

Máster en Dinámicas de Cambio en las  
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Trabajo Fin de Máster

# The Effect of Immigration on the Primary Schools of Navarra

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## **PART ONE**

### **INTRODUCTION**

Due to the importance of a good education for future success this research is to analyse the education of immigrant children at primary school<sup>1</sup> in Navarra. In many other countries, studies have been conducted regarding the educational success of immigrant children in comparison with native children. All these studies have concluded that immigrants tend to underperform at school for reasons that vary. Therefore this study will look into the educational attainment of immigrant children in Navarra to see if this follows the trend of other countries despite the fact that they have invested 42million€ in education during the year 2011/12 (Gobierno de Navarra, 2012).

#### **i. Statement of Dissertation Problem and Significance of Study**

This investigation aims to explore the academic attainment of the children of immigrants in primary education (ages 3-12) that live in Navarra in comparison with their native colleagues. Spain is not accustomed to receiving immigration as previously it was a country of emigration. It was only since they joined the European Union in 1986 that immigration really started to occur. As a result, studies surrounding the Spanish immigration have not been overly discussed in the academic world, less still; investigations regarding the educational attainment of immigrant children. Consequently, this investigation seeks to understand and fill in this gap in this important research field for Spain. This dissertation has great importance in the academic world because it will attempt to understand the underlying factors that may cause an immigrant child to perform poorly at school. By familiarising

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<sup>1</sup> When referring to primary school the dissertation refers to school age group 3-12 years old. In Navarra, 3-5 years old is typically referred to as Infant School and then 6-12 years old is referred to as Primary School. However in the interest of this investigation, unless otherwise stated, primary school will refer to both age

oneself with the reasons for poor school performance from immigrants it is possible to devise a manner to assist these children to excel at school and thus improve their future outlook.

## **ii. Brief Overview of Dissertation Study**

The intention of the dissertation is to determine whether the role of the Government is helping the integration of immigrants into the schooling system and thus into society as a whole or if immigrants are suffering with the Spanish education style. There are various factors that can cause a student to perform less well at school including language barriers, home environment and education of parents. This investigation will look into these factors and, using information gathered from observations at schools and interviews, will seek to determine what possible effects the immigrant children are having on the Spanish public schooling system. Indeed some authors argue that immigrants have higher levels of motivation than other students (Chiswick, 1999) however educational attainment will vary according to whether a student is first or second generation immigrant as second generation immigrants will often perform much better at school (Kao and Tienda, 1995; Algan, 2010).

## **iii. Objectives**

1. Outline the immigration patterns in Spain
2. Outline the profiles of the immigrants in Navarra
3. Describe what social policies are available to assist in the integration of immigrants into society through laws and plans in both a general and educational format at a multilevel government
4. Compare the educational attainment of both native and immigrant children in Navarra
5. Draw conclusions as to whether the social policies put into place have been accomplished by the schools

#### **iv. Methodology**

To gather data regarding the immigrant population in Spain and Navarra statistics from public sources will be used. Data taken from the *Instituto Nacional de Estadísticas* (INE) will be used to investigate the rate of immigration into Spain and gather data about the population of Navarra. The Government websites (at both levels) will be used to explain the laws, decrees and plans that have been put in place to deal with the immigrant population. The survey of 2008 about immigration in Navarra provides valuable data that can be used to supplement the data of the INE and the foreign population surveys of 2000 and 2003 for historical trends.

This investigation will centre around two schools in Navarra. School one is an infant school that has only recently been established (from two years). Lessons are taught in Basque, English and Spanish (the Basque model is particularly popular in this school). Teachers are encouraged to teach through games, songs and art and to not have a particular strict idea of discipline. The students at this school are all second generation immigrants. School two has infant and primary classes and is a well establish school (more than 10 years). Lessons are taught in English and Spanish but there is an option to study Basque. The structure of classes are much stricter, teachers have a curriculum to follow and the head teacher plays an important role in the discipline of students. The students at this school are a mixture of first and second generation immigrants. It has been noted that the performance of immigrants varies according to whether they are first or second generation (Chiswick and DebBurman, 2004) therefore this is an important factor to take into account. A breakdown of the student numbers for the two schools can be found on page 46.

Observations will be undertaken in both schools during the course of 2011/12 to understand the situation of immigrant children. Aspects that will be noted will include the behaviour of the child both in class and towards their other students, their focus in class and



their academic success and their language skills. Owing to the fact that the two schools used in the observation employ various languages in the teaching, language skills will not only refer to Spanish but also to English and Basque. Further research will be conducted around interesting traits that have been noticed which could provide bases for further development in the future.

Three discussion groups will be conducted with groups of three to four teachers at each of the schools. Discussions will last around 40 minutes to 1 hour. There will be one group for school one infantile (4 teachers), one group for school two infantile (4 teachers) and one group for school two primary (3 teachers). The teachers will be asked express their opinions about working with immigrant children, problems they may have faced and what solutions they have come up with. In particular aspects such as behaviour, academic attainment, friendships, language, parents and interesting cultural aspects will be noted.

Finally to gain a greater depth in knowledge about the immigrants in the schooling system in Navarra, interviews will be conducted with six teachers from the two schools- two from school one (infantile) and four from school two (infantile and primary). The interviews will be conducted at school during break time and will last roughly 20 minutes. The language to be used during the interview will be either English or Spanish depending on the teacher. These interviews will be informal and relaxed and will be used to gain insight into view of the teachers on the immigrant population in their classes, the importance of the family role in the education of the children, the differences in behaviour between the native and immigrant children, the academic attainment of the children and the additional support the school offers to immigrant children.

## **v. Description of Chapters**

In chapter 1 the investigation explores the recent phenomenon of immigration into Spain. It studies the nationalities of the immigrants that arrive and reasons for such movement. As academic achievement varies according to country of origin it is very interesting to understand where the majority of immigrants are coming from. Chapter 2 brings the attention onto Navarra and understands the profiles of immigrants that reside in this community. Information regarding age, gender and profession of work are stated so that an idea can be gathered about what type of population structure Navarra now holds as this has important implications for the education of children.

In chapter 3 the investigation will discuss the role of the Spanish Government on a national level in the integration of immigrants into the Spanish society. This chapter will include the laws and social policies that have been put into place in an attempt to assist the integration of immigrants in Spain. Chapter 4 will then bring the focus on a local level and will discuss the laws set by the Government of Navarra. Following this, chapters 5 and 6 will discuss the plans of education that the Government of Spain and the Government of Navarra have put into place.

Chapter 7 brings the ideas of other researchers into the picture which will assist with the analysis of the primary schools in Navarra. Theories such as the Language Hypothesis and the Background Hypothesis<sup>2</sup> will be used to provide additional support for the possible outcomes in the following chapter. Chapter 8 uses the information gathered through observations, discussion groups and individual interviews to analyse two schools in Navarra.

Finally, chapter 9 will draw together the conclusions discussed in the previous chapters in order to deliberate whether the role of the Government is benefiting the

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<sup>2</sup> Developed by Meunier, 2011

immigrants in the schools in Navarra and the factors that constantly cause children to underperform.

## **PART TWO: IMMIGRATION IN SPAIN AND NAVARRA**

### **CHAPTER 1: IMMIGRATION IN SPAIN: FROM THE POST-WAR TO THE PRESENT DAY**

Migration can be defined as a spatial, economic or social movement by an individual who decides to live somewhere in their own terms with the intention of settling down. In general, the fundamental objective of migration is the aim to survive and flourish in a new place that satisfies the needs and desires of the new inhabitant. These needs differ according to who they refer to. For some these needs may be so basic as to live without the danger of war or hunger, to allow their children go to school without prejudice and have an opportunity for the future (Binford, 2002). For others the idea of migration can have luxurious connotations like living in a place of their dreams by the sea or the mountains. What is obvious is that migration can affect both people from both poor and rich backgrounds regardless.

However, the history of Spain has not always been a country that attracted immigrants. In fact during the post war years (1936- 1939) many people were politically motivated to migrate away from the country, in particular to South America, in order to find work following the break from the Spanish Civil War and the World Wars. South American countries understood from the start that the influx of immigration was something they could use to their advantage as a way of developing their country, improving their

economic system and achieving a population base that could be used to modernise the cities. Therefore they welcomed the Spanish emigrants with open arms.

The influx of emigration to the South American countries continued up until the late 1950s and then started to decline steadily as many Spaniards realised that the Western European countries offered equal attractions to work and living. In particular, the Western and Northern European countries had started to introduce a scheme of “guest workers” that was a method of attracting cheap workers to help rebuild countries such as France, Germany and Switzerland. Spanish workers were particularly common in the seasonal sector such as agriculture. During 1960 to 1975 about 1.5 million Spaniards immigrated to France during harvest time to earn a living (Fernández Asperilla, 1998).

When Spain joined the European Union in 1986 the rate of workers emigrating abroad decreased phenomenally and, during the last thirty years, immigration into Spain has truly initiated. Since the 1980s the foreign population residing in Spain has risen to 4.52million habitants- 19 times what it was before (Focus Migration, 2008). With the rate of immigration into Spain at such a high level calls for drastic measures in terms of the social integration and policies surrounding such an issue especially since much of the immigration has been a result of South to North movement from residences of the Third World looking for a better life and the movement in Europe from East to West.

### **1.1 The Origin of Immigrants**

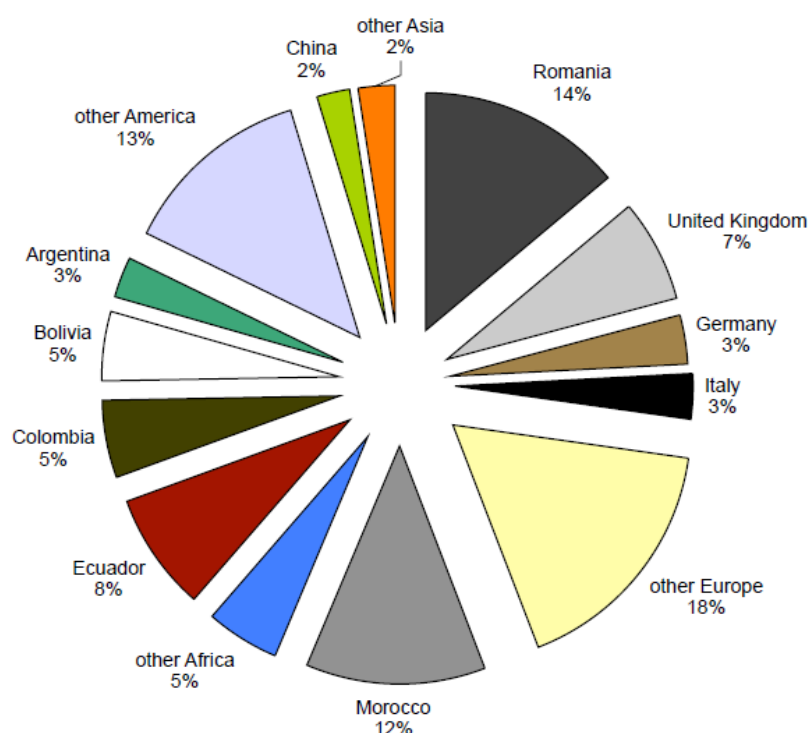
Previously immigrants who arrived in Spain were mostly from Latin America; however with the opening of the European Union, many immigrants from Eastern Europe are crossing the Spanish boarder to find work as are many Africans (mostly from Morocco). In 1990 of all the foreign residents in Spain, the Europeans accounted for 80% making them easily the biggest group however since then this figure has decreased considerably and in 2008, the number of European Immigrants sat at 40.1% (Encuesta Nacional, 2008) despite

the fact that Romania and Bulgaria had joined the European Union. Many Eastern Europeans and people from Portugal enter Spain in a bid to avoid the poverty in their own country. They mainly take up jobs in the non-skilled sector such as agriculture, construction and manufacturing.

Interesting, immigrants from Northern and Western Europe have also been entering Spain, but on very different terms to the Eastern Europeans. These people may enter Spain as part of their business relocation scheme making them, not poor like other immigrants, but rich, professional, qualified personnel who can afford to live in luxury and pay for commodities that would help the Spanish economy. Another popular group of immigrants from the richer Western Europe comprises of the retirees seeking to live in the warm Mediterranean climate on the Spanish coasts; Costa del Sol or the Costa Brava.

Across the page in figure 1 the origins of immigrants into Spain are outlined. In terms of African immigrants (17% of the foreign population), the majority of them came from Maghreb (12%) however countries in the Sub-Saharan region such as Nigeria and Senegal have recently become more common. Coming from the Americas, almost all immigrants are from South America, notably Ecuadorians and Colombians being the main nationalities responsible for the South American immigration level.

**Figure 1: Foreign Population by Countries of Origin, 2008**



*Source: Instituto Nacional de Estadística, Padrón Municipal, 2008*

## 1.2 Reasons for Immigration into Spain

Various factors have caused reason for immigrant workers to come to Spain (see table 1, p14). Interesting those leaving their country to come to Spain to escape poverty (a push factor<sup>3</sup>) is not as high as what most people believe as instead the majority of immigrants wish to come to Spain to improve their standard of living (a pull factor<sup>4</sup>). Further pull factors towards Spain as a country of destination include the increase for the demand of domestic services as Spanish women are choosing to work- cleaners, child carers and assistants for the elderly have all been in demand in recent years. Many Spaniards who have become

<sup>3</sup> Push Factors are any reasons that might persuade a citizen to leave a country. Common push factors are poverty, lack of jobs and wars.

<sup>4</sup> Pull Factors are factors that might attract a person to a country. Pull factors can be social such as reuniting with family members, economical such as the abundance of jobs and better standard of living, or political such as good welfare benefits.

accustomed to working in the agricultural sector in France do not want to work for less money in the Spanish agricultural sector and therefore seasonal harvesters have become an opening in the job market. And finally, with more people living in the city and receiving higher education, jobs that require little or no skill now no longer seem appealing to the local Spanish population. These reasons attracted many immigrant workers across the Spanish borders, in particularly when other European countries such as France and Germany started to introduce strict immigration controls in their country. This meant that it was far easier for workers from outside of the European Union to enter and find work in Spain than it was to enter other European countries. This was due to the fact that the Immigration Policy in Spain was extremely relaxed in terms of border control and therefore offered no barriers to entry which would otherwise deter immigrants better suited to another country. The reason for this lack of control on Spain's behalf was due to their focus on the tourist sector which, during the 1980s and 1990s, was an extremely important aspect.

**Table 1: Reasons for Leaving Country of Origin According to Nationality during 2000, 2003 and 2008**

	To Escape from Poverty	To Improve Standard of Living	No Economic Motive
<b>2000</b>			
Eastern Europe	35.5	96	2.2
Maghreb	28	82.8	16
Rest of Africa	24.4	72.5	20
Latin America	41.2	84.7	12.9
<b>2003</b>			
Eastern Europe	14.1	92.9	6.7
Maghreb	10.9	79.5	19.3
Rest of Africa	17.9	90.6	9.4
Latin America	23.1	91.1	7.5
<b>2008</b>			
Eastern Europe	15.7	88.9	10.9
Maghreb	4.7	90.9	8.8
Rest of Africa	27.8	91.8	6.2
Latin America	9.9	88.5	10.4

*Source: Data from the Navarra Immigration Survey 2008 and Foreign Population Survey 2000 and 2003, Encuesta 2008*

## **CHAPTER 2: THE POPULATION OF NAVARRA**

The changes in demographics of the population of Navarra started in 1960 when the population was moving from the rural to urban to seek work as agriculture was no longer labour intensive. During this decade occurred the post-war baby boom increasing drastically the population and thus forcing internal immigration.

The population of Navarra has increased up to 630,000 people (INE), doubling the population from a century ago. Three quarters of this growth is due to the foreign population, mostly from outside of the EU arriving into Navarra.

### **2.1 The Foreign Population in Navarra**

Navarra is a popular destination for immigrants from South America, Europe and from the Maghreb countries. Since Spain joined the European Union in 1986, Navarra has received over 51,000 immigrants (INE, Inmigrantes por comunidad autónoma, según año de llegada a España). According to the National Immigrant Survey 2007, almost all immigrants that have arrived into Navarra have come straight to Spain (94.1%) with Spain being the preferred destination. The reason Navarra was chosen as their destination were through social networks of friends that have previously immigrated (62.6%) or due to the knowledge that work existed through contacts (56.6%) (Encuesta Nacional de Inmigrantes, 2007).

### **2.2 The Profile of Immigrants in Navarra**

#### **2.2.1 Country of Origin**

The biggest groups of immigrants entering Navarra can be collected into three central categories; Maghreb, Latin America and Europe (mainly Eastern Europe). Their arrival has occurred in stages over the years. This is likely to be as a result of the social networks that are created amongst immigrants as they prepare to move to a new country. Many families send



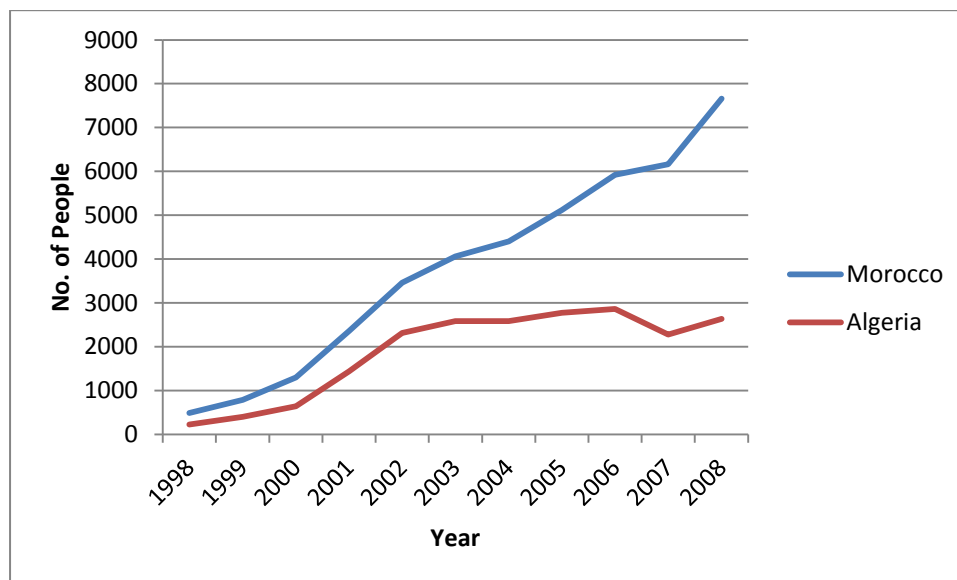
over the husband first to get settled and find a job before the women and children arrive a few months to a few years later. Consequently, many families create webs of relationships between them to assist them in the travel and integration into the new society.

### 2.2.1.1. 1990- First Wave of Immigrants

The people from the Maghreb regions (Morocco and Algeria) were among the first wave of immigrants that arrived in Navarra. They began to arrive during the 1990s followed shortly by those from Sub-Sahara Africa (Senegal). In the graph below (figure 2) the evolution of the African population can be seen. The Moroccan population has increased year on year at a steady and fairly quick rate whereas the Algerian population plateaued from 2002 onwards.

Maghreb represented 16% of the foreign population in 2008 making it the second most important nationality represented in Navarra (Encuesta Nacional, 2008).

**Figure 2: The Evolution of the Moroccan and Algerian Population in Navarra**

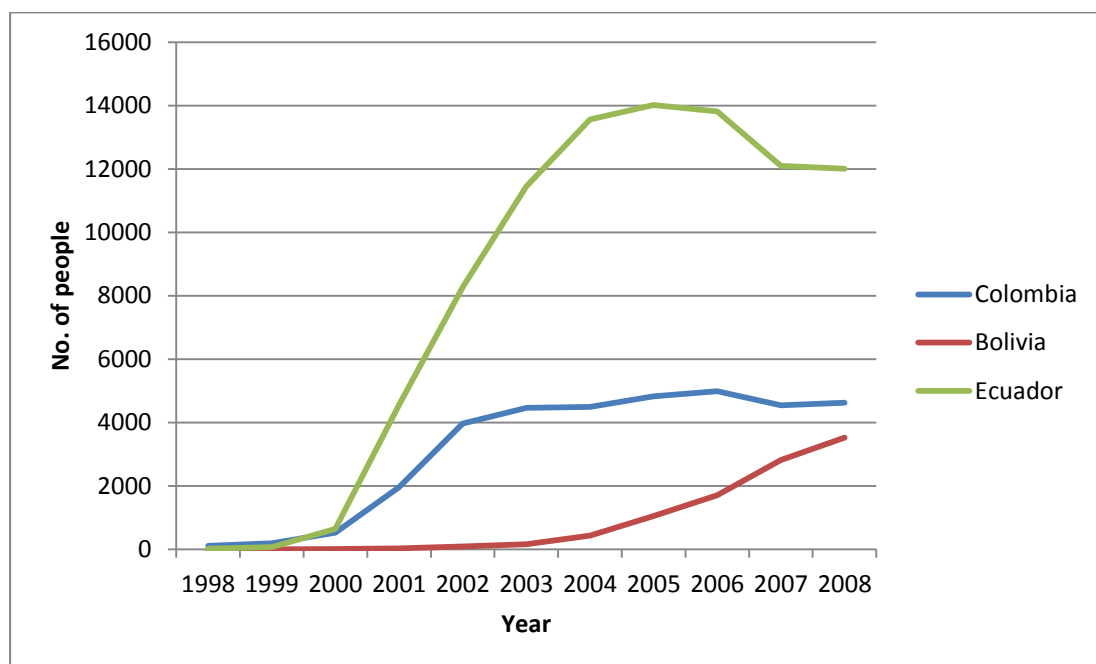


Source: Instituto de Estadística de Navarra and Instituto Nacional de Estadísticas

### 2.2.1.2. 2000- Second Wave of Immigrants

Navarra's second wave of immigrants occurred from 2000. These immigrants were from Latin America. As it is noticeable from a first glance at the graph in figure 3 there is a boom in the Ecuadorian population that have migrated over which, at the beginning of this century, represented half the total immigrant population entering Navarra. During the year 2008, one out of five immigrants that arrived was from Ecuador (Encuesta Nacional, 2008) however in recent years this figure has dipped. Concrete reasons have not been fathomed however it is believed that whilst immigrants come in waves, first the men and then the rest of the family, in the case of the Ecuadorians, the first arrivals have all been reunited with their immediate family. Colombia is the next highest represented Latin American country however; there has not been much of an increase in population since 2002. People from Bolivia started immigrating from 2004 and have been increasing positively since. In 2008, Latin America represented 44.5% (Encuesta Nacional, 2008) of the total foreign population registered in Navarra.

**Figure 3: The Evolution of the Latin American Population in Navarra**



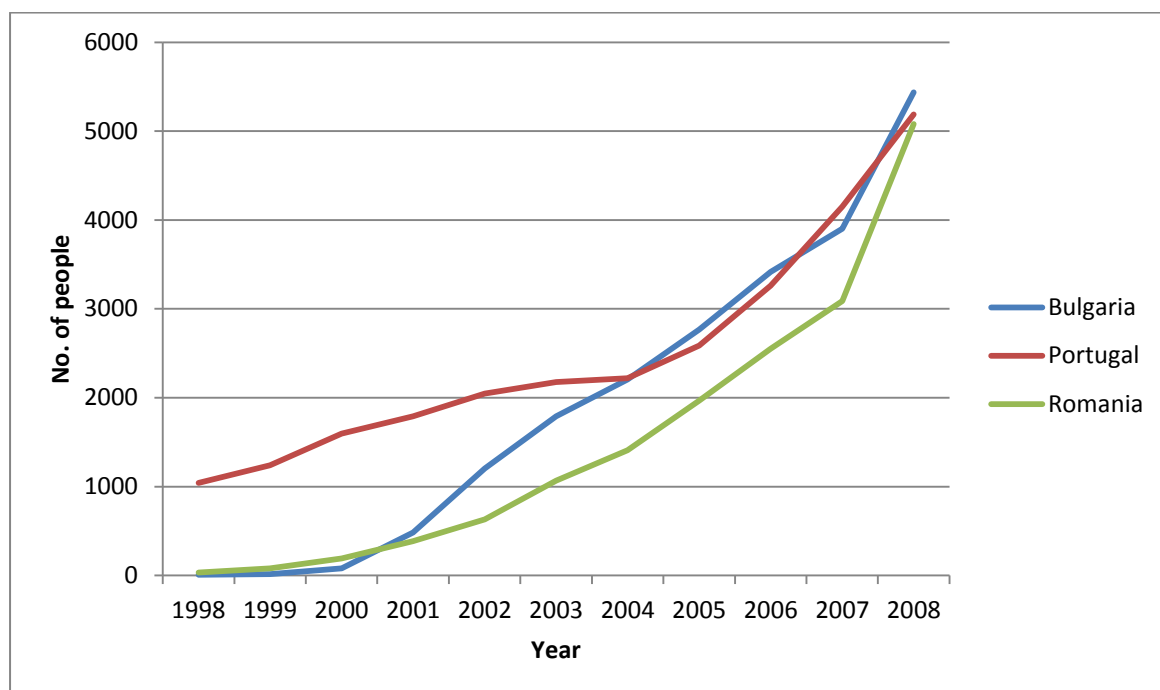
*Source: Instituto de Estadística de Navarra and Instituto Nacional de Estadísticas*

### 2.2.1.3 2007- Third Wave of Immigrants

With the widening of the European Union in 2008 brought unsurprising immigration from the Eastern European countries. In the year 2000 the Eastern European population represented only 9.7% of the foreign population in Navarra, however by 2008 this figure had risen to 22% (Encuesta Nacional, 2008) with the majority of this representation owing to the Bulgarian and Romanian population. Previous to their joining of the EU, Romania and Bulgaria had indeed been a source of constant immigration to Navarra; however as it is visible in figure 4, there is a clear sudden increase in immigrants from 2007.

There are also a great number of Portuguese habitants in Navarra. Of course, Portugal entered into the European Union at the same time as Spain and, with only 500km from Navarra, their history is much more developed.

**Figure 4: The Evolution of the European Population in Navarra**



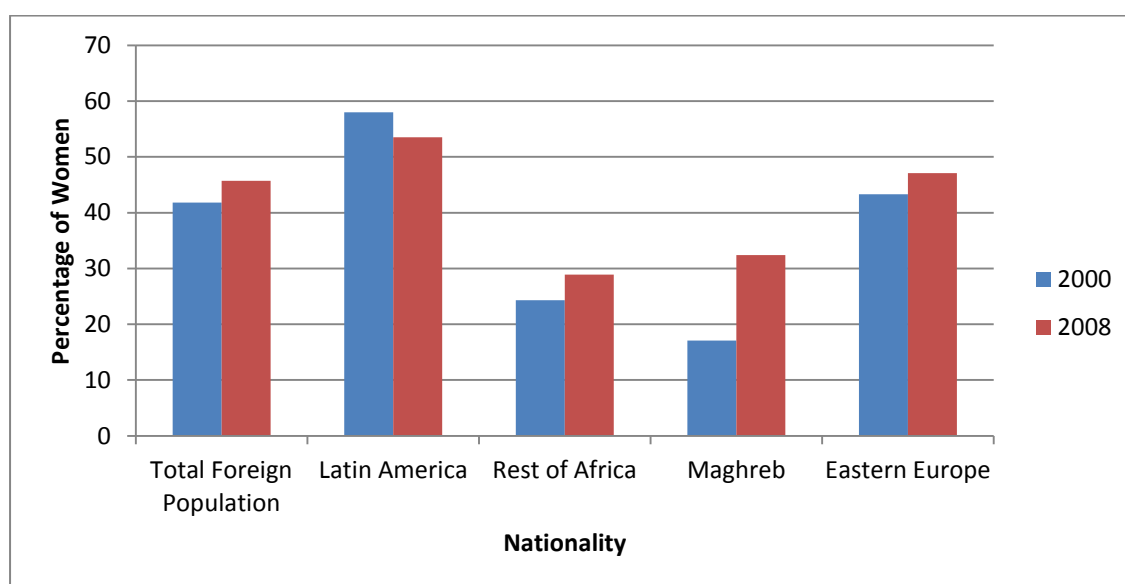
Source: *Instituto de Estadística de Navarra and Instituto Nacional de Estadísticas*

### 2.2.2. Gender

An interesting factor that should be taken into account in this investigation is the gender of the immigrants in Navarra as traditionally it is the women that take care of the children therefore more often or not, if women migrate to another country they will bring their children with them, or start a family once settled in.

Interestingly it is mainly women from Latin America who migrate to Spain. In the year 2008, 64% of the people registered in Navarra were women (see figure 5 below). The lowest female representation is from Africa and Eastern Europe however, recently, there has been a slight increase in the female population from these nationalities. This could be attributed to the fact that in most cases, the man would come to the country first to find a job and a place to live and then invite his family to join him.

**Figure 5: Percentage of Female Foreign Population According to Nationality**



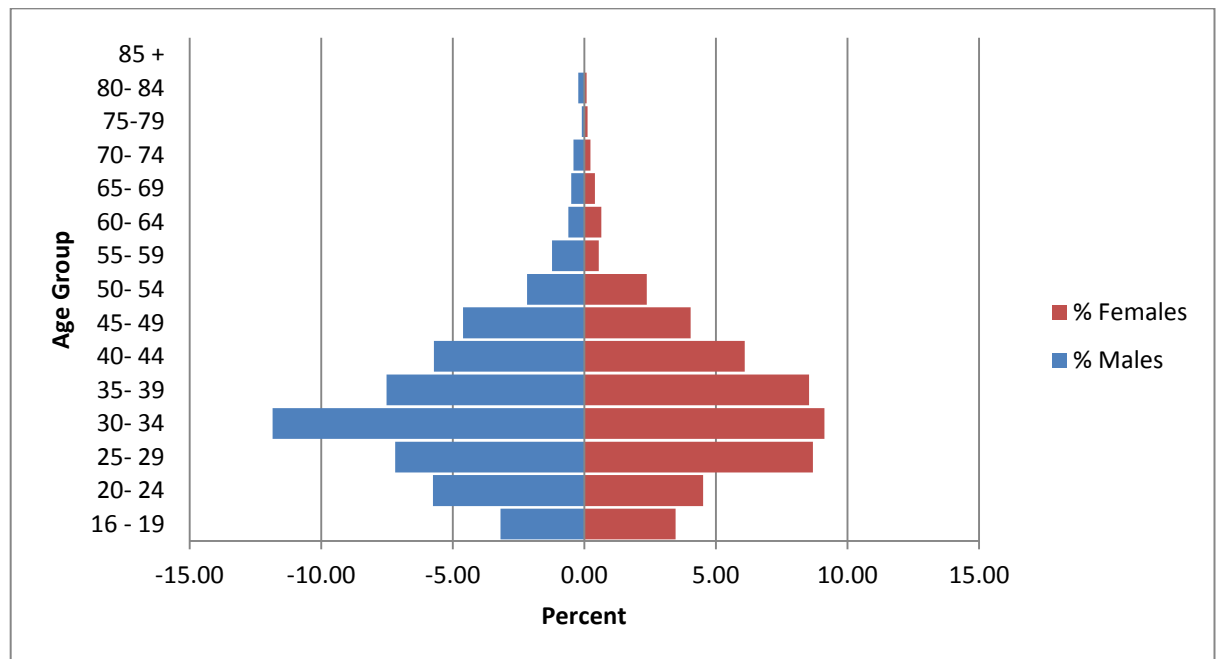
*Source: Instituto Navarro de Estadística*

### 2.2.3 Age

According to the PISPIN Evaluation Document (2009: pp 30) the majority of immigrants in Navarra are of working age (80% are between 15 and 64) with an average age

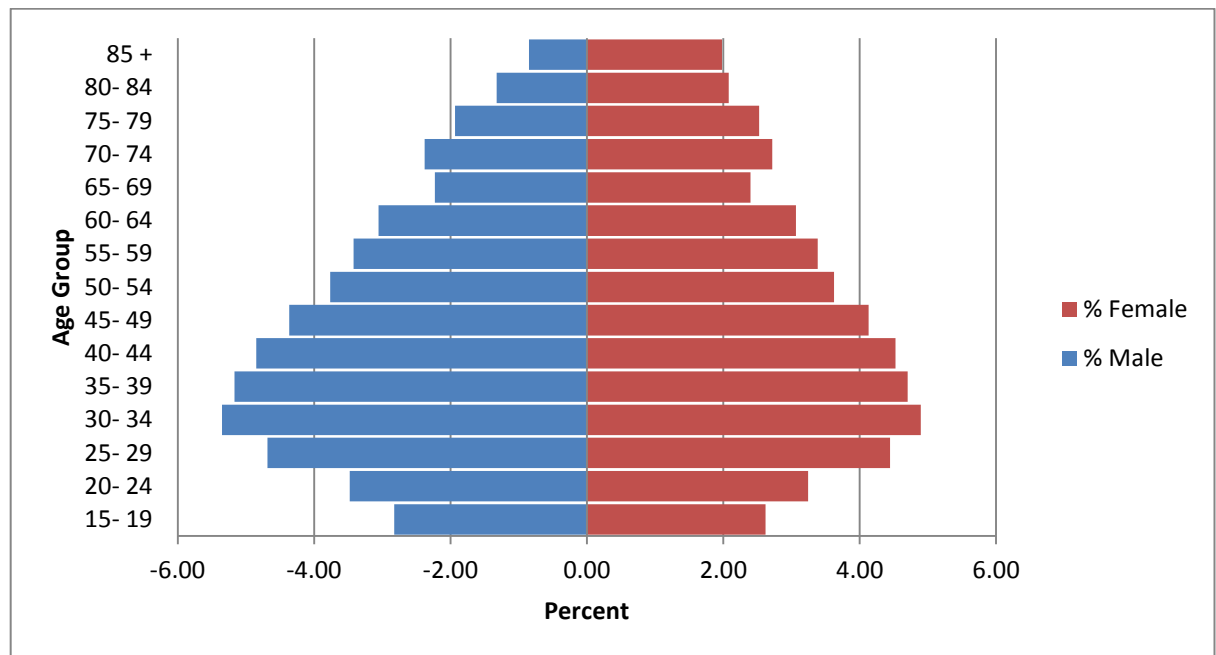
of 29.8 years old (figure 6, below) whereas the native Navarra population have an average age of 41.2 years (figure 7, p21). This suggests that many of the immigrants will either already have young children that will be starting primary school in Navarra (and thus be first generation immigrants) or will be likely to start a family in the following years which could result in second generation immigrants starting school. The fact that there are few younger generations in the native Navarra population may result in a change in demographic in the schools as more and more second generation immigrants are born and fewer native Spanish children are born.

**Figure 6: Population Pyramid for the Foreign Population in Navarra, 2007**



*Source: Encuesta Nacional de Inmigrantes, 2007. Inmigrantes por comunidad autónoma, según grupos de edad y sexo. Created by Author*

**Figure 7: Population Pyramid of Native Spanish Population in Navarra, 2007**



*Source: Instituto Nacional de Estadísticas. Población por sexo, municipios y edad. 2007.  
Created by Author*

#### **2.2.4 Sector of Work and Level of Education in Parents**

In order to analyse the schooling system in Navarra regarding the immigrants it is necessary to determine the level of education of the parents and their sector of profession. These are factors that could determine how well a child does at school. Research has suggested that children with a mother who has a higher education tend to do better at school (Meunier, 2011). The Government of Navarra states that the average level of studies in the immigrant population is actually quite similar to the native population in Navarra. The lowest level of studies comes from the Moroccan population where 10% are illiterate. The Algerians, on the other hand, have a level of education similar to the average level of studies in Navarra. Although the Eastern European community are said to have a high level of studies, their level of illiteracy in Navarra is higher than expected, however this can be

explained by the fact that the Eastern European group include to Gypsy ethnicity from Romania (Arellano Hernández and Jiménez Abad, 2002: pp 109).

In 2008, of all the unemployed people in Navarra, 20% were foreigners (Encuesta Nacional, 2008). Unemployment amongst the immigrant population is often due to the fact that they have high levels of mobility. As a result of spending a short time living in various places, it is difficult to get a permanent contract. However, those immigrants who have children attending a local school are likely to have contracted work as most parents like to keep their child in school. A quick survey done in a class of 12 year olds in one of the schools in the investigation showed that the majority of the immigrant children had parents working in low paid jobs- supermarkets, cleaning services or were unemployed. Statistics support this result; most immigrants work in the service sector (24.7%) and in construction (29.7%). Agriculture and the domestic service sector are also popular at 29.8% and 27.8% respectively. Industry accounts for 17% and only 1.7% work in other sectors (Lamparra, 2003, p122). The majority of the immigrants working earn above the Interprofessional Minimum Salary (SMI)<sup>5</sup>.

### **2.2.5 Student Population and Choice of School**

The level of students overall at school in Navarra has increased over the years however according to table 2 (p23), the proportion of native students has in fact been decreasing. In 2000/01 97.72 students were native which, by 2007/08, had decreased to 89.91%. The foreign students have on the other hand been increasing accordingly.

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<sup>5</sup> SMI Salario Mínimo Interprofesional. In the year 2012 the SMI is 641.40€ monthly.

**Table 2: Amount of Foreign Students as a Proportion of Total Students**

Course	Total Students	Native Students	Percentage of Native Students	Foreign Students	Percentage of Foreign Students	Total
2000/01	80827	78987	97.72	1840	2.28	100.00
2001/02	82013	78514	95.73	3499	4.27	100.00
2002/03	83694	78619	93.94	5075	6.06	100.00
2003/04	84937	78222	92.09	6715	7.91	100.00
2004/05	86030	78549	91.30	7481	8.70	100.00
2005/06	87869	78970	89.87	8899	10.13	100.00
2006/07	90404	80211	88.73	10193	11.27	100.00
2007/08	95901	86229	89.91	9672	10.09	100.00

Source: *Departamento de Educación del Gobierno de Navarra. Calculations done by Author*

Figure 8 (p24) breaks down the nationalities of the foreign students in the year 2007/2008. According to a study undertaken by Maiztequi-Oñate and Santibáñez-Gruber (2010) half of the immigrant population in Navarra are in primary education. The majority of which are Latin American students (58.82%) mainly Ecuadorians. Moroccan, Romanian, Bulgarian and Ukrainian students have the following highest representation of student population in Navarra. As it is apparent in figure 8, the Latin American<sup>6</sup> population makes up a vast proportion with almost three out of five immigrant students originating from that region. Eastern Europe<sup>7</sup> and the Maghreb<sup>8</sup> area were also fairly highly represented with 14% and 13.4% respectively supporting Maiztequi-Oñate and Santibáñez-Gruber's study. The rest of Africa, Asia and the other EU countries were not highly represented (figure 8). Stereotypes of immigrants in Spain can be a positive or negative factor, however unfortunately more often than not, there are negative connotations surrounding these immigrants. Immigrant students are often associated with violence and lack of motivation at school (Aramburu, 2005)

<sup>6</sup> Countries included in the Latin American Range: Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Granada, Guatemala, Guayana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Nieves, Panama, Paraguay, Peru, San Cristóbal, Saint Vincent and the Grenadines, Saint Lucia, Suriname, Trinidad and Tobago, Uruguay, Venezuela

<sup>7</sup> Countries in the Eastern European Range: Albania, Armenia, Belarus, Bosnia and Herzegovina, Bulgaria, Czech Republic, Czechoslovakia, Croatia, Estonia, Georgia, Latvia, Lithuania, Macedonia, Old Yugoslavia, Poland, Romania, Russia, Serbia and Montenegro, Slovenia, Slovak Republic, Ukraine, USSR

<sup>8</sup> Countries in the Maghreb Range: Algeria, Libya, Mauritania, Morocco, Tunisia



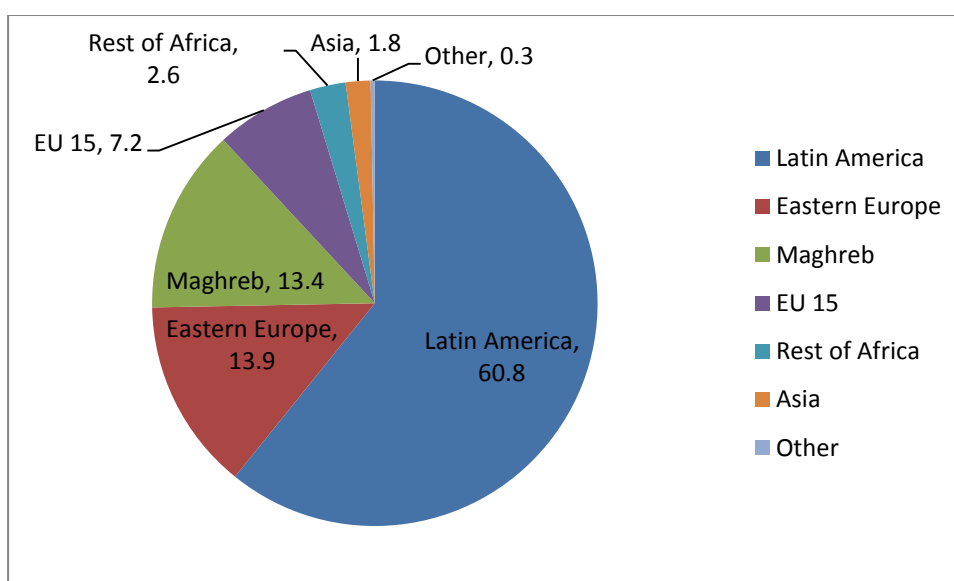
which if a school takes into account when they treat immigrant students there are likely to be many problems.

Previous research done by Chiswick (1977, 1999) noted that in reality immigrants tend to be highly motivated people, more so than native students at school (Chiswick, 1977, 1999). This is an interesting statement to make, but likely to be true considering that the immigrants who have arrived into Spain are those that took a proactive approach to their living situation and actively sought out to improve it. If parents are motivated to do well in life, it is likely that this would rub off on their children.

In a recent study conducted by Terrén (2004) it was suggested that Eastern European children are considered to be intelligent and well-motivated to perform well at school and integrate into society with few problems, whereas students from South America have much more trouble adapting into society and are poorly motivated to perform well at school.

Additionally, the fact that recent immigrants into Spain are likely to lack information about the education system or lack familiarity plays an important factor in the child's ability to perform well at school (Schnepf, 2007).

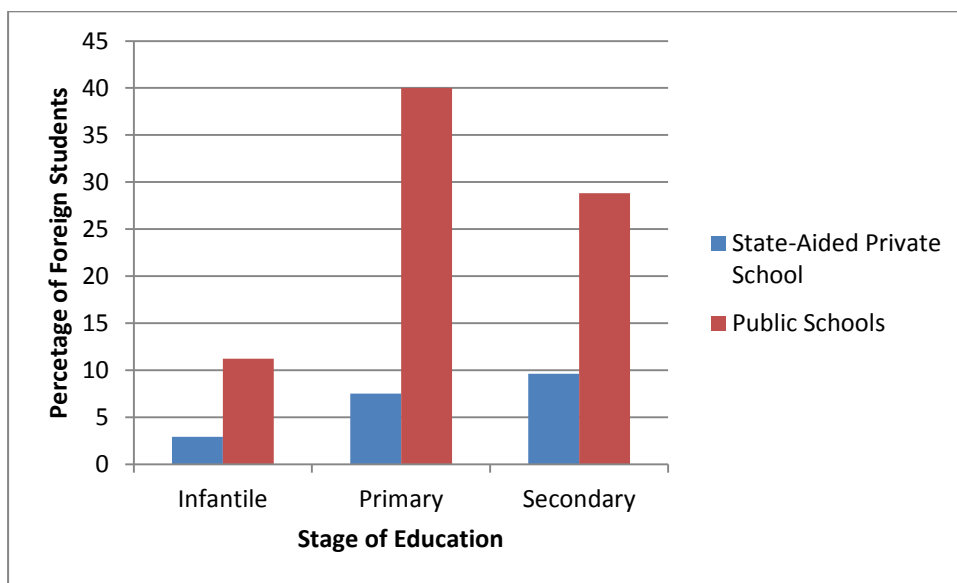
**Figure 8: Foreign Students According to Nationality**



Source: Gobierno de Navarra. Departamento de Educación

It is important to take into account the schools, as some schools may offer more support than others for language learning. Immigrants tend to go to public schools and the natives go to private school. This may have an effect on their learning as private education has smaller classes and more detailed one-to-one teaching time as a result. In Navarra there are Public Schools and *Escuelas Concertadas*<sup>9</sup>. The majority of immigrant students (80%) choose to study at public schools (figure 9, below) however this could be attributed to the fact that only 55% of immigrant families have said they have received information regarding the choice of schools (Encuesta 2008, Inmigración en Navarra). The schools used in this study are both public and therefore have a reasonably high levels of immigrants.

**Figure 9: Distribution of Foreign Students in Educational Centres 2007/08**



*Source: Departamento de Educación del Gobierno de Navarra*

It is necessary to point out that Navarra adopts various Linguistic Models in its education. These models are listed in table 3 (p26) with data taken from the Section of

<sup>9</sup> *Escuelas Concertadas* refers to the private schools in Navarra that are aided by the state. This means that although the students wear uniform and are regulated like a private school, the fees are greatly reduced with parents giving donations rather than paying a set amount

Multiculturalidad and Immigration in the Department of Education<sup>10</sup>. According to the data 84.1% of the foreign students were matriculated in Model G for school education which teaches students only in Spanish. This is not surprising as many immigrants either do not recognise the need to learn Basque or their child does not have a good enough knowledge of Spanish to start learning Basque as well. Model A teaches all lessons in Spanish but will have one subject in Basque. 10% of foreign students opt for this model, a more or less similar proportion to Spanish students (17.4%). School number two used in this dissertation has adopted Models G and A which, when looking at their immigrant population relates to this data. Model D is more popular with the Spanish students as it teaches all classes in Basque with only one subject in Spanish. 1.6% of foreign students have opted for this option. Finally Model B, which teaches subjects in a mixture of Spanish and Basque, is practically unwanted by both groups of students. Only 0.3% of the Spanish student population opt for this model, and an amount too significantly small to put into a percentage of the foreign population select this model. School one in this dissertation has adopted Models B and D and, even though it is a smaller school than number two, it has a much smaller proportion of immigrants.

**Table 3: Number of students according to linguistic model in Navarra, 2009/10**

Linguistic Model	Total	Foreigners
Model G (only Spanish)	55.6%	84.1%
Model A (all in Spanish with one subject in Basque)	17.4%	10.6%
Model B (a mixture of subjects in Spanish and Basque)	0.3%	0.0%
Model D (all in Basque with one subject in Spanish)	23.7%	1.6%
P. Plurilingües (British School) <sup>11</sup>	3,0%	3,7%
Total	100%	100%

*Source: Departamento de Educación (G. Navarra). Consejo Escolar de Navarra. Informe del Sistema Educativo en Navarra, curso 2009/2010. Elabora Fundación ANAFE-CITE*

<sup>10</sup> Sección de Multiculturalidad e Inmigración del Departamento de Educación

<sup>11</sup> The British School is the only private school in Navarra. It teaches the English curriculum and therefore used mostly by English expats. This makes it difficult to assess whether students are native or foreign.

## **PART THREE: THE POLITICAL ANSWER TO IMMIGRATION IN SPAIN AND NAVARRA**

### **CHAPTER 3: THE ROLE OF THE GOVERNMENT ON A NATIONAL LEVEL**

#### **3.1 Initial Immigration Policies: Access into Spain**

When Spain entered into the EU, immigration rates into the country soared. As a result, one of their first policies regarding immigration dealt with access into the country rather than integration. These regulations affected areas such as entry and visa regulations, the introduction of work permits and a tighter asylum policy in line with that of the European Union.

Successful school performance in immigrant students depends heavily on the integration and social policies a country employs (Fossati, 2011). For this reason it is necessary, in the following chapters, to outline the basic integration measures and the education plans the Spanish Government and the Government of Navarra have put into place.

#### **3.2 Phase 1: Mid 1980s to early 1990s. First Generation of Law on Immigration**

For any country to join the EU they must accomplish various practices and economic standards. One of these standards involves an immigration policy that is in line with the EU standard. For this reason, Spain developed the Foreigners Law<sup>12</sup> in 1985 which outlined the rights and freedoms of foreigners in Spain. Its aim was to build a framework for legal support and specific conditions of stay for foreigners (Ortega Pérez, 2003).

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<sup>12</sup> Ley 7/1985 Orgánica de Derechos y Libertades de los Extranjeros en España. (Ley de Extranjería)

### **3.3 Phase 2: During the 1990s. Second Generation of Law on Immigration**

During the 1990s the Spanish Government introduced policies regarding the social integration of immigrants. They recognised the need that, although immigrants were working and living legally in Spain, they had yet to properly integrate into society. This risked the forming of ghettos in the Spanish cities, a sight common in other European cities such as France (Pan Ké Shon, 2010). Due to the size of Spain, it is an almost impossible task for the central government to regulate the integration of immigrants across the whole of the country. As a result they have delegated some of this responsibility to the individual autonomies who can regulate their own integration processes according to their needs.

In 1994, the Spanish Government created a National Strategy known as the Plan on Social Integration of Immigrants <sup>13</sup>(PISI) to provide guidelines to the autonomies in the integration process. This strategy had the following objectives (Secretaría de Estado de Inmigración y Emigración, 2007. Ch.5),

1. Eliminate any unjustified discrimination
2. Encourage coexistence based on democratic values and tolerant attitudes
3. Guarantee the immigrant a legal and stable situation
4. Fight against obstacles that hinder integration
5. Mobilise society against racism and xenophobia

This integration plan created was the first of three benchmarks in policy making and paved the way to an integrated Spanish society.

### **3.4 Phase 3: From the year 2000 onwards.**

From the turn of the millennium there have been several changes to the Foreigners Law and new integration policies have been introduced. Before 2000 when immigration

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<sup>13</sup> Plan para la Integración Social de los Inmigrantes (PISI)

flows were not as great, Spain adopted a model similar to that of Germany regarding “guest workers” in a bid to help the sectors suffering from low productivity (Suarez-Navaz, 1997).

Changes made to the Foreigners Law 4/2000 included new integration policies and sought to introduce the right of family regrouping and access to health and education facilities for immigrants. However the new arrangements of this Law came under fire from the Popular Party Government who created, in the same year, a new Foreigners Law that was much more restrictive. The Law 8/2000 put limits on residence statuses of immigrants, their voting power at elections and trade union activities. The reason for such a severe change in such a small space of time was due to the fact that Law 4/2000 was not enough to fight undocumented immigrants arriving into Spain and was giving far too many rights to undocumented foreigners. They argued that illegal immigrants should not be allowed social benefits as these were designed for those who had a valid residency permit and had worked to receive such benefits. Furthermore, in a bid to tighten the law regarding immigrants, regulations over deportation and family unification became stricter and penalties were introduced for those helping others enter illegally.

### **3.4.1 Programa Global de Regulación y Globalización de la Extranjería e Inmigración (GRECO) 2000**

Plan GRECO<sup>14</sup>, the second of the pioneering benchmarks, emerged after the decision was made that Spain should take advantage of the immigrants living in their country to contribute to the growth of the economy (Zapata, 2003).

There are four main objectives to the GRECO Plan in line with the European Union (International Migration Branch).

1. Transform immigration in Spain to a benefit rather than a cost for the country

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<sup>14</sup> Programa Global de Regulación y Coordinación de la Extranjería e Inmigración

2. Integrate immigrants into the Spanish society in a bid to create economic growth for the country
3. Encourage a harmonious collaboration between the native Spanish society and the immigrants
4. Govern the shelter scheme for immigrants who have yet to find accommodation

However, despite the aim of the project surrounding the importance of social integration of the foreign population, in reality most of the money on the GRECO project budget was spent on border control (90%) rather than integration policies (10%) (Pajares, 2005: 133). Plan GRECO ended its stance in 2004 which led way to further immigration tactics known as the Strategic Plan of Citizenship and Integration 2007- 2010 (PECI)<sup>15</sup>.

### **3.4.2 The First Strategic Plan of Citizenship and Integration 2007- 2010 (PECI)**

This strategic plan, known as the third benchmark in policy making was presented by the Ministry of Work and Social Affairs. It identified three rudimentary principles in regards to the integration of immigrants: equality, citizenship and multiculturality. It was recognised that an underground economy of illegal workers in Spain may occur if the government did not introduce regularisation programmes. In this manner, living and working conditions are improved for immigrants and as a result, the taxes they pay would improve the Spanish economy. This new integration policy was inspired by the policy France adopts when treating their foreign population. It states that if immigrants obey the Spanish laws, make an effort to integrate and respect the Spanish customs, Spain will grant them the same rights and privileges as a Spanish citizen including the right to vote in national elections.

Outlined on the following page are the 10 objectives for the PECI Plan (taken from Solanes Corella, 2010: p 62).

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<sup>15</sup> Plan Estratégico de Ciudadanía e Integración (PECI)

1. Recognise civil rights, social rights, economic rights, cultural rights and political rights of immigrants
2. Make adequate the public policies, especially education, employment, social services, health and living from both a quantitative perspective and a qualitative perspective
3. Manage the diversity of new demands
4. Guarantee the immigrant population access to public services: education, employment, social services, health and equal living conditions to the native population
5. Establish an asylum system for recently arrived immigrants and for those in a vulnerable situation
6. Encourage between citizens and immigrants the knowledge of the common values of the EU, the rights and obligations of residents in Spain
7. Fight against the diverse manifestations of discrimination, racism and xenophobia in all areas of social life
8. Introduce a gender perspective in the elaboration and application of the politics in the integration of immigrant population field
9. Promote politics and co-development experiences
10. Communicate to the Spanish society about the benefits of the migration phenomena to improve intercultural living.

The PEGI Plan puts a great influence in the education of the immigrants as it has been recognised that a fundamental step in integrating a foreign community is for them to have a good education and language basis. 42% of the PEGI budget was spent on education (IDEA Policy Briefs, 2009).



### **3.4.3 The Second Strategic Plan of Citizenship and Integration 2011- 2014 (PECI II)**

This second strategic plan took into account the evaluation of the first strategic plan in order to develop a more focused approach in integration in particular in education and employment. It included in its main principles the idea of “inclusion” (Secretaría de Estado de Inmigración y Emigración: pp 86) in a manner that supplements the first plan’s three main principles. It seeks to break down barriers of discrimination that may exist in the employment or education and prevent social exclusion of immigrants in Spanish society.

## **CHAPTER 4: THE ROLE OF THE GOVERNMENT: THE FORAL COMMUNITY OF NAVARRA**

The Government of Navarra, with cooperation from the Bureau of Assistance to the Immigrant and Ethnic Minority of the Department of Social Welfare, Sport, and Youth<sup>16</sup>, put into practice a process of investigation, reflexion and public debate that designed the Plan for the Social Integration of the Immigrant Population in Navarra<sup>17</sup> (PISPIN) in 1994 (Martínez de Lizarrondo Artola, 2010). This plan aimed to define its own strategy of immigration based on the PISI Strategy created by the Spanish Government. Working in line with the Provincial Laws and Decrees, the PISPIN lasted until 2008 with great success (PISPIN Evaluation Document, 2009: pp 435. Lampara).

The following four pointers over the page are the functions of the PISPIN (PISPIN Evaluation Document, 2009: pp 427. Martínez de Lizarrondo Artola).

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<sup>16</sup> Negociado de Atención a la Población Inmigrante y de Minorías Étnicas del Departamento de Bienestar Social, Deporte y Juventud

<sup>17</sup> Plan para la Integración Social de la Población Inmigrante en Navarra (PISPIN)

- Supervise and coordinate the integration plan
- Establish interdepartmental coordination
- Propose appropriate correction methods
- Collect and channel the proposals of the representatives of immigrant associations and institutions of social initiative

#### **4.1 Access to Welfare**

The Provincial Law 14/1983<sup>18</sup> holds the objective to maximise the social welfare development. It states that whoever lives in the Foral Community of Navarra, be it Spanish citizens, foreigners or refugees, should have the equal right to be allowed to receive benefits of welfare services in Navarra. This law covers the protection of minors if the family situation demands it and designed youth services such as leisure and youth organisations that permit the minors to integrate into society.

#### **4.2 Economic Assistance**

Forming part of a sub division of the previous Provincial Law, the Provincial Decree 168/1990<sup>19</sup> regulates loans, individual support and family help in social services. It provides direct loans (loans which quickly satisfy the basic needs such as paying for food and health costs) and indirect loans (given to centres of attention that can be used by people in financial difficulty). The beneficiaries must have permanent residence status in the Foral Community, those who cannot offer this must have lived in Navarra for at least 10 years.

#### **4.3 Housing**

In modification of the previous Provincial Law of 7/1989, the Provincial Law 14/1992<sup>20</sup> aims to facilitate access to housing for economically disadvantaged families. It

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<sup>18</sup> Ley Foral 14/1983

<sup>19</sup> Decreto Foral 168/1990

<sup>20</sup> Ley Foral 14/1992

provides housing at a lower cost for families in particular those whose income is lower than the minimum interprofessional salary. The Provincial Decree 276/2001<sup>21</sup> regulates housing support, residential building construction, inspections and control system of housing prices. Sheltered houses will have an area of 90m<sup>2</sup> for a regular family or 120m<sup>2</sup> for numerous families (a family with three or more children under the age of 21 or 25 in full time studies).

#### **4.4 Health Care**

Developing an extension to previous Foral Laws the Provincial Law 2/2000<sup>22</sup> adds the ability to encompass all immigrants in the Foral Community with health care assistance from the public health system in Navarra. This is a big step forward to allowing the integration of immigrants into the Navarra society as health care is such a basic right.

## **PART FOUR: IMMIGRATION AND THE EDUCATION SYSTEM**

### **CHAPTER 5: EDUCATION SYSTEM PLANS FROM THE SPANISH GOVERNMENT**

Education is an extremely useful (and basic) way of integrating immigrants when they arrive in Spain as it helps those that do not come from Hispanic countries to learn the language and for the children at a young age to learn and understand the Spanish traditions that exist. However, schooling children of a foreign language poses a complex problem. It is necessary to develop adequate conditions for them to participate with their native classmates, to discover and recognise the language and culture.

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<sup>21</sup> Decreto Foral 287/1998

<sup>22</sup> Ley Foral 2/2000

The EU put a great importance in education designing the Lisbon Strategy to provide guidance to EU countries. The objectives for the Spanish Education system have been designed by the LOE (Ley Orgánica de Educación). This law lays down the foundations for a good education at Spanish schools. The percentage of foreign students in the Spanish Education system has, according to PISA<sup>23</sup> increased significantly over the past 10 years. This makes it vital that the Spanish Government tailor the education to fit into the style of the new demographic. It has been noted by PISA that students who perform well in primary education and who have supportive parents who read to them and show an active interest in their education show a remarkable difference in score<sup>24</sup> compared to their classmates (PISA in Focus, 2011).

The language of an immigrant child is an important factor that will determine their possibility of participating in school life. In order to facilitate the transition the Government have proposed a 2-step process:

1. Welcoming process: Intensive language course of three to four months to get the child understanding the Spanish language and therefore able to make friends and interact with others.
2. Gradual normalisation of the school curriculum: Many immigrants arrive with different educational background therefore it is necessary to learn language linked with specific areas of the school curriculum.

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<sup>23</sup> PISA (Programme for International Student Assessment) measures the academic attainment in children aged 15 years old in all the OECD countries (Australia, Austria, Belgium, Canada, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States) and PISA partner countries (Albania, Argentina, Azerbaijan, Brazil, Bulgaria, Chile, China (Shanghai), Chinese Taipei, Colombia, Croatia, Estonia, Hong Kong, Indonesia, Israel, Jordan, Kyrgyz Republic, Latvia, Liechtenstein, Lithuania, Macao-China) as this is the age that they are just about to finish compulsory education. The exam is 2 hours long and tests students on Maths, Science and Reading skills. This assessment method started in 2000 and has been conducted every three years since.

<sup>24</sup> An average of 25 points higher on the PISA test is scored for students who had parents who read to them at least once or twice a week compared to those who had parents who almost never read to their children. This score is the equivalent to half a school year.

## **The European Commission against Racism and Intolerance (ECRI)**

The ECRI is a Human Rights Body part of the European Council that fights against racism in Europe including discrimination, xenophobia and intolerance and provides advice about how to tackle such situations. It looks into the situation of each European country to provide a tailored framework. In their third report regarding Spain, the ECRI suggested the following ideas (ECRI Third Report, 2006):

1. Create an even distribution of special needs children from immigrant backgrounds
2. Take into account the concentration of foreign students in some educational centres
3. Increase efforts in teaching Spanish as a second language at the same time as encouraging the mother tongue of the immigrant children
4. Provide teacher training in areas such as Human Rights and Multicultural Education.

These suggestions are being accomplished in the Plan for Education by the Government of Navarra discussed in the following chapter.

## **CHAPTER 6: EDUCATION SYSTEM PLANS FROM THE GOVERNMENT OF NAVARRA**

The majority of teachers (73.2%) in Spain think that education has worsened over the past couple of years (Marchesi y Díaz, 2007). Many complain that the lack of teacher training given to them regarding the diverse student population they now face has sacrificed the good teaching they are capable of giving. In fact, a study based on the teachers of Galicia stated that 89% of their teachers had never received any specific training about dealing and educating a multi-cultural class (Goenechea, 2005).

The matter of diversity in schools in Spain has created barriers to learning and participation for immigrant students<sup>25</sup> as teachers do not know how it is best to treat foreigners who may, not only speak a different language but also have a different dietary requirements and different religious festivals (Booth and Ainscow, 2000; Sandoval et al, 2002). For this reason, the Government of Navarra have put into place 34 measures regarding immigrant education in a manner that guarantees equality, supports integration, favours interaction between the native and immigrant students (Arellano Hernández and Jiménez Abad, 2002). Below is the list of items the Government and the Department of Education in Navarra feel are the most important in the integration and successful educating the immigrant population.

### **6.1 Ensure Equal Conditions to the Entry System of Migrant Children**

The schools in Navarra offer a program that supports the education of immigrants. There exists a protocol for welcoming immigrants at the school (much like the Spanish Government have introduced). The Department of Education had noted the importance of information for new families who have recently arrived in Navarra who may not be familiar with the education system. For this reason they provide information guides about the schooling system, the language models and assist in form-filling for parents who may struggle with the language. The principle objective of the protocols in place in the Navarra schooling system is to elaborate an individual welcoming plan for the students tailored to their needs. There recognises the need to build up a relation with the families of the immigrant children and provide translators and social workers when necessary. Furthermore, an important aspect to the entry conditions of the school is the necessity to facilitate the schooling process for students who have arrived after the start of the term.

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<sup>25</sup> See Innerarity (2005) regarding the Islamic students in French schools. In this study it discusses the strict measures of laicity present that was introduced so all students were equal. This has however gone against freedom of expression and has caused polemic as to how the education system is to deal with a mixture of cultures.

## **6.2 Temporary Schooling and the Schooling of Minors**

In order to allow for immigrants that cannot stay in school for a long time due to parents' work or their stay is only temporary, the Department of Education has recommended that each public school reserve at least 8% of places in each 1º infantile class for foreign students. In this way, there will always be space for an immigrant child to attend school whilst they are staying in Navarra. Furthermore, students who are just temporary in the country will have their schooling needs valued just like the other children. The Schooling Commission will elaborate criteria and distribute resources necessary for temporary students in regards to their living conditions and social integration needs. In terms of the schooling of minors, the Government of Navarra has demanded that there be the same conditions as the rest of the immigrants in the schooling system with all the additional resources necessary given their complex personal and social situation. Likewise, it is possible to adapt the curriculum to the needs and competence level of the foreign student in order that the child can integrate normally into the group.

## **6.3 Learning the language and the Prevention of Ghettos**

There have been various plans implemented in Navarra that teaches Spanish to immigrant children. The Plans of Teacher Improvement<sup>26</sup> are specific training activities that facilitate teaching Spanish as a second language. The Plans of Attention to Diversity<sup>27</sup> provides recommendations to the teacher regarding how much teaching time should be devoted to an immigrant student. It is recommended that a school dedicate a classroom solely for the purpose of language immersion according to the demand of students and to reinforce educational support either individually or in groups within or outside school hours without missing out on core subjects. In this way the child can learn Spanish but not miss out on valuable education vital for their integration. In order to prevent the loss of student

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<sup>26</sup> Planes de Perfeccionamiento del Profesorado

<sup>27</sup> Planes de Atención a la Diversidad

concentration it is important to have specific classrooms for learning support. No public school can have more than 20% of students requiring additional help according to being an immigrant. In order that ghettos<sup>28</sup> are not formed in Navarra it is necessary to reserve a specific number of places for immigrant students in schools as it had been noted by the Government of Navarra that a concentration of immigrants could lead to poor quality education. However, it is important that this does not affect the freedom of choice for families living in the neighbourhood. Therefore all families will receive information about the schooling system so they can decide what is best for their child.

#### **6.4 School Resources and Teacher Training**

The Department of Education in Navarra will provide books to teachers that are specific in teaching Spanish to foreigners. Students who have families with financial difficulties are able to request school books and supplies in order for them to complete their education without hindrance. It is important the school supports the integration of immigrant students and favours the interaction between them and the host population. In order to do this the Plan of Teacher Training<sup>29</sup> can be used as a method of promoting educational projects. This training involves activities for teaching improvement directed at the acquisition of skills needed to deal with a diverse culture. Phase one of the training deals with the implications of the welcoming process and the integration support. The second phase deals with the social-cultural problems in immigration and methods of teaching specialised for diverse cultures in the classroom. The Government of Navarra have realised the effects of immigrant children arriving at their schools and seek to train teachers to properly deal with this situation. From the Education of Navarra website ([educacion.navarra.es](http://educacion.navarra.es)) there is a sea of information for teachers about immigrants in their classrooms. There exists a section on multiculturalism in

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<sup>28</sup> An intense concentration of foreign students in one area sometimes leads to ghettos being formed. This can have negative impacts on the surrounding areas and thus decrease the stand of education and living in that neighbourhood

<sup>29</sup> Plan de Formación del Profesorado



the classroom where teachers can find information about teaching Spanish as a second language, provide knowledge to the different cultures that may be present in the classroom, how to teach in an interactive and cooperative manner that will include children from all backgrounds and, interestingly, a section to dealing with the Gypsy population.

### **6.5 Participation and Development in Extracurricular Activities**

In order to integrate immigrant students into the educational system in Navarra it is necessary to design extracurricular activities which all children can attend which will increase friendship and education of the child. Through the association of the APYMA<sup>30</sup> extra school activities can be designed that reinforce language learning in the immigrant child. Schools can contribute to the interaction between the different immigrants of the school community, teachers, students and parents both in an educative community and a social setting. Furthermore by undertaking planned activities that permit awareness towards the host society it is possible to integrate immigrants into the schooling system. Plans to establish favourable activities to the welcoming and sociocultural integration of the immigrants will help build strong foundations for their integration.

## **CHAPTER 7: RESEARCH ON SCHOOL ATTAINMENT: THE UNDERLYING FACTORS**

The integration of immigrants and especially children of immigrants is a very important issue for the Government of Spain and one which must be dealt with before it results in problems of discrimination, crime and poverty (Bauer et al, 2000). For Spain, the

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<sup>30</sup> Asociación de Padres Y Madres de Alumnos

large and diverse population poses a challenge for the education sector as never before have they had to deal with so many different ethnic groups. However, this increase in immigrant population just shows the importance of improving the educational attainment of immigrants if Spain is to maintain their high level of school performance.

Education provides immigrants with the opportunity to learn Spanish whilst naturally introducing them to the local culture which leads to social integration into society. In this manner one could argue that by allowing the children of immigrants into the schooling system from a young age will indeed have long term benefits for Spain as it opens a way to communicating with other countries.

According to a report conducted by the OECD in 2006 there is a noticeable gap in educational attainment between immigrant children and native children (OECD, 2006). Reasons for this vary, for example the length of stay an immigrant has in their destination country plays an important role in their integration into society. Of course, integration of immigrants vastly improves the longer they stay in their host country and the more open-minded they are to adopting the traditions (Perlmann, 1988). Additionally, the educational outcome of a child vastly improves depending on the length of time the immigrant child spends in the host country (Gang and Zimmermann, 2000; Chiswick and DebBurman, 2004). Often, a child will make friends in their local school which assists in their integration into society and thus improve their educational attainment in the long run as they have good role models in the native society.

Furthermore, a study into the education of immigrants in Germany suggested that one reason why the native children performed better at school was due to the fact that they often have a much more favourable family background than immigrants who often are missing a parent or various family members still living in the country of origin (Ammermueller, 2007).

This idea is an interesting concept and is developed by Meunier (2011) in his model of the “Background Hypothesis”.

### **7.1 Background Hypothesis**

Developed by Meunier (2011) the background hypothesis focuses on the socio-economic background of the immigrant child as an explanation to poor school performance. It has been recognised that children who grow up with few educational resources or where both parents are not present (traits common in immigrants who have recently moved home) will have more difficulties during school which as a result affects negatively their academic progression for the future (Marí-Klose, 2009). This can be linked to the Cultural Discontinuity Theory<sup>31</sup>. The role of the family plays an important role in association with performance with results often indicating the importance of a good family structure and, interestingly, the mothers’ education. If parents migrate and take into account the age of their child (i.e., their child is young and not yet rooted into their country of origin) they are likely to also look favourably to their child’s education and therefore encourage their child to do well at school. Labour-market immigrants are therefore likely to have children who do well at school as they had the choice when to come to Spain, however refugees do not necessarily have the choice as to when they arrive in Spain and therefore their children may be older than preferred and may not do as well at school. Furthermore, if a parent works in employment that is suited to their education level, their children tend to fair better at school as they have a positive role model, however, in the case of many immigrants, parents do not find work that is appropriate for their level of education, often working in far inferior roles (Suárez-Orozco and Suárez- Orozco, 2001) .

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<sup>31</sup> Cultural Discontinuity Theory believes that immigrants (especially young children) have a disadvantage because of language, culture and conflict in social interactions between home and school.

First generation immigrants<sup>32</sup> may have more difficulties in schools as their parents who come from a different culture may still enforce traditions, either knowingly or through nurture. Whereas second generation immigrants<sup>33</sup> may have parents with a better grasp to the Spanish schooling system and certainly are likely to have less problems with the language as it is likely that the parents are more integrated into society or they have recognised the need to learn the Spanish language from an early age.

Various research has been conducted regarding the generation of the child and the effect it has on educational attainment (Portes and Rumbaut, 1990; Rong and Grant, 1992; Kao and Tienda, 1995). These studies note the difference in school performance of the two generations and conclude that second-generation children often attain much higher grades than first generation students (Gang and Zimmerman, 1999; Chiswick and DebBurman, 2004). In the schools used in this study, one has only second generation immigrants whereas the other holds a mixture of the two. This provides a comparative view on the situation. Reasons for this gap in educational attainment has been suggested that it may be due to the fact that first generation immigrants tend to hold on to their identity of country of origin more than second generation immigrants (Bisin et al, 2011) and as a result do less well at school.

## **7.2 Language Hypothesis**

The language hypothesis by Meunier (2011) explains the effects of speaking another language other than the one spoken at school. This hypothesis states that children who speak another language at home, often perform poorer at school. This has been tested by other researchers who conclude that when the language spoken at home is the national language of the country, students improve significantly in their school attainment (Entorf and Minoiu, 2005).

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<sup>32</sup> First generation immigrants are children who have been born abroad and have parents who have also been born abroad

<sup>33</sup> Second generation immigrants are children who were born in Spain but have at least one foreign parent

Language is an important factor of socialisation for a child. It assists with their integration into the school community by helping them make friends and understand customs of their colleagues. Language aids foreign students' ability to interact with others and develop skills useful for the labour market. In Navarra, schools can teach in Spanish, English or Basque thus proving to be a problem for many immigrant children who may not speak any of these languages to begin with. Research by Oller and Vila (2011) regarding immigrant children in Cataluña showed that actually the Romanian children who lived there could speak much better Catalan than Spanish because this is the primary language they used in schools and when talking to friends (Oller and Vila, 2011). If this is the case, then it is more than likely some immigrant children in Navarra can speak better Basque than Spanish if this is the type of school they go to. This could result in problems for their future as although Basque is an important language in the North, there are few work environments that require only Basque to be spoken.

Studies have shown that there is a relation between the age of the child and the ability to learn a second language (Long, 1990; Newport, 1990; Hyltenstam, 1992). Often, when families migrate they take into account their child's age so that they will have fewer difficulties with picking up the new language at school and therefore settle in faster (Bohlmark, 2008).

At 7 years old, it represents an important leap for the ability to learn a new language for a child as they have past their prime time for natural language learning. As a result mastering new subject skills at school becomes more of a challenge as the acquisition of a new language causes problems in the process as students who cannot understand their teacher cannot learn from them (Bohlmark, 2009).

Further research from Bohlmark regarding the situation of immigrants in Sweden noted that there was no difference between school performance and language learning of

children arriving at aged 6 compared to children under 5 years. However, by age 7 children arriving into the new country began to show some negative immigration effects. Finally, those who were older than 9 years old when they arrived in the country showed significantly more poor performance at school (Bohlmark, 2008).

## **CHAPTER 8: ANALYSIS OF THE SCHOOLS IN NAVARRA**

In this chapter the analysis of the educational attainment of immigrant children in Navarra will be discussed. Data taken from observations, discussion groups and interviews conducted in the primary schools will be used to understand the situation of the immigrant children. Increasing educational attainment in immigrants is an important factor as education is a key necessity for the successful integration into society. Inadequate education in the younger generations will have serious consequences for the future labour market.

The details of the two schools chosen to be used for the observations, interviews and discussion groups are described in Tables 4 and 5 across the page. School one is an infant school that does not hold any first generation immigrants which makes it an interesting comparison to school two which has a mixture of first generation and second generation immigrants.

School one has significantly fewer foreign students than school two with only 26% immigrants in comparison to 52% in school two. This could have implications on a variety of factors, the disposition of the school in providing additional help for foreigners, the manner of treating immigrants who may have difficulties, etc.

**Table 4: Number of Students in Proportion to Foreign Students in School One**

	Total students	Total Immigrants	%	1st Generation	%	Second Generation	%
1º Infantil	98	21	21.43	0	0	21	100.00
2º Infantil	69	18	26.09	0	0	18	100.00
3º Infantil	64	22	34.38	0	0	22	100.00
TOTAL	231	61	26.41	0	0	61	100.00

Source: Results compiled by Author from the student list at the secretary of the school

**Countries from School One**

**South America**

Colombia  
Brazil  
Ecuador

Morocco  
Senegal

**Europe**

Bulgaria  
Russia  
Ukraine

Romania  
Moldavia  
Portugal  
Germany  
France

**Africa**

Algeria

**Table 5: Number of Students in Proportion to Foreign Students in School Two**

	Total students	Total Immigrants	%	1st Generation	%	Second Generation	%
1º Infantil	48	31	64.58	18	58.06	13	41.94
2º Infantil	48	32	66.67	17	53.13	15	46.88
3º Infantil	47	17	36.17	7	41.18	10	58.82
1º Primary	45	23	51.11	14	60.87	9	39.13
2º Primary	47	29	61.70	12	41.38	17	58.62
3º Primary	48	21	43.75	11	52.38	10	47.62
4º Primary	45	27	60.00	15	55.56	12	44.44
5º Primary	63	22	34.92	13	59.09	9	40.91
6º Primary	46	24	52.17	16	66.67	8	33.33
TOTAL	437	226	51.72	123	54.42	103	45.58

Source: Results compiled by Author from the student list at the secretary of the school

**Countries from School Two**

**Europe**

Romania  
Bulgaria  
Portugal  
Poland  
Moldavia  
Lithuania  
Italy

Congo  
Algeria  
Morocco  
Nigeria  
Sub-Sahara  
Cameroon

**South America**

Peru  
Paraguay  
Colombia  
Venezuela  
Chile  
Brazil

Cuba  
Ecuador  
Bolivia  
Argentina

**North America**

Dominican Republic  
Jamaica

**Africa**

Mali  
Senegal  
Guinea  
Ghana

**Asia**

Pakistan  
China

## **8.1 Observations**

### **1° Infantile (3-4 years old): 2 classes**

#### **Behaviour during Class and Towards Other Students**

It was noted that during classes as the children were so young they normally got on well with everyone. There was no obvious discrimination between children and the foreigners mixed with the natives naturally. As a result, behaviour between the children was similar for both native and immigrant children. They listened to the teacher and did not misbehave any more so than their native classmates. That being said, there was one South American girl who was particularly difficult in class. She regularly got told off by the teachers for hitting friends and talking. She was described as a “Drama Queen” by her teachers. The South Americans at school is an interesting topic to study in itself. Bernhard et al (1997) studied the case of three South American children in a primary school in Canada. The results suggested that South American parents prefer to stay out of their child’s education including homework as it is considered the teacher’s role. The importance of maintaining their identity was the most important factor in their child’s life. If this is the case, then it is possible that this group of children may well perform poorer at school owing to the fact the conclusions drawn by Bisin et al (2011) that those attached to the traditional customs of their country of origin perform less well at school compared to those who have left them.

#### **Focus in Class and Academic Success**

At this age, the general academia remained at a similar level amongst all children as they had just started school. Reading and writing skills were not available as they had just learnt to spell their name. Classes included simple counting songs and weather. The children



in this observation were all able to count although it was noticeable that the girls in the class were more loquacious than the boys- a well-known trait in many child studies<sup>34</sup>.

### **Language Skills**

The majority of the children in the class (school two) were of immigrant background (64.58%) and of that amount 58.06% were first generation immigrants. In a normal situation it is suggested that these children are likely to perform poorer than their classmates however, the majority of these first generation immigrants came from South America which meant they already could speak Spanish. There were only three children out of both classes that seemed to have problems with understanding Spanish. These children were from Pakistan, Romania (this child had a better grip on the language than the others, but still struggled) and Morocco.

### **2º Infantil (4-5years old): 5 classes**

#### **Behaviour during Class and Towards Other Students**

At this age, the children in both schools started learning about different colour skins. School one had some children from South America, but no children from Africa. School two had three children from Sub-Saharan Africa thus making children with experience to all skin colours. In both classes there was no signs of discrimination.

In school two a Moroccan boy started class three months into the start of the course. He did not speak any Spanish as he was previously in a refugee camp. He spoke Arabic to his classmates although they did not understand him and soon started to pick on him saying that he “smelt funny”. This is likely to be because at this age they did not understand why he could not speak Spanish.

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<sup>34</sup> For example see: Van der Elst, et al (2012). They conducted a study using the Letter Digit Substitution Test (LDST) whereby students aged 8 to 15 had to match particular signs such as letters, numbers and well-known signs) to other signs in a specific time period. This test has been used in many previous studies as a way of testing mental flexibility, attention span and information processing speed.

In school one was a Moroccan boy who was extremely violent towards his classmates. He often hit, pulled hair and kicked the other children. It was noted, however, that he may have had mental problems and so one cannot judge him due to his background. This boy did calm down by the end of the academic year; however he still occasionally hit and misbehaved.

### **Focus in Class and Academic Success**

In school one, the Spanish children seemed more advanced than the immigrants however in school two the African children excelled in class. This may be due to family support in the second school as it appeared all the African children in the school knew each other through a social network of ties<sup>35</sup>.

School one had few foreign students in this year group with an average of 6 immigrants per class. As a result this group did not have a noticeable difference in academia between native children and immigrant children however those children that did excel in class were Spanish.

School two had many more immigrants with 14 and 18 immigrants in each class of 24 students. However, even though the native children were a minority, there were much fewer issues of misbehaving than in school one. This may be due to the teaching style in school two being stricter than the laid back “fun and games” style school one adopted.

### **Language Skills**

In both schools was a Moroccan boy who did not speak Spanish. However, over the course they picked up the language very quickly. School two offered language support, however school one left the child to integrate and learn Spanish by himself. Both methods worked in the same manner for this age group which is not surprising according to the young

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<sup>35</sup> Social Networks have been studied by many researchers in the immigration field. Windzio (2012) used data from schools in Bremen and Bemerhaven (Germany) to analyse the social networks of 10 year olds at school. It analysed the ties nationalities are likely to have with one another and the role of the parents to create such ties such as birthday party invites.

age of the child. A study using data from the US census in 2000 discovered that language acquisition vastly decreased according to the age of the immigrant (Chiswick and Miller, 2008).

The majority of immigrants in school two were of South American origin so learning Spanish was not necessary for them. Of the 18 immigrants in the three classes in school one most were South American, although there were some French and Portuguese children second generation immigrants. All the children in school one were able to speak Spanish, although it was noted that the immigrant children in the Basque model often mistook Spanish and Basque. When asked a question, a child may answer “*Bai*” or “*Ez*”<sup>36</sup> instead of “*Si*” or “*No*”<sup>37</sup>.

### **3º Infantil (5-6 years old): 5 classes**

#### **Behaviour during Class and Towards Other Students**

Behaviour was similar for both native and immigrant children. In school two, the Spanish children were often sent out of class more often than the immigrant children- an interesting observation as it has been generalised by the native population of countries that it is the immigrants that are the trouble-makers (Innerarity Grau and Acha Ugarte, 2010).

In school one there were on average 7 foreign students in each class. The African girls were friends with each other and had their own “group”. However this group mixed with the South Americans and the Eastern European children. Interesting, in this school, the native Spanish students and African students did not mix together during playtime however both of these groups interacted with students from other cultures (South America, Eastern Europe).

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<sup>36</sup> *Bai* = “Yes” in Basque. *Ez*= “No” in Basque

<sup>37</sup> *Si* = “Yes” in Spanish, *No* = “No” in Spanish

## **Focus in Class and Academic Success**

In school one the European children were much better with their writing skills than the Spanish children. During *rincones*<sup>38</sup> the Eastern European children almost always chose the Library Corner where they could read and write stories. This studious nature of them is likely to have helped them improve their literacy skills, which will certainly help them in the future to gain a good job.

School two had fewer immigrants in this age category compared to the other classes in the school; the majority of immigrants were second generation. This age group had started to receive homework, and again, like in school one; the Eastern European children had remarkably better literacy skills.

## **Language Skills**

It was noted that the children from South America had a much better grasp of English than their Spanish classmates. Whether this is due to the fact that their parents spoke better English or because they realised the importance of English was not clear. However, South American children, particularly in school one, would be able to make themselves understood in English with few problems. This trait was also clear in the Eastern European children in school one; however they were more timid in trying to speak English than the South Americans. Often they would respond in Spanish, despite clearly understanding the teacher talking in English.

School one included many children from Eastern European countries, however as there were no first generation immigrants in this school, there were no language difficulties regarding Spanish. On the other hand, in school two there was a Romanian child that needed additional language support for learning Spanish which the school in they provided. The classes took place during the English class as the school decided that to miss an English class

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<sup>38</sup> *Rincones* is the term used in school one for when the children could choose an activity to do without the teacher's supervision. Activities included the library centre, the art centre, the construction area, the puzzle centre and the kitchen.

would be the smallest sacrifice. It is interesting to point out that the Government of Navarra has recommended against this option (chapter 6) as it is important a child receives a full education. Classes should therefore be held outside of school hours.

### **1° Primary (6-7 years old): 2 classes**

#### **Behaviour during Class and Towards Other Students**

Surprisingly, in school two, despite there being five African children who were not new to the school, there was some negativity towards them from a Spanish child. She refused to sit next to them because she said “She was allergic to them.” When asked why she said this, she replied her mother had mentioned it. With this response it means that her negativity towards them was through no fault of her own, but from information she had gathered from an adult<sup>39</sup>.

There was one boy from Morocco in this school who spoke very good English and Spanish however often misbehaved during class.

Interestingly there was some negativity between the Eastern European girls and the African girls. The Eastern European girls would often complain that the African girls had said something bad to them and vice versa, however, rather than being discriminatory remarks this may be due to the fact that as girls, they had started to form clicks and thus negativity towards other groups was inevitable.

#### **Focus in Class and Academic Success**

The children in this school were all more or less studious. There was a boy from Pakistan who often forgot to bring in his homework or his books to school which could be attributed to family background; it has been researched that differences in socioeconomic

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<sup>39</sup> This statement should be questioned. Van Ausdale and Feagin (2001) have written a book discussing where children learn about race and racism. Interestingly, it is suggested that although many people believe a child is merely mimicking an adult, it is possible that they have come to this conclusion on their own. The book uses examples of situations whereby children have confronted other races, often with negativity.

background of children can vastly decrease their performance at school (Rangvid, 2007<sup>40</sup>). This child also received additional learning support as he found the maths class very hard.

A child from Africa also needed additional learning support on the basic subjects- maths and reading- but she did not appear to have difficulty with Spanish language. Her English was very good and was able to express herself better than her Spanish classmates.

### **Language Skills**

All the children could speak Spanish well. In this age group, the children with the best grasp of English were the immigrants: African, South American and Eastern European. The children from the Middle East were the poorest in the class regarding English.

## **2° Primary (7- 8 years old): 2 classes**

### **Behaviour during Class and Towards Other Students**

The most disruptive students in this class were from Africa. These students were often sent out of class (almost every lesson) for not listening to the teaching, constant speaking and disrupting their classmates. This is a contrast from previous years where the African children were always the best behaved.

It was noted that there are the beginnings of segregation in the classroom; South Americans tended to hang out together in one part and the Spanish in another part. There was no negativity between the groups; however they rarely mixed together as friends.

### **Focus in Class and Academic Success**

A child from Romania needed additional help in academia. She had problems with the language and thus had difficulties understanding instructions and learning. She often lost attention in class as a result but was not disruptive. The teacher often had to explain things to

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<sup>40</sup> Rangvid (2007) used data from PISA to measure the educational attainment of immigrants versus native Danes at school. She concluded that there are a variety of characteristics that affect a child's school performance such as socioeconomic background, the type of school and their nationality. The schools used in this study included 59 public schools and 24 private schools (17 Danish and 7 Muslim schools).

her slowly and spend extra time with her. One girl from South America also had problems in class, and was often one of the last to finish her work.

### **Language Skills**

Of all the children in this age group, there were two that had trouble with Spanish: the Romanian girl and a girl from Morocco who entered during the course with no knowledge of Spanish.

The school offered support in language learning for both children. The Moroccan child, however, who was 8 years old when she arrived, showed little improvement in her Spanish after three months with a lot of difficulty expressing herself. This is supported by research conducted by Bohlmark (2008, 2009) regarding the age of the immigrant and their ability to learn a new language.

The Spanish students had a better grasp of English than the immigrants which could be attributed to the family support their parents give them going to additional English classes.

### **3° Primary (8-9 years old): 2 classes**

#### **Behaviour during Class and Towards Other Students**

In this age group, again the African children were the most disruptive in class. They often spoke without permission from the teacher and had to be asked many times to be quiet. The South Americans were also more disruptive than other groups of children, they often followed each other, if one spoke, they all spoke.

There was one Moroccan boy who had arrived to the school halfway during the course. He had no knowledge of Spanish and although he was quiet in class (in fact, he did not say one word to his classmates during the full four months of observation he was present for); he was quite aggressive towards the other boys in his class. The boys obviously retaliated making both groups to blame for violence. Interestingly, the South American boys

did not mix with the other boys: Spanish, Moroccan, Sub-Saharan. This result matches a study conducted by Patacchini and Zenou (2006) regarding the friendships of students in 7<sup>th</sup> to 12<sup>th</sup> grade (12-16 years old) at school in America. Children were asked to write down five of their best friends and characteristics that they liked about them. The results showed that children prefer to have friends of the same race.

### **Focus in Class and Academic Success**

The South Americans in general got lower marks than their native classmates. Either they lacked focus in class or they found the work harder. Though they should not have problems with understanding the work, they may lack the motivation to study as a result of their parents or family situation.

The African children, although they were disruptive, they were clever and often finished their work quickly. The Spanish children worked equally well in class.

### **Language Skills**

The Moroccan boy who entered the class during the course without knowing any Spanish was given additional Spanish classes, however, even after four months of intensive Spanish classes he did not speak to his classmates (although he interacted with them like a normal child). He began to understand the teacher's instructions however when asked questions in class his face was blank and often copied the answers of his classmates.

## **6° Primary (11-12 years old): 2 classes**

### **Behaviour during Class and Towards Other Students**

There existed playful banter toward the boy from Jamaica from the South Americans as he was black; however there was no negativity between them. At this age the children accepted the differences in each other. The Jamaican boy often joined in the remarks about his skin colour in a proud fashion. Half of this year group were immigrants (52.17%), the



majority being from South America who often hung out together. During class if one South American talked back to the teacher the other South Americans often encouraged him.

### **Focus in Class and Academic Success**

The South Americans girls were doing well in class however the boys often forgot to bring in their homework. They did not seem to give homework that much importance, but shrugged it off when the teacher brought it up. In general the native Spanish students got significantly higher marks than the immigrants; however there were a few exceptions. There was one boy from Morocco who was very intelligent, although very chatty in class. He got high marks and was very hard working. His parents came from a teaching background with well-paid jobs which may have had an effect on his motivation at school.

### **Language Skills**

There was nobody in class who had poor Spanish although there was one girl from Romania who occasionally had to ask what something meant but there were no problems with her language skills. The Spanish students spoke better English than the other groups of children suggesting that their parents may have been providing additional English support out of class. If this is the case, then it is possible that they received additional tutoring in other subjects as well.

## **8.2 Analysis of Observations**

A summary of the evolution of the children according to their behaviour, education and language skills can be found in appendix 1.

To begin with, in terms of behaviour, it was fairly even between immigrants and native children at the schools. In 1º infantile there was a South American girl who was disruptive in class, but rather than blame that on her nationality it may have been due to her personality. Children in this age group were obedient and generally quiet. It was when they

reached 2° infantile that behavioural issues appeared. At this age group there were issues with the Moroccan boys at both schools. The first school had problems with his violence towards his classmates, this may have been attributed to the fact that as his language skills in Spanish were not developed he could not express himself or understand others. As a result he felt the need to lash out. At the second school the Moroccan boy was the victim. The other Spanish children did not like to play with him since he could not join in as a result of not knowing Spanish.

An interesting trait that was noticeable in the evolution of the children was the fact that once children reached 5 or 6 years old (3° infantile) there formed the beginnings of classroom segregation. In school one, the Spanish children and the African children did not mix with each other, even though with other nationalities they had no problem. The behaviour of the Spanish children had worsened and they behaved more poorly than the immigrants in class.

Once in primary school, the classroom segregation became even more noticeable. There was a case of bullying of an African child from a Spanish child in 1° primary not unlike the situation in 2° infantile. The Eastern Europeans and the African children did not mix during school and there suggested there was some tension between the two groups.

In 2° primary the Africans were the most disruptive in class. The South Americans had started to group together and did not mix with the Spanish children. This trait continued into 3° primary. Once again there was a violent Moroccan child in this year group. Finally in 6° primary although the South Americans got on well with other nationalities they did not tend to mix much during school.

The academic achievement of the children altered through the years at school. To begin with the performance at school was balanced between the immigrants and the native children. However through the years this changed. In 2° infantile the African children

performed better in school two and the Spanish in school one. The next year was where the Eastern Europeans excelled at class. There were some children that needed support at school, Africans, Romanians and Moroccans all had additional support at education. Once in primary school the South Americans started to decrease in their educational attainment, in 2°, 3° and 6° the South Americans repeatedly performed the worse<sup>41</sup>. The Spanish children on the other hand were reverse. They started off performing poorly at school but by the time they reached 6° primary they were the best group of children academically.

The language skills of the immigrants varied greatly. The group of children who repeatedly needed assistance in Spanish were the Romanian children (1° infantile, 3° infantile, 2° primary, 6° primary) and the Moroccan children (1° infantile, 2° infantile, 2° primary, 3° primary). In terms of English (the second language for all students, the third for others) the Eastern Europeans and the South Americans did well in early school years. However, by 7 years old (2° infantile) the Spanish children overtook the immigrants in English language.

### **8.3 Discussion Groups**

The teachers used in the discussion group were free to express their opinion about the children in their class. The issues of most importance the teachers brought up can be found in appendix 2.

A topic that came up often was the behaviour of the children in the class. Teachers in school one infantile stated that the worst behaved children they had were from Africa, whereas in school two the children from Africa were the best behaved in infantile, although this changed when they reached primary school age. Issues of bullying amongst children was

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<sup>41</sup> This trend in the data could be attributed to the “Cultural Ecology Theory” researched by John Ogbu in regards to minority students in education. This theory explains the interactions of factors that encourage people to immigrate to another country. If immigrants do not think it is important to go to school to study when they can go straight to work and help their family they will not strive hard in school. Seeing parents work for low paid, un-skilled jobs when they should be in a different sector could de-motivate students as it appears that regardless to education level, one may still be working in a poorly skilled job (Foster, 2004).

a serious matter. In school one an African boy from Sub-Sahara would bully his classmates. He did not speak much Spanish, a similar case to the violent Moroccan boy also in school one.

In terms of academic attainment both school one and two infantile agreed that the Eastern European children were motivated to work well. Their reading and writing skills were, in general, the best out of all the children in the class. However, in school two primary, the Eastern European children performed poorer at school than their classmates because of the language barrier they faced. This suggests that age of arrival does certainly play a role in a child's ability to learn a language and adapt to the classroom situation. It was mentioned that South American girls worked harder at school than South American boys in general in school one and the African children worked hardest in infantile at school two. The Romanian children find school the hardest in terms of work.

In terms of friendships of the children, school one mentioned the fact that the South American girls and the African girls regularly had arguments amongst the group. In school two infantile, the children all got on well together. They did not mention any issues they have had in the classroom. However, in school two primary, it was mentioned that the South Americans were more friendly to one another than to other groups of children. Whether this was because they shared the same traditions and thus spent more time together than with the native Spanish children was uncertain.

Language was an important issue that came up often in the group discussions. In school one infantile, teachers complained that some parents did not speak Spanish and so their child did not speak Spanish and as a result communication became rather difficult. In school two infantile, the Eastern European children were mentioned to speak the best English whereas in school one it was the South Americans. School two primary had a couple of

children that did not speak any Spanish when they arrived to school but they did not mention behavioural problems as a result.

Interesting traits regarding the parents of the children were discussed which opened up the knowledge of the background of the child. In school one; the Spanish children had parents who were prepared to pay for additional tuition so that their child could do well at school. The Eastern European children had parents that dressed them in stylish clothes creating a good appearance. In school two, the negative effects of an absent parent was mentioned in infantile where one child refused to talk because her mother was sent back to her country of origin. There were various children at both schools who had parents that did not speak Spanish.

The solutions that the teachers had thought up were varied according to the school and the age group. For infantile classes, teachers mentioned they often encouraged immigrants to share their customs with the class and teach the traditions and their own language. Projects involving other countries would be undertaken to provide insight to the other cultures of the world. Teachers were also willing to talk to the parents in English if it made communication easier therefore allowing the parents to get involved with the education of their child. Playing games was another option offered for the infantile classes as this teaches a child in a fun and active way. Routines was particularly important in school two infantile as it provided a stable learning environment that allowed the children relax as there would be few surprises. Language support for the new immigrants was given and teachers mentioned that giving extra work to the intelligent children could be an advantage as it would keep them occupied and encouraged their performance at school.

For the primary age group, the teachers suggested having other classmates help the students who found a particular activity difficult. In this way, they could learn from a friend and the teacher could have the time to deal with other students. The seating plan idea was an

especially good idea and is adopted by many of the teachers in primary. The change in environment not only helps a child concentrate more in class but also to interact with classmates they might not have previously considered before. Teaching children about other races in the world could be used as a way of informing and imparting knowledge. Patience and praise were two important concepts agreed on by the teachers at primary school to encourage school performance.

#### **8.4 Individual Interviews**

The transcript for the interviews can be found in appendix 3.

##### **1. What is your view on the immigrant population in your classes?**

This question had a fairly standard response. Teachers in school two had more immigrant children than in school one but no-one stated that having immigrants was an issue.

*“..the immigrant population does not cause a problem in class<sup>42</sup>”* Teacher D. S2. Infante.

Furthermore, the fact that it was mentioned that the majority of immigrants started school at a young age they already had a good handle of Spanish by the time they reached upper primary school. This is an important factor to take into account when dealing with immigrant children. If one does not understand the language they are unlikely to do well at school.

The response of Teacher A (S1.Infante) was interesting in that she mentioned they do projects on the country of origin of a child

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<sup>42</sup> ...la población inmigrante no causa ningún problema en las clases

*“See the display board? This is [NAME]’s family. She is from Mexico and so we had all the students bring in bits and pieces from Mexico to create a presentation”.*

Teacher A. S1. Infante

This is a brilliant way of teaching children the importance of respecting different cultures and by encouraging everyone to participate by bringing in items to show, it strengthens knowledge of other cultures.

## **2. Do you find the child’s family plays an important role in the education of the child?**

All six teachers in the interviews agreed that the influence of parents was an important aspect in the child’s education for various reasons. Some believe that it was the parents that motivated the children to work; others stated that it was important in behavioural issues in children. Some teachers encouraged parents to do homework with their child.

*“We give the children books to take home to read with their parents”*

Teacher C. S2. Infante

Interestingly, it was mentioned that not only parents play an important role, but also siblings as this provided a social network within the school which made children feel more comfortable.

*“...perhaps it is better for the younger siblings because families can understand how the schooling system works. It’s like the older siblings are the guinea-pig.”<sup>43</sup>*

Teacher D. S2. Infante

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<sup>43</sup> ...igual va mejor para los hermanos pequeños porque la familia pueda entender mejor cómo va el sistema escolar. Es en plan, los hermanos mayores son el experimento”

Furthermore, having parents in the lives of the children was important for their motivation at school. When a child's parent was unemployed or had a low-skilled job, teachers noticed the motivation decreased in the child as they can feel the stress of their family situation.

### **3. What is the behaviour of children in class? Is there any difference between immigrant children and native children?**

In upper primary school, Teacher F noted that the South Americans grouped together and if one misbehaved in class, the others joined in. In lower primary school, it was noted that the African children were the worst behaved.

In infant school there was little difference between immigrants and native children. Teacher B (S1.Infantile) blamed any misbehaviour on the teaching method of the school rather than on the fact if the child was immigrant or not. Interestingly, Teacher A (S1.Infantile) mentioned two boys who misbehaved in her class, who coincidentally did not speak Spanish. Whether this was a cause of their misbehaving was not possible to state. This question resulted in some hesitancy from the teachers; it is likely they felt uncomfortable discriminating between races.

*“Well, all the children behave well, although in my classes if I had to name a specific group, well, it would be the African children that are the most problematic. But in general they all behave well.”<sup>44</sup>*

Teacher E. S2. Primary

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<sup>44</sup> Pues, los niños se comportan bien, aunque en mis clases si tenía que nombrar a un grupo específico pues, serían los niños africanos los que son los más problemáticos. Pero en general, todos se comportan bien



#### **4. How well do the immigrant children perform at school in general?**

This question had a varied response according to the year the child was in. In upper primary school, the Spanish students worked much harder than the immigrant students and as a result got better marks. In lower primary school, the South Americans did well in class, however in general immigrant students got worse marks.

This response completely changed in infantile school where it was the immigrants that got better marks than the Spanish children

*“In my classes, I have realised that the children who get the best marks are those from African and Eastern Europe.”<sup>45</sup>”*

Teacher D. S2. Infantile

*“...we do homework in either English or Spanish. The South American children do well in this, as does [NAME], from Poland.”*

Teacher C. S2. Infantile

In school one, Teacher A pointed out that the Eastern European children did well at school and had better writing skills than their Spanish classmates. This may be attributed to the fact that they were second generation immigrants and so did not have to contend with learning a new language.

#### **5. What additional help does the school provide for immigrants?**

School one did not offer additional support for children. It was just an infant school at the time and so it may not have seen it as important to offer learning support as children at this age could not be classified as “slow” in class since all the children were learning basic skills.

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<sup>45</sup> “En mis clases, me he dado cuenta de que los niños que sacan las mejores notas son de África y luego de Europa de Este”.

School two offered a variety of support for children, from Spanish language to Maths. This support was available to both the infant school and the primary school which was an important factor for the integration of children because by understanding the work in the classes one did not have to feel ashamed and therefore could participate more and make friends.

### **8.5 Summary of Findings**

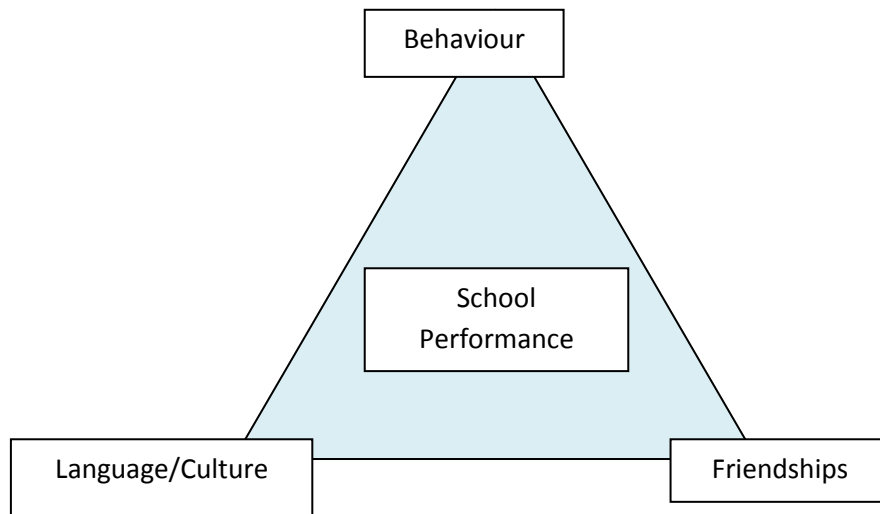
This information leads the dissertation to discuss whether the findings from the qualitative methods to analyse the schools match the Government procedures<sup>46</sup>. The findings of the schools can be put into three broad areas; behaviour, language/culture and friendships (figure 10, across the page). These areas are all interrelated and affect the child's performance at school. In order to manage these areas the Government on both a local and national scale have introduced practices that deal with the performance of school children.

In terms of the relationship between behaviour and friendships, the Government of Navarra have designed, through the APYMA association, activities that help children to interact with one another. Planned activities assist in the integration of immigrants into the school as it encourages collaboration between the groups of immigrant and native children creating a welcoming atmosphere. By promoting relationships between immigrants and natives, the behaviour at school is likely to change. Children will mix more freely amongst one another and thus ghettos are unlikely to be formed.

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<sup>46</sup> Although the Government procedures are through Laws and Decrees, there also includes recommendations to dealing with immigrants in the school with no legal obligations. Therefore, items which the schools may not abide by are not necessarily breaking the law.

**Figure 10: Factors Affecting School Performance**



*Source: Author*

The relationship between friendships and language/culture has been dealt with in a number of ways. The Department of Education in Navarra introduced the Plan of Teacher Training which involves a section on the welcoming process and the integration of students. They receive training on how to teach Spanish as a second language and school resources are provided to students with a poor socioeconomic background. This has assisted in the relationship between friendship and language/culture as by teaching Spanish to the immigrants in a successful way allows the child to socialise with their classmates and thus make new friends instead of sticking to a group of their own race.

The relationship between behaviour and language/culture is a difficult relationship to contend with. However, the Education of Navarra have provided information and training courses educating the teachers on the different cultures and how traditions might affect a child's school life. The Department of Education works closely with immigrant parents providing translation services and support which will ease a child's integration into school. The recommendations of the Government of Navarra suggest the number of hours additional

Spanish courses should last and the type of classroom it should be held in. This enables a child to focus on the work and indeed learn at an appropriate rate.

That being said, there are some areas where the schools do not satisfy the Government recommendations. It had been stated by the Department of Education of Navarra that all immigrant families will receive information guides about the schooling system, however, when choosing what school to send their child the majority (55%) sent their child to the nearest public school due to the fact that they had not received any information regarding the schooling system (Encuesta Nacional 2008- Inmigración en Navarra).

The Government of Navarra further states that procedures should be in place to assist in the maintenance of one's home tongue, however the two schools in this study did not offer any form of language assistance apart from Spanish and English. The fact that the Romanian girl in school two had to miss class to attend her additional Spanish lessons goes against the recommendations of the Government of Navarra that children should not miss out on education during school hours.

## **PART FIVE: CONCLUSIONS**

### **CHAPTER 9: CONCLUSION**

This dissertation has looked at the educational attainment of the immigrant population in Navarra. In the introduction it asked whether the role of the government is helping integration of the immigrant population and what factors might cause a child to underperform at school. Both these issues have been dealt with in a logical and formal manner.

Immigration into Spain is a recent phenomenon and thus Spain was not prepared in terms of laws and decrees to accept such an influx of immigrants at such a short period of time. The population of Navarra has increased since the 1990s with immigrants from Morocco, South America and Eastern Europe in particular. These immigrants are mostly of working age often with young children. The majority of immigrant parents send their child to public schools as this is the easiest option for someone who has just arrived in the country as public schools have the necessary means to accept children and provide additional support where necessary. The Government of Navarra have made it particularly easy for students to enter even if it is during mid-term. In this way they will not lose valuable education time which will assist in their integration. This can be backed up by the example of the two Moroccan children who entered 2<sup>o</sup> and 3<sup>o</sup> primary at school two halfway through term. Furthermore, school supplies are offered to students at the public school and translation services are offered by the Department of Education for parents filling in the matriculation forms for the school.

The Spanish Government has implemented a variety of procedures to assist in the integration of the immigrant population in Spain. Over the years, the laws have become more specific and tailored to the needs of the individual immigrant population. The Government has recognised the need of integration of an immigrant population and through the education of immigrant children there provides a chance of successful integration.

The Government of Navarra has also created laws at a local level tailored to meet the needs of their particular situation of immigrants in the society. Laws regarding sheltered housing and health care for immigrants is a huge step forward to recognising them as citizens of the Foral Community.

In terms of the school attainment of immigrant children, the dissertation has researched background information from previous researchers in a bid to explain various

factors that could cause a child to excel or fail at school. Factors such as the age of the child when learning a language and the background of the parents play a huge role in determining whether a child will do well at school. The actual discussion of the school performance of the immigrant children took place through the observations of 12 infantile classes and 8 primary classes in two schools over a period of four months. The observations concluded that behavioural problems were more likely to occur in immigrant children than native Spanish children; however the school performance between immigrant children and native children would alter depending on the age of the child. The younger children pick up the language skills much faster than the older children and thus perform well in school, particularly those from Eastern Europe. The South American children start off well at school, but seem to lose motivation as they go up the years. These observations have been backed up with studies completed by other researchers in the field who have come to the same conclusion.

Three discussion groups were held with teachers from infantile and primary in both schools. Reoccurring problems regarding the language of the student appeared, with many children requiring additional support. Children from Eastern Europe were said to be hard workers and gain good grades in all discussion groups. Friendships amongst children vary, with some problems between African and Eastern European students. South Americans tended to be friends with each other when they reached upper primary school and did not often mix with the Spanish students. The discussion group offered solutions to integrating immigrant students in the form of games, routines and projects in the younger classes and pairing up and changing the seating plan for the older classes.

The six interviews conducted with teachers from infantile and primary provided valuable information in to the views of the immigrant population and problems they may have met. All teachers were open to accepting immigrant children, and many stated that they

provided few issues to teaching to classes as a whole. It was agreed that the parents should play a role in the education of their child as this could have an effect on their education.

In conclusion, this dissertation can accept that the role the Government has on a multilevel status regarding the integration and education of immigrants is indeed satisfying the potential needs of the immigrant population in Navarra. The recommendations they offer to schools to cope with an incoming foreign population are logical and the training provided for teachers are aimed at covering all possible areas which may need guidance. The fact that the immigrant children perform poorer at school cannot be blamed on the inadequacy of the Government but rather uncontrollable factors such as the age at immigration, their home situation and the work condition of their parents.

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## APPENDIX 1: EVOLUTION OF CHILDREN'S BEHAVIOUR

Year Group	School	Behaviour	Academic Achievement	Language
1° Infantile	School Two	Same for immigrants and natives. One South American girl badly behaved	Same for both immigrants and natives. Girls more advanced than boys	Pakistan, Romanian and Moroccan children with problems of Spanish
2° Infantile	School One	Moroccan boy violent	Spanish children perform better	Moroccan boy cannot speak Spanish Immigrants mix up Basque and Spanish
	School Two	Spanish children bully Moroccan	African children perform better	Moroccan boy cannot speak Spanish
3° Infantile	School One	Same for immigrants and natives Spanish and African children don't mix	Eastern Europeans perform best	South Americans and Eastern Europeans have the best English
	School Two	Spanish behave worse	Eastern Europeans perform best	Romanian with problems of Spanish
1° Primary	School Two	Spanish child bully African child Moroccan disruptive Eastern Europeans and Africans don't mix	Pakistan forgets homework African child needs support	African, South American and Eastern European children have the best English
2° Primary	School Two	Africans most disruptive South Americans stick together South Americans and Spanish don't mix	Romanian performs the worse One South American slow at work	Romanian (poor Spanish) and Moroccan (no Spanish) Spanish children best at English
3° Primary	School Two	Africans most disruptive South Americans also disruptive Moroccan child is violent South Americans don't mix with any other nationalities	South Americans poorest performance Africans perform well Spanish perform well	Moroccan (no Spanish)
6° Primary	School Two	Jamaican and South Americans banter South Americans stick together	South American girls perform well South American boys perform the worse Moroccan performs well Spanish perform the best	Romanian needs occasional help with Spanish Spanish the best at English

## **APPENDIX 2: DISCUSSION GROUPS**

### **School one: Infante (3-6 years old)**

- One of the Moroccan boys was very violent. He would hit teachers and students and was virtually uncontrollable. He came without knowing any Spanish
- Some parents don't speak Spanish, which means they don't attend parent-teacher meetings. They also can't help their child with homework and Spanish language thus making it harder for the child to integrate
- One boy from Sub-Sahara Africa would bully his classmates. He only spoke English and Basque as his parents spoke little Spanish.
- Some of the Spanish children had well-off parents who paid for extra tuition outside of class (English lessons, Art class, etc) thus they worked very well in class
- The South American children (girls rather than boys) work hard at school and get good grades.
- The Eastern European children were very well dressed; their parents take a lot of care in their appearance. They also do well at school, in particular with writing and maths.
- In 3º infante, the group of African girls regularly fall out with the group of South American girls through trivial matters. These girls act as though they were 15 years old

### **Solutions from School one discussion group infante**

- Have meetings with parents in another language if possible. African boy at school had parents who did not speak much Spanish and therefore offered to meet with them in English to discuss their son. This gives confidence to the parents and draws them into the education of their child
- Encourage all students in academia, however if one child is particularly doing well, give them something extra to do. Put harder sums and demand more of them.

- When working on writing skills, children would pair up to write a story. If someone is particularly weak at this have them pair up with a skilled child. That way they don't struggle as much and can enjoy the activity.
- For children who speak another language, have them embrace it. Encourage them to teach their friends phrases and traditions they have in their country
- Have classroom projects on other countries: Arab countries, South American countries, etc

### **School Two: Infante (3-6 years old)**

- The Moroccan boy who arrived to class had previously been in a refugee camp. When he arrived to school his eyes were huge looking at all the toys available. He will quite happily speak Arabic to the teachers. The other students did not really play with the Moroccan boy at first.
- One African girl who was normally really chatty refused to talk for an entire day because her mother had been sent back home.
- The African children work the hardest at school and are polite to teachers
- The boys in the 2º infante are obsessed with making guns out of the lego. There is one boy from Iraq that makes rifles out of them
- The Eastern European children speak the best English and can read and write fantastically
- There are fewer Spanish children than immigrant children in some classes but they all get on well together

### **Solutions from School two Discussion group infante**

- Let the foreign boy be the volunteer in the class to make his classmates respect him and give him a bit of responsibility
- Provide language support for children who cannot speak Spanish



- Playing simple games with the class encourages them all to speak and involves a child that does not speak the language
- Arts and crafts is an important role in the children's development
- Have routines and stick to them. It is much easier for an immigrant to get accustomed to the Spanish schooling system if they can know what is going to happen next.

### **School Two: Primary (6-12 years old)**

- The African children when they are younger they are well behaved and when they reach the last year at primary school they are good, but between the years of 2° Primary and 4° Primary they are very poorly behaved.
- Some of the Romanian children find it hard to concentrate in class but they don't interrupt
- The Moroccans who have recently arrived to Spain find lessons very difficult. They do not speak any Spanish and their parents also do not speak Spanish. This makes communication very difficult
- The South Americans tend to group together more outside of class, their best friends are other children of the same race

### **Solutions from School two Primary**

- Have the immigrant child who cannot understand Spanish sat next to a clever and helpful Spanish student that often finishes their work first. In that way when they have finished they can help their partner. This forges friendships and makes the clever Spanish child feel useful.
- If a child who does not do well in class offers an answer, praise them for the effort
- Have the patience to explain things five or six times for children who don't understand the activity

- Every so often, change the seating plan of the classroom. That way children will sit next to a new person and give them the chance to make new friends. This helps particularly with the integration of a new student
- Treat any signs of discrimination amongst classmates as a very serious matter. Use materials in class that teach children of the different races

### **APPENDIX 3: TRANSCRIPT FROM INDIVIDUAL INTERVIEWS<sup>47</sup>**

#### **School 1: Infantile**

##### **Teacher “A”**

**Profile:** Previously worked with children from primary schools. She has been a teacher for 9 years. Teaches English and Basque in Infantile class

#### **What is your view on the immigrant population in your classes?**

Well, in my class I like to get the children to embrace the different cultures...we actually don't have many immigrants... oh apart from [NAMES STUDENTS]. See the display board? This is [NAME]'s family. She is from Mexico and so we had all the students bring in bits and pieces from Mexico to create a presentation.

#### **Do you find the child's family plays an important role in the education of the child?**

Of course! Definitely, I mean at the end of the day it's the parents that have to encourage the child to do their homework and come to school. Yes, they certainly are important, that's why we let the parents come into the school and take their child right up to their classroom. Gives them a chance to see what their child's been working on, makes them feel involved

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<sup>47</sup> Interviews were conducted face to face with author taking notes on what the subject had to say. No recordings were made. Effort was made to portray as closely as possible the word for word answers.

**What is the behaviour of children in class? Is there any difference between immigrant children and native children?**

Hmm, well I think in general all the children behave well in class, of course you always have the naughty one but I really don't notice any huge difference between races. The only thing I would point out is that the two children [NAME] and [NAME], you know them, right? Well as you know [NAME] has behavioural problems, you have seen what he's like in class, hitting, spitting... Well his parents don't speak Spanish and he's learning it. The other boy, [NAME] is also a little terror, and he is learning Spanish too.

**How well do the immigrant children perform at school in general?**

You know, this is a hard question! At this age it is hard to say how successful one is at education or not, I mean some children are still learning to write their name whereas others are writing stories! I doubt this has much to do with having an immigrant background but rather their own capabilities. But, *a ver* ...[THINKS TO SELF] ok well I guess if I had to say a nationality that did well, it would be the Eastern European children, the ones from Moldavia. Have you seen the stories they wrote as part of book day? So much better than some of the other children!

**What additional help does the school provide for immigrants?**

Well, [NAME OF SCHOOL] don't offer additional help to children because they believe that children at this age are still developing... although to be honest, if they had some additional support, even to help with reading and writing, the children would benefit a lot.

## **School 1: Infantile**

### **Teacher “B”**

**Profile:** Has been teaching infantile classes for 10 years, was previously working as a teacher in Dublin (Ireland). Teaches English in Infantile classes

#### **What is your view on the immigrant population in your classes?**

In my classes? Well, let's see, I only work with 2<sup>o</sup> infantile so in that age group... you know we don't have a huge amount of immigrants. Well apart from a couple of South Americans. They are really sweet. I expect in the following years the immigrant population might increase, in [NAME OF TOWN] they've built special housing for people with money problems which will either attract lots of *averchale* or immigrants!

#### **Do you find the child's family plays an important role in the education of the child?**

I expect it does, although some parents just don't care. I have spoken to [NAME]'s parents several times about his behaviour and he is not improving. They just shrug and “oh well it's your problem, you're the teacher!” Can you believe it? Man, if they saw [NAME] in class...they'd be shocked at his behaviour.

#### **What is the behaviour of children in class? Is there any difference between immigrant children and native children?**

Humph, the children in this school have no discipline at all. [HEADTEACHER'S NAME] thinks that children develop better with no rules. Man, how can this happen! They are 4 years old! They need to be told what to do. You can't teach children respect if they don't respect you!

**How well do the immigrant children perform at school in general?**

You mean in comparison to the Spanish students? Well, I guess they perform about the same. [NAME] is from South America and he speaks good English, or at least he seems to understand! In my class I have some students with mental problems. I personally think they would do better in a specialised school, but it is up to their parents!

**What additional help does the school provide for immigrants?**

This school provides nothing. They don't even support the teachers. If they catch you speaking Spanish to the children and you are actually one of the Basque teachers or English teachers, *pues te echan la bronca!* It's ridiculous the situation. If I didn't have an assistant teacher with me, there's no way I could cope.

**School 2: Infantil**

**Teacher "C"**

**Profile:** Has been teaching infantil for 12 years. Lived in Britain for a couple of years. Teaches various subjects in English to the children in 3º Infantil.

**What is your view on the immigrant population in your classes?**

I think the immigrant population has increased a lot since I started teaching, I don't normally find it a problem, but when students come into class and they don't speak the language it is really hard for me.

**Do you find the child's family plays an important role in the education of the child?**

Oh, of course. We like to get the parents involved. We give the children books to take home to read with their parents and then they have to write a sentence and draw a picture about what it was about. So, yes, I suppose parents are important.

**What is the behaviour of children in class? Is there any difference between immigrant children and native children?**

Oh, well I suppose sometimes the behaviour is worse in some of the foreign children, I think it is probably because of the stress of moving home and maybe they are sad about leaving family behind. But you know, all the children are lovely.

**How well do the immigrant children perform at school in general?**

Um, well really all the children work well at school. I'm not sure how much help they receive at home, like if their parents read to them, or what language they speak in.

In my class of 3° infantile we've started doing homework; we do homework in either English or Spanish. The South American children do well in this, as does [NAME], from Poland.

**What additional help does the school provide for immigrants?**

We are lucky at this school to have the availability of additional support teachers. They can provide one-on-one attention to students. I have a couple of children in my class that have additional support for Spanish language and they seem to enjoy it.

## **Sample 2: Infante**

### **Teacher “D”**

**Profile:** Has been teaching infante for 2 years. Recently came out of University. Teaches various subjects in English to 2º infante.

#### **¿Cuál es su punto de vista sobre la población inmigrante en sus clases?**

Bueno, no he trabajado como profesora mucho tiempo, pero creo que la población inmigrante no causa ningún problema en las clases. O sea, que los niños se caen bien entre ellos. No tengo problema en tener niños inmigrantes en mis clases, umm, está bien.

#### **¿Cree que la familia del niño juega un papel importante en la educación del niño?**

Sí, eso sí. La familia es super importante para los niños. Además los hermanos también. Sé que muchos de ellos en mi clase tienen hermanos mayores en el colegio. Por eso, no sé, pero igual va mejor para los hermanos pequeños porque la familia puede entender mejor cómo va el sistema escolar. Es en plan, los hermanos mayores son el experimento, ¿sabes? Y pues, luego cuando toca a los niños pequeños entrar en el colegio, pues ya saben como va a ser.

#### **¿Cuál es el comportamiento de los niños en clase? ¿Hay alguna diferencia entre los niños inmigrantes y los niños nativos?**

Uff, pues a ver. En mis clases en general los niños se comportan, igual tanto los inmigrantes como los nativos. Tengo un niño de Pakistán que está ¡obsesionado con las pistolas! Cuando estamos en los rincones, siempre elige coger los juegos de construcciones, y está allí creando pistolas y “matando” gente. Pero bueno, así son los chicos, ¿no?

**¿Cuáles es el rendimiento académico de los inmigrantes en la escuela en general?**

En mis clases, me he dado cuenta de que los niños que sacan las mejores notas son de África y luego de Europa de Este. [NAME], es super lista, y es de Rusia y [NAME] de China también.

**¿Qué ayuda adicional ofrece la escuela a los inmigrantes?**

Aquí ofrecemos clases particulares de castellano. [NAME] tiene que hacer esto, ha venido de Marruecos, no sabe nada de castellano, pero ha aprendido bastante, ¿no crees? En mi clase, siempre tengo otra profesora que me ayude así que ella puede explicar las cosas a los que no entienden bien y luego yo puedo seguir con la clase.

**Sample 2: Primary**

**Teacher “E”**

**Profile:** Has been teaching for 9 years in primary education 2º, 3º and 4º. Teaches English.

**¿Cuál es su punto de vista sobre la población inmigrante en sus clases?**

En mis clases tenemos muchos inmigrantes, aunque ya que la mayoría son de Suramérica no hay problemas con el idioma. Además, en este cole, la mayoría empiezan la escuela en infantil así que cuando llegan a primaria, pues ya saben castellano.

**¿Cree que la familia del niño juega un papel importante en la educación del niño?**

Hombre, claro. Los padres son imprescindibles para la educación del niño. He visto niños perder su motivación en clase cuando sus padres estén en paro. Así que, sí, veo muy importante el papel que tienen los padres.



**¿Cuál es el comportamiento de los niños en clase? ¿Hay alguna diferencia entre los niños inmigrantes y los niños nativos?**

Pues, los niños se comportan bien, aunque en mis clases si tenía que nombrar a un grupo específico pues, serían los niños africanos los que son los más problemáticos. Pero en general, todos se comportan bien.

**¿Cuáles es el rendimiento académico de los inmigrantes en la escuela en general?**

Bueno, en general, los inmigrantes si que trabajan bien. Bueno, tengo una niña de Rumanía que es muy lenta en las clases, o sea que les cuesta mucho entender las actividades que hacemos. Los niños inmigrantes de 3º si que lo hacen peor en clases en comparación con los españoles. Los suramericanos, pues, trabajan bien en clases. Sacan buenas notas, no sé.

**¿Qué ayuda adicional ofrece la escuela a los inmigrantes?**

En [NAME OF SCHOOL] tenemos clases adicionales para alumnos que tienen problemas académicos. Tenemos clases de castellano, de alfabetismo, de matemáticas...no sé que más hay. Pero bueno, esto es lo que ofrecemos.

## **Sample 2: Primary**

### **Teacher "F"**

**Profile:** Has been teaching for 7 years in primary education 4º, 5º and 6º. Teaches English

**What is your view on the immigrant population in your classes?**

I have a lot of immigrant children in my class; they don't have problems with Spanish, although in 6º *primaria* for example, some of the immigrant children struggle at English.

**Do you find the child's family plays an important role in the education of the child?**

In my experience, I would say it does play an important role. In the teacher-parent meetings we have I actually make it obligatory that a parent or guardian comes to the meeting. I want the children to do well, it is important they have support from home.

**What is the behaviour of children in class? Is there any difference between immigrant children and native children?**

Their behaviour? Hmm, well, I have noticed the South Americans stick together more when they move up the primary school. They are very chummy with each other, you know? One will talk in class or make a silly remark and the others often join in which can be disruptive.

**How well do the immigrant children perform at school in general?**

Oh, well I would say the Spanish students tend to work harder in the upper primary school than the foreign children, I believe that maybe they have the support from home that encourages them to do well. Especially those that are about to leave school to go onto Secondary education. Like I said before, some of the immigrant children have problems in English class.... I suppose the children with most problems are the South Americans.

**What additional help does the school provide for immigrants?**

We often send the new students who don't speak Spanish for additional language support however we do encourage the other students to be friendly and patient because in many cases a child learns much faster amongst their friends than in a teacher-student situation.