Migration in educational settings: The need for a complex approach
Editorial

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In several places all over the world, the school is a scenario in which converge subjects of different origins and multiple cultural references. Migrant families' incorporation into the school environment is not a new phenomenon in the classroom, since -although with territorial differences in the different moments of its appearance-, it is a process prevailing since the mid-twentieth century.

But now, with the intensification of migratory flows, many of them intra-regional, the displacement of refugees and socio-political tensions related to multiculturalism, there is a need to review the educational practices and basis with which the reception of newcomers and the treatment given to cultural diversity in the classroom is approached. In this global context and despite the persistence of approaches based on cultural deficit and assimilationism as an educational response (Rojas et al., 2015; Stefoni & Stang, 2017; Tijoux, 2016), the school remains an ideal context from which to imagine and project a new citizenship that is more plural, flexible and sensitive to interculturality, for at least two reasons. First, because the problems associated with the presence and social incorporation of foreign communities and families are reproduced within schools; and, second, because this is a privileged social space for designing educational policies to visualize, problematize and think critically about the challenges associated with migration.

While knowledge about how cultural differences operate in schooling processes is necessary for any transforming project, it is necessary to avoid an excessive focus leading to the *folklorization* of intercultural education. In order to avoid this, research adopting an intersectional perspective has been decisive, taking into account the intertwining of migratory processes and cultural discontinuities with other challenges that especially affect the immigrant population, such as racism, precarious housing, labor exploitation, legal insecurity or social exclusion. Thus, in order to understand the cultural frameworks of migration in educational environments, it is necessary to take into account these intersections affecting practices, experiences and values which are not alien to schooling itself.

Other lines of research have focused on agents other than the students themselves. Thus, school organization, educational policies and leadership in the educational institution constitute a field of study that allow us to analyze which strategies work and which are the institutional conditioning factors for the development of intercultural education. In this direction, research points out that educational policies are often disconnected from the reality and particularities of educational communities, highlighting the low governmental support for their implementation in classrooms (Acuña et al., 2014; Jiménez & Valdés, 2021).

Teachers are also the object of study as in the lines of research on intercultural competencies, which are offering valuable knowledge, useful for configuring initial and permanent teacher training processes. As well as those studies pointing out the need for a curriculum aligned to critical teaching practices, which pursue the transformation of inequalities, the fight against prejudice, stereotypes, the recognition of identities, ethnicities, migrants and Afro-descendants, within the traditional structures that have marginalized them (Joiko & Vásquez, 2016; Marolla, 2019; Stefoni & Stang, 2016).

Other studies show faculty acting from diverse approaches to attend to cultural diversity (Stang-Alva et al., 2021). In this sense, they may use strategies to invisibilize the difference, perceiving it as hindering educational processes or, at another extreme, normalize it, but without developing significant changes in classroom methodologies. Other studies point out the difficulties for integration that derive from a nationalist and monocultural curriculum that acts in a prescriptive and conditioning way of school educational practices, emphasizing the absence of a model of intercultural approach as such, in that the national cultural hegemony prevails and imposes itself (Marolla, 2019; Mora, 2018; Stefoni et al., 2016).

The study of the alliance between migrant families and schools as a way of highlighting the resources of families and the contribution they make to schools is also a field that contributes decisively to the establishment of intercultural dialogue in schools (Lamas and Thibaut, 2021). Finally, several lines of action-research are oriented towards the development of educational models inside and outside the school. They often do not specifically target migrant students, but their interest in addressing cultural and social diversity, as well as the inclusion processes of those groups most at risk of being left out of school, is explicit. The Funds of Knowledge or the Identity Funds are some examples of international research programs based on long-range longitudinal designs.

In short, there are several research and intervention fronts opened by this phenomenon and it continues to generate challenges in different latitudes. Changes required are based on the paradigm of complexity, resulting in the need for structural and systemic modifications operating at various levels simultaneously. At educational policies level, to ensure equity between native students, students coming from abroad and the students belonging to minority groups. At the level of the resources granted by the educational administrations for the attention and management of cultural diversity; at the level of a flexible curriculum compatible with a multicultural reality; at the community level, so that the school connects with all institutions, entities and agents to make education a common task; at the level of each educational center, where it is necessary to ensure the full participation of the different strata and sectors of the school community. Finally, at the classroom level, promoting an inclusive and anti-racist teaching practice. All this with the backing and support of updated empirical evidence.

Thus, Volume 21, Number 1 of Psicoperspectivas gathers relevant research on challenges and tensions that migration in educational environments faces currently, from a multifaceted approach that deals with the phenomenon in its complexity. Certainly, this set of articles provides tools, concepts and reflections from which we can read the migratory displacements caused by the recent COVID-19 pandemic crisis, but also about diverse migratory waves around the world, from which Ukraine is just the latest example. From Chile to Spain, passing through Brazil or the Netherlands, articles collected in this issue show that migration in educational environments is a matter of international priority, where the issues raised by the inclusion are repeated in different contexts depending on the history, politics and particularities of each territory.

In the article *The involvement of families in a school context: A qualitative study*, authored by Mireia Machancoses, Carina Siqués and Moises Esteban-Guitart, the aim was to identify the factors that contribute to establish adequate relations between the family and the school, focusing on the need for good relations between teachers and families. Particularly when in this context there is an important social and cultural diversity. The results show positive and negative aspects of family involvement in the school.

The work of Jordi Garreta-Bochaca, Àngels Torrelles-Montanuy and Héctor Cárcamo-Vásquez, *Primary education in Spain and cultural diversity*, highlights new problems emerged in Spain with the arrival of foreign students and the impact that this new reality had in the discourse and planning of educational centers. This situation motivated the development of a survey research in order to know the degree of concreteness of these changes towards a true intercultural education.

René Valdés, Felipe Jiménez, María Teresa Hernández, Ramiro Catalán, Rolando Poblete and Paloma Abett de la Torre propose, in their article *Contributions and limitations of reception protocols for foreign students: Recommendations for their improvement*, a study of the implementation of the protocols used by schools to facilitate the inclusion of foreign students. In addition to showing that main managers of these protocols are the psychosocial teams, they also noted some difficulties such as the absence of certain educational dimensions that are relevant to adequately respond to cultural diversity.

In Mónica Da Silva and Lucía Martin's article entitled *Migration, differentiation and affects: Traces of inequities in a public school in Montevideo*, analyze the conditions of inequity, racialization and differentiation faced by migrant children. The significant contribution of the study is that the problem is approached from a feminist perspective, providing a unique perspective on the origin of migrations, teachers' perceptions of displacement and educational proposals for this population. Authors discuss the need to advance towards relevant social transformations addressing human mobility in the educational context.

In their article *Inclusion of migrant students in a Chilean school: Challenges for school leadership practices*, authors Sebastián Gómez and Ricardo Sepúlveda question the way in which schools are facing the educational inclusion processes arising from the increase in the enrollment of migrant students. The paper focuses in particular on school leadership practices linked to inclusion processes, institutional challenges involved and the relevance of promoting a better inclusive education.

Sara Joiko and Andrea Cortés base their work Hierarchies, assimilationism and resistance: Migratory experiences in the educational field of the Great North of Chile, on two qualitative studies that sought to identify and describe the discourses on migrant families and students within the educational context, found that the discourses produced on migrant families are based on a hierarchization founded on the origin of migrants, which leads to their reproduction as a form of racism and the emergence of an assimilationist process that comes from both families and the school.

The research conducted by Inmaculada González-Falcón, Inmaculada Gómez-Hurtado, María del Pilar García-Rodríguez and José Coronel-Llamas, entitled *Professional development of teachers of Spanish for immigrant students: Achievements and pending challenges*, discuss aspects related to the implementation of the so-called "special classrooms for immigrants" that seeks to teach Spanish to immigrant students, and explore factors that condition the development of such work, its status, professional promotion and its impact on the management of cultural diversity are explored.

In the article *Ethnic and cultural discrimination in school choice processes in sociocultural minorities in Chile,* written by Juan de Dios Oyarzún, Lluís Parcerisa and Alejandro Carrasco, focuses on analyzing the reasons why families from different Latin American countries and Mapuche families choose their children's school. It shows how constructs linked to migration, such as culture or ethnicity, play a central role in this process, marked by a great segregation in the Chilean neoliberal educational context.

Possibilities and limits of school integration of students from southern Europe in Amsterdam schools, is the contribution of Sabina Greco and Cristina Goenechea. The relevance of this article consists in making visible migratory phenomena that we are not accustomed to hearing about or seeing on television: What happens with students from Italy, Greece or Spain when they migrate to northern European countries? Under this scenario, authors reflect about the difficulties of inclusion of these students in comparison with groups from other countries, emphasizing the role played by language.

Pía Podestá, Ibis Álvarez and Mar Morón present *How to develop intercultural competence in teachers? Evidences from the preservice teacher's practices*. As authors highlighted, teaching competences in the intercultural field are central when it comes to facilitating the processes of inclusion and cultural diversity in schools. Thus, the authors analyze curricular practices of future teachers in multicultural schools in Barcelona, pointing out receptivity, openness, reflexivity and adaptability as the main dimensions of intercultural competences. The

article offers great evidence for (re)thinking prospective teachers' curricula on interculturality and migration.

Processes of educational change in contexts of school segregation: A design-based research, is the article written by Cristina Zhang-Yu, Silvia Camps-Orfila, José Luís Lalueza, Sarai García-Díaz and Domitila Viñas-i-Rodríguez. It analyzes processes of educational segregation, tensions and solution measures that a that a Barcelona school has been taking throughout its trajectory. The article is a great contribution to the visibility of daily life in schools with a large migrant population, as well as the arguments and experiences of teachers, students and researchers.

Xenophobia in public schools: The High School students' perspective, by authors Lineu Norio Kohatsu and Gabriel Katsumi Saito is the article that closes this Thematic Section. From the Brazilian context, authors describe the results of a mixed study with migrant students (or children of migrants) and Brazilian students. The dual methodology of this research provides different accounts of experiences of discrimination and xenophobia in Brazilian public schools, showing the differences in this aspect between Brazilian students and students with a migrant family background.

This issue also includes three articles of open subject matter which dialogue closely with the Thematic Section works, so that the reader will surely find interesting links between the manuscripts. In first place, we can find the work of Gonzalo Oyarzún and Alejandra Falabella, *Personal and Social Development Indicators: The illusion of a comprehensive quality assessment*, which is focused on exploring what is meant by the term "quality assessment". Due to the historical attempt to obtain a comprehensive measurement of educational quality in a neoliberal and accountability context, the authors critically analyze those indicators (IDPS), what they are, what they measure and how they are constructed. Due to the historical attempt to obtain a comprehensive measurement of educational quality in a neoliberal and accountability context, the authors critically analyze the PSDIs: what they are, what they measure and how they are constructed. This work dialogues quite well with the Thematic Section.

Characterization of matching in foster families, authored by Jaime Muñoz, Pamela Jiménez and Mónica López, focuses on Chilean foster families, analyzing the criteria by which foster families and temporarily fostered children are matched. The results show the different tensions of this process, from the scarce availability of families to the limitations of recruitment processes, making visible the most urgent criteria and dimensions to be addressed for a reformulation of foster care processes.

Lastly, in *Adolescence and mental health in residential care: Portrait of a decade in Portugal*, authors Maria Francisca Morais, Beatriz Moreira Silva, Catarina Pinheiro, Paula Mena, Mónica Costa and Helena Moura offer an overview about the psychological adjustment indicators in children and adolescents in residential care centers of Portugal. As this study traces the changes in these indicators over ten years, the new needs and characteristics of new people in these centers become apparent: more adolescents, and more problems related to mental and psychological health, demonstrating once again the importance and necessity of prioritizing this topic in public policies worldwide.

We hope that this new issue will be interesting to rethink what is happening in schools in relation to migration, now that, once again, the geopolitical chessboard is shifting, with profound effects on students, parents, teachers and schools marked by the displacement of histories, cultures, meanings and, above all, lives.

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