-member of their community felt uneasiness and were often hiding this from their family members. They were expected to follow the rules of the family and community regarding the choice of the partner. Girls noticed that their girlfriends from the same country of origin better understand the struggles with traditions and expectations.

Other dimensions

Health

For most participants, the school was simultaneously a source of stress and reason for their good mood. Several learners reported having former sports injuries or health conditions. Some struggled because of the family situation (low SES, family fights, absent parent or relative) or peer exclusion. Some learners experienced anxiety and stress due to migration, others were anticipating positive outcomes. They felt relieved, relaxed, curious and calm after leaving their country of origin. Some older long-term migrants discussed mental health problems related to intimate relationships, or they felt under pressure to form an intimate relationship. Others struggled with their ethnic identity.

General well-being (as self-perceived by children)

Many newly arrived children felt happy and had a good life. Factors that contributed to this were most often family, friends, local environment, classmates, and school. Separated families might affect the life satisfaction of migrant children. They often experienced intense worries, stress and anxiety before entering the school, but soon they could interact successfully with peers.

All migrant learners had hopes and aspirations for their future. Some children had a clear idea of what they wanted to become and how their careers should develop. Moving to Slovenia represented an opportunity for a better life. Often their parents migrated because they wanted a better future for themselves and children. Slovenia was described as a stable economy, having better educational opportunities and job perspectives.

Migrant children aim to become productive members of the Slovene society and see themselves living in the country in the future. They consciously engaged in language learning and forming friendships that helped them to understand the culture but also nurture their habits. They are respectful and tolerant in relation to cultural and religious pluralism. Several respondents intentionally chose Slovenia because they wanted to experience different cultural traditions. Sometimes, migrant children think that minorities are more often the target of peer violence.

All local children identify relationships with their family members and friends as key factors that influence well-being. However, well-being is also affected by their school success or stress in relation to exams. They saw themselves as relaxed, attached to their town, outgoing and friendly. Some participants had a clear vision of their future, while others were taking one step at a time. For all, to finish school was a key factor to having a successful life. Their future aspirations ranged from a variety of occupations, for example, business owners, dog breeders, auto mechanics, professional athletes, hairdressers, personal coaches, translators, teachers, movie directors, physiotherapists, plumbers, office workers and bodyguards.

2.4   Stakeholders for addressing migrant children's needs

What are the most important responsible (competent) bodies, organisations or other stakeholders for addressing migrant children's needs and explain what role should they play?

At the national level: Ministry of Education, Ministry of Interior, Public administration – sector for local government, Integration Office, Office for Equal Opportunities, Ombudsman Office, CSO, migrants' associations, cultural and minority associations, health workers and their associations, social workers.

At the local level: local authorities and administration, civil society organisations, sports associations, leisure time organisations and centres, small local communities, parents' associations, voluntary help organisations.

At the research level: universities, institutes, pedagogic and educational researchers, linguistic and cultural researchers, migration researchers, human rights and legal researchers etc.

At the school level: teachers' and parents' communities, school boards, school principals, pupils' participation organs, class leadership, parents, other staff at schools.
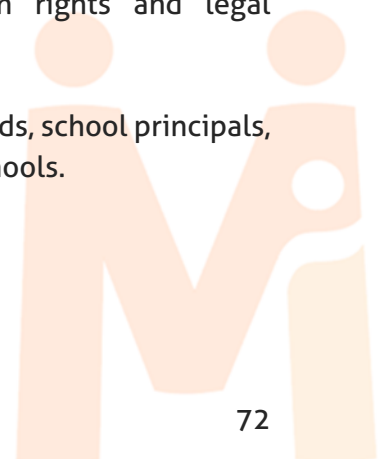
2.5 Summary, reflection and conclusion

Migrant children in our fieldwork research underlined peer interactions, language courses and teachers' support as most vital for their well-being. On the other hand, they also pointed to the importance of parents and the broader family, representing an important (transnational) anchor for them. Children need the feeling of basic security and predictability for themselves and their significant others. Our results show that what matters for the progress in integration and that migrant children feel included is the whole school climate and the way in which the school, teachers and pupils are connected among themselves and to the environment, to the various institutions and out-of-school activities. This includes the relationship between the school and its staff and the families of migrant children. Welcoming procedures, adjustment measures, time and attention of teachers and other staff, progression in new language knowledge, teaching and psychological support, being free from violence and harassment, good relations with peers and connection between family and school are, therefore, main building blocks of children's overall well-being. Ontological safety means having a safe and supportive social network and the feeling of being listened to and able to influence/control one's own life and life path (agency). This includes time for and quality of their out-of-school and leisure activities, the respect and space for their transnational identity and social anchors, language and culture of their families and relatives.

School is also a source of stress and the reason for a good mood for children. It represents the main context for new social relations both with peers and staff. Children's ability to practice agency is "highly reliant on the attitudes of important adults, including parents and teachers" (Fattore et al. 2016, 78). Newly arrived children, therefore, need teachers who can support them, help them adjust to the demands of the curriculum, listen to their needs, communicate with their parents and have intercultural knowledge and competences also to influence good peer dynamics in multicultural settings.

Welcoming and friendly local environment, neighbours, and local facilities are also important. Children compare them to the home country, and the difference in terms of quality of life and relations is what counts. If their perception is positive, they have a more optimistic view of the future than their local peers.

Language policies are one of the main backings of children's well-being – not only to improve their performance (educational attainment) capacities. Both newly arrived and long-term migrant children need enough hours of Slovene language instructions and interactions with fluent local peers to make progress in language learning. Several children think that their peers' inclusion into the mainstream classes on arrival failed to give them enough support to connect with peers and participate in class. The buddy support system, which connects the newly arrived, long-term and local children, is one of the good practices that enable several positive inclusion outcomes. Yet what matters is not only the focus on Slovene language and how proficient children feel to be but also if their home languages are valued and welcomed as a part of school space and peer relations. Children's multilingual capacities as important factors of intercultural learning seem to be mainly overlooked in schools.

Peer relations are one of the pillars of children's well-being as here they first practice their social skills and personal autonomy. While migrant children spoke about good relations with local peers, and local children valued multicultural and multilingual surroundings, some local children were disturbed by migrant use of their mother tongue. Most local children seem to understand the need of migrants to connect with their home culture and language as an important part of their identity. Some long-term migrant and local children even speak the same languages as their newly arrived peers as their parents have the same background. Yet there are signs of difficulties in migrants connecting with local children (related to language, etc.), i.e. some local children complained that migrant children tend to be exclusive and form their own groups rather than mixed. Newly arrived children and their local peers thus need additional support for connecting among themselves.

The COVID-19 crisis and the pandemic measures that were implemented in the time of our fieldwork showed what an important role school plays in the lives and well-being of all children. It also more closely revealed some of the intersectional challenges of the integration process for both newly arrived and long-term migrant children, especially related to the socio-economic status (this was the most obvious if they missed computer for online classes or internet connection). The problems of wellbeing related to mental health and free time if there is no socialising with peers also became apparent. Moreover, Slovene language courses were interrupted, and there were cases of returning back to the country of origin where children had fewer opportunities to interact with the reception community.

Integration measures in educational policies that want to be in the child's interests and to take the child-centric standpoint need to recognise that the children's well-being is multi-faced and that there are several dimensions and factors which contribute to either well-being or represent the obstacles to it (Fattore et al., 2016, 249). These factors are structural, emotional and relational, and it is important to understand how they function within the educational setting.

The main identified obstacles/challenges to implementing child-centred approaches that will allow for effective and deliberative dialogue to understand children living in different settings:

- The lack of a holistic and systemic approach to the integration of migrant children and only a few elements of child-centric approach.
- The whole process of reception, inclusion, and integration of migrant children is left to the individual school, individual principal and individual teacher, her/his sensitivity, awareness, goodwill, and ingenuity.
- Failure to consider the intergenerational context: non-awareness of the adult and/or child-centric perspectives.
- Predominant adult-centric approach in school and teaching:
- Teachers expect the learners to work mostly quietly and independently;
- Not many of them are paying attention to individual needs;
- They focus on individual performance.

- Not adequate addressing of the issue of belonging and safety (family, friends, social networks).
- Transnational, multicultural and plurilingual social anchoring is not addressed.
- Explicit engagement with cultural diversity topics are rare, and the curriculum neither reflects the diversity of learners nor it challenges Eurocentrism.
- Migrant learners are often perceived as a problem in the educational process.
- Existing language nationalism/monolingualism (learners missed more interaction with teachers in their mother tongue or a short wrap up of the teaching content in adjusted form, some teachers who were not particularly fond of listening to migrant children's home language during classes or in breaks).
- Not all learners reported positive experiences with teachers: some of them differentiated between learners according to their surname, physical appearance, and religion.
- Psycho-social support is not adequate, thus children do not use it.
- Individual programs are not always prepared with the active involvement of the child and family and are weak at the secondary level.
- Working with migrant children is mainly the responsibility of the school counsellor, psychologist or multiplier (on a project basis).
- Not enough staff, i.e. not enough paid, qualified staff (project-based and *ad hoc* solutions).
- No specifically planned financial means except on a project basis.
- Some local parents do not appreciate multicultural schools, and public schools with a higher number of migrant children are often perceived as lower quality schools.
- Troubling peer dynamics affects migrant learners' well-being, especially cases of exclusions and discrimination due to origin, religion or language. Some local children were disturbed by their peers speaking in a foreign language.
- While the language learning process is the core issue of the integration process, there still exist language constraints over a longer time, the existing number of language-teaching hours does not suffice, and there is not enough additional learning support.
- Due to the language knowledge deficiency and monolingualism of the system, migrant children cannot demonstrate their real knowledge and are disadvantaged.
- Difficulties in contact with families and a lack of support from the family: a special challenge is the involvement of parents who do not speak the Slovene language or those from traditionally more closed communities.
- Most of the newly arrived migrant children enrol in the vocational secondary schools to start earning money as soon as possible, and this is often regardless of their interests and aspirations.

Opportunities that might allow for effective and deliberative dialogue to understand children living in different institutional settings

- The existing policy framework offers a possibility to integrate the child-centred approach more explicitly.
- The strategy and some normative documents already include the main underlying

principles of the child-centred approach.

- Schools at both primary and secondary levels recognise weaknesses in their approaches.
- The educational community in primary schools perceive their role not only as a mission of training but also as a responsibility for educating about the values and ideals of life in society.
- Teachers who work with migrant children actively express their training needs.
- Usual practice of direct training of school staff (implemented within various projects and programmes) offers an opportunity to disseminate the latest knowledge on child-centred approaches.
- In principle, schools try to provide the accepting, tolerant, warm and emphatic environment for migrant children.
- Most of the (migrant) children had the feeling of safety in school and their school environment, relying upon their teachers.
- Most teachers positively contribute to children's well-being. They adjust learning materials and offer them help and support.
- The newly arrived learners think they can influence the school process and express their wishes and interests, which is an important aspect of the child-centric perspective.
- Reception policies and good inclusion practices play a great role for newly arrived pupils: they all can be framed by a child-centric approach.
- Individual programme in cooperation with the newly arrived child and the family could be the door to the child-centric approach: while it is taking into account the child`s age, provenience, and existing knowledge and sets objectives, activities, assessment modification, additional teaching support, etc.
- Child-centric approach can be first and more easily adopted in teaching practical subjects.
- Long-term migrant pupils can often help the newcomers because they speak the same language.
- There are many local children with migration backgrounds who also have anchors in different cultures and are bilingual and multilingual and thus understand the newcomers' concerns.
- Most local children see cultural and language differences as a benefit, not a disadvantage.
- Generally, local classmates are perceived as tolerant (also to various languages), accepting, curious and friendly, although it seems that the older the learners are, the higher the level of intolerance is.
- Peer-to-peer support and mentoring programmes bridge the gap in the process of cultural integration, while peers from the same country of origin help migrant learners to develop and embrace their identities.
- Leisure and sports activities are an important dimension of integration and definition of well-being, providing them with an opportunity to socialise with peers, expand their social networks or develop their future aspirations, e.g., becoming a professional athlete.
- Some migrant children had a clear vision of their future and aimed ambitiously at active participation in the receiving society.

The possible solutions (prognosis – related to the above challenges/opportunities). Policies and approaches that take into account children's needs, views and agency

See recommendations

3. Child-centred policy recommendations

Taking into consideration these challenges and opportunities, this part of the report embodies the first step into developing a set of child-centred policy recommendations. We present a comprehensive set of recommendations that follow from the above policy-relevant findings and encompass structural, emotional and relational dimensions of well-being. They are first organised according to the different levels of addressed stakeholders and policymakers. In the table which follows, they relate to the addressed group of children (newly arrived, long-term, or local).

For policymakers (at the local and/or national level)

1. National level:

- Develop holistic, participatory, systematic, legislatively regulated and financially supported approach to the integration of migrant children both in schools and in society. Such an approach would allow permanent and generalised treatment and procedure in every school. It would clearly define the responsibilities and obligations of schools and members of the educational community in ensuring successful integration.
- Build up multi-stakeholder partnerships, local strategies adapted to the concrete needs assessments, participation of immigrants in the development of services, development of workforce skills.
- Adopt the child-centred approach (that recognises children's needs and considers their current well-being, and strengthens their capacity for an agency) more explicitly into the existing policy framework – and implement it at all levels.
- Improve data collection on migrant learners at the national level and in schools. Include data on bullying and harassment in schools.
- Address and promote the understanding of integration as a two-way process of inclusion at all levels – national, local, school: with policymakers, teachers, families, local community etc.
- Support integration efforts at the local level and improve cooperation with relevant NGOs and civil society actors at all levels through programmes and projects.
- Make full use of the EU funding in the area of integration.
- Elaborate in detail about the positive effects of child-centred approach in terms of integration of migrant children in the school environment and in broader society.
- Introduce and/or strengthen individual support to migrant children at both performance and well-being level at the level of the whole system.

- Change the norms about the number of children in classes with newly arrived migrant children (lower the number of children).
- Improve language teaching by introducing more legally guaranteed hours for Slovene language learning and with more qualified teachers. Learning language courses should start earlier, before the school enrolment, and long-term migrants should also be considered for additional language support.
- Develop a more cosmopolitan curriculum that allows for intercultural education at all levels.
- Enable policies that allow for greater multilingualism and plurilingualism: this includes strategy and normative framework for respecting and preserving migrant children's home language and culture (for example, build multilingual practices and spaces, enable schools also to offer teaching in migrant pupils' home languages and to offer learning of these languages to local children).
- Do not allow for segregation of schools – concentration of highly disadvantaged children in some schools only and for significant differences between schools (primary-secondary, high-low number of migrant children) and pay more attention to integration processes in secondary schools.
- Monitor general well-being (from child-centric perspective) and social-economic status of all children, with particular attention to migrant children. Ensure systematic interventions in cases of socio-economic or other deprivation and harm, including anti-harassment and anti-bullying measures.
- Address gender inequality and divisions among all pupils, and particularly among migrants: pay attention to both girls and boys and the expected gender roles in their lives.
- Monitor the socio-economic status and its influence on performance and well-being of migrant children.
- Readapt university curriculums and lifelong learning activities for educators to provide pedagogical resources related to dealing with discrimination and racism, including intersectional approach (taking into consideration multiple dimensions of children's positions) and non-Eurocentric perspective in education.
- Develop quality teaching materials that include all aspects of the integration two-way process.
- Plan for and recruit more staff dealing with integration through the systematisation of (introduction of) new working place/s for persons responsible for working with migrant children (i.e. especially newly arrived migrant children need constant support and a translator from the very beginning of the school year, psychological support).
- Make efforts to have more diversity among educators – increase the quota/number of staff with minority or migrant backgrounds.
- Pair schools with a higher percentage of migrant pupils with those with lower to increase their understanding of children with a migrant background.
- Provide a formal and financial framework for cooperation between schools and NGOs with integration, anti-discrimination and anti-racist agenda and expert researchers/academics to work with and at schools.

2. Local level:

- Foster inclusion in and outside school.
- Adopt a child-centred approach in inclusion policies that recognises children's needs and makes sure their opinions matter and are taken into account.
- Build up multi-stakeholder partnerships and improve relations in reception community: with an involvement of migrant children's families, better involvement of local community institutions, sportive and cultural centres and greater involvement and sensibilisation of local children, their families, and all other local community members.
- Ensure accessibility and affordability of leisure and sports facilities for everyone.
- Transfer elements of successful integration practices from other local communities or countries and build partnerships with NGOs and experts in the field.
- Make full use of the EU and national funds to support programmes and measures for integration in education.

3. Policymakers at the EU level

- Improve the availability of comparable data on (integration of) migrant children in education and research and make visible the links between the EU framework, national policies and local integration outcomes.
- Promote participatory process and inclusive vision of integration in education among the nation-states.
- Promote understanding that cultural and language differences are a benefit and not a disadvantage.
- Ensure that all sectors and EU bodies consider and promote not only child rights but also child-centric approach in integration policies that recognise children's needs and make sure that their standpoints matter and are taken into account.
- Introduce evaluation practices and monitoring of integration policies in education that take child-centric policy indicators (well-being, safety, agency) into account.
- Distribute the EU funds to child-centric integration initiatives in nation-states and local communities.

4. Schools, teachers and other involved stakeholders, experts etc.

- Build up a whole school approach to integration (consider an action plan that would allow for monitoring progress) and include all staff, pupils and parents into integration efforts and measures (school boards, school principals, pupil's participation organs, class leadership, parents, other staff at schools).
- Introduce child-centred perspective and practice, meaning including children's standpoint at all levels of integration process in education.
- Support all and particularly migrant children to participate in pupils' community system,

students' council and participation organs so that their voices are heard there as well.

- Establish a more supportive environment/system for migrant children by including several stakeholders (family, local children and parents, the institutions from the local community) monitored and coordinated from one source.

- Introduce a holistic approach to work with the migrant children and their families (linguistic, social, psychological etc.), use the opportunity of individual plans to actively involve the child and his/her family (considering specific personal trajectories and child/family history and circumstances of migration).

- Improve communication with and inclusion of parents/families, especially in secondary schools. Develop guidelines/protocols on how to do it, and avoid *ad hoc* solutions. Develop a constant relationship, not only during the reception period.

- Respond to teachers' needs and improve the educators' skills and knowledge to work with migrant children (e.g. introduce training on themes of intercultural coexistence, dealing with opportunities and challenges of cultural, religious, and linguistic plurality in school, i.e. offer language learning within the professional development scheme, skills of teaching Slovene language as a second language).

- Enable greater multilingualism and plurilingualism at school.

- Make changes in the organisation of work and general approach of the school/s (also at the level of specific adjustments to migrant children's needs while taking care that there is no lowering of standards in assessing migrant children).

- Plan for and recruit more staff dealing with integration through the systematisation of (introduction of) new working place/s for persons responsible for working with migrant children (especially newly arrived migrant children need constant support and a translator from the very beginning of the school year, psychological support).

- Extend (for a longer period) the special adjustments the migrant children are entitled to during the first year of enrolment in the Slovenian educational system. For example, newly arrived migrant children are entitled not to be assessed the first year.[4] Moreover, language support is needed the second and third years as well, and sometimes longer.

- Provide good and comparable reception routes for newly arrived children (include written information about the school, local community – also on the school website, and school leaflets in languages of migrant children).

- Provide constant intercultural work with local children, including correct and positive information about migrant children; sensibilisation of local children and their families about migrant topics and migrant children's needs, fears and desires.[*]

- Train staff and pupils to understand, recognise and respond to racism and discrimination.

- Ensure systematic interventions in cases of discrimination, deprivation and harm, zero tolerance to racism and any other form of discrimination and violence, including anti-bullying and anti-harassment measures and protocols (with children involved in preparation and implementation of these measures).

- Monitor general well-being (from child-centric perspective) and social-economic status of all children, with particular attention to migrant children.

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[4] More clear definition/instructions are needed what this means for migrant children who are enrolled in the last class of the primary school.

- Address gender inequality, culturally framed gender expectations among all pupils, plus gender differences regarding leisure and sports activities (the example of playing computer games).
- Monitor socio-economic status (and its influence on performance and well-being of migrant children (e.g. in the case of online teaching).
- Support and organise training of school staff to disseminate and integrate knowledge on child-centred approaches and migrant children integration to school practice.
- Define ways of promoting intercultural communication between children in-peer groups.
- Strengthen mentoring and peer mentoring schemes to support the integration of migrant children and promote intercultural communication between children in-peer groups.
- Build stronger relationships between school and social and sportive entities, neighbourhoods, cultural activities, fostering inclusion inside and outside the school.

Table 1: Main policy recommendations

Children Policy makers & stakehold.	Newly arrived children	Long term residents	Local children	Intersections	General
National level	Develop a systemic normative framework. Integrate the child-centred approach more explicitly in the existing policy framework. Change the norm about the number of children in classes with newly arrived migrant children. Strengthen individual support to migrant children.	Integrate the child-centred approach more explicitly in the existing policy framework . Improve language teaching by prolonging the period of teaching the		Address gender inequality and related divisions among all pupils (with national programmes), and particularly among migrant children. Monitor socio-economic status and its influence on the performance and well-being of migrant children.	Develop more cosmopolitan curriculum. Do not allow for concentration of highly disadvantaged children in some schools only. Readapt university curriculums and lifelong learning activities to deal with discrimination and racism. Develop quality teaching materials. Plan for and

	Improve language teaching by introducing more legally guaranteed hours. Greater multilingualism and plurilingualism, allow space for home languages- Monitor general well-being (from a child-centric perspective). More attention to secondary schools (e.g. language support, involvement of families, intercultural education etc.).	language with more legally guaranteed hours. Greater multilingualism and plurilingualism, allow space for home languages. Monitor general well-being (from a child-centric perspective).	Greater multilingualism and plurilingualism, allow space for home languages. Monitor general well-being (from a child-centric perspective).		recruit more staff dealing with integration. Make efforts for greater diversity among educators. Pair schools with a higher percentage of migrant pupils with those with lower Provide a formal and financial framework for multistakeholders cooperation.
Local level	Adopt a child-centred approach in inclusion policies.	Adopt a child-centred approach in inclusion policies.	Adopt a child-centred approach in inclusion policies.		Foster inclusion inside and outside school. Adopt a child-centred approach in inclusion policies. Build up multi-stakeholder partnerships and improve relations in the reception community. Ensure leisure and sports facilities for everyone.

|					
					Adopt successful integration practices from other local communities or countries. Build partnerships with NGOs and experts in the field. Full use of EU and national funds.
EU level	Improve the availability of comparable data on different (integration of) migrant children in education.	Improve the availability of comparable data on different (integration of) migrant children in education.	Improve the availability of comparable data on different (integration of) migrant children in education.		Improve the availability of comparable data on different groups of migrant children in education. Promote participatory process and inclusive vision of integration among the nation-states. Promote understanding that cultural and language differences are a benefit. All sectors and EU bodies consider and promote child-centric approach. Monitoring of integration policies in

					education with child-centric indicators. Distribute the EU funds to child-centric integration initiatives.
Schools, teachers	Introduce child-centred perspective and practice. Good and comparable reception routes for newly arrived children. Improve communication with and inclusion of parents. Respond to teachers' needs and improve educators' skills and knowledge to work with migrant children. Extend and expand the special adjustments for migrant children Ensure language support over a longer time. Enable greater	Introduce child-centred perspective and practice. Improve communication with and inclusion of parents. Improve educators' skills and knowledge to work with migrant children. Ensure language support over a longer time. Enable greater multilingualism and plurilingualism at school. Train staff and pupils to understand, recognise and respond to racism. Define ways of promoting intercultural	Introduce child-centred perspective and practice. Improve communication with and inclusion of parents. Train staff and pupils to understand, recognise and respond to racism. Define ways of promoting intercultural communication between children in peer-groups. Enable greater multilingualism and plurilingualism at school Strengthen mentoring and peer mentoring schemes. Monitor general well-	Address gender inequality, culturally framed gender expectations among all pupils, and particularly among migrant children. Address gender differences regarding free time and sports activities (the example of playing computer games). Monitor socio-economic status (and its influence on performance and well-being of migrant children (e.g. the case of online teaching).	Build up a whole school approach to integration. Include several stakeholders (families, local children and parents, institutions). A holistic approach to work with the migrant children and their families Make changes in the organisation of work and general approach of the school. Plan for and recruit more staff dealing with integration. Constant intercultural work with local children and their families. Systematic

multilingualism and plurilingualism at school.

Train staff and pupils to understand, recognise and respond to racism.

Define ways of promoting intercultural communication between children in peer groups.

Strengthen mentoring and peer mentoring schemes. Monitor general well-being (from a child-centred perspective).

Support migrant children to participate in pupils' community system. | communication between children in peer groups.

Strengthen mentoring and peer mentoring schemes.

Monitor general well-being (from a child-centric perspective).

Support migrant children to participate in pupils' community system. | being (from a child-centric perspective).

Support local children to participate in pupils' community system. | | interventions in cases of discrimination.

Zero tolerance to racism, discrimination and violence.

Train school staff to disseminate and integrate knowledge on the child-centred approaches.

Strengthen mentoring and peer mentoring schemes. |

4. Policy Indicators, Monitoring, Assessment

This part attempts to conceptualise a few policy indicators that could be proposed based on the findings above. The main questions are: How could the outcomes of proposed child-centred policies be assessed and evaluated? Which dimensions are important for such assessment and why? How to evaluate less measurable variables such as happiness, belonging and feeling good?
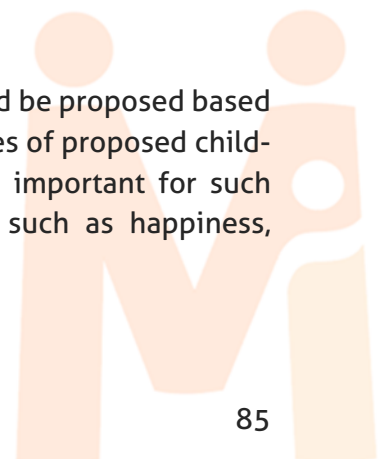
As we have seen during our fieldwork research, children in the process of integration are shifting from being passive objects to becoming active participants in defining gaps and problems as well as framing solutions. They actively influence their lives and establish social contacts, define their priorities and can also independently describe their wellbeing and their distress. They know how to identify the challenges they face, and they often find the solutions together with their peers. Such active involvement of children also implies, as Fattore, Mason and Watson (2009) emphasised, that children should be the active voices of policy framing and concrete national and local measures, while the outcome evaluation (e.g. policy indicators) needs to include their voices. Therefore, policies require adaptation to this. One of the biggest challenges, which was addressed by the MiCreate project, is how to translate subjective children's views into policy-making – which tends to work with objective measures and indicators of integration and, therefore, always loses subjective and process dimensions of individuals. Namely, one needs to include less measurable variables and dimensions that lie beyond the quantitative indicators such as school success, early school dropout and language proficiency.

Literature on children's standpoint dealing with children's own capability (Dixon and Nussbaum 2012) to define the main features of their wellbeing stresses the following domains: relationships with others, agency and control in the various relevant domains, safety and security and how all this contributes to the sense of self. Also important are dealing with diversity, material and economic resources, physical environments, physical health and social and moral responsibility (Fattore et al., 2016). It is, however, underlined that well-being is always related to contexts and specific situations of different groups of children (Fattore et al., 2009: 1).

This is why the policy indicators established within the child-centric perspective do not need to function as operational indicators but rather as "indicator concepts." They conceptualise the key themes that emerge in several domains when researchers reconstruct the children's standpoint (Fattore et al. 2016: 251ff). "Indicator concepts" comprise a set of "sensitising concepts" (Blumer 1953), and they, rather than definitive measures or exact prescriptions, serve as a guide to those who formulate policies. They need to be developed contextually and, as in our case, out of and with the child's standpoint in mind. This is why the main features of a potentially child-centred migrant integration policy will most likely comprise adjustability, flexibility and contextuality (Gornik 2020).

Our findings from the fieldwork, while focusing on migrant children's standpoint in education (WP 5–7) highlight specific key themes of migrant children's well-being that emerge in the evaluation of their integration process in education. On their basis, we outlined several dimensions and sensitising concepts/questions that can serve the evaluation of the child-centred migrant integration policies and measures. These key themes are the sense of belonging and well-being at school, quality of relations with teachers and staff, relations with peers and friends, language and language policies, diversity and transnationality.

The sense of belonging and well-being at school[5]

- Degree to which pupils feel good and not awkward at school.
- Degree to which pupils experience school as a safe and friendly place.
- Degree to which pupils feel they can influence the school process and express their wishes and interests.
- Degree to which pupils experienced harassment due to ethnic or immigrant background in the past five years.
- School have and use protocols and sprocedures to prevent and report harassment based on ethnicity/race/religion/gender etc..

Quality of relations with teachers and staff[6]

- Degree to which teachers are perceived as supportive, open and available.
- Degree to which pupils feel their opinions matter.
- Children have opportunities to reflect on their needs and participate in the decisions important for them.
- Degree to which children feel they can express their transnational identity and belonging.
- Degree to which pupils feel that teachers are not stricter or unfair to migrant children.
- Degree to which pupils do not feel exposed by the teachers.

Relations with peers and friends

- Children have some close friendships.
- Children experience intimacy and closeness with friends and can trust to share their inner thoughts and feelings.
- Degree to which children feel accepted by their peers as they are.
- Degree to which children feel peer groups as safe environment.
- Degree to which children can rely upon peers' support and help.
- Degree to which children form interethnic friendships.

Language and language policies

- Children have the opportunity to self-assess their level of proficiency in the Slovene language.
- Children can use several objective measures to check their language skills.
- Schools have a sufficient number of qualified staff for the Slovene language teaching.

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[5] For such indicator, see Settling In 2018 INDICATORS OF IMMIGRANT INTEGRATION, OECD/European Union.
[6] Casas 2011, 571: "Adult majority attitudes toward children are crucial elements of the psychosocial context in which children live. Perhaps indicators of child well-being should include indicators of these adult attitudes or social representations (for instance, attitudes toward corporal punishment)".

- Children have the opportunity to get more teaching support/hours of the Slovene language if they need it.
- Children have an opportunity and feel welcome to speak their home language at school.
- Newly arrived children have an opportunity for communication, classes, and knowledge assessment in their home language or the language they speak more fluent than the Slovene language.

Diversity and transnationality

- Migrant children experience their cultural identity as welcomed but not exposed.
- Children have the opportunity for and feel comfortable with sharing their experience of transnationality.
- Local children appreciate diversity in school.
- Children are taught by teachers from diverse backgrounds or/and teachers who are from their cultural backgrounds and speak their home language.

Family and school-parents relations

- Children feel supported by their families in their education and feel their home as a safe place.
- The degree to which parents are involved in the education of their children (feedback, meetings in school, with teacher/s, etc.).
- Parents feel encouraged and supported by the school staff to participate in the educational process.
- Accessible and written information on school etc. for parents and children exists in several languages.
- Children and parents can get translators and cultural mediators to support them
- In welcoming procedures:
- Children and parents have the opportunity to follow clear reception plans and procedures.
- Children and parents feel comfortable with the welcoming procedures.

Children's agency in school procedures and practices

- Children have the opportunity to participate in procedures of preparation of school policies and rules, and their opinions and needs are taken into consideration.
- Degree of participation of (migrant) children in students' councils or pupils' councils.
- Children participate in the preparation of individual plans.

There are more additional possible sensitising concepts, for example, living environment and socio-economic status, out of school activities and leisure, etc.

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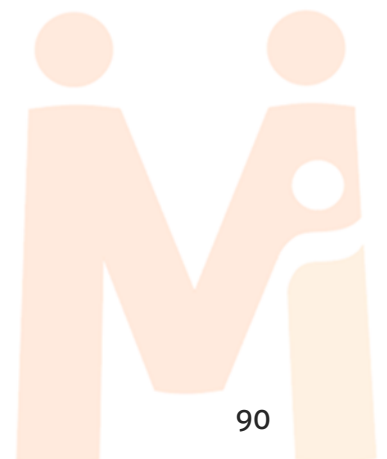
SPAIN

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1. Introduction

The overall objective of this report is to identify the policy-relevant findings to translate empirical research and fieldwork results into a child-centred policy framework to prepare the ground for the development of policies. The report therefore pay maximum attention to subjective children's views and their understanding of well-being. The aim is to identify the gaps in existing policies and approaches to developing a child-centred migrant inclusion[7] policy based on adaptability, flexibility, context and participation of migrant children. The insights of the first part of this report are the basis for concrete policy recommendations that will help the policy-makers at the level of educational systems.

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[7] In this project's development, the Spanish research team and the participating school have discussed the meaning and implications of "integration" and "inclusion". Even if the "uses the notions of integration and inclusion, with small nuances, almost as synonyms" (Sedmak et al., 2021: 23), as discussed in the mentioned text, the notion of inclusion fosters the creation of relationships. That implies shifting "the burden of responsibility for adaption from migrants to society by emphasizing the proactive role of public and private institutions in addressing structural obstacles to migrant inclusion such as racism and discrimination" (Potzsch 2020: 19) (Ibidem: 24). So, in this report, we mainly refer to inclusion.

2. Policy relevant findings, reflections and conclusions

2.1 The methods that were used to gain the children's perspective on integration

Even though these policy findings build on WP reports 2, 4, 5-7, 8 and 9, the top results derive from the *National Report on Qualitative Research. Newly arrived migrant children, long-term migrant children and local children (WP 5-7)*. This report shows the main findings obtained during the fieldwork in the seven primary and secondary schools in Catalonia (Spain). We implemented different research methods: participant observation during the daily school activities, focus groups, art-based workshops and interviews. All of them developed from a careful child-centred approach. We adapted the specific format of these strategies to participating students and different age ranges. For instance, we developed art-based methods to facilitate all focus groups with primary school children. Instead, with secondary school students, we combined dialogical focus groups with art-based approaches. We carried out 58 days of participant observations; interviewed 104 students (63 from primary school, 41 from secondary school). We conducted 18 focus groups with the participation of 100 students.

2.2 Findings, reflections and conclusions

The following lines point out the main problems and gaps regarding educational inclusion policies and their possible solutions. These results arise from the findings of children's views collected during the fieldwork, which were critical of politicians and demanded more attention on citizens' experiences, opinions, and visions. There are also the insights derived from researchers' observations:

1. Territorial segregation: The organisation of the Catalan educational system entails the existence of schools with a high percentage of students at risk of social exclusion. For instance, some migrant children and these schools are labelled as "high complexity schools". The reason is that the distribution of students depends on the districts or cities where schools are located. Schools in traditionally segregated areas receive more diversity, and they may end up creating ghetto schools. That also happens because some upper-income families end up enrolling their children in other district schools or in charter schools (semi-private schools that receive some public fundings). In newly-arrived children's words, attending a school with children from different backgrounds (languages, nationalities, and origins) is a positive aspect for the inclusion of immigrant children because schools are also micro-ecosystems of society at large and facilitate socialisation processes. Regarding this issue, policy-makers should decide to combat this situation. For instance, a solution could be promoting an equal student distribution by guaranteeing a minimum percentage of migrant children in each school, including charter schools.

2. School beyond its walls: As said above, schools are agents of socialisation, meaning that these institutions go beyond children's academic performance. Some students

miss a stronger relationship between social entities, neighbourhoods, cultural activities, families and school. On the one hand, newly arrived children reported that they would like to have more cultural and social experiences regarding their city. For instance, visiting museums, exhibitions, parks, etc. Promoting these experiences in the school can help children to have the opportunity to explore their city or neighbourhood, as most of them reported few experiences outside the school. At the same time, facilitating access to organisations outside the school, such as "Casals", can help keep this socialisation alive beyond school borders. Newly-arrived children and long-term students reported that these spaces influence their learning and performance along with their social and emotional skills. Facilitating practices that connect the school with their social and cultural environment, with the economic resources needed, can be a proposal for inclusion policies. This research has stressed the importance of the local environment for migrant childrens' inclusion.

3. On the other hand, long-term migrant children pointed out the need for initiatives that connect families with the educational community in the reception period and permanently. That would help to connect their school experience with their social life. Further, there is evidence that providing a space for school families helps facilitate the inclusion process for the child and the migrant adults.

4. Educational resources: Teachers have few pedagogical resources regarding working on diversity contexts or meeting students' needs. They usually feel strained by attending to the circumstances of each student, especially when a newcomer arrives. They also showed some prejudices about socio-cultural diversity. At the same time, they need more training on how to work on learning projects more inclusively and broaden perspectives on the curriculum content to embrace a non-eurocentric standpoint of knowledge. Children are aware of this teacher's limitations, as two local students said:

"Rather than just saying «don't be racist», let's say «don't be racist, but let's study other cultures, not just talk superficially about other cultures. […] Not just talk… because we know very well how to say «no to racism». Sure, but we have to put ourselves in each other's shoes" (S7, boy 7, 13 y/o, L).

"I think that we should normalise some things because there are people who see it a little differently. For example, when a girl comes with a veil [hiyab]. Some people don't understand it and say, «why are you wearing that? Is it compulsory?» We need more conversations to normalise any culture because all of them are valid" (S7, girl 3, 13 y/o, L).

With these gaps in mind, teachers and educational personnel require more and better professional development. A possible solution is to work on these topics during initial and in-service teacher's education. Policies should guarantee that university curricula and professional training approach these issues, so teachers can feel more confident working in schools with socio-cultural diversity. By doing so, migrant students would feel better welcomed, and their learning trajectory could be more engaging.

5. Human resources as policies for caring: Although "high complexity schools" in Catalonia have more teachers than the other schools, it is not enough. Teachers and students are missing more staff if they want to provide an inclusive environment. Local students and long-term children pointed out the crucial role of teachers in the adaptation/inclusion process for migrant and local children who are new in the school, not only for cognitive aspects but also for the emotional and personal accompaniment. That reinforces the importance of caring in education and the need for human resources for implementing caring policies in the school. Regarding potential solutions directly related to policies, we propose:

- The Administration should recruit more specialists—for example, cultural mediators, psychologists or translators. The last kind of professional is relevant as children often spend a lot of time learning Spanish and Catalan. They usually learn it in the reception class, but this resource is becoming less frequent in schools, and it is just for migrant students who join the education system for the first time and are over 8-9 years old. Long-term children also need this kind of help. A professional dedicated to it would make it easier to communicate with them more fluidly and foster better academic performance and socialisation. This professional also would facilitate the families-school relationship, as often is impeded by language barriers. Local children proposed adding language courses for local students to learn the mother tongue of their classmates, as this would benefit the inclusion process.

- More teachers would be needed to provide lower ratios in class. Currently, each teacher manages between 20 and 30 students, and this fact challenges the possibility that teachers could meet each child needs, especially newly arrived. Hence, a solution would be to provide schools with more staff and decrease the number of students per teacher. Within it, schools could implement a caring approach to pedagogy.

6. Reception plans: Most of the migrant children we worked with, both newly arrived and long-term students, showed that their first days at school were hard to live. Local children also perceive that when a newcomer arrives, this child usually feels lost for a long time. Local children feel empathetic with migrant students and have a sense of responsibility regarding the welcoming process at school. Although some participating schools work to appease the arrival, they should develop a more robust reception plan. Especially in those schools that have a "live enrollment". That means that newly arrived students can start their classes at school at any moment of the academic year. For this reason, policies should guarantee welcoming routes for schools that provide good reception. That would benefit the pupil's educational process, as research has shown that a good reception facilitates the child's inclusion (OECD, 2018; Nilsson & Bunar, 2016). One proposal could be to maintain the reception classes that some schools already have and have personal tutors for newly-arrived and long-term children. Our research shows that it is helpful to involve school staff in the reception plan and invite classmates to be active agents in the inclusion process as part of a reception plan

7. A holistic approach to inclusion: During this research, we have realised that one of the main problems is to change existing practice to move from the notion of integration to that of inclusion. In a local child' words:

"If politicians realised all they have done, that they divided people just for ideas, colours, anything. They don't understand that the problem is being separate [...] The simple fact of having different flags divides us" (S4, boy 3, 15 y/o, L).

That translates into demanding migrant children adjust to local norms, habits, culture, codes, and language in educational practice. In some schools, local culture is the most predominant. Not only for the traditional celebrations carried out during the school year but also for learning content. That may keep pointing out migrant children as the "others", those who are different, those who have to adjust. Within it, many newly arrived children feel that they should "get adapted" or they "have to learn many new things". Hence, this way of perceiving integration is mainly related to a personal endeavour, where there are no political responsibilities for challenging this issue. Efforts need to be made to reconceptualise the idea of integration or inclusion, as it has repercussions on how schools organise themselves and how newcomers feel in the new country. Or, as one boy said, we should:

"Educate people from a young age, making them aware that we are all equal; we have no differences because there are people who still believe it" (S7, boy 2, 13 y/o, L).

2.3 Identified circumstances and children's needs in the targeted groups

The level of the whole school

In most cases, the newly-arrived and long-term migrant children who participated in the research reported feeling welcomed, safe, and comfortable in the school environment. On the other hand, some communicated feeling excluded during their first months in the host country. Their initial troubles were due to language acquisition and the impossibility of explaining themselves in an unknown language. Some pupils reported a sense of loneliness, sadness and shame during the first period. From a policy perspective, the first schooling months require special attention. Furthermore, there is a need to develop policies capable of taking into account the diversity of experiences. As we could see during research, far from being universal, migration experiences (from new and long-term migrants) were always contextual and relied on each singular circumstance.

For this reason, it is essential to understand how the migration process shapes their life stories. From a policy perspective, it would be fundamental to think about practices or policies capable of structurally embracing migrant children's life stories to offer them spaces to give meaning to their experiences. It is also crucial to equip teachers with resources to better understand pupils' contexts, stories and particularities.

*Organisation of work, adaptation and general approach of the school/s*

In general, we observed a familiar, intimate and confident communication between students and educational staff in all the schools. That demonstrates the need to develop structural care policies in schools. We found how the school stands as a space of care for students in the most vulnerable schools. Thus, teachers and staff generate caring relationships with students, which students also perceive and value. The pedagogies of care go through recognising students' complex realities, their stories and specific conditions, and exercising listening, emotional accompaniment and recognition of the other (Motta and Bennett, 2018). That reveals the need to develop a pedagogy of care as a school's comprehensive approach from a policy perspective.

School desegregation, anti-discrimination, affirmative action

Some cities in Spain, including Barcelona, face the phenomenon of school segregation, which has increased in recent years (Síndic de Greuges, 2016). As a result of this reality, there is a distribution of children in schools based on their household income. Among the causes of this phenomenon is that only some schools have live enrollment, assuming most newly arrived migrant students. In turn, the concentration of migrant students causes the rejection of particular families who seek alternatives to avoid stigmatised schools through different strategies, favouring school segregation (Bonal and Albaigés, 2009). Thus, there is school segregation for political, economic and social reasons (Estalayo et al., 2021). Therefore, pupils' needs are not met, as equal opportunities are not guaranteed, contradicting the principles of social equity and equality established in the Education Law. Education cannot compensate for personal, cultural, economic and social inequalities.

Teachers-pupils relations (learning environment)

Participant students highlighted the role of classmates, teachers, and other educational staff as critical in the inclusion processes (for newly-arrived, long-term migrant and local children). According to different studies carried out in European contexts, teacher support, expectations, and attitudes towards student learning and experiences are significant factors to consider when educating migrant children (Janta & Harte 2013; RESL.eu 2017). Although students mentioned the entire educational community, some specific teachers, such as tutors or the ones in charge of the reception classroom, were seemed as crucial figures in their inclusion process (for migrant and long-term students).
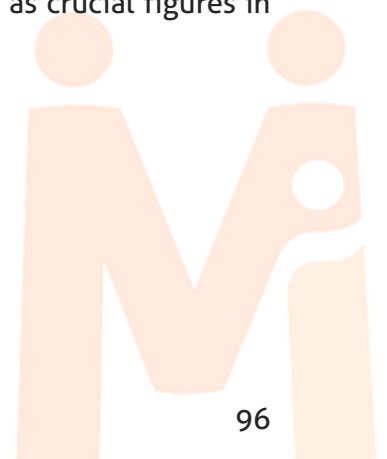
Language, culture and inclusion – in school and outside school conditions for language learning

The language was a central aspect when discussing existing inclusion models (for newly-arrived, long-term and local children). A first evident aspect is the need to learn the local language. Pupils reported that learning to speak Spanish or Catalan is one of the most challenging issues newly arrived migrant children face. This challenge is partially addressed by the existing policy of the reception classroom. According to their point of view (all pupils), the most common practice related to language learning is the reception classroom). The main goal of this action is to promote the acquisition of the language of instruction in the shortest possible time. Once the newly arrived migrant children have a basic understanding of Catalan and Spanish, they no longer attend these lessons and follow the same curriculum path as their mates. The reception classroom only hosts newly arrived students that are over 8-9 years old. Hence, long-term children cannot attend to this resource.

A second aspect related to language learning is the specificity of the Catalan case. In many cases, several migrant children arrive from Spanish-speaking countries, so they already know one of the official languages in Catalonia. However, in almost all schools, we observed a gap between the language used in the class for instruction (Catalan) and the language that children use in their spare time (Spanish). This tendency, in some cases, makes learning Catalan even harder since children can already use Spanish to communicate.

A third aspect related to the language dimension addresses the families' inclusion in the school's life. Both teachers, parents and children reported that some families face difficulties participating in school activities due to the language barrier. Existing policies to address this issue consist of formal (e.g. Catalan classes organised for the families) and informal initiatives (e.g. some migrant parents that already speak Catalan or Spanish help newcomers' families by translating relevant information for them). Nonetheless, these initiatives often are not enough to support the active role of migrant families in the school. Hence, further reflections should address strategies and policies to facilitate family inclusion and communication with the school. Finally, the last aspect related to language and culture inclusion addresses the scarcity of initiatives to utilise the richness of languages and cultures that migrant children bring into the schools. Specifically, we did not find any specific school language policy addressing the native language spoken by migrant children nor their cultural roots.

Similarly, most initiatives related to acknowledging children's origins are folkloric or anecdotal. Children who noted the value and richness of cultures and languages in their schools as very positive recognised this gap. Nonetheless, they also recognised a scarcity of initiatives related to taking advantage of this richness. For example, in one school where most of the newly arrived students speak Arabic, local students felt that to communicate with each other, the school should offer Arabic classes (optionally) to improve communication between pupils. Some students (long-term and local) proposed ideas for promoting spaces where different languages are present in the school environment - for example, having qualified teachers from different countries or offering local teachers training in the main native languages spoken in the school.

These suggestions, hence, highlight a double dimension related to addressing the schools' multicultural and multi-linguistic nature. On the one hand, it would be necessary to think about policies and initiatives to support children's mother-tongue. Maintaining students' existing languages has a "positive impact on functional literacy, including educational success as a whole" (Staring, Day and Meierkord 2017: 5). On the other hand, specific policies and actions should consider and take advantage of the cultural, linguistic richness of the schools. That implies designing spaces and activities to support conditions and learning from other cultures (e.g. language exchange groups). This approach would allow the schools to take advantage of the opportunities and richness they already have and offer content knowledge (e.g. learning of multiple languages) that would be more difficult to offer in schools with a more homogeneous population.

School-parents relations and support

Some secondary school students (local, long-term and newly arrived migrant children) and teachers stated that there is little involvement (or relationship) between families and the educational institution. In contrast, in primary school, we perceived a closer relationship. From a policy perspective, it suggests the need to consider educational policies oriented toward supporting a stronger relationship with the families and the school, especially for the older students. During the research, we identified some existing initiatives addressing this issue —for instance, coffee sessions with families, Catalan lessons for families and basketball with families.

Nonetheless, to be effective, the initiatives to foster families' involvement in school life should carefully consider the existing language difficulties and the time constraints that migrant families may face. As we observed during the field studies, in several cases, migrant families' job conditions and family duties make it difficult for them to have enough time to be involved in school activities, especially during working hours.

Peer to peer relations and support

Newly arrived children tend to report particular difficulty in arriving and getting to know new people. Specifically, they stress the feeling of knowing only a few people at the moment and the role of the familiar relationship in coping with this lack. These considerations point out the need for thinking about policies and initiatives capable of addressing the socialisation and well-being of children beyond the school environment. Some cases that seem successful to address this challenge are related to the organisation of "casals" or similar leisure activities. Furthermore, newcomers, long-term migrants and local students (especially in primary schools) reported the role of the "casals" as a place to get to know and meet new friends. Nonetheless, these spaces often do not respond to the needs and interests of older students, who may have more difficulties finding opportunities for socialisation out of the school.

Individual support for migrant children? What kind of?

The reception classroom addresses linguistic learning effectively, and however, it also offers emotional support. Hence, one of the most significant and most highly valued aspects of the reception classroom is that in most cases, the tutor of the reception classroom tries to address students' emotional needs developing a pedagogy of care, where reciprocity and biographical experiences are vital aspects. In this way, it is necessary to develop more the part of personal accompaniment in the reception classroom, working on migratory grief and other elements that are part of the migration and settlement process.

From a broad perspective, this tendency opens relevant contributions regarding the potential benefits of offering and developing a pedagogy of care extended to the whole school community (teachers, families, students). Another element to effectively address the needs of migrant children is to introduce issues related to their countries of origin in the ordinary classroom. That is, to carry out an intercultural curriculum allowing migrant children to generate links between their background and the curriculum.

We also found that a figure that supports migrant children, such as a psychologist, A emotional educator or a pedagogue, is of great help to children. It makes it possible for them to have a safe space where they can work on the process of migration, inclusion, and adaptation at school. For this reason, all schools should have this kind of figure.

Mentoring programs

In some cases, although they have general ideas about the future professions they would like to have, many teenagers (newly arrived, long-term and local) lack a clear understanding of how to reach jobs. For example, the type of studies required and the number of years it usually takes to become a judge. From a policy perspective, this tendency opens relevant contributions regarding the potential benefits of offering resources to make children more aware of their future academic paths and jobs.

School and environment connection (local communities, CSO, migrant organisations, etc.)

Especially in urban areas, most children seem to spend much of their free time at home. This tendency is accentuated in the case of newly-arrived children and long-term migrant children who reported a low usage of the public spaces and refer to visits to local emblematic places mainly related to school activities or afterschool programs. Furthermore, migrant children indicate that their socialisation processes are mainly related to the extended family and the school since they report difficulties meeting and interacting with other children outside the school or familiar environment. Instead, local children reported having a wider social circle mainly composed of friends in the neighbourhood and beyond. They also indicate an increased number of outdoor activities, such as spending time on the streets with friends, going to the park, taking a walk through the neighbourhood, etc. In this

case, social bonds beyond the school indicate greater importance of the local environment in their life and well-being. From a policy perspective, it suggests the need to consider educational and urban policies oriented toward supporting a stronger relationship with the local environment, especially for newcomer children.

In addition, students pointed out the role of the *casal* and other socio-cultural entities (such as museums, universities or other agents) as significant for them. From a policy perspective, that demonstrates the need to establish deeper relations and partnerships between local entities and primary and secondary schools.

E-schooling and Covid-19 situation?

The current pandemic has strongly affected the mental health of children and youth in Spain (del Castillo & Pando, 2020; Baldaqui et al., 2021). According to a study conducted by the Centre for Sociological Research, the young population has suffered twice as much anxiety as the general population (CIS, 2021). A significant number of children and teenagers participating in the study reported episodes of sadness or distress, decreased social and leisure activities, and demotivation and disengagement from school during the COVID-19 pandemics. Most of them reported spending much of their free time at home (even after the lockdown).

In addition, during the pandemic-derived school lockdown, all the schools developed a policy of individual care (pedagogy of care), which included phone calls to the families, individualised tutoring, non-academic virtual meetings with students and family welfare's monitoring. For this reason, during the first weeks of the lockdown, schools' main goal was to establish contact with families and students to ensure their well-being rather than explicitly focus on curriculum content. This action opens the possibility to develop and systematise a pedagogy of care as a general approach of the school/s.

Gender, ethnicity, culture, religion, age, legal status or other dimensions and their relevant intersections from the findings

Regarding the **legal status**, local children with migrant parents or children who migrated to Spain when they were very young may not have Spanish citizenship. There is a need to live more than ten years in the country, among other requirements, which require a large amount of bureaucracy that can take a few years more. That affects the rights and needs of those children, for instance, concerning their schooling —children with no citizenship have the right to access public education. Still, they may have difficulties finding a place in a school close to their home for not being registered on the census and accessing scholarships, among others.

About **religion**, state schools in Catalonia are secular spaces where no religion is considered more important than others. There are no visible religious symbols in the

schools, and religious (mainly catholic) education is not mandatory but an optional subject. Nonetheless, this allegedly neutral place also generates forms of exclusion: some national holiday periods in Spain relate to Catholic festivities (Christmas, Easter, All Saints, etc.). That provokes that schools are not entirely neutral spaces as other religious festivities are not celebrated or mentioned. Moreover, many migrant and non-catholic children expressed their need for recognition of their festivities, traditions and worship spaces in the school, as they come from educational contexts where religion has more importance (Jerónimo Becerra, 2015) and is more interconnected with the curricular activity and the school life — for example, with the celebration of Eid al-Fitr, Chinese New Year, among other festivities, as well as worship daily practices in the case of Muslim and Evangelical children—.

We could observe how ethnocentrism is a central aspect of the Catalan educational system in terms of ethnicity. The curriculum does not usually include referents from non-Catalan cultures. History adopts a Eurocentric perspective, non-western cultural elements are perceived as «exotic» or «folkloric», and racial stereotypes are often reproduced in textbooks and school materials. That impacts how inclusion processes are addressed and may run the risk of cancelling out the cultural and ethnic diversity by leaving out the cultural background of migrant children and children from non-European origins (children with migrant parents) to become a part of the dominant culture.

Continuing with this point, given that the educational system in Catalonia tends to be Ethnocentric, in general, there are no critical antiracist approaches to the system's structure. In fact, in the majority of the cases, teachers agreed that textbook editors and other learning resources are often racist or Eurocentric, so some of them created their teaching materials. In summary, If the colonial capitalist system in which we find ourselves is based on an ethnic-racial classification of populations, the education system does not escape the logic in which it is also inscribed. Thus, it becomes necessary to carry out a critical review of the system's foundations. As long as it continues to be structurally racist, migrant children's needs will not be covered, as they will be the object of oppression by ethnicity. Hence, teacher professional development in antiracist issues is recommended to not reproduce racist behaviours by the own teachers or other peer students.

Regarding **gender**, we find a similar situation. Because the educational system is not alien to the male chauvinism and sexism that structure our societies and institutions, teachers and peer students will likely perpetuate sexist attitudes if this reality is not addressed through education and teacher professional development. Gender approaches are necessary that lead us to question the modes of organisation of the school system. Furthermore, from an intersectional perspective, we understand how oppression by gender and sex intersects with oppression by ethnicity and socioeconomic status.

Thus, in this section, we argue that there may be situations in which the needs of migrant children are not covered since the principle of non-discrimination on the grounds of ethnicity, culture, sex and gender or socioeconomic conditions is not met. The **intersectional approach** helps researchers understand how these oppressions co-occur, which is essential to address this reality and seek educational equality. For example, if we do not challenge

educational system structure roots, migrant girls will suffer discrimination due to the combination of the culture of origin and gender.

Other observations

According to their perceptions (local, newly and long-term migrant students), sports and leisure activities outside the school are vital for their well-being. Sports can provide spaces where newly-arrived, long-term and local children and teenagers can establish a relationship that otherwise would not be possible and "therefore have a significant impact on their commitment, well-being, and sense of meaningfulness" (Flensner, Korp & Lindgren 2020, p. 5). We should pay particular attention to this fact.

Another critical factor noticed by the research group is the low academic expectations of both teachers and students, specifically in S6 and with high school pupils. From a policy perspective, this suggests considering teachers' expectations and academic self-concepts during initial teacher training. At the same time, this points to the need and opportunity to eradicate the expectation bias in higher education.

2.4   Stakeholders for addressing migrant children's needs

According to the fieldwork carried out, the essential responsible stakeholders that may address migrant children's needs are:

- Educational staff. Teachers, parents, social educators, social integrators, management teams, parents associations, teachers associations, students unions, educational associations, teacher training institutions, etc. All these agents play a vital role in all areas related to students' school experience.
- Local and regional administrations and agents. Social workers, NGOs, migrant and cultural associations, unions, sports associations, *casals,* (leisure time organisations such as *centres cívics*). All these agents are in charge of providing emotional support and ensuring the psychological well-being of the students.
- Local, regional and national politicians. Ministerio de Educación y Formación Profesional (Ministry of Education), Ministerio de Inclusión, Seguridad Social y Migraciones (Ministry of Inclusion, Social Security and Migration), Ministerio de Universidades (Ministry of Universities), Departament d'Educació de la Generalitat (Education department at regional level), City council, etc. All these entities can guarantee that adequate policies are being applied.
- Researchers. Research centres in migration and research groups in education, sociology, politics, gender studies, cultural studies, etc. These professionals can help bring theoretical contributions to the educational system and provide knowledge for recommendations and assessment.

2.5 Summary, reflection and conclusion

During previous phases of the project, researchers have detected six primary needs regarding migrant children inclusion: (1) Territorial desegregation; (2) A stronger school relationship with the socio-cultural environment; (2) More pedagogical resources; (3) More human resources; (4) more robust reception plans; (5) introduce more inclusion perspectives.

With these needs in mind, the central policies that can address them are:
- Schools' enrollment. Achieving an equitable distribution of students is necessary not to create school segregation for origin or socioeconomic status reasons.
- Reception plan. Attending the first months of newly arrived students and paying particular attention to them can facilitate the arrival and the inclusion of migrant students.
- Pedagogies of care. Promoting a caring approach to pedagogy can help the well-being of students in schools that are in contexts of greater vulnerability.
- Human resources. Including psychologists, social workers and other staff in the schools.
- Pedagogical resources. Habilitating reception classes or language classes can help students acquire the language of instruction in the shortest possible time. On the other hand, there is a need for resources to address diversity in class and promote broader perspectives of the curriculum.
- Families-school relationship. A stronger relationship with the families and the school promotes better inclusion processes.
- Socio-cultural environment relationship. Promoting links between the school and the socio-cultural environment, in and out the school time, can help students have a better relationship with their peers and the city or the neighbourhood.
- Mentoring programs. Offering resources to make children more aware of academic paths and jobs can be a policy for helping students to build their future.

For this reason, the main responsible stakeholders that may address migrant children's needs are the following: (1) Educational staff; (2) Local and regional administrations and agents; (3) Local, regional and national politicians; (4) Researchers.

3. Child-centred policy recommendations

This part presents a set of child-centred recommendations that follow from the above policy-relevant findings for the policy brief/s.

Policy recommendations

1. For policy-makers (at the local and national level)

- To adopt a child-centred approach in inclusion policies that recognises children's

needs and makes sure their opinions matter and are taken into account.

- To reduce the concentration of highly disadvantaged children, usually in certain educational institutions and neighbourhoods of the city.
- To make sure long-term migrants who do not master the language of instruction (Catalan) receive specific language support.
- To recruit more specialists such as cultural mediators, psychologists or translators.
- To recruit more teachers to decrease the number of students per teacher.
- To build stronger relationships between social and sportive entities, neighbourhoods, cultural activities, families and schools, fostering inclusion inside and outside the school.
- To provide mentoring programs to facilitate school-to-higher education transitions and school-to-work transitions.
- To readapt university curriculums and lifelong learning activities to provide pedagogical resources related to:

  - Attending to the circumstances of each student (intersectional approach).
  - Work on learning projects more inclusively.
  - Broadening perspectives on the curriculum content to embrace a non-
  - Eurocentric standpoint of knowledge.

2. For policy-makers at the EU level

- To adopt a child-centred approach in inclusion policies that recognises children's needs and makes sure their opinions matter and are taken into account.
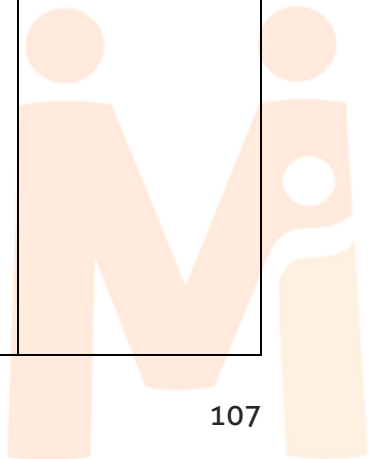
3. For schools, teachers and other involved stakeholders, experts, etc.

- To guarantee welcoming routes for schools that provide good reception for newly arrived children.
- To make sure all children raise awareness of a holistic concept of inclusion where all society is involved.
- To connect families with the educational community, not only in the reception period but also permanently.
- To build stronger relationships between social and sportive entities, neighbourhoods, cultural activities and school, fostering inclusion inside and outside the school.
- To attend lifelong learning activities to acquire pedagogical resources related to:

  - Attending to the circumstances of each student (intersectional approach).
  - Work on learning projects more inclusively.
  - Broadening perspectives on the curriculum content to embrace a non-eurocentric standpoint of knowledge.

	Newly arrived children	Long term residents	Local children	Any important dimension like gender, ethnicity, legal status etc.	Intersections
Local-level What is missing? What is needed? What to do and how?	- City Council: to facilitate census and the entrenchment certificates issuance (administrative regularisation). - City and Provincial Council: to offer more extracurricular socialisation activities (sports, 'casals', social centres, etc.). - Education City Consortium: to generate a non-segregating schools enrollment distribution.	City and Provincial Council: to offer more extracurricular socialisation activities (sports, 'casals', social centres, etc.). - Education City Consortium: to generate a non-segregating schools enrollment distribution.	- City and Provincial Council: To facilitate the citizenship of migrant families' children procurement (entrenchment certificates issuance, etc.). - Education City Consortium: to generate a non-segregating school enrollment distribution.		

Regional (Catalan) level What is missing? What is needed? What to do and how?	To facilitate the children and families' administrative regularisation procedures (residence, citizenship). Make available more human and material resources for schools. Specifically, reception classrooms - The schools' data collected by the regional government are not enough to properly assess the schools' activity. It is necessary to increase the data collection variables. To broaden curriculum perspectives to ensure that curriculum and its implementations go beyond eurocentric perspectives of knowledge.	- To facilitate the children and families' administrative regularisation procedures (residence, citizenship). - Make available more human and material resources for schools. Specifically, reception classrooms - The schools' data collected by the regional government are not enough to properly assess the schools' activity. It is necessary to increase the data collection variables. To broaden curriculum perspectives to ensure that curriculum and its implementations go beyond eurocentric perspectives of knowledge.	- To facilitate the children and families' administrative regularisation procedures (residence, citizenship). To broaden curriculum perspectives to ensure that curriculum and its implementations go beyond eurocentric perspectives of knowledge. - To recruit more specialists and teachers for guaranteeing better attention to students, as well as to promote more inclusive pedagogical practices.		

	- To recruit more specialists and teachers for guaranteeing better attention to students, as well as to promote more inclusive pedagogical practices.	- To recruit more specialists and teachers for guaranteeing better attention to students, as well as to promote more inclusive pedagogical practices.		

National level What is missing? What is needed? What to do and how?	- To facilitate the children and families' administrative regularisation procedures (residence, citizenship). The schools' data collected by the national government are insufficient to assess the schools' activity properly, and it is necessary to increase the data collection variables. To readapt university curriculums and lifelong learning activities to provide pedagogical resources for teachers who work in diverse contexts.	- To facilitate the children and families' administrative regularisation procedures (residence, citizenship). The schools' data collected by the national government are insufficient to assess the schools' activity properly, and it is necessary to increase the data collection variables. - To readapt university curriculums and lifelong learning activities to provide pedagogical resources for teachers working in diverse contexts.	- To facilitate the children and families' administrative regularisation procedures (residence, citizenship). To readapt university curriculums and lifelong learning activities to provide pedagogical resources for teachers who work in diverse contexts.	- To promote a gender approach at the curriculum and the educational system	
Schools, teachers	- Ensuring access to the	- To promote that the	- To guarantee access to	- To work for overcoming	In some cases, there are

| What is missing? What is needed? What to do and how? | reception classroom for all newly-arrived children. The reception classroom should involve linguistic aspects and social and emotional aspects of the children's reception process.

- To promote that the students' origin languages are present in the daily life of the school.

- To promote the involvement of families in the school community.

- To guarantee welcoming routes for schools that provide good reception for newly arrived children. | students' origin languages are present in the daily life of the school.

- To propose that the learning of the vehicular language in a specific classroom includes emotional aspects.

- To promote the involvement of families in the school community.

- To guarantee welcoming routes for schools that provide good reception for long term children. | reception classrooms and other linguistic services for children with migrant families.

- To promote the involvement of families in the school community. | false religious and cultural neutrality. | assimilationists perspectives on inclusion (teachers and students) |

Source: Own elaboration.

* Note: NA: Newly Arrived Migrant Children; LT: Long-term Migrant Children; L: Local Migrant Children

4. Policy Indicators, Monitoring, Assessment

Based on the policy recommendations provided in the last section, in the following lines is highlighted how the child-centred policies can be assessed, measured and evaluated:

1. To adopt a child-centred approach in inclusion policies that recognises children's needs and makes sure their opinions matter and are taken into account.
   - Policy evaluation. To develop focus groups addressed to newly-arrived migrant children, long-term children and local children to know their perceptions regarding inclusion policies. Take into account the results.

2. To reduce the concentration of highly disadvantaged children, usually in certain educational institutions and neighbourhoods of the city.
   - Policy evaluation. Annually, to implement a study of the percentage of migrant children in each school to prove that all schools have the same percentage or, at least, the minimum.

3. To make sure long-term migrants who do not master the language of instruction (Catalan) receive specific language support.
   - Policy evaluation. The reception classroom or another similar resource would not be only for newly-arrived children and with two years, but a permanent service of all students, both long-term migrants and local children with migrant parents or tutors.

4. To recruit more specialists such as cultural mediators, psychologists or translators.
   - Policy evaluation: At the beginning of the academic year, verify that every school has the needed specialists.

5. To recruit more teachers to decrease the number of students per teacher.
   - Policy evaluation: To ensure that teachers have fewer students per classroom (around 15-18).

6. To build stronger relationships between social and sportive entities, neighbourhoods, cultural activities, families and schools, fostering inclusion inside and outside the school.
   - Policy evaluation. To verify every year that all schools have at least one project that involves neighbourhood entities, sporting organisations and cultural agents.

7. To provide mentoring programs to facilitate transitions from secondary schools to higher education, professional training and labour market.
   - Policy evaluation: To verify secondary schools build a strong relationship with higher education and labour entities.

8. To readapt university curricula and lifelong learning activities to provide pedagogical resources for pre-service and in-service teacher education:
    - Policy evaluation: to ensure that an assessor committee evaluates higher education curricula, paying particular attention to how pre-service and in-service teacher education approach students' growing cultural, social and ethnic diversity.

9. To guarantee welcoming routes for schools that provide good reception for newly arrived children.
    - Policy evaluation. To verify that each school has a welcoming route and assess with students if this plan works well.

10. To make sure all children raise awareness of a holistic concept of inclusion where all society is involved.
    - Policy evaluation: Every year, to propose semina-rs with children to know their perception of inclusion.

11. To connect families with the educational community, not only in the reception period but also permanently.
    - Policy evaluation. Each semester, to distribute surveys for families to ensure that they are participating in the educational community.
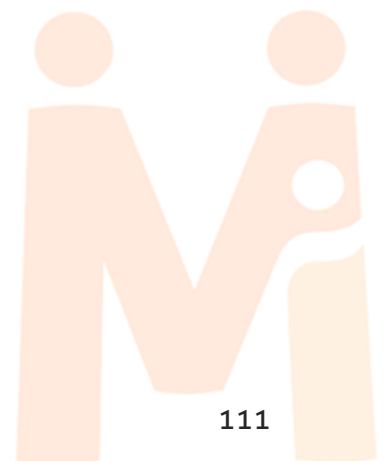
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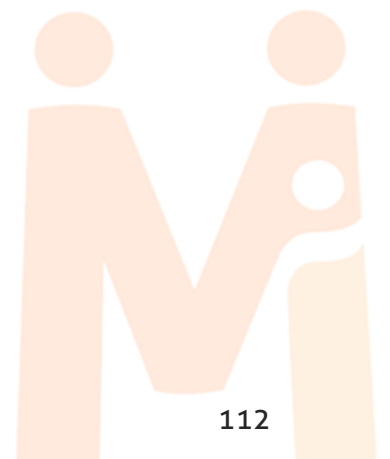
UNITED KINGDOM

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1. Introduction

The overall objective of this report is to identify the policy-relevant findings, to translate empirical research and fieldwork results into a child-centred policy framework to prepare the ground for the development of policies. Therefore, the report will pay maximum attention to the subjective children's views and their understanding of wellbeing. The aim is to identify the gaps in existing policies and approaches to developing a child-centred migrant integration policy based on adjustability, flexibility, contextuality, and migrant children's participation. Such policy "strives toward basic children's participation rights, particularly the right to be heard and the right to express their views as fundamental legal principles, and, more importantly, that it takes these rights as its operating principle and underlying assumptions" (Gornik 2020, 539). The insights of the first part of this report are the basis for forming concrete policy recommendations that will help the policymakers at the level of educational systems.

2. Policy relevant findings, reflections and conclusions

2.1 Overview of the research project

The findings and recommendations of this report are based upon work carried out in Work Packages 4 and 5-7 of the MiCREATE research project. In WP4, researchers aimed to highlight the relationships between the educational community members and migrant children, their perceptions, gaps in their knowledge, and their approach to integrating migrant children in the United Kingdom. To ascertain the views of the educational community, members of staff across educational communities and 12 schools were interviewed. One focus group with members of the school community (parents) was conducted, and observations and analysis of the existing visual displays, curriculum, and teaching materials in two schools were also carried out. WP5-7 aimed to assess the experiences of migrant pupils from a child-centred perspective. The research was carried out in six primary and secondary schools across Greater Manchester from November 2019 to December 2020. All schools were attended by a large number of migrant pupils and children from diverse ethnic, linguistic, and religious backgrounds. Data was collected in varying stages through 29 days of participant observations, seven focus groups, and 51 autobiographical interviews, some of which were facilitated through art-based activities such as drawings. The findings of research carried out across the work packages provided valuable insights into the experiences and perceptions of various individuals in the lives of migrant pupils. The work has highlighted the facilitators of migrant integration and the unique barriers they faced due to intersecting inequalities. Interviews and focus groups with migrant children and relevant educational staff drew attention to a range of practices already employed to support integration. Therefore, we have established a strong bank of empirical data concerning migrant pupils' lives that can and should be used for future policies. The report going forward will highlight some of these findings and recommendations.

2.2 Policy relevant findings

A key positive finding from our research was that the migrant children had begun forging or had already forged a place in their host society and developed many 'footholds' (Gryzmala-Kazlowska, 2018) in Britain, which helped them to feel a sense of belonging. These footholds included peers, school, and education. Schooling was one of the most important aspects of a migrant child's life, and, in fact, a few had migrated to the UK for the sole purpose of a better education. The migrant children were highly aspirant, with the newly arrived children being more forthcoming about their high aspirations. Children's enthusiasm for education was reciprocated by schools through a range of programmes and resources they put in place to support these children. For example, most schools had a reception programme, albeit to varying degrees, which focused on the integration as opposed to segregation of migrant children. However, a problem that schools had come across was the lack of resources and funding available to support sometimes the large migrant student cohort they had.

Peers were also central to the lives of migrant pupils; they supported children linguistically, socially, and in the classroom. The children were empathetic towards the experiences of newcomers and engaged in practices to help them feel included in the school setting, and this was irrespective of whether they were newly arrived, long-term or local children. Therefore, generally, children were positive about their interactions with their peers, with very few pupils reporting any conflicts. However, where discrimination was reported, it was found that ethnic minority children were more likely to report this than White children. For example, Black, Asian, and Mixed/other ethnic minority children were more likely to state that they had been treated unfairly due to their nationality/race than White children. However, this is not to state that White pupils may not be receiving any form of discrimination. Due to the small size of the sample, the categories of ethnicity in our surveys were collapsed into White, Black, Asian, and Mixed/other. This is problematic as it does not account for the heterogeneity of ethnicity. For a true representation of discrimination, the data needs to be disaggregated within each ethnic category as it is possible that certain individuals within specific ethnic categories are more likely to face discrimination than others. For example, the White ethnic category includes various subtypes who may well be discriminated against, such as White Eastern European pupils. In fact, previous research has highlighted that Eastern European children in schools do not benefit from the same advantage that British White Pupils may. One study found that Eastern European migrant children were seen as 'other' both by White British individuals and settled ethnic minority individuals. However, they may have been less able to challenge any stereotypes due to their perceived immunity from racism as they were classified as White (Tereshchenko, Bradbury & Archer 2019). It is therefore recommended that data on ethnicity, whether in research or official statistics, is disaggregated by the subtypes of ethnic categories.

Language barriers were identified by participants as one of the key challenges faced by migrant pupils. Newly arrived children from none-English speaking countries had anxieties about their competency in speaking English and recognised that without this, they would not be able to access the majority culture and form friendships. These views were corroborated by long term migrant pupils who reported similar experiences when they were new arrivals. Children were supported by their peers and educational staff in their language learning journey. Schools used a range of practices to support language learning, some of which started from the initial meeting with the parents. One school, for example, asked parents to complete a language survey which included questions about languages spoken at home and what languages the child can read and write in. This is a useful practice in helping schools to gauge the level of literacy of a child and learn about the background of the pupil. Other schools subscribed to programmes such as Penpal, and Wellcom, to support migrant pupils' language acquisition.

Children considered it important to learn the host language, but some also recognised that with the increased emphasis on learning English, they were beginning to forget their home languages. Some schools made useful attempts to incorporate home languages through posters and books in other languages, but it is questionable as to how useful these practices might be in helping migrants to retain their mother tongue. A more useful practice

was seen in one school where bilingual students were encouraged to take GCSEs in their home languages. The school even sent a letter to parents encouraging them to speak to their child in their mother tongue at home for the child to retain their linguistic skills. Arguably, as well as an emphasis on English, children should be supported in retaining their mother tongue, given that language is not just a communicative tool but linked to one's identity and sense of belonging. The promotion of both languages would mean a higher proportion of individuals in society who are competently bilingual. Bilingualism has many benefits, with previous research showing that bilingualism has cognitive advantages to children (Engel de Abreu, Cruz-Santos, Tourinho, Martin & Bialystok, 2012). Additionally, bilingualism may be useful at an economic level as well, whereby bilinguals can become a support mechanism for new arrivals and those without competency in English speaking. Indeed, in our research, bilingual children showed that they were already doing this in their school. Schools should also be supported by NGO's and charities in their endeavours to help students celebrate and maintain their home languages.

An important aspect of integration to migrant children seemed to be being part of multicultural communities. They enjoyed being part of such communities and felt that the diversity was beneficial. For the newly arrived children being part of multicultural communities meant that they were able to meet other pupils of similar backgrounds who were a great resource for feeling a sense of belonging. Children also commented that these environments enabled them to meet and interact with individuals of other cultures and learn more about them. From a theoretical perspective, multiculturalism is useful as it has been found to promote inter-ethnic and co-ethnic ties and positive attitudes towards others (Marschall and Stolle, 2004; Oliver and Wong, 2003; Werbner, 2013: 416). For example, Agirdag, Demanet, van Houtte, & van Avermaet, (2011), in their research found that minority pupils who attended schools with a large number of minority pupils reported less peer victimisation. Indeed, our research showed that children were empathetic towards migrant pupils and certain children relied on their ethnic ties for social and emotional support. However, a problematic aspect of these settings is that individuals may have the propensity to cluster around those with whom they have shared characteristics. Our research also found this at a small level, with participant observations showing clustering of pupils of ethnic groups and genders in some schools. Similarly, children from ethnic minority backgrounds in the interviews and focus groups remained in large part friends with other ethnic minority pupils or pupils who had a migratory background, except for some. There is a need for schools to focus more on cultivating interethnic ties amongst pupils. Despite this, it can be argued that multiculturalism and diversity in schools should be seen as an asset to be utilised for the integration of migrant pupils as they provide migrant children with a bank of resources that may not be otherwise available to them.
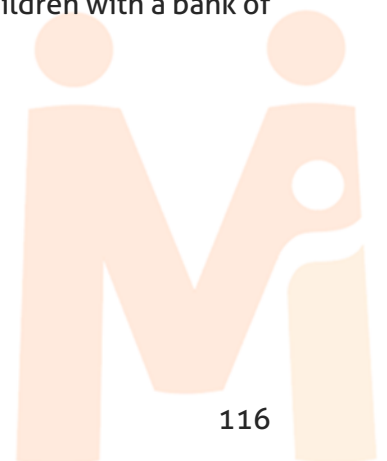
2.3   Identified circumstances and children's needs in the targeted groups

The level of the whole school

Staff and students in our research were positive about their schools' diverse and multicultural nature. For pupils being part of a diverse cohort of students meant that they could interact with individuals of various ethnic, linguistic, and cultural backgrounds. Similarly, staff members described the diverse nature of their schools to be an asset and focused upon creating a cohesive, multicultural ethos in their school environments. Schools acted as sites of foster-ship whereby they embraced and nurtured their diverse and multicultural community (Badwan, Popan & Arun, 2021). This was cultivated to such an extent at one school that a parent noted, "In this school, we don't feel like we're not in Pakistan. We're like in Pakistan" (Parent). This showcases the ability of multicultural practices in opening the doors of the school to different local communities. Foster-ship was cultivated through methods such as putting up displays to showcase different ethnicities, languages and cultures present in the school; dedicating days to celebrate religious and cultural events of ethnic minority pupils such as Eid, Chinese New Year and Diwali; Participating in Black History Month (BHM) and South Asian Heritage month, serving halal food and teachers learning words from pupil's home languages (this list is not exhaustive). These practices were employed not only to celebrate diversity and embrace students irrespective of their backgrounds but also to enhance the knowledge of their diverse student body regarding the cultural and religious practices of other individuals.

The concerted efforts of staff to represent and reflect the diversity of their schools is commendable and have many benefits. Yet, these practices are arguably insufficient in helping children see society from diverse individuals' perspectives (Agirdag, Merry, & Houtte, 2016), especially when considering Bank's (2014) typology of multicultural approaches. Banks identified four forms of multicultural approaches; the first being contributions approach, where heroes, holidays and elements from 'other' cultures are included in the curriculum. The second is the Additive Approach, where concepts and perspectives from 'other' cultures are included. The third approach is the transformative approach, where the curriculum is changed to enable students to discuss concepts, events, and themes from the perspective of diverse ethnic and cultural groups. The fourth stage is known as the social action approach, where students are encouraged to take action regarding social issues. It seems that most of the practices aimed at promoting multiculturalism fall into the contributions approach, which means they are helpful but do little to enable students to help children see society from various perspectives (Agirdag, Merry, & Houtte, 2016). Banks, (2014) argues that schools must take a transformative approach that will enable pupils to understand their multiple and complex identities and how their lives are influenced by globalisation. In addition, critical thinking skills, decision making, and social action should form part of this curriculum. This will enable students to gain skills that can be used to fight against inequality (ibid). However, in our research, even explicit engagement with cultural diversity topics as a separate instance was rarely observed. If inclusivity is to be promoted, then cultural diversity topics must be discussed explicitly and, the curriculum should be reflective of a child's background (Hanna, 2016) and

cultural understanding (Ngana, 2015) as there are concerns that if the curriculum does not reflect a learners cultural understanding, they will be disadvantaged as they may become disengaged with it (Nganga, 2015). This can be seen in the following quote of a 13-year-old Somali girl:

> Interviewer: Do you feel represented in the subjects you study? Do you see people like you in the books that you read?
>
> Participant: [...] As a hijabi, and I am African, they mostly talk about black UK people and how they feel, and how they were born here and stuff [...] And it's like, "I'm not from here, sorry. I don't understand [laughs] a single thing you are talking about" [...] Like, even if I... like, in Africa, even though it's ten times bigger [laughs], it's not seen as something that is big or important or anything like that. And most of the time, in history, we learn about the Western side. So, we don't learn about what happens in the East and how slavery affected them...Because we talk about those rich countries, and we don't talk about the general people. (Long term migrant child).

Some teachers felt that more needs to be done to recognise the varying identities of pupils but attempts to do this posed significant problems and questions that need to be addressed by stakeholders within the field of diversity education, which includes researchers and educational bodies that form the curriculum. For example, in one school, a teacher considered holding a 'Roma history month' as it was thought that Roma pupils are a particularly vulnerable group. So such an event would make them 'seen' and 'heard': "A Roma History Month would make the Roma children seen and heard and that they do have a place here. I think a lot of them don't feel this way, and that's where a lot of the behaviour issues with them come from. They think I'm expected to be naughty, so I am going to be naughty". (Teacher). However, another teacher in the same school argued that such an event would create a one-dimensional depiction of a very complex and differentiated culture, which would make it difficult for the children to identify with. This is a problem that needs to be addressed by policymakers, and good practices need to be designed that help Roma students to understand and identify with various aspects of their culture. Additionally, the practices need to focus on dispelling some of the myths and stigma around the Roma community:

> "We need to do something about the Roma community, but do it in a subtle way, because if you go and say 'This is your flag', well, our students didn't recognise their Roma flag. Or 'This is your language'. 'Well, my language has never been written'". (Teacher)

A teacher also expressed struggles in implementing a diversity curricular in a school with extraordinary levels of diversity within the student body:

"We need to celebrate more the things that are relevant to our students. For example, in performing arts, do they have a look at a play written by an Asian person or a Romanian person? Do they learn Romanian traditional dance, or do they do just the classic British ones?

Are we missing opportunities to celebrate our students and make them feel welcome? It's easier in a subject as humanities or citizenship than in maths. But in history, for example, when they learn about the war, do they learn about British people or do they learn about German, French, Italian, Romanian? I am not sure this is done. Black History Month was great, and my black students were very interested, but they also asked 'Why aren't we doing that all the time?" (Teacher).

This poses questions on how a curriculum that reflects the diversity of its student body can be implemented. There was also evidence in our findings that there was a lack of confidence and some hesitancy in discussing specific topics due to perceptions of political correctness (See Badwan et al, 2021). It seems that although diversity is a part of everyday life in schools, the lack of training and critical engagement on diversity means that it is not adequately addressed (Badwan et al., 2021). Therefore, it would be useful for teachers to be supported by experts within the field to develop resources to deliver teachings on these topics. The city of sanctuary, a registered charity, has attempted to bridge this gap by providing schools participating in their 'schools of sanctuary' programme with resources, ideas, and good practices for embedding a diversity curriculum (Schools of Sanctuary, 2021). Additionally, teachers may benefit from bespoke training and workshops that can open reflective dialogues around teachers' perceptions and understanding of diversity, race and multiculturalism, as this plays a role in how policies of multicultural education are implemented within schools (Meetoo, 2020).

A few newly arrived and long-term children in our research had previously attended schools with a smaller number of pupils from diverse backgrounds. They stated that they often felt excluded at these school's but now feel much happier at their current schools, which consist of a large number of migrant and ethnic minority pupils. The children also thought that the teachers were more accepting and that there were pupils with whom they could relate to. These findings indicate that being in a multicultural school can be conducive to fostering a sense of inclusion for newly arrived and long-term children. However, these experiences also suggest that schools with fewer ethnic minority pupils may be less welcoming sites for migrant children. Previous research has found that teachers in schools with high ethnic minority composition are more likely to focus on multicultural education than those with low composition since multiculturalism and diversity are not a priority due to the lack of presence of diversity within their schools (Agirdag et al, 2016). Arguably, it is more important that children secluded from multicultural environments be introduced to the concepts of diversity, multiculturalism, and cohesive environments within a school setting as this sector may be one of the only places where they are introduced to these ideas (ibid). This needs to be done not only to raise awareness but also to challenge underlying assumptions "about ethnic and cultural dominance that typically go unnoticed and unexamined" (Agirdag et al, 2016. p.577).

Organisation of work, adaptation, and general approach of the school/educational attainment

Migrant pupils had very high aspirations for their futures and recognised that their educational success and proficiency in English would likely impact their future outcomes; they, therefore, worked hard on their education. In fact, a headteacher from one school noted that due to an increased presence of migrant children in the school, the aspirations of all children had increased whilst another noted that "[...] When I work with EAL pupils their attitudes towards their learning often exceeds their peers. They try so hard, they [are] motivated, [...] the standards are through the roof [...] on the whole, I could say that their attitudes towards learning is phenomenal and more resilient" (Headteacher). However, new arrivals still face challenges in their academic attainment; for example, those who arrive too late to the UK to prepare for their GCSE exams may not always receive satisfactory GCSE results and may leave with minimal qualifications. Therefore, a more tailored approach to the needs of newly arrived migrants needs to be taken at secondary education. A suggestion made by one teacher was that these pupils' education could focus more upon practical disciplines such as technology, textiles, sewing or cooking:

> "It would make them feel accomplished and make them feel like they're doing something. I'd love to take them to town and say 'Here's a fiver, you've got to feed four people. Go!' Life skills: Open a bank account, write a letter of application, search for a job that you've got the skills to do, rather than analyses Shakespeare's Macbeth" (Teacher)

Another school's solution to addressing the specific needs of migrant students was to promote alternative evaluations of GCSE tests. For subjects such as Maths, the school proposed Entry Level Qualifications, which are below the GCSE level but are within reach of most students in the class. According to the teacher, the school has adapted its curriculum to meet the needs of its students: "Through doing this, their Maths and their English have improved because it was accessible. If the kids don't get a first grade in their GCSE, they will still leave with something. I would never want them to leave this school with nothing in Maths because they have worked hard" (Teacher)

Another issue that presents itself here is the academic underperformance of second and third generation boys of Caribbean descent. It seemed that they were falling behind in their academic studies, with one teacher noting that these pupils were the most underperforming group at the school. This has been corroborated by previous research on the academic achievement of Black Caribbean pupils in the UK (Demi and McLean, 2017; Millard, 2018; Roberts & Bolton, 2020; Joseph-Salisbury, 2017).

Bullying

Bullying impacts the life outcomes of the perpetrators and the victims (Mathews, Jennings, Lee & Pardini, 2017), and not only does it affect one whilst it is happening but also later in life (Zych, Ortega-Ruiz, & Del Rey, 2015; Lee, 2021) as there is an association in being
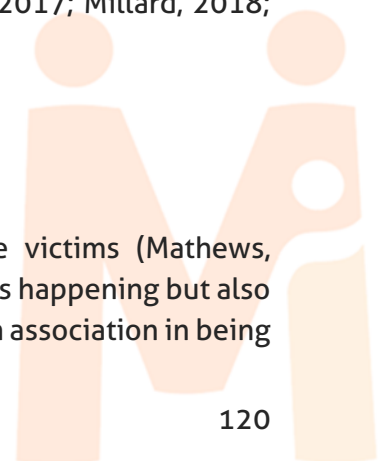
a victim of bullying and a range of mental health problems including, depression (Brunstein Klomek, 2019) and anxiety (Assari, Moazen-Zadeh, Caldwell & Zimmerman, 2017). Furthermore, racial discrimination is associated with adverse outcomes for children and young people's mental health (Priest et al, 2013). The effects of racial bullying on a child's wellbeing are immense and should be paid particular attention to in school antibullying programmes. Worryingly, there are no official statistics to gauge the true extent of bullying within British schools, as schools do not need to record data on bullying cases according to governmental guidelines. Instead, schools are asked to exercise judgement as to whether in their particular case, incidents of bullying should be recorded (Department for Education, 2017). However, recently, the Guardian[8] requested 201 city councils and 226 multi-academy trusts[9] to provide data on racist incidents. They found that schools in the UK over the last five years had recorded more than 60,000 cases of racist incidents (Batty & Parveen, 2021). This showcases that the true nature of racial bullying may be much more extensive, and therefore, we echo the voices of the experts in Batty & Parveen's, (2021) reporting that the government should mandate the collection of data on racial bullying within schools.

In our research, children also relayed experiences of bullying and discrimination, that were directly linked to the children's migratory background, for example some were mocked due to their lack of proficiency in English, whilst local children in one focus group spoke about the intolerance against migrants and discrimination individuals face due to their skin colour. They also spoke about the negative stereotypes about Muslims in the media that perpetuate Islamophobia. Romanian children in interviews relayed concerns about bullying by Romanian and non-Romanian peers due to the perception that they may be 'Roma'. It seemed that there was a stigma related to being from a Roma background, with children at times not wanting to admit that they are Roma. These findings support literature showcasing that Roma and non-Roma pupils bully individuals whom they perceive to be Roma (Kisfalusi, Pal, & Boda, 2020). Therefore, more needs to be done at a school and national policy level to tackle bullying against migrants and, more specifically, of those from a Roma background. The policies also need to take into consideration the diversity of this group. In this case, charities and organisations need to provide schools with cultural competence training on Roma people and what can be done to tackle this discrimination and stigma at a school level. Schools should hire individuals of a Roma and British background to act as mediators between schools and families as has been the practice in many other European countries with large groups of Roma pupils (Council of Europe, N.D.). Attitudes and perceptions regarding those of a Roma background also need to be tackled. Another way for Roma pupils to feel more comfortable in themselves may be through mentor programmes, where children are supported by older Roma individuals in the community, such as university students.

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[8] The Guardian is a British daily newspaper
[9] Academy schools in the UK are schools that are publicly funded but are independent of the local authority. Multi-academy trusts are a group of academies that have joined to form a charitable trust (The circle trust, 2021).

Teachers-pupils' relations (learning environment)

Children's perceptions of school staff were largely positive, they felt that staff were understanding, caring and respectful of children's backgrounds. They also employed a range of child-centric strategies to support the learning and integration of migrant pupils. However, discriminatory behaviour from school staff was found with 22% of Black, 13.9% South Asian, and 15.1% of mixed /other ethnic group pupils in the surveys reporting that they had been treated unfairly by their class teachers due to their nationality/ race. Additionally, 21.1% of Black, 9.2% South Asian and 17.1% of mixed / other ethnic group pupils also reported being treated unfairly due to their gender by their class teachers. During participant observation, ethnic tensions were observed in one school where an after-school club for black boys only had been established, and some White members of staff felt uncomfortable about it. Black female students in one school also relayed their concerns about the way in which White staff members referred to Black Caribbean boys as "threatening" and perpetuating race-gender stereotypes. These findings indicate that institutional racism may still exist despite the celebrations of diversity and emphasis on migrant integration. A child-centric way of promoting the integration of second-and third-generation migrants is for a trusted member of staff, one that children and young people trust to hold a focus group and ask students about what their immediate needs are and what the school can do to support the young people in issues that affect them.

Language, culture, and integration – in school and outside school conditions for language learning

Language barriers were identified as one of the key challenges to the integration of migrant pupils. Newly arrived and long-term children spoke about their difficulties in learning the English language and having a lack of understanding of what was being said to them when they initially came into the country. Children noted that being provided with an interpreter who spoke their home language was immensely useful in their language development. In some cases, this interpreter was their class teacher or a teaching assistant, but in other cases, peers who spoke the child's home language supported them. Due to funding limitations, not all schools have the privilege of having school staff who speak additional languages; however, they are instrumental in helping migrant pupils when they are available. For example, one school that participated in the research had staff who spoke several additional languages, including Hindi, Spanish, Italian and Arabic. They were able to use these skills to speak to pupils' families and support children's academic studies. Participant observations also revealed that the English as an Additional Language (EAL) staff, if present in the school, often had a better understanding of migrant pupils and their needs and, therefore, could often be seen adopting a child-centred approach. This alone showcases the benefits of having a diverse and multicultural workforce within a school setting that can communicate in multiple languages. However, figures from 2019 regarding the workforce in state funded schools in Britain shows that 85.7% of all teachers were White British and 92.7% of headteachers were also White British (Department for Education, 2020). It seems the teacher workforce remains largely white, and therefore there should be an increase in

ethnic minority teachers, which should be reflected within the overall structures of schools. Additionally, school staff in the research stated that a significant difficulty they faced was the lack of resources available to them in supporting migrant children, as one member of staff admitted that the head of EAL department "is getting a lot of stick, but 67% of our school is EAL, and it's a lot. How can he be expected to teach them English? It doesn't work like that". There should be an increase in funding allocated to EAL departments so that they are adequately able to support their pupils.

When asked about school culture and whether within their settings children were allowed to make use of their native languages, 86% of pupils reported that children are allowed to speak other languages in the school, and 12% of pupils also reported that teachers 'often' or at least 'sometimes' (34%) speak with children in other languages or ask pupils how some things are said in other languages. These findings show that teachers take the initiative to promote minority languages. This is a positive finding as literature shows that promoting minority languages can be beneficial for migrant pupils. For example, Janta and Harte (2016) in their policy brief, argue that migrant learners should be facilitated in maintaining a relationship with their mother tongue as it can help build relationships between educators and parents. This came across in the qualitative findings as well, as a minority of children who spoke about their teachers incorporating languages in the curriculum were positive about it. For one child, it meant that his class teacher could communicate with his non-English speaking parents, whilst for another, hearing his language being spoken about and discussed in the class allowed him to interact with his fellow peers.

Home languages often played a significant role in their life as for many of the children, this was a primary means of connecting with families and friends in home countries, and, for others, their language was incorporated into their identities. Home languages are useful because they act as bridges linking intergenerational families and can be an asset for pupils' careers and education (Kwon, 2017). Evans & Liu (2018) suggest that the education system should include all languages due to the key role they play in children's development. We found that where home languages were incorporated into the school environment, the pupils received them positively. For example, in one school a teacher of an Italian background learnt some words in Romanian, her efforts were greatly appreciated by the pupils in question. Likewise, another school employed a strategy whereby they had books in the native languages of their school pupils, which helped children with little to no knowledge of English access education. This showcases the benefits of teachers promoting the home language of migrant pupils.

"They are amazing, so as I said the boy who joined last month who came from Romania with no English,[...] he was in Year 6 so he was capable of reading a book in Romanian, so rather than him sign in [...] an English lesson and not being able to access anything, I was able to get him a book and he was delighted, actually when he saw it in his own language, and he had a go, and he was teaching me Romanian."

An innovative example of how migrant children's other languages can be promoted Is 'Mother tongue, other tongue' (Manchester Metropolitan University, 2021). Mother Tongue Other Tongue is an innovative multilingual poetry competition celebrating the many languages spoken in schools in the UK, delivered by The Manchester Writing School at Manchester Metropolitan University. The project encourages children who speak a community language at home to celebrate their' mother tongue' by submitting a poem or song. This can be an original or a 'remembered' piece, written in any language, except English. Entries will be judged on a short paragraph, in which pupils will explain the piece and its significance to them. Pupils learning a new language at school write a poem in their 'other tongue'. MTOT has engaged over 30,000 students since 2012, helping to foster pride for community languages and cultures, and encouraging educational aspirations for underrepresented groups, particularly among Black, Asian and Minority Ethnic communities.

School-parents' relations and support

Schools recognised a need for parents to be involved within the school environment. One staff member felt this was more important in less diverse schools as for some communities, it is difficult to know how the system works. The involvement of migrant parents would also help to raise confidence amongst migrant pupils in their feelings about their migrant heritage as opposed to a feeling of otherness or exclusion. One school attempted to increase parental engagement by appointing a dedicated community liaison officer who acted as a point of contact between parents and the school. The liaison helped the migrant parents to understand the school system and point them towards resources available within the school and the community. This is a practical solution in schools, but it has financial constraints and requires additional funding. Another school held parent-teacher talks, but it was felt that this was not sufficient in increasing engagement in parents who were not already engaged with the school community. Additionally, others were unable to attend due to competing demands. Therefore, solutions are required for increasing the engagement between parents and teachers.

Schools can set up mentoring programmes for migrant parents whereby a migrant parent trained in this can support other newly arrived migrant parents or anyone needing this support. Another way to increase the engagement of parents with schooling is for non-profit organisations and charities to share information about the importance of this and raise awareness (OECD, 2021). This may be an easier way to engage hard to reach migrant parents than through professionals within the school (ibid). Language training could be provided at schools to help parents understand the system better. Alternatively, higher education institutions could, as part of their impact work, provide courses to immigrant parents to strengthen their English literacy skills. This has been done through the Intergenerational Literacy Project in Boston (Boston University, 2021).

Schools could also hold meeting groups with parents in which topics that have been discussed in class are shared with parents. They could also teach parents English as well as encourage them to participate in school activities. These meetings can be held by other

immigrant parents who are proficient in speaking English. They could be provided with training on how to run these sessions. This is also a practice established in some elementary schools in Hanover (OECD, 2021). To make it more likely for parents to attend meetings, childcare could be arranged. Alternatively, schools could consult parents about the information and the level of support that they need and then, through this consultancy, create bespoke workshops which can be supported by teachers, interpreters and school staff (OECD, 2021).

Peer to peer relations and support

Migrant children in our research described positive relations with one another, with friendships being one of the most important aspects of their lives. Friends who mainly consisted of ethnic-specific or migrant backgrounds played a large role in building the social capital of newly arrived children. They supported them, translated for them, and helped them feel a sense of belonging. These feelings had not been attributed to previously attended schools with a few numbers of migrant pupils. This shows that attending schools with migrant children can be beneficial for newly arrived children. Children across the project also exhibited support and positive feelings towards pupils of diverse backgrounds, with most seemingly living harmoniously. In fact, in the surveys, more than half of the sample reported that they had several friends from different countries, and only 2% reported that they had no friends from different countries, religions and or cultures. In the qualitative findings, it was also found that children were friends with individuals from various backgrounds and cultures.

In many cases in the interviews, however, a divide remained, with children being friends with individuals of either ethnic-specific or of migrant backgrounds. Similarly, participant observations revealed that anticipated markers of group differentiation according to ethnicity were common, although to varying degrees. For example, in some schools, peer groups were delineated by ethnicity whereby children of the same nationalities or speaking the same languages often sat together during class and socialised during breaks. It seemed from the participant observations that schools with a higher proportion of EAL students had more nationality-based groups than in schools with smaller numbers of EAL students. This was irrespective of whether the rest of the pupils were primarily from ethnic minority backgrounds. This could suggest that children of migrant backgrounds that were born in the UK formed social groups that did not necessarily follow the ethnic lines. This might be because newly arrived children may be more in need of the social capital and language support that is provided by individuals of one's own ethnicity, given that they must start afresh as opposed to second and third-generation children who have been exposed to the White British majority from soon after birth.
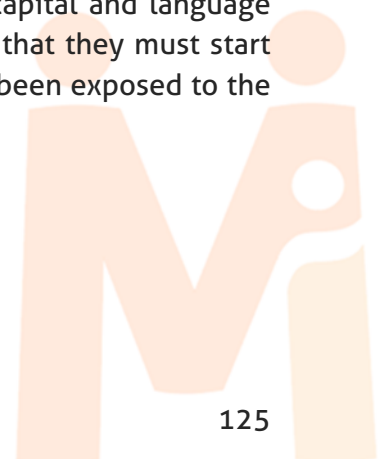
Mentoring programs

Teachers felt that there was a need for individuals with experience and knowledge to come to school and speak to students as it was felt that visitors can engage children in a different way. However, this had problems due to the costs of hiring someone to come to school and give a talk. Charities and Universities should have outreach programmes where migrants come and speak to children about their experiences and provide guidance. Additionally, mentors may be needed for Roma pupils who are stigmatised due to their ethnicity (Sections 1 and 3 explore this in more detail).

E-schooling and Covid-19 situation?

A small number of interviews conducted during the period of national lockdowns due to Covid-19 showcased that children's activities had reduced due to the pandemic, and some stated that they felt isolated and missed being able to see their friends. The true extent and impact of Covid-19 on migrant pupils' lives is unclear, and therefore, more research is needed.

Gender, ethnicity, race, religion, age, legal status or other dimensions and their relevant intersections from the findings

Data from interviews and surveys with children revealed that girls were less likely to engage in organised leisure activities. Data from surveys also showed that Black, Asian and mixed/other ethnic group children are less likely to spend time with their friends outdoors than White children. The scientific literature has been raising alarms for several years about children and young peoples' reduced engagement in outdoor activities (Mullan, 2019). In the context of migrant children, leisure activities such as sports and physical activity can be useful for promoting integration. The playing of sports has been associated with the production of cultural capital that helps migrants to integrate into their host society (Smith, Spaaij & McDonald, 2018). Additionally, playing sports can also help maintain and further build migrant specific culture capital as by playing sports with individuals of one's own background, migrants can keep an affiliation to their native language norms and customs (ibid). Given the multitude of benefits, leisure activities need to be made more accessible for migrant children, specifically girls and those of ethnic minority backgrounds. The government, in their action plan for integrated communities, has committed to working with sports bodies, such as Sport England, to support interventions that use sport and physical activity to build integrated communities and help address social isolation (HM Government, 2019). When generating these interventions, policymakers must consider how the interventions can be made inclusive and consider the needs of migrants who may otherwise be unable to access these opportunities. They need to create spaces for them to attend, where they may feel comfortable.

Needs of children in transition

Schools participating in this research had high rates of mobility, meaning that children would register at the school and then, in a very short period, would move elsewhere. This was due to parents being unable to afford to live in certain parts of Manchester also, refugees being moved out of their homes by the council to make room for more refugees. This was thought to be especially disrupting to the refugee children's education as it meant there was a lack of consistency in the education that they were receiving.

2.4   Stakeholders for addressing migrant children's needs

School-level: School teachers, counsellors, school management and governing bodies play a pivotal role in supporting children. Therefore, gaps identified in language, peer relations, parent/teacher relations and curriculum will need to be filled by these stakeholders.

Local-level: The UK has a number of charitable bodies and organisations that are dedicated to supporting migrant children. These include NALDIC (National subject association of EAL), Children's Society, British Future, Bell Foundation. They all have a role in supporting schools to facilitate the inclusion of migrant children.

Research: There are gaps in linking research, theoretical knowledge, and practice, therefore there is a need for researchers to disseminate their findings by holding CPD and training events with teachers and schools. Some of the stakeholders in this area include: Critical race and research group Manchester Metropolitan University; NIESR (National Institute of Economic and Social Research); Migration observatory; COMPAS (Centre On Migration Policy and Society)

2.5   Summary, reflection, and conclusion

To summarise, great efforts have been made by schools and teachers in creating a cohesive environment that would foster the wellbeing and integration of migrant pupils. This is reflected in the reception programmes of the schools, the strategies they put in place to get to know the migrant child and their teaching practices on multiculturality and diversity. Despite these overall positive findings in the UK context, we cannot claim that no more needs to be done. There is room for improvement, largely in relation to the way diversity and multiculturality is addressed, parental engagement with school, bullying and discriminatory behaviour, especially towards those of a Roma background and the accessibility of leisure and sports for girls and ethnic minorities. Improvement within these areas needs to be made collaboratively by local and national governments, schools, community organisations and charities. A topic area such as migration studies will include multitudes of cultures and cultural backgrounds, the cultural context will therefore need to

be taken into account when addressing these issues, so, when possible, the intended recipient should be involved in the design phase of policies.

3. Child-centred policy recommendations

Section two of this report will present child-centred policy recommendations that follow from the above policy relevant findings.

Diversity education

- Schools should embody a diversity curriculum that enables children to understand their multiple and complex identities and how their lives are influenced by globalisation (Banks, 2014). Such ideas can be embedded within the history and geography curriculum.
- Changes should be implemented at the school curriculum level, so that anti-racist perspectives are embedded within the curriculum itself (Joseph-Salisbury, 2020).
- Teachers should be trained on how to address topics regarding diversity within the classroom. Training should be provided by experts within the field, including researchers. The training should also be offered to trainee teachers so that ideas of a diverse curriculum can be implemented early in the teacher's career. Such training may help teachers overcome the hesitancies they may have in addressing topics around diversity.
- A diversity curriculum should be taught in all schools, not only those with a larger number of migrant children.
- Schools should endeavour to increase the quota of their ethnic minority staff so that pupils are represented through the staff body as well. This should happen at the management level as well, whereby more ethnic minority staff take leadership positions in schools (Joseph-Salisbury, 2020).
- Experts such as researchers as well as charities and NGO's who support the Roma community should provide resources and cultural competency events for teachers in how to support Roma children and their parents.

Bullying

- The government should make the collection of data on racist incidents of bullying mandatory (Battey & Parveen 2021).
- School staff in leadership positions need to be trained on tackling racism as they will likely be in charge of generating school policies about racism and, therefore, can make a meaningful impact.
- Antibullying messages need to be communicated through the curriculum with the students' voices being utilised to tackle racial bullying, as research indicates that this may be more effective (Downes and Cefai, 2016).

- Children of minority backgrounds who are more likely to be victims of bullying should be consulted in the design of the curriculum tackling discriminatory behaviour, which may include videos, art, websites (Downes and Cefai, 2016). This can be done through holding focus groups with pupils on how this discrimination can be tackled. This may be particularly useful with Roma pupils who face stigma and discrimination by Roma and non-Roma pupils.
- Dedicated lectures, seminars, and training workshops by researchers for teachers and trainee teachers in how to deal with racism (Joseph-Salisbury, 2020).
- Interventions for preventing racist behaviour within schools.
- NGO's and charities of Roma people to hold events on Roma people to reduce stigma.

Language

- Schools should provide opportunities for bilingual parents to host after school clubs and teach pupils their language.
- Pupils should be provided with a wider range of language classes in primary and secondary schools so that migrant children can undertake some education in their home language (Ayres-Bennett & Carruthers, 2019)
- Schools should develop links with supplementary schools or cultural services that may be offering further classes in children's own language to help support migrant pupils to keep a link with their home language.
- Increase funding allocated to EAL departments so that they can adequately support EAL pupils.

Educational attainment

- Newly arrived and long-term children should be given tailored career guidance, which should focus upon the various pathways to further education. Many of these pupils may be leaving with little or no formal qualifications due to the timing of their arrival in the country. In the UK, there are now 'Access to Higher Education' courses and apprenticeships which are opportunities the children may not be aware of.
- Colleges and Universities should create outreach programmes where they target the migrant community and showcase options that are available for new arrivals and long-term migrants.
- To improve academic performance and sustain migrant pupils' motivation towards education, children should be mentored by older students from universities who can guide and motivate the learners to pursue a career. Ideally, mentors should also include individuals of children's own ethnic backgrounds this may allow children to better relate to them and raise aspirations.
- Teachers and educational staff, especially those from schools with a lower percentage of migrant pupils, may not have the cultural competence and understanding regarding children of migrant backgrounds. These schools should be

paired with schools with a high number of EAL pupils where teachers can learn from one another on best practices in teaching migrant pupils.
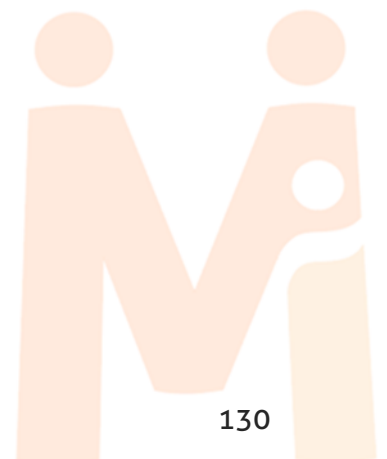
- Schools should hold focus groups with black pupils on what can be done to support them in their educational attainment .
- Schools to host alumni programmes for their students where they have an opportunity to return to school in order to gain work experience which may include mentoring .

Parental involvement in education

- Mentoring programmes hosted by schools for migrant parents whereby a trained migrant parent can support other newly arrived migrant parents or anyone needing this support.
- Non-profit organisations and charities to share information about the importance of parent/school relationship, this may help to reach hard to reach migrant parents.
- Language training could be provided by schools to help parents understand the system better.
- Higher education institutions, as part of their impact work, can provide courses to immigrant parents to strengthen their English literacy skills.
- Schools could host meeting groups with parents in which topics that have been discussed in class are shared with parents. These meetings can be held by other immigrant parents who are proficient in speaking English. They could be provided with training on how to run these sessions.
- To make it more likely for parents to attend meetings, childcare could be arranged.

Leisure

- Leisure activities need to be made inclusive and consider the needs of migrants who may otherwise be unable to access these opportunities.

Table 1: Policy recommendations

	Newly arrived children	Long term migrants	Local children	Any important dimension like gender, ethnicity, legal status etc.	Intersections
Local level **What is missing? What is needed? What to do and how?**	Mentoring programmes for newly arrived parents by long term and local people in the local community.			Provision of leisure specifically for girls.	local councils to fund and facilitate language workshops by migrant parents for migrant children wanting to retain their mother tongue. Specific research needs to be carried out to target Roma pupils' views and perceptions on discrimination they face and how they can be supported.
Regional level **What is missing? What is needed? What to do and how?**	Tailored career guidance for older new migrants who may leave schooling with little to no education.		Need for an antibullying intervention focused entirely on ethnic minorities.		
National level **What is missing? What is**	Government should mandate the collection of bullying data on all schools.				

needed? What to do and how?	Increase the quota of BAME staff. Increase in the quota of BAME staff in senior leadership positions. University students to mentor migrant children in progressing in chosen career routes.				
Schools, teachers What is missing? What is needed? What to do and how?	Schools to take a transformative and social action approach to diversity/ multicultural education, whereby students can consider themes and points of view from other cultures and be able to take action against social issues. Provide older newly arrived migrant pupils with alternative qualifications that may be more accessible for them.	Increase engagement with migrant parents through providing language training and hosting group meetings run by migrant parents.		Hold focus groups with black boys on issues that affect them and how they can be better supported in schools.	Teachers should be given training and resources on teaching a diversity curriculum. Increase quota of ethnic minority staff in schools. Schools should create diversity management groups that are formed entirely of pupils from diverse backgrounds. This will give a chance to groups who are highly stigmatised, especially of those of a Roma background, to

	Run practical classes with older migrant pupils who are at risk of leaving school with little qualifications with subjects and classes that may help them to navigate the society once they leave school.				speak about their experiences, provide suggestions of improvement and take action with the help of teachers where needed.

4. Policy Indicators, Monitoring, Assessment

Please try to think of a few policy indicators that could be proposed on the basis of the policy relevant findings. How could be the proposed child-centred policies be assessed, measured, evaluated? Which dimensions are important for such assessment and why? Please think about the evaluation of less measurable variables such as happiness, belonging and feeling good as well. Explain and add any reflections.

Diversity/ Multicultural education

- Teacher training programmes to hold focus groups with trainee teachers on the effectiveness of cultural competence training.
- Surveys should also be carried out with the students to evaluate the effectiveness of the interventions.

Bullying

- Data on racial bullying in schools should be mandated and necessary for reporting on a yearly basis. The data should be recorded against all ethnic groups, including subgroups, this will account for the heterogeneity of ethnicity (see government guidelines for reporting ethnicity Gov.uk, 2021). Data on bullying in schools can then be analysed to see the true extent of racial bullying as well as seeing the effectiveness of antibullying programmes.

Language

- Schools to collect data on children's self-perceived level of proficiency at the start of the school year and at the end to assess whether interventions to promote home languages have had an impact
- Objective measures of language skills (tests) to be employed throughout the school year in language classes to measure competency in the home language.
- Meetings with students at the beginning and end of year to discuss students language level and impact on learning and social life.

Educational attainment

- The Department for Education to report educational attainment of all subjects, including arts and not only core subjects such as Maths, English and Science.
- The Department for Education should report the attainment of EAL[10] students separately with further information such as scores of English language ability at the year of arrival as well as the language spoken at home.
- Schools to hold destinations surveys to assess migrant pupils' future prospects such as continuation with education, and or career.

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[10] English as an Additional Language

Peer groups

- Schools to carry out a survey to assess children's attitudes, perceptions, and level of inter-ethnic friendships
- Surveys in relation to friendship groups between local, long term and newly arrived pupils. The surveys should also assess questions in relation to pupils' friendships with those of a migrant or non-migrant background as well to assess whether there is a propensity for pupils of migrant backgrounds to mix only with migrant children or if they mix with other children as well.

Wellbeing

- Wellbeing is a multidimensional concept as thus contains various ways in which it can be measured. One way to measure wellbeing is through self-report surveys in which children can be asked about their wellbeing as well as their level of happiness. The local Index of Child Wellbeing in England (Ministry of Housing, Communities and Local Government, 2014) and the Children's World Survey (ISCWEB) can be used in this case.
- To promote child-centricity, schools could hold workshops and conversations with children about their wellbeing as well as concerns. The schools can use this qualitative feedback to formulate action plans to support children.
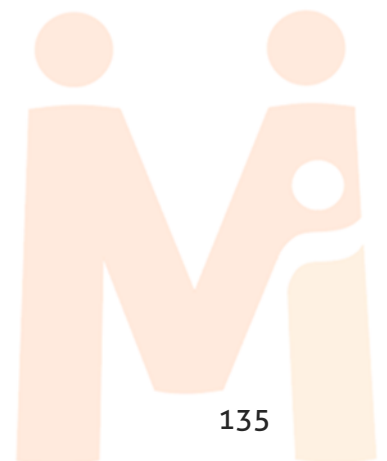
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