

# QuaMMELOT



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DEGLI STUDI  
FIRENZE  
SCIFOPI  
DIPARTIMENTO DI  
SCIENZE DELLA FORMAZIONE  
E PSICOLOGIA



HELLENIC REPUBLIC  
MINISTRY OF EDUCATION, RESEARCH AND  
RELIGIOUS AFFAIRS  
REGIONAL DIRECTORATE FOR PRIMARY AND  
SECONDARY EDUCATION OF ATTICA

VIFIN



Ministero dell'Istruzione, dell'Università e della Ricerca  
Ufficio Scolastico Regionale per la Toscana



**How can the QuaMMELOT project improve the integration  
of students and minors from immigrant origins?**

Spanish Team

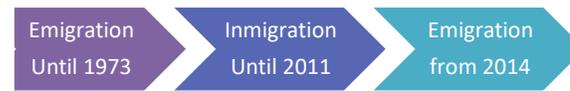
Faculty of Education

University of Seville

# 1. EVOLUTION OF THE MIGRATION

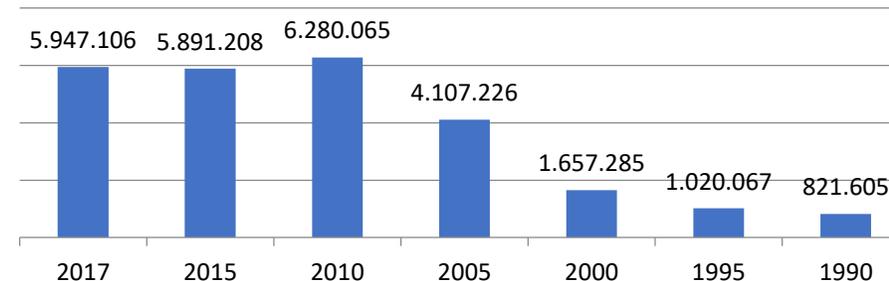


The Spanish migration process



- From 1990 to the present day, Spain has become one of the countries in Europe that receives more immigrants.

**Evolution of the number of immigrants in Spain**

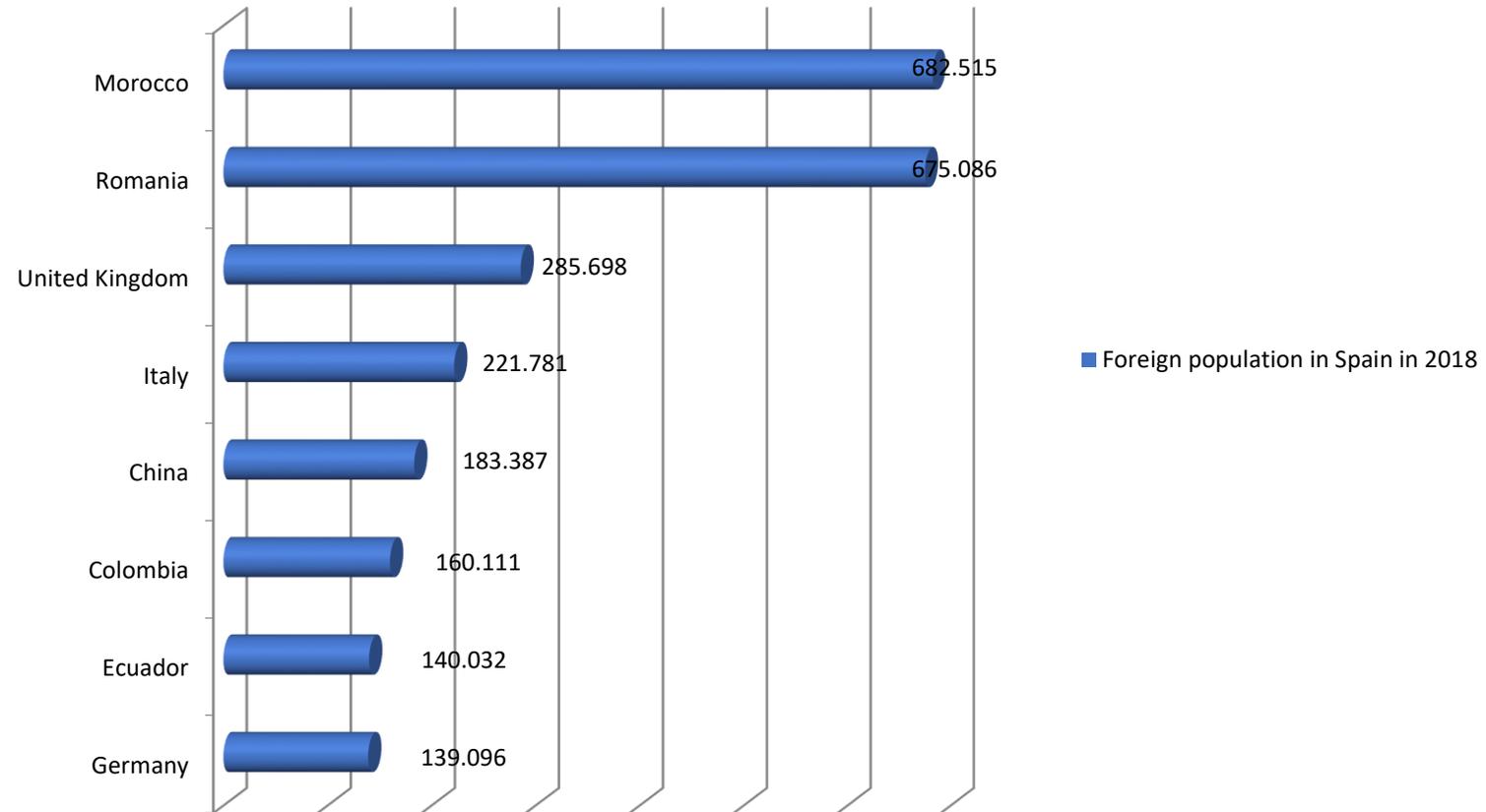


- In 2018, Spain becomes the first port of entry for migrants from North Africa.

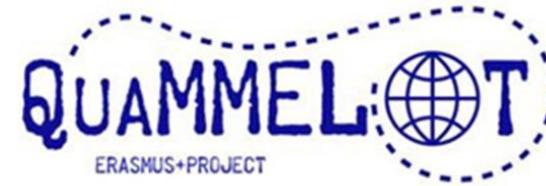
## 1.1. General figures



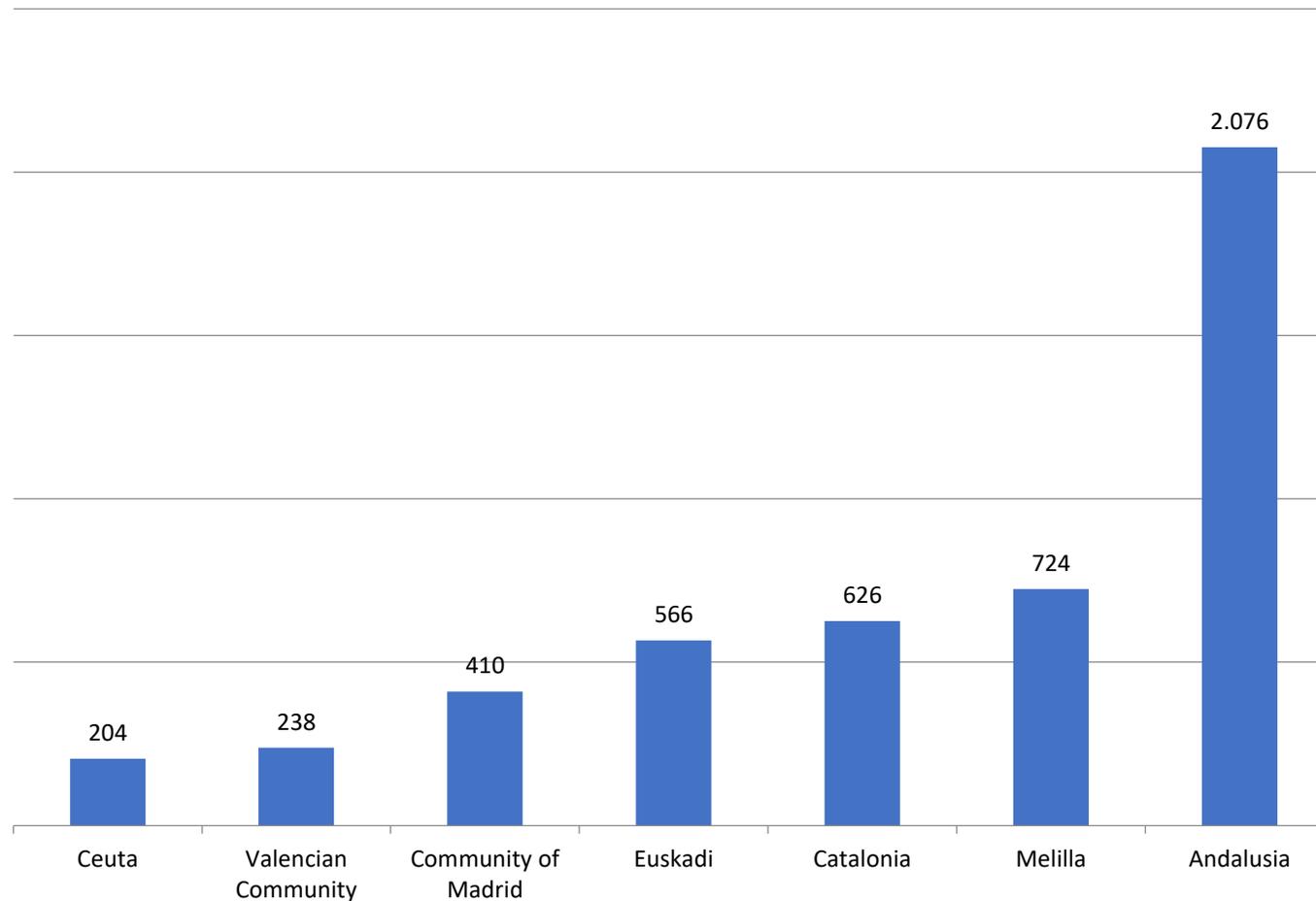
### Main nationalities of foreign population in Spain in 2018



## 1.1. General figures (about 12.000 MENAs in 2020)



**Number of MENAS in the eight Spanish regions with more MENAS in 2018**



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- One of the main problems is the lack of intercultural training for teachers in, which means that teachers are unable to cope with a diverse classroom and respond to the needs of each student.
- Training in intercultural education is scarce.
- Several studies conclude that, in general terms, teachers are not trained in interculturality. The curricula of university degrees do not detail subjects related to intercultural education. Spanish universities should include compulsory and transversal subjects related to interculturality.
- Initial university training is crucial to eradicating stereotypes, prejudices and discriminatory behaviour towards immigrant students, to train students in the framework of an intercultural, democratic and inclusive society.
- Even though teachers have been transforming their educational practice and that intercultural activities are organized, these initiatives often refer to cultural aspects limited to folklore and aesthetic issues, without a global concern for sensitivity and respect for cultural diversity.

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- Despite the programmes and policies that have been put in place since the beginning of the 21st century, the lack of support for teachers by the educational administration stands out.
- Several authors propose the creation of networks among peers, to share experiences and encourage collaboration between the different professionals involved, as well as to open the educational centres to associations, public institutions and relevant stakeholders/social actors.
- The aim is to form multi-professional teams, committed to the intercultural approach, made up of counsellors, intercultural educators, teachers, managers of the schools, etc.
- In this way, the demands made to the public administration could also be better managed and reached.

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## POSSIBILITIES:

- ✓ Practical activities that encourage listening activity and student participation.
- ✓ The activities proposed allow to go deeper into the subject of study and to know strategies and resources to be applied in the classroom.
- ✓ Through the activities, group cohesion is favoured.
- ✓ The group activities have allowed us to know our colleagues better.
- ✓ The activities have been an opportunity to think about our beliefs and prejudices.
- ✓ Information and experiences of fellow immigrants who did not know each other are shared.
- ✓ Greater empathy among peers.

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## LIMITATIONS:

- ✓ Integrating activities in the classroom has sometimes been difficult because of the structure of Secondary Education in Spain (each teacher teaches a subject in his or her speciality).
- ✓ The modules are designed from the academic disciplines. This is practical, but it is difficult to develop all of them.
- ✓ Following exclusively the online course leads to isolation and drop-out.
- ✓ Doubts about the validity of the course certification from the point of view of the teacher's professional curriculum.
- ✓ The time required for the development of all the activities of each module is sometimes excessive.

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## QuaMMELOT CONTRIBUTIONS:

- \*Promoting social, democratic and educational debates.
- \*Improving in-service teacher training on intercultural education (and also initial teacher training).
- \*Constructing Learning communities / networking (both formal and informal settings and contexts).
- \* Developing cultural continuity and bridges between schools and society/local communities/third sector/immigrant families.
- \*Intercultural/transcultural education to be created with focus on: a) innovation regarding goals and methods; networking and cooperation; democratic approach for global citizenship.



*THANK YOU FOR YOUR ATTENTION*

