

ESF Exploratory Workshop on

IMMIGRATION AND EDUCATION IN SOUTHERN EUROPE

Barcelona – Bellaterra (Spain), 12-14 November 2009

Convened by:
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The Exploratory Workshops scheme is one of the key instruments of the Science Strategy “pillar”. Each year, ESF supports approximately 50 Exploratory Workshops across all scientific domains. The focus of the scheme is on workshops aiming to explore an emerging and/or innovative field of research or research infrastructure, also of interdisciplinary character. Workshops are expected to open up new directions in research or new domains. It is expected that a workshop will conclude with plans for specific follow-up research activities and/or collaborative actions or other specific outputs either within the frame of ESF (e.g. prepare the ground to develop a [Forward Look](#), a [Research Networking Programme](#) or a [EUROCORES](#) proposal; publication of a Policy Briefing...) or for submission to the EU 7th Framework Programme or to other European or international funding organisations.

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Main Objectives of the Workshop:

Southern European countries have completed a change at the turn of the 21st century from being areas of emigration in the margins of Europe to becoming areas of immigration and new borders. This process is reflected in schools and affects education reforms. The workshop intends to encourage comparative and regional perspectives on education and immigration to go beyond current models of integration of immigrant populations and their children.

The case for an exploratory workshop:

The new situation evolved internally in the Southern European region, with countries that at the beginning of the 1990s were still seen by migrants from all over the world as different paths to richer areas of the European Union are now viewed as important destinies of migration in their own right. At the same time, the European Union is progressively strengthening its borders, directly affecting local policies of immigration in Southern European countries that are in the position of playing this border role, having to cope in the first place with the tensions produced between the richer and the poorer areas represented through the so-called 'transit countries', such as Morocco and Turkey. Moreover, ambiguous postcolonial relations, former problematic relations between neighbouring countries, and features of diversity only known to other European countries until recently are now part of private concerns as well as public debates.

All of these processes are being reflected in schools. In Barcelona, for example, one of the most representative cities of changes in the Mediterranean Europe, the number of students who are the children of immigrants has increased 40% annually since 1999 and one out of every five babies born in the city is the son of a foreign-born mother. This 'unexpected immigration' (Izquierdo, 1995) to Spain and other countries of Southern Europe has been accompanied by unexpected challenges to national and regional identities at the school as well as at societal levels, and to these countries' notions of citizenship. In spite of their

internal cultural and linguistic diversity, the histories of these countries have been dominated by predominantly monocultural ideologies. They are now facing the challenge of how to define and incorporate notions of multicultural citizenship. At the same time, these countries are undergoing other major changes in their systems of education in response to the processes of modernization and their incorporation into the European Union. As a consequence, the implementation of education reforms and simultaneous local efforts to accommodate and integrate the children of immigrants, have led to polarized positions on the role of schooling.

These rapid changes have also been accompanied by new research on education and immigration, with scholars increasingly drawing from and potentially renewing theoretical frameworks and findings from the Euro-American Sociology of Education and the American tradition in the Anthropology of Education. The workshop will present a comparative overview of these relations between education and immigration, as well as the changes in the former as a consequence of the latter, new migration flows and settlement patterns in Southern Europe, and will concentrate on the analysis of education research produced in Spain, Italy, Portugal and Greece in the light of a series of key findings in educational anthropology and sociology on achievement inequalities, intercultural relations and belonging.

This session brings together scholars from the six Southern European countries (Spain, Portugal, Italy, Greece, Cyprus and Malta), with papers presented on one or two large immigrant groups in each country (Moroccans, Ecuadorians, Turks, as well as immigrants from other European, African and Latin American countries) The papers will address a series of common questions in order to facilitate cross-national comparisons and further discussion with the collaboration of traditional immigration countries in Europe (France, UK) and a country with a long history of receiving refugee and asylum seeking populations (Norway). Besides this European-scale collaboration drawing on the experience of both Northern and Southern countries, we will include a session devoted to the two most important transit countries (Morocco and Turkey) to Southern Europe. We will invite scholars from the following countries:

- New immigration countries: Spain, Portugal, Italy, Greece, Malta and Cyprus
- Transit immigration countries: Morocco and Turkey
- Traditional immigration countries: France, Norway, UK and USA.

The inclusion of Morocco and the US in the workshop is clear. Morocco is the most important migrant sending country to Southern Europe and it has become the most important transit country from the poorest continent in the world, hosting minor and adult migrants not only from Africa but also from Asian countries in their attempts to cross the Mediterranean and reach Europe. Its role as a transit country runs in parallel to that of Turkey, in the Southern-Eastern European area. As for the inclusion of the US, it has to do with two unavoidable features: first, at the level of public policies, the US hold a long experience in strategies to promote public education as a means to integrate the children of immigrant populations; second, at the level of theoretical frameworks and research contributions, there is a justified increased interest among European social scientists in the findings and approaches of the Anthropology of Education developed in the US, that has mainly focused on the lived experiences of the children of immigrant and minority origin in schools. The inclusion of both countries through presenters and discussants, as well as the topic

(immigration and education) and the regional perspective (rapid social, political and cultural changes in Southern European countries) proves the extent of its innovative character.

Finally, the workshop expects to show its impact on the new developments in the sociological and anthropological study of education and immigration in Europe through future collaborative research and the dissemination of the contributions presented.

Workshop programme:

Structure:

4 sessions, 21 segments of 30 minutes each, including an Introduction, 12 papers, 4 discussants, 3 periods of general discussion. Breaks will be only 15 minutes long, except lunch breaks (2 hours).

Each session - which will be attended by all workshop participants - has a duration of 180 minutes. In order to foster a meaningful discussion throughout the workshop, we have devised specific roles for workshop participants in each session. The roles are:

- Chair
- Speaker
- Discussant
- Participant

Chairs

Chairs should give an initial 5 minutes feedback to the speaker and then lead the discussion during the session.

Speakers

Each paper will be presented in no more than 30 minutes. Contributors are not expected to complete papers in advance but to send long abstracts (1000 words) of their works by October 28. These abstracts will be sent to discussants and to the rest of the workshop participants. There will be specific discussants and chairs for each session.

We are not expecting presenters to elaborate genuinely original works for this workshop, but to draw on their research projects and previous works in order to share their findings (from either quantitative or qualitative research) and reflections by focusing on major issues related to immigration and education from the concerns expressed above and illustrating them, if possible, with the situation of significant immigrant groups in their countries.

Please see the workshop proposal for further details on these aspects. If you should happen to have a longer state-of-the-art publication, we would be happy to send this around as well. A data-projector and laptop will be available for presentations at the conference venue.

Discussant

Discussants will be asked to prepare a list with 5-10 key questions reflecting both the scientific and the practical perspective to stimulate discussion. They will be asked to give feedback to the speaker as well as prepare a brief statement on what they consider to be important ideas in the specific area.

Participants

Of course we are inviting all participants, as experts, to actively contribute to the sessions, and time is scheduled for open discussion at the end of each session.

Report publication and dissemination

The workshop materials will be published. The final format of the publication is still under consideration and will be specified during the workshop. We have been invited to submit different proposals to MJES (Mediterranean Journal of Educational Studies, University of Malta) and to UNESCO Catalonia.

PRELIMINARY PROGRAMME

Thursday, 12 November 2009

Afternoon *Arrival*

Friday, 13 November 2009

- 09.00-09.25 **Welcome by Convenor**
Silvia Carrasco Pons (UAB. Professora del Departament d'Antropologia Social i Cultural i Directora del Grup de recerca EMIGRA, Bellaterra, Spain).
Presentation of the European Science Foundation (ESF)
Javier Esparcia Pérez, ESF Standing Committee for Social Sciences (SCSS)
Chair: Joan Gómez Pallarès (UAB. Vice-Chancellor for Research, Bellaterra, Spain)
- 09.30-12.30** **Session 1: New immigration countries vs. traditional immigration countries in the western world I**
Chairs: **Ana Bravo** (UGR) & **Carles Serra** (UdG)
- 09.30-10.00 **Presentation 1 "Immigration and Education in Portugal"**
Beatriz Padilla (CIES, ISCTE, Lisboa, Portugal)
- 10.00-10.30 **Presentation 2 "Immigration and Education in Portugal"**
Teresa Seabra (ISCTE, Lisboa, Portugal)
- 10.30-10.45 *Break*
- 10.45-11.15 **Presentation 3 "Immigration and Education in Italy"**
Maia Borelli (U.Tor Vergata, Rome, Italy)
- 11.15-11.45 **Presentation 4 "Immigration and Education in Italy"**
Antonella Passani (U. La Sapienza, Rome, Italy)
- 11.45-12.00 *Break*
- 12.00-12.30 **Discussants**
Esben Leifsen (U. of Oslo, Oslo, Norway) & **Margaret Gibson** (UCSC, Santa Cruz, CA, USA)
Open discussion. (All participants)
- 13.00-15.00 *Lunch at Cafeteria Sirius*
- 15.00-18.00** **Session 2: New Immigration countries vs. traditional immigration countries in the western world II**
Chair: **David Poveda** (UAM, Madrid, Spain)
- 15.00-15.30 **Presentation 1 "Immigration and Education in Cyprus"**
Spiros Spirou (EUC, Nicosia, Cyprus)
- 15.30-16.00 **Presentation 2 "Immigration and Education in Malta"**
Simone Galea (U.Malta, Msida, Malta)
- 16.00-16.15 *Break*
- 16.15-16.45 **Presentation 3 "Immigration and Education in Greece 1"**
Evangelia Kourti (U.of Athens, Athens, Greece)
- 16.45-17.15 **Presentation 4 "Immigration and Education in Greece 2"**
Emmanuel Papazoglou (U. of Peloponnese, Korinthos, Greece)

17.15-17.30	<i>Break</i>
17.30-18.00	Discussant Margaret Gibson (UCSC, Santa Cruz, CA, USA) & Esben Leifsen (U. of Oslo, Oslo, Norway) Open discussion (All participants)
18.30	End of Day One
20.30-23.00	<i>Dinner served at Hotel Sehrs (on Campus)</i>

Saturday 14 November 2009

09.00-10.30	Session 3: Transit migration countries into Europe Chair: Cathryn Teasley (UdC, A Coruña, Spain)
09.00-09.30	Presentation 1 "Immigration and Education in Morocco" Mohamed Charef (U. Ibn Zohr, Agadir, Morocco)
09.30-10.00	Presentation 2 "Immigration and Education in Turkey" Kutlay Yagmur (U. Tilsburg, Tilsburg, The Netherlands)
11.30-12.30	Discussants Margaret Gibson (UCSC, Santa Cruz, CA, USA)
10.30-11.00	<i>Break</i>
10.45-13.00	Session 4: New Immigration countries vs. traditional immigration countries in the western world III Chairs: Estrella Gualda (UHU, Huelva, Spain)
10.45-11.15	Presentation 1 "Immigration and Education in Spain" Jordi Pàmies (UAB, Bellaterra, Spain)
11.15-11.45	Presentation 2 "Immigration and Education in Spain" Fernanda Moscoso (ULB/UAM, Berlin, Germany)
11.45-12.00	<i>Break</i>
11.30-12.30	Discussants Esben Leifsen (U. of Oslo, Oslo, Norway)
12.30-13.00	Open discussion (All participants)
13.00-15.00	<i>Lunch at Cafeteria Sirius</i>
15.00-17.30	Final Session: Conclusions and discussion on follow-up activities/networking/collaboration Chairs: Silvia Carrasco (UAB, Bellaterra, Spain) & Cathryn Teasley (UdC, A Coruña, Spain) All participants ESF Representative
17.30	<i>End of Workshop and departure</i>

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Objectives of the ESF Standing Committee for Social Sciences (SCSS)

The mission of the **ESF Standing Committee for Social Sciences (SCSS)** is as follows:

- to promote high quality social science research at the European level;
- to bring 'added value' to nationally funded research through European collaboration between ESF Member Organisations;
- to help support innovative research ideas and approaches emanating from the scientific community, and
- to play an institutional role in strengthening European social science research infrastructure.

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