

Migrant Reception Communities in Spanish context

Integration Policies, Initiatives and Gaps

ECER 2019, Hamburg

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Presentation

Migrant Children and Communities in a Transforming Europe



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HORIZON 2020

**Europe in a changing
world – inclusive,
innovative and reflective
Societies**

Image source: <https://slideplayer.com/slide/3373214/>

Main Goal

To stimulate the **inclusion** of diverse groups of **migrant** children by adopting a **child-centred** approach to their **integration** at the **educational** and **policy** level



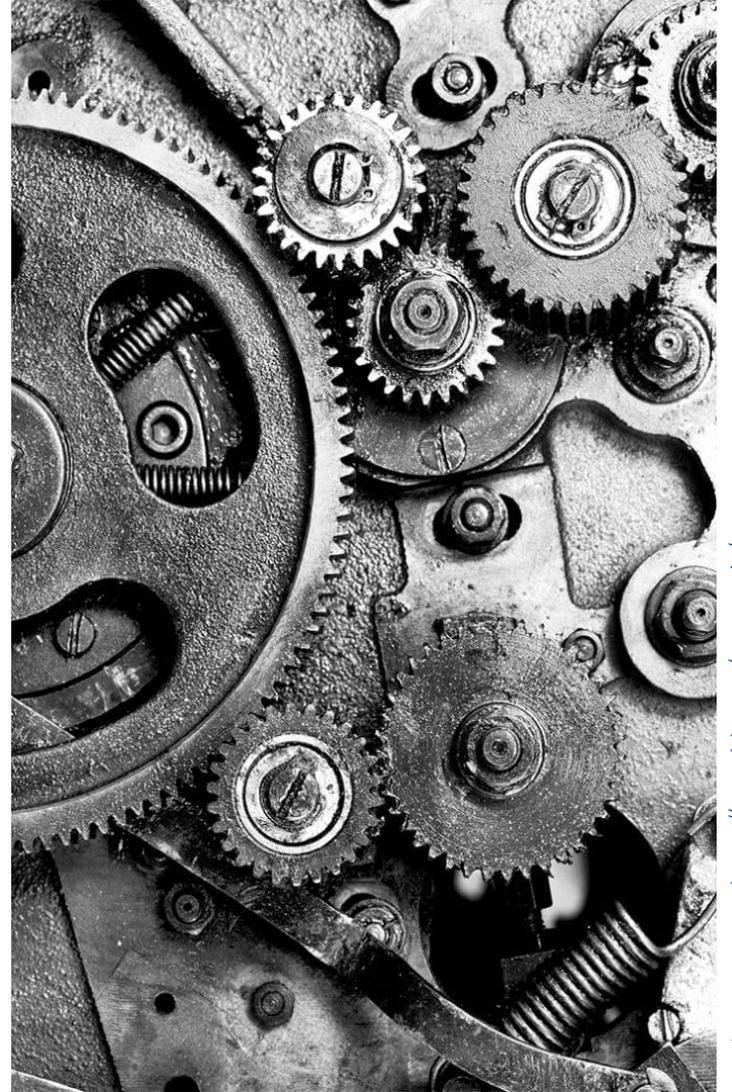
Image source:

<https://ied.eu/project-updates/intercultural-mentoring-education/>

Main Questions

- How to **enhance** the capacity of teachers and teaching staff to manage diversity.
- What could be the **recommendations** on child-centered integration policies.

(Clemence, Riggs, and Augoustinos, 2014; Doomernik, and Bruquetas-Callejo, 2016; Mügge and van der Haar, 2016; Newbigging and Thomas, 2011; Penninx and Garcés-Masareñas, 2016; Rudiger and Spencer, 2003; Tubergen, 2006)



Countries & Partners involved



Duration & WP



<http://www.micreate.eu/>

Focus of the presentation

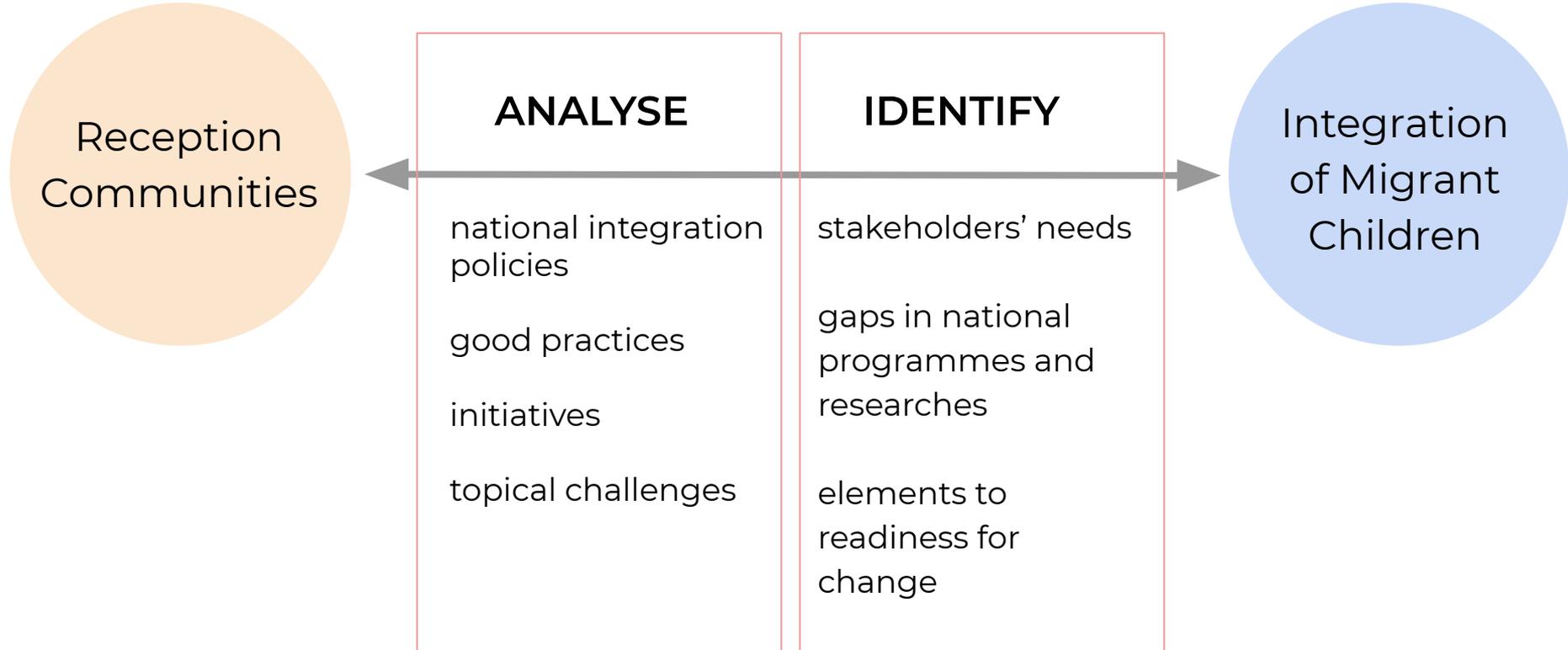
Research done during
WP3 in Spain by Esbrina
research group



WP3. Reception Communities (Spain)

WP3 is grounded in a position that **the context of host societies** is one of the most important characteristics **affecting integration processes** and provides **an important way to understand** the experiences of migrant groups in a certain country.

Objectives



Methodology

Analysis of national datasets

data on migration

gaps in data

Interviews with stakeholders

14 interviews

officials
policy-makers
social workers
NGO representatives

Media, political and public discourses

main debates

changes of public attitudes

representations of migrants

Methodology

Semi-structured
interviews

60-90 min.

Anonymity



- Policies and practices
- Children's needs
- Readiness for change

Outcomes: policies and practices

- Spanish policies (copied from the European ones) are made under a **security and control** approach, instead of a more social one
- There is no clear government position. **Ambiguity** in its policies (e.g. rescue ships permits to dock; Proderai)
- There are national policies that protect children **up to the age of 18**. Since then, there is a legal gap that makes it difficult to obtain the nationality (from passport to ID card)

Outcomes: policies and practices

- The country is not only facing **diversification of newly arrived children** (with/out family), but also 'migrant' population that Spain already has (**'2nd and 3rd generation'**)
- Governments and councils **have difficulties to adapt its policies** to changes in migration (e.g. convert 'reception classroom' to linguistic support). Spain is dealing with migration since 1992
- Good practices and policies depend on some schools and councils. There is **a lack of state policies** and a **disarticulation between social integration** and **educational policies**

Outcomes: children's needs

- **School segregation** is a non-solved problem
- There is a **lack of empathy**. Migrant children are **treated for their shortcomings** rather than for their potentialities
- **Be recognized as subjects** with rights and obligations. Do not make their rights dependent on the condition of their parents

Outcomes: children's needs

- We should not only talk about integration, but about **belonging** (economical, emotional and symbolic dimensions). They need to belong **to the community** in which they are, as well as, **to different social networks**
- They need love and care. They feel that they are not welcome and **nobody cares** about their future
- They need to feel that not only **are they the future, but the present too**

Outcomes: readiness for change

- There is a **need of assessment** in policies and practices
- Teachers and social workers **are not well prepared** for dealing with migrant children. We need to know and look at 'the other'
- Migration **needs to be** introduced into **school curricula**
- There is a **need for collaboration** between Academy and NGO, municipalities, schools, etc.

References

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thank you!

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ECER 2019, 07 SES 04 A:
Inclusion of Newcomers and Refugees
Part 1

Time: Wednesday, 04/Sep/2019: 9:00 - 10:30

Location: VMP 8 - Room 05 Ground Floor 50 pax

Session Chair: Henrike Terhart (University of Cologne, Germany)

Paper 1:

Migrant Reception Communities in Spanish context: integration policies, initiatives and gaps

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PARTNERS



Univerza v Ljubljani



Depuis 80 ans, nos connaissances
bâtissent de nouveaux mondes



WP3 methodology schedule:

- Reception communities (between April and November 2019) -

April 2019: stakeholders identified (lista de posibles stakeholders)

May 2019: national data identified and collected; analysis of national datasets completed

June 2019: overview of national and legal provisions, policies, good practices and initiatives provided.

July 2019: 10-15 interviews with stakeholders implemented and completed, transcribed and summarized.

- Spain has become one of the European countries with the highest flow of refugees and immigrants in the last few years and, consequently, as a host country, there is a growing need to work towards an effective social integration of the different cultures incorporated into Spanish society.
- Education has the challenge of building an expansive educational culture that takes into account that children learn throughout their lives and experiences, including their needs and enhancing their cultural and social capital to build an inclusive culture.
- We think it is necessary to work towards promoting equity and the community welfare of these immigrant children through a child-centred approach.
- A child-centred approach is important in view of the fact that the integration of migrant children is not something that can be achieved by a simple legal rule: on the contrary, in order to be effective, integration policy should respond directly to the needs and aspirations of the children concerned on the one hand and to the critical points in the processes of social inclusion on the other hand.
- We have to start from what we know about them and, more importantly, we should give them a voice by making their views, opinions and desires heard; only by respecting their opinions will they feel and identify themselves as equal, appreciated and welcomed members of local, national and European communities.