

# Longitudinal Project: Transitional Spaces of Arrival

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**Project duration:** 04/23 - 12/25

## Longitudinal project/ sub-project subdivision:

1. *Transitional Spaces of Arrival I* - gaps and potentials of psychosocial care for refugees in Hesse
2. *Transitional Spaces of Arrival II* - factors of successful transition management at the interface of early assistance and regular education
3. *Transitional Spaces of Arrival III* - The influence of parental psychological stress on the psychosocial development and integration of their children

## Project description:

Over a funding period of three years, the project *Transitional Spaces of Arrival* examines the gaps and potentials of psychosocial care for refugee children, adolescents and families in Hesse. The focus is on the importance of school and early schooling measures in Hessian initial reception facilities for children's development and integration processes. The aim is to work out the trajectories of the transition from the early arrival phase to integration into society and to formulate recommendations for practice and policy.

The project is characterized by research into children's development and arrival processes in the research field of the initial reception facility. This means that the early arrival phases of refugee children and families in particular are taken into consideration with the hypothesis that early support measures during this time are of particular importance for the further arrival and integration process.

The following research questions accompany the research project: How is school organized in Hessian initial reception facilities? What needs do refugee children and adolescents have with regard to their schooling? What significance do teachers have for children and young people as well as their legal guardians in the early arrival phases? What is the learning experience in the usually short period of time that families spend in the facility? With the help of a multi-perspective research design, teachers as experts as well as children, young people and their legal guardians have their say.

Furthermore, the project examines the significance of parental traumatization for the child's development and integration process. How do experiences of flight affect parenting and parenting skills? What ways of dealing with this situation do children and young people develop? What needs

do children, young people and families have and what support is needed to facilitate their arrival process?

Methodologically, the project combines quantitative-statistical with qualitative-hermeneutic approaches.

Psychoanalysis and its interest in the unconscious serve as the cornerstone. Deep hermeneutics as a qualitative research method and theoretical approach to the field of research provide important clues to the latent content of what is spoken. Psychoanalysis as a science of the unconscious can make a valuable contribution here by using its scientific methods and concepts to attempt to decipher those dimensions that lie beyond the surface of manifest expressions, but which nevertheless have a behavioral impact on the experience of the people concerned.