

# The Role of Families in the Processes of Integrating their Children into the Educational System

Juana M. Sancho Gil, \*María Domingo Coscollola, Judit Onsès

Segarra, Sara Carrasco Segovia

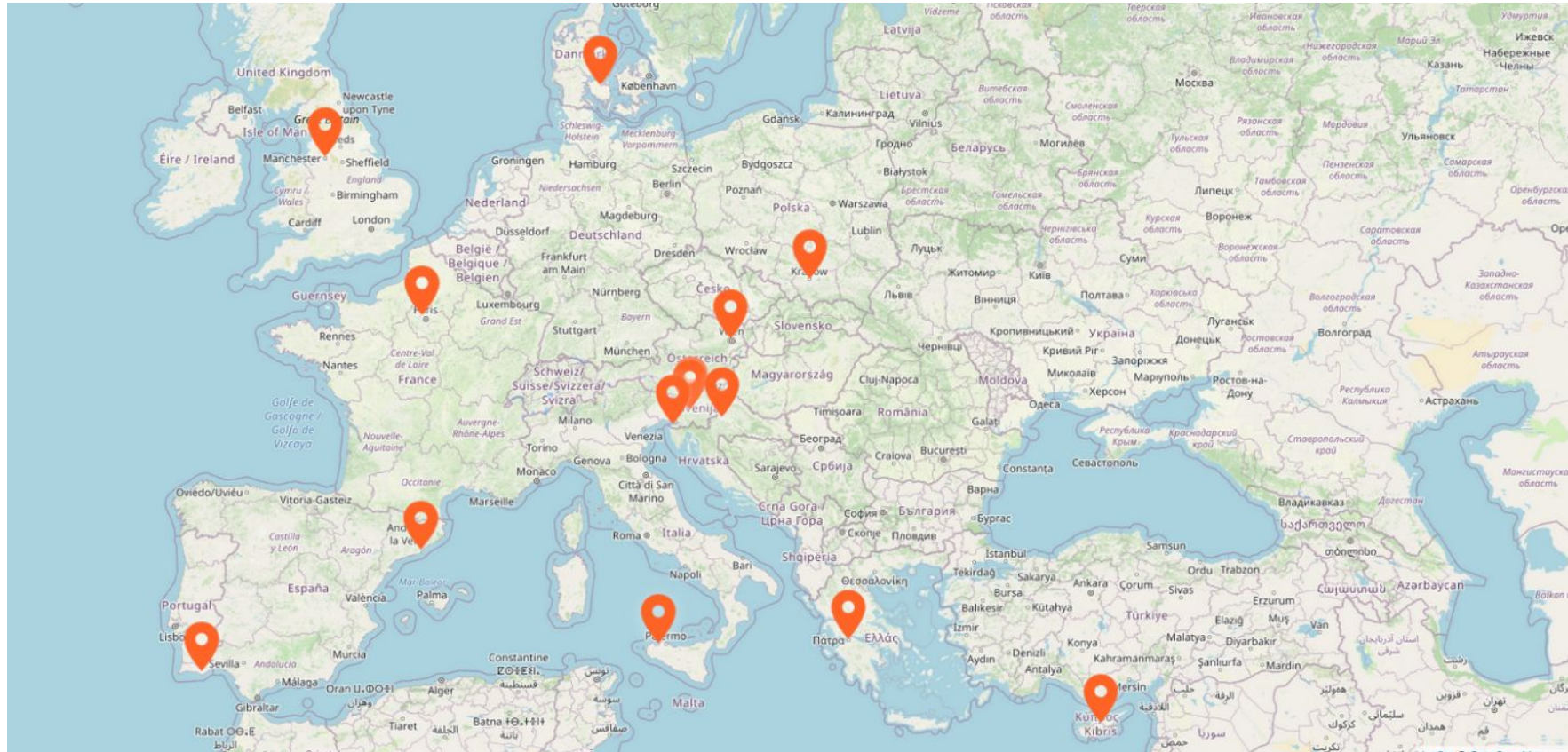
University of Barcelona - \* Internacional University of Catalonia



# European project MiCREATE

## Migrant Children and Communities in a Transforming Europe

Grant Agreement number: 822664 — MiCREATE — H2020-SC6-MIGRATION-2018-2019-2020/H2020-SC6MIGRATION-2018



Partners: Slovenia, United Kingdom, Denmark, Spain, Greece, Poland, Austria, Cyprus, Italy, Croatia, Portugal, France.





## Aim and objectives

To explore and stimulate the inclusion of migrant children in educational systems, by adopting a child-centred approach at educational practice and policy levels.

1. Identify existing measures for migrant children inclusion of at the regional and local level.
2. Analyze the social impacts of these inclusion programs through case studies.
3. Develop inclusion measures and identify social investment in educational policies and school systems that aim to empower children.



## Presentation focus

To explore how families are involved in the processes of including their children into schools.

- What kind of school they choose for their children?
- What are the reasons behind their choice?
- To what extent they feel part of the educational community?
- What their needs are?
- What difficulties and challenges they face?
- What are the values they bring in and expect from school?



# Theoretical framework

- Migrant families' involvement in school (López, Scribner & Mahitivanichcha, 2001)
- The difficulty of cooperation (Seker and Sirkeci, 2015).
- The cultural gap between migrant families and the school (Sime, Fassetta, & McClung, 2018). Säävälä, Turjanmaa & Alitolppa-Niitamo (2017)
- Demographic variables - the family's educational resources, type of school (quality of social relationships, teachers' achievement expectancy, multicultural education at school) (Hoti, Heinzmann, Müller, & Buholzer, 2017).
- Children's and young people's ideas and wishes often would depend on their families and their dynamics (Rübner, 2017).
- Ensuring the learning of language of instruction plus the mother tongue (Janta & Harte (2016).





# Methods

Fieldwork with primary and secondary Spanish schools.

- Focus Groups
- Interviews
- Audio-recorded and transcribed

European Commission ethic protocols

The analysis strategy looked for common and specific issues in each school.



# Data sources. Participants in focus groups and interviewees

School name	Interviews (indicate role)	Focus group teachers (indicate role)	Focus group parents (indicate role)
S1	3 School Representatives 1 Parent 6 Teachers	7 Teachers	7 Parents
S2	2 School Representatives 2 Teachers 2 Parents 1 Social Worker	8 teachers	4 Parents 4 Community members
S3	1 School Representative	2 Community members 2 Teachers 1 Internship student 1 Social worker	4 Parents
S4	3 School representatives 6 Teachers	5 Community members 2 Teachers	3 Parents
S5	1 School representative 4 Community members 1 Parent	9 Teachers	7 Parents
S6	1 School representative 1 parent	13 teachers	-
S7 to S16	2 School representatives	-	-

Source: Own elaboration.

# Results

Inclusion does not only focus on children but also on families.

Several schools have programs and organize activities with families to foster relationships and trust and exchange ideas and experiences about school and social life.

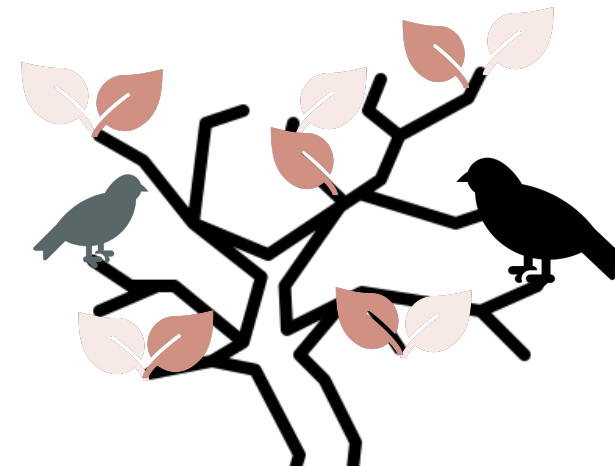
There are mainly two socio-economic reasons for migrant families to bring their children to schools with a high percentage of cultural diversity:

- Newly arrived migrant families with socio-economic difficulties do not choose a school but are assigned to those that have free places.
- Settled families, with socio-economic well-being, choose such schools for their children because they want them to grow up in a culturally diverse setting. They see diversity as a richness. They choose those which offer a stimulating educational program and with a high commitment of teachers

Schools lack resources and deal with difficulties between local and migrant families.

Differences among:

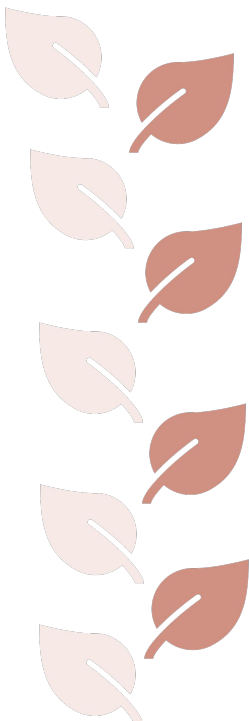
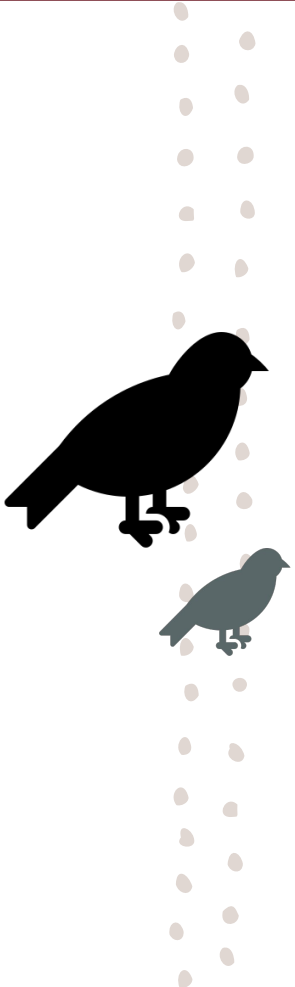
- Local cultures and migrant communities in dealing with migratory processes.
- Facing, and solving difficulties and conflicts.
- Encouraging children's schooling and getting involved in school activities and the educational community.







# Scientific or scholarly significance of the study or work

- 
- The crucial role families have in the inclusion process of migrant children.
  - The inclusion process is a very complex reality, it not only involves migrant families, but the whole educational community (e.g., school staff, municipalities, and local families).
  - Shades light on a very relevant issue, usually under-researched.
  - Shows how important it is for schools to be aware of the different local contexts and cultural diversity of families in the inclusion process.
- 



# References

Ball, M. (1998). School inclusion: the school, the family and the community. The Joseph Rowntree Foundation.

Desforges, Ch., & Abouchaar, A. (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: a literature review [Research Report]. Great Britain Department for Education and Skills, no. 433. Retrieved from [https://pdfs.semanticscholar.org/4b88/30c29e126c58c6698c1fbdab18ad1e4dfae9.pdf?\\_ga=2.20863984.919622528.1580462677-2033745058.1578058574](https://pdfs.semanticscholar.org/4b88/30c29e126c58c6698c1fbdab18ad1e4dfae9.pdf?_ga=2.20863984.919622528.1580462677-2033745058.1578058574)

González, I. (2007). La participación de las familias inmigrantes en la escuela: necesidades de orientación y formación. *Revista de Educación*, 9, 155-169. Retrieved from: <http://rabida.uhu.es/dspace/bitstream/handle/10272/2066/b15175091.pdf?sequence=1>

Hoti, H. A., Heinzmann, S., Muller, M., & Buholzer, A. (2017). Psychosocial Adaptation and School Success of Italian, Portuguese and Albanian Students in Switzerland: Disentangling Migration Background, Acculturation and the School Context. *Journal of International Migration and Integration*, 18(1), 85-106. doi: 10.1007/s12134-015-0461-x

Leiva, J. J. (2011). Participación de las familias inmigrantes y educación intercultural en la escuela. *Contextos educativos*, 14, 119-133. Retrieved from: <https://publicaciones.unirioja.es/ojs/index.php/contextos/article/view/643/606>