

INCLUSION OF MIGRANT AND ROMA CHILDREN IN SPANISH SCHOOLS: USING FOCUS GROUPS FOR PRESCRIPTIVE ANALYSIS

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Abstract:

Prescriptive analysis allows decision makers to be guided towards a solution to a problem, by considering the likely effect of future decisions in the advice provided. Although this methodology was born as quantitative, based on the results of predictive techniques, the nature of specific topics is better analysed by carrying out a qualitative analysis, allowing for a deeper understanding of the topic at hand. This is the case of the inclusion of Roma and Migrant children in schools, which is a very sensitive issue for Spanish society, considering the high rates of school dropout among Roma children and the increasing figures of migrant and refugee school-age children coming to Spain in the last years, especially of those who travel alone.

Due to their usefulness for generating information on collective views in a semi-structured manner, focus groups can be used as qualitative sources of data for describing, exploring and providing recommendations in social research. In this paper, a focus group methodology is applied to an interdisciplinary group of professionals in the field of social inclusion of migrant and Roma children in schools. The results of the focus group dynamic led us to a deeper and more insightful understanding of the situation, problems and possible solutions provide a number of policy prescriptions useful in the context of Spain and the European Union.

Keywords: Roma, Migrants, schools, inclusion, qualitative research, focus group.