

Migrant Reception Communities in Spanish context

Integration Policies, Initiatives and Gaps

ECER 2019, Hamburg

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This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 822664



Presentation

Migrant Children and Communities in a Transforming Europe



The project is funded by



The EU Framework Programme for Research and Innovation

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



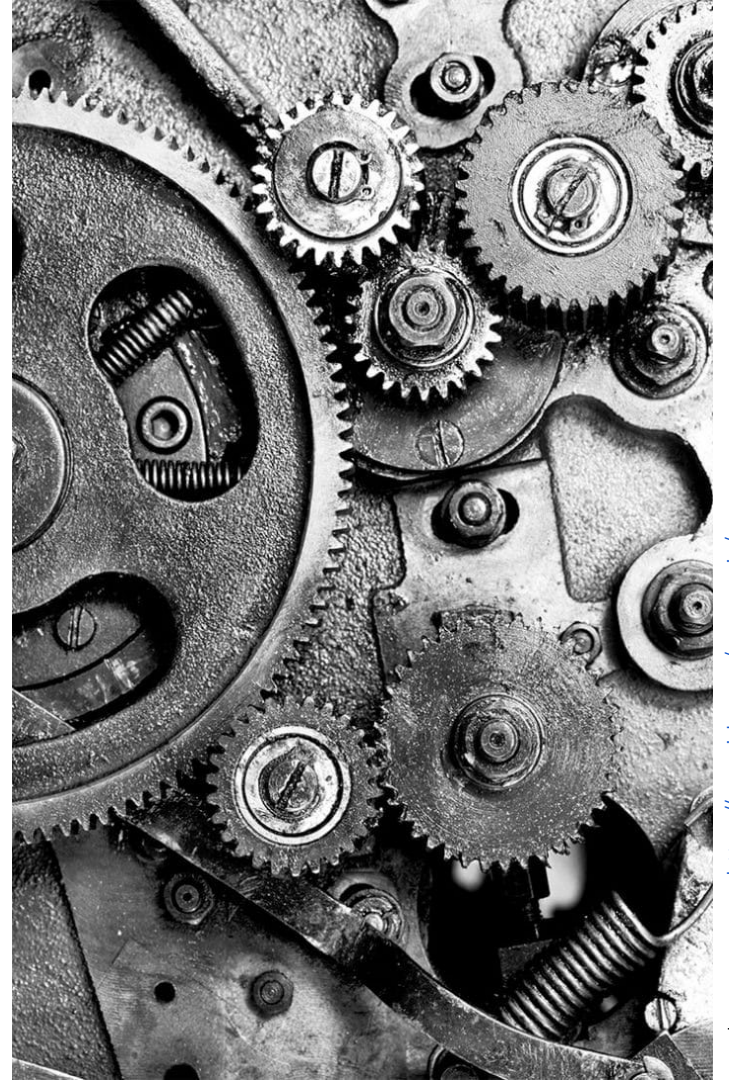
Image source:

<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

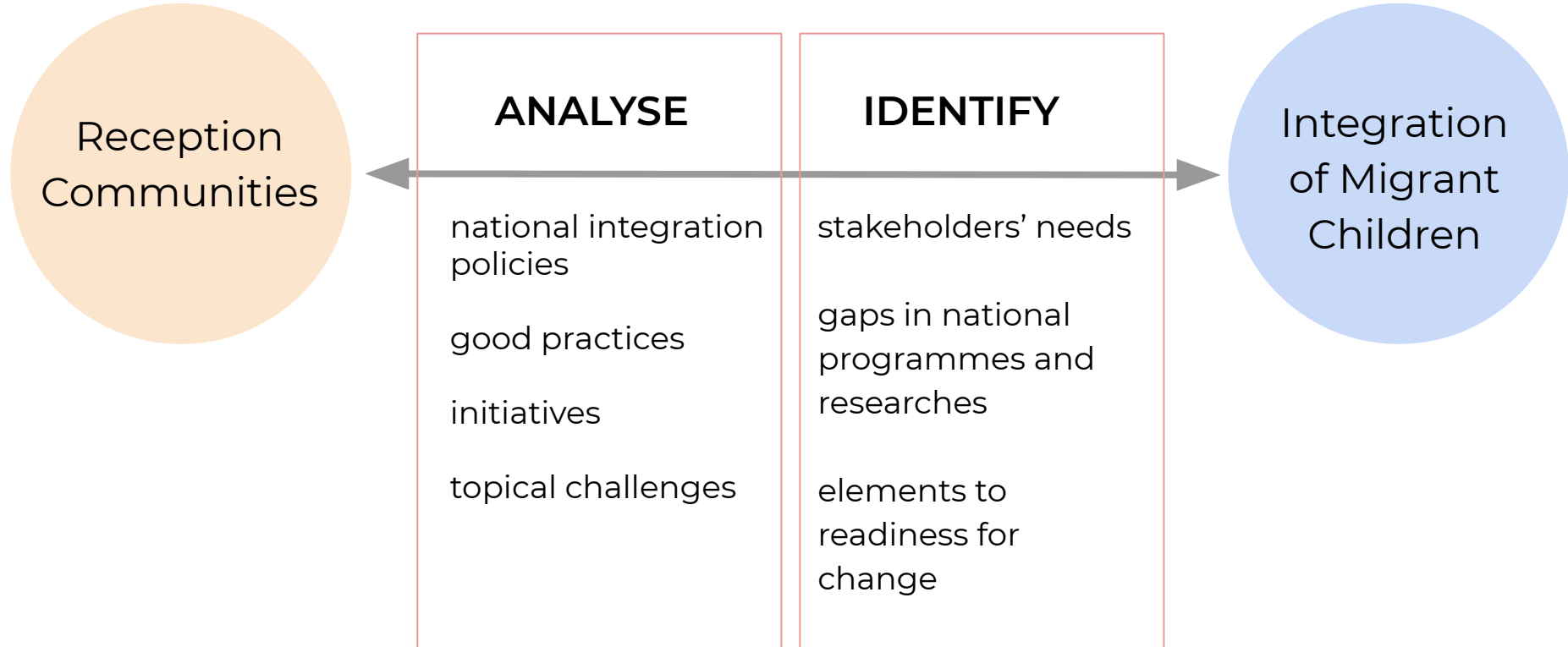
Research done during
WP3 in Spain by Esbrina
research group



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.

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thank you!

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