

# A COMPREHENSIVE APPROACH FOR THE STUDY SOCIO-EDUCATIONAL INCLUSION OF MIGRANT CHILDREN IN EUROPE: IMMERSE RESEARCH PROJECT

Bajo Marcos, Eva [ebajo@comillas.edu](mailto:ebajo@comillas.edu)

*Instituto Universitario de Estudios sobre Migraciones, Universidad Pontificia Comillas*

**Keywords:** migrant children, refugee, socio-educational inclusion, Europe.

## Abstract

The increase of migratory flows to the European Union and the refugee crisis of 2015 have confronted the European societies with the challenge of socio-educational integration of migrant children (Heckmann, 2008). The H2020 research project IMMERSE: Integration Mapping of Refugee and Migrant Children in Schools and Other Experiential Environments in Europe, arise in response to the current situation to address the particular context of migrant children in benefit of the safeguard of their rights as well as of the social cohesion in Europe.

The main objective of IMMERSE is to involve the community and research into the generation of a system of socio-educational indicators that will serve to monitor the inclusion of migrant background children in the European Union and to generate a significant impact in their process of integration. To this end, IMMERSE maintains a comprehensive approach based on: a) an integral view of educational contexts (Ainscow, 2016) b) a theoretical framework of inclusive interculturalism as a model of integration c) the implementation of co-creation and participative strategies as fundamental pillars of the methodology (Horgan, 2017) and d) the engagement of key stakeholders in micro, meso and macro levels (Bronfenbrenner, 1994).

IMMERSE's first contribution is the development of the theoretical framework of inclusive interculturalism as a model of integration. This framework summarizes and develops the contributions made in primary and secondary sources related to the fields of migrant population integration and the contextualization of diversity in socio-educational inclusion. The model proposed identifies key outcome dimensions in the integration process and their main determinants across the micro, meso and macro levels (barriers and facilitators).

In order to ensure the maximization of the project's impact, the engagement of the community will be eased by the development of an online platform destined to reinforce the links among the members of the IMMERSE community and stakeholders with the academic research. This digital solution will constitute a hub for the community dynamization, a dashboard that allocate and allow the visualization and management of the panel of indicators and an online repository for good practices and resources.

This communication will present in depth the cited conceptual framework and its relevance as an innovative approach from which educational practices can be transformed to ensure the educational success of migrant children in Europe, as well as the IMMERSE project and future milestones.

References

- Ainscow, M. (2016). Diversity and Equity: A Global Education Challenge. *New Zealand Journal of Educational Studies*, 51(2), 143–155. <https://doi.org/10.1007/s40841-016-0056-x>
- Bronfenbrenner, U. (1994). Ecological models of human development. In *International Encyclopedia of Education* (2nd ed., pp. 37–43). Oxford: Oxford: Elsevier. <https://doi.org/http://www.psy.cmu.edu/~siegler/35bronfenbrenner94.pdf>
- Heckmann, F. (2008). *Education and migration strategies for integrating migrant children in European schools and societies. A synthesis of research findings for policy-makers. Education and the Integration of Migrant Children*. <https://doi.org/10.2766/35262>
- Horgan, D. (2017). Child participatory research methods: Attempts to go “deeper.” *Childhood*, 24(2), 245–259. <https://doi.org/10.1177/0907568216647787>