ETHNIC DIFFERENCES IN EDUCATION AND DIVERGING PROSPECTS FOR URBAN YOUTH IN AN ENLARGED EUROPE

edumigrom

EUROPEAN COMMISSION
European Research Area
Funded under Socio-economic Sciences & Humaniti

SEVENTH FRAMEWORK PROGRAMME

MAG
MAGYAR GAZDASÁGFEJLESZTÉSI KÖZPONT

Project Overview

Aims of the project:
• understand how ethnic differences in education contribute to the diverging prospects for minority ethnic youth and their peers in ethnically diverse urban settings
• explore how educational practices address ethnic differences which appear to be crucial in developing social inclusion based on equal citizenship and recognition

Focus of the research:
• how intersecting social and ethnic divisions manifest themselves in the daily working of schools which then institutionalise and reinforce differences
• how both the institutional setting and the wider social environment influence the individual's performance, identity formation and future aspirations

Visible minorities in "old" and "new" member states:
• second-generation migrants in Western Europe
• Roma in Central and Eastern Europe

The cross-national comparative perspective helps to reveal that despite great variations in economic development and welfare state arrangements, recent developments have similar consequences for certain groups of second-generation immigrants and Roma.

Project duration: March 2008 - March 2011

Consortium:
Central European University (Hungary)
Masaryk University Brno (Czech Republic)
University of Copenhagen (Denmark)
Victor Segalen University, Bordeaux 2 (France)
Peace Research Institute Frankfurt (Germany)
Hungarian Academy of Sciences, Budapest (Hungary)
Babes-Bolyai University, Cluj-Napoca (Romania)
Slovak Academy of Sciences, Bratislava (Slovakia)
Stockholm University (Sweden)
University of Leeds (United Kingdom)

Research Design and Methodology

Sites: two multi-ethnic communities with relatively high proportions of ethnic minority inhabitants (Roma/second generation immigrants), and additionally, with a wide range of industries and services, a full-fledged social structure, and with a proper diversity of primary school arrangements.

Ethnic minority: visible minorities, embedded in the given locality with the possibility of being marginalised
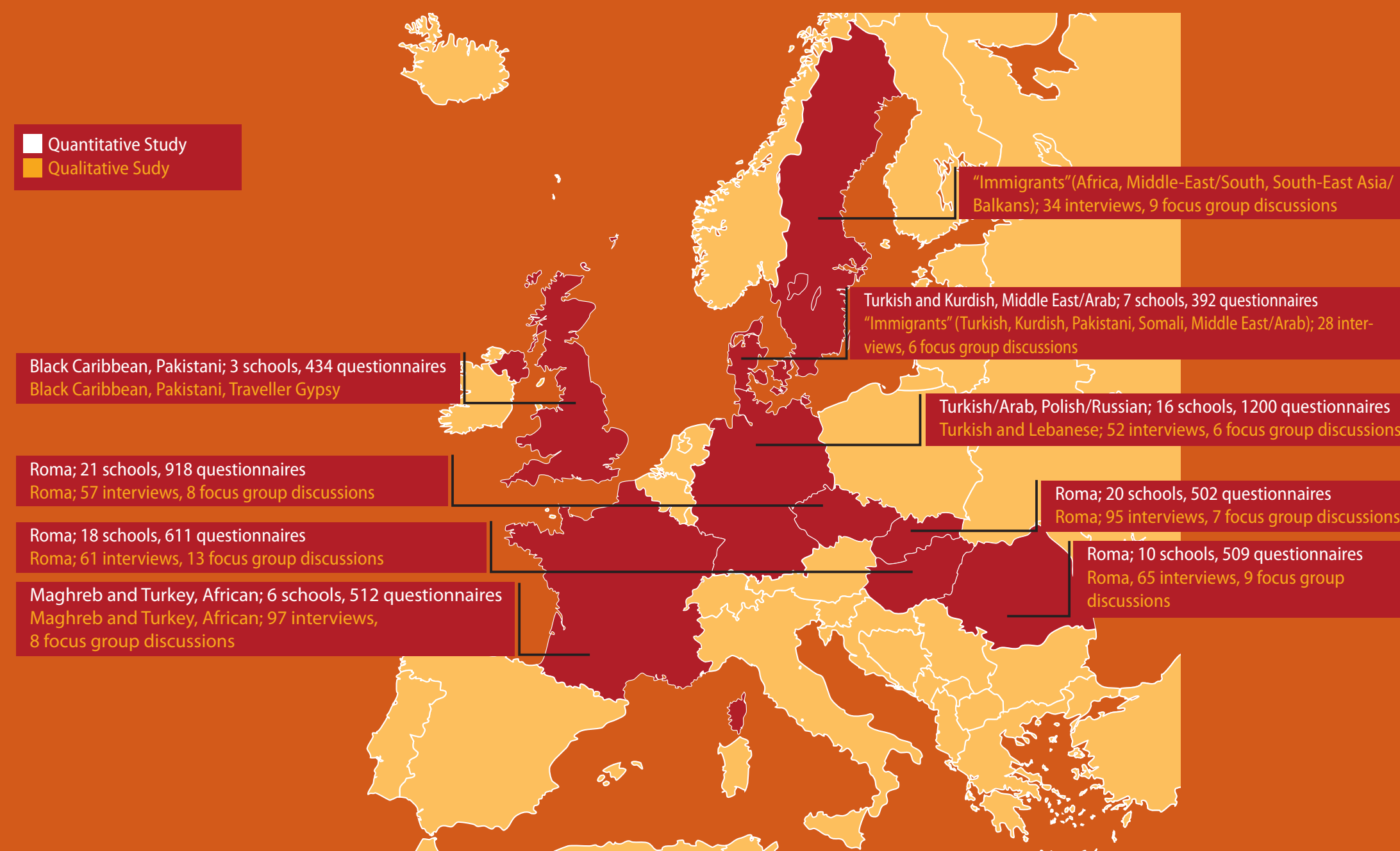
Focus group: 14-17 year old youth at the turning point of leaving behind compulsory education in multi-ethnic urban communities

Applied methods:
1. collection of literature and data on educational systems and policies; past and present of ethnic relations and minority politics;
2. quantitative methods: questionnaires with students and head teachers.
3. qualitative methods: personal in-depth interviews, focus group discussions with students, their parents and the teachers; participant observation in the classroom, in the school and scenes of everyday interactions outside the school.

Qualitative and quantitative inquires into:
• educational advancement and future educational and labour market career aspirations of students;
• daily lives and inter-ethnic relations in schools;
• identity formation;
• relations between schools and families;
• relations between schools and communities.

□ Quantitative Study
□ Qualitative Sudy

"Immigrants"(Africa, Middle-East/South, South-East Asia/Balkans); 34 interviews, 9 focus group discussions

Turkish and Kurdish, Middle East/Arab; 7 schools, 392 questionnaires
"Immigrants" (Turkish, Kurdish, Pakistani, Somali, Middle East/Arab); 28 interviews, 6 focus group discussions

Black Caribbean, Pakistani; 3 schools, 434 questionnaires
Black Caribbean, Pakistani, Traveller Gypsy

Turkish/Arab, Polish/Russian; 16 schools, 1200 questionnaires
Turkish and Lebanese; 52 interviews, 6 focus group discussions

Roma; 21 schools, 918 questionnaires
Roma; 57 interviews, 8 focus group discussions

Roma; 20 schools, 502 questionnaires
Roma; 95 interviews, 7 focus group discussions

Roma; 18 schools, 611 questionnaires
Roma; 61 interviews, 13 focus group discussions

Roma; 10 schools, 509 questionnaires
Roma, 65 interviews, 9 focus group discussions

Maghreb and Turkey, African; 6 schools, 512 questionnaires
Maghreb and Turkey, African; 97 interviews, 8 focus group discussions

Research Results

• Children of one-time migrants and from Roma background are exposed to conditions and conducts in schooling that conclude in their relative disadvantages in achievement and advancement conducive to the reproduction of poverty and ethnicised inequalities.

• Among the intersecting components, institutionalised selection among and within schools frequently lowers the quality of teaching and overall student performance, and causes long-term damages in inter-ethnic relations and inter-cultural exchange.

• Second generation migrant and Roma youth often supersede their majority peers in their dedication to participate in education. Claims for inclusive education and equitable opportunities of advancement are represented by large groups of minority ethnic communities.

• Frustrations with forced separation and frequent discrimination in education largely explain high drop-out rates among students from poor families of minority ethnic backgrounds. Early departure from education proves to be the primary source of early marginalisation and social exclusion.

• The plight of most marginalised groups of students in education calls for deep-going reforms in the systems of compulsory education. Efforts to combat language and cultural hindrances in pre-school age should take a central place in such renewed efforts.

For more information please visit our website
http://www.edumigrom.eu