

**Hosting and Inclusion of Immigrants**

Code: 101671  
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Teachers**

Miquel Àngel Essomba Gelabert

**Prerequisites**

The subject "Reception and inclusion of immigrants" is part of "Adult Education" track. We encourage students to have completed "Functional Literacy" and "Second Language Learning".

**Objectives and Contextualisation**

The course helps to understand the complexity of migration processes and their management, identifying some of the most important issues in the reception and inclusion of immigrants in multicultural societies.

The main goals are:

- To know the causes and dynamics of contemporary migration flows from the perspective of regimes of mobility.
- To understand the factors that influence the development of the reception and inclusion of migrant population.
- Familiarise with the regulatory framework and its implications for education.
- To understand the value and significance of cultural policies and management models of cultural diversity in the process of inclusion of the immigrant population.
- Develop knowledge on intercultural programs and projects in social education in the field of formal and informal education.
- Describe the reception dispositive, academic trajectories and school transitions to post-compulsory education of children of immigrant students
- To understand the social factors involved in popularisation of racism, and anti-racist strategies since the educational field.

## Competences

### Social Education

- Accompany people in their processes of growth and emancipation.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Apply the socio-emotional skills needed to manage human relations.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Design and develop processes for citizen participation and socio-community action.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Participate in the theoretical debates that affect the profession and affect different policy areas.
- Respect the diversity and plurality of ideas, people and situations.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Accept, understand and be sensitive to people in social difficulty.
2. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
3. Analyse the ethical aspects of social education when working with people at risk of exclusion.
4. Apply simple mediation strategies to increase autonomy and quality of coexistence in multicultural groups.
5. Clarify the ethical dilemmas and debates raised when working with immigrant populations in a situation of social inequality as exists today.
6. Critically evaluate the personal prejudices and stereotypes that prevent an intercultural view of the social reality.
7. Design and implement educational measures to prevent discriminatory attitudes and actions.
8. Develop critical analysis of cultural diversity that involves the assumption of a dynamic concept of culture, identity and diversity in itself.
9. Distinguish between an intercultural model and a multicultural model for the management of cultural diversity in the social sphere.
10. Identifying and assessing the multiplicity of historical, social, political and legal references pertaining to inclusive education.
11. Know and use the main sources of generation of scientific knowledge on social exclusion in Catalonia and Spain.
12. Know the main plans and programs of educational administration for social and educational inclusion of the immigrant population.
13. Know the rich and wide variety of situations of immigrant women in the country.
14. Knowing how to find and interpret statistical data relating to the foreign population.
15. Recognising foreign people or those belonging to minority groups (e.g. gypsies) as citizens with full rights and freedoms on equal terms with the population as a whole.
16. Recognising the assimilating, segregating, integrating or inclusive nature of the proposed socio-educational initiatives aimed at working with the immigrant population.
17. Respecting and valuing the potential of all people regardless of the functional limitations that they may have.
18. Understand and respect diversity as a factor of educational enrichment.
19. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
20. Understand the different stages of the migration process to identify the different social and emotional needs arising from the process for each stage.

21. Understand the existing public participation structures Catalonia today.

## Content

1. The process of reception and inclusion

1.1. Migration process: meanings and conditions for the reception and inclusion, in the regimes of mobility frame. Inmigran representation in the host society.

1.2. Sociodemographic trends of current migration. Context of origin, migration and settlement of the main migrant groups in Catalonia

1.3. Migration: family and community dynamics, from a transnational dimension. Gender and intergenerational view.

2. Regulatory framework and its implications for the host. European, Spanish and Catalan dimension

2.1. Immigration and integration policies: models and trends

2.2. Migration policies in the EU and Spain and the implications for education

2.3. The National Agreement for Immigration in Catalonia

3. Models of diversity management

3.1. Cultural policies and diversity management in educational field. From an international view.

3.2. The management model of cultural and linguistic diversity in Catalonia

3.3. Programs and intercultural projects in and out school

3.4. Racism. Concept, dimensions and intervention from social work

4. Reception and inclusion of children of immigrants in education

4.1. Reception dispositive in schools. Social workers role

4.2. Children of immigrant school trajectories. Success and resiliences indicators.

4.3. transition to Post-compulsory training of children of immigrants. Social work role.

4.4. youth of migrant families and after school educational programs. Implication for the social work

## Methodology

Training activities directed (large group in attendance) will be developed from:

- Expositions by the teachers for the contents of the syllabus.
- Discussions on relevant issues prior reading of articles, reports and documents.
- Workshops around the main topics of the subject supported by readings and other exercises.

\* Teaching methodologies and evaluation, might be modified according to the health authorities restrictions.

## Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Presencial large grup	45	1.8	15, 17, 14
Type: Supervised			
Team work	30	1.2	5, 15, 14
Type: Autonomous			
Individual work, articles and activities	75	3	3, 5, 15, 17, 14

## Assessment

The final grade is the weighted average of the two planned activities. In order to apply this criterion will be necessary to obtain at least 5 in each of these activities.

Class attendance is mandatory. To obtain a positive final evaluation student must have attended um least 80% of classes.

The exam will be done on January 19th. Group work will be presented on January 26th. The feedback of each deliverable will be published within a maximum of 15 days after the delivery date. The re-assessment will be on February 2nd.

Plagiarism is considered a major infraction, if detected plagiarism in this work will be suspended and will not be repeated. For a definition of plagiarism see: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual work	20%	0	0	6, 19, 20, 8, 14
Team work	40%	0	0	1, 2, 3, 4, 6, 5, 18, 19, 20, 12, 11, 13, 21, 8, 7, 9, 10, 16, 15, 17, 14
Test	40%	0	0	3, 6, 5, 18, 19, 20, 21, 8, 9, 10, 16, 15, 17, 14

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