
Livro de Atas

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VIII CONFERÊNCIA INTERNACIONAL

*Investigação,
Práticas
e Contextos
em Educação
2019*

Dina Alves
Hélia Gonçalves Pinto
Isabel Simões Dias
Maria Odília Abreu
Romain Gillain
Orgs.

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A N O S

09 NOVEMBRO
ESCOLA SUPERIOR
DE EDUCAÇÃO
E CIÊNCIAS SOCIAIS
POLITÉCNICO DE LEIRIA

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*Investigação, Práticas
e Contextos em Educação (2019)*

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Promoting intercultural education in secondary schools. Learning from consolidated experiences¹

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ABSTRACT

This paper analyses the good practices undertaken by public institutions and the third sector in Spain in the face of the multicultural reality, on reception and teaching of Spanish, with a specific focus on immigrant secondary school students. In the first place, the migratory process is presented in the Spanish context, in a context of increasing diversity; then, it is exposed how the revision of the literature that sustains this work has been carried out; next, the identified good practices are presented, explaining their objectives and actions in favour of immigrant minors and students; finally, it is concluded with a discussion and comparison of the actions that are being carried out, as well as possible proposals for the improvement and implementation of new educational practices and policies.

Key-words: *Intercultural education, good practices, secondary schools, educational inclusion, teacher training.*

RESUMEN

Esta comunicación analiza las buenas prácticas emprendidas desde las instituciones públicas y el tejido asociativo en España ante la realidad multicultural, sobre acogida y sobre enseñanza del español, con foco específico en el alumnado inmigrante de educación secundaria. En primer lugar, se presenta el proceso migratorio en el contexto español, en un contexto de aumento de la diversidad; a continuación, se expone cómo se ha llevado a cabo la revisión de la literatura que sustenta este trabajo; seguidamente, se presentan las buenas prácticas identificadas, explicando sus objetivos y acciones a favor de los menores y alumnos inmigrantes; finalmente se concluye con una discusión y comparación de las actuaciones que se están llevando a cabo, así como posibles propuestas para la mejora y puesta en marcha de nuevas prácticas y políticas educativas.

Palabras-clave: *Educación intercultural, buenas prácticas, escuelas secundarias, inclusión edu-*

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THE MIGRATORY CONTEXT IN SPAIN

For a long time, Spain has been a place of welcome for the immigrant population. However, it has experienced a transformation in migration, in a framework of profound social, economic and cultural changes. Three stages can be distinguished in this process: the first stage up to 1985, the second stage from 1986 to 1999 and the third stage from 2000 to the present (Nieto-Merino, 2015). According to Busto-Rey (2014), in the third stage Spain becomes one of the European countries that receives the most immigrants, mainly from Latin America (36.21%), the European Union (34.45%) and North Africa (14.83%). The phenomenon of migration is global, complex and changing, affecting both people who migrate and people from the place of reception (Guichot-Muñoz and González-Montegudo, 2016). During the period between 2007 and 2014, the presence of immigrants has increased in all regions. However, it should be noted that in 2014 almost 70% of immigrants were concentrated in Catalonia, Madrid, Valencia and Andalusia (Nieto-Merino, 2015). In Spain, there are currently a total of 4,464,997 foreigners (National Statistics Institute, 2017).

In order to cover immigrants at the beginning of the 21st century, Organic Law 4/2000, of 11 January, on the rights and freedoms of foreigners in Spain and their social integration, was approved and replaced by Organic Law 14/2003, of 20 November, on the Reform of Organic Law 4/2000 (LOEXIS), to support and attend to immigrants (BOE, 2003). The approval of these norms shows that in the public authorities, and in society as a whole, there was a concern for the integration of foreigners, to recognize them as subjects of law and as citizens (Bernabé-Villodre, 2013).

EDUCATIONAL SYSTEM, DIVERSITY AND INTERCULTURAL EDUCATION

Educational institutions have also seen the phenomenon of migration reflected in their classrooms. With the progressive increase in immigration, the so-called “linguistic classrooms” (Goenechea, García-Fernández and Jiménez-Gámez, 2011) emerged in most of the regions around the year 2000. The regulations were adapted to the new situation. Thus, Organic Law 2/2006, of 3 May, on Education (LOE), defined “the public school as a space for coexistence and learning, offering a service that guarantees the right to education of all citizens, and that attends to cultural diversity as an educational element of the first order” (Leiva and Escarbajal-Frutos, 2011, p. 395). Subsequently, Organic Law 8/2013 of 9 December on the improvement of the quality of education (LOMCE) was approved, which continues to maintain the same approach: “Article 2. Training in the respect and recognition of linguistic and cultural plurality in Spain and of interculturality as an enriching element of society” (BOE, 2013:15).

The number of foreign students began to grow at the end of the nineties of the last century, and continued to increase until the academic year 2013-2014, reaching the figure of 105,006 students from different backgrounds (Goenechea and Iglesias-Alfárez, 2017).

Today’s schools have become multicultural spaces for coexistence between native and immigrant students (Leiva, 2011). In the academic year 2016-2017, there were a total of 721,028 students of foreign origin enrolled in Spain (MEC, 2017). Focusing on the secondary stage, in the 2016-2017 academic year there were a total of 164,857 immigrant students enrolled in ESO (MEC, 2017). This implies that “the diversity of origins in the classroom generates a new social situation that requires a pedagogical response, which is found in intercultural education” (González-Rodríguez, 2014: 230). Intercultural education proposes an educational practice characterized by responding to diversity, through respect and appreciation of cultural differences, understood as an opportunity for enrichment (Aguado-Odina, 2014).

METHODOLOGY

The methodology is based on documentary analysis, supported by a review of scientific literature, grey literature and relevant websites, including public, associative and private spheres. After the documentary analysis, a file has been drawn up to collect the most relevant information on recognised good practices. The 15 practices identified have been homogenised by means of this card, in order to guarantee the comparability of the data collected and analysed. The card consists of the following sections: identification, description and data of the institution, including the link to the web page; summary and description of the practice; temporary development; objectives; targets or profile of the

target groups; results achieved; other information of interest.

ENUMERATION AND DESCRIPTION OF GOOD PRACTICES: RECEPTION OF IMMIGRANT STUDENTS AND TEACHING OF SPANISH

After carrying out the aforementioned documentary analysis, fifteen good practices were highlighted: seven on the reception of immigrant students and eight on the teaching of Spanish. The selection of these two specific themes is due, firstly, to the importance of the initial reception in order to achieve full integration, a task which is the responsibility of the entire staff of the educational centre (Andrés- Muñiz, 2012); and, secondly, the teaching of Spanish, since language is the main barrier to the integration of immigrant pupils (Goenechea and Iglesias-Alfárez, 2017). Following Alonso-Suárez (2011, p. 178), good intercultural practices have the following traits: “recognition of cultural diversity, respect for cultural diversity, introduction of diversity into the daily functioning of the centre/ classroom and quality education for all students”. The criteria used for the selection of good practices have been: to cover as much as possible of the fields described in the card elaborated; innovative character, with the idea of capturing the attention of young people and immigrant students; and, finally, its transferability, so that it can be extended and applied in different contexts.

Good practices in Spain	
Reception	Hosting Plan. Educational strategies for attention to immigrant students Plan for Language and Social Cohesion (LIC) Hosting Plan First reception and social promotion of young immigrants and refugees Educational-social integration project Welcoming and Integration plan Host Protocol
Teaching Spanish	ALISO Program (Linguistic and Social Adaptation Classrooms) Spanish Classrooms for Immigrant Students Integra Culture CACE Project: socio-educational care and compensation for children of immigrants Cambalache Project III Plan for the Integration of Immigration in Andalusia: Temporary Language Adaptation Classrooms (ATAL) Extracurricular Activities of Linguistic Support (PALI) and Spanish Virtual Classroom (AVE) Maintenance of the Culture of Origin, during school hours and after school Comprehensive care service for immigrant minors in vulnerable situations EDUC-ARTE (MUS-E®)

Table 1. Summary table of identified good practices

Source Own preparation (2018).

Migratory movements have provoked important social changes, to which, evidently, the educational system has not been alien. In this sense, in 2005 the Ministry of Education and Science prepared the document *La atención al alumnado inmigrante en el sistema educativo en España* (Attention to immigrant students in the educational system in Spain). It is a study that focused on the schooling of immigrant students, describing and analyzing the educational measures that were offered during the compulsory stage, as well as research work on interculturality in the state.

The state administration develops programs, projects and educational policies to meet the needs of immigrant students, betting on diversity as an enrichment for all. Three stages can be distinguished in response to diversity in school: segregation (until 1960/1970), integration (from 1960/1970 to 1990) and inclusion (from 1990) (La Liga Española de Educación, 2017). By 1990, with the arrival of the first major wave of immigrant students, there were no significant actions or integrated programs, but rather the needs of immigrant students were met through compensatory education and teachers were responsible for offering almost individualized adaptation (Goenechea, García-Fernández and Jiménez- Gámez, 2011).

As of 2005, the regions began to specify the educational measures to attend immigrant students, following similar orientations, since they have followed the principles established by the laws pro-

mulgated by the central government, such as LODE, LOGSE, LOPEG, LOCE, LOE and currently LOMCE. Each region develops its own policies, according to its own context, having created a very heterogeneous autonomous regulation (Arroyo-González, 2013).

ACTIONS AIMED AT WELCOMING IMMIGRANT STUDENTS

The following is a description of good practices on reception. The “Hosting Plan” is considered a good practice. *Estrategias educativas para la atención al alumnado inmigrante*, by the Regional Government of Extremadura, which was carried out from 2005 onwards. The objectives are to favour the integration of students and families, encouraging their participation in the schooling process of their children. The actions that are carried out are to establish a first contact with the family to get to know each other and to inform them about the centre and its resources, promoting the carrying out of activities in class to introduce the new student. The role of the student tutors is highlighted, a role assigned to one or two classmates, who guide and accompany the immigrant student. Student tutors must be empathetic, welcoming and with a favourable attitude towards integration (Junta de Extremadura, 2005).

Another good practice was developed by the Generalitat de Catalunya in 2003-2004, through the publication of the “Plan for Language and Social Cohesion” (LIC), which includes a three-year plan of strategies aimed at foreign students. The Reception Classrooms are proposed, where the Reception Tutor is responsible for the space and becomes the point of reference for the students; among its functions is to promote integration, mediate with the family and manage the classroom (Arroyo-González, 2013).

We continue with the Welcome Plan of an educational centre in Madrid, CEIP Nuestra Señora del Remolino, in El Molar. In order to achieve reception and integration, the centre suggests the following activities: presentation and first communicative exchanges; constitution of the support group, made up of colleagues who favour autonomy and integration. The direct recipients are new students and the indirect ones would be the rest of the educational community, since it improves coexistence and the school climate (Save the Children, 2013).

The work of the Acoge Network, an organisation that defends the rights of immigrants and refugees in Spain, stands out in the associative fabric. With its programme “First reception and social promotion of young immigrants and refugees”, it offers personalised attention to meet the needs of the immigrant community. They address a series of actions within the Educational and Social Integration project, which aims to improve the integration of immigrant students in the compulsory stage and compensate for educational inequalities (La Liga Española de Educación, 2017).

Due to its geographical location, Andalusia has been one of the regions where the phenomenon of immigration has been most significant (Leiva, 2011). The data corroborate this assertion. Indeed, in the 2016-2017 school year there were a total of 53,713 immigrant pupils enrolled in compulsory education (MEC, 2017). Decree 231/2007 establishes Compulsory Secondary Education in Andalusia, focusing on the diversity of students to meet their personal, social and cultural characteristics, including relevant curricular adaptations (Llorent-Bedmar and Llorent-Vaquero, 2017).

Faced with this new situation in Andalusian educational centres, in 2001 the “Plan for the Educational Attention of Immigrant Students” was launched, still in force with a more renewed version, under the name of “III Plan for the Integration of Immigration in Andalusia Horizon 2016” (Sánchez-Núñez, 2016). One of its general objectives is “to ensure equal and equitable access to education for the foreign population” (Junta de Andalucía, 2014:73). In order to achieve this objective, there is a Welcome and Integration Plan, considering that the practice carried out during the initial phase of integration is decisive for the educational future of immigrant students and for the family (Regional Government of Andalusia, 2014). Each school has its own individual reception programme, following the relevant guidelines. In the case of a public school in the province of Malaga, located in Arroyo de la Miel, the Protocol for the Reception of Immigrant Students has been drawn up, which covers the process that is carried out in the educational center when an immigrant student arrives.

ACTIONS AIMED AT TEACHING THE SPANISH LANGUAGE AND CULTURE

The ALISO Programme (Classrooms for Linguistic and Social Adaptation), promoted by the Junta de

Castilla y León between 2010 and 2014, is part of a good intercultural practice. During this period 103 ALISO classrooms were created, in which 2,234 students participated, acquiring knowledge of Spanish. In addition to promoting inclusion, initiatives have been taken against absenteeism and early school leaving among the immigrant population. The most visible result of its proper functioning is that almost 40,000 immigrant students have continued their studies after secondary school (Junta de Castilla y León, 2014).

In the region of Aragón, the Spanish Classrooms for Immigrant Students are created. “As for Secondary Education, it includes individualized support within the classroom, unfolded groups, flexible groupings, support groups and units of specific educational intervention. The specific actions will have a transitory character and will be carried out by specific teachers” (Arroyo-González, 2013:74).

As we have already stated, it is not only public institutions that work to attend to the immigrant population. Many entities and NGOs are developing different actions dedicated to assist children, young immigrants and their families to facilitate their integration. Fundación Iberoamérica Europa, with its “Cultura Integra” programme, carries out activities to promote language teaching and cultural activities to bring Spanish life, culture, customs and traditions closer to immigrants.

The Federation of Valdoco Youth Centres, with the CACE Project, tries to compensate the socio-educational inequalities of children and minors of immigrant origin. Currently there are beneficiaries of nine different nationalities. This program is made possible by the extensive network of collaborating volunteers (La Liga Española de Educación, 2017).

In the Andalusian context, the work of Andalucía Acoge stands out, specifically with the Cambalache project, which has been carried out since 2006, with the aim of improving the socio-educational inclusion of immigrant minors and providing the necessary support during primary and secondary education. In May 2015 it received an award in recognition of a project that promotes social integration and coexistence (La Liga Española de Educación, 2017).

In Andalusia there are three initiatives dedicated to the teaching of Spanish: ATAL, PALI and AVE (mentioned in Table 1), which deal with difficulties through different activities, times and spaces. (Junta de Andalucía, 2014). It is also necessary to mention the program of Maintenance of the Culture of Origin, in school hours and after school, to make known and value the minority cultures present in schools (Cruz-del Pino, Ruiz-Paris, García-Montoya and González-Medina, 2011).

The Tomillo Foundation, through the comprehensive care service for immigrant minors in vulnerable situations, and the Yehudi Menuhin Foundation, with “EDUC-ARTE (MUS-E®)”, make an effort to promote the full integration of minors, carrying out leisure activities and intercultural coexistence, promoting knowledge of Spanish culture and the culture of origin of the participants, and creating links between them (La Liga Española de Educación, 2017).

DISCUSSION: COMPARISON OF GOOD PRACTICES AND NEW PROPOSALS

The increase in immigrant students in the Spanish education system has led to the planning of measures and programmes to optimise the integration process (Martínez-Usarralde, Lloret-Catalá and Céspedes-Rico, 2016). It is now necessary to recognise the work carried out by public institutions and associations in favour of equal opportunities for immigrant students in Spanish classrooms.

The fieldwork carried out has made it possible to identify good intercultural practices for welcoming and teaching the Spanish language and culture, which are considered as a basis for inclusion and improving coexistence. With this work we have tried to identify and describe actions aimed at improving the social and educational inclusion of both native and immigrant students. The dissemination among the educational community, and in society in general, of experiences and resources for integration is an important task. This can encourage schools and teachers to develop new innovative practices in this area.

In addition to the good practices mentioned above, each region has its own specific educational policy on the teaching of Spanish (or the corresponding official regional language) for immigrant students and reception plans for students (Arroyo-González, 2013). The associative fabric has great power in

this field. Every day more groups and entities organize to defend rights and adopt measures to guarantee them. By offering personal and human resources they become a support to give an individualized educational response to the students.

Since 1990, the public administrations of the education sector have focused on the integration of immigrant students and have made very favourable contributions, but there is still much to be done. Centres must be provided with the human, material and economic resources necessary for the production of dissemination curricular materials, support materials for tutors of immigrant students, assessment protocols and tests to determine the needs of each student, and offer curricular materials for those who cannot buy them (Alfonso-Naranjo, 2010). In addition, the resources that have already been raised must be improved and made real. For example, the Regional Government of Andalusia is committed to maintaining the culture of origin; however, as one researcher points out, "... very few immigrant families manage to have the Andalusian school teach their children their religious option and their language of origin, and they are also not open to native students, an option that would be desirable within a true intercultural curriculum" Goenechea (2014, p. 1074). Rubio-Gómez (2013) also claims that ATALs cannot be identified as "the class of immigrants", but must constitute a space for learning the Spanish language over a period of time. These initiatives should be proposed so as not to provoke isolation and bearing in mind that the most important thing is the personal development of the students and their integration into the educational centre.

The use of resources and the implementation of measures sometimes depend on the particular initiative of the teacher or the school (Goenechea and Iglesias-Alfárez, 2017). For this reason, in view of the new situation in schools, as a multicultural space, intercultural teacher training is demanded in order to change attitudes, values and practices in order to favour diversity (Borrero-López, 2015).

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