



GEDEM-GRITIM Seminar 2019

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Centre d'Estudis Demogràfics

ABSTRACTS:

Jordi Bayona; Andreu Domingo (GEDEM).- *Trayectorias migratorias y resultados escolares en Cataluña, 2015/16.*

La utilización de una perspectiva generacional en el estudio de los resultados escolares del alumnado de origen inmigrante permite identificar las perturbaciones causadas por el fenómeno migratorio sobre las posibilidades de éxito escolar. Esto ha sido posible por el enlace de distintos datos estadísticos, efectuado por el Idescat, donde se cruza el Registro de Población con los microdatos del Departament d'Ensenyament, para el curso escolar 2015-2016 en Cataluña. De esta manera se relacionan los datos de los alumnos en la escuela (curso, sexo, edad, rendimiento escolar) con las de los progenitores (lugar de nacimiento y nacionalidad) y las del propio alumno (año de llegada a Cataluña), pero también las de la escuela donde estudian (concentración de alumnos inmigrantes), para distintas escalas geográficas. El primer objetivo del trabajo es el análisis de las características sociodemográficas de los alumnos de origen inmigrante, aplicando una tipología generacional según el estatus migratorio del alumno. En segundo lugar se analiza el éxito escolar, medido a partir de la obtención del título de ESO.

Zenia Hellgren; Lorenzo Gabrielli (GRITIM).- *Divergent Expectations? Families' and schools' perspectives on Roma inclusion in Education.*

The extremely high rates of school failure among Spanish Roma children are a cause of great concern, and frequently the target of policies and projects both at the local, national and European level. Though this view is challenged by some recent research (Beremenyi and Carrasco 2015; 2017), there is still a widespread notion that the Roma overall lack interest in education, or ambitions for the future. In this paper we challenge this view by offering a more complex account on educational aspirations. Based on 87 in-depth interviews with Roma families, teachers and intermediary actors, and extensive fieldwork in the Barcelona area in relation to a recently concluded EU project directed by the authors¹, we found a gap between the Roma families' self-proclaimed high expectations on education and the school staff's perception of disengagement and low expectations among this group. We argue that the concept of expectations needs to be placed in a broader context in order to better understand what lies

¹ Roma inclusion in education: fostering constructive attitudes and good practices in the Barcelona area (VAKERIPEN), Co-funded by the Rights, Equality and Citizenship (REC) Programme of the European Union under Grant agreement no: JUST/2015/RDIS/AG/DISC/9372.

behind school failure. Factors as socio-economic precariousness, insufficient ability to help children with schoolwork, or previous experiences of discrimination appeared as important obstacles for the Roma families, who overall expressed a desire for more support from the schools, while the schools in turn are restrained by budget shortages and unable to offer the support each child might need.

Mina Prokic (GRITIM).- *Family-School Relations and Trust in an Intercultural Context.*

This article is an effort to broaden our understanding of the ways in which schools foster family trust in an intercultural context. In schools with diversity the misconceptions about the behavior, responsibilities, roles and the expectations of family involvement between schools and families, especially immigrant ones, can cause mistrust. Moreover, research in Spain has indicated the problematic relationship that can develop between immigrant families and the school as well as lack of social cohesion within high diversity schools between immigrant and native families (Garreta 2008, 2009; Carrasco et al. 2009). In this article we explore what are the main discourses, practices, and initiatives that schools and education professionals have concerning family-school relations and trust in Spain. Based on fieldwork in five public primary schools in the city of Barcelona and in-depth interviews with education professionals and Parent Association representatives we explore two elements. First, we describe their views on immigrant family-school relations, and second, we show through which practices education professionals create a trustful school climate and positive intercultural relations, and which obstacles they encounter in this process. Additionally, we explore the various practices that have unintended consequences, resulting in misunderstandings between families and schools, thus creating impediments for forming a trustful relation.

Nachatter Singh (GEDEM).- *Indian Diaspora through Facebook: population, space and internal diversity.*

The Indian diaspora is one of the largest in the world, but due to the limited interest of successive Indian governments, a regular record for the diaspora population was not maintained. In the 1990s, accelerated migration under globalization and the growing interests of the government of India to use the diaspora as a source of political and economic power, raised the need to quantify the size and demarcate the geographical and political boundaries of the diaspora. As a result, 2001 onwards the government of India began to collect data on its diaspora population in the countries of destination. This information often suffers from incomplete coverage, conflicting political interests and methodological nationalism; and provides distorted images of the diaspora. Recently, the emergence of Big Data (Facebook) created an opportunity to explore the sociodemographic aspects of the diaspora population. In this paper, by using the Facebook advertisement platform, I am going to quantify the size of the diaspora population and demarcate the geopolitical boundaries of the Indian diaspora; second, to explore the role of FB data to explain the sociodemographic characteristics and internal diversity of the Indian diaspora and finally, present the advantages and shortcomings of the FB data.

Zouhair El-Hairan (GRITIM).- *Diaspora Policies and Transnational Entrepreneurship: new transnational dynamics through the case of Moroccan Second Generation Entrepreneurs.*

Research on sending countries' diaspora policies that target young and second generation migrants is scant. In this regard, the Moroccan Government has been launching programmes to attract the entrepreneurial and/or highly qualified second generation Moroccan diaspora. These

programmes then offer support to those descendants of Moroccan immigrants who aim to invest or set up a project in Morocco. This initiative recognises the potential of this second generation diaspora for the development of the country. At the same time, it implies a clear tie between countries of residency and countries of origin. The first part of this article includes a literature review that links theories around diaspora policies and the concept of transnational entrepreneurship, while the second part focuses on the analysis of policy documents of the Ministry of the Moroccans Living Abroad. Thus, the specific case of Moroccan diaspora policy allows us to understand emerging policies targeting second generations and new transnational dynamics. Moreover, as some authors claim, these types of policies prove the importance of both countries and origin policies in shaping the degree of transnationalism of potential entrepreneurs with migrant background.

Juan Galeano (GEDEM).- *Can Google help us to predict migratory flows? Latin American emigration to Spain, a prospective exercise for Venezuela, Colombia and Argentina.*

The outbreak of the 2008 economic crisis in Spain meant a turn-around to the growing trend observed in the migratory flows from Latin America between 2000 and 2007. The entries of this population group in Spain fell from 314 thousand in 2007 to 80 thousand in 2013, to then slowly recover until reach the 160 thousand in 2016.

The increasing accessibility of Big data opens new possibilities in order to estimate migratory flows based on the digital print left on the internet and social networks by current and/or future migrants. Our goal is to analyze the information about searches carried out in Google, the most used search engine worldwide, about Spain. In particular, we are interested in those searches related to asylum demands, nationalization and obtaining residence and work permits in countries (Venezuela, Colombia and Argentina) we estimate will play a key role in future emigration flows from Latin America to Spain. The purpose of this exercise is twofold, on the one hand methodological, to test the possibilities of using Big Data, specifically Google queries and their compilation in Google Trends, in the study of international migration; and on the other, to provide some knowledge about different types of search and their predictive capability. Our results suggest the information provided by Google can help us to effectively predict trends, however, in order to predict actual amounts of entries, predictive models still need to be refined.

Evren Yalaz; Ricard Zapata-Barrero (GRITIM).- *Mapping Ethical Challenges in Qualitative Migration Research.*

Ethical issues present particular challenges for migration scholars conducting qualitative research. As migration scholars work on vulnerable, hard-to-reach, and sensitive populations, protection of participants and enabling their participation in research becomes a challenging task. Exploratory and flexible nature of qualitative research proves that standardized codes of ethical conduct cannot adequately address emerging issues during qualitative research process. This presentation aims to map current ethical challenges that migration scholars face and to provide some guidance while acknowledging the fact that many migration researchers deal with ethical challenges case by case basis. It starts with reviewing different theoretical perspectives on research ethics. Then, it discusses the current ethical codes and principles and how they fall short in addressing needs of qualitative migration research. We map ethical issues involved in different research stage including before, during, and after the fieldwork. We conclude with the issue of teaching best ethical principles in classroom environment to young migration researchers.