

Primary education in the new migratory context. Challenges for the construction of an inclusive educational policy in Uruguay.

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Abstract:

The present work takes into consideration the migratory reality faced by Uruguay reflected in a small town located at km 168 of route 10 in the department of Maldonado. It will be an approach to the effects and challenges that the educational system and public policies have to face, with the conformation of increasingly diverse classrooms.

The phenomenon of internal and international mobility and the precarious migratory conditions that often exist, directly influences children when facing diverse losses and changes. The background of the research project shows that there are more unfavorable educational contexts for migrant children. In different countries, the probability of attendance, permanence, and school performance of these children is lower compared to locals.

Regarding the choice of the topic, it has great relevance and social pertinence. In addition, there are few precedents of research on the subject, so it could contribute to generating knowledge to understand how these inclusion processes can affect the adaptation of migrant children, as well as to guarantee access to their rights. The research aims to understand the educational dynamics surrounding the incorporation of migrant children, identifying the factors that favor or hinder their educational inclusion process.

In terms of methodology, this is a descriptive and analytical study based on educational ethnography as a qualitative research method, since the interest lies in describing the functioning of education facing a new reality. It will allow us to understand "from the inside" the continuous mobility presented by the elementary school No. 107 of Balneario Buenos Aires, as well as the changes at educational level generated by the insertion of migrant children. This study could also make it possible to explain the reality based on the perception, attribution of meaning and opinion of the actors who participate in it.

The preliminary results of the research show that the form adopted by mobility, the living conditions of migrant families, as well as the physical and emotional distance could generate

psychosocial effects that will influence to a greater or lesser extent the process of learning, adaptation and the way in which children relate to their peer group. Success in these teaching and adaptation processes will depend on how the diversity that characterizes them is included and made visible in the classroom.

Thus, the school and the different actors involved have a major role in addressing education in contexts of diversity and multiculturalism. That is why the State has an important responsibility to play in thinking about education as a means of access to promote social inclusion.