Migrant Children and Communities: Educational challenges in Spain

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CREATE
Migrant Children and Communities in a Transforming Europe

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From emigration…..

- Historically, S

Emigración española a América Latina

…….to inmigration

- In 1975 the percentage of immigrants was 0.46%.
- In 2011, 12,2% →mostly economic migration (Alonso & Furio-Blasco, 2007).
- 38.9% →European Union countries;
  - 22.7% → Africa;
  - 17,3% → South America;
  - 9,2% →Asia;
  - 5.7% → Europe (No EU);
  - 4.8% →Central America and Caribbean;
  - 1.3% →North America;
  - 1.0% →from Oceania. (INE 2011 y 2017)

…….to inmigration

…….to inmigration

- Direct consequences on demographics (Arjona & Checa, 2009)
- Affected to school's population.
- In Catalonia, which was the region where more immigrants arrived, the number of immigrants in classrooms increased from 0.58% in 1999 to 12.5% in 2008.

Immigrants at school in a context of educational tensions

- Different kinds of schools shaping the system: state, private and state-sponsored schools (similar to charter schools, in most cases owned by Catholic Church).

- Immigrant students were concentrated in state schools (80%), only the 20% were enrolled in private and *sponsored* schools).

- Inequalities between Spanish public and private schools:

    → minority backgrounds perform at lower academic levels.

    → politicization of the question of segregation of immigrants.

- Lack of longitudinal studies.

From assimilation/integration…. To inclusion

- Organic Act on the General Organisation of the Education System (LOGSE, 1990) → the need to fight ethnic-cultural (and sexual) discrimination.

- Following the proposals of the Council of Europe, introduced the idea of intercultural education programs (Terrén, 2001).

- Links between intercultural education and special educational needs, considering with especial needs those pupils that suffer physical, mental or sensory disabilities, serious behavioural disorders or are in unfavourable social or cultural situations.

- *Compensatory programs* → to solve linguistic difficulties as well as to bridge cultural and ability gaps.

From assimilation/integration…. To inclusion

In Catalonia

- *Aules d'acollida* (reception classrooms) → places where students who are late in joining the education system learn basically Catalan language.

- For the remaining time they are integrated into the ordinary classroom, following a transition curriculum program.

- In the academic year 2008-2009, a total of 24,505 pupils attended 2,236 *aules d'acollida* (Departament d'Educació, 2008) in compulsory schooling. Pupils joining school at any moment of the academic year, create planning and practical problems.

- Opportunity of transforming the schools into places of *acollida* (welcoming places) not reducing it to a classroom, taking advantage of the potential offered by immigrants to think about a more inclusive school.

From assimilation/integration.... To inclusion

In Catalonia

- The policy to manage cultural diversity developed by the Catalan Department of Education could be understood through the metaphor of a highway (Sub-Director of Language and Social Cohesion (LSC) of the Catalan Government)

- The reception classes (*aules d'acollida*) → first step of immigrant pupils towards the highway, while the Catalan language was the vehicle.

- The second step → schools as institutions, where an "intercultural approach" needs to be implemented and it should affect all students and teachers.

- The third step → adaptation of the school environment to the cultural diversity and the intercultural approach, which should result in local educational plans.

From assimilation/integration…. To inclusion

In Catalonia

- "We were mono-cultural and now we have to recognize that we have to exist together with different cultures" (Zapata-Barrero & de Witte, 2007, p. 58).

#We are not afraid

Barcelona, August 17th, 2017

- Immigrant were considered as *a problem* but, more and more as a opportunity to rethinking schooling (Hernández-Hernández & Sancho-Gil, 2018).

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Thank you!!!