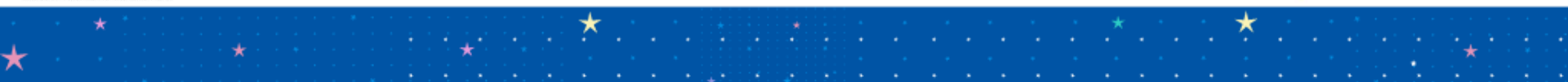
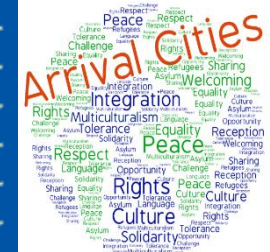


AYUNTAMIENTO DE
ROQUETAS DE MAR

ARRIVAL CITIES

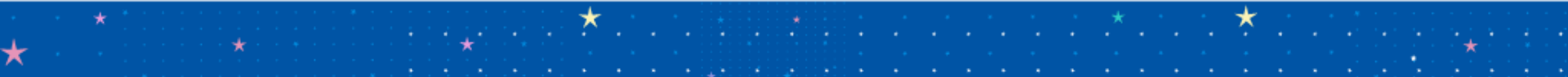
Managing global flows at local level

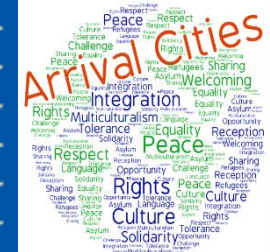




AYUNTAMIENTO DE ROQUETAS DE MAR

Roquetas de Mar is located in the southern part of the Almeria province, on the western side of Almeria bay, in the region of Andalusia (Spain). The municipality has a surface of sixty square kilometers (23,45 sq. miles). Roquetas has experienced rapid population growth in recent decades. The population has grown from 28.000 in 1990 to 96.000 inhabitants (2017), although the actual population exceeds 105.000 inhabitants (in summer they could easily reach 250.000). By gender, 52,47% of the inhabitants are male and 47,53% female. This growth has been stimulated mainly by economic growth in intensive agriculture and tourism.

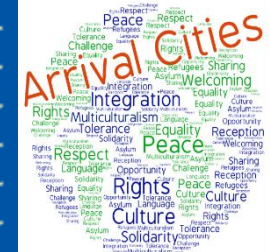




AYUNTAMIENTO DE ROQUETAS DE MAR

Roquetas de Mar has become one of the main settlement areas of the migrant population in Spain and Andalusia, with a percentage of almost 30% of its permanent resident population (27.182 inhabitants on December 2016). They come attracted by opportunities in the region’s agricultural economy, and despite the economic crisis, new migrants continue to arrive in the City, some seeking work and others through the right to family reunion. This population is highly diverse. The main EU-migrant population is from Romania. The main groups of third country migrants are from Senegal, Morocco, Mali, Guinea Bissau and Ghana.

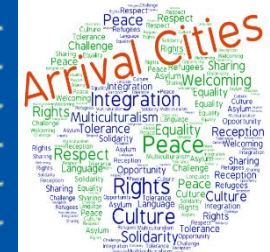




The city is very positive about its increasing population diversity, viewing this as an asset. Attempts by national media to portray Roquetas' diverse population as problematic, and to promote fears that large migrant populations are linked to drugs and crime, are strongly rejected locally.

The main challenge for Roquetas is to eliminate inequalities between the migrant and Spanish populations. The aim is to ensure closer working between relevant departments, with migrant integration as a common goal, to improve the standard of living for the migrant population in order that migrants contribute to the City's economy.





Learning Spanish Language and Culture

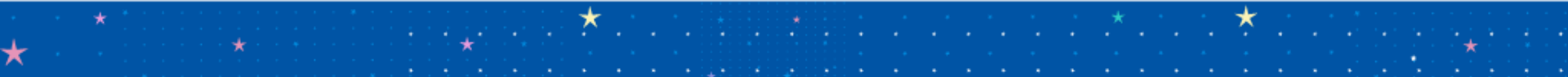
A specific program drawn for migrants

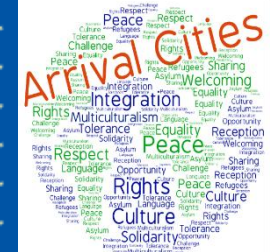


Our main goal is teaching Spanish as a second language to help migrants in their daily lives, aiming at providing them the first skills before getting into the labour market.

1. Justification.

When migrants arrive in the host country, they do not know the language and the customs of that country. The fact of getting to know and understanding them helps to prevent focus of overcrowding and marginalization, reducing the risk of possible antisocial behaviours and clashes.





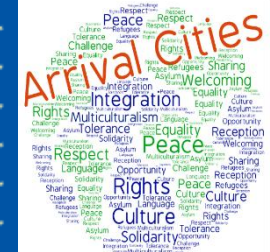
AYUNTAMIENTO DE ROQUETAS DE MAR

A way to avoid this risk may come with education. This approach has to keep in mind the difference between groups and individuals. It has to enable the esteem and respect for other cultures as well as value positively social diversity.

There are two levels of intervention:

- The **informational** level: by assimilating a new culture of work and new concepts.
- The **educational** level: enhancing their social and occupational skills while they learn a new language.





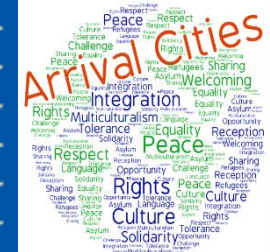
Other objectives.

1. Developing attitudes, values and habits helping in their daily lives as in their possible access to a job.
2. Identifying common risk situations in workplaces.
3. Prevention of accidents (road safety, everyday life, etc.)
4. Basic health measures.
5. Rights and duties.
6. Basic introduction to the labour market (Knowledge of the engaging patterns and Social Security benefits)



AYUNTAMIENTO DE ROQUETAS DE MAR





3. Main activities.

A. Teaching Spanish as a foreign language.

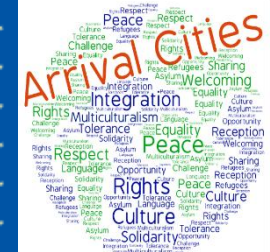
Teaching a second language to migrants aims at the students reaching an adequate general communicative competence in L2 for use in various everyday situations. However, as potential workers, part of the members of this group will need a specific language learning related to the labour work.

Therefore it seems appropriate to design courses of Spanish for those other occupations that were outside of the specific offer that exists so far: agriculture, construction, domestic service and hospitality... Courses covering on the other hand, different levels of instruction and training of the participants, since the language for business purposes can be taught to beginners and used successfully by students with low level of instruction, or even illiterate.



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A.2. Target groups.

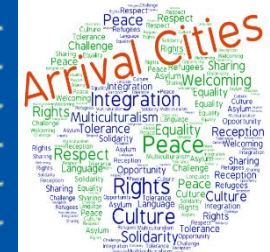
After an initial, oral and written evaluation, and according to the results, it was decided to divide students into four levels:

1. Literacy: Migrants who cannot express anything written in their own language, and therefore on any other. There are also those who, even when they can express themselves and understand by writing their own language, they can't do it in any of the most common European languages.
2. Initial: Students departing from a zero knowledge of the Spanish language, but possess rudiments of other Western languages and mastery of reading and writing.



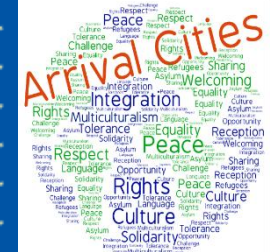
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3. Intermediate: Students who need to consolidate the contents of the core level. At this level, the objective is to enable students to use the language with some security and flexibility, both in the spoken form as written.
4. Advanced: Students aiming at using the language fluently and effectively in regular and more specific situations that require understanding and producing oral and written texts- conceptually and linguistically complexed.



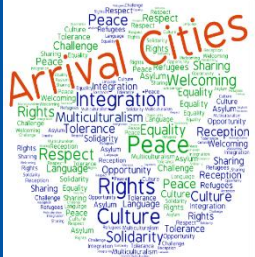


The profile of the students attending the program the last term (2016-17) is reflected in the following table. The Municipality has a female migrant population of 35%, which increases annually on a regular basis.

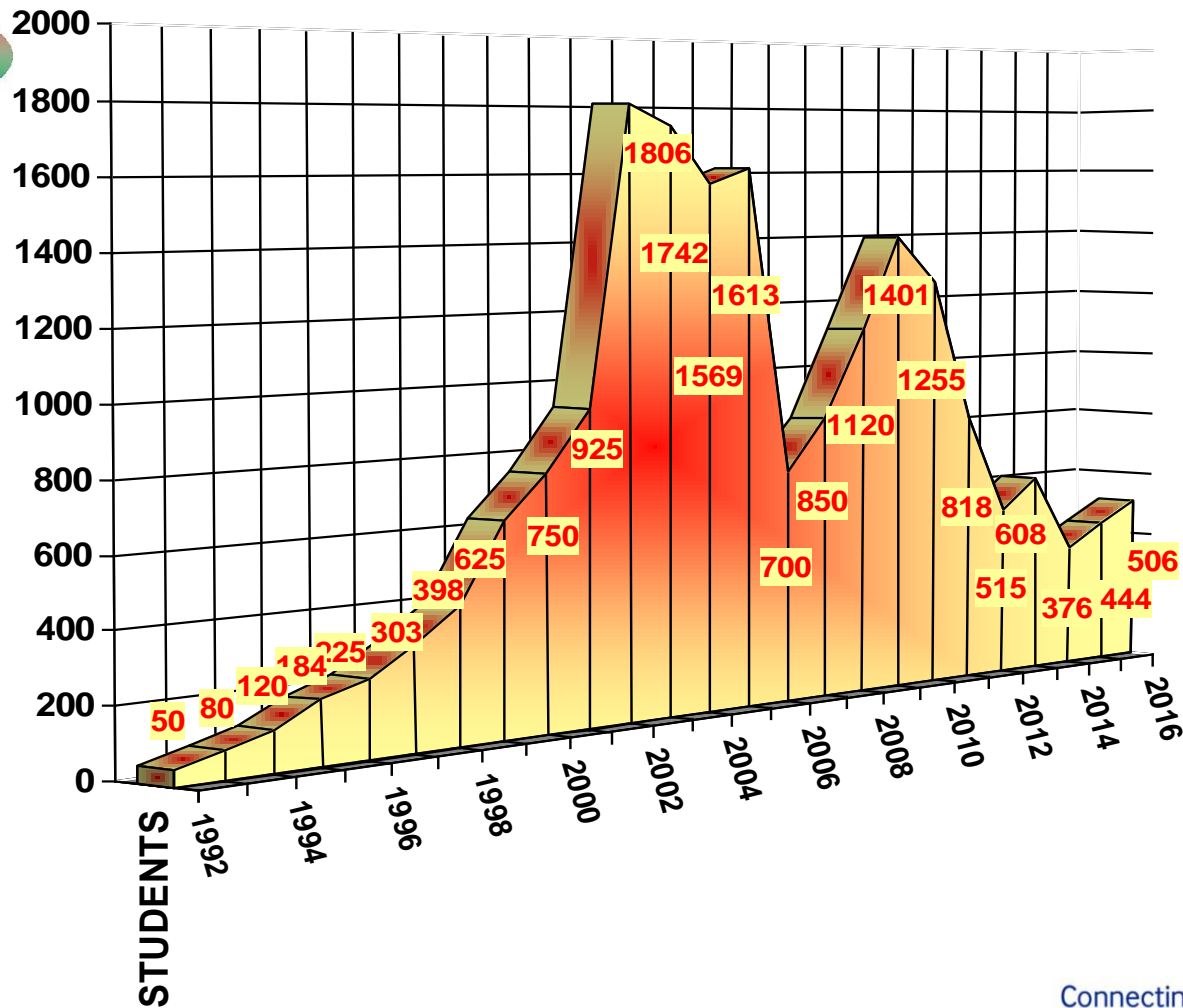


0-25 years		26-50 years		51-65 years		More than 65 years	
Man	Woman	Man	Woman	Man	Woman	Man	Woman
215	115	112	53	35	20	0	0
Subtotal	330	Subtotal	165	Subtotal	55	Subtotal	0
Total persons benefiting:							550





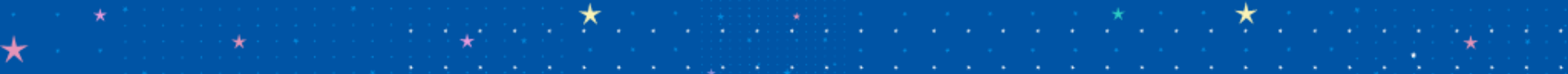
AYUNTAMIENTO DE ROQUETAS DE MAR

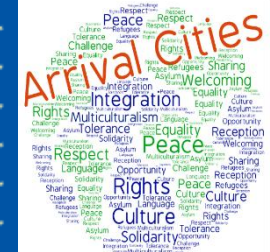


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3.3 Timetable.

The schedule in which the activity is carried out is as follows:

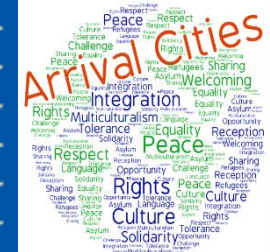
- Center of social services of the City Hall of Roquetas de Mar: 09:00 h - 14:00 h & 16:00 h - 21:00 h
- Socio-Cultural Centre Las Marinas: 09:00 h - 14:00 h
- Socio-Cultural Centre Cortijos de Marin: 16:00 h - 21:00 h
- Los Olivos Neighborhood Association: 16:00 h - 21:00 h

It should be added to the lessons hours the time devoted to the preparation of materials, homework and programming and carrying out activities.



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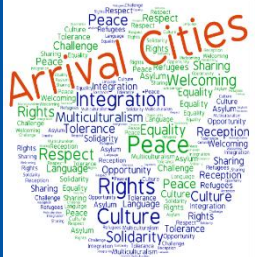
C. Cross-cultural topics.

- Columbus' Day, 12th October.
- The Spanish Constitution Day, 6th December.
- Human rights day, 10th December.
- International migrants' day, 18th December.
- Christmas.
- The Carnival.
- Andalusia day, February 28th.
- International women's day, 8th March.
- Book day, 23th April.
- Labour Day, May 1st.
- Day of Cultural diversity for dialogue and development, 21st May.



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This activity underlines the importance of approaching new cultural and social values to migrant students. This enables them for a better integration and coexistence. And at the same time, it encourages an exchange between cultures.

The objective is to develop the sensitivity and understanding of students about social issues or problems and to give them tools so that they can interpret them critically and react



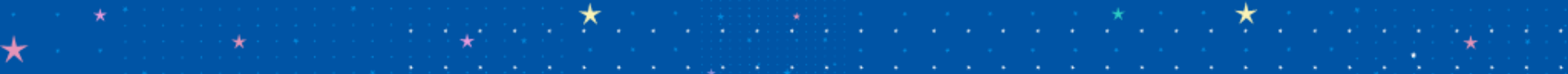
AYUNTAMIENTO DE ROQUETAS DE MAR

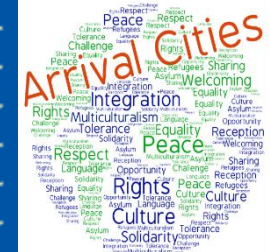


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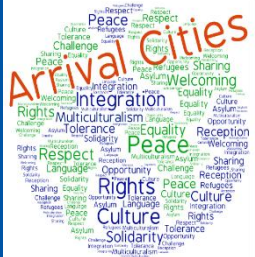




D. Excursions.

- Shelters of the civil war in Almeria.
- Museum of art Doña Pakyta (Almería)
- Cave of the Windows (Piñar).
- Terque and its museums and Alhabia ceramic factory.
- Archaeological sites of Los Millares.





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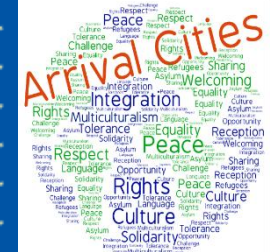
This activity pursues a dual objective. On one side, given the special employment situation in which the student is, he/she only usually knows the quarter where he/she is living and if they move often it is due to business reasons. On the other hand, since different centres are away one from each other, this activity allows all students to get in contact .



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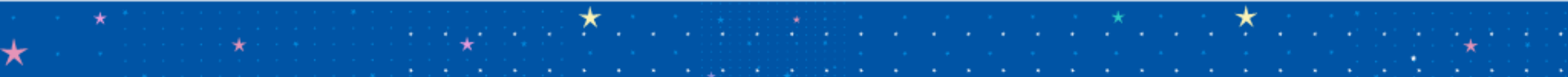
E) Gastronomic days

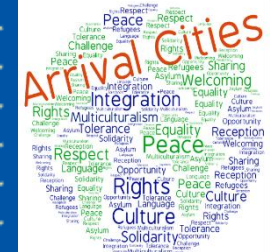
- Elaboration and tasting of typical dishes from students' native countries.

Throughout the course breakfast, lunch and snacks are organized. The students take part bringing typical dishes from their countries.



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Grazie

Thanks

Danke

Merci

Gracias

Ευχαριστούμε

Hvala

Obrigado

Kiitos

Paldies

