



Universitat
Pompeu Fabra
Barcelona



GRITIM-UPF Research in Progress Session

Thursday, March 14th, 2019

12.00-14.00

Room 24.400

1. History and Theory of the Formation of Open Migration Regimes

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Abstract

This paper highlights how research on a particular historical case can contribute to the general theory of the formation of open migration regimes. The paper is based on the case study of the formation of the European migration regime from the late 1940s to its present configuration. With the free movement of people, European citizenship, and the Schengen agreements, the European migration regime has been in the global governance of migration a peculiar case, characterized by a high degree of internal openness. This case is all the more intriguing, as European countries have otherwise implemented particularly closed migration policies. The study resorts to the archives of the key European organizations—the Organization for European Economic Cooperation, the Council of Europe, the European Coal and Steel Community, and the European Community—and the key governments—of France and West Germany—that have wielded the most influence in the definition of the European migration regime. The paper thus identifies conditions and factors for the formation of open migration regimes. Conditions include small differences in wages among countries, a high degree of division of labour, the absence of sharp territorial disputes involving immigration countries, a specific structure of the international migration system that authorizes enterprises of hegemonic stability, and an overall vulnerability of the hegemon. Factors include the hegemon's interest in the social and political stability of the system, in the cohesion of the members of the system against external threats, and in the penetration of other markets by its companies.

2. Family-School Relations and Trust in an Intercultural Context

[Mina Prokic](#)

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Abstract

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