

Reception communities in the EU environment

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

Policy frames: What is the problem (represented to be)? (Carol Lee Bacchi)



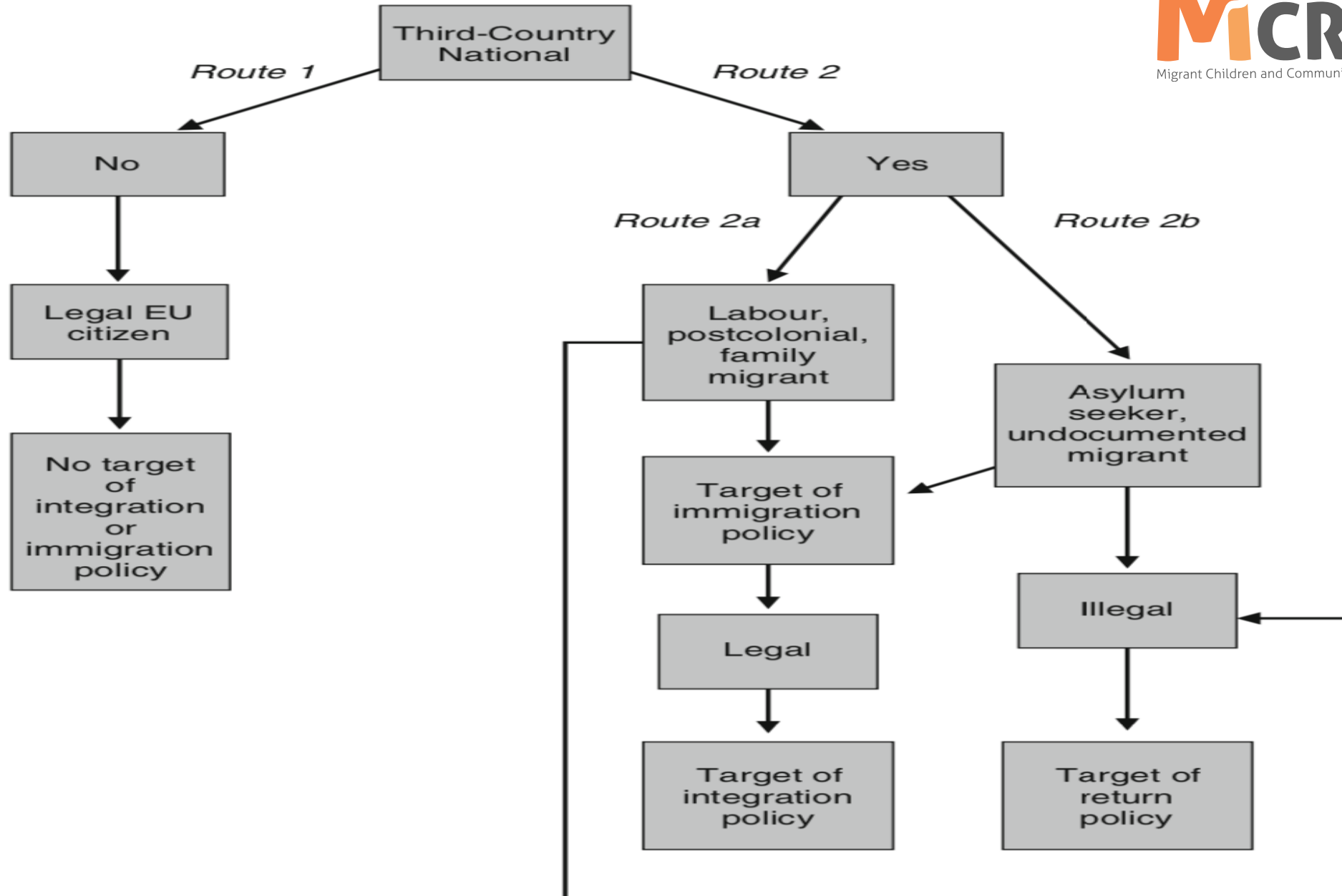
- How is the problem defined and who is defined as a problem always already implies the proposed solutions and implementation. Immigration: a security/economic/social difficulty or an opportunity?
- Different solutions that follow: to prevent migration or to remain a community open for immigration;
- Questions/definitions: Who has the (moral and legal) right to become an immigrant? Who are desired or undesired immigrants?
- All this implies categorizations for immigrants who are already present in the society: are they „legal“, „regular“, „foreigners“, „temporary guests“, „workers“, „permanent residents“ or „members of society“ with the same rights and obligations as „native“ population and citizens?

Problem definitions: What/who is a problem (“challenge“)? - the broadest frames

- Diversity frame
 - Performance/Neo-liberal frame
 - Educational frame (+Human rights perspective)
 - Security frame
 - Categorization frame/s (origin or motive for migration)
- } Utilitarian frame (Integration costs)

The categorization chain in the EU

Vir: Mügge in van der Haar 2016



Four important (and intersected) policy areas/dimensions of integration for children with a migrant background in education

- fundamental rights, equality, and antidiscrimination,
- migration and integration,
- social inclusion and cohesion and
- education and training itself.

Recent intersecting areas explaining the current EU policy framework and trends

- Diversity and intercultural education: migrant children, local children and educational community
- Human (child) rights frame
- Social inclusion and/in education frame
- Migrant contribution frame: performance, costs and benefits of migration
- Evidence based policies frame.



Some conclusions

- The frameworks of integration policies are intersected and dependent on the political power and voice of the actors: inconsistencies & tensions represent opportunities.
- Changed policy frameworks – i.e. the shift from “diversity frame” to “interculturalism”, from “performance frame” to “child rights” – could only be achieved through the active involvement of actors;
- EU integration policy frameworks for immigrant children in education have progressed in normative terms.
- There exists a gap between EU principles, the existing promotion of good practices and how Member States understand the integration of immigrant children.