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The Challenging Path of Welcoming and Inclusion of Foreign Students in Schools: A Systematic Review

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Abstract: Interculturality, inclusion, and diversity are generally associated with bilingualism in countries with different socio-cultural identities, but rarely with school coexistence among students hailing from different backgrounds. The present systematic review is framed in a descriptive-qualitative approach since its main objective is to provide an account of the relationship between welcoming, school coexistence, and the integration and inclusion processes in schools in countries receiving foreign migrant families. For this purpose, Web of Science, SCOPUS, EBSCO, and SCIELO databases were searched using a reference chain, and according to search results, 26 empirical studies retrieved from those databases published between 2010 and 2020 were analyzed. The main findings indicate that the inclusion process is developed through the acculturation and disciplining devices of foreign children to the dominant national logic, which marks a hierarchical difference between nationalities. They also highlight the recognition of cultural diversity under the logic of folklorization and a vision that focuses on academic achievement rather than on the particularities that cultural diversity can contribute to social relations and learning within the school.

Keywords: *Interculturality, migration, school coexistence, school inclusion, school integration, welcoming.*

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Introduction

Intercultural diversity in the framework of educational systems constitutes both a pedagogical approach and an end in itself, i.e., it is both a means and an objective in the construction of communities of social coexistence in schools (Ibáñez-Salgado et al., 2012). Thus, diversity is defined as the right to have one's own identity built from the bio-social, cultural, and psychological particularities of a subject that constantly interacts with its environment and with others (Toledo Jofré, 2012; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2008). These dynamics are associated with ethics and pedagogy articulated in the Rights Approach (United Nations International Children's Emergency Fund [UNICEF], 2008) in which the States recognize the right to education for full physical and intellectual development, personality, sense of dignity, as well as the right to social identity and culture. This last right alludes to the recognition of multiple ways of seeing the world and would be explained from a relational perspective of cultural exchange accompanied by different policies of social, economic, and political equality (Rodríguez Cruz, 2018).

This double role of protection and guarantee links cultural identity construction as a key to the success of globalization that considers the principles of cultural diversity (Champeil-Desplats, 2010; UNICEF, 2008), with the universal right to education. Also, identity construction is understood as belonging to a social group that shares cultural traits, customs, values, or beliefs (Molano, 2007) built through self-perception while being recognized by his or her community (Martínez, 2015). Culture, made up of practices, symbolic-meaningful elements, and structures (Ortega Senet, 2013) is dynamic and changing, and although it has certain stabilities, they are always unfinished (Bauman, 1999). In this text, assuming this versatility, culture is understood as the values, traditions, symbols, beliefs, and ways of being and doing

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of students (Garza Leal & Llanes Alberdi, 2015), which are linked to a given family and socio-community context of origin and belonging.

Thus, diversity and inclusion in the above terms are presented as a challenge for States and their educational policies. In this challenge, educational communities show difficulties in the development of effective intercultural inclusion in the classroom (Ministry of Education, 2018; Modood, 2007). This tension occurs concerning relevance, understood as how diversity is treated in the classroom: that is, there is an insufficient articulation between the student's prior knowledge, their knowledge, experiences, and worldviews about the learning contents present in the school curriculum and other relational aspects in the classroom (Morales Urbina, 2009; UNESCO, 2008). Understanding this tension is important to visualize how the welcoming of children of foreign origin, and school coexistence will be constituted and projected (Bernabé Villodre, 2012; Bernal, 2018).

In this scenario, there seems to be an evident difficulty, on the part of the educational communities, to achieve progress toward the implementation of an intercultural commitment and reflection (Carrasco Macías & Coronel Llamas, 2017), locating their perspective from critical and ethical positions based on technical approaches on the subject (Mora Olate, 2019; Telleschi, 2017).

Intercultural school coexistence is an opportunity to strengthen ties within a group (Martínez-Otero Pérez, 2001). The development of school coexistence in the process of welcoming and including foreign students impacts not only the behavior of the welcoming group but also social relations, on the recognition and understanding of differences (Berry, 2003; Jordán et al., 2002). However, concrete difficulties emerge for the effective possibilities of generating inclusion, as evidenced through various studies (Carrasco Macías & Coronel Llamas, 2017; García-Yepes, 2017; Medina Rivilla et al., 2005; Tijoux & Zapata-Sepúlveda, 2019). This is because some teachers consider diversity as a prelude to social conflicts; as a "preamble to the self-consciousness of intercultural conflict" (Campdesuñer Sarquiz & Murillo Estapa, 2020) reflecting a negative view of the intercultural opportunity in the classroom.

Previous systematic reviews in the field point out that related research indicates that racism and discrimination significantly affect immigrant students in school systems in countries such as Argentina and Chile, despite the existence of normative frameworks for inclusion. In addition, studies show differences in mental health and behavior between European and non-European native and migrant children, highlighting the importance of cultural identity and acceptance in the host country (Belhadj Kouider et al., 2014; Martinez Rojas et al., 2021).

Considering the valuable experience on the topic based on the educational context, and to obtain new insights on the topic of research, the following systematic review between 2010-2020 aims to (a) characterize the process of welcoming, coexistence, and inclusion in the school context with migrant children and (b) analyze interculturality in the school context about welcoming and inclusion of migrant children. This review also allowed us to identify the issues of particular interest of how the notions of inclusion, coexistence, integration, and school inclusion can enable positive intercultural experiences or how they can be approached from an assimilationist point of view.

Methodology

This systematic review has allowed for a rational synthesis of relevant research in the area (Beltrán & Óscar, 2005; Meca, 2010). The search was carried out in research articles published between the years 2010 and 2020 in the Web of Science (WOS), Scopus, SCiELO, and EBSCO databases. Additionally, a search by reference chain was performed, which allowed the incorporation of research considered relevant to the subject matter (Mendieta Izquierdo, 2015), which did not appear in the literature review. The systematic review inspired by the Prisma Method (Urrútia & Bonfill, 2010) was used in the search and organization of the information.

The key themes of the search were: interculturality, inclusion, welcoming, and school coexistence in educational contexts with the presence of foreign children or children belonging to migrant families. The search was composed using the following keywords: "school life", "education", "school", "cultural diversity", "ethnic relationship", "newcomers", "hosting inclusive", "family" and "migrant children". These were collated in the title, subtitles, keywords, and abstract of each article. In the search for the keywords "school life" and "migrant children", variations of "school-life", "life-school", "immigrant children" and "foreign children" were incorporated.

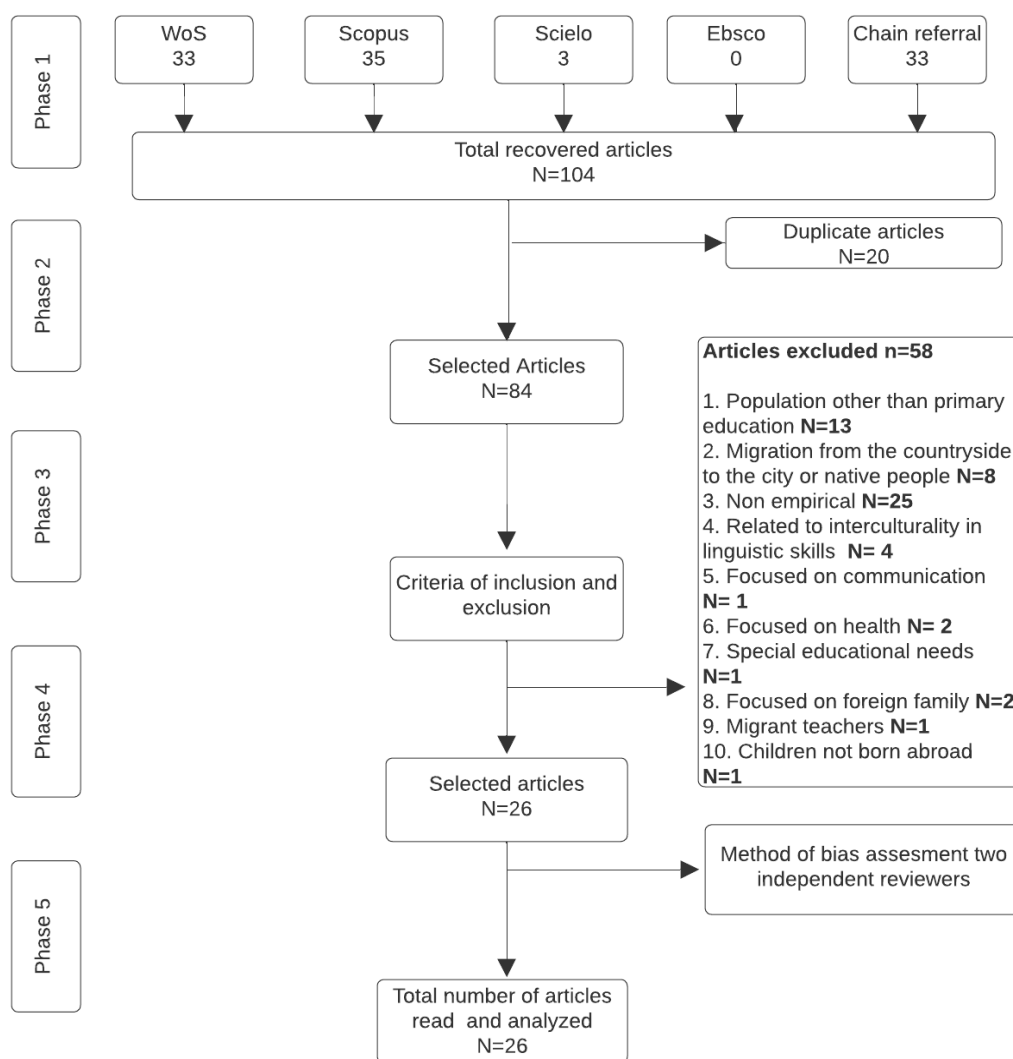


Figure 1. Prisma Flowchart

Seventy- one articles were identified from the databases Web of Science (WOS), SCOPUS, SCiELO, EBSCO, and 33 through reference strings. Of a total of 104 articles, 20 were duplicated, which were removed, and finally, a total of 84 articles were selected. The articles were transported to a second Excel matrix whose columns contained: (a) author-es, (b) year, (c) title, (d) abstract, (e) reviewer 1 judgment, (f) reviewer 2 judgment; and (g) final agreement. All the selected articles were read by two authors, applying inclusion and exclusion criteria.

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Quality	Peer-reviewed and indexed journals.	Reports, books, and chapters of books
Type of Research	Empirical and primary data	Theoretical, documentary analysis, secondary sources
Methodology	Traditional research or Participatory Action Research, be it quantitative, qualitative, or mixed	None
Sample or participants	School institutions, teachers, and students of ordinary primary education or equivalent, between 6 and 14 years of age.	Kindergarten < 6 years old Secondary >14 years old non-ordinary school institutions, exclusive Special Education or equivalent. Adult education.

Table 1. Continued

Criteria	Inclusion	Exclusion
Theme	Welcoming migrant children in the country where they attend school or migrant families on issues of inclusion, interculturality, and school coexistence.	Research related to rural-urban migration. Interculturality related to national ethno-cultural diversity. Focusing on family dynamics (not educational contexts) Migrant teachers Children of foreign nationals not born abroad Education in the settlement of children refugees

Based on these inclusion/exclusion criteria, 26 articles were selected that were ad hoc to the objective of the current study. The selection of articles was made by the first two authors, requesting the support of a third judge in case of doubt. Once a consensus was reached, a matrix for the extraction and analysis of the information was carried out, which made it possible to investigate relevant information in each of the manuscripts to understand and deepen the selected research. A content analysis of the articles (Cáceres, 2003) was carried out with the support of Atlas ti 9, which allowed an open coding that was constituted as categories that responded to the objective of the review based on three fundamental axes or themes: (a) the welcoming of foreign students; (b) school coexistence in contexts with the presence of foreign students; (c) the integration of students of foreign origin; and (d) inclusion of foreign students. Subsequently, axes c and d were agglutinated on the same topic for discussion. For the review of the results and discussion, the other two authors, specialists in the areas of interculturality, migration, and education, were added.

Table 2. Characterization of Research

ID	Author	Keywords	Database	Language	Country	Type of Study	Participants (n)	Data collection instrument
1	(Amjad, 2018)	Multiculturalism; Muslims; acculturation; education; a sense of belonging; Islamophobia.	Scopus	English	Canada	Qualitative	7 Muslim students from Pakistan, India, Bangladesh	Interviews
2	(Gil del Pino et al., 2017)	Expectations; interculturality; inclusive education: immigrant students.	Scopus	Spanish	Argentina	Qualitative	10 teachers belonging to a pluralistic pre-school and primary school.	Interview
3	(García-Yepes, 2017)	Cultural relations; intercultural education; social integration; immigrants; cultural diversity; school.	SciELO	Spanish	Argentina	Qualitative	53 children of the "Promotional Classroom".	In-depth interviews. Intercultural workshops
4	(Nikolaou & Samsari, 2016)	Bullying in schools; victimization; ethnocultural diversity; Greek and non-Greek students.	Scopus	English	Greece	Quantitative	719 native and 120 non-native students from primary and secondary schools in Greece.	Self-report questionnaire.
5	(Pirchio et al., 2017)	Acculturation strategies; children's adaptation; ethnic prejudice; parenting styles; personality traits.	Scopus	English	Italy	Quantitative	Parents of 366 students -260 Italian natives -79 immigrant parents -25 mixed families (Italian father - immigrant father)	Questionnaire
6	(Tijoux & Zapata-Sepúlveda, 2019)	Children of Immigrants; Migrations; Daily School Life.	Dialnet	Spanish	Chile	Qualitative	Children per work group (Immigrants and natives) teachers	Participant observations, group interviews, personal interviews

Table 2. Continued

ID	Author	Keywords	Database	Language	Country	Type of Study	Participants (n)	Data collection instrument
7	(Vezzali et al., 2016)	Flexible thinking; Creativity; Cultural diversity; Intergroup contact; Intergroup processes; Diversity in education; Diversity in education; Climate of diversity; Diversity in education	Scopus	English	Italy	Mixed	149 Italian children in an elementary school	Activities evaluated
8	(Yemini, 2018)	Global citizenship; super diverse schools; diversity; migration.	Scopus	English	Great Britain	Qualitative	An elementary school in central London. 8 adults from the educational community (managers and teachers).	Ethnographic fieldwork Interviews
9	(Hernández Yulcerán, 2016)	Migration; cultural diversity; intercultural education; curriculum; curriculum development.	Scopus	Spanish	Chile	Qualitative	12 Teachers from 1st to 4th grade who are in charge of the schools Escuela República de Colombia and Escuela Fernando Alessandri Rodríguez.	Multiple case studies In-depth interviews, and non-participant observations.
10	(Darmody, 2011)	Power; education and migration to Ireland.	Scopus	English	Ireland	Mixed	Original study: 733 second-grade directors 1200 elementary school principals	National survey Case studies in primary and secondary Sectors Survey of directors

Table 2. Continued

ID	Author	Keywords	Database	Language	Country	Type of Study	Participants (n)	Data collection instrument
11	(Poblete Melis & Galaz Valderrama, 2017)	Migration; right to education; schooling; access; discrimination.	Scopus	Spanish	Chile	Qualitative	10 focus groups composed of native and immigrant students 20 managers and teachers	In-depth interviews and focus groups.
12	(Tijoux-Merino, 2013)	Peruvian immigration, discrimination, stigma, suffering, daily life, resistance.	SciELO	Spanish	Chile	Qualitative	20 children (7 to 12 years old) 10 adults (5 parents and 5 members of the educational community)	Adults: the in-depth interview and the Walk through technique. Children: talking map
13	(Tijoux, 2013)	Peruvian immigration; discrimination; stigma; suffering; daily life; resistance.	Scopus	Spanish	Chile	Qualitative	20 children (7 to 12 years old) and 10 adults (5 parents and 5 members of the school community)	Observations to children. In-depth interviews with adults. Interviews in the form of brief conversations with children.
14	(Sinkkonen & Kyttälä, 2014)	Immigrant; multicultural education	Eric	English	Finland	Qualitative	9 teachers working with immigrant students (teaching the Finnish language)	Individual interviews
15	(Szelei et al., 2020)	Cultural and linguistic diversity; professional development professional development; critical multiculturalism; teacher learning	Scopus	English	Portugal	Mixed	28 school professional 23 teachers 5 members of the management team	Interview phases Room observation Analysis of institutional documents

Table 2. Continued

ID	Author	Keywords	Database	Language	Country	Type of Study	Participants (n)	Data collection instrument
16	(Valdés Morales et al., 2019)	School practices; inclusion; interculturality; migration; migration	Scopus	Spanish	Chile	Qualitative	Four educational establishments: two schools in the Estación Central district a school in Quilicura in the metropolitan region, and a high school in the fourth district of the Antofagasta region.	Remarks participants Interviews focus groups and documentary analysis. Ethnography approach.
17	(Jiménez-Vargas et al., 2020)	Immigration; Interculturality; School acceptance Public education	Scopus	Spanish	Chile	Qualitative	Four public schools: three in the Metropolitan Region and one in the Antofagasta Region.	Individual interviews, Focus groups, Observations Participants Review of 14 institutional documents.
18	(Etxeberria et al., 2019)	Inclusive education; multilingualism; immigrant pupils; newcomers; classrooms; newcomer welcoming; school success; teacher training	Scopus	Spanish	Basque Country, Catalonia, and France	Quantitative and qualitative	50 teachers from each of the territories	Questionnaires, open-ended items, and discussion forums.

Table 2. Continued

ID	Author	Keywords	Database	Language	Country	Type of Study	Participants (n)	Data collection instrument
19	(Carrasco Pons et al., 2012)	Inclusive education, foreign students, and welcoming facilities.	SCiELO	Spanish	Spain	Qualitative	Phase 1: 3 3SWA that have participated in the pilot experience in the city of Reus (Spain). Phase 2: in 3 schools: 2 public schools, 1 primary school (6-12 years) and 1 compulsory secondary school (12-16 years), and 1 private subsidized center where both educational stages are taught (6-16 years).	Remarks In-depth interviews. Fieldwork in two phases
20	(Etxeberria et al., 2018)	Newly arrived; immigrant students; Inclusive education; Regular classroom; Welcoming classroom; Host language	Dialnet	Spanish	Basque Country, Catalonia, and France	Quantitative and qualitative	50 teachers from each of the territories	Questionnaires, open-ended items, and discussion forums
21	(Lyons, 2010)	language minority migrant students; post-primary schools; inclusion; interculturalism; deficit model	Scopus	English	Ireland	Qualitative	130 language support teachers from 70 post-primary schools profesores de apoyo lingüístico.	Semi-structured interviews, shadowing of the teachers, and classroom observation

Table 2. Continued

ID	Author	Keywords	Database	Language	Country	Type of Study	Participants (n)	Data collection instrument
22	(Dlugaj & Fürstenau, 2019)	Multilingualism; school development; language orders; classroom ethnography	Scopus	English	Germany	Longitudinal study with qualitative and quantitative methods	Whole case study of Multilingualism as a field of action in intercultural school development Project	Ethnographic case. Questionnaire surveying, interviews, participant observation, training, reflection days, and document reviews
23	(Terhart & von Dewitz, 2018)	Bilingualism, education, exclusion, inclusion, migration, multilingualism, newly arrived migrant students, school	Scopus	English	Germany	Qualitative	Teachers and courses of 10 schools with newly arrived migrant students	Ethnographic approach. Interviews and structured observations with thick descriptions
24	(Norozi, 2019)	Without keywords	WoS	English	Norway	Qualitative	Two case studies of elementary reception schools	Expert interviews, field conversations, and document reviews
25	(Gilham & Fürstenau, 2020)	Language experience; multilingual education; home languages; primary school education; teacher development; language attitudes	WoS	English	Germany	Qualitative	13 key informants, including, teachers, head and deputy head teachers from three schools	Focus Group
26	(Cavicchiolo et al., 2023)	Social inclusion; immigrant children; proficiency in the national language; group characteristics; family characteristics	Wos	English	Italian	Quantitative	2,328 immigrant students in 561 primary schools.	Survey

Results

Welcoming Foreign Children Into the School System

Welcoming is characterized in the studies of (Gil del Pino et al., 2017; Hernández Yulcerán, 2016) as the integration/inclusion policies carried out by some countries, as well as the incorporation structures established by the educational centers themselves. These actions are reflected in the management plan of the establishments aimed at welcoming immigrant students, which sometimes consider the presence of professionals whose function is to accompany families in accessing social benefits, preparatory classes, or learning leveling sections.

Welcoming is also defined as voluntary actions to receive foreign students and the awareness of recognizing their culture as an important element of the process (Pirchio et al., 2017; Szelei et al., 2020; Tijoux & Zapata-Sepúlveda, 2019). It is also recognized that there is no cultural rights approach to it (Hernández Yulcerán, 2016). In the selected studies, it was possible to find this process from a compensatory approach (Amjad, 2018; Darmody, 2011; García-Yepes, 2017; Gil del Pino et al., 2017), in which the welcoming is revealed in the form of resources for learning the language of the host country (Cavicchiolo et al., 2023; Sinkkonen & Kyttälä, 2014; Yemini, 2018). Along the same lines, Jiménez-Vargas et al. (2020) allude that those welcoming strategies intended for non-Spanish speaking students, although beneficial for the development of welcoming, present tensions related to the lack of definition of the roles of bilingual teachers and the teacher's perception of the absence of facilitators on the support needed by these students.

Other resources found are directed to practices for welcoming students of foreign origin, highlighting the welcoming protocols, which are considered a tool that articulates the activity inside the school amidst administrative, pedagogical curricula and work with families (García-Yepes, 2017; Poblete Melis & Galaz Valderrama, 2017). It is also estimated that they achieve better academic levels, linguistic competence, and good "integration" in terms of acculturation and ways of relating academically and socially in a similar way to their peers in the classroom (Etxeberria et al., 2019). Some countries develop special spaces for students to meet each other, like School Welcome Spaces (SWA) in Spain, which is mentioned in the study of Carrasco Pons et al. (2012). Also, there are studies found on the development of observation guidelines as an accompaniment strategy in search of improvements and transformations within the intercultural practice; and the figure of the school mediator as a solution to conflicts related to school coexistence in contexts with foreign students (Valdés Morales et al., 2019).

On the other hand, concerning unfavorable strategies, there are practices of intentional academic delay in foreign children, due to their low command of the language or the dominant culture. In this way, they are placed in lower grades than those to which they should be placed (Tijoux & Zapata-Sepúlveda, 2019) or are placed in "special" classrooms, considered in the same terms as Special Education or Differentiated Instruction (Sinkkonen & Kyttälä, 2014). Terhart and von Dewitz (2018), for their part, note that one strategy as multilingual classroom interaction in separate classes for newcomers can lead to both inclusive and exclusive effects. According to Norozi's (2019) findings, the alluded difficulties are related to the challenges teachers face because of age diversities, knowledge levels, and educational backgrounds.

In Chile, there are few studies, which point out the emotional aspects of these welcoming processes. Although it is considered a positive aspect of welcoming classrooms that help to overcome the initial anguish and stress of foreign students, feelings prevail in the new foreign students (Valdés Morales et al., 2019). In the case of new foreign students, feelings such as the uncertainty and stress of not knowing how they will be received by their new teachers and classmates, and the impact on their relationships with their parents, are prevalent (Tijoux, 2013).

Regarding teachers working with parents of immigrants' students, Norozi (2019) notes that educators must engage in close interaction and collaboration. That involves explaining the local educational system, providing information on academic progress, and fostering the connection between school and home. However, these interactions are hindered by language barriers and time constraints, sometimes necessitating interpreters.

Coexistence in School Contexts With Foreign Students

The school coexistence in contexts with the presence of foreign students, according to the findings of Szelei et al. (2020) has experienced positive attitudes and willingness to work with diversity on the part of some teachers who are aware of the need for change of approach and an environment with more solidarity towards those who reside in the territories. However, most of the literature alludes to conflictive and discriminatory situations.

School coexistence, generally, is referred to as conflict, especially bullying. The studies allude especially to attitudes of discrimination as Islamophobia (in the case of European and North American cities) (Amjad, 2018; Yemini, 2018); undervaluation of nationals of origin (migration between Latin American countries); prejudices, discrimination and segregation (in the case of European and North American cities) (Hernández Yulcerán, 2016; Tijoux, 2013; Tijoux-Merino, 2013); and prejudice, discrimination and segregation in general (Amjad, 2018; Darmody, 2011; Gil del Pino et al., 2017; Nikolaou & Samsari, 2016; Poblete Melis & Galaz Valderrama, 2017).

There are a good number of studies that reveal the minimization of discrimination against foreign children, and/or teachers claim to be unaware of such situations, showing a lack of empathy (Hernández Yulcerán, 2016; Tijoux, 2013; Tijoux & Zapata-Sepúlveda, 2019) or are attributed to the characteristics of foreign children (Hernández Yulcerán, 2016; Sinkkonen & Kyttälä, 2014). In a study carried out by Tijoux and Zapata-Sepúlveda (2019) teachers are unaware of abusive relationships between students. On the other hand, bullying would occur in an environment where teachers have normalized, as usual, conflicts between students (Darmody, 2011).

According to the findings of Yemini (2018), teachers prefer a specific type of cultural diversity to be present in schools (in their study, the preference of not having Muslim students stands out). This is because different curricular topics would reinforce tensions within the school, causing conflict over issues linked to moral stances that are presented at the curricular level.

On the other hand, students tend to regroup within the schools by nationality of origin or ethnocultural background (Pirchio et al., 2017), which interacts with the processes of segregation by nationality already present by territory in some countries. This means that there are different elements such as student selection, academic itinerary, family strategies, and family segregation in the territories that would be articulated, in a complex way, with the situations of discrimination and conflicts derived from them (Gil del Pino et al., 2017).

In this sense, the prejudices of the children from the receiving country were seen by the teachers as one of the factors influencing the difficulties in the attention to diversity, including the biophysical characteristics of the children (Gilham & Fürstenau, 2020; Tijoux, 2013). These characteristics are linked to socioeconomic status and contexts of poverty and vulnerability, which end up relating discrimination at school to ethnocultural and national origin, as well as to the socioeconomic situation assigned to the children (Cavicchiolo et al., 2023; Tijoux & Zapata-Sepúlveda, 2019).

Overcoming prejudice is one of the most complex aspects of school coexistence present in the studies. Tijoux-Merino (2013) points out that nationality and skin color are determinants in the negative attitude on the part of teachers and local peers. These interactions, in the case of the study conducted with Peruvians in Chile, produce negative feelings of insecurity both in how to relate at school and in the relationship with their fathers and mothers, based on their processes of integration with national groups. The findings of García-Yepes (2017) indicate that the way children relate to each other is defined by the perception they have of their peers; therefore, migrant children reconstruct their identity around their social relations and the acceptance or rejection they experience, delimiting the construction of their self-identification.

School coexistence is deeply influenced and shaped by students' language experiences in the school environment, posing significant challenges. According to Dlugaj and Fürstenau (2019), valuing and recognizing these language experiences profoundly affect the formation of social relationships, roles, and hierarchies in the classroom. These authors emphasize the importance of considering children as experts in their family languages and how this perspective can significantly impact dynamics when linguistic diversity is present. However, in this same context, Dlugaj and Fürstenau (2019) raise important questions highlighting the limits to individual educational institutions to challenge monolingual ideologies within the structural context of the national education system. These authors suggest that while multilingual practices can have a transformative effect on school dynamics, broader structural limitations must also be addressed to achieve meaningful change in school coexistence in multilingual contexts.

Visions on "Inclusion" and/or "Integration" in Schools

Educational inclusion in contexts of the diversity of national origin emerges as a concept that is related to interculturality, respect, and consideration of the different ways of favoring the participation of students (García-Yepes, 2017; Gil del Pino et al., 2017; Poblete Melis & Galaz Valderrama, 2017; Terhart & von Dewitz, 2018). This is related to the perspective of social justice, cultural diversity, and critical multiculturalism, understood as a form of fluidity and hybridization in communities and education for global citizenship (Szelei et al., 2020; Yemini, 2018). Inclusion based on interculturalism and diversity also requires that migrant families are socially considered important by the educational community (Gil del Pino et al., 2017).

However, integration is related to existing visions of multiculturalism understood as the promotion of equal opportunities and respect for democratic values of respect within the school (Aguado Odina, 1996). In this sense, according to the authors, the coexistence of a group of people in a common space requires the implementation of a regulatory framework in education to assist the diversity of the student body and ensure equal learning opportunities for all students, regardless of their place of birth (Gil del Pino et al., 2017; Hernández Yulcerán, 2016). In another study, the development of integration is related to an assimilationist view. In this regard, Hernández Yulcerán points out that foreign students manage to integrate into a curricular structure imposed by school guidelines.

Therefore, the integration will depend on the student's accommodation to the context and demands of the schools. In the same sense, García-Yepes (2017) reinforces that the difficulties in the integration process are related to the curricular structures and the existence of incipient programs, which are not in accordance with the needs of the educational contexts. In a certain way, under this perspective, differences are seen as a problem for some educational

communities, renouncing inclusion from a diversity-inclusive perspective (Tijoux-Merino, 2013). Thus, efforts are directed towards integration, which is also not free of complications such as the poor preparation of educational systems, their academic models, and curricula, arranged for groups of students with certain characteristics (Darmody, 2011).

When analyzing the perspective related to inclusion, there would be different situations in practice that negatively influence its development. Amjad (2018), points out that there is a lack of understanding of the student's needs and their cultural variability. In addition, some authors also show that most teachers do not feel responsible for inclusion, given that they must ensure curricular learning, and associate difficulties with factors such as a family socioeconomic situation or lack of contextual integration (García-Yepes, 2017; Gil del Pino et al., 2017).

The review identified four articles that address interculturality (García-Yepes, 2017; Gil del Pino et al., 2017; Lyons, 2010; Szelei et al., 2020). These papers highlight the need to create environments that promote cultural diversity, the importance of implementing an intercultural curriculum, and the relevance of training teachers in this area.

Language is also an important point of this interculturality for some of the articles reviewed. Thus, Dlugaj and Fürstenau (2019) stress the importance of accepting and valuing diversity for effective language teaching. Thus, the standardization of languages other than German in the classroom promotes a positive and inclusive approach to multilingualism in education.

There are also allusions that, in practice, countries such as Finland focus their efforts on multicultural education based on linguistic differences; but that multicultural pedagogy is reduced to uniform assimilation through the curriculum (Sinkkonen & Kyttälä, 2014).

Despite the negative information on the aspects of the practice of inclusion, related to an assimilationist vision, and prejudicial attitudes on the part of members of educational communities, it is important to note that research sheds light on practices that seek to move toward the development of more inclusive communities (Amjad, 2018; Hernández Yulcerán, 2016; Tijoux, 2013; Tijoux-Merino, 2013).

In the review, we found different welcoming protocols supporting the development of the inclusion of students of foreign origin. Carrasco Pons et al. (2012) point out the School Welcome Spaces (SWP), which provide previous support to foreign students, deliver security and a feeling of welcome even greater than later experiences in schools, conforming as an exceptional space to the rest of the dynamics in the school. These classrooms help to overcome the anguish and initial stress that foreign students present, emphasizing the affective perspective (Etxeberria et al., 2018, 2019).

In the work carried out by Poblete Melis and Galaz Valderrama (2017), the normative framework of inclusion, when put into practice in different establishments, is considered a fundamental pillar to safeguard access to education. Similarly, in Amjad (2018), it is noted that there are teachers who work on the implementation of inclusive plans within the classrooms. Also, the different welcoming strategies support the development of the inclusion of students of foreign origin. As proposed by Carrasco Pons et al. (2012) the School Welcome Spaces (SWS), provide previous support to foreign students, deliver security and a feeling of welcome even greater than later experiences in schools, conforming as an exceptional space to the rest of the dynamics in the school. These classrooms, however, help to overcome the anguish and initial stress that foreign students present, emphasizing the affective perspective (Etxeberria et al., 2018, 2019).

In Chile, Valdés Morales et al. (2019) talk about the implementation of welcoming protocols, which stands out as an articulating tool of the inclusion process within the establishments. In a research study by Gil del Pino et al. (2017), it is pointed out that teachers carry out measures for attention to diversity with actions such as respect for beliefs and ideology, promotion of values, support, and educational reinforcement. These results are complemented by those indicated by Hernández Yulcerán (2016) who states that teachers carry out some actions such as folkloric encounters and life experiences between local and foreign students. They positively value the interventions of foreign students, and they contextualize the curriculum for specific activities and promote the participation of these students.

Concerning the above, and despite the actions linked to welcome and inclusion, these would have a rather symbolic character, which, also, shows little, or no interest in including the native languages of foreign students if they are from non-Western countries (Darmody, 2011).

According to several authors, language plays a crucial role in integration or inclusion dynamics within the educational system. Terhart and von Dewitz (2018) note the coexistence of inclusion and exclusion in classrooms is attributed to teachers' familiarity with the languages spoken by students. Furthermore, as emphasized by Gilham and Fürstenau (2020), the complexity of achieving genuine inclusive education is highlighted because teachers' varied attitudes toward languages significantly influence their approach to multilingualism at the school. These findings support Lyons (2010) idea regarding the importance of collaboration among teachers working with linguistically diverse students. The lack of collaboration is viewed as a critical factor in the practice of language support teachers and can lead to the marginalization of students from linguistic minorities. On the other hand, a favorable attitude on the part of teachers towards multilingualism does not in itself solve the challenge of its management and does not guarantee an effective inclusion of the students' mother tongues into the school context (Terhart & von Dewitz, 2018).

Discussion

The systematic review aimed to characterize the welcoming of foreign children and to analyze school coexistence in the process of inclusion of foreign children in the research carried out over the last decade on the subject. In this regard, the initial welcoming of the foreign student population is considered an important need for the effective process of inclusion (Biasutti et al., 2020). In addition, that is a clear identification of the inequality factors that affect the situation of encounter and participation from their socio-cultural characteristics in the educational communities. Nevertheless, the findings show welcoming strategies that are generated from a notion of "welcome" that reifies a hierarchical difference between nationals and people from other origins (Poblete Melis & Galaz Valderrama, 2017).

Some welcoming strategies that seek to promote integration and inclusion of the migrant population, such as welcoming rooms or inclusion programs, at times, separate foreign students into special "integration" spaces. This can create a perception of exceptionally compared to their national peers within the school, and generate a sense of distinction from said peers in the school.

In addition, we see that these welcoming dispositive attitudes can also configure forms of normalization and disciplining of the migrant population (Foucault, 1975). This occurs by favoring processes that guide and tutor them for a correct integration into the national school's logic and cultures; leaving previous knowledge and the characteristics of their cultural facts outside and without the possibility of expression more than in specific moments of visualization of traditions, dances or specific foods of their respective countries. In this sense, even the different reception apparatus can be seen as potential spaces for segregation if they only focus on reinforcing the language and knowledge of the host country (Jiménez-Vargas et al., 2020; Valdés Morales et al., 2019).

Therefore, in the research, the work with migrant students is distinguished by an assimilationist character, which focuses on the achievement of the child's academic success (Simó Gil et al., 2014) rather than on the sociocultural and identity particularities that the child may have and contribute to coexistence. Thus, the emphasis is placed on the surveillance of the established order in the classroom, the non-alteration of achieved dynamics that can be "threatened" by the novelties and diversities in the way to be and be of foreign children. These measures reflect a way of integrating the Right to Education, at the sacrifice of Cultural Rights, with a covert nationalism in school practice. In this dynamic, migrant students would have no options to choose from on how to relate to the host culture because the process is carried out in a unidirectional way from a dynamic of acculturation (Amjad, 2018; Tijoux & Zapata-Sepúlveda, 2019). What imposes the inclusive, diverse relationship of intercultural school coexistence is nothing more than the tensions between homogeneity and heterogeneity, between order/uncertainty, and between control/unpredictable creativity.

Therefore, making progress towards an effective inclusion means the creation of a culture of participation from the diversity of all, considering the children themselves, as well as developing actions that allow the implementation of a curriculum that is effective in managing diversity, social relations based on respect and equality (García-Yepes, 2017; Hernández Yulcerán, 2016).

On the other hand, the texts reviewed barely allude to the construction of the identity of children from other countries. This construction is a living phenomenon, hence we cannot consider any identity as definitive, since it is a continuous elaboration in a given space and time. The children who join the schools in the host countries bring diversity, but they also construct it in their interaction, in an active process (Escobar, 1999) that produces hybridizations (García Canclini, 1990). These relationships are interacted with and promoted in the particular spaces of play and relationship when the dynamics of coexistence offer opportunities for it.

The transformations of school coexistence from a rights-based approach, as part of cultural processes, and as the social projects have definitions and possibilities based on the thought of what is possible, what is allowed, what is accepted, and "normal". The limited possibility of some children contributing to the construction of intercultural coexistence in their schools is based on their consideration as invalids to build themselves as individuals and collectives (Moscoso, 2009). Integrating the rights approach leads schools to rethink them as active subjects and possessors of potentialities that enable them as protagonists of their development, in the construction of the communities they inhabit, overcoming the idea of not only seeing them as individuals and collectives (Valverde Mosquera, 2008) but also as mere objects conditioned by the adult social world and broadening the view towards their capacity and their interpretations.

Conclusion

The present systematic review makes clear the existing tension between the practice of welcoming and inclusion. In schools, different actions and welcoming protocols aimed at favoring equal opportunities and providing assistance are implemented through a regulatory framework that wants to favor the right and provide opportunities to access education. The academic community, including teachers, state that they consider it important to be able to learn about cultural and curricular aspects of the countries from which their students come and equally find strategies and devices to make the school a space for inclusion. However, the studies indicate that the practical reception of schools is

characterized as discriminatory, with elements of hostility, prejudice, and assimilation, especially for children from countries with greater migrant representation in the country (Hernández Yulcerán, 2016; Poblete Melis & Galaz Valderrama, 2017; Tijoux, 2013; Tijoux-Merino, 2013).

To advance in the challenge of inclusion, it is necessary to understand the actions of reception beyond the stage aimed at the acquisition of learning for academic success in their new country. Also, promotes equality among all students, generates sensitivity and social relations in an environment of mutual respect. In addition, understanding the socio-cultural environment of the students, analyzing their intergroup behavior, and generating work plans that promote coexistence and communication among them allows the recognition of cultural diversity as a factor that favors learning. Finally, it is necessary to emphasize that the curriculum plays an important role in emphasizing interculturality and the creation of spaces for interpersonal relations, thus providing future generations with the opportunity to learn from each other (Gilham & Fürstenau, 2020), and providing future generations with the necessary tools to function in an increasingly diverse society.

Recommendations

The results of this research are of great relevance for a review of public policies on interculturality and inclusion of children of foreign origin with migrant families. In addition, they provide fundamental data on the world panorama in this area, of great value for future researchers in this field. We found few studies on interculturality in the educational setting with foreign and migrant children, so a greater empirical richness in this area is important, also due to finding scarce research that includes the voices of the children themselves, especially the youngest ones. Another aspect of relevance suggested is to analyze the influences of the curriculum on the creation of intercultural spaces.

Limitations

In terms of limitations in this research, firstly, the studies were restricted to the Web of Sciences, Scopus, SCiELO, and EBSCO databases, which may have left out other relevant resources. In addition, the articles were limited to empirical ones, thus excluding, unpublished studies, and doctoral or master's theses that could have provided valuable information.

Conflict of interests

The authors declare that they have no conflict of interest.

Authorship Contribution Statement

Rodríguez Riquelme: Conceptualization, design, data acquisition, analysis, writing, supervision. Ortega Senet: Conceptualization, writing, analysis. Galaz: Conceptualization, writing, analysis, critical revision of manuscript. Philominraj: Writing, critical revision of manuscript, editing/reviewing, supervision.

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