

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	1

Contact

Name: Roser Girós Calpe
Email: roser.giros@uab.cat

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

Erika Domínguez Antillano

Prerequisites

"Reception and inclusion of immigrants" is addressed to students who are particularly interested in migration studies, and oriented to learn the approach of culturally responsive pedagogies. It is recommended that students follow subjects such as: Education in context of diversity, Mediation strategies and Training strategies of Life-long learning.

Objectives and Contextualisation

The course aims at understanding 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.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
2. Analyse a situation and identify points for improvement.
3. Analyse the ethical aspects of social education when working with people at risk of exclusion.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Apply simple mediation strategies to increase autonomy and quality of coexistence in multicultural groups.
6. Clarify the ethical dilemmas and debates raised when working with immigrant populations in a situation of social inequality as exists today.
7. Communicate using language that is not sexist or discriminatory.
8. Consider how gender stereotypes and roles impinge on the exercise of the profession.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Critically evaluate the personal prejudices and stereotypes that prevent an intercultural view of the social reality.
11. Design and implement educational measures to prevent discriminatory attitudes and actions.
12. Develop critical analysis of cultural diversity that involves the assumption of a dynamic concept of culture, identity and diversity in itself.
13. Distinguish between an intercultural model and a multicultural model for the management of cultural diversity in the social sphere.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identifying and assessing the multiplicity of historical, social, political and legal references pertaining to inclusive education.
16. Know and use the main sources of generation of scientific knowledge on social exclusion in Catalonia and Spain.
17. Know the main plans and programs of educational administration for social and educational inclusion of the immigrant population.

18. Know the rich and wide variety of situations of immigrant women in the country.
19. Knowing how to find and interpret statistical data relating to the foreign population.
20. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
21. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
22. Propose projects and actions that incorporate the gender perspective.
23. Propose ways to evaluate projects and actions for improving sustainability.
24. Recognising the assimilating, segregating, integrating or inclusive nature of the proposed socio-educational initiatives aimed at working with the immigrant population.
25. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
26. Understand the different stages of the migration process to identify the different social and emotional needs arising from the process for each stage.
27. Understand the existing public participation structures Catalonia today.
28. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

Content

1. Migration, Reception and Inclusion processes in Catalonia
 - 1.1. Migratory process: Meanings and conditions for the inclusion and reception.
 - 1.2. Contemporary migrations.
 - 1.3. Migration gender and family.
 - 1.4. Migration and State. Regimes of (Im)mobility. Regulatory framework.
 - 1.5. Cultural Integration, diaspora, and decolonial movements.
2. Management of sociocultural diversity. Intercultural policies and methodology.
 - 2.1. The intercultural approach applied to social action.
 - 2.2. Gender and intersectional approach in social work field.
 - 2.3. Multilingualism in education.
3. Professional Fields of intervention:
 - 3.1. Culture management for social transformation.
 - 3.2. Transition to post-compulsory education of minority students.
 - 3.3. Refugees and asylum seekers
 - 3.4. Migrant Unaccompanied minors
 - 3.5. Migrant women, training and socioeconomic integration.

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.
- * Teacher will assign 15 minutes to answer the students assessment survey at class.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presencial large grup	45	1.8	19
Type: Supervised			
Team work	30	1.2	6, 19
Type: Autonomous			
Individual work, articles and activities	75	3	3, 6, 19

Assessment

The final grade is the weighted average of the three planned activities.

- individual final test (40%)
- Participation in seminars and follow-up activities (20%)
- A supervised team work (40%)

In order to apply this criterion will be necessary to obtain at least 5 in each of these activities. Re-assessment is possible regarding individual evaluation activities, with a maxim reward of 5.

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

Final exam is scheduled on 24th January 2023. The re-assessment will be held on February 7th February.

Presentations of Team-work will be held at the end of the syllabus' content.

The feedback of each deliverable will be published within a maximum of 15 days after the delivery date.

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

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Seminars, and Autonomous work of recommended papers	20%	0	0	9, 4, 2, 5, 10, 6, 25, 7, 17, 18, 27, 12, 11, 13, 14, 23, 20, 19, 8, 28
Team work	40%	0	0	9, 4, 2, 5, 10, 25, 7, 17, 16, 18, 12, 11, 15, 14, 23, 20, 21, 22, 19, 28

Bibliography

Baca, N., Román R. P. y Fuentes, L. M. (2016). Desigualdades de género en mujeres migrantes que realizan trabajo doméstico remunerado. Más allá de las cadenas globales de cuidados: 21º Encuentro Nacional sobre Desarrollo Regional en México. Recuperat de: <http://ru.iiec.unam.mx/3409/1/288-Baca-Roman-Fuentes.pdf>

Bauböck, R., & Faist, T. (2010). *Diaspora and transnationalism: Concepts, theories and methods* (p. 360). Amsterdam University Press

Brubaker, R. (2015). Linguistic and religious pluralism: between difference and inequality. *Journal of Ethnic and Migration Studies*, 41(1), 3-32.

Carrasco, S., Pàmies, J., i Ponferrada, M. (2011). Fronteras visibles y barreras ocultas: la experiencia escolar del alumnado marroquí en Cataluña y mexicano en California. *Revista Migraciones*, 29, 31-60.

CIDE (2005). *La atención al alumnado inmigrante en el sistema educativo en España*. Madrid: Ministerio de Educación y Ciencia.

Casa Iberoamericana de la Mujer (2015). *La participació de dones llatinoamericanes en processos migratoris a Barcelona*. Barcelona: Ajuntament de Barcelona CARRASCO, C. (2001) *Tiempos, trabajos y género*, Ediciones ub: Barcelona

Crenshaw, K. W (1989) *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist eory and Antiracist Politics*. University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8. Disponible a: <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>

Crenshaw, K. W. (1991). *Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color*. *Stanford Law Review*, 43 (6), pp. 1.241-1.299. Traduit per: Raquel Platero y Javier Sáez. Disponible a: <http://www.uncuyo.edu.ar/transparencia/upload/crenshaw-kimberle-cartografiando-losmargenes-1.pdf>

Erel U, Ryan L. *Migrant Capitals: Proposing a Multi-Level Spatio-Temporal Analytical Framework*. *Sociology*. 2019;53(2):246-263. doi:10.1177/0038038518785298

Essomba, M. A., Frutos, A. E., & Pastor, B. A. (2019). El rendimiento académico de alumnos de la ESO en un contexto vulnerable y multicultural. *Educar*, 55(1), 79-99.

Essomba, M. À. (2017). The right to education of children and youngsters from refugee families in Europe. *Intercultural Education*, 28(2), 206-218.

Generalitat de Catalunya (2018). *El model lingüístic del sistema educatiu de Catalunya. L'Aprenentatge i l'Ús de les Llengües en un Context Educatiu Multilingüe i Multicultural*. Departament d'Ensenyament (downloaded on 7 January 2019 from ensenyament.gencat.cat)

Glick Schiller, N.; Salazar, N. (2013), "Regimes of mobility across the globe", *Journal of Ethnic and Migration Studies*, 39 (2): 183-200.

Gregorio, C. (2017) ¿Por qué hablar de cuidados cuando hablamos de migraciones transnacionales?. *Quaderns-e de l'Institut Català d'Antropologia*, [en línia]. Núm. 22 (2), p. 49-64. . Disponible a: <https://www.raco.cat/index.php/QuadernsElCA/article/view/333113>

Levitt, P; Glick-Schiller, N. (2004): "Perspectivas internacionales sobre migración". *Migración y Desarrollo*, nº 3, pp. 60-91. Disponible en: <http://www.redalyc.org/articulo.oa?id=66000305>

Lipnickienè, K., Siarova, H., Van der Graaf, L. (2018). *SIRIUS WATCH. Role of non-formal education in migrant children inclusion: links with schools*. Brussels : Migration Policy Group.

- Llena, A. y Úcar, X. Acción comunitaria: miradas y diálogos interdisciplinarios. pp. 11-57, a ÚCAR, X.;
- Llena, A. (Coords.) (2006): Miradas y diálogos en torno a la acción comunitaria. Barcelona: Graó. Disponible a: https://www.researchgate.net/publication/282122371_Accion_comunitaria_miradas_y_dialogos_interdisciplinarios.
- Narciso Pedro, L., & Carrasco Pons, S. (2017). Mariama on the move. Capital migratorio y segundas generaciones en la emigración juvenil española. *Migraciones*. Publicación Del Instituto Universitario De Estudios Sobre Migraciones, (43), 147-174. <https://doi.org/10.14422/mig.i43.y2017.007>
- Nusche, D. (2009). What Works in Migrant Education? A Review of Evidence and Policy Options. OECD Education Working Papers, 22. Disponible a: <http://www.oalis.oecd.org/oalis/2009doc.nsf/linkto/edu-wkp%282009%291>
- OECD (2015). Immigrant Students at School: Easing the Journey towards Integration, OECD Publishing, <http://dx.doi.org/10.1787/9789264249509-en>
- OECD (2017). Helping immigrant students to succeed at school and beyond. OCDE Publishing. Disponible a: <https://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf>
- Organización internacional para las migraciones Portal de datos mundiales sobre migración: https://migrationdataportal.org/es?i=stock_abs_&t=2019 ACNUR
- Portes, A., & Rivas, A. (2011). The adaptation of migrant children. *Future of Children*, 21(1), 219-246.
- Pàmies, J., Carrasco, S. i Narciso, L. (2012). A propósito de la acogida de alumnado extranjero. Paradojas de la educación inclusiva en Cataluña (España). *Revista Latinoamericana de Educación Inclusiva*, 6(1), 105-122.
- Parella, S. y Rivero, P. (2011). Dones migrades, treball de cura i segregació laboral a Catalunya des d'una perspectiva de gènere. Barcelona: Institut Català de les Dones. Disponible a: https://www.researchgate.net/publication/313429350_Dones_migrades_treball_de_cura_i_segregacio_laboral_a
- Parlamento Europeo (2009). Resolución del 2 de abril del Parlamento Europeo sobre la educación de los hijos de los migrantes (2008/2328(INI)). Bruselas: Comité de Cultura y Educación. Disponible a: www.europarl.europa.eu/sides/getDoc.do
- Pedone, Claudia (2008). "Varones aventureros" vs. "madres que abandonan": reconstrucción de las relaciones familiares a partir de la migración ecuatoriana. *REMHU - Revista Interdisciplinaria da Mobilidade Humana*, 16(30), 45-64. Disponible en: <https://www.redalyc.org/articulo.oa?id=4070/40704200700>
- Penninx, R. and Garcés-Mascreñas, B. (2016). Chapter 2. The Concept of Integration as an Analytical Tool and as a Policy Concept. In: B. Garcés-Mascreñas and R. Penninx (eds.). *Integration Processes and Policies in Europe. Contexts, Levels and Actors*. New York: Springer Open
- Ríos-Rojas, A. (2011). Beyond delinquent citizenships: Immigrant youth's (re) visions of citizenship and belonging in a globalized world. *Harvard Educational Review*, 81(1), 64-95.
- Rodríguez-García, Dan (2015): "Multicultural / Multiculturalism". *Dictionary of International Migrations*, Observatório das Migrações Internacionais (OBMigra), Brasil.
- Tendencias globales de desplazamientos forzados: <https://www.acnur.org/es-es/stats/globaltrends/5eeaf5664/tendenciasglobales-de-desplazamiento-forzado-en-20>
- Triandafyllidou, A. (Ed.). (2015). *Routledge handbook of immigration and refugee studies*. Routledge.
- Tanja Ahlin & Kasturi Sen (2019): Shifting duties: becoming 'good daughters' through elder care practices in transnational families from Kerala, India, *Gender, Place & Culture*, DOI: 10.1080/0966369X.2019.1681368
- UNESCO. 2019. *Global Education Monitoring Report 2019: Migration, Displacement and Education - Building Bridges, not Walls*. París, UNESCO
- Vila, I. (2006 [2004]). Lengua, escuela e inmigración. *Cultura y educación*, 18(2), 127-142.

Yuval-Davis, N. (2006). Belonging and the politics of belonging. *Patterns of prejudice*, 40(3), 197-214.

Software

No specific program is mandatory to follow the course