

Human Migrations II

Statistical study of migration in IES Sant Quirze

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Index

1. INTRODUCTION	Page 2
1.1 How we started	Page 2
1.2 The project topic	Page 3
1.3 Hypothesis	Page 3
2. OBJECTIVES	Page 4
3. PROCEDURES	Page 4
3.1 THE QUESTIONNAIRE	Page 4
3.2 THE EXCEL QUESTIONNAIRE	Page 4
3.3 OBTAINING AND ANALIZING THE DATA	Page 6
3.4 DIFFICULTIES DURING THE PROJECT	Page 6
4. RESULTS	Page 6
4.1 Lin. Grove VA High School (ENGLAND)	Page 6
4.2 HLW Saint Veit (AUSTRIA)	Page 7
4.2.1. NATIONALITIES (HLW Saint Veit).....	Page 7
4.2.2. REASONS (HLW Saint Veit)	Page 7
4.2.3. GENDER (HLW Saint Veit)	Page 8
4.2.4. AGES WHEN PEOPLE IMMIGRATED (HLW Saint Veit)	Page 8
4.3 Stubbekøbing Skole (DENMARK)	Page 8
4.3.1. NATIONALITIES (Stubbekøbing Skole)	Page 8
4.3.2. REASONS (Stubbekøbing Skole)	Page 9
4.3.3. GENDER (Stubbekøbing Skole)	Page 9
4.3.4. AGES WHEN THEY MIGRATED (Stubbekøbing Skole)	Page 9
4.4 IES Sant Quirze (CATALONIA)	Page 10
4.4.1. NATIONALITIES (IES Sant Quirze)	Page 10
4.4.2. REASONS (IES Sant Quirze)	Page 11
4.4.3. GENDER (IES Sant Quirze)	Page 12
4.4.4. AGES WHEN PEOPLE IMMIGRATED (IES Sant Quirze)....	Page 12
4.4.5. WHY TO CATALONIA?	Page 12
5. COMPARING OUR DATA	Page 14
5.1 COMPARING OUR DATA WITH THE REAL DATA OF VALLÈS OCCIDENTAL	Page 14
5.2 COMPARING OUR DATA WITH THE REAL DATA OF CATALONIA	Page 18
6. CONCLUSIONS	Page 23
7. WEBGRAPHY AND BIBLIOGRAPHY	Page 25
❖ ANNEX	Page 26

1. INTRODUCTION:

1.1 How we started

We started this project before Christmas Holidays in IES Sant Quirze del Vallès. In our course, 4th of ESO, it is obligatory to make a research project, which can be about any topic, but it must have a part of statistics.

Our Mathematics teacher, Lucia Bayo, suggested us to take part in the Comenius Program ⁽¹⁾, doing a project about human migrations, but of course, using our knowledge of statistics.

We accepted to do it because we thought that it could be an interesting topic and we knew that if we did it, we would learn a lot about human migration in different places.

We have to recognize as well that the fact that the project was in English might be something positive for us and for our final mark.

That was difficult at first, but we have worked hard and we finally got the results. We have also improved our English level, we have learned a lot of new things about doing statistical studies and we have discovered some European migration historical facts.

To start doing the project we had to organise ourselves in groups. Some groups had chosen the same topic about migrations, but all these groups had worked separately after doing the questionnaire, because that questionnaire had to be the same for all the groups in order to pass it in Denmark, Austria and England. Our group is made up by three persons: Laura Alòs, Gemma Puixeu and Laia Vidal.

Only few months after starting this project, our teacher told us to participate in the first edition of the contest “**Planter de Sondeigs I Experiments, FME, UPC**” and of course we agreed.

Another incentive to do this project was the possibility that 3 people involved in it could go to Denmark to show their work there.

We were very lucky, because all the members of our group could enjoy this amazing opportunity to go to Stubbekoebing Skole in April, where we did an oral exposition of our research project.

**(1) The Comenius is a European Program of grants to make possible the cooperation between different high schools. So that is why our work must be in English, to be able to show it to European students and teachers.*

1.2 The project topic

The project consisted of a statistical study about immigration in our high school and other ones from England, Denmark and Austria, including a little historic explanation about European migrations in the 20th century.

We tried to make sense of all of our data, obtained by a questionnaire, paying attention to the social situation in the place where they were taken, the historical context of the migrations... in order to understand our results.

We have to say that some data are not exactly representative of the real situation. For example, our high school is in a village, Sant Quirze del Vallès, where there aren't many immigrants. This situation can not represent reliably Catalonia as a whole, where we have one of the highest rates of immigration in the whole country.

To know how similar our data are to the reality we have searched some information in official statistic pages to compare it with our own results.

We obtained more and better data in our high school than in the other ones, so we decided to analyze specially IES Sant Quirze results.

1.3 Hypothesis

Before starting our project we have to think about the results we will obtain. We know that some of our predictions will be right, and some others will be wrong, but these are our hypothesis:

About IES Sant Quirze data:

- The majority of immigrants from the rest of Spanish communities will be from Andalusia because of the industrialization of Catalonia and the economic situation in Andalusia during the 20th century.
- The main reason to migrate to Catalonia will be the economic one, because our community is a really developed and industrialized area.
- The data we will get in our surveys in IES Sant Quirze will not be representative of the whole community, because here we do not have much immigration, and Catalonia is one of the most popular destinies and attractive zones for the immigrants because it is one of the most developed areas.

About HLV Saint Veit (Austria) data:

- We expect to find more immigrants here than in IES Sant Quirze or Stubbekoebing Skole (Denmark)

About Stubbekoebing Skole (Denmark) data:

- The economic migration reason will not be the most popular, because Stubbekoebing is a little village with only 5,000 inhabitants, so that means that there aren't so many work opportunities.
- The international migration will be from countries near Denmark.

2. OBJECTIVES:

The principal objectives of our work were:

- To make some hypothesis and after, checking them, to know if we were right or not.
- To obtain some data from the high schools involved in the Comenius (Austria, Denmark, and England) about the migration in the families of the students and also the teachers.
- To collaborate to make a coordinated group.
- To see how reliable our data are and, if they are not, find out the reason about it.
- To compare the situation between the different European high schools and to explain the reason of the principal differences.

3. PROCEDURES:

3.1 THE QUESTIONNAIRE

First of all, we discussed with all the groups about some issues that we thought we should deal with in our final questionnaire, for example: some questions about the reasons why one person had emigrated or how did he/she travel, etc. ⁽²⁾

Then we met to join all the groups' questions and we put them in common to make a final questionnaire with the most interesting ones.

When we had the questionnaire done, we decided to hand it to our school IES Sant Quirze del Vallès, and to the other schools involved in the Comenius Project: Lynn Grove VA High School (England), Stubbekoebing Skole (Denmark), HLV Saint Veit (Austria).

3.2 THE EXCEL QUESTIONNAIRE

In order to hand it here, we discussed about how many people of each level we were going to interview, so we decided a percentage.

But we also needed to interview all the immigrants of the level, because this was what we really wanted to know. So we decided not to include them in the percentage of the class, and our teacher gave us the names of all the possible immigrants in our school (more or less a 10% of the total students).

To take this percentage of the students, we used "Excel" (a spreadsheet) to take a random sample, and to be able to get more information about another generation, we passed the questionnaire to teachers.

When we interviewed somebody we used this procedure:

- If the interviewee was an immigrant, we asked him/her all the questions, but not about his/her family, because we assumed that they came from abroad.

**(2) Our questionnaire has a lot different questions, so we decided to put it on the Annex to show what we asked to the interviewed persons. There are the same questions that we have used to do the Excel Questionnaire.*

- If the interviewee wasn't an immigrant, we asked him/her until question number 3 and after we asked him/her about their relatives, trying to find an immigrant in the family. If the relatives weren't immigrants, we only asked until question 3. If one of the relatives was an immigrant, we asked all the questions about him/her.

To take a sample of the teachers we used the random Excel function, too. When we decided who we were going to interview, we made an Excel questionnaire using binary code. ⁽³⁾

The 3 first columns in our Excel spreadsheet were just to make easier to know later where the data came from.

In the A column (COUNTRY), we decided to assign one value to each country. These are the ones we use:

Saint Veit, Austria - 1
 IES Sant Quirze, Catalonia - 2
 Stubbekoebing Skole, Denmark -3
 Lynn Grove VA High School, England -4

In the B column (NUMBER), we just put the number of the interviewee. For example, the first one has got the 1, the fifty one has got the 50, etc.

In the C column (ID) we put an identification value to know the family members of each interviewed person.

1 – Interviewee
 10 – Interviewee's mother
 11 – Interviewee's father
 100 – Interviewee's maternal grandmother
 101 – Interviewee's maternal grandfather
 110 – Interviewee's paternal grandmother
 111 – Interviewee's paternal grandfather

The first number is the one that changes from one family to another one. For example, if a person number is 4, the ID of his family will be: 4/40/41/400/401/410/411

We created a column in the Excel spreadsheet for each question, with different possibilities for answers. We put "1" in the option that the interviewee chooses, and we leave blank (0) the other ones.

That kind of system was good for us, because we got a lot of data and it was better to put in order all the results we obtained.

(3) The **binary code is the system of representation of texts, or processing computer instructions using the binary system (Two-digit number system, or bit: "0" and "1"). In computing and Telecommunications, the binary code is used with different data encoding methods, such as strings, or strings of bits.*

3.3 OBTAINING AND ANALIZING THE DATA

When we had all the people we started doing the questionnaire and when we finished, we made a study of all the results doing some graphs of the most interesting questions for our work, and we analysed the results that we obtained.

Also, we have done some comparisons between our graphs and others from official statistics web sites like the one of “Institut Nacional d’Estadística de Catalunya”.

Our main hypothesis was that there has been a lot of migration in Catalonia because of the Industrialization, so we are going to talk about it later.

3.4 DIFFICULTIES DURING THE PROJECT

We have had some difficulties during the project in order to hand the questionnaire. In our school, we handed the questionnaire and we obtained data from 478 people, but in the other high schools (Lin. Grove VA High School, Stubbekøbing Skole and HLW Saint Veit) we have had some problems.

We sent an e-mail to the teachers of each high school with the questionnaire and the instructions which explained how to hand it. From Lin. Grove VA High School (Great Yarmouth, England) we had no answer.

Nobody there handed the questionnaire, they only gave us some data of the percentage and origin country of immigrants in their city, so we didn’t do a statistical study of this high school.

The foreign place where we obtained more data from (over 43 persons) was the Danish high school, Stubbekøbing Skole, and even though they interviewed less people than in IES Sant Quirze, we could analyze the results and made some graphs.

When we sent the questionnaire to Austrian teachers of HLW Saint Veit , we got no answer, but finally, our maths teacher went there and handed it to 24 persons, so we could do some graphs, but not as good as Danish and Catalan ones. So that’s the reason why we decided to analyze specially our high school data.

4. RESULTS

- 4.1 Lin. Grove VA High School (ENGLAND)

The questionnaire was handed in Lin. Grove VA High School, in England, but the data we got from there were very few.

We know that the percentage of first generation migrants to **Great Yarmouth** (the city where is situated Lin. Grove VA High School) is approx 2%, and they come from:

- Africa
- Lithuania
- Portugal
- Malaysia
- Hong Kong
- Singapore

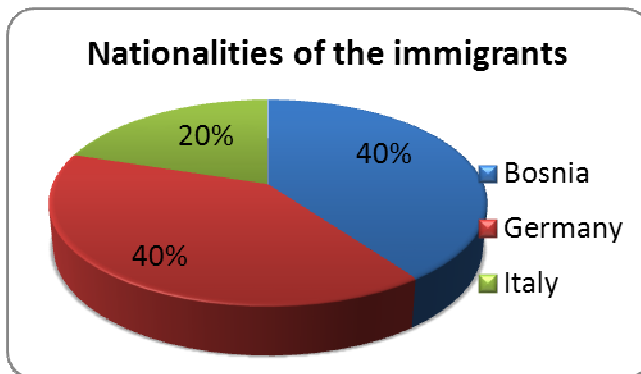
- 4.2 HLW Saint Veit (AUSTRIA)

In Austria, the questionnaire was handed out in HLW Saint Veit. The data we have had to work with was quite few because of the problems we had to hand the questionnaire. Our Maths' teacher went to the Austrian high school and helped us in this process.

Once there, she found it difficult to hand out the questionnaire randomly as we did, so she asked about interviewing some immigrants and she asked them the questions, and they are the ones who we have information from.

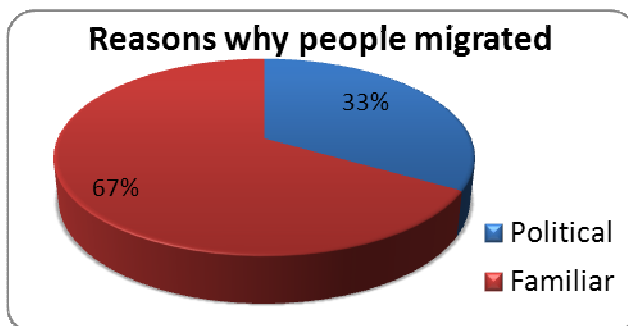
So, looking at the data we got, we could say that there's not much immigration, because we just got information about 6 immigrants. Anyway, it's not a reliable value, so we asked for the real percentage of immigration in the high school, which was about 5%.

- 4.2.1. NATIONALITIES (HLW Saint Veit)



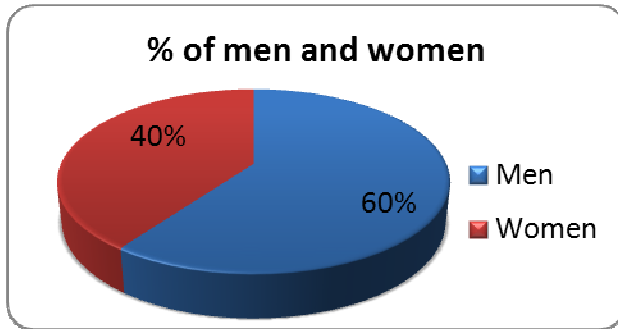
In this graph we can see where the immigrants came from. Most of the immigrants in the high school come from Bosnia, Germany (49% each) and Italy (20%). They're all countries which are very close to Austria.

- 4.2.2. REASONS (HLW Saint Veit)



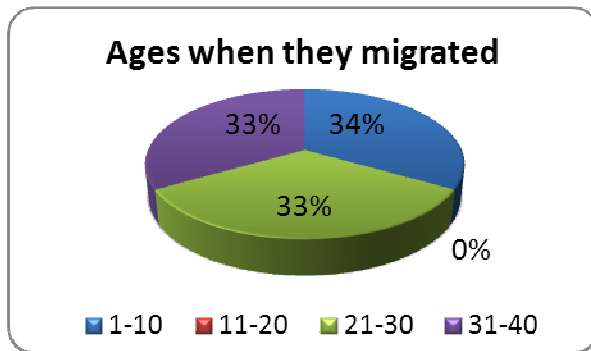
The 33% of the immigrants moved because of familiar reasons, and the 67% of them because of political reasons. This last reason shocked us, so we searched some information, and we now know that most of the cases may move because of the Bosnian War.

-4.2.3. GENDER (HLW Saint Veit)



In this case there are more men (60%) than women (40%) immigrants in HLW Saint Veit.

-4.2.4. AGES WHEN PEOPLE IMMIGRATED (HLW Saint Veit)



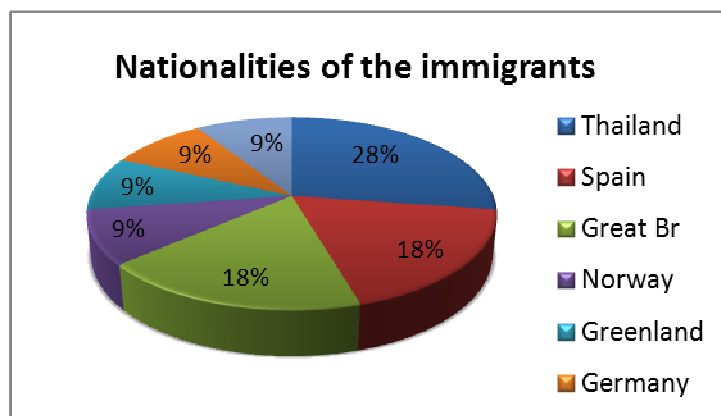
There are two differenced groups of ages: the ones who migrated when they were 1-10 years old, who we can guess came with their family, and the ones who migrated when they were 21-40, that we guess they moved by their own.

- 4.3 Stubbekøbing Skole (DENMARK)

The data we got from Stubbekøbing Skole in Denmark mark after handing out the survey was enough for us to make a study of the immigration there.

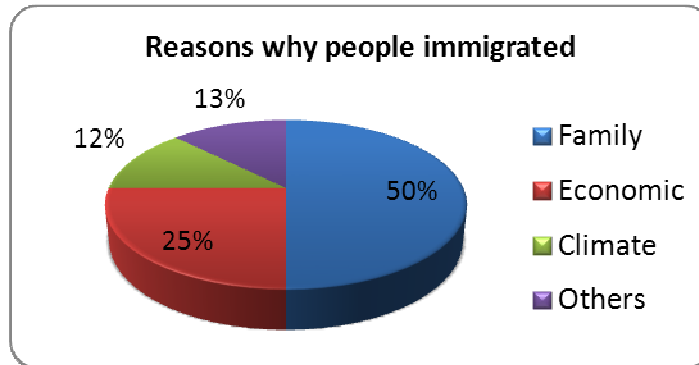
The first thing we saw was that 11 out of 43 interviewed people were immigrants. But we don't really know if this fact is reliable or not, because maybe they interviewed, as we did, the immigrants separately. In fact they told us that the percentage of immigration in Stubbekøbing Skole was about 5%.

- 4.3.1. NATIONALITIES (Stubbekøbing Skole)



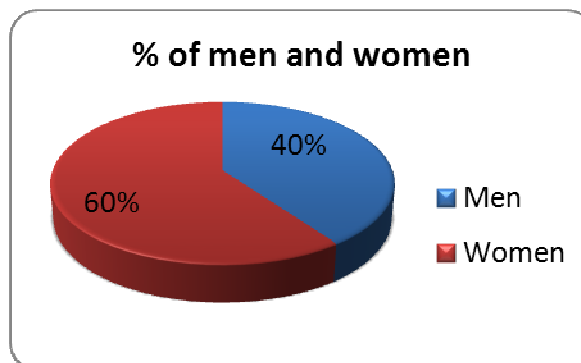
Here we can see where the immigrants come from. The most popular countries are Thailand, Spain and Great Britain. The majority of the countries are in Europe, and most of them are next to Denmark. The surprising fact is that Thailand (which is in Asia) is the first country where they come from.

- 4.3.2. REASONS (Stubbekøbing Skole)



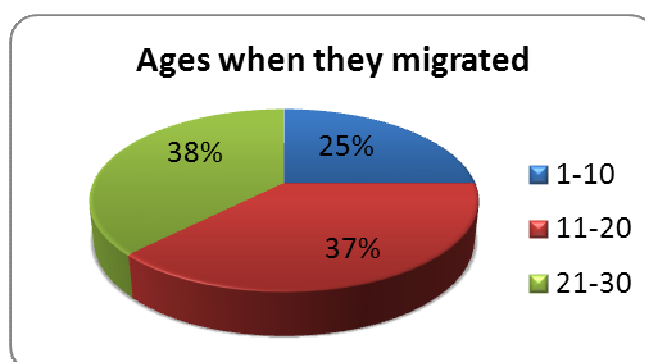
The reasons why people left their country to get into Denmark are: Family reasons (50%), economic reasons (25%).

- 4.3.3. GENDER (Stubbekøbing Skole)



In the percentage of men and women, we can see that in this case there are more of the 2nd ones, but we still think this is not very representative and, consequently, not so important.

- 4.3.4. AGES WHEN THEY MIGRATED (Stubbekøbing Skole)



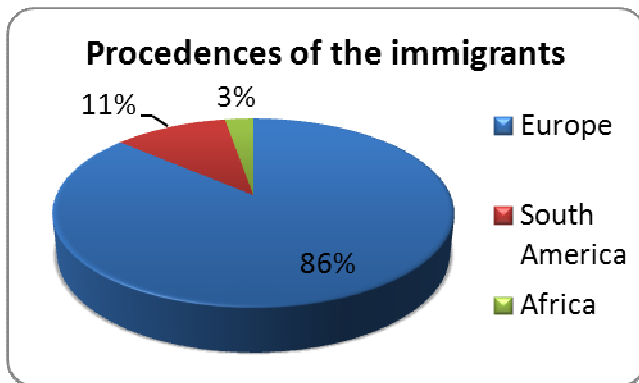
There are lots of immigrants who migrated to Denmark when they were under 18, so probably they travelled with other relatives (FAMILY REASONS).

- 4.4 IES Sant Quirze (CATALONIA)

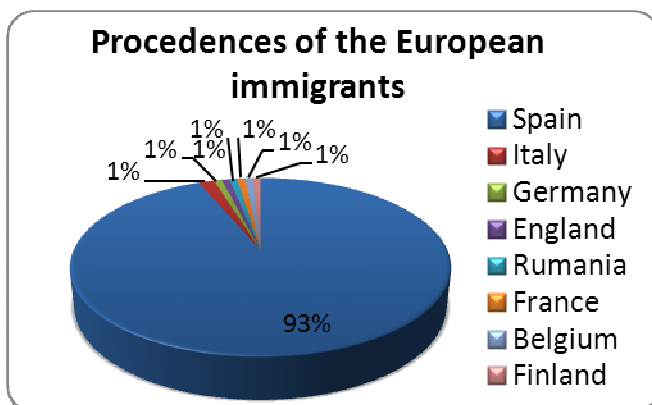
After handing out our questionnaire in our high school IES Sant Quirze, we got quite a large table with lots of data to work with.

Here, we can see that there's more immigration. We got information from 147 immigrants out of 478 interviewed people, students, teachers and their relatives. Despite these results, the sample was not random, as we mentioned before, because we took the names of the immigrants, and interviewed all of them, so that's the reason why the percentage is higher, but the real percentage of immigrants in our high school is about 10%.

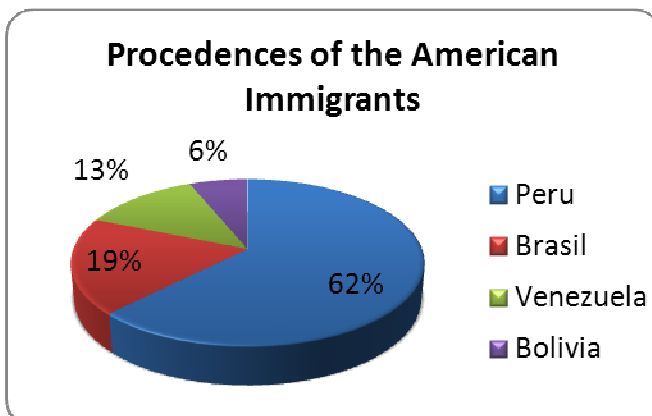
- 4.4.1. NATIONALITIES (IES Sant Quirze)



The big majority of the immigrants comes from Europe, and there's a minor part that comes from South America and from Africa.

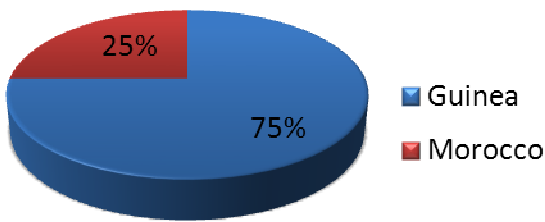


-EUROPE (86%): most of the immigrants comes from other places in Spain (93%) and from other countries which are near ours. Only a few of them come from Finland or Romania.



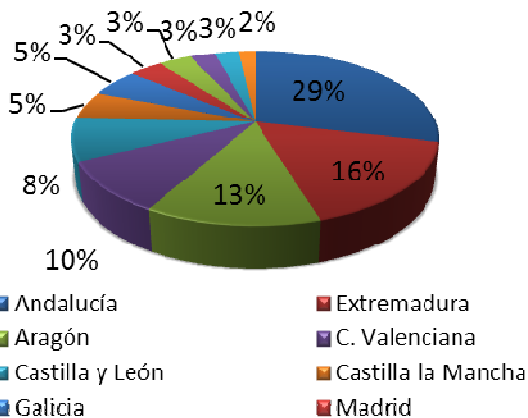
-SOUTH AMERICA (11%): most of the immigrants comes from Peru (62%). Other countries: Brazil, Venezuela, Bolivia.

Procedences of the African Immigrants



-**AFRICA:** most of the immigrants comes from Guinea, with a 75% of the total population of African immigrants.

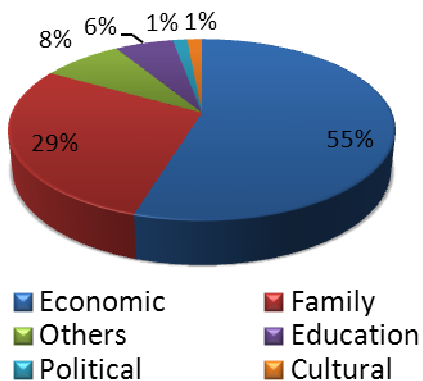
Procedences of the Spanish immigrants



-**SPAIN:** the immigrants come from all over the country. The biggest part comes from Andalucía, Extremadura and Aragón.

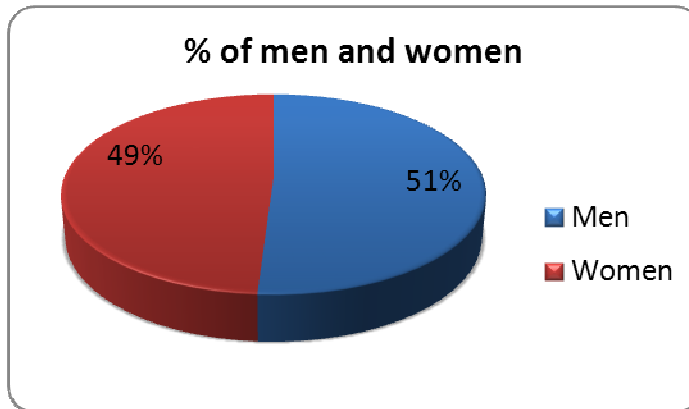
- 4.4.2. REASONS (IES Sant Quirze)

Reasons why people immigrated



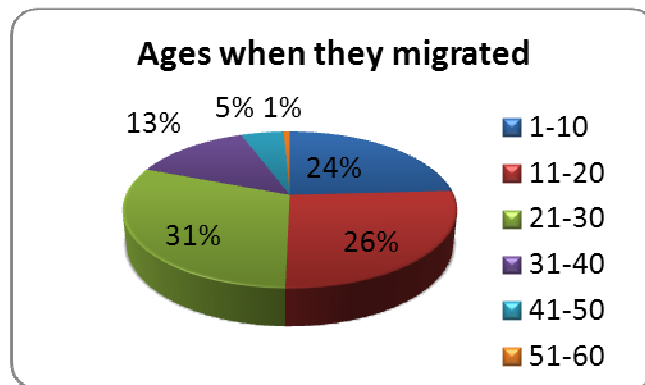
The main reasons why people migrated to Catalonia were the economic reasons (55%): during the 90's, in Spain there was an economic crisis, which made people migrate to Catalonia because of the industrialization of the area.

- 4.4.3. GENDER (IES Sant Quirze)



Again, we can see that the percentage of men and women that immigrated is very similar (M-51%, F-49%).

- 4.4.4. AGES WHEN PEOPLE IMMIGRATED (IES Sant Quirze)



Here there's more variety. Most of the immigrants came here when they were between 21-40, and because of the economy and family reasons, we can guess it could be because one member of the family migrated looking for a job, and later, the rest came to live with him/her.

- 4.4.5. WHY TO CATALONIA? INDUSTRIALIZATION:

During the XVIII and XIX centuries, the Industrialization of the European potencies changed completely the model of economy, politics and society of most of the countries.

Even though this process which started in the United Kingdom in the middle of the XVIII century was fast adopted by other countries in Europe, some facts in Spain delayed the process, like for example the problems with the means of transport.

So that's why, in Spain, although the model of the Ancient Regime had been abolished, there was still the footstep of it, when most of the population worked in primary

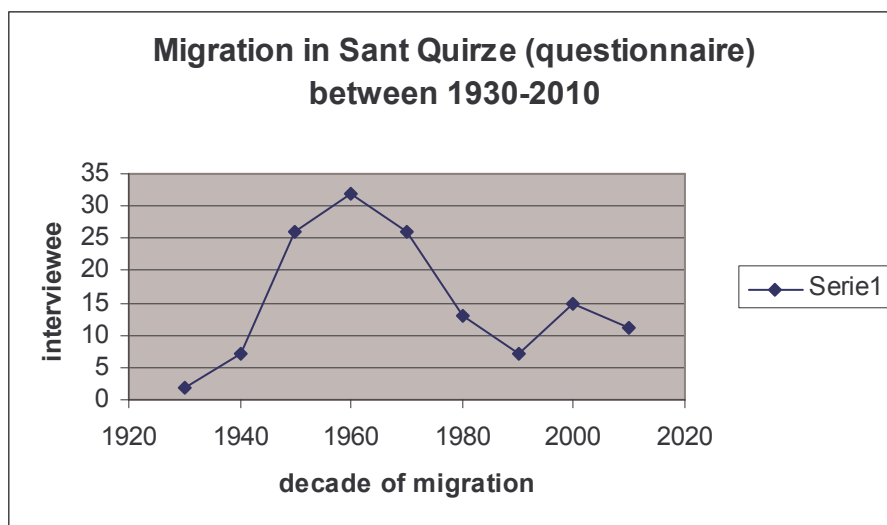
economy, mainly in crops, where there were still farmworkers, conditioned by a strict feudal system.

As Spain wasn't ready for the change, most areas experienced an economic crisis, so that lots of people were living in very bad conditions.

But Catalonia, because of its closer relationships with the north, together with the existence of some important businesses owners and the money they earned with some autochthon products such as "aiguardent" (an alcoholic drink), got industrialized in the same time as England did, this way it became the most developed area in the whole country.

So now we have a more developed area, which is Catalonia, and other Spanish cities, where other people found a way to improve their lives. Most of the farm workers didn't have anything because of the privatized propriety, and they found it possible to emigrate there because of the development of the means of transport.

From that moment, lots of unemployed families who wanted to find a job, get a house, and give an education to their children, migrated in a legal or clandestine way to these developed areas, where they could live a happy life.



Here we can see a graph of our data, where we can observe that the immigration in the 1960 increased a lot, and then started to decrease until 1990.

5. COMPARING OUR DATA

5.1 COMPARING OUR DATA WITH THE REAL DATA OF VALLÈS OCCIDENTAL

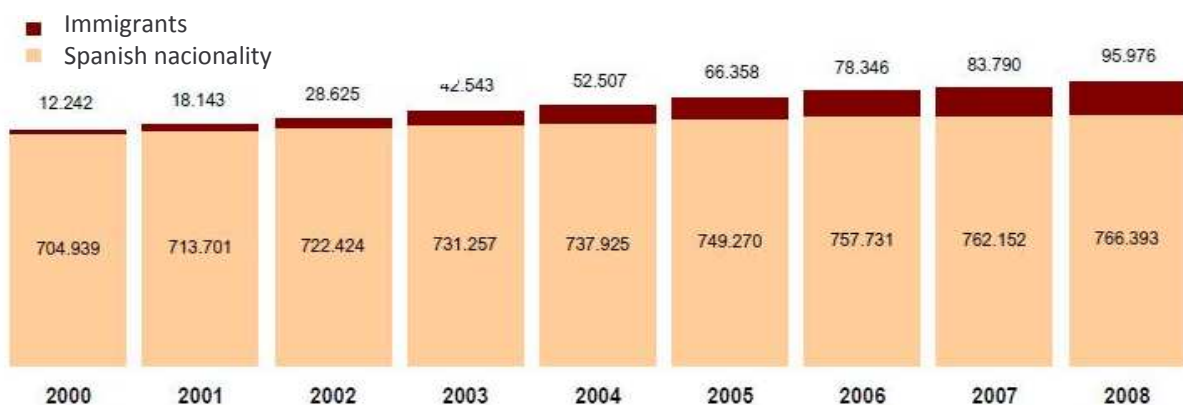
Vallès Occidental's a county in Catalonia, and its limits are: Bages (north), Vallès Oriental (north and east), Baix Llobregat (west), Barcelonès (south).

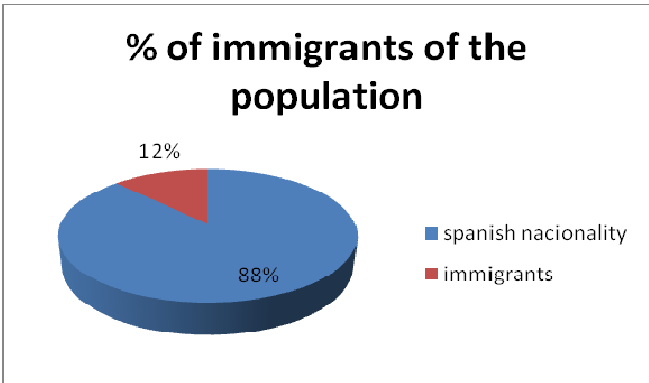


In this part of the project, we will try to compare the data we got of immigration in our high school in Sant Quirze, with some real data of Vallès Occidental that we have taken from official webs sites on the internet.

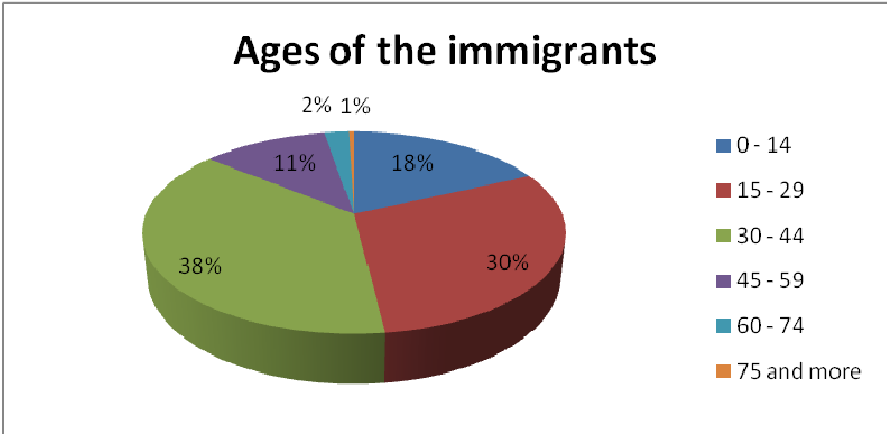
We wanted to know if the origin of the immigrants in our high school is reliable just comparing the results with our county, Valles Occidental.

So first of all, we want to show how the migration has evolved in 8 years in this region (from 2000 to 2008).



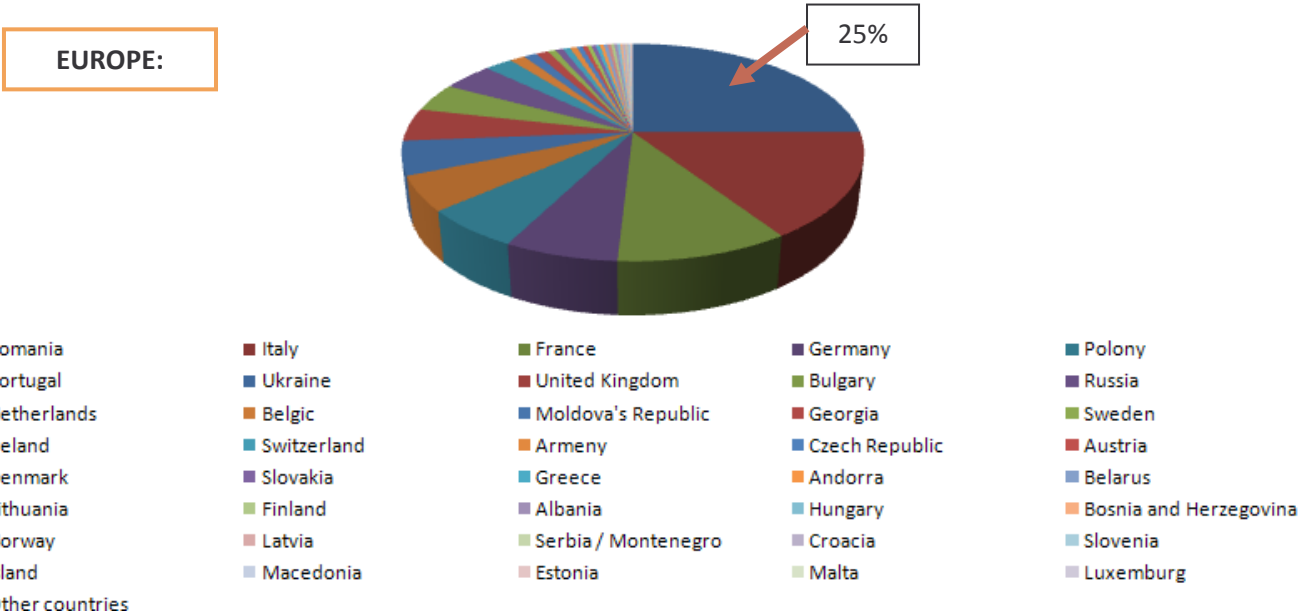


So we have made a study of the migration in Valles Occidental nowadays, and we can see that the % of the total of immigrants is the 12% of the total population. We have made one graph to show the different ages of the immigrants when they migrated.

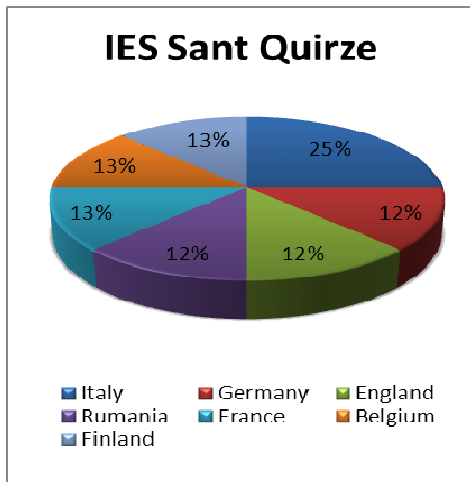


So looking at the graph, we can see that the people who have migrated more are around 30 and 44 years old (38%). But there are some people between 15 and 29 years old who have migrated too. We will explain the reasons why these people have migrated from their country later, when we talk about Catalonia.

Well, we have made a study to know the origins of the immigrants of each continent in Valles Occidental:

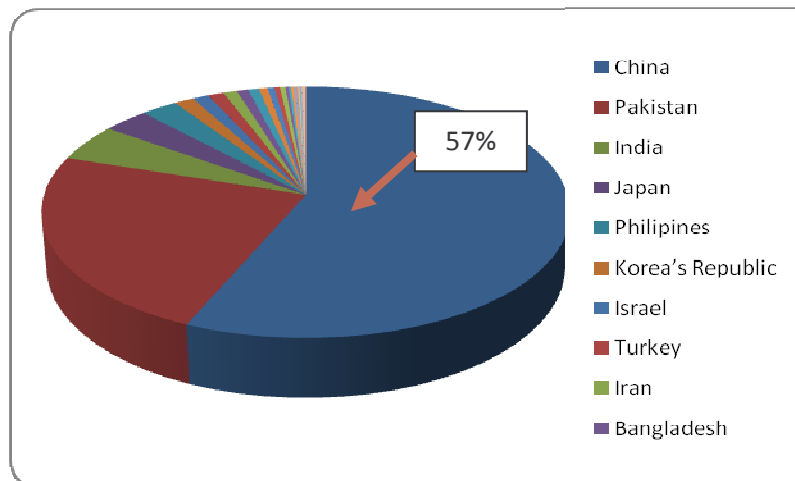


So the total immigrants of some countries in Europe are 21.857, so the most are from Romania with 5.455 inhabitants (they are around 25%). But there are many immigrants who come from Italy and France.



And here, in our data, the graph shows that most of the population of immigrants comes from Italy, but there are also some other popular origins, such as Germany, England, Romania, France, Belgium or Finland.

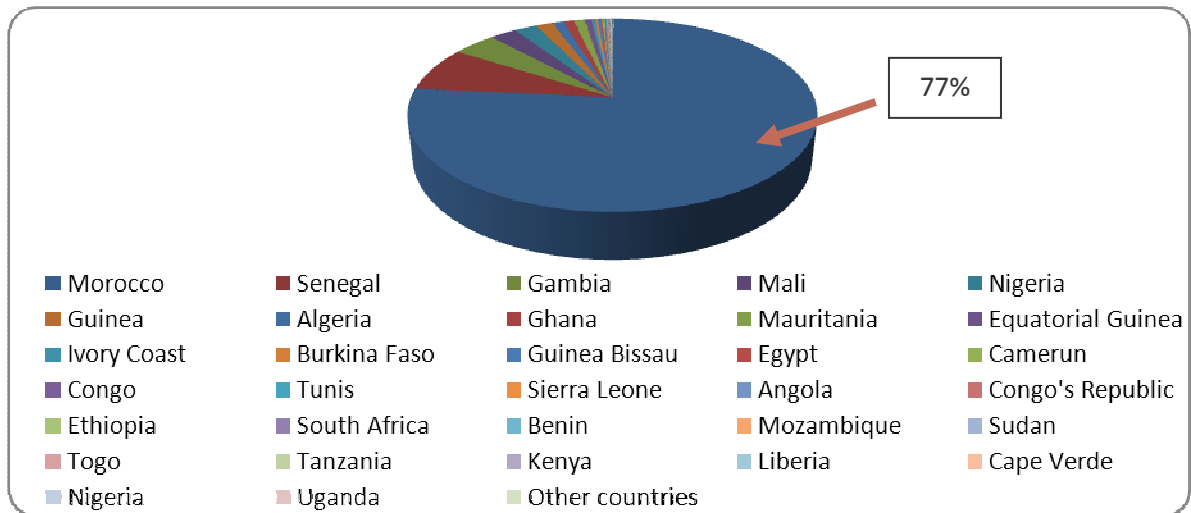
ASIA:



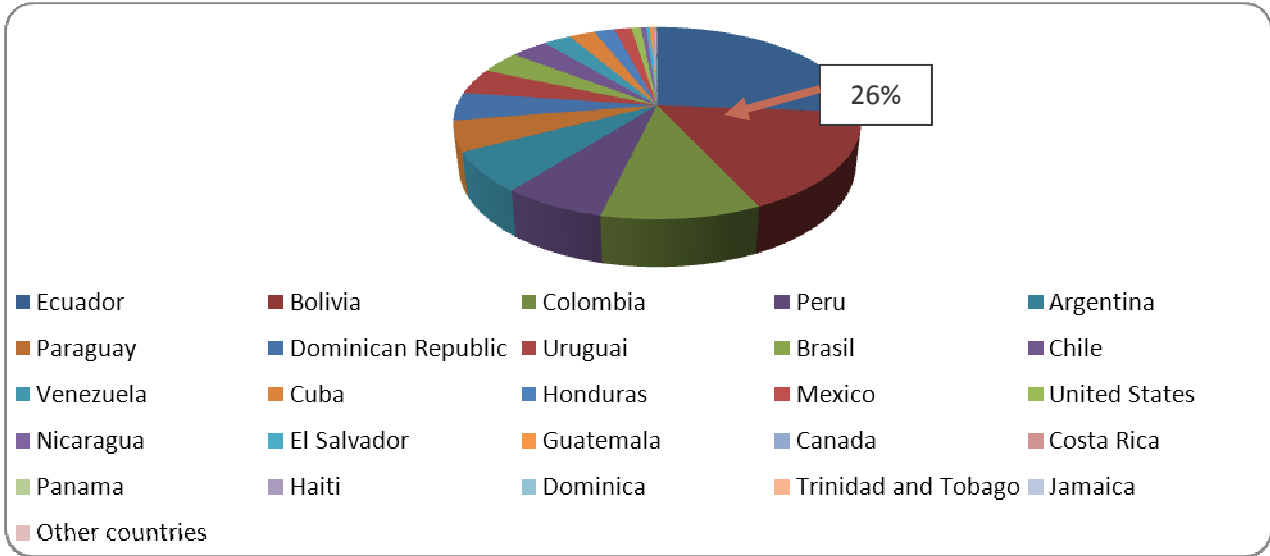
Here, we can see obviously that most of the immigrants from Asia come from China. They are about 57% of the total population of the immigrants from Asia, so more than half. We can't compare it with our high school, because we haven't got any example of immigrants from Asia, so it could mean that there's no migration from Asia in our high school.

AFRICA:

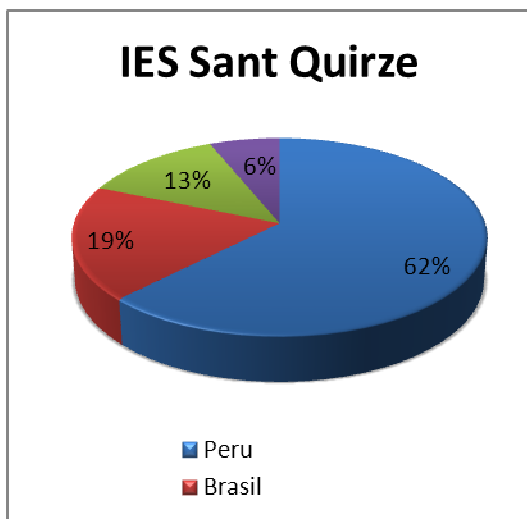
In Africa, most of the immigrants come from Morocco. We can see that they are the third part of the total population of immigrants from Africa.



AMERICA:



The majority of the immigrants from America comes from Ecuador. They are around 26% of the total population that arrives from America.

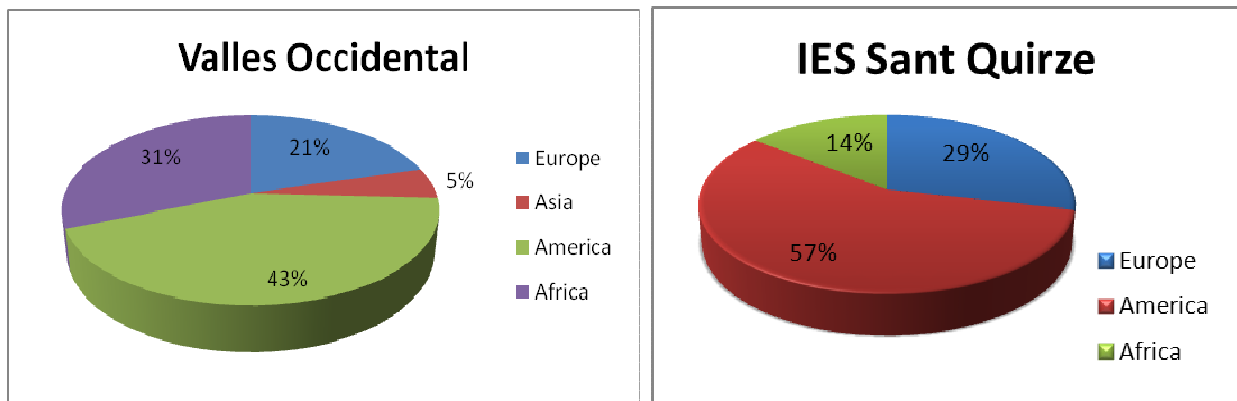


According to our high school data, most of the people from America come from Peru.

Comparing our data with Valles Occidental

Here we have just compared our high school data (representing our town) with the information we got about the migration in Valles Occidental.

So we can see that it is quite representative, because the most popular origin is America, and Europe and Asia are the following ones. There is not much Asian immigration in Vallès Occidental neither.



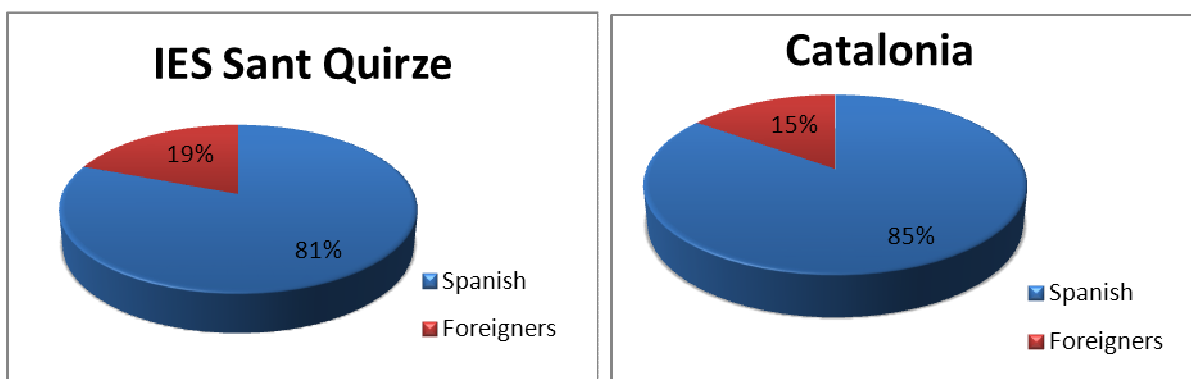
And we can see that in Vallès Occidental the highest percentage of the immigrants comes from some countries of America.

5. 2 COMPARING OUR DATA WITH THE REAL DATA OF CATALONIA:

In this part, we are going to compare the graphs we have done with the data we obtained in our surveys in the school with the real data of immigration in our community, Catalonia.

To do it, we had to change our initial graphs, because in them we considered the Spanish people coming from out of Catalonia also as immigrants and consequently they are included into the initial graphs; but actually it should be considered as an inner migration, so in the official data they are not taken into consideration

We believe that the data we obtained from our high school may represent quite well the immigration in our town, Sant Quirze del Vallès. The next part of our research will help us to know if our sample was representative of the total population, how reliable it was and the difference between the data from our high school in Sant Quirze and the official data of our region, Catalunya.



1.1 Spanish and foreign immigrants:

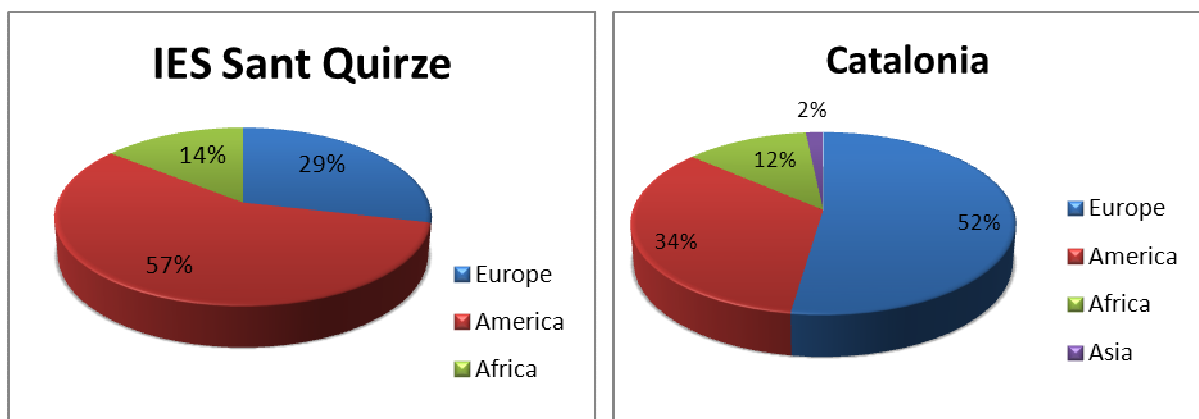
To start with, we wanted to make a difference and a proportion between the immigrants coming from other places in Spain and the foreigner ones. As we've said before, we initially worked with the Spanish immigrants included, but to make the comparison more reliable, now we will work only with the out-of-Spain immigrants' data.

These two graphs are very similar, so we guess that the real proportion of Spanish and foreign immigrants may be similar to these ones. These values mean that the strongest movements of immigration to Catalonia are internal ones, and only a 15-19% of the immigrants are from outside of the country.

Anyway, the proportion of IES Sant Quirze is not the real one because when we took the sample, we interviewed all the immigrants (we really wanted to have this information) and then, we took a sample of the no-immigrants people in our high school.

So the real proportion of immigrants in our high school is about 10%, not the 19%.

5.2.1 Where do the immigrants come from (continents)?



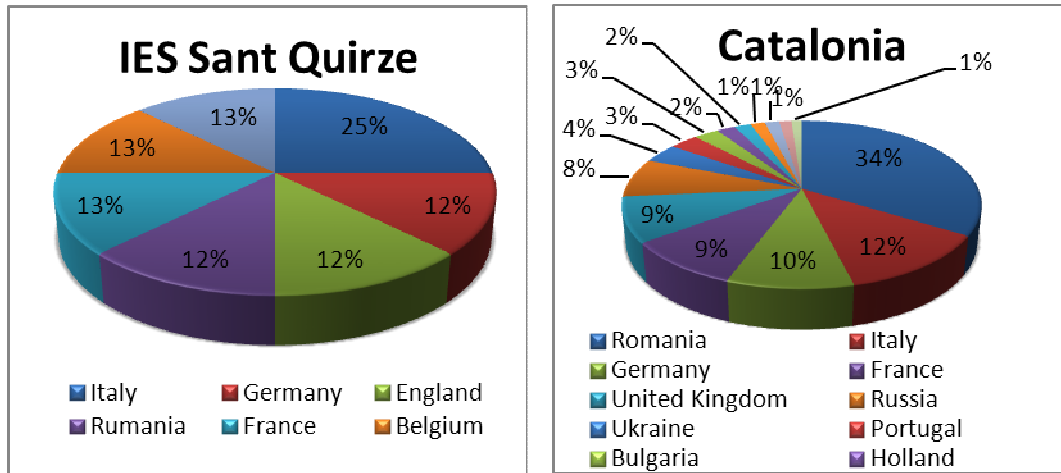
Looking at the classification of the origins of the immigrants by continents, we can see that they are quite different. In IES Sant Quirze the 57% of the immigrants come from America, and we'll after see that they are all from South America. 29% come from the rest of Europe and only a 14% of them come from Africa. There are no immigrants coming from Asia.

The main difference between the two graphs is that while most of the immigrants in Catalonia come from Europe, our graph shows a different result.

In Catalonia, the % of immigrants coming from Asia is very low, that might the reason why we have not got data in our.

There's another important fact: that the immigration from Oceania in Catalonia is practically inexistent.

5.2.2 Where do the European immigrants come from?



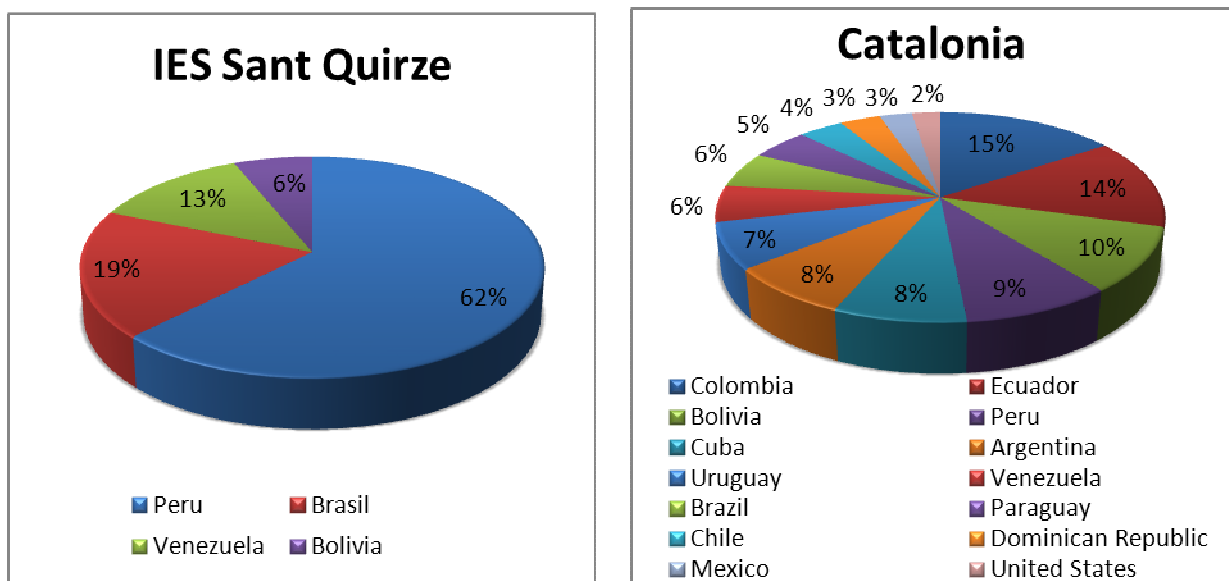
If we have a look at these two graphs, we realize that they are very similar. In ours there is a 25% of the immigrants that are coming from Italy (which is the second most popular one after Romania), and then there is a 12-13% from other origins that are also in Catalonia's list (except Finland).

Even if most of the immigrants come to Catalonia from Romania and there are other important origins such as Russia and Ukraine, our data were quite representative, which is quite surprising considering that our sample was very small.

5.2.3 Where do the American immigrants come from?

In this case we have very different results.

In the data we obtained, all the American immigrants in Catalonia were from South America, specifically from Peru (the most popular, 62%), Brazil, Venezuela and Bolivia.

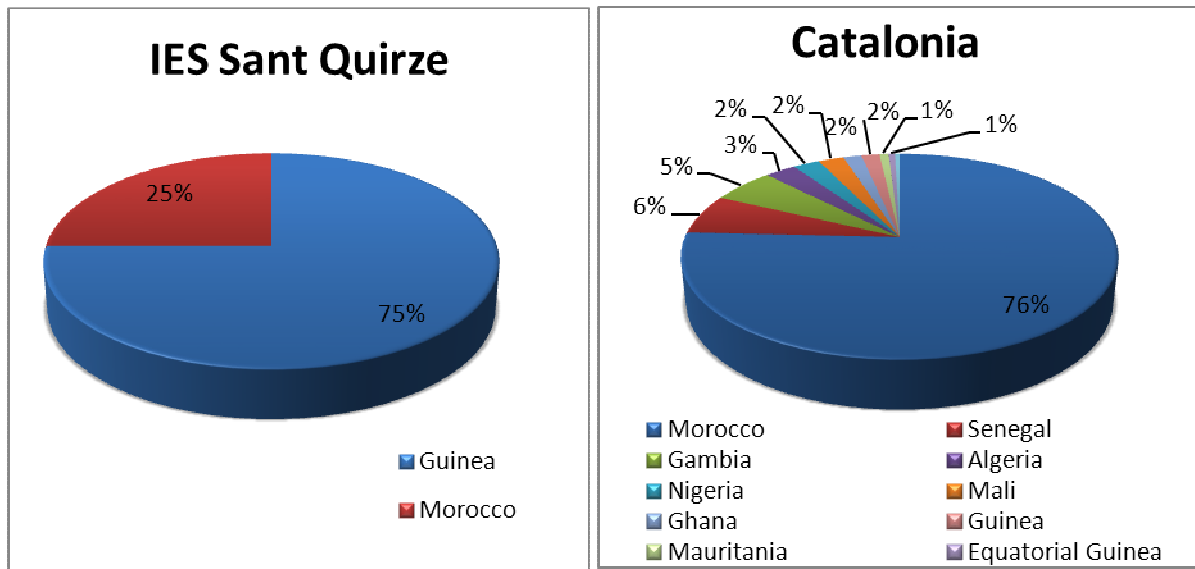


But if we have a look to the data from Catalonia, we see that there's a huge variability, but again we realize that most of them come from South America, a part from Central America, and a very few of them, from North America.

Our data are not very good to represent the real values, because Peru, the most popular place of birth of Americans in Sant Quirze, is in the 4th place in the data from Catalonia. Brazil, the 2nd, is in the 9th place; Venezuela is in the 8th, and Bolivia in the 3rd.

And so, the countries which have sent more immigrants from America to Catalonia are Colombia and Ecuador.

5.2.4 Where do the African immigrants come from?



These two graphs are also quite different.

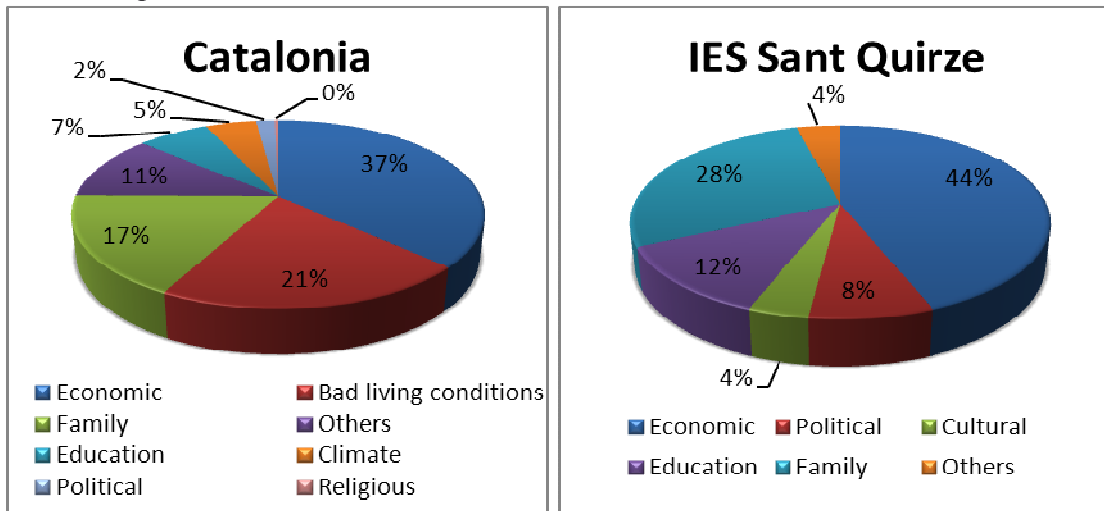
In our high school we got information about African immigrants who only came from two countries: Guinea (75%) and Morocco (25%). This is because we have got (a) very few persons who came from Africa, so it's a very small proportion in our immigration % (only 3%).

Anyway, if we have a look to the graph done with data from Catalonia, we realize that most of them come from Morocco (76%), and the other few immigrants come from other countries such as Senegal, Gambia and Algeria.

REASONS:

Another important thing to compare is the reasons why people immigrate to our community.

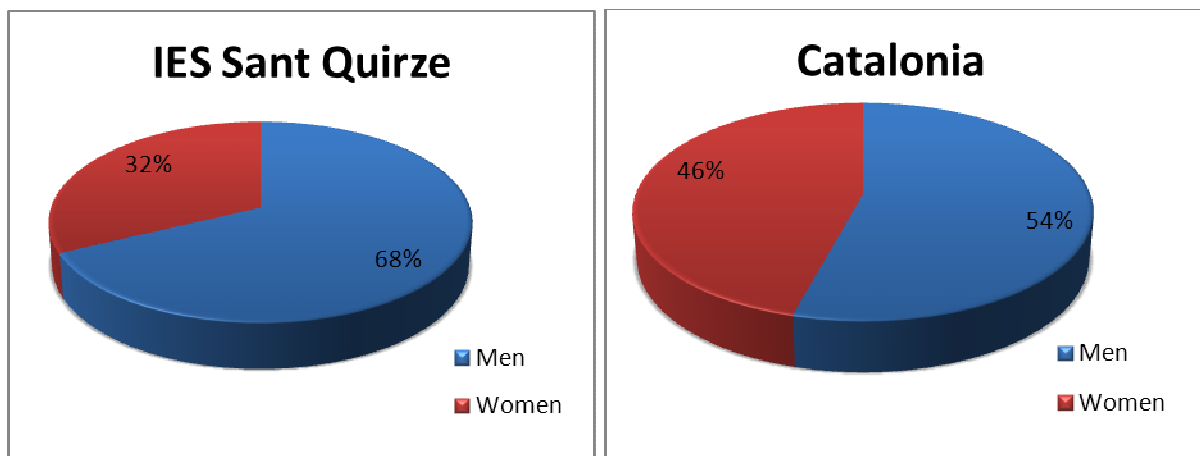
The data we got by handing out our survey shows that a 44% of the population came here because of economic reasons, so maybe it is related to the industrialization and to the development of the area.



In the real graph of Catalonia, again the economic and bad living conditions are the most popular, so it may be related to the immigrants from developing countries looking for a better life.

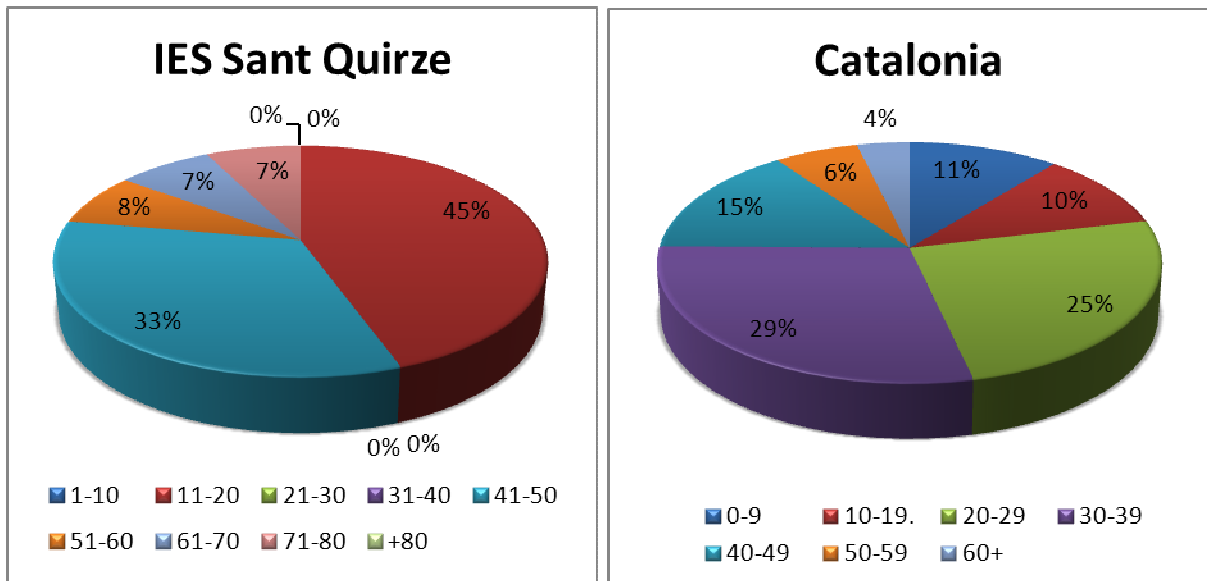
The family reasons are also important in both, and education is the following one.

GENDER:



In our questionnaire we asked about the gender of the interviewed people, so we could compare the two sexes, and see if there is a big difference between them or they come here in an alternative way. The results of our survey are that there are many more men than women who have immigrated here, but we do not really know if it has a reason why or it is just the results of something random. So it would be interesting if we could make a better study of it, and see if it depends on the place they come from, the reasons or the age.

How old is the immigrant population?



We thought it was also interesting to know how old was the immigrant population in our region nowadays, and these were the results.

In the graph that shows our data, we can see that the biggest group of ages is the 11-20 years, and we guess that it's why we have handed the questionnaire in a high school and this and the following generation (41-50 years) are the most represented ones.

But if we have a look to the ages of the immigrants in Catalonia, we see that the 54% of the immigrants are, this time, from 20 to 29 years old, so they may be from the actual movement of migrations of people from developing countries to developed ones, such as Catalonia. Young men and women are migrating to improve their life from poorer areas such as Romania, North of Africa or South America, so that's why the immigrants are "young".

6. CONCLUSIONS

During these months of working in this project we have learned a lot of things and lived great experiences.

We consider that we have learned a lot of statistic, a little bit about European migration movements, how to make a good research project following the scientific method, how to do a correct interview and after pass it to an Excel spreadsheet (using the binary code), etc.

As we mentioned before, our opinion is that doing this project in English it was really useful for us, because we must get used to read a lot of information in English and also to explain the best we can our research project and personal opinions about it.

It was a pleasure to stay in Denmark showing our work there. We felt very lucky for this great opportunity to know different places and people. Also some girls from the high school HLV Saint Veit in Austria (who were doing a project for Comenius) came to Sant Quirze to explain it and live in our houses for a week. We couldn't imagine at first that we were going to live all that for our work!

We think that we chose a right topic for us, because we want to do the Science Profile next year, and this project was principally based in statistic, something that we will have to study next year.

Even though we had some problems to obtain the data in the other high schools and also in order to compare some graphs, we could solve the majority of it.

It was difficult to find days to meet and work together because of the homework, exams and extra-curricular activities, but finally we could arrange it.

It was for us an objective before starting the project: make a coordinated team and we think that we get it: everyone has worked really hard.

Our opinion is that at the end of this project we have accomplished all the objectives that we stated months ago, and that is something very satisfying.

The most part of our hypothesis were true: we supposed that the majority of Spanish migration comes from the region of Andalucía, because there was a lack of jobs there. We checked this hypothesis: the 29% of the interviewee immigrants (the percentage more elevated) were from there.

Also we thought that the main reason to migrate to Catalonia was the economic one, here there are a lot of opportunities to get a better life because is it a highly developed area. In our questionnaire we could see that our supposition was right: the 55% of the interviewed immigrants tell us that their reason to move to Catalonia was economic.

We could observe that our data obtained by the questionnaire in our high school was quite good and realistic comparing them with our village, Sant Quirze del Vallès, but we wanted to know how different were our data from the regional official information, Valles Occidental, and from our community.

To get that, we visited many official web sites of statistic and we established a comparison between the data we obtained from there and from our questionnaire. The results, as we assumed, were that the data we got by handing out the questionnaire were not representative of the real ones in Vallès Occidental and in our community, Catalonia.

We found some similarities in some aspects and some other aspects which were very different in both data. One of them is the ages when people immigrated. Here, the results were quite different because, as we explained before, we asked our interviewees,

who are, most of them (the students), between 10-18 years old. If they were not immigrants, we asked their parents, so the oldest generation and, if it was necessary, their grandparents.

Asking in a high school we just took inhabitants of the area which are in very specific groups of ages (we found the same problem asking the teachers, because most of them are the same ages as the students' parents), so that is why we could not get almost any data from people belonging to these three generations (talking in general aspects), and we did not ask people between 18-30, for example.

Despite this one, and other problems we have found, we are now very happy with the project, and very proud of the work we have done, because we have learned much about many different aspects, from statistics and history to group cooperation.

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[EUROSTAT](#)

[CEO: Centre d'Estudis d'Opinió.](#)

[CIS: Centro de Investigaciones Sociológicas.](#)

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❖ ANNEX

9.1 RESEARCH PROJECT QUESTIONNAIRE

Mark your gender:

- a) Male
- b) Female

1. How old are you?

- a) 0-10 years
- b) 11-20 years
- c) 21-30 years
- d) 31-40 years
- e) 41-50 years
- f) 51-60 years
- g) 61-70 years
- h) 71-80 years
- i) 81-90 years
- j) + 90 years

- Please, write your age:

2. Were you born in.....?

- a) YES
- b) NO

Only if the answer in 3 is NO

3. Where were you born?

- a) In the same country

- Write the name of the province/department/etc

- b) Out of the country, but in the continent

- Write the name of the country

- c) In another continent. Choose:

- Europe
- America
- Asia
- Africa
- Oceania
- Write the name of the country

5. Did you migrate from the place you were born?

- a) YES
- b) NO

Only if the answer in 5 is YES

6. Where did you migrate?

- a) In the same country
 - Write the name of the province/department/etc
- b) Out of the country, but in the continent
 - Write the name of the country
- c) In another continent. Choose:
 - Europe
 - America
 - Asia
 - Africa
 - Oceania
 - Write the name of the country

7. How old were you when you migrated?

- a) 0-10 years
- b) 11-20 years
- c) 21-30 years
- d) 31-40 years
- e) 41-50 years
- f) 51-60 years
- g) 61-70 years
- h) 71-80 years
- i) 81-90 years

j) + 90 years

- Please, write the age:

.....

8. How it was your migration?

- a) Voluntary
- b) Involuntary

9. Why did you migrate? You can choose more than one option.

- a) Economical reasons (not enough work, a better job or position,...)
- b) Political reasons (political persecution, dead threat, wars ...)
- c) Cultural reasons
- d) Formation reasons (to get a better education...)
- e) Family reasons (relative dead, divorce, live with your couple...)
- f) Ethnic reasons (race, language or traditions discrimination or persecution...)
- g) Religion reasons
- h) Natural Disasters (earthquakes, tsunamis ...)
- i) Bad living conditions (famine, bad education, poor housing, poor medical care...)
- j) Climatic reasons (to prefer another type of weather...)
- k) Others:

10. Who did you migrate with?

- a) Alone
- b) In companion of your parents (one or both)
- c) Other relatives:
- d) With friend(s)

11. How did you travel? You can choose more than one option.

- a) By ship
- b) By train
- c) By a vehicle
- d) By plane
- e) By a non-motorized vehicle (bicycle, by foot, a boat...)

12. Did you travel in a clandestine way?

- a) YES
- b) NO

13. Did you have your documentation in order?

- a) YES
- b) NO

14. How long have you been living here?

- a) Less than 1 year
- b) 1-3 years
- c) 3-5 years
- d) 5-10 years
- e) +10 years

15. Were you thinking about the same time when you were planning to emigrate?

- a) Yes, I've been here the time I planned
- b) No, I've been here longer than the time I planned
- c) No, I will leave earlier than what I planned

16. What is your opinion of the experience to migrate to.....?

- a) Very good. I'm really happy to live here.
- b) Good. I'm feeling accepted here in the majority of aspects.
- c) I'm ok here, but if I can I will go back to my country
- d) I'm very disappointed, I won't be here anymore