

E&M 2022

INTERNATIONAL CONFERENCE ON

EDUCATION & MIGRATIONS

10 MARCH 2022

Center for Intercultural Studies
ISCAP-P.PORTO



P.PORTO
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Introduction

Migrations in Europe and associated countries have social implications and raise issues at local, national, and European levels. Many researchers concur that education is the key to a successful integration. Education provides access to resources and opportunities for self, family and community development and growth.

Furthermore, the connection between Education and employability is undeniable. Thus, facilitating the access of migrants to Education will positively impact their employment opportunities and their inclusion in host communities.

In this perspective, the International Conference on Education and Migrations aims to create a wide-ranging space for the debate of ideas, concerns, and work methods on the connection between education, migrations and sustainable development.

On this note, we would like to publicly acknowledge the value of all interventions, and in particular the interventions of our honoured guests: Cristina Flores; Jorge Malheiros; and Vasco Malta.

PROGRAMME

9:00AM

Reception to Participants

9:15AM

Opening of the Event

9:30AM-10:15AM

Conference "O papel da educação nos fluxos migratórios e como fator de integração" - Vasco Malta (Organização Internacional para as Migrações - Portugal).

10:15AM-10:30AM

Coffee Break

10:30AM -1:00PM

Parallel Sessions - Part I

1:00PM-2:15PM

Lunch

2.15 PM- 3:00PM

Conference "Bilingual Language Acquisition in Migration Contexts" -

Cristina Flores (Universidade do Minho).

3:00PM-4.45PM

Parallel Sessions - Part II

4:45PM - 5:00PM

Coffee Break

5:00PM-5:45PM

Conference "Migrantes e educação - continuar uma reflexão sobre desigualdades, oportunidades e efeitos da segregação escolar"-

Jorge Malheiros (Universidade de Lisboa).

6:00PM

Closing of the Event



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Parallel Panels

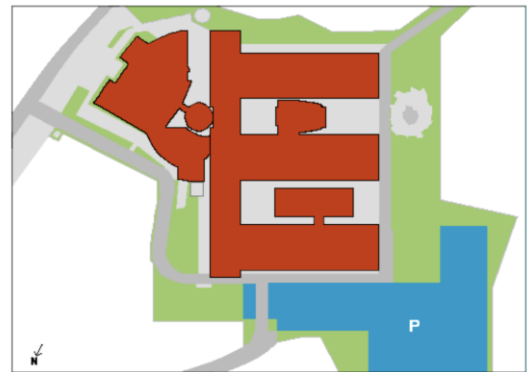
Part I

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	Panel 1 – 1st session Auditorium	Panel 1 – 2nd session Room 1	Panel 2 Room 3	Panel 3 Room 5
10:30am - 1:00pm	Moderator: Célia Tavares	Moderator: Carina Cerqueira	Moderator: Maria João Cameira	Moderator: Fátima Pacheco
	"Migration impacts in north-eastern Bulgaria. Ethnographic insights on Roma families left-behind" Yelis Erolova <i>Bulgarian Academy of Sciences</i>	"Transnational Family and Family-like Relationships of Migrant Academics in Britain" Mucahit Aydemir <i>University of Sheffield</i>	"One step behind. Absolute illiteracy in the 'Education and Migration' political debate" Margarida Barroso <i>Universidad Autonoma de Madrid</i>	"Navigating post-migration employability: a critical sociolinguistic approach" Emily Greenbank <i>Victoria University of Wellington</i>
	"Teaching Students About Asylum at the Mexican-American Border" William Mccorkle & Jessie Montezuma <i>College of Charleston</i>	"Integration and inclusion of newcomers: Dilemma of education and integration" Zahide Erdogan <i>Ankara Yildirim Beyazit University</i>	"Migrantes ou turistas? Reflexões sobre a classificação dos Estudantes Internacionais" Thiago Câmara & Mateus Pinto <i>Universidade de Lisboa/Universidade Federal do Paraná</i>	"Plurilingual and pluricultural aspects of penitentiary contexts in Europe" Antonella Benucci & Marilisa Birello & Giulia Grosso & Viola Monaci <i>University for Foreigners of Siena</i> <i>Universitat Autònoma de Barcelona</i> <i>University of Cagliari</i> <i>University for Foreigners of Siena</i>
	"The decision-making process of illegal economic migrants from Bangladesh to Europe, and the policies to manage it" Shahanaz Parven <i>RUDN University</i>	"Why the idea that managing migration through policies is faulty and why it will not lead us anywhere" Gabriele De Luca <i>University for Continuing Education Krems</i>	"O impacto cultural da integração de estudantes migrantes. O contributo do ISCIA — os CTeSP e o mercado laboral do contexto envolvente" Estela Lamas & Helena Valente & Paulo Costa & Raquel Pedrosa & Victor Reis <i>Instituto Superior de Ciências da Informação e da Administração</i>	"Social injustice in learning of second language among immigrant children in Finland: conventional narratives and perceptions" Francis Ojwang <i>University of Lapland</i>
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		"Policies and institutional interventions for returned migrants. An analysis from the Social Determinants of Health framework." Pilar Serrano Gallardo & Ana Manzano <i>University of Leeds</i>		

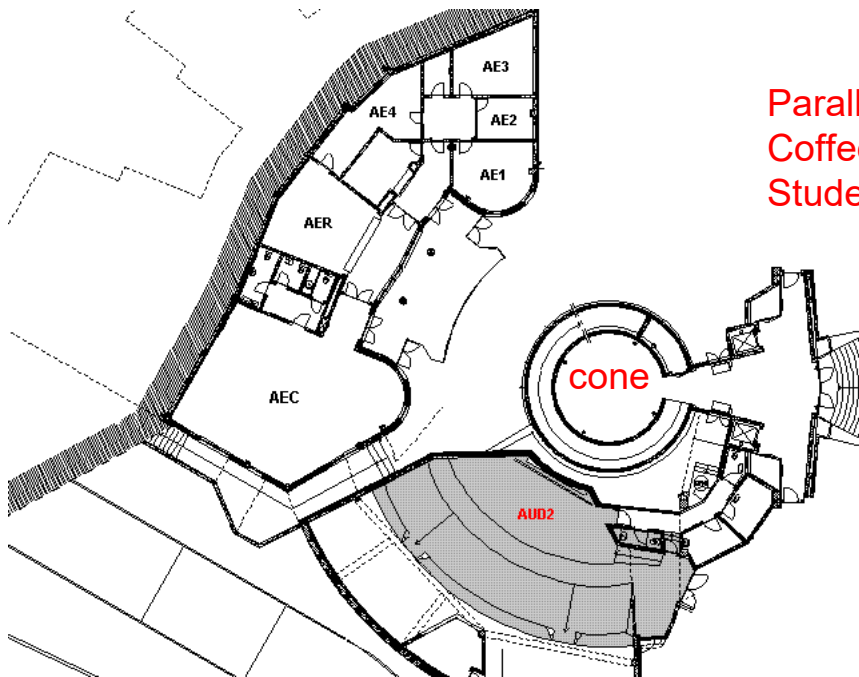
Part II

	Conferences			
	Panel 1 – 1st session Auditorium	Panel 1 – 2nd session Room 1	Panel 2 Room 3	Panel 3 Room 5
3:00pm - 4:45pm	Moderator: Carla Avelino	Moderator: António Oliveira	Moderator: Laura Tallone	Moderator: Hélia Bracons
	"Imigrantes empreendedores em Portugal: O papel dos fatores pessoais" Susana Bernardino & José Freitas Santos <i>CEOS/ISCAP</i>	"Migrations dans l'Océan Indien et mineurs isolés à Mayotte dans <i>Tropique de la violence</i> de Nathacha Appanah" Cristina Álvares <i>CEHUM – Universidade do Minho</i>	"Incorporation of Migration into the Civic s' Syllabuses in the Czech Secondary Schools" David Brezina & Petr Pospíšil <i>Office of the Government of Czech Republic</i>	"(I)legitimate languages? Space(s) for didactic collaboration between Heritage Language Teaching and Compulsory Education in Switzerland" Maria de Lurdes Gonçalves & Irène Zingg <i>Universidade de Aveiro</i> <i>Bern University of Teacher Education</i>
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Venue - ISCAP



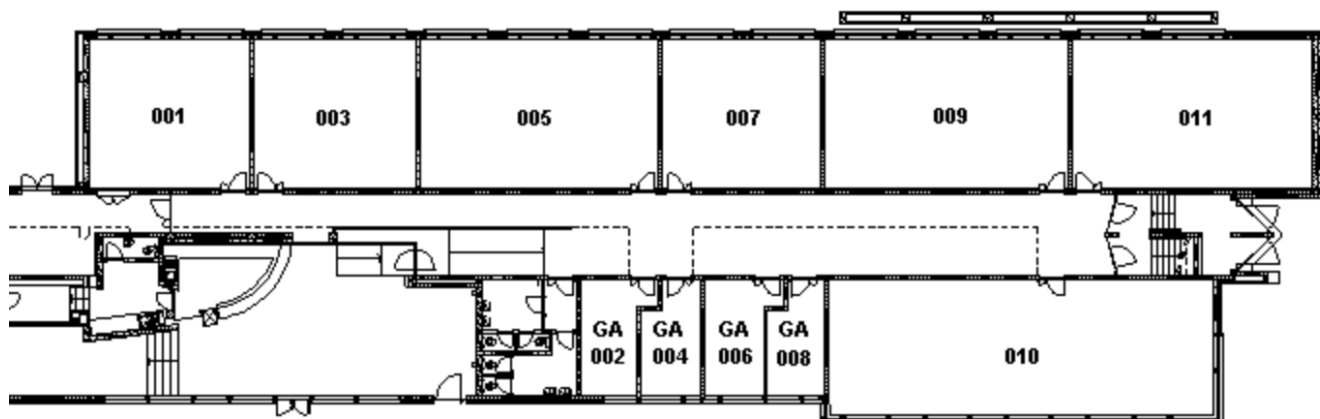
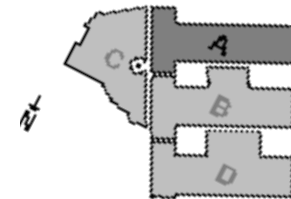
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Parallel Sessions: AN2, 001, 003, 005

Coffee Break: cone

Student Posters: cone



Zoom and Interpreting Services*

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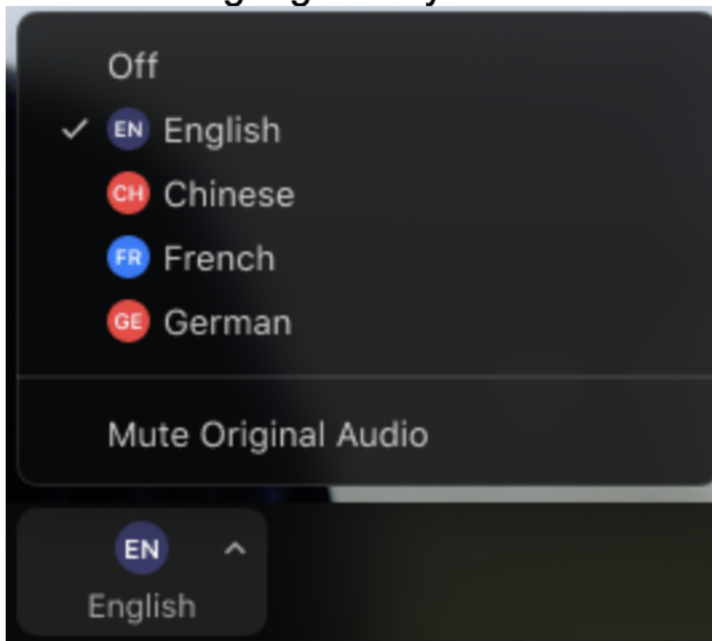
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Room 1	https://videoconf-colibri.zoom.us/j/85207616831
Room 3	https://videoconf-colibri.zoom.us/j/82520721646
Room 5	https://videoconf-colibri.zoom.us/j/89689681489

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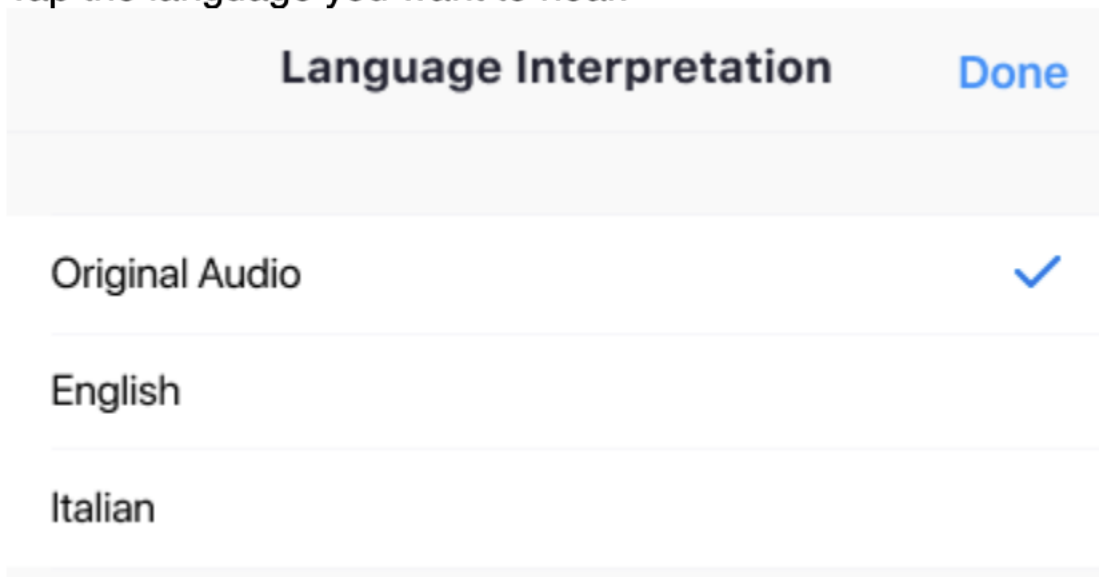
Notes:

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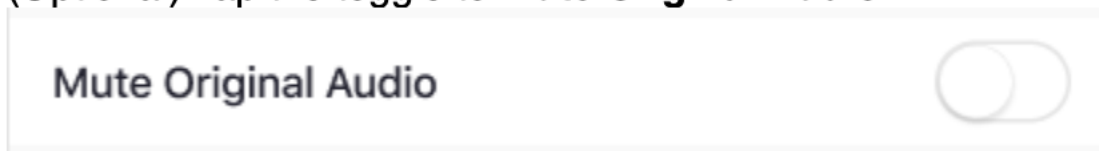
How to listen to Language Interpretation

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1. In your meeting controls, tap the ellipses **• • •**.
2. Tap **Language Interpretation**.
3. Tap the language you want to hear.



4. (Optional) Tap the toggle to **Mute Original Audio**.



5. Click **Done**.

Notes:

- You cannot listen to language interpretation if you use the [dial-in](#) or [call me](#) phone audio features.
- As a participant joining a language channel, you can broadcast back into the main audio channel if you unmute your audio and speak.

9h30 – 10h15

AN2

O papel da educação nos fluxos migratórios e como fator de integração

Vasco Malta – OIM, Portugal

Vasco Malta, has a degree in Law and a L.L.M. in European Law in a Global Context, by Católica Scholl of Law. He is a lawyer since 2005 and started his work in the human rights area within the High Commissioner for Migration and Intercultural Dialogue, in Portugal, in 2009. He was also legal adviser to the Commission for Equality and Against Racial Discrimination and was part of the Portuguese National Commission for Human Rights. He was appointed, by the Portuguese Government, since 2009 as a National Liaison Officer to the European Union Agency for Fundamental Rights, and since 2014 until 2018, worked in the Agency based in Austria as a National Expert. Since 1 February of 2018 he was appointed as Deputy of the High Commissioner for Migration in Portugal, and since 1 March 2019, Head of Migration Policy, International Relations, Enrolment of Migrants of the High Commissioner for Migration. In November 2019 he was appointed as Deputy of the PT Minister of Home Affairs, with the areas of migration, refugees and traffic of human beings and, in November 2020, after an international selection process, he was appointed as Head of Mission of the IOM in Portugal. He is often a guest speaker at several national and international conference.

Keynote



14h15 – 15h00
AN2

Bilingual Language Acquisition in Migration Contexts

Cristina Flores

Cristina Flores is Associate Professor for German Linguistics at the Department of Germanic and Slavic Studies at the University of Minho. She obtained her PhD in 2008 in German Linguistics with a thesis on The syntactic competence of Portuguese-German returnees. A study on Language Attrition (U. Minho + U. Hamburg). Her research focuses on bilingual language development, especially on heritage language acquisition and on language attrition. She has coordinated several projects on (Portuguese-German) bilingualism and second language acquisition. Currently, she is Director of the Research Center on Humanistic Studies (since June 2019), director of the Double Degree Master on Portuguese-German Studies and board member of the PhD programme on Language Science. She is associate editor of *Linguistic Approaches to Bilingualism* (John Benjamins), of *Heritage Language Journal*, co-editor of the series *Language Development* (Narr Verlag), of the journal *REAL* (*Revista de Estudos Germanísticos*) and the journal *Diacrítica* (CEHUM). Since 2019 she is member of the Ethic Committee for Research on Social Science and Humanities of U.Minho.

Keynote



17h00– 17h45
AN2

Migrantes e educação – continuar numa reflexão sobre desigualdades, oportunidades e efeitos da segregação escolar

Jorge Malheiros

Researcher of the Centre for Geographical Studies and associate professor in the Institute of Geography and Spatial Planning of the University of Lisbon. For the past 20 years, his research interests have focused on the domains of migrants integration and demography and on international migration and urban social features, namely spatial segregation, housing access, urban dynamics and transnational practices. Has published articles, book chapters and books (as author or editor) in Portugal and abroad addressing topics such as neighbourhood relations of immigrants and autochthones, socio-spatial integration of immigration in the destination metropolises, contemporary Brazilian immigration and women's immigrants entrepreneurial initiatives. Has participated and coordinated several projects on social and economic integration of immigrants in Portuguese and Southern European cities and has worked as consultant and facilitator for the EU EQUAL programme (Portugal) and the Portuguese High-Commissariat for Immigration and Intercultural Dialogue (ACIDI). Since 2002 is the Portuguese correspondent in SOPEMI (Système de Observation Permanente des Migrations Internationales – OCDE). Ex-president of the Portuguese Geographers Association (2002-2004). Vice-president of the Portuguese Association of Demography (2013-present), member of the directive board of Centre for Geographical Studies.

Keynote



PART 1

Migration Contexts

Migration impacts in north-eastern Bulgaria. Ethnographic insights on Roma families left-behind.

Yelis Erolova

Assist. Prof. at the Institute of Ethnology and Folklore Studies
with Ethnographic Museum at Bulgarian Academy of Sciences
kham@abv.bg

Abstract

After 1991, because of the continued economic crises in Bulgaria, a series of emigration waves have begun to more economically developed destinations such as Greece, England, Germany, the Netherlands, and other countries. The Roma community has been particularly affected. Less research attention is paid to the consequences and effects of emigration in the sending country. The paper presents a study on various examples of Roma families, whose living standards changed as a result of the emigration of their relatives during the last 10 years. The focus is placed on the changes of family relationships, standard of living and life satisfaction of the Roma left-behind. The data is collected through ethnographic field study among Roma male and female, urban and rural residents in different settlements in North-Eastern Bulgaria.

Keywords: Roma migrants and their relatives left-behind, emigration effects, Roma family.

MY NOTES:

Teaching Students About Asylum at the Mexican-American Border

William McCorkle

Assistant Professor of Educational Foundations and Social Studies Education
College of Charleston
Charleston, South Carolina, United States
mccorklewd@cofc.edu

Jessie Montezuma

Graduate Student
College of Charleston
Charleston, South Carolina, United States
montezumaj@cofc.edu

Abstract

This paper explores the intersection of my role as both an education professor and an immigration advocate at the Mexican-American border working with asylum seekers, primarily from Central America. Central to this study is the question of how professors of education, particularly those in the areas of social studies and foundations, can discuss the often controversial topics of immigration, asylum, and borders. Furthermore, how can these issues be discussed in relation to the current crises surrounding COVID-19 and the closing of borders and restrictions towards asylum seekers during these times? This paper first gives an overview of my time at the Mexican-American border and insights I have gained in relation to this work, particularly the role that over policing of the borders has on the growth of criminal elements such as the cartels in Mexico. We will also speak to the unique situation that has occurred in the U.S. since the Trump Administration initiated the “Remain in Mexico” policy in 2019 and how both the Trump and Biden Administrations have continued with the Title 42 restrictions, which blocks access to asylum hearings based on COVID-19 restrictions.

In relation to the classroom and educators, there will first be an exploration about why the issues of immigration and particularly the policies in regard to asylum seekers and refugees are important for all educators, not only those who teach primarily emergent bilingual students. Specific attention will be given to the role that immigration policies play in students’ success, particularly the stressors that can occur when students and their families are forced to remain in a state of uncertainty due to their immigration status.

For those in the area of social studies in particular, which along with foundations is my area of scholarship, there will be a focus on how the current situation at the Mexican-American border relates to the historical and social realities of the United States.

Part of this discussion involves moving the discussion of immigration away from one that is primarily based in controversy to one that is based in the historical naturalness of immigration and social justice (Dabach, Merchant, & Fones, 2018; Author & Author, 2020). Specifically, it will examine the current situation at the border in comparison to past immigration to the United States, specifically the large-scale European immigration to the United States at Ellis Island.

The paper also will examine the unprecedented modern restrictions on immigration that COVID-19 has caused and examine in which ways these restrictions have been used for ulterior motives outside of legitimate public health concerns (Author, 2020). Though this paper will focus primarily on the U.S. and Latin American context, the issues raised will have similar relevance in other context, such as European countries with the influx of migrants and refugees from Africa and Southwest Asia. Ultimately, the goal is to show how the discussions on immigration not only relate to educators but are also central in assuring that we have asylum and refugee policies based on human rights and international law.

MY NOTES:

The decision-making process of illegal economic migrants from Bangladesh to Europe, and the policies to manage it

Shahanaz Parven,

PhD Candidate in Political Processes and Analysis,
Department of Political Analysis and Administration,
RUDN University, Moscow,
arfin.cu29@gmail.com

Abstract

The European Union has recently begun to concentrate its research efforts on the understanding of the decision-making process that lead potential migrants to emigrate. Specifically, the research directions that were opened recently focus on the factors that, in the country of origin and in the transition countries, lead the migrants to opt for illegal migration instead of relying on the legal, and less dangerous paths to legal immigration. The question then becomes: what motivates the preference for illegal migration over legal migration? The study of the Bangladeshi migrants who illegally come to Europe through Bosnia shows that the illegal immigration costs significantly more than the legal migration, on average. As a consequence, economic theories and rational choice theory cannot explain the preference for illegal migration. Instead, we argue that a basic necessity by humans, the need to obtain and preserved social status, which is acknowledged by evolutionary sociology as being subject to strong selection, might explain the preference for illegal migration over legal migration. The migrants, such as the Bangladeshi workers who move to Europe illegally, do so in an attempt to improve their social status in their country of origin, and they do so in a form of familiar, not individual, investment. The expected gains from their perilous journey are then considered not only by the single migrant, but by the household to which the migrant belongs, which in turn shares the economic burden and the psychological suffering of the person who travels abroad illegally. Then, should the illegal migrant consider to return back upon facing some difficulties along the journey, the migrants alone would bear the shame in from of their families for having failed the expectations of their relatives. In this paper, we discuss the implications for policies that arise out of the idea that shame and social status, and not only economic reasons, might justify the preference for illegal migration over legal migration. We do so by using the case study of the Bangladeshi illegal migration to Europe, and we observe how their economic motivations are not justified in light of the extreme costs to which they abide.

Then, we test the idea that shame might be the hidden factor that causes the migrants to prefer illegal migration over legal migration or non-migration. Finally, we discuss the characteristics of the potential policies which might affect migration, if this theoretical understanding is correct. These are the policies that act on the decision-making process of the migrants in their countries of origin, and which affect it by influencing the information received by the migrants concerning the hardships of the journey of illegal migration, as well as by managing their expectations upon arrival in a manner that is more consistent with what they concretely face upon immigrating.

MY NOTES:

A implementação dos Planos Municipais de Integração (2015-2022): os casos de Lisboa, Odivelas e Sintra

Renata Carone (CIES-Iscte) e Sofia Gaspar (CIES-Iscte)

Resumo

Em 2020, Portugal tinha 662.095 (6,4%) cidadãos estrangeiros titulares de autorização de residência, correspondendo ao valor mais elevado registado pelo Serviço de Estrangeiros e Fronteiras desde o seu surgimento em 1976 (SEF, 2020). Entre os concelhos do país onde a presença de imigrantes é mais expressiva, destaca-se Lisboa com 107.238 indivíduos de nacionalidade estrangeira (16,2%), Odivelas com 19.946 (3%) e Sintra com 41.155 (6%).

A governança de problemas sociais complexos, como a integração de imigrantes nas sociedades de acolhimento, envolve diferentes níveis de governo (Scholten, 2013) e está intimamente relacionada com o fenómeno da imigração. Esta governança relaciona-se estreitamente com o papel da União Europeia na regulamentação das políticas migratórias e com a relevância regional e local das políticas de integração de imigrantes (Scholten e Van Breugel, 2018). Deste modo, se os Estados membros desejam aproveitar ao máximo o potencial da imigração, a integração é uma questão-chave a ser reconhecida (Van Wollegheem, 2019).

Portugal implementou a nível nacional três instrumentos de política migratória que regulam a integração dos imigrantes no país. O primeiro Plano para a Integração dos Imigrantes vigorou no período 2007-2008 e o segundo em 2010-2013. Posteriormente, foi implementado o Plano Estratégico para as Migrações - PEM (2015-2020) envolvendo aspetos das políticas de integração, de coordenação dos fluxos migratórios e de emigração, articulando também com as políticas de segurança interna, política externa e dos negócios estrangeiros (Oliveira, 2016). Ao nível local, os Planos Municipais de Integração estavam previstos na medida 1 do Plano Estratégico para as Migrações (PEM), e foram pensados como estratégias que possibilitem uma ação coordenada das diversas organizações envolvidas na integração. Os planos partem de um diagnóstico local atualizado sobre as necessidades e problemáticas da população imigrante, além de um mapeamento dos recursos existentes em cada município. O objetivo é que esses planos sejam elaborados através de uma abordagem *bottom up* com o envolvimento das diferentes entidades (públicas e da sociedade civil) que atuam na área da integração dos imigrantes a nível local. Nos últimos anos, os municípios de Lisboa e Sintra elaboraram três planos (2015-2017, 2018-2020, 2020-2022) e o município de Odivelas elaborou um plano (2020-2022).

A partir destas reflexões, o objetivo desta comunicação é analisar a implementação dos Planos Municipais de Integração de Imigrantes de Lisboa, Odivelas e Sintra durante o período de 2015-2022. O objetivo fundamental é, pois, compreender de forma comparativa como as políticas de integração têm sido implementadas ao nível local entre os três municípios.

A metodologia a utilizar inclui análise documental e entrevistas semiestruturadas. Por um lado, através da análise documental dos Planos será realizado um mapeamento dos seus principais elementos (diagnóstico local, medidas, organizações e atores envolvidos na sua implementação). Por outro, as entrevistas dirigidas a entidades públicas ou privadas e associações de imigrantes, serão realizadas para compreender melhor o contexto da elaboração e implementação desses mesmos Planos.

MY NOTES:

Imigrantes empreendedores em Portugal: O papel dos fatores pessoais.

Susana Bernardino,
CEOS.PP/ISCAP/P.Porto,
susanab@iscap.ipp.pt

J. Freitas Santos,
CEOS.PP/ISCAP/P.Porto,
jfsantos@iscap.ipp.pt

Resumo

As migrações são um fenómeno bem estabelecido e com raízes longínquas na história, tendo-se observado, nos últimos anos, um crescimento muito significativo do número de pessoas envolvidas em fluxos migratórios (Li, 2013). A crise migratória mais recente na Europa lançou novos desafios sociais e económicos para a integração dos imigrantes, que importa analisar à luz de diferentes áreas de estudo.

Pese embora a relevância dos fluxos migratórios e dos benefícios que estes são capazes de proporcionar, as pessoas que se deslocam para um novo país deparam-se frequentemente com importantes barreiras económicas e sociais, que poderão traduzir-se em dificuldades na integração no mercado de trabalho formal (Sah and Li, 2019). Outros migrantes, por sua vez, quando chegam ao novo país de acolhimento, procuram explorar oportunidades de negócio que lhes permitam melhorar as suas condições de vida, bem como dos elementos da sua família. Estes motivos levam a que a atividade empreendedora seja tão relevante para a comunidade imigrante, que tende a ser mais propensa à criação de novos negócios do que a população nativa em geral (Baycan-Levent & Nijkamp, 2009).

A literatura sobre empreendedorismo tem procurado compreender os principais fatores que são capazes de condicionar, ou não, a formação da propensão para o empreendedorismo. De entre os investigadores que se têm dedicado ao assunto, identifica-se um grupo que procura compreender o papel exercido pelos fatores pessoais.

Apesar da relevância do tema, os estudos empíricos existentes são ainda escassos, sobretudo se se considerar o empreendedorismo imigrante em Portugal, onde é necessária mais investigação para conhecer o fenómeno em toda a sua extensão.

Por isso, esta comunicação pretende avaliar em que medida os imigrantes residentes em Portugal revelam uma propensão para o empreendedorismo e de que forma o seu perfil pessoal influencia a intenção de se tornar empreendedor. Mais concretamente, pretende-se estudar o papel que o género, idade,

formação académica e tempo de residência em Portugal são capazes de interferir na sua decisão. Para o efeito, a investigação faz uso de uma metodologia quantitativa. A recolha dos dados primários foi feita através de um inquérito por questionário, on-line, que foi administrado aos imigrantes que escolheram Portugal como país de destino. O processo de recolha de dados ocorreu entre Março e Setembro de 2020.

Os resultados da investigação indicam que muitos imigrantes já criaram o seu próprio negócio, e que a maioria manifesta essa intenção para o futuro. Por outro lado, a propensão efetiva para a criação do próprio negócio sugere que são o género e a idade dos imigrantes os fatores preponderantes na decisão, em especial os homens e os indivíduos que se encontram nas faixas etárias intermédias. Finalmente, a investigação realizada indica que a intenção futura de empreender é independente do perfil pessoal dos imigrantes.

As conclusões obtidas com a investigação permitem retirar algumas implicações práticas para os decisores políticos e as organizações não-governamentais de apoio à imigração. Mais especificamente, que a promoção da integração económica dos imigrantes em Portugal, pode ser realizada através do desenho de programas de apoio específicos ao empreendedorismo que tenham em linha de conta as características pessoais dos seus destinatários.

MY NOTES:

Migração recente de brasileiros para Portugal: trabalho e residência

Henrique Souza da Silva

Universidade Federal Fluminense

henrique_souza@id.uff.br

Carlos Filipe Magalhães Bastos da Mota

Instituto Superior de Contabilidade e Administração do Porto

cmota@iscap.ipp.pt

Eduardo Picanço Cruz

Universidade Federal Fluminense

epicanco@vm.uff.br

Resumo

O mundo tem experimentado um aumento dos fluxos migratórios, que reconfiguram os países, seus territórios e a divisão internacional do trabalho (Trenz & Triandafyllidou, 2017). Mesmo com a pandemia da COVID-19, os fluxos têm tendência de crescimento (Dandekar & Ghai, 2020). No Brasil, a crise econômica e política tem impulsionado a emigração e, Portugal, emerge como um importante destino. A pesquisa que origina o presente texto alia métodos quantitativos (estatísticas descritivas) a qualitativos. O desenho da pesquisa envolveu enquetes, usando questionários digitais, análises e triangulações. A coleta de dados durou um ano (entre 2018 e 2019) e foi realizada através de questionários divulgado em grupos de brasileiros em Portugal no Facebook. A amostragem seguiu a acessibilidade, sendo não probabilística e intencional (Ghuri, Grønhaug, & Strange, 2020). Chegou-se a 667 respondentes. Após a análise dos dados foi realizado um trabalho de triangulação, bem como entrevistas em profundidade e observação de campo, não cobertas no presente texto.

As maneiras mais comuns de chegada em Portugal são: com visto de estudante (34%), aqueles que já tinham a cidadania ou que foram para reivindicá-la (26,80%) ou com visto de turista (25,50%). Interessante notar que dentre o primeiro grupo, 12,34% não declararam estar em atividades envolvidas, direta ou indiretamente, com estudos. Se levamos em conta de que 41,85% dos que chegaram com visto de estudante pretendem ficar para sempre, ou por um tempo indeterminado, chega-se a uma forte indicação de que o visto de estudante é um artifício da imigração brasileira, assim como identificaram Cruz, Falcão e Paula (2020) com os brasileiros na Austrália.

Dentre os que já tinham a cidadania europeia (normalmente portuguesa) ou que foram com a intenção de reivindicá-la identificou-se o maior número de imigrantes empreendendo ou buscando abrir um negócio (13,40% deste subgrupo). Como esperado, dentre essas três formas de entrada, esta foi que apresentou a maior concentração de imigrantes querendo ficar para sempre ou por tempo indeterminado (77,65% deste subgrupo), apenas 1,2% declararam estar apenas fazendo turismo.

Por outro lado, foi onde se verificou o maior percentual de imigrantes com atividades laborais (59,40% deste subgrupo). Além disso, apenas 27% destes respondentes demonstraram interesse em retornar ao Brasil.

Barbosa, Falcão e Cruz (2020) realizaram um estudo netnográfico em grupos de brasileiros interessados em discutir sobre Portugal, no whatsapp. Como resultado, observou-se que a maioria buscava informações sobre condições de trabalho, as empresas portuguesas, currículos, documentos, emprego e imigração. Fernandes, Peixoto e Oltramari (2021), bem como Barbosa e Lima (2020) também puderam observar que a recente imigração brasileira para Portugal tem um forte fundamento na questão do trabalho. Existem ainda diversos trabalhos sempre realizados por acadêmicos ou instituições acerca das características recentes da migração brasileira para Portugal, o que o presente trabalho tentou evidenciar, foi o ponto central da questão. Provavelmente não estaremos tão longe da verdade se concluirmos que esta está fundamentada na tríade: qualidade de vida melhor do que no Brasil, emprego digno e residência permanente.

MY NOTES:

Mixed embeddedness dos negócios brasileiros na cidade do Porto

Henrique Souza da Silva

Universidade Federal Fluminense

henrique_souza@id.uff.br

Carlos Filipe Magalhães Bastos da Mota

Instituto Superior de Contabilidade e Administração do Porto

cmota@iscap.ipp.pt

Eduardo Picanço Cruz

Universidade Federal Fluminense

epicanco@vm.uff.br

Roberto Pessoa de Queiroz Falcão

PPGA UNIGRANRIO

robertopqfalcao@gmail.com

Resumo

Trabalhos seminais (Portes & Zhou, 1992) reforçados por diversos artigos ao longo dos anos afirmam que o empreendedorismo e o auto-emprego são formas possíveis de inclusão social e econômica destes 'migrantes econômicos' nas sociedades anfitriãs ocidentais (Akbar, 2019). No entanto, os estudos sobre o empreendedorismo de imigrantes brasileiros são recentes, concentrando-se em aspectos de sua trajetória migratória e empreendedora no exterior (Cruz, Falcão, & Barreto, 2018).

A abordagem da mixed embeddedness identifica o empreendedor como incorporado em suas próprias redes sociais e na estrutura econômica e política mais ampla do ambiente externo (Kloosterman 2010). Assim, a geração de oportunidades de negócios dependerá do grau de equilíbrio entre o lado da oferta (empreendedores com suas habilidades, recursos e cultura) e da demanda (derivados da estrutura de oportunidades dos mercados).

Foi realizada uma pesquisa qualitativa de cunho exploratório, por meio da análise de 35 entrevistas em profundidade com empreendedores brasileiros dos mais diversos setores.

No nível macro, a Autorização de Residência por Investimento (Golden Visa) atrai muitos brasileiros, principalmente através aquisição imobiliária (SEF, 2020). No nível meso, destaca-se que o Porto é uma cidade turística, com uma gastronomia de excelência, isso justifica a criação de muitos negócios de alimentação. No nível micro, os pesquisadores identificaram: (i) negócios próximos às áreas menos nobres de turismo (ou seja, fora da baixa do rio

Douro, perto da Ponte Luís I), cujo público-alvo eram os consumidores em geral, e (ii) outros próximos ao Consulado Geral do Brasil no Porto e do Serviço de Estrangeiros e Fronteiras (SEF), tipicamente voltados para os brasileiros. Diante da análise em três níveis proposta por Kloosterman (2010), depreende-se que o empreendedorismo de imigrantes brasileiros em Portugal é fruto da conjuntura econômica brasileira (como causa repulsiva) e da questão da obtenção dos vistos de negócios ou ancestralidade (como causas atrativas). Os brasileiros, quer por sua experiência em negócios anteriores ou por motivações outras (como a mera sobrevivência), empreendem com sucesso em Portugal, agregando sua expertise e conhecimentos 'étnicos' em prol de suprir lacunas do mercado local. As diversas camadas de análise se interpõem e fazem sentido diante do cenário representado pelas atividades imigrantes. Por fim, são revelados também as escolhas mercadológicas dos empreendedores e os mecanismos de networking ou de desconfiança entre os mesmos, corroborando com estudos anteriores. Ademais, o perfil migratório mais recente de brasileiros para Portugal inclui um grande contingente de indivíduos qualificados e experientes, que se convertem em empreendedores bem-sucedidos.

As contribuições teóricas do presente artigo incluem a discussão e emprego da abordagem mixed embeddedness (Kloosterman, 2010)

no contexto inédito de seu uso no seio das comunidades de imigrantes brasileiros em Portugal. Estudos futuros poderão abordar outros contextos da imigração brasileira, inclusive em demais cidades de Portugal ou da Europa. Como implicação prática os resultados do estudo podem servir de apoio para futuros empreendedores vislumbrarem estratégias de estabelecimento em Portugal, ampliando suas chances de sucesso.

Ainda como sugestões de estudos futuros, uma análise sistemática e quantitativa traria novos insights a respeito da comunidade de empresários brasileiros em Portugal.

MY NOTES:

TRANSNATIONAL FAMILY and FAMILY-LIKE RELATIONSHIPS OF MIGRANT ACADEMICS in BRITAIN

Mucahit Aydemir

The University of Sheffield

PhD Sociological Studies

maydemir1@sheffield.ac.uk

Abstract

This paper, which is derived from a PhD research project, examines transnational family and kinship relationships of migrant academics in Britain. The overarching aim of the research is to explore how migrant academics in Britain negotiate their family and kinship relationships across national borders. Looking migrant academics' family and social relationships across national borders through the lens of transnational family relationships requires a holistic perspective which is able to capture the multifaceted, relational and dynamic relationships of a group of people who are usually characterised by high-level of mobility (Ackers, 2005; Bilecen & Van Mol, 2017; Morley, et.al., 2018). In this regard, understanding the spatio-temporal, dynamic and social networks of participants' local and transnational relationships constituted main objectives of the research. To this end, 45 qualitative life-story interviews were conducted with migrant academics from 25 different nationalities working actively at British universities to delve into their local and transnational social and familial relationships. Additionally, ego-centric network maps (sociograms) were conducted as embedded in interviews in order to understand the positions and intensities of local and transnational relationships in academics' wider networked relationships. The results of the analyses show the significance of four themes; spatiality, temporality, caring relationships and diverse social ties of migrant academics. In this regard, this paper presents that spatiality shapes the local and transnational family arrangements and practices. Secondly, their transnational family and family-like relationships have dynamic nature which imply that transnational relationships evolve over time with the influences of life-changing events. Then, they generally engage with the care of their kids in their local arrangements, while they provide and receive care to/from their elderly parents transnationally. Finally, this paper shows that academics are locally and transnationally embedded in various social networks. They have different networking relations such as scientific, familial and friendship ranging across national borders. Family relationships operate and are maintained in a web of

networks surrounded by local and transnational ties of migrant academics. This research contributes to both literatures on transnational family relationships and the migration of academic staff. The research context, i.e. the migrant academic staff in Britain offers a particular ground for extending the knowledge in the transnational family relationships literature. That is, the major limitation of the transnational family literature is that the scholarship has tended to concentrate on low skilled migrant groups. This research fills this gap by showing the 'human-face' of highly-skilled migration (Favell & Smith, 2006).

MY NOTES:

Integration and inclusion of newcomers: Dilemma of education and integration

Dr. Zahide Erdoğan

Ankara Yıldırım Beyazıt University

Visiting Lecturer

zahide.rdg@gmail.com

Abstract

This paper seeks to examine the education-integration nexus and paradox through the lens of threat theory. As a result of worsening economic conditions, the refugee crisis, and increased migration, host country and immigrant relations and intergroup conflicts have received more attention. There is growing fear, especially after the refugee crisis in 2015 that refugees and migrants will increase unemployment, be a burden on the economy, and pose a danger to the host country culture. Theories regarding intragroup conflicts and prejudice have emerged since the 1940s. One of the most recent theories on prejudice and negative behaviour toward outsiders or minorities is integrated threat theory (Stephan & Stephan, 2000). Although there has been little research on lowering perceived threats, these anxieties can be lessened via education. Because perception of threat and negative actions are driven by a lack of knowledge. Furthermore, according to Allport's contact theory, developing interaction on the group level can generate positive sentiments between natives and foreigners (Allport, 1955). The perception that immigrants are generally uneducated makes integration difficult and strengthens the perception of the threat that immigrants are a burden to the welfare state. Conversely, educated immigrants may experience more prejudice, particularly in the labour market. Education is one of the structural integration components, and it is widely acknowledged that education facilitates integration. Integration components follow each other, and progress in one component will lead to development in the other. Further training, for example, is expected to facilitate and increase access to other components. Those with a higher education may face discrimination in the labour market, or the education-integration dilemma may emerge from the perspective of a migrant. It means that the group perceives prejudice, rather than individual discrimination. Verkuyten defines the integration paradox as "to the phenomenon of the more highly educated and structurally integrated immigrants turning away from the host society, rather than becoming more oriented toward it." (De Vroome et al., 2014; Verkuyten, 2016). The highly educated may feel more deprived because they compare their circumstances to the options that are

available to the majority, have more contact with the majority, immigrants have greater unemployment difficulties regardless of degree, and work in less skilled and temporary occupations (Verkuyten, 2016). This process might lead to a sense of exclusion. The education-integration paradox, may not exist in all cases. Maaren and Rijt (2020) point out that there is no integration paradox among adolescents in the Netherlands, and this paradox may exist among immigrants who did not grow up in the Netherlands. Another research, conducted in Germany, showed that educated individuals face more prejudice as a result of relative deprivation and awareness (Steinmann, 2019). Although assimilation theories claim that people who are structurally integrated are less likely to face prejudice (Alba, 2008; Gordon, 1964), being both well-educated and structurally integrated may not be enough to prevent discrimination or perceived discrimination. When developing immigration and integration policy, countries should consider the impact of education in all of its aspects, including this contradiction. New policies should be incorporated into their integration strategies to allow immigrants to transform their education in the host countries education system and reduce the relative deprivation in the labour market by re-including them not only labour market but also educational system.

MY NOTES:

Why the idea that managing migration through policies is faulty and why it will not lead us anywhere

Gabriele De Luca,

Researcher, Department for e-Governance and Administration,
Danube University Krems, Krems an der Donau, Austria,

gabriele.deluca@donau-uni.ac.at

Abstract

Migration policies are based upon the idea that it is possible, in principle, to manage migration by adopting laws. Now, this may or may not be true, and whether the laws can affect migration depends largely on what do we choose to measure about it. Of course, there are laws that talk about migration, and one can behaviouristically observe that these laws tend to be respected (most of the time). For example, we can see that there are laws that demand certain visas to be requested prior to entering a country, and we can measure that the visas are indeed being requested and then issued, prior to entering the country. Traditionally, though, we have also been discussing since the times of Ravenstein about the other types of laws that might regulate migration: not the policies, but the laws of the dynamical system that comprises migration. Now, the idea that we can regulate migration by means of policies is based upon the assumption that, whatever (physical) rules describe the behaviour of the physical system that comprises the humans walking on the surface of the planet, is well represented in the (legal) rules that aim at regulating it. Indeed, we assume that the migration behaviour which is being regulated is correctly predicted by the (physical) laws that underlie the (legal) laws which we use to regulate it. In the paper that we will present, we introduce the scary idea that this may not be the case, and see the interesting conclusions to which this can lead us.

MY NOTES:

Elysian: Increasing the levels of integration and inclusion in professional football through sociocultural awareness

Luana Marques

Centre for Intercultural Studies

ISCAP – P. PORTO

lokelanni09@gmail.com

Abstract

Over the last few decades, the cultural diversity present in the football world has been increasing exponentially, mostly due to globalization and new sports labour migration laws. This expansion is also deeply connected to the sport's new business encounters. Modern-day football squads are the ultimate example of multiculturalism and its challenges, with different cultures interacting with one another in a closed environment without proper tools and coping strategies. The lack of information and interest regarding sociocultural issues ends up jeopardizing the professionals' lives on many levels, thus leading to ineffective processes of integration and inclusion that are not disclosed nor publicly discussed.

The current paper presents contemporary problems in the football world, that have emerged from cultural dissimilarities and its consequences. It deconstructs major concepts such as multiculturalism and interculturalism to analyse the impact of constant changes in terms of cultural contexts on individuals, whether professionally or personally. Cultural diversity can be an advantage when used properly, but it also presents barriers that can affect professionals both on and off the pitch. Assuming that individuals from different cultures can easily integrate and share a common environment is a misconception that is widely disregarded in the football world. This may lead to negative outcomes such as assimilation or acculturation, thus influencing the professionals' cultural transition and adaptation, as well as preventing an effective integrational process. The identification of core sociocultural issues in football has led to the creation of "Elysian". This project intends to facilitate the integration of the sport's professionals, while also improving their sense of inclusiveness. By providing new strategies and acting as an educational tool, "Elysian" can promote a more knowledgeable and culturally aware community. The project's main goal is to incentive people to fight against sociocultural stereotypes through the power of education, thus enhancing the sport's modern

motto based on equality, inclusion, and cultural diversity. Overall, the aim of this paper is to generate a more active discussion on sociocultural issues and their role in the daily life of football professionals, as well as implementing the subject as an important research area. Raising awareness on such topics through projects like "Elysian" can lead to more creative solutions that will benefit both the industry and general society.

MY NOTES:

Policies and institutional interventions for returned migrants. An analysis from the Social Determinants of Health framework.

Pilar Serrano Gallardo, Ana Manzano

School of Sociology & Social Policy,
University of Leeds (UK)

m.d.p.serrano-gallardo@leeds.ac.uk

Background and aims: Migration policies in EU countries interact with structural social determinants of health for example social, public and health policies, intermediary social determinants of health such as working and living/housing conditions, psychosocial factors, health and social care systems, and social cohesion/capital as a crosscutting social determinant of health. Return migration interventions for social determinants of health (SDH) may work well in one context to reduce social health inequalities but inadequately in others. This paper presents some of the results of an European study (RETORNO) aiming to develop an evidence-based, context-sensitive theory of how intra-EU returned migrants' health could be improved. The main objective of this paper is to identify and analyze interventions addressed to facilitate Spanish migrants return from the UK post-Brexit referendum.

Method: realist systematic review using bibliography databases (Medline/Pubmed, PsylInfo, Cochrane Library, Embase, Web of Science) and grey literature (websites, reports, guidelines and regulations from governs, institutions, associations and organizations). The analytical strategy identified and categorized the interventions extracted from selected documents, using the World Health Organization framework for SDH.

Results: 19 documents were selected out of the 529 found. Three interrelated categories of interventions were identified. 1) Structural Social Determinants of Health (SSDH). Improvement of infrastructure and public services; decentralization of policies; brain gain strategies such as connecting companies, valuing talent, supporting migrant entrepreneurship initiatives and businesses for job creation; financing of infrastructure development projects; granting of professional training and higher education for returnees; salary improvements; programmes for learning the national language and special school programmes for returned children; counseling for returned migrants. 2) Crosscutting Social Determinant of Health (CSDH). Education abroad for teachers and parents in order to generate cultural identity; grants to NGOs for the construction of "cultural community" abroad;

programmes to improve the knowledge of the culture of origin. 3) Intermediary Social Determinants of Health (ISDH). Financial aid for returning migrants (e.g. travel, housing, etc.), with monetary support for women and families; and psychological care. In Spain, there are published interventions aimed at facilitating return in 10 of its 17 Autonomous Communities, and in none of its 2 Autonomous Cities. The most frequent interventions are those aimed at improving employability and the labour market, especially through the recruitment of highly qualified professional profiles (SSDH), and financial support to improve living conditions of returnees (ISDH).

Conclusions: Policies and institutional interventions aimed at facilitating the return of the migrant population focus mainly on the SSDH from the development of labour policies that emphasize the return of migrants with high professional qualifications. There are few interventions directed at ISDH and CSDH. Spain follows this same pattern, there is also great variability between the different Autonomous Communities, and a large part of them lack specific programmes.

MY NOTES:

Migrations dans l'Océan Indien et mineurs isolés à Mayotte dans *Tropique de la violence* de Nathacha Appanah

Cristina Álvares

CEHUM

calvares@elach.uminho.pt

Abstract

Nous nous proposons d'aborder un des flux migratoires les plus massifs, les plus mortels et les plus méconnus vers l'Europe. Il a lieu dans l'Océan Indien et vise Mayotte, île de l'archipel des Comores qui est, depuis 2011, le 101^e département français et constitue donc une région ultrapériphérique de l'Union Européenne. En tant que petit bout de France et d'Europe dans le canal du Mozambique, l'île fait l'objet d'une migration massive de la part d'Africains continentaux et insulaires, surtout Comoriens, fuyant la misère et l'instabilité politique. Depuis l'institution du visa Balladur en 1994, l'immigration est devenue illégale sans pour autant cesser, bien au contraire, elle n'a fait que se développer. Mayotte est une île dramatiquement surpeuplée dont près de la moitié de la population est composée de sans-papiers qui s'entassent dans des ghettos comme celui de Kaweni, le plus grand bidonville de France et le plus insalubre. Nous aborderons les enjeux et l'impact politique et social de l'exode comorien par le biais d'un roman de Nathacha Appanah, écrivaine indomauricienne francophone qui vit en France depuis 1998 et qui a séjourné à Mayotte entre 2008 et 2010. Paru en 2016, *Tropique de la violence* est un roman qui, à travers l'histoire d'un adolescent prénommé Moïse, met en récit la condition des mineurs isolés (ou mineurs étrangers abandonnés) à Mayotte. Les mineurs isolés sont pour la plupart d'origine comorienne, ils sont venus seuls ou se retrouvent seuls sur l'île après la déportation des parents. Ce sont des enfants sans papiers, sans parents, sans logis et sans repères, livrés à eux-mêmes, errants, vivant dans la rue et condamnés à la délinquance de survie. La thématique de l'abandon, qui se matérialise dans l'espace désolé du ghetto de Kaweni, surnommé par les locaux Gaza pour souligner sa ressemblance avec un camp de réfugiés, convoque la notion de « vie nue » développée par Agamben dans *Homo sacer*. Le pouvoir souverain et la vie nue. La vie nue est ce qui reste d'une vie humaine lorsqu'elle est dépossédée de statut civique et juridique. Son lieu privilégié est le camp dont le ghetto est une métamorphose. Le roman d'Appanah montre que

dans le camp-ghetto le monde devient inhabitable au sens aussi bien métaphorique que littéral. Nous soutenons que le roman d'Appanah permet de problématiser la notion de vie nue de deux façons : d'une part, l'introduction du critère de l'âge met en évidence que la condition radicalement déprotégée de l'homo sacer s'exacerbe chez le puer sacer ; d'autre part, l'histoire de Moïse et des autres mineurs isolés de Kaweni montre que, comme Judith Butler l'a souligné dans sa critique à Agamben, la vie nue ne se traduit pas forcément dans la mort sociale, les individus et les groupes gardant la capacité de mettre en place des stratégies de survie et de résistance, même lorsqu'ils sont extrêmement fragilisés. *Tropique de la violence* est un exemple majeur de l'implication de la littérature contemporaine dans les grandes questions politiques et sociétales, en l'occurrence celles qui sont suscitées par les migrations

MY NOTES:

Le mode migratoire en cris et écrit : le cas algérien.

Kahina BOUANANE

Chercheure associée au Centre de Recherche en Anthropologie et en Sciences et Culturelle
Université d'Oran (Algérie)

kahina_bouanane@yahoo.fr

De nombreuses disciplines réfléchissent avec acuité sur la question migratoire, telles les études sociologiques, anthropologiques, politiques, mais aussi littéraires. Elle est devenue une interrogation épineuse, voire conflictuelle de par l'étendue et les complexités qu'elle engendre dans la production romanesque. Les recherches sociologiques en Algérie comme ailleurs cherchent à la fois d'analyser quantitativement et qualitativement ce phénomène afin d'appréhender les raisons multiples de la migration. L'analyse de l'expérience migratoire relatée dans les romans ne se limite pas à une simple analyse discursive, mais questionne « objectivement » la subjectivité afin de donner un sens au sentiment de désillusion, dispersion, l'acuité du regard qui installe la fêlure et l'inconfort. Afin de mettre en évidence le projet migratoire ainsi que la figure du migrant et ses caractéristiques, qui sont souvent associés à celle de la question de rejet mais aussi d'intégration, nous avons choisi un roman algérien d'expression française *Migrants sans noms* de Tawik Belfadel, ce récit décrit des personnages qui relatent leurs propres expériences toutes différentes, avec des vies et des statuts qui se nouent et se dénouent à partir d'une embarcation commune désignée "Hayat". Ces protagonistes narrent aussi les péripéties de leurs voyages atypiques peignant les conditions inhumaines pour un éldorado qui, respire pas une vie "clémentine". Cet état de fait, nous donne à réfléchir sur cette condition dans le monde moderne telle perçue par Anna Arendt et le droit à la mobilité, et à la liberté de circulation telle signalée par déclaration des droits de l'homme.

1 Notamment durant la deuxième décennie du deuxième millénaire

2 Plusieurs romanciers algériens puisent dans ce sens tels que Salim Bachi, Maïssa Bey, Hamouda Mansour, Adlène Meddi, Maamar Farah, ... Cf d'autres imaginaires orientaux et subsahariens : Suzanne El Kenz, Abdourahman Waberi, Alain Mabankou, Fatou Diome, Amin Maalouf, Alavi Bozorg, Amir-Shahy Mahshid...

3 L'intérêt conjoncturel et/ou structurel à la problématique migratoire a suscité l'organisation de plusieurs manifestations scientifiques dont l'objet était porté sur l'analyse du concept de littérature migratoire. Parmi ces manifestations, nous citons

4 Pour un état de lieux plus déterminé de la réflexion sur la question migratoire dans les différentes disciplines, voir *Routes migratoires africaines et dynamisme religieuses*, sous la direction de Sophie Bava et Katia Boissevain, In *Revue L'Année du Maghreb*, n 11, 2014 et *Travail et migration à l'ère des frontières*, Camille Schmoll et Serge Weber, In *Revue de la migration*, 2019

Profil des migrants subsahariens en Algérie, Rapport SARP-CISP, 2007

https://www.academia.edu/8037385/Profils_des_migrants_subsahariens_en_situation_irr%C3%A9guli%C3%A8re_en_Alg%C3%A9rie

5 Cf, *Les migrations - vues du Sud*, numéro coordonné par Sidi Mohammed MOHAMMEDI et Saïd BELGUIDOUM, *Revue Insaniyat* n°s 69-70, juillet - décembre 2015

6 Lebrun, M. *Visions transfrontalières du champ de la littérature migrante*. In: *L'Association pour la recherche interculturelle*, 2001, no 36

7 Cf, *La condition de l'homme dans le monde moderne*

MY NOTES:

EUROPE ‘the silent humanitarian killer of African youth’

Mr. Richard Osei Bonsu, CEO

OMANIAE Ghana, Gicel Estate No. H22/199 Weija,
Accra – Ghana

Abstract

Every day, tens and hundreds of unaccountable African youth are confidently tricked into modern day slavery through irregular migration. Majority are been sent to Kuwait, Qatar, Saudi Arabia, and Lebanon while others taken through the desert and Mediterranean sea by the human smugglers and traffickers find themselves in Niger, Algeria, Libya, Spain and Italy.

The trend of these irregular migration represents one of the biggest traumatic moment in the lives of the travelers, rendering most African youths who were intellectuals and vision holders to be hopeless and vulnerable living in a state of trauma within the scope living as undocumented migrants and slaves for which they constitute the greater work force of their nation.

Twenty-first (21st) century promises to be a new age of migration. African migrants will risk all to reach Europe, their dreamland of greener pastures ‘**the land of Paradise**’, eighty percent (80%) will be confronted with anxiety and heavy trauma in exception of death while the twenty percent (20%) do make it but are soon confronted with shattered dreams living the rest of their lives in trauma and unattainable expectations.

These brain-drain have been a major challenge to both African and European governments on the growing negative effect of the over 80% African migrants been displaced while the gap between documented and undocumented migrants keep growing by 90% yearly, in exception of those who survived the deadly traumatic voyage, African migrants faces various decree of inhumane treatment when caught up by the law as Illegal immigrants. Over Thousands youth are been kept in various detentions centre (a prison name branded for illegal immigrants) **across Europe between 3 months to one (1) year. Majority of these youth between 19-42 years** passes through mentally, physiological and emotional trauma before been forced to return to their country of origin. While 35% of the returnee re-migrates.

MY NOTES:

PART 2

Internationalization of Education and the cultural impact of migrations

One step behind. Absolute illiteracy in the 'Education and Migration' political debate

Margarida M. Barroso

Madrid Institute for Advance Study (MIAS),
Universidad Autónoma de Madrid (UAM), Spain

Margarida.mbarroso@uam.es

Abstract

Education is one of the key areas for migrants' integration, and it is, arguably, one of the main focus of migrants' integration policies. However, as a central dimension of migration policy, education has been addressed primarily from the perspective of children, targeting, in particular, the educational attainment and success of migrant children, or children with a migrant background. The education of adult migrants, and particularly of those with low literacy, or low levels of schooling, has received less attention.

The concept of literacy is used to invoke different types of knowledge, such as absolute and functional literacy, alphabet recognition or, in its broader acceptance, language proficiency. The migration experience often activates one or more types of illiteracy, but the absolute illiteracy of migrants is somewhat and invisible phenomenon in academia, in statistics and in public policy. It is known, though, that there has been an increase of the inflows of migrants from countries with high levels of illiteracy or low levels of schooling in Europe, largely as a consequence of the several 'migration crisis', which are disrupting the educational paths of a significant number of individuals forced to flee from war, political persecution or poverty. These new fluxes add up to previous ones that already included unschooled and low educated migrants from a diversity of countries.

In this presentation, we aim to discuss the relative position of absolute illiteracy in the general debate of 'education and migration', through the content analysis of reference EU policy documents in the fields of education and migration. Special attention will be given to gender, as a structuring dimension of illiteracy, since women represent the large majority of the world's illiterate population and constitute half of today's Europe's international migration.

Results show good developments in the integration of a gender perspective in migration and adult learning policies, and at the same time, the consideration of the low skilled and of the migrant population in gender equality policy. However, the confluence of gender, migration and illiteracy, have not yet been comprehensively addressed in European social policy.

We argue that the illiteracy of migrants, and particularly of migrant women, configures concrete challenges for social integration and remains as an invisible phenomenon in European social policy, despite the existence of EU funded literacy programs in place in several Member-States. Therefore, absolute illiteracy remains "one step behind" the 'education and migration' political debate.

MY NOTES:

Migrantes ou turistas? Reflexões sobre a classificação dos Estudantes Internacionais

Thiago Sette Câmara

Universidade de Lisboa. Instituto de Ciências Sociais.

thiago.oliveira@ics.ulisboa.pt

Mateus José Alves Pinto

Universidade Federal do Paraná. Departamento de Turismo.

mateusjose.trilhas@gmail.com

Abstract

Considerado por seus defensores como o programa de maior sucesso da União Europeia, o Programa Erasmus já proporcionou a mobilidade de mais de 10 milhões de pessoas, sobretudo jovens, ao longo de três décadas. Investigações em distintos campos do conhecimento buscam compreender o fenómeno da mobilidade académica internacional, classificando os estudantes internacionais de formas distintas. Se no campo do turismo os estudantes internacionais são classificados como turistas, no campo das migrações estes mesmos estudantes têm sido percebidos como migrantes internacionais de curta ou longa duração. Partindo do pressuposto que migrantes e turistas são grupos distintos, parece existir um certo descompasso em relação à classificação destes estudantes. Assim, esta investigação buscou refletir sobre a classificação dos estudantes internacionais, examinando como estas distintas classificações evoluíram nos campos do turismo e das migrações internacionais.

A metodologia desta investigação foi exploratória e descritiva, uma vez que procurou aproximar as áreas de educação, migrações internacionais e turismo.

Consequentemente, o procedimento de pesquisa foi bibliográfico/documental, dado que foram utilizados artigos, livros e relatórios para analisar a evolução do entendimento sobre os estudantes de mobilidade académica como migrantes internacionais e turistas e, posteriormente, trazer reflexões acerca do problema de investigação. Os dados destes documentos foram recolhidos, lidos, fichados e analisados, permitindo a descrição dos estudantes: i. como migrantes internacionais, nomeadamente no subcampo da International Student Mobility (ISM); ii. como turistas, destacando o comportamento turístico destes estudantes.

Em relação aos estudantes como migrantes, os estudos demonstraram que a palavra mobility tem sido mais utilizada do que a palavra migration, uma vez que ela indicaria um prazo mais curto para o movimento migratório e uma alta possibilidade de retorno.

Ademais, os estudantes internacionais geralmente se envolvem na dinâmica social do país de destino e

passam por distintas fases do processo migratório, por exemplo, o processo de adaptação à nova cultura e o desenvolvimento de novas relações afetivas.

No que se refere aos estudantes como turistas, os estudos apresentaram o termo *academic tourism* como uma segmentação da oferta turística. Além disso, estes estudos observaram que os estudantes internacionais possuem as mesmas preferências que os turistas ao escolherem o destino, além de comportamentos turísticos durante a mobilidade. Os estudantes também impactam positivamente a indústria turística, ao realizar viagens no destino e consumir produtos de agências de viagem, alojamentos, bares e restaurantes.

Em síntese, importa perceber que os turistas se deslocam de forma temporária dos seus locais de residência habitual. Já os deslocamentos realizados pelos migrantes podem ou não ser temporários. Dado que os estudantes internacionais de curta duração (mobilidade de crédito), como os estudantes Erasmus, regressam aos seus países de origem ao fim do programa de estudo e possuem comportamentos muito semelhantes aos de um turista tradicional, a classificação como turista mostra-se pertinente. Por outro lado, os estudantes internacionais que realizam a integralidade de seus estudos em outros países (mobilidade de grau), aproximam-se mais da tradicional classificação de migrante, pelo facto de desenvolverem ligações mais fortes e duradouras com os países de acolhimento no decorrer da experiência de mobilidade, além de passarem por todas as fases típicas do processo migratório.

MY NOTES:

**O impacto cultural da integração de estudantes migrantes
O contributo do ISCIA — os CTeSP e o mercado laboral do contexto envolvente**

Estela Pinto Ribeiro Lamas

ISCIA, CEI, UMUM

estela.lamas@me.com

Helena Maria dos Santos Valente

ISCIA, USC

hmv@iscia.edu.pt

Paulo Teixeira Costa

ISCIA

psc@iscia.edu.pt

Raquel Catarina C. da Cunha Pedrosa

ISCIA

rcp@iscia.edu.pt

Victor José de Oliveira Reis

ISCIA

vjr@iscia.edu.pt

Resumo

O Instituto Superior de Ciências de Informação e da Administração de Aveiro (ISCIA), sendo o seu lema – *Travel through knowledge*, implica-se em viagens através do tempo, recuperando no presente construções de conhecimento do passado, projetando vias no presente para uma abertura à sua renovação, sustentada na complementaridade da diversidade, patrocinando a investigação e o desenvolvimento cultural, científico e tecnológico que, a cada ano, envolve mais espaços, na dimensão da globalidade. É nesta perspetiva que vem recebendo, de há alguns anos a esta parte, estudantes de diferentes nacionalidades, cidadãos do mundo – Europa, África e Ásia. Sustentando esta ação, o Gabinete de Integração Académica e Profissional do Estudante (GIAPE) empenha-se na receção de estudantes migrantes, criando condições de acompanhamento, tutoria e mentorado, desde o momento em que chegam a Portugal, dando apoio à sua integração, procurando uma prática vivenciada da interculturalidade, que viabilize e concretize não só a integração, mas também uma interação multifacetada – pessoal, social, académica, a qual resulta profícua para todos os intervenientes no processo. Esta interação beneficia os estudantes vindos das mais diversas localidades do mundo e também o pessoal do ISCIA – docente e não

docente, assim como a população do contexto em que se situa e os profissionais das instituições laborais que abrem oportunidades de pôr em prática os conhecimentos científicos que vão sendo construídos. Nessa visão da educação sustentada nos quatro pilares defendidos por Delors – o *saber ser*, o *saber estar e conviver*, o *saber saber* e o *saber fazer*, vamos nesta comunicação centrar-nos na formação disponibilizada pelo ISCIA, especificamente nos Cursos Técnicos Superiores Profissionais (CTeSP), na Pós-graduação em Educação Especial Domínio Cognitivo-Motor e Intervenção Precoce, tendo em atenção que a receção de muitos estudantes oriundos dos PALOP coloca muitos desafios e nos leva a uma re(i)novação permanente da ação educativa. Focamo-nos também no CTeSP em Comunicação Digital que, no ano letivo 2018/19, recebe estudantes vindos da Índia, dos Camarões, da Ucrânia e da Turquia, fruto de uma parceria com a academia – *Pro Direct Academy*.

Outro desafio surge, este ano, decorrente do facto do CTeSP em Gestão de Unidades Desportivas e de Lazer ir receber estudantes dos mesmos países; é um estímulo para o ISCIA, uma vez que comprova a reação positiva dos estudantes

de 2018/19 – as experiências por eles divulgadas nos países de origem. Com o propósito de apresentarmos uma reflexão consistente das vivências dos estudantes, vamos realizar um inquérito aos estudantes, questionando o impacto nas suas vidas da formação no ISCIA, da interação com a sociedade, as instituições sociais e empresariais, tendo em vista a avaliação da formação realizada e do acompanhamento do GIAPE, as decisões tomadas relativamente a permanecer em Portugal ou a regressar ao país de origem. Como complemento, empenhamo-nos em entrevistar alguns professores e profissionais, tanto do ISCIA como da comunidade envolvente – social e empresarial, para recolher informações que possam contribuir significativamente para um aprimoramento da educação de qualidade que defendemos, com base nas aprendizagens por nós realizadas com os contributos trazidos pela migração. Surge-nos, também, a hipótese de envolver os estudantes na criação de Histórias de Vida, com o propósito de uma publicação do ISCIA.

MY NOTES:

Interregional Migration as One of the Factors in the Development of University Education in Russia

Elena Morozova
KubSU,
Krasnodar, Russia
morozova_e@inbox.ru

Abstract

The objective of the study is to reveal the impact of the interregional migration on the development of university education in Russia. Russia is a multiethnic and multi-religious country where 85 regions embody significant cultural diversity. Student migration in Russia depends on many factors: the level of the development of higher education, the existing interregional migration flows, and the economic wellness of the region, climate and environmental conditions, ecological situation. The intensity of the interregional youth migration in 2011-2013 doubled compared to 2003-2010.

Empirical methods of the research include the analysis of demographic statistics, the case-study method (it was used to study the adaptation of students from other regions at Kuban State University), a survey among university students (the sample size was 100 people).

The Krasnodar region is one of the most attractive Russian regions in terms of migration. Over the past 25 years, the population of Krasnodar has increased by almost one and a half times. The main migration flows come from the neighboring regions of the South of Russia and the North Caucasus as well as from the regions of Siberia and the Far East. Each of the flows causes specific problems in adaptation and intercultural interaction of students. At Kuban State University, the share of the students from other regions has been about 20-25% for the past five years.

The study identified three student migration patterns that are part of the family migration strategies. Students from other regions need support during the period of adaptation in a region that has its own social and cultural practices. Some universities have institutionalized adaptation systems for students from other regions.

Interregional migration of students is a significant factor affecting both the university education system and the development of the region. The attractiveness of the region for the student migration is an element of its "soft power". More than half of the students stay in the region to live and work after graduation. On the one hand, it increases the number of employable population, on the other hand, it creates an additional burden on the social sector.

The level of attractiveness of the university for the youth from other regions becomes a potential for the university development, an important symbolic resource that can be converted into other resources. The competition to attract students leads to the differentiation of universities, which manifests itself both in the academic level of prospective students and in the position of the university in the national and international rankings. The multicultural educational environment of the university helps develop soft skills which are part of the professional competencies of a specialist in any field. Emotional intellect, empathic abilities, communication skills are formed not only in the classroom but also in the process of intercultural communication

MY NOTES:

Incorporation of Migration into the Civics' Syllabuses in the Czech Secondary Schools

David Březina,

Office of the Government of the Czech Republic,

daja.brezda@gmail.com

Petr Pospíšil,

Euroskop.cz online information portal,

petrposp92@gmail.com

Abstract

This contribution focuses on the manner and the scope of the migration-related topics as they are currently implemented in the educational system of the Czech Republic. Czech Republic has been infamous for the public views generally reserved towards incomers of foreign descent. Yet at the same time, it hosts a relatively high number of labour immigrants, although mostly from culturally close countries of Eastern Europe such as Ukraine. Hidden or overt suspiciousness towards immigrants has become a norm for a significant part of adult population.

Unlike the older generations who formed their attitudes in times of alienation, as part of the former Soviet bloc, current teenagers are raised in different circumstances. Czech Republic is fully integrated in the Euro-atlantic structures that call for more solidarity with immigrants from third countries. According to the available polls, younger generations of Czechs expose greater tolerance to migrants than their (grand-)parents. However, their hospitality still does not match the level of their Western European counterparts. The public opinion towards newcomers is often formed by populist movements combined with fake news and disinformation.

This paper explores the research question whether the current educational framework, represented by secondary school-level syllabuses, incorporates sufficiently (both in terms of quantity and quality) information about migration and its context. To provide the answer, the co-authors of this paper employ various research methods. Desk research is used to identify presence of migration in the documents regulating and unifying the content of syllabuses. Authors examine if the coverage of migration has broadened over time. Furthermore, it will be tested if there is a difference between the extent devoted to migration in Civics' classes and if it depends on the type of a secondary school in question. Most prominently, the incorporation of migration in syllabuses of Gymnaziums (secondary schools from which majority of students continue studying at universities) will be scrutinized. Content analysis will be coupled with qualitative research tools, namely with semi-structured interviews among Civics' teachers and NGO

representatives that focus on political education, media literacy and awareness-raising pertaining to topics of migration and integration.

NGOs (such as Stučák) play a significant role in Civics classes in the Czech Republic as their representatives frequently visit Czech secondary schools as external guest lecturers. By doing so, to fulfil the loophole in syllabuses that often underscore the importance of discussion about migration and integration. Hence, we can observe that as far as migration is concerned, Czech educational model represents a unique system with far-reaching engagement of civil society.

Finally, students that are immigrants' descendents or who migrated themselves will be interviewed to present their attitudes on the question whether the current Czech educational set-up reflects the area of migration and integration sufficiently. Consequently, the authors will collect the qualitative input from all crucial stakeholders - teachers as the representatives of the official state-administered educational institution, NGO members as the experienced informal actor providing the know-how and students as recipients of the teaching process.

MY NOTES:

Trajelórias escolares de jovens descendentes brasileiros, ucranianos e chineses no distrito de Lisboa

Renata Carone e Sofia Gaspar
CIES-Iscte

Resumo

Em Portugal, desde os anos 1980, os alunos de origem imigrante têm ganho alguma visibilidade e expressão, sobretudo aqueles de origem africana. Contudo, a partir da década de 2000, destacam-se os alunos de origem brasileira e da Europa do Leste (Ucrânia), mas também de outras origens asiáticas como a China, Bangladeche, Índia e Paquistão (Seabra, 2010 apud Seabra et al, 2018).

Em comparação com os adultos imigrantes da primeira geração, os jovens descendentes são um grupo social menos estudado (Gaspar, 2019), com exceção dos afrodescendentes (Roldão, 2015; Seabra et al 2016).

Neste sentido, é central conhecermos melhor os percursos escolares e a integração social no meio escolar de jovens de outros grupos nacionais, nomeadamente os brasileiros, ucranianos e chineses.

De acordo com os dados oficiais do Serviço de Estrangeiros e Fronteiras, em 2020, existiam cerca de 183.993 (28%) brasileiros, 28.629 (4,3%) ucranianos e 26.074 (3,9%) chineses em Portugal. Contudo, e apesar de conhecermos hoje melhor a realidade de cada uma destas comunidades nacionais, falta conhecer de modo aprofundado as características educativas dos seus jovens. Nesse contexto, esta comunicação pretende apresentar os resultados de 24 entrevistas realizadas com jovens de origem imigrante destas três nacionalidades no ensino secundário em Portugal, para refletir, através da tipologia desenvolvida por Roldão (2015), sobre as suas trajetórias escolares. O estudo da autora analisa os trajetos de contratendência de jovens africanos de classes populares através de uma tipologia que inclui dimensões relativas às condições de socialização inicial e experiências educativas. Neste sentido, nesta comunicação, o nosso objetivo é analisar a adequação desta tipologia entre jovens descendentes brasileiros, ucranianos e chineses nos seus percursos escolares.

A metodologia a utilizar inclui entrevistas semiestruturadas realizadas a jovens de origem imigrante (estudantes de escolas públicas do distrito de Lisboa) e entrevistas a informantes privilegiados (entidades públicas ou privadas, e associações de imigrantes), de modo a entender as dinâmicas de integração social experienciadas por estes jovens, e as diferenças dessas mesmas experiências segundo contextos sociais e culturais distintos.

MY NOTES:

The relationship between Bangladeshi immigrant parents and their children in Portugal: Focus on Education and Sociability Aspect

Mahmudul Hassan

Ph.D. student, School of Social Work,
McGill University, Canada

mahmudul.hassan@mail.mcgill.ca

Abstract

Immigrants' lives, relationships and activities influence the social harmony and societal structure of the country of settlement as they become a part of the host country.

The objective of this study was to investigate the relationship between immigrant Bangladeshi parents and their children in Portugal in terms of education and sociability of children. As this study was about the relationship in immigrant Bangladeshi families, four Bangladeshi immigrant families, who had been living in Lisbon, were purposively selected. Using the snowball sampling, four parents (3 fathers and one mother) and four children (son) were reached to collect the data. In this study, the qualitative research approach was followed, and data were gathered through semi-structured interview guides.

The study findings showed that immigrant Bangladeshi parents and children have a positive relationship but with some diversifications. Though parents cannot support children in their studies directly due to language barriers, busy work schedules, and lack of knowledge about the Portuguese education system, they have diverse strategies such as sending children in private schools, recruiting private teachers, and monitoring their study progress, etc.

In sociability aspects, children's attitudes were found to align with the parent's expectations. Children and immigrant Bangladeshi parents were found highly influenced by religious belief and Bangladeshi culture with respect to dating and selecting life partners.

Children were loyal to their parents, show respect, and recognizes the parent's hardship.

On the other hand, parents recognized their responsibility towards children's education and sociability. It was recommended that both parents and children should develop a friendly and sharing relationship for better family functioning.

MY NOTES:

Culture and schooling: Supporting academic identities through culturally sustaining pedagogies for immigrant-origin youth

Raquel Sáenz Ortiz
Southwestern University
saenzorr@southwestern.edu

Abstract

In the United States, Black and Latinx second generation immigrant youth have consistently been pushed out of schools at higher rates than other groups (Morris, 2016). In recognizing this problem, this study examined the ways that one alternative program in an urban- area in the Northeast sought to reengage immigrant origin youth through an emancipatory model centered in culturally sustaining pedagogies. All students, except for one, were immigrant origin youth with the majority of students being of Caribbean origin (i.e. Haitian, Dominican, Puerto Rican, Trinidadian, St. Lucian, Jamaican). In examining a need for emancipatory pedagogies, I conducted interviews with alumni and focus groups with current students to understand the multitude of reasons that students had been pushed out of traditional schools in their previous educational experiences. Findings highlighted a multitude of factors, including structural, school- based, and trauma-related factors. Many students had friends and family members who had been killed, which impacted their mental health, along with facing violence in the policing of their neighborhoods. In school, students often felt the curriculum was irrelevant to their lives and felt a disconnect from educators who could not relate to them.

In conducting interviews with past and present staff, as well as observations in the program, I delved into the different pedagogies that were created that promoted an emancipatory model of schooling in this particular alternative program. This program allowed students (aged 16-21) to complete high school credits in two years (although the average completion time was 3 years). The teachers, administrators, and staff in this program were primarily people of color, with about a third being of immigrant origin. The curriculum sought to focus on elements of social justice and issues related to communities of color in the Northeastern United States. The core values were ubuntu, self-awareness, and critical consciousness. In considering ubuntu, there was a focus on creating community and family within the program, which was promoted through community practices that were developed in the program over time. Self-awareness practices existed through teach-ins and weekly talk circles held in lieu of advisory.

Critical consciousness was evident through curriculum and teach-ins, as well as informal conversations with students.

In closing, I analyzed the short and long term impacts of the program, primarily in understanding how the program shaped student identities. Findings indicated the importance of creating a foundation for emancipatory pedagogies through staff spaces and conversations to understand implicit biases and teaching philosophies. This work was enhanced by building deep and supportive relationships with students and teaching in ways that uplift students' cultures and promote critical consciousness. Key impacts of these pedagogies were found in developing positive racial identities, which was tied to gender identity and academic identity. Implications from this study expand to ways that schools and adult-education programs can develop more culturally sustaining models to support the development of strong academic identities.

MY NOTES:

PART 3

Linguistic issues related to migrations

Navigating post-migration employability: a critical sociolinguistic approach

Dr Emily Greenbank

Victoria University of Wellington, New Zealand

Emily.greenbank@vuw.ac.nz

Abstract

One in five New Zealanders was not born in New Zealand, and the foreign-born population is, on average, better educated (Statistics NZ, 2020). Despite these remarkable statistics, newcomers, particularly former refugees (FRs), do not typically have access commensurate employment opportunities. Yet both the government and FRs consider employment to be the most important factor of resettlement. Newcomers frequently report being unable to find suitable employment, which can lead to marked downward social mobility – a bitter pill to swallow following the indignities that (forced) migration may necessitate. A critical sociolinguistic perspective offers much potential to shed light on these inequities.

While the importance of education to employment is well established, this paper problematises the underlying assumptions of this equation. Increasingly, tertiary qualifications have become a prerequisite for many kinds of jobs, as more and more people become highly educated. Actualising these educational achievements – institutional capital – requires further (social and cultural) capital to gain access to environments to display one's education (e.g. procuring interviews). In many modern labour markets one must narratively 'package' the self in ways that align with local expectations of employability (Brown et al., 2016). This requires not only linguistic proficiency, but familiarity with culturally-specific workplace norms and practices which can seem impenetrable to newcomers (Holmes & Marra, 2017).

Navigating this pragmatic minefield can be fraught for any newcomer, and particularly so for FRs, whose migration circumstances generally do not involve pre-planning. This ethnographically-informed, Interactional Sociolinguistic study explores the narratives of three FRs settled in New Zealand, focusing on their navigation of employable identities. Approaching employability as an identity negotiated within discourse recognises that employability is a two-way process: both newcomers and 'old-timers' have roles to play in resettlement employment outcomes.

That is, for all the skills and experience job seekers may 'possess,' these must be *recognised* by potential employers. Evident in the qualitative data is

that, despite being highly qualified, these participants struggle to access useful opportunities to attempt an enactment of employability. In other words, a lifetime's accumulation of social and cultural capital loses value in the new social context, hindering the ability to prove or make use of their considerable skills and education. Furthermore, they can be seen to encounter wider social discourses – socially-circulating ideas – connected to refugeehood (e.g. as associated with trauma, vulnerability) which clash with widely-held ideas about employability (e.g. as associated with competency, adaptability). While attempting to move on from refugeehood and regain full lives, these social discourses render the 'refugee' label difficult to shed, with ensuing penalties on their ability to secure appropriate employment.

Addressing the often out-of-sight social barriers to newcomers' full integration is more important than ever. Nations worldwide will feel the effects of steadily increasing numbers of displaced persons for the foreseeable future, exacerbated by the now unavoidable environmental and political ramifications of climate change, and a not-unrelated rise in isolationist ideologies across the globe. It is imperative, then, migrant-receiving nations work toward achieving satisfactory resettlement outcomes expediently, in order to effectively navigate the dramatic social changes to come.

MY NOTES:

Social Injustice In Learning Of Second Language Among Immigrant Children In Finland: Conventional Narratives And Perceptions

Frank Ojwang

PhD Candidate –Arctic and the changing world (Multidisciplinary)

Faculty of Social Sciences

University of Lapland

PL 122 96101 Rovaniemi, Finland

fojwang@ulapland.fi

Abstract

This is a comparative ethnographic research comparing the primary school level migrant learners' performance in the learning of the national language of the host countries in Finland and Tanzania. Response from nine teachers drawn from Tanzanian International Schools attended by expats' children was collected through structured interviews. Additionally, two In-Depth Interviews targeting Tanzanian Swahili teachers at the international schools was conducted using narration approach. The study uses MAXQDA to comparatively analyze the findings of fourteen research articles on immigrant pupils' learning challenges of the Finnish language as a second language in Finland, and gathered information from this study's survey is used to analyze the use of Kiswahili as a second language in Tanzania. The research focuses on a comparative analysis of the learning and use of official languages of the host countries as second languages used in facilitating learning among primary school learners. In Finland, the official language analyzed is Finnish whereas in Tanzania, the official language analyzed is Kiswahili. The International schools in Tanzania offer Kiswahili lessons to all learners in primary school as guided by national education policy whereas all public and international schools in Finland offer Finnish lessons for all learners under the education policy. The responses in both Finland and Tanzania are deconstructed qualitatively to illuminate the similarities and differences between European migrant learners and African migrant learners using second language for learning, and to further deconstruct the nuanced epistemological injustice against minorities. The theories in this research are derived using the grounded theory approach.

MY NOTES:

Language teaching policy in the context of Sub-Saharan immigration in Morocco

Zineb Gormat

PhD Student

University of Ibn Tofail in Kenitra, Morocco

Abstract

Much has been written about the new shift in the migration movements in Morocco, from a country of emigration to that of immigration, receiving a diverse group of immigrants, asylum seekers, and refugees. Since mid-90s, there has also been an extensive debate over the international and national policies regarding the situation of the immigrants coming from Sub-Saharan Africa to Morocco in transit to Europe. Hence, the king's decision to regularize the undocumented immigrants in September 2013 meant setting the stage for their integration into Moroccan society, thereby, enjoying access to public services, including education.

In this context, this paper first presents a brief overview of the process of integrating the migrant children into public schools, highlighting particularly the pivotal role that NGOs and civil society have played thus far. It then discusses the different challenges encountered up to now; which calls for the need of considering a new approach that can enable these children to participate effectively and appropriately in Moroccan society. In this regard, language socialization theory provides a solid framework whereby linguistic and cultural integration can be facilitated and ultimately attained, as it is concerned with both 'socialization through the use of language and socialization to use language.'

This paper is part of an ongoing research project for my PhD program designed to investigate and ultimately produce new knowledge about the learning and cultural experiences of migrant children in public schools. Class observations at two schools, semi-structured interviews, focus groups are some of the methods that are being used.

MY NOTES:

(I)legitimate languages? Space(s) for didactic collaboration between Heritage Language Teaching and Compulsory Education in Switzerland

Maria de Lurdes Gonçalves

Camões, I.P. & CIDTFF University of Aveiro, Portugal

maria.goncalves@camoes.mne.pt

Irène Zingg

University of Teacher Education, Bern, Switzerland

irene.zingg@phbern.ch

Abstract

In a global and transnational society, the school population is increasingly multicultural and multilingual. Switzerland, quadrilingual by nature, has a strong migrant community, therefore many heritage languages are part of the educational landscape. However, this high linguistic diversity does not seem to have acquired proportional visibility in the compulsory educational system. In this context, the concept of “legitimate language” (Bourdieu, 1982), helps us to understand the phenomenon of an “illegitimate language experience”, which seems to be experienced by learners of migrant background, recalling the “period of hidden children” (Frigerio, 2014). In fact, social reputation of heritage language teaching is still low, its classes are attended on a voluntary basis and it has no real place in the Swiss curricula, though its importance is mentioned. In this contribution, we will start by discussing the presence and promotion of linguistic diversity in the Swiss school system relating it to heritage language teaching and its importance in learners’ educational path. Until present, collaborative work between compulsory educational system and heritage language teaching is mainly at the level of logistic organization, being very limited at the pedagogical-didactic level, in spite of some scattered projects.

We will present two pedagogical collaborative projects between the compulsory Swiss school system and heritage language teaching: the first, resulting from a training course, “Teaching in an Intercultural Environment” (Enseigner en Milieu Interculturel) and the second “More Language(s) for All” (Mehr Sprache(n) für alle). Both projects were supported by the Swiss Federal Office of Culture, which doesn’t see the phenomenon of plurilingualism as a problem, rather as an opportunity and as a pedagogical resource.

The analysis of the results of the two pedagogical projects will allow us to understand in which areas collaboration between compulsory education and heritage language teaching can be developed and which is the added value of didactic articulation,

allowing us to trace perspectives for future 'legitimate' language experiences. Furthermore, these results may encourage educational stakeholders to reflect on different approaches to plurilingualism, such as pluralistic approaches and/or their relationship to other curriculum content areas. As long as educational inequalities persist, there will be a need for reflection and an interest in critically rethinking current models of language education.

MY NOTES:

Plurilingual and pluricultural classrooms in Italy: a focus on the migratory background students' performances

Giulia I. Grosso

Università degli Studi di Cagliari, Italy

giulia.grosso@unica.it

Ilaria Usalla

Università degli Studi di Cagliari, Italy

ilariausalla@tiscali.it

Abstract

Multilingual societies and multilingual classrooms are fast growing global phenomena. As far as Italy is concerned, it is right to say that linguistic and cultural homogeneity never belonged to the Italian demographic composition. Italy may be one of the richest countries in Europe when it comes to linguistic variety; the remarkable number of minority languages that are spoken in Italy includes historical languages, cross-border languages and regional languages (known as “dialects”).

As a consequence of rapid intensification in global mobility and migration, the variety of languages and cultures within classrooms has further increased: data show that 10% of the school population has a migratory background. The Italian school system has been facing the challenges of integration and language is a central issue in this process. Even though the Article 3 of the Italian Constitution states that “It is the responsibility of the Republic to remove the economic and social obstacles which, by limiting the freedom and equality of citizens, prevent the full development of the human person and the effective participation of all workers in the political, economic and social organisation of the country”, there are signs that part of the Italian school system is not currently able to significantly contributing in removing those social obstacles, in particular for those with a migratory background. In order to assess whether the school system accomplishes its educational goals, it is necessary to focus on two main issues: number of students “on track” with their studies and foreign students school performance compared to Italian students and to the educational goals.

According to statistics, Italy is experiencing an increase in the number of students falling out of the system. Educational delay and dropout rates have a significantly alarming impact on students with migratory background, especially in high school.

Invalsi tests in Italy, carried out by means of objective testing, conceived on the basis of the already existing OECD PISA tests, arose out of a need to measure the learning outcomes of some key competences, and

therefore to encourage and verify the needed transformation/innovation of the Italian school system. With regard to the educational goals, the results of the 2019 Invalsi tests (before Covid pandemic) show a slight improvement in the disparity but the scores are still significantly lower for non-native speakers, especially in Math and Italian. As a result of the pandemic, the pre-existing social and territorial disparity (between North and South of Italy) has increased with severe consequences in terms of school performance just as the 2021 Invalsi tests show.

It is very clear that the gap between Italian students and students with migratory background results, mainly deriving from a linguistic gap, it is the school's task to eliminate the disparity and help the process of integration starting from an adequate linguistic support, as stated by the Constitution.

Thus, our contribution aims, on the one hand, at exploring the socio-linguistic and educational issues students with migratory background are dealing with and analyses how far long we are with narrowing the gap between native Italian-speakers and students with migratory background in terms of educational success and social inclusion, showing data from INVALSI 2021 and comparing the two groups' performances; on the other hand, it aims at showing some best practices some good practices implemented in Italian schools and based on the valorization of the linguistic-cultural diversity present in the classroom.

MY NOTES:

A relevância da Comunicação em contexto intercultural

Hélia Bracons

Instituto de Serviço Social. Universidade Lusófona de Humanidades e Tecnologias

helia.bracons@ulusfona.pt

Resumo

A proximidade, a interação e a comunicação entre pessoas de várias orientações e proveniências são traços fundamentais para compreender o nosso tempo. Portugal é, de forma cada vez mais visível, um lugar de encontro, onde vivem e se cruzam pessoas com uma grande variedade de percursos e de identidades, que falam línguas variadas e têm hábitos, gostos e conceções de vida e do mundo diferentes (Bracons, 2019).

A preponderância que assumem, na atualidade, as questões da diversidade cultural na nossa sociedade, cada vez mais globalizada e presente nas instituições sociais, desafia os profissionais de Serviço Social a articularem a relação e a comunicação com o outro e a refletirem sobre estas, em contexto institucional e societário. Este reconhecimento da diversidade e das suas especificidades é essencial, no sentido em que permite um contacto que leva à compreensão e, consequentemente, a uma comunicação e interação mais eficazes.

Como alude Baptista (2018, p. 171), “a comunicação entre culturas diversas tornou-se recentemente uma temática incontornável” e, diria, imprescindível e inevitável enquanto desafio e reflexão, face ao contexto de globalização, quando desejamos instituir o verdadeiro diálogo intercultural.

Este trabalho tem como propósito conhecer a intervenção do Serviço Social junto de pessoas doentes provenientes de outras naturalidades; nomeadamente, conhecer: os procedimentos adotados pelos profissionais para uma intervenção focada na pessoa/doente culturalmente diversa, identificar os modelos de intervenção presentes, conhecer alguns desafios e dilemas éticos que se apresentam à prática profissional e reconhecer a importância da aquisição de competências interculturais e comunicacionais no acompanhamento holístico dos doentes.

Adotamos como técnica principal de pesquisa a entrevista de guião focalizada (Moreira, 2007). O painel de entrevistados é composto por três assistentes sociais, cuja escolha resultou de um conjunto de critérios: estarem em contato diário com população imigrante, em contexto hospitalar, em Lisboa e terem manifestado interesse e disponibilidade para participar no presente estudo.

Este estudo exploratório permite verificar que a intervenção do assistente social é determinante na ajuda e no apoio aos doentes imigrantes, procurando ter presente as particularidades culturais de cada pessoa e assumindo a defesa e a preservação dos direitos humanos nas suas diferentes dimensões. Uma relação próxima e uma comunicação clara, assertiva e conhecedora das especificidades culturais de cada pessoa é crucial para o bom desempenho, cujo objetivo é a garantia da continuidade dos direitos da pessoa/doente.

MY NOTES:

Barreiras linguísticas e culturais dos imigrantes: relato de uma experiência

Susana Bernardino

CEOS.PP/ISCAP/P.Porto

susanab@iscap.ipp.pt

J. Freitas Santos

CEOS.PP/ISCAP/P.Porto,

jfsantos@iscap.ipp.pt

Resumo

A chegada de refugiados e de imigrantes ao nosso país tornou-se notícia nos principais órgãos de comunicação social. São várias as razões que têm provocado um fluxo migratório contínuo dos países menos desenvolvidos para a Europa, tais como guerras civis, pobreza extrema e procura de melhores condições de vida.

Os fluxos migratórios são capazes de proporcionar inúmeros benefícios como, por exemplo, contribuir para o crescimento económico, desenvolvimento social, aumento da diversidade ou enriquecimento cultural (IOM, 2020). Estes benefícios poderão observar-se quer no país de origem como no país de destino.

Apesar das vantagens que os fluxos migratórios são capazes de proporcionar, o fenómeno da imigração encontra-se frequentemente associado às grandes dificuldades sentidas pelos imigrantes no país de acolhimento, para as quais em muito contribuem as dificuldades de integração económica e social (Li, 2013; Li & Sah, 2019).

A integração económica é entendida como a capacidade de inserção plena no mercado de trabalho, feita em condições justas e dignas. A integração social e cultural, por sua vez, diz respeito ao bem-estar dos imigrantes e ao sentimento de pertença a uma comunidade, onde o conhecimento da língua, cultura e normas sociais são fatores de integração fundamentais, pois permitem estabelecer laços relacionais num novo país.

Neste contexto, as barreiras linguísticas e culturais com que os imigrantes se deparam são um dos principais entraves ao sucesso da integração dos imigrantes numa nova comunidade. De facto, as dificuldades linguísticas dificultam (ou até impossibilitam) muitas das rotinas no novo país, onde se destaca a procura de um novo emprego (Li, 2013) e a convivência com os residentes. Esta situação poderá conduzir a um ciclo vicioso de exclusão social que está na origem de muitos problemas e

desequilíbrios sociais (pobreza, criminalidade, toxicodependência, etc.).

Muito embora a aquisição de competências linguísticas possa ser considerada um instrumento crítico para a integração social e económica dos imigrantes, a realidade mostra que não é um processo fácil (Li, 2013; Li & Sah, 2019). Acresce que nem todos os programas de desenvolvimento de competências linguísticas são capazes de acomodar as efetivas necessidades de aprendizagem dos imigrantes ou assegurar o complexo processo de transição de uma forma plena.

A sociedade civil, através de iniciativas de empreendedorismo e inovação social, tem procurado desenvolver novos programas que permitam fomentar de forma mais eficaz a integração linguística e cultural dos imigrantes, procurando desenvolver programas melhor adaptados às necessidades concretas dos imigrantes e às especificidades culturais de cada comunidade. Esta comunicação pretende relatar a experiência de uma organização social que procura desenvolver atividades formativas e de convívio com o objetivo de reduzir as barreiras linguísticas e culturais dos imigrantes. Para o efeito, a investigação utiliza o método do estudo do caso e da análise de conteúdo para analisar os dados recolhidos através de fontes secundárias.

O caso selecionado é a iniciativa SPEAK, uma organização social criada em Portugal, que procura ajudar à integração social dos imigrantes nas cidades de acolhimento. Para atingir esse desiderato esta organização, em conjunto com a comunidade de acolhimento, desenhou programas de formação e de partilha de conhecimento cultural, bem como promoveu uma rede informal de apoio aos imigrantes que favorece a criação de laços com a comunidade local. Esta iniciativa permitiu ajudar os imigrantes a aprenderem a língua e cultura Portuguesa, ao mesmo tempo que contribui para a sua integração social e cultural nas cidades onde vivem.

Os resultados do estudo de caso sugerem que a organização social SPEAK foi capaz de contribuir positivamente para o desenvolvimento de competências linguísticas e culturais dos imigrantes, bem como para a sua integração social nas cidades onde residem. Por outro lado, esta intervenção permitiu atuar diretamente sobre as causas dos problemas com que os migrantes se deparam na chegada a um novo país, contribuindo para a melhoria da sua qualidade de vida, bem como para a resolução sustentável das disfunções sociais associadas ao processo de imigração.

MY NOTES:

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