Migrant children's integration and education in Europe
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Six Cases of Innovatives Approaches for integration of migrant children in Spain

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Abstract

This paper builds on the European project MiCREATE - Migrant Children and Communities in a Transforming Europe (*822664 — MiCREATE — H2020-SC6-MIGRATION-2018-2019-2020/H2020-SC6MIGRATION-2018*). In this project, we have identified innovative approaches for the integration of migrant children, in particularly those which use digital technologies for positive integration by fostering the cultural capital of migrant children. These initiatives can help in the prevention of racism, xenophobia and other forms of intolerant behaviour and attitudes. We have explored the variety of ways in which digital technologies can be used for changing users' attitudes or behaviour through persuasion and social influence.

This contribution gives account of the six cases selected in Spain. To avoid the neoliberal pressure to change everything to make sure that nothing really changes beyond the consumption of new digital products, we start by discussing the term innovative itself, going to its dimensions as a mere "fashion" to a profound transformation really based in migrant children and youth educational and social needs (Sancho-Gil, 2018). The six selected cases were:

1. *Programa Intercultural e-Culturas*, various locations (Vallejo & Roa, 2015). It is an online platform designed to support interaction and intercultural learning between primary school children from different countries (Spain, Argentina, Brazil, Chile, Paraguay).

2. CODINC - Coding for Inclusion (ALL DIGITAL, 2017). This European project aims at promoting education in STEM subjects (science, technology, engineering and mathematics) among young people in situations of vulnerability. The project will train youngsters (aged 15-17) in STEM education and coding, so that they can act as animators for their younger peers (aged 9-12) in schools.

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3. InventEUrs - Fostering Invention-Based Collaborative Learning for Social Change (Universitat de Girona, 2016). It follows an innovative methodology based on digital storytelling, creative computing and virtual exchanges. For doing so, children from different zones work together.

4. Design and implementation of an educational project on interculturality in early childhood education using augmented reality and QR codes (Rodríguez-García, Hinojo-Lucena, & Agreda-Montoro, 2019). The main goal was to favour, through the use of ICT tools, interaction and cultural awareness between teacher students and school children, in order to learn to live in multicultural societies.

5. I NEED U TWOO (IES BENDINAT, 2017). The main goal was to encourage the integration of newly arrived students by giving them tools that facilitate their linguistic and cultural integration, fostering their self-esteem without giving up their own identity, facilitating strategies that allow them to succeed in school, redefining the current Plan of Reception of the center, developing a digital platform that allows families to cooperate and participate in the process and recognizing the mechanisms of exclusion to facilitate their prevention, detection and rejection.

6. EVALINTO-Evaluation environment for fostering intercultural mentoring tools and practices at school (Universidad de Salamanca, 2016). The project tacks the early school leaving in order to improve the opportunities of young people and to support smart, sustainable and inclusive growth. It aims to promote peer mentoring actions and to develop an ICT framework to execute activities for intercultural contexts.

Our presentation will focus on the main topics addressed by these initiatives, in relation to the above-mentioned issues, and in identifying the role of digital technologies in promoting migrant children integration.

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Migrant children's integration and education in Europe
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