



iMiCREATE

Migrant Children and Communities in a Transforming Europe

MiCreate –project overview

Stowarzyszenie INTERKULTURALNI PL



Project's partners

- Znanstveno-raziskovalno središče Koper, Slovenia (ZRS)
- The Manchester Metropolitan University, United Kingdom (MMU)
- Centre national de la recherche scientifique, France (CNRS)
- Mirovni inštitut, Slovenia (MI)
- Univerza v Ljubljani, Slovenia (UL)
- Syddansk Universitet, Denmark (SDU)
- Universitat de Barcelona, Spain (UB)
- Hellenic Open University, Greece (HOU)
- Stowarzyszenie Interkulturalni PI, Poland (IPL)
- Universitat Wien, Austria (UW)
- HFC Hope for Children CRC Policy Centre, Cyprus (HFC)
- CESIE, Italy (CESIE)
- Udruge centar za mirovne študije, Croatia (CPS)
- DYPALL NETWORK: Associação para o Desenvolvimento da Participação Cidadã, Portugal (DYPALL)
- Fakulteta za dizajn, Slovenia (FD)

Countries participating in the project:

Austria, Croatia, Cyprus, Denmark, France, Greece, Spain, Poland, Slovenia, United Kingdom

Countries covered by research:

Austria, Denmark, Spain, Poland, Slovenia, United Kingdom

Hot spots covered by research:

Moria, Lesbos (Greece),
Calais (France)
Sanliurfa (Turkey)
Bezwola, Targówek (Warszawa) (Poland)
Sicily, Italy

Project Aims

- Examination of integration practices for migrant children, including those in educational systems
- Developing and evaluating integration tools on the basis of research – school laboratories
- Describing and evaluating the needs of migrant children- child-centered approach
- Developing recommendation for the EU migration policy



Project target groups

- Newly-arrived migrant children (up to 2 yr)
- Long term migrant children (3-5 yrs)
- Local children
- Children in transition (refugee camps, hot spots, irregular statuses)
- Age groups:
 - Children in primary education (10-13 y.o.)
 - Children in secondary education (14-17 y.o.)
- Children Advisory Board



Research Agenda

- **State of art analysis, methodology and good practices – 3 reports available at micreate.eu**
- **Analysis of EU host communities – 2 reports available at micreate.eu**
- **Analysis of education systems in 6 countries and thier adjustment to adaptation and integration of migrant children – report at micreate.eu.**
- **Research in schools**
- **Rresearch in transition zones**
- **School laboratories**
- **ICT tools**
- **storytelling app & Awarness Rising Tool**



Research methods

- **Collection and data analysis - reports**
- **Interviews with migration experts at local and national level**
- **Interviews with teachers and school staff**
- **Examination of the children integration practices – observation, interaction, autobiographical interviews, Focus interviews, art-based methods, storytelling app**
- **Developing integration tools and good practices on the basis of conducted research**
- **Testing research results in school laboratories**
- **Drafting and disseminating policy papers**



Scope of the research

- **15 schools covered by educational system overview**
- **6 schools covered by in depth studies – 3 primary schools + 3 secondary school (due to pandemics research covered more schools and participants of the language course)**
- **70 observation days in schools**
- **111 children covered by research (F2F and online interviews)**
- **2 international academic conferences (Barcelona – October 2019, Kraków – December 2020)**
- **15 laboratory days in schools**
- **12 academic articles in peer reviewed journals**



Expected results

- **Report on state of art in children migration studies**
- **Report on good practices in integration and adaptation of migrant children**
- **Expert report on integration policy and educational system**
- Reports on situation of newly-arrived, longterm migrant children, local children and children in transition.
- 5 teachers manual on different aspects of integration and diversity management (6 languages). Policy papers
- Mobile applications



Schools participated in research

- SP 61
- SP 117
- SP 158
- ZSO nr 18
- XV LO
- Bursa nr 2 Szkolnictwa Ogólnokształcącego (dormitory)
- Language course (Nowy Sącz, Kraków)
- Mixed school children(23)
- SP 58 in Warszawa (Targówek), SP in Bezwola



Child-centered approach– narrative interviews with children

- Qualitative research – results not yet analysed
- childhood at the center – the set of living experiences of children and their worlds
- conceptualisation of childhood: autonomy vs subject of adult influence
- social and cultural context of children development
- significance of inter-generational bonds
- participation in social life
- in the interview the attention is focusing on respondent – researcher is a listener
- during the interview child is reconstructing its identity and show its vision of the world
- it may include intimate and traumatic biographical experiences
- interviews were difficult due to social distance for a stranger



Quantitative Research

- based on multi-language online survey
- sample: 590
 - 460 local children
 - 92 newly-arrived migrant children
 - 38 long-term migrant children

General remark: there is no significant difference in provided responses between local and migrant children



Respondents overview

Age: 13-15 (43%) but the projects' age group: 14-20 (64,8%)

Gender: Boys: 37,7% Girls: 60,1% (at younger group 50/50)

Nationality: Polish/Ukrainian/Other (EU/South America/USA)

Religion: Christian (50%), Not Affiliated (22%), Reluctant to Say (25%)

Inhabitation: Large city (82%), village (12%)

Socio-economic status: same level compared to peers -79% .



Perception of life

- Satisfaction from living in Poland: 58%
vs 21%

Satisfaction in life:

- general satisfaction: 55%

- satisfaction referring to control and
needs: 54%

- self-satisfaction (personality/identity):
59%

Lifestyle:

- organized leisure activities - 45% (rarely or never)

- meeting and playing with friends - 40% (once or twice
a week)

- smartphone sociability - 83% (everyday)

- spending time alone - 30/30/40 at each category (but
considerably lower in migrant children 45/40/15)

Online vs real time: 51 vs 42 (marked "often" score)



Perception of social relations

-Support:

- family: 84%
- parents attention: 70% (considerably higher at migrant children)
- friends presence: 72%
- friends support: 78%

School satisfaction:

- like being in school: 53%
- feeling of safety: 69% (slightly higher for migrant children)
- feeling of acceptance: 64% (considerably lower for migrant children 56 vs 68)
- being ok with teachers asking: 36% (vs. 41% not ok) (considerably higher for migrant children to feel ok (50 vs 31)
- acceptance by peers: 60%



Inter-school Relations

-School Performance:

average: 50%, good: 45%

Violence and bullying:

- never experienced: 77 and 56%

Discrimination:

- only gender factor was relevant both for teachers and classmates as perpetrators in whole cohort, but 1/4 migrants felt discriminated by either teachers or classmates because of nationality/race and language they spoke.

<http://www.micreate.eu/?lang=pl>