Ethnic differences in education and diverging prospects for urban youth in an enlarged Europe

Methodological issues and research tools

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The EDUMIGROM research project is conducted in nine, “old” and “new”, member states of the European Union: the Czech Republic, Denmark, France, Germany, Hungary, Romania, Slovakia, Sweden, and the United Kingdom.

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- University of Copenhagen, Denmark
- Victor Segalen University, Bordeaux 2, France
- Peace Research Institute Frankfurt, Germany
- Hungarian Academy of Sciences, Hungary
- Babes-Bolyai University, Romania
- Slovak Academy of Sciences, Slovakia
- Stockholm University, Sweden
- University of Leeds, United Kingdom
Design of the research

Three phases of the research:

- background study on educational systems, and interethnic relations in participating countries;
- survey among 14-17 year old youth at school;
- qualitative community study in selected schools including interviews, focus group discussions with students, their parents and teacher, and participant observations in and outside the school.

Comparative analysis of collected information for each research phase.
Focus: 14 – 17 year old youth at the turning point of leaving behind compulsory education in ethnically diverse urban communities.

Method: Community based research – in ethnically diverse communities and their schools.

Sample selection in three steps:
1. selection of ethnically diverse urban communities (sites);
2. selection of schools serving adolescent children of these sites;
3. selection of the grade(s) and the class(es) to be involved in the research.
• The survey included all the students studying in the selected classes irrespective of their ethnic belonging.
  - Sample size: 5086
    Comparative analysis using a synchronized comparative data set

• The community study focused on ethnic minority students’ in focus of the research.
  - Sample size:
    • over 500 interviews (student, parental, teacher and stakeholders),
    • over 100 focus group discussions (with students, parents and teachers) and
    • participant observations in the classroom, in the school and outside the school.
    Comparative analysis based on country specific reports and on primary data (interviews, focus groups discussions were summarized individually in pre-defined info-sheets)
With concern to the concept of ‘minority’: ‘visible’ minorities were the originally defined target group, but as a result of the research design several other groups (altogether 25 minority groups) have fallen into the sample -> opportunity for comparing three groups: visible, non-visible and majority student.

- Divergent socio-economic composition of the sample as compared to the national averages
- Possibilities and constraints of cross-country comparative analysis.
Thank you for your attention!

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