

GRITIM – Research in Progress

27 October 2022, 10am – 12pm

UPF campus Ciutadella, Mercè Rodoreda building, 24.S19 ([map](#), on floor -1 of building 24)

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Mobility/immobility in the Mediterranean: challenges to Euro-Mediterranean cooperation via mobility partnerships

This research aims to critically analyse EU cooperation on mobility with MENA countries within the framework of democracy promotion. The research focuses on the Mobility Partnerships (MPs) in the Southern neighbourhood. MPs and the migration and mobility agreements that are being negotiated challenge the very idea of the EU as a ‘promoter of democracy’. When it comes to a trade-off between cooperation with authoritarian governments to ensure stability and democracy promotion, the EU (still) tends to prioritise the former. The research explores the mobilitydemocracy nexus relying upon MPs as a way to promote democracy and protect human rights by fostering regular migration flows and challenges the so-called 3 ‘Ms’ strategy relying upon more Markets, Money and Mobility that the EU adopted in 2011. Being cooperation on democracy and mobility a process of ‘strategic interaction’, EU’s neighbours are not passive receivers of democracy promotion, they have ‘agency’ in negotiating policy tools and leverage their strategic role as guarantors of stability in the Southern neighbourhood in order to obtain more ‘money, mobility and markets’. EU’s policy tools as the MPs are currently constrained into a stability-democracy dilemma. The research zooms onto the pitfalls of such schema and explains the reasons why mobility across the Mediterranean cannot be fostered as an effective tool of EU democracy promotion in the Southern neighbourhood.

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Perspectives of immigrant families and secondary school teachers. Towards an intercultural education that promotes the educational success of immigrant students.

The main objective of the thesis is to relate the perspectives of management teams and secondary school teachers with the perspectives of families of immigrant origin on the strategies, tools and activities of intercultural education. To do so, we analyse the perception between the everyday situation through an ethnographic process. We also analysed the most effective strategies for the

inclusion and reception of pupils with a migrant background, incorporating community and cultural knowledge and skills. To do this, we use a theoretical framework that interrelates studies on immigration and secondary education, also considering the normative frameworks: legislation and school projects. Linking the research on intercultural education and its level of incorporation into the educational realities of secondary education, I delve into the aspects that are key to improving teachers' interventions; the participation and monitoring of families of immigrant origin. A mixed methodology was used to obtain the data: school ethnography (participant observation); semi-structured in-depth interviews; content analysis; focus group; use of the Intercultural Sensitivity Scale questionnaire (ISS-15). All this in order to triangulate the data and obtain a more precise idea of the current situation of intercultural education in secondary schools among both teachers and families. The work has been carried out in Seville as a research focus where we have worked with the profile of migrant families and education professionals, focusing on two secondary schools in very diverse environments.