

“The several challenges of migration and education”

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13/05/2021



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UAB

**Universitat
Autònoma
de Barcelona**

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of the European Union





THE SEVERAL CHALLENGES OF MIGRATION AND EDUCATION

Universitat Autònoma de Barcelona

THE TEAM

- ESSOMBA, Miquel
- GUARDIOLA, Pep
- POZOS, Katia
- TARRÉS, Anna





EUROPEAN CONTEXT



SPANISH AND CATALAN CONTEXT



SCHOOL PATHWAYS OF MIGRANTS



MIGRANTS AND UNIVERSITY



Education and migration in Europe. The impact of political integration and globalization.

Miquel Àngel Essomba



Council Directive 77/486/EEC of 25 July 1977 on the education of the children of migrant workers

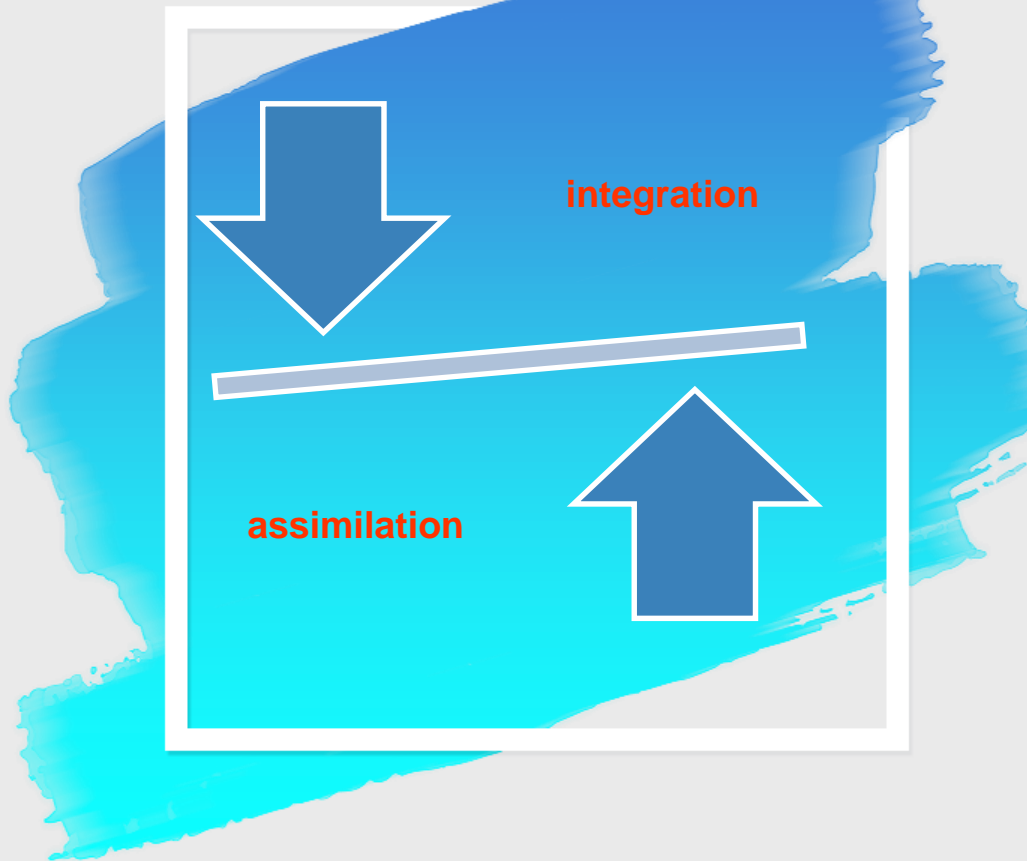
- Children's schooling
- Free tuition
- Host country language learning
- Mother tongue learning
- Teacher training

instrumental



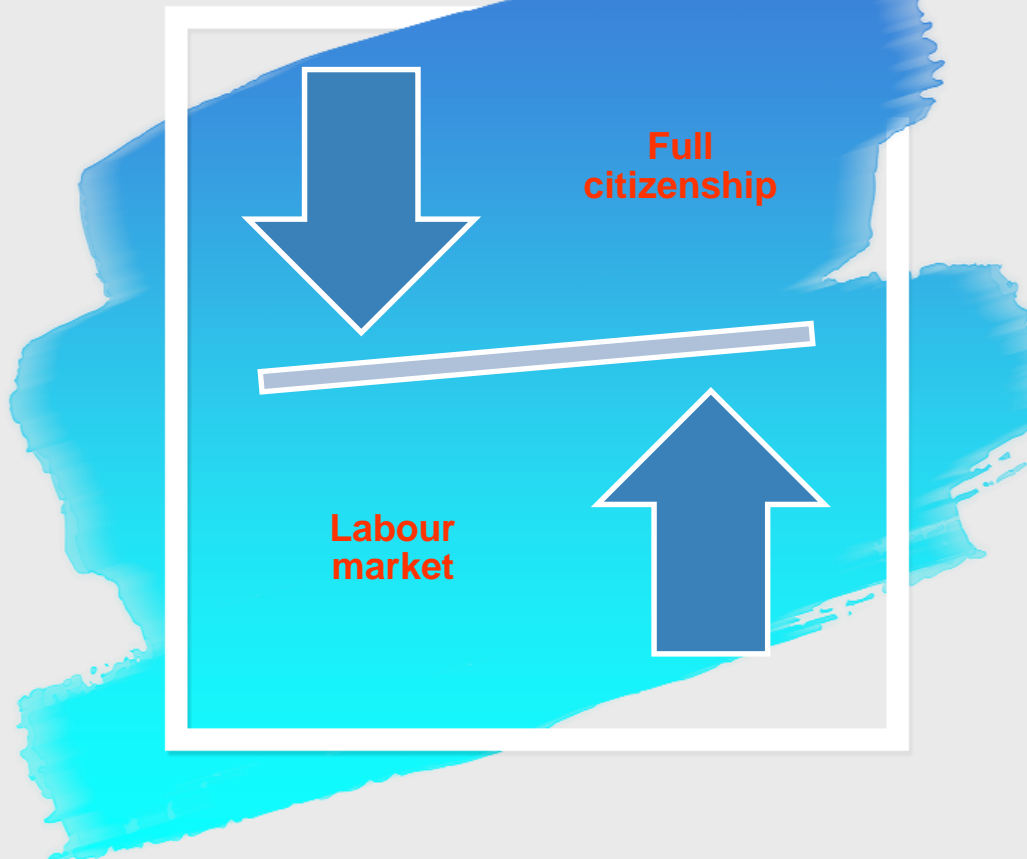
Common Basic Principles for Immigrant Integration Policy in the EU (2004)

- Basic knowledge of the host society's language, history, and institutions is indispensable to integration; enabling immigrants to acquire this basic knowledge is essential to successful integration



Common Basic Principles for Immigrant Integration Policy in the EU (2004)

- Efforts in education are critical to preparing immigrants, and particularly their descendants, to be more successful and more active participants in society.



Green Paper - Migration & mobility: challenges and opportunities for EU education (2008)

- Host language and heritage language
- Targeted support
- Mentoring and tutoring
- Partnership with parents' associations
- Pres-school education
- Second chance education
- Adult education
- Integration
- Intercultural education

Council conclusions of 26 November 2009 on the education of children with a migrant background

- Anti-discrimination strategies
- Permeability of education pathways
- Quality of provision
- Individual support
- Curriculum relevance
- Teachers' adaptation
- Community approach



Sliding Doors

From 2011
on...



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check our **monitoring platform** on migrant education



SIRIUS is
a European
Policy Network
on the education of
children and young
people with a
migrant background




MESA REDONDA SIRIUS 2.0


Para el desarrollo de Políticas Educativas para las
personas de origen inmigrante en el territorio español

Participantes
Representantes políticos en
temas de inmigración y educación,
legisladores, profesionales de
la educación y la sociología,
entidades diversas y ONGs
para el apoyo a las personas
inmigrantes, expertos e
investigadores en la temática,
profesores de todos los
niveles educativos, alumnos
de grado en educación social,
psicología y sociología,
sociólogos, miembros de las
familias, entre otros.

6 de Julio de 2018
Secretaría de Igualdad, Migraciones y
Ciudadanía de la Generalitat de Catalunya
Barcelona




Organizado por



Con el apoyo de



Ministerio de Educación, Juventud y Deporte
Secretaría d'Igualtat,
Migracions i Ciutadania



This project is funded
by the European Union



A Clear Agenda for Migrant Education in Europe 2015

- Educational support to newly arrived migrant children
- Promoting multilingualism among immigrants
- Vocational education and training to counter social exclusion
- School concentration
- The face of diversity: How to increase the representation of people with a migrant background in education
- Teacher training and professional capacity
- Mentoring in education



New challenges comming...

- Refugee education
- Digitalisation after covid-19
- Roma education
- Youth skills
- New EU Integration processes
- Euro-mediterranean borders

Immigration policies (Spain/Catalonia) University: research and activism From multiculturalism to Anti-racism

Josep Guardiola Salinas

Some facts about immigration



Spain



Catalonia



Some facts about immigration

According to the UN, 6,104,203 immigrants live in Spain, which represents 12.9% of the Spanish population.

Spain

The foreign population resident in Catalonia is 1,260,619 people on 1 January 2020 and represents 16.2% of the Catalan population.

Catalonia

Immigration policies:



From **control**
to
integration



Spain/ Catalonia


Citizenship and Migration Plan. Catalonia




Un pacto para vivir juntos y juntas

Pacto Nacional para la Inmigración

firmado en Barcelona el 19 de diciembre de 2008

 **Generalitat
de Catalunya**
Pacto Nacional para la Inmigración

 **Generalitat
de Catalunya**
Pacto Nacional para la Inmigración



Plan de ciudadanía y de las migraciones

2017-2020

 **Generalitat de Catalunya**
**Departament de Treball, Afers Socials
i Famílies**



Sliding Doors

From research to action!

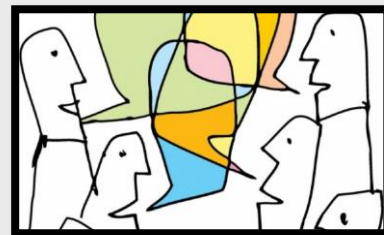
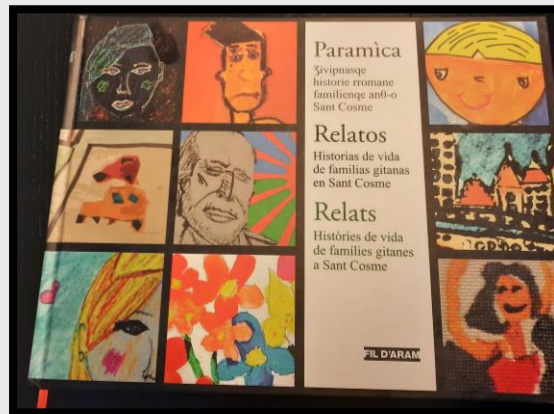
Our
expertise on
immigration

SOS RACISME
PER LA IGUALTAT DE DRETS



Organització de les Nacions
Unides per a l'Educació,
la Ciència i la Cultura

CENTRE UNESCO DE CATALUNYA
UNESCOCAT



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Some Challenges for Catalonia

IMMIGRACIÓ A CATALUNYA
REPTES PER A UN NOU ESTAT
PLURAL I INCLUSIU



Interculturalism VS Anti-Racism



School trajectories of immigrant teenagers

Newly arrived migrant students (NAMS) and school
engagement in disadvantaged contexts in Catalonia.
The role of out school

Anna Tarrés

*“The most vulnerable immigrants from an educational point of view are those who arrive late in age; they cannot speak the language of the host country; and come from a country where the education system is of low quality”
(OECD, 2012)*

Which elements come together to facilitate the NAMS's continuation of studies in economically vulnerable contexts?



Which elements come together to facilitate the NAMS's continuation of studies in economically vulnerable contexts?

School trajectories of immigrant teens. Anna Tarrés, UAB

Organized in 3 focus

- Focus on **class, gender & migratory status** - intersectional elements.
- Focus on the **interrelationship inside / outside classroom** - *School engagement* (Frederiks, Blumenfeld & Paris, 2004) and *institutional habitus* (Bourdieu; Reay, 1998)
- Focus on **the treatment of subjectivity** - Life course studies (Clausen, 1998)

Concepts: Equity; School engagement & Educability

Qualitative methodology

School trajectories of immigrant teens. Anna Tarrés, UAB

WORK STAGE 3:
2017-2019
Longitudinal
interviews (20
NAMS)

Fieldwork
and research
techniques

WORK STAGE 1:
2015-2016
Retrospective
interviews (10
NAMS)

WORK STAGE 2: 2016-2017
Ethnography (3 High schools)



Female educational trajectories

The study of the life's course. Contributions from observed trajectories

School trajectories of immigrant
teens. Anna Tarrés, UAB

Case 1:

Badra, the
progression
despite the
rejection:

*"At first it was
suffocating"*

Case 2:

Aixa,
progression as
the only
activity
allowed:

*"I just went to
the Casal*"*

* An extracurricular
activity that mixes
educative support and
leisure.

Case 3:

Badia, the
progression
despite the
identity crisis:

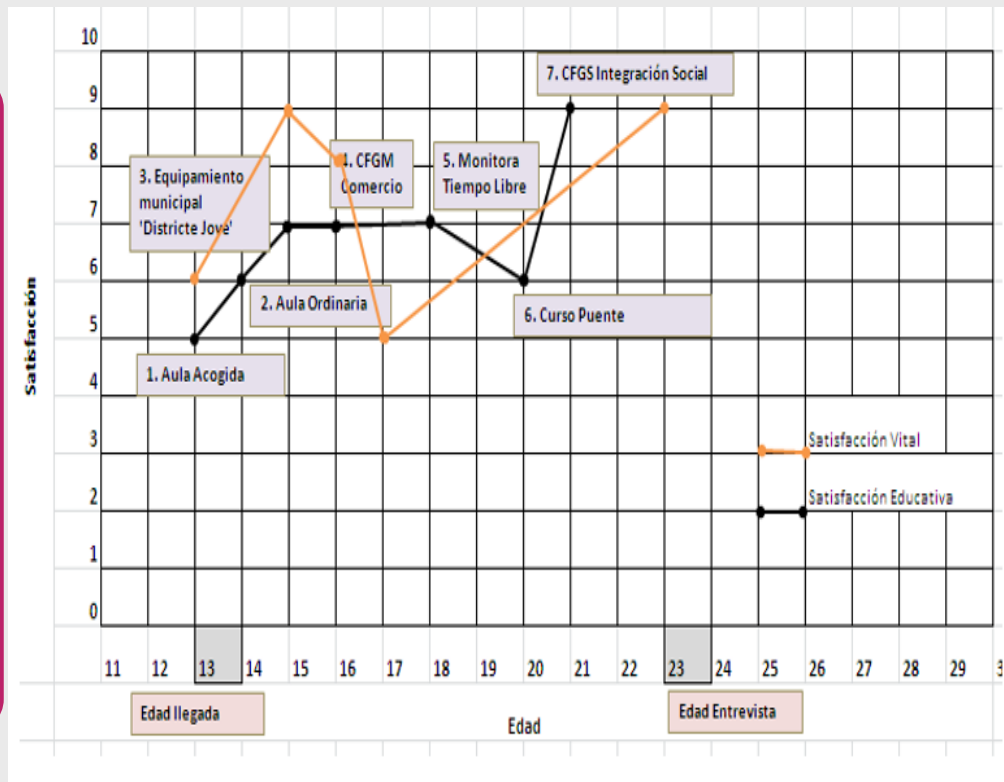
*"You're like if
you stay on a
bridge"*

Female educational trajectories

The study of
the life's
course.
Contributions
from observed
trajectories

School trajectories of immigrant
teens. Anna Tarrés, UAB

Case 1:
Badra





Male educational trajectories

The study of the life's course. Contributions from observed trajectories

School trajectories of immigrant
teens. Anna Tarrés, UAB

Case 4:

Abdul, the
progression in
labor
socialization:

*"I wanted to
have my own
company from
the beginning"*

Case 5:

Ranjit, the
progression to
overcome
unwanted
occupations:

*"I study to have
a good job"*

Case 6:

Moha, the
progression
despite the
multiple
interruptions:

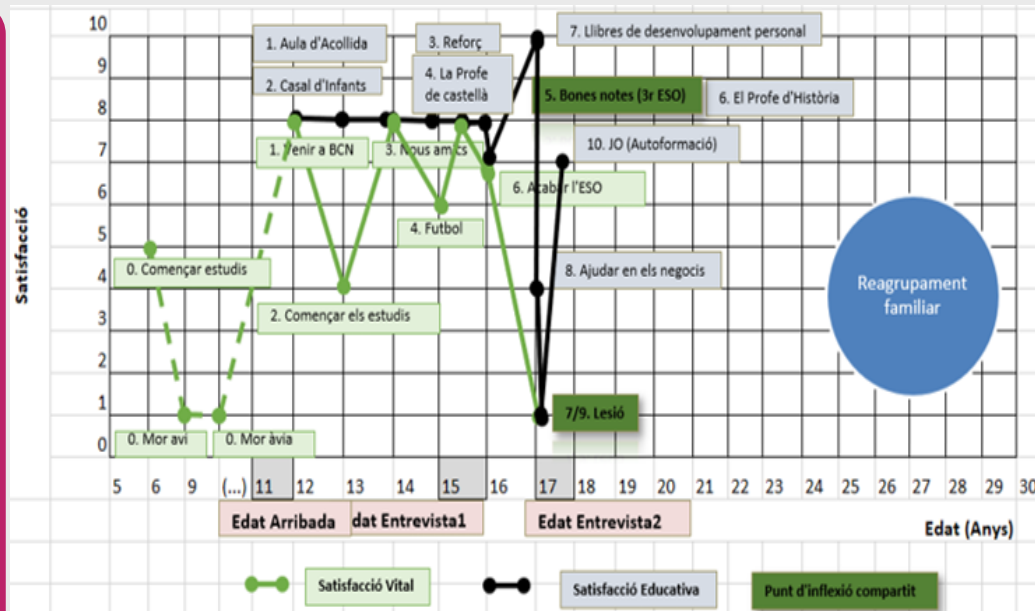
*"Surviving, you
know?"*

Male educational trajectories

The study of
the life's
course.
Contributions
from observed
trajectories

School trajectories of immigrant
teens. Anna Tarrés, UAB

Case 4:
Abdul





“

The story and graphic representation of the studied trajectories show the contradictions and dilemmas that NAMS develop in their encounter with the new society and in relation to the social variables of social class, gender, cultural origin and migratory status.

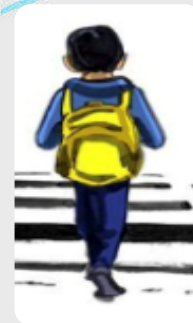


“
Trajectory study shows the importance of educational organizations, inside and outside school environment, as channels of expectations, guidance, practical and emotional support, in connection with the importance of educational engagement.



“
So which elements come together to
facilitate NAMS studies in economically
vulnerable contexts?

*A non-discriminatory environment
Educational opportunities & Community support
ICTs autonomous use*



Thanks!

University trajectories of immigrant university professionals, from own experience (storytelling)

Katia Pozos P.

WHY DO PEOPLE MIGRATE?

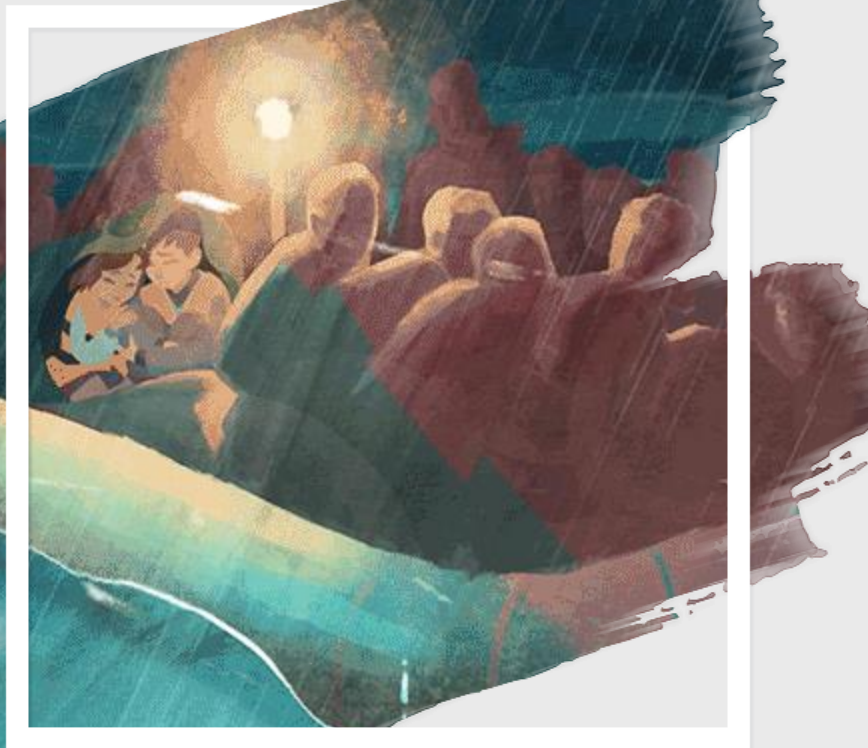


WHY?

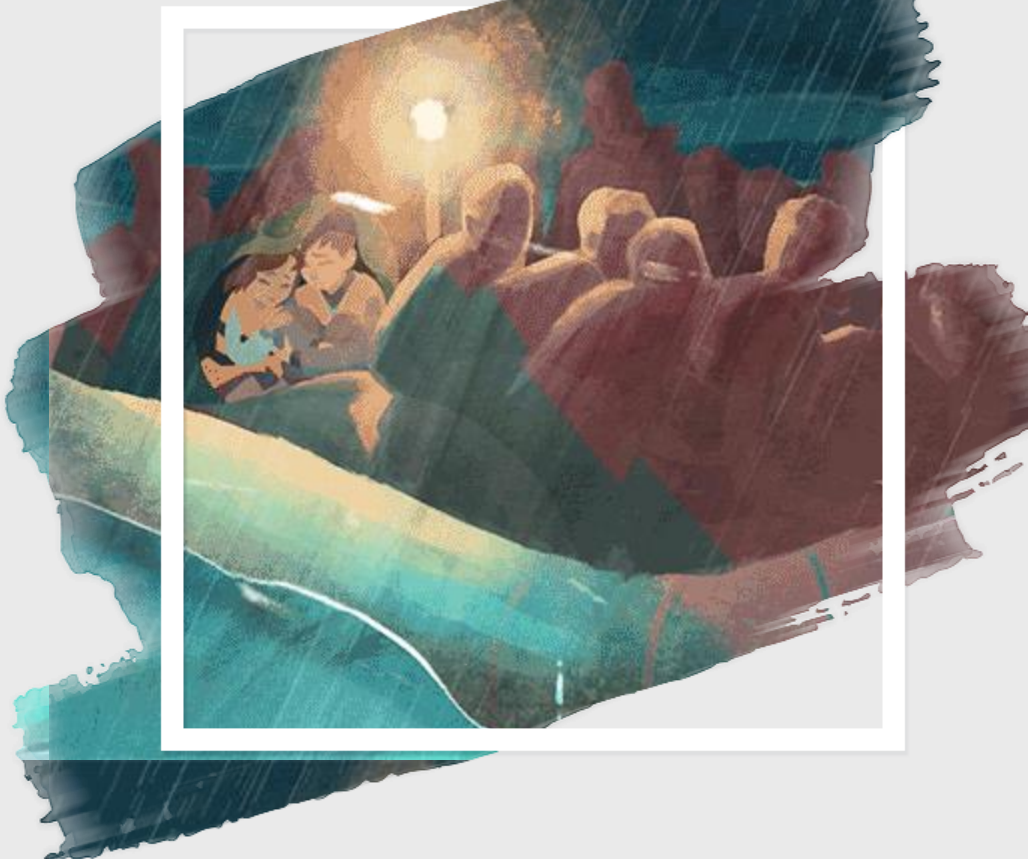
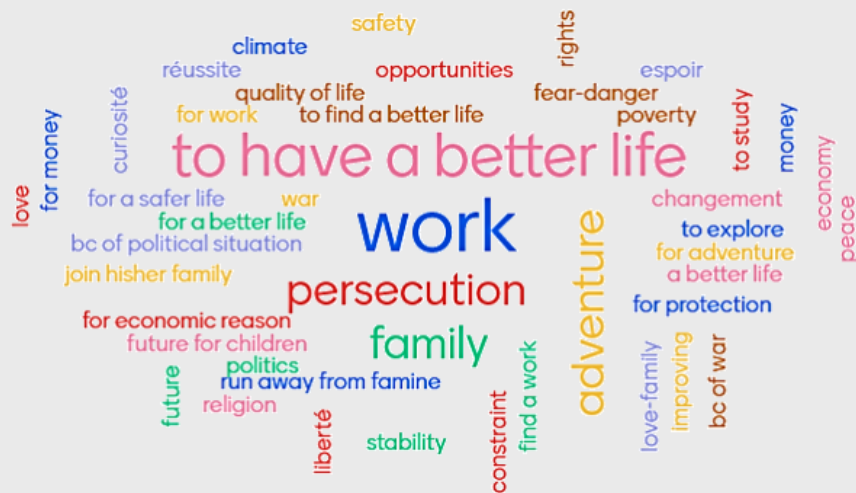
Please...

Go to www.menti.com and
use the code **2639 0699**

Go to www.menti.com and use the code 2639 0699



WHY?



WHY?

- **Economic Factors:** Movements in search of for job opportunities; job transfers; exploitation of natural resources (e.g. gold, diamond etc).
- **Social Factors:** Movements for better education; medical services; marriage; to join spouses and families; move away from some traditional practices; etc
- **Political Factors:** Migration to avoid political or religious persecution; movements during wars (political refugees)
- **Environmental Factors:** Migration as a strategy to deal with environmental hazards (e.g. drought, famine, volcanic eruptions, earthquakes) and poverty (Tacoli, 2009; Black, Bennett, Thomas, & Beddington 2011).
- *Several factors interact to drive people away from their usual places of residence. While some movements are voluntary, others are forced. Faced with the same economic/environmental problems, some people may choose to migrate while others may still remain at the origin because of lack of resources to migrate or unwillingness to do so. The term **'trapped migration'** is used for situations whereby people facing serious environmental and economic challenges want to migrate, but they are unable to do so.*



WHY DID I...?

PUSH FACTORS: Voluntarily...

- ✓ To pursue a **better education**
(Get a PhD degree)
- ✓ To have a **better live quality**.
- ✓ To live in a country with **less violence and corruption**.
- ✓ To **avoid specially gender discrimination and sexism** in daily life and professional life.
- ✓ To **expand the boundaries of my knowledge and experience** in order **to help others** through education and research.



WHY DID I...?

PULL FACTORS:

- ✓ **Study opportunities** in Europe.
- ✓ A **full scholarship** that allowed me to pay for my studies and live in Spain
- ✓ A **better life** in more **advanced countries (EU)**.
- ✓ Immersion and direct **contact with different teachers, researchers and experts** in education and social pedagogy.
- ✓





The **ideal** of
studying and
living in Europe!





Sliding Doors



Càtedra

d'Educació Comunitària

ERDISC



From Mexico
City

...to
Barcelona



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Sliding Doors



Càtedra

d'Educació Comunitària

Centre de Recerca en
Diversitat i Inclusió
en Educació Comunitària

ERDISC



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Once in Barcelona...





But my real dream...



...was to arrive at the University



Having my firsts experiences in teaching, research and social action...

UAB

Universitat Autònoma
de Barcelona

Facultat de Ciències
de l'Educació

1ª FIRA DE PROJECTES
D'INNOVACIÓ
EDUCATIVA
Curs 2017-2018



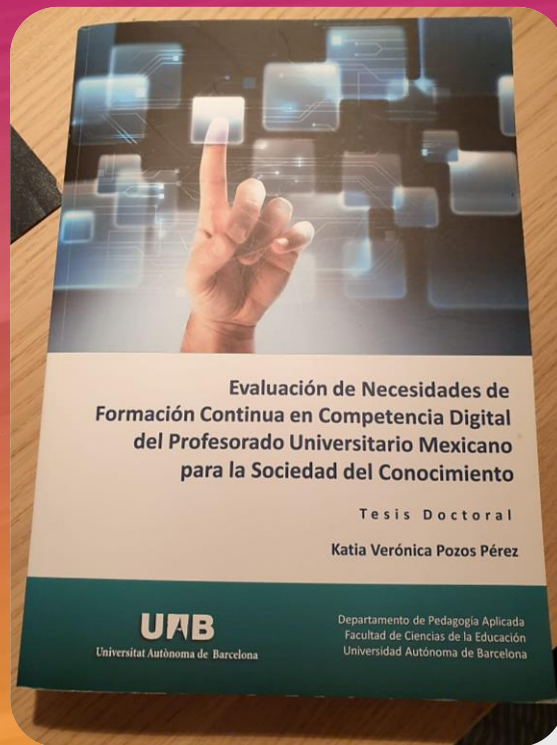
Research... Reflection... Action!!!



Research... Reflection... Action!!!

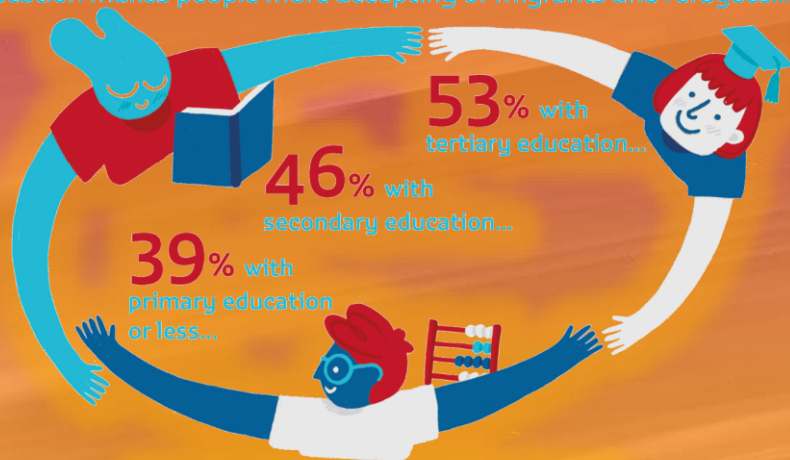


And of
course my
PhD
Thesis!!!!

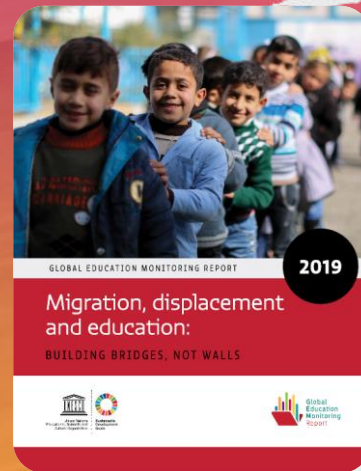


I have learnt, from my own experience that...

Education makes people more accepting of migrants and refugees...



wanted the same or increased immigration



<https://en.unesco.org/gem-report/report/2019/migration>

My integration process...

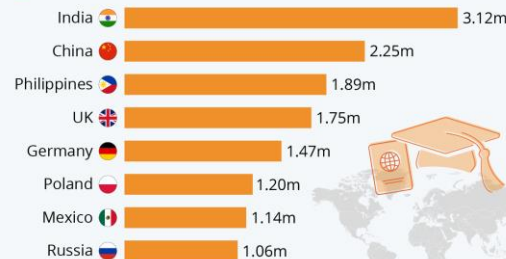


But the integration process was not heaven in earth always, even if you are a “Highly Educated Migrant...”



Where Highly Educated Migrants Come From

Most common birth countries of highly educated* migrants residing in OECD nations



* Having received vocational or academic training
As of 2015/16 - latest available
Source: OECD

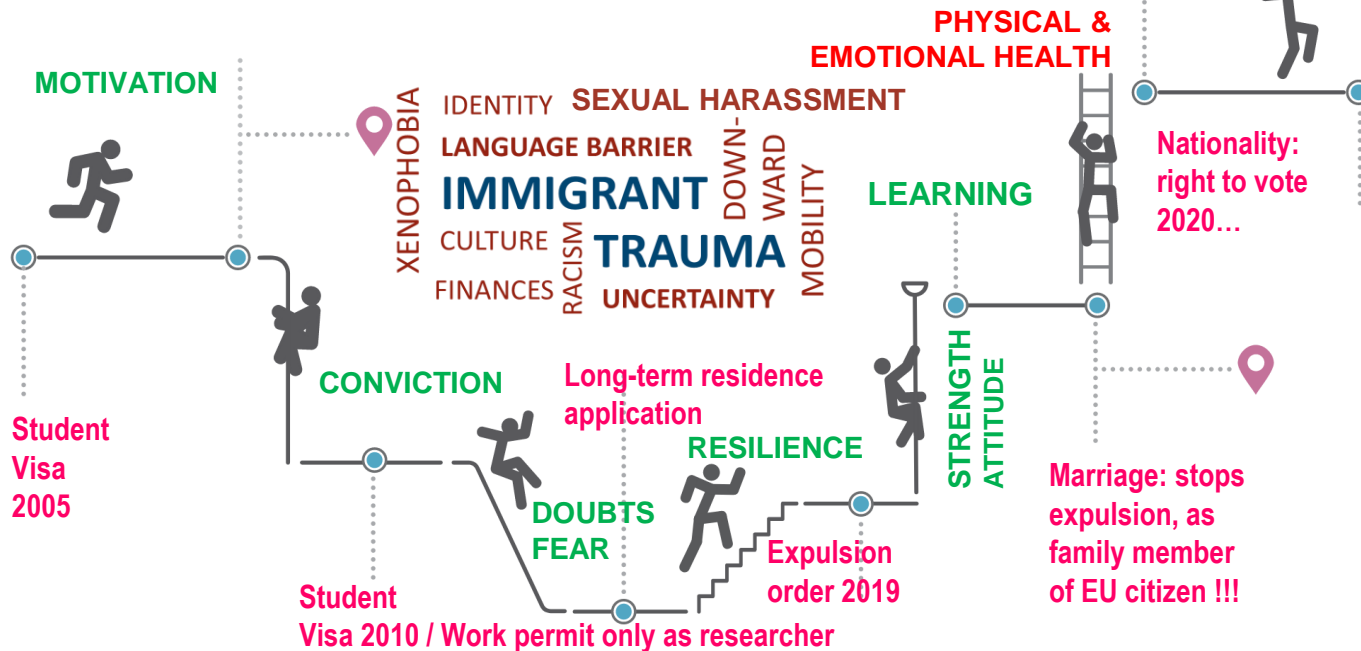


My integration process...

Before

During

Now



2005 – 2019: 14 years to achieve legal status / Nationality !!!

Before closing, some interesting facts...

Migration is an expanding global reality.

Migrants have grown from **2.8%** to **3.4%** of the world's population.



The number of international migrants has **grown by 49%** since 2000.

International cooperation is essential as migration will most likely continue to increase.



Find out more:
<http://refugeesmigrants.un.org/migration-compact>

Source: Report of the Secretary-General,
Making Migration Work for All, 12 December 2017

Before closing, some interesting facts...

Did you know
that women
make up
48%
of migrants
across the
world?



Before closing, some interesting facts...

We need to empower women migrants.



Women send home a higher percentage of their earnings than men.

Yet women migrants often face more restrictive labour policies and employment customs than men.

Find out more:

<http://refugeesmigrants.un.org/migration-compact>

Source: Report of the Secretary-General,
Making Migration Work for All, 12 December 2017



THANKS!

