Integration and Diversity in Education in Europe

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Integration and Diversity in Education in Europe (IDEE)

Initiative of the Education Support program (ESP) of the Open Society Foundation, London

Launched in 2007

Combines 2 main lines of action:

1 – Advocacy actions at the European level:

2 – Support to collaborative projects at the local level

A key element of both strands - research
IDEE at the European level – Why?

Integration – one of the key policy areas for the EU

Increased involvement of the EU actors in policies on the education on migrant children:

- political, human rights issue (EU Directives, the EU Charter)
- one of the main instruments of integration (Common Basic Principles of Integration, 2004)
- central to the achievement of social and economic objectives of the EU (Lisbon Agenda 2000, Europe 2020 strategy)
- EU’s role in education and training (Maastricht Treaty 1992, Art. 149 and 151)

EU policies on education and training From broader policies on social disadvantaged and excluded groups to policies targeting children of migrant backgrounds
Focus primarily on finding ways to influence the content of various policy documents and debates at the EU level.

ESP/IDEE Actions:

- Participation in the Commission’s public consultations (e.g. on Green paper on Migration and Mobility, Tackling Early School Leaving)

- Own research and monitoring

- Mapping EU policies: The Education of Migrant Children: An NGO Guide to EU policies and Actions
IDEE at the European Level

- **ESP’s role:**
  - to bring together key partners
  - to enable the participation of new social actors, and
  - to amplify the voices of the most affected communities

- **Main messages:**
  - Migration enriches rather than diminishes Europe
  - Marginalization and inequality in education access are experienced more widely in Europe both among majority population and migrant communities.
IDEE at the local level - BRINGING LOCAL VOICES TO POLICY MAKING

The project co-funded by the EU (DG EAC) and the OSF

Five partner organizations (NGOs) from Austria, Germany, Northern Ireland, Romania and Slovakia

Participation and inclusion at the centre of the project

Active involvement of marginalised groups (ethnic minorities, migrant communities, with diverse religion background)

Citizens panels as a main method
Citizens panels (CP)

- CP as a method of direct participatory democracy
- CP as a tool of empowerment
- CP as a method of research
Key messages From citizens panels

The youth have strong and vibrant desire to get out of the marginalised position through participation.

All students and young people involved in the CPs want to get rid of their victim status.

They are eager to participate in building an inclusive education.
KEY Recommendations from the citizens panels

Inclusive education
Combating school segregation
Language support
Intercultural competences
Empowerment of disenfranchised youth
Media
Inclusive education is the most appropriate education concept that ensures equal opportunities for all children and youth.

Policy recommendations:

- Extend comprehensive education for as long as possible.
- Provide systematic support for disadvantaged and less performing students.
- Ensure flexible system allowing easier access to newcomers, recognition of graduation from emigrant countries, new alternative pathways to career development.
2. Combat school segregation

- Fund teacher assistants with mother tongue competence of pupils in the classrooms
- Scholarships to students with disadvantaged background
- Ensure and fund mentoring and tutoring programs
3. Language support

- Start in early childhood and make it part of a regular school education
- Ensure diversity in language tuition provision
- Create opportunities for language support within and outside schools
- Offer language courses to parents
- Multilingualism policies should embrace mother tongue languages of children with migrant background
4. Intercultural competences

- All teachers should receive anti-bias training
- Qualification in intercultural competences should be part of regular teachers’ education
- Schools in disadvantaged communities should have qualified and high quality teachers
- Admission policies should encourage greater enrollment of teacher students from diverse backgrounds
“Don’t talk about us, talk with us, let us talk!”

“If you have learned to believe in yourself, you can achieve your goals. Learning this requires challenging oneself and getting encouragement from others.”

- School policies and pedagogical practice should respect diverse and often multiple identities of students.
6. media

- Media often convey negative pictures of minorities and disseminate negative stereotypes.
- Media should be seen as a partner to raise public awareness about the disenfranchisement of people in general and to increase the positive news about that the migrant group is bringing to society.