

Welcome to the **third Newsletter** of the research project on *Ethnic Differences in Education and Diverging Prospects for Urban Youth in an Enlarged Europe* (EDUMIGROM). Launched in March 2008 within the 7th Framework Programme of the European Commission, EDUMIGROM brings together ten leading universities and institutes from across Europe for a comparative investigation into how ethnic differences in education contribute to diverging prospects for diverse youth in urban settings.

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## IN BRIEF

Recent months have been busy and productive for the EDUMIGROM research Consortium. In this issue of our Newsletter, we announce the publication of two new **Occasional Papers**: one from Britain, and another from France. These important outputs are produced to enhance EDUMIGROM research by providing rich and accessible discussions on contextual and theoretical issues. They were developed to serve the interests of a wide audience. We also draw attention to the public release of several **Survey Reports**, which present and analyse data gathered from our extensive quantitative community surveys. Key findings from these reports are also examined in our third **Policy Brief**, produced in June 2010, which focuses on how school segregation shapes students' performance, self-esteem and future aspirations. Finally, we report on the continuation of the qualitative community study phase of our research.

As with previous issues of our Newsletter, we introduce three more **institutional partners** in the Consortium, and also spotlight three **communities** in which research is being conducted. We also include a section to showcase the various ways in which EDUMIGROM has 'gone public' with our research program and findings. Lastly, we have compiled a list of recent EDUMIGROM **publications** and a list of EDUMIGROM Consortium members.

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## PROJECT UPDATES

### Occasional Papers Published

EDUMIGROM Consortium members produced two Occasional Papers, which look at relevant issues in Britain and in France. They can be downloaded from the EDUMIGROM website.

#### *Issues of Ethnicity as Contextualised in Contemporary Britain*

Ian Law is Founding Director of the Centre for Ethnicity and Racism Studies (CERS) and Reader in the School of Sociology and Social Policy, University of Leeds. In this paper, he explores issues of ethnicity in contemporary Britain. Building upon existing theoretical literature, he synthesises findings from EDUMIGROM research on ethnic relations and education. Specifically, Dr. Law takes Max Weber's foundational understanding of ethnicity and ethnic groups as the starting point for his examination of contemporary debates and evidence on ethnic identification in the UK. Taking ethnic identities as social constructions, he reflects upon the social meanings of minority and majority identifications, including 'Englishness', in contemporary society. The paper explores some of the triggers and drivers of ethnic conflict and inequality in the UK, while paying attention to how existing categories of ethnicity account for—or fail to account for—the actual experiences of different groups in society. Dr. Law's analysis contributes to our understanding of official data collection on ethnicity and to effective and inclusive policy-making.

#### *Ethnicity in France: Selected Issues*

In this paper, Claire Schiff, Associate Professor in the Sociology Department of the University of Bordeaux 2, shows how existing public policies and institutional arrangements regarding the treatment of certain groups of citizens tend to push these groups on the margins of society and to reinforce the stigmas associated with them. Of particular concern is the 'colour-blind' principle, typically seen to be 'heart and soul' of the Republican model, which emphasises the need to promote individuals rather than groups. Dr. Schiff explains that this principle is actually at odds with the ways in which policies manifest on the ground. Looking at areas ranging from political participation to public housing, the brief shows how certain groups not only face different forms of discrimination, but also have limited options to make claims against the state or organise for change. Through a variety

of examples, the paper clearly demonstrates how a range of public policies aimed at better integrating ethnic minorities in fact contribute to inequalities and exclusion. This paper adds to existing literature on ethnic relations, education, and domestic politics in France for the EDUMIGROM project, and presents an important contribution to the Europe-wide debate on 'multicultural' or 'colour-blind' policies, both of which are conceived as efficient paths to reduce disparities among ethnic groups.

### Quantitative Community Survey Reports Released

The EDUMIGROM Consortium has made available community survey reports from a selection of participating countries. Reports from the Czech Republic, Denmark, France, Hungary, Slovakia, and England are available on the EDUMIGROM website.

These studies from new and old member states of the EU present and synthesise findings from the quantitative survey phase of the EDUMIGROM research project. Completed in June 2009, this phase involved disseminating questionnaires in selected schools and communities in order to gather quantitative data on a range of issues. These surveys involved three datasets, for students, teachers, and schools or school officials.

Over 5,000 student questionnaires were completed in total, with sample sizes varying across participating countries to reflect the diversity of school systems. The most important topical areas dealt with by the student questionnaires pertain to: students' social and ethnic backgrounds; perceptions of their own school performance; their career aspirations and expectations about adult life; ethnic identity and the feelings they attach to it; feelings towards school and classmates; relationships among peers; perceptions of their teachers' attitudes; and experiences with discrimination. The questionnaire also inquired about the general atmosphere at school and in class, as well as interethnic relations. Additionally, all head teachers of participating students completed a separate questionnaire, which included questions on teaching in general, contact with parents, the ethnic and social composition and group dynamics within the class. The third dataset, which provides key information about educational institutions, was generated through questionnaires filled out by school officials.

These three datasets—student, teacher, and school—have been merged in survey reports. The substantial part of the datasets is comparable across all countries, while there is a smaller part that is country-specific, for country-level analysis.

Analysis of data collected during the subsequent qualitative community study phase will contribute to understanding the experiences and prospects of ethnically diverse students in schools.

### Third Policy Brief Produced

#### *How does school segregation shape students' performance, self-esteem and future aspirations?*

In our third policy brief, Vera Messing (Center for Policy Studies at Central European University, Budapest) presents the results of the analysis of the comparative dataset produced during quantitative survey phase.

Preliminary analyses across the reports suggest significant differences between new and old member states of the European Union in how ethnic background and school environment affect students' performance, self-esteem, and future aspirations. In new member states, there are great discrepancies between ethnic minority and majority students studying in the same environment in all areas examined by the research project. Ethnic background and the ethnic composition of a school appear to influence students' performance, self-esteem and aspirations. While old EU member states are by no means a homogenous group, differences among them in these areas were not so significant.

Taken together, the reports show a rather clear relationship between a school's ethnic composition and respondents' performance, self-esteem and aspirations: performance and self-esteem are not inherently positively associated. Minority ethnic students studying in schools that are dominated by an ethnic majority group tend to perform well and have high aspirations regarding further schooling and employment, but have a negative self-image and feel uncomfortable at school. By contrast, minority ethnic students have relatively high self-esteem and feel comfortable in schools in which they form a majority, but perform poorly and have limited aspirations regarding their education or labour market participation. Both relationships are especially pronounced in countries in Central and Eastern Europe. Finally, the least favourable environment in terms of performance, self-esteem, and aspirations comprises schools where segregation is practised within the walls of the institution.

Analysis of EDUMIGROM across new and old states of the EU shows that, in comparison to other school environments, ethnically mixed schools seem to best meet the needs of both majority and minority ethnic students. Such schools appear to provide students who

perform well with opportunities to proceed to good quality secondary education, and they also assist with the healthy development of students' self-esteem and interpersonal relationships.

### Community Study Phase Underway

In 2009, EDUMIGROM launched its third phase: the qualitative community study. Currently, research teams are analysing their data in order to 'map' the school and community environment of everyday interethnic relations of urban youth. Through in-depth fieldwork with students and their parents, teachers, and peers, this research has explored the personal and institutional factors that influence the living conditions, school life, community networks and interethnic relations, school performance, opportunities for further education, and career choices of 'minority ethnic youth' who attend the schools of the selected communities and are exposed to the experience (sometimes danger) of being 'othered'. The investigation also incorporated a wider range of community members, organisations, and institutions. Research methods included in-depth interviews with students, parents and teachers, focus group discussions with the same agents, interviews with members of the wider community (civic organisations, local officials, etc.), and participant observations within and outside the classrooms. Findings will be written up and made available on the EDUMIGROM website.

## FEATURED PARTNERS

*In each issue, we feature institutional members of the EDUMIGROM Consortium. This issue introduces teams from Romania, Hungary, and the UK*

#### **Centre for Gender Studies, Babes-Bolyai University Romania)**

<http://www.ubbcluj.ro/>

Babes-Bolyai University (UBB) in Cluj, Romania is an important academic institution, a centre for scholarly research in Eastern Europe, and an active participant in major European and American academic associations. Situated in a region of ethnic and religious diversity, the university adheres to a policy of multiculturalism. Many of the 21 faculties offer courses and academic programmes in more than one language: Romanian, Hungarian, German, and English.

The pioneering Centre for Gender Studies at UBB, located within the Faculty of European Studies and closely connected to the M.A. Programme in Gender Studies, is an interdisciplinary institution that coordinates teaching and research in gender studies across UBB. Its members are sociologists, anthropologists, psychologists, historians and philosophers committed to policy-oriented and action research. The Centre pursues research projects on social inequalities, public policies, Roma women, health, violence, cultural representations, feminist theories, and other issues.

**Dr. Enikő Vincze**, Professor of Cultural Anthropology and Gender Studies, leads the research team at UBB. She has initiated and coordinated many academic programmes at UBB, including the Institute for Cultural Anthropology and the Centre for Gender Studies. Through her work as the President of Foundation Desire (Cluj, Romania) and in other activities, she has become an important figure in local issues and steered numerous collaborative efforts of civic organisations

related to anti-discrimination, women's rights, and equal opportunities. She has published extensively on issues of cultural diversity, debates on multiculturalism, feminism and anthropology, ethnicity and gender, and Roma social exclusion.

**Dr. Nándor László Magyar** is a sociologist and University Lecturer. At UBB, he teaches courses on ethnicity and interethnic relations, research methodology and methods, and politics. Specifically, he is known for his expertise in quantitative methods. Dr. Magyar has examined interethnic relations among Romanian, Hungarian, and Roma communities by way of opinion polls on political attitudes, and investigated the ethnic Hungarian minority school system.

The UBB team also includes doctoral students in Sociology. **Hajnalka Harbula** has coordinated several projects on behalf of disadvantaged minority school children, among them Roma and projects for combating discrimination. Her thesis concerns the anthropology of

### Community Spotlight: Denmark

The EDUMIGROM team from Denmark concentrates on education and ethnic minority youth in the capital city of Copenhagen, where the population of inhabitants with a non-Danish background is approximately one-fifth of the municipality's total population. This is a noteworthy ten percentage points higher than national average. Research focuses on three, internally heterogeneous migrant groups with sizable communities in Copenhagen: Turkish/Kurdish, Pakistani, and 'Middle Eastern'.

Migrants with Turkish background constitute the largest non-Danish population in the country. In general, students of this group tend to have high expectations of education as a medium of social mobility and integration into Danish society. Research has shown mixed results in terms of the academic achievement of Turkish youth, however; male students in particular often struggle in school. In contrast, both male and female pupils of Pakistani origin tend to perform quite well, at an equal or higher rate than the national average. Yet the Pakistani community has been found to be relatively socio-economically disadvantaged. Finally, the diverse 'Middle Eastern' group (or more precisely: Middle East/Arab) is made up of students who identify with a certain country of origin (most often Palestine, Lebanon, Iraq, Iran, Syria) or as 'Arabs'/'Arabic', or whose self-identification is a composite of country of origin and Arab/'Arabic'. All three groups raise interesting questions with regard to identification, experiences with and patterns of racialising structures in Danish society, particularly in the context of differentiated Muslim and migrant backgrounds.

Of ten city districts in Copenhagen, two were selected for this research. In both areas, the percentage of inhabitants with migrant backgrounds is rather high (around 20%). The neighbourhoods encompass a range of types of housing and housing areas, some of which are occupied primarily by migrants. As such, they provide valuable opportunities for exploring pertinent dynamics, like segregational tendencies.

The research covers seven distinct schools that accommodate students from the selected areas, including five public schools (Folkeskoler) and two private Muslim schools. The study focuses on pupils in grades 8 and 9 (14-16 years of age), or lower secondary education. Grade 9 is the last year of compulsory schooling in Denmark; both levels mark an important period of transition and decision making for students. This period in Danish schooling presents a window to view young people as they make assessments about their educational trajectories, careers, and life prospects.

women and work in post-industrial areas in Romania **Letiția Mark**, the president of the Association of Roma Women for Our Children from Timisoara has initiated and coordinated many educational programmes for Roma children and women. Her doctoral thesis deals with the cultural representation and self-representation of Romani women in Romania.

**Institute of Sociology, Hungarian Academy of Sciences, Budapest, Hungary**

<http://www.socio.mta.hu/>

The Institute of Sociology of the Hungarian Academy of Sciences was founded in 1963. Since its conception, it has been the leading institution in shaping the profile of Hungarian sociology through innovative theoretical and methodological experimentation, key contributions to postgraduate training, regular contributions to democratic institution-building and reforms, and intensive participation in international academic activities. Since the early 1990s, the Institute has become one of the core institutions in Central and Eastern Europe in comparative studies on the social, political, economic and cultural issues of post-communist transformations. It is also a key participant in a range of East-West joint research projects on poverty, employment, gender relations, household formations and daily living, childcare, healthcare, schooling, welfare, and policies of redistribution.

The team is led by **Dr. Mária Neményi**, Principal Investigator at the Institute of Sociology since 1981, Scientific Advisor, Head of the Department of Research on Social Change, and President of the Sociological Committee of the Hungarian Academy of Sciences, Vice-president of a major women's NGO, and a board member of the Roma Parliament. She has conducted research on minority-majority relationships, gender and ethnic identity, inequalities and discrimination in education, healthcare, and child protection systems. Currently, she is examining identity formation of Roma adolescents.

Working with Dr. Neményi is **Dr. Margit Feischmidt**, a cultural anthropologist and Research Fellow at the Research Institute of Ethnic and National Minorities of Academy. She is also an Associate Professor at the Department of Communication and Media Studies University of Pécs, Hungary, where she leads the Cultural Anthropology Unit of the Department. Dr. Feischmidt teaches courses on ethnicity, nationalism, migration, social memory, and qualitative methods and has carried out anthropological fieldwork in sites across Romania and Hungary. Her research is driven by

a theoretical interest in issues related to new normative approaches to cultural and ethnic difference.

**Dr. Csaba Dupcsik** has substantial research experience on the history, self-perception, and institutional representation of Hungarian Roma, as well as on the postcolonial features of social/ethnic relations in East Central Europe and the Balkans. He has taught and published widely on these issues.

**Dr. Emília Molnár**, an anthropologist by training, is an expert in areas of micro-social relations, segregation, and social exclusion in education. She has conducted in-depth fieldwork and research on ethnicity, the development of Roma political participation, minority politics, advocacy networks and gender issues. Additionally, she has studied the minority self-government system and Roma movement in Hungary.

**Dr. Zsuzsanna Vidra** is a sociologist with research interests in the construction of ethnic identities, specifically concerning the Roma in Communist and in post-Communist times. She has conducted projects on labour market strategies of Roma communities, poverty, and ethnicity, and has participated in projects on educational inequalities and done research on the construction of 'otherness' and the media both in national and international contexts.

The team is also supported by several doctoral students. **Ágnes Kende** is a Ph.D. candidate at the Department of Social Policy at the Institute of Sociology, ELTE University, Budapest. Among other activities, she has been involved in several major projects on improving education for Roma students. **Cecília Kovai**, a Ph.D. candidate in Cultural Sciences at the University of Pécs has studied Roma/Gypsy issues since 2000. She has conducted extensive fieldwork in Hungary; for EDUMIGROM, she is responsible for community research. Her main research interests include gender issues and ethnic differentiation. She is also an editor of *Anblokk*, a journal of cultural and social studies. **Róza Vajda**, a sociologist by training and PhD student at the Department of Media and Communication at ELTE University, Budapest, focuses on issues of ethnicity, gender, and race-related issues, with an emphasis on questions of identity and political mobilisation.

Additionally, **Dr. Júlia Szalai** and **Dr. Vera Messing**, EDUMIGROM Principal Researcher and Research Coordinator, respectively, have played a central role in EDUMIGROM research carried out in Hungary. They have authored and contributed to a number of publications within the project.

**School of Sociology and Social Policy, Faculty of Education, Social Sciences and Law, University of Leeds, Leeds, United Kingdom**

<http://www.sociology.leeds.ac.uk/>

The University of Leeds is a leader in major research initiatives in the UK and a regular recipient of EU funding. Its acclaimed School of Sociology and Social Policy houses five substantial research centres. Two of these, the Centre for International Research on Care, Labor and Equalities and the Centre for Ethnicity and Racism Studies, closely relate to EDUMIGROM. Research in both centres has been recognised internationally. Projects have covered a range of issues, including race, ethnicity, gender, labour market participation, migration, and higher education.

**Dr. Ian Law** leads EDUMIGROM at the University of Leeds, where he is a Reader in the School of Sociology and Social Policy and the Founding Director of the Centre for Ethnicity and Racism Studies (CERS). He has published extensively on issues of racism and ethnicity, and managed numerous policy-relevant projects in these fields. In March 2010, he began co-leading a new EU-funded project, TOLERANCE, on tolerance and the semantics of (anti-)racism (with his colleague, Bobby Sayyid). His recent publications include: *Racism and Ethnicity, Global Debates, Dilemmas, Directions* (2010), and *Racism, Postcolonialism, Europe* (2009), an edited volume with G. Huggan.

Working with Dr. Law is **Dr. Sarah Swann**, who completed her PhD at the University of Sheffield. Her principle research interest concerns the role of

### **Community Spotlight: Slovakia**

In Slovakia, EDUMIGROM research focuses on the Roma community, as the largest and most 'visibly other' ethnic minority in the country. Estimates of the size of this community range widely, between 1.7 and 11% of the total population, depending on how data is gathered. Unwillingness to claim Roma ethnicity can be interpreted as a result of stigmatisation and discrimination, which are discernable in Slovakia's educational system. Estimates of the size of the Roma community, as well as the inadequacy of ethnic data collection, have been shown to affect the availability and quality of education at the local level. Previous research has also shown a high, positive correlation between Roma communities and socially disadvantaged environments—a category that has replaced ethnic categorisation in some surveys. Research has shown that the most segregated Roma settlements are located in three regions, where youth from socially disadvantaged environments comprise 20–25 % of the total student body in elementary schools.

The EDUMIGROM team selected two medium-sized urban areas from these regions, which together provide an opportunity to investigate the wide spectrum of issues that shape the education of Roma students. In both areas, there is very limited data on Roma children, and few schools provide statistics on children with special educational needs and/or from socially disadvantaged background. Research was also conducted in several village schools.

The first area is located in an area that, like elsewhere in Slovakia, has been affected by post-socialist economic transformations. However, it has managed to keep unemployment significantly lower than the national average. While in some places, Roma and non-Roma communities live in mixed neighbourhoods, in others, Roma families are concentrated in segregated, and often destitute, blocks of flats, neighbourhoods, or larger settlements.

The second site is ethnically diverse and home to sizable Roma and Hungarian communities. Although it has a history of ethnic cohabitation and even integration, economic decline has made relations between minority and majority groups more tense. While the broader region is home to a range of industries, unemployment is high—above 20%.

EDUMIGROM research concentrates on students between 14 and 15 years of age who are finishing their compulsory education (i.e. after 10 years of school attendance) or who are in the fifth grade at a gymnasium. The borders of this group were set broadly so as to address the fact that many Roma students do not complete all levels of lower secondary education. The survey covers public schools, church schools, and a small number of Hungarian-language schools.

education systems in reproducing inequalities. Inspired by her own teaching experiences, Dr. Swann's doctoral dissertation is a study of pupil disaffection within a school in a disadvantaged inner city area. She is responsible for the UK fieldwork on the EDUMIGROM project.

**Dr. Gary Fry**, a Research Fellow in the School of Sociology and Social Policy. His recent research projects deal with carers' experiences in employment, and experiences of smoking among young people. Dr. Fry is particularly interested in existential phenomenological thought.

**Dr. Shona Hunter** is a Research Council UK Academic Fellow in the School of Sociology and Social Policy. Her innovative, intersectional research focuses on exploring why unequal social relations persist, despite a myriad of policies designed to combat these inequalities.

**Dr. Fiona Williams**, a Professor in the School of Sociology and Social Policy, has written and published widely on gender, 'race' and ethnicity in social policy. Recently, she has researched the employment of migrant workers in home-based care in Europe. Between 1999-2005 she was Director of the ESRC CAVA Research Group on Care, Values and the Future of Welfare, and currently co-directs the Centre for International Research on Care, Labour and Equalities (CIRCLE) with Professor Sue Yeandle at the University of Leeds. Dr. Williams is also co-editor of *Social Politics: International Studies in Gender, State and Society*.

**Dr. Rodanthe Tzanelli** is a Lecturer in the School of Sociology and Social Policy. Currently, she is researching national identity, clashes of nationhood and citizenship, and the relationship between radical nationalism and racism in the context of EU integration.

### Community Spotlight: Sweden

EDUMIGROM Consortium members from Stockholm University have conducted fieldwork in Stockholm, the capital city and one of the largest urban centres in Sweden. There are significant social, economic and ethnic differences across Stockholm's city districts, from socially deprived districts in the suburbs, to more well-off suburban districts, to the affluent inner city. Several residential areas in the suburbs are deprived, with a population of inhabitants which to a large extent are low-educated, low-paid, unemployed and of non-Swedish background.

Fieldwork was conducted in South Harbour, a district that has been the target of several political and social programmes to counteract and restrain the negative effects of segregation. Approximately 65% of its 30,000 residents have an immigrant background, in the sense that they are born abroad or born in Sweden with both parents born abroad. Around 70% of the children and adolescents up to 15 years of age are first or second generation immigrants. Compared to the city as a whole, many inhabitants in South Harbour have a low level of education, are unemployed or have low-income jobs, and are in need of social welfare.

EDUMIGROM research focused on Harbour School, a public school characterised by a large proportion of students with non-Swedish background and relatively low social affiliation. Over 90% of the school's students claim a native language other than Swedish. Currently, the largest minority group has roots in Iraq and Somalia. A few years ago, students with national origins in Poland and Russia were more common.

Researchers focused on the ninth grade, the final year of compulsory schooling, and an important dividing line in the Swedish educational system. After that stage, students enter the more-differentiated, upper-secondary school system. Therefore, the ninth grade is particularly well-suited for studying how ethnic identity may be a cause or a consequence of divergences within the educational system.

In sum, the site selection is based on a composite of first- and second-generation immigrant minorities in Stockholm. South Harbour offers a valuable site for EDUMIGROM research, considering its diversity of immigrant groups, and high proportion of first and second generation immigrants.

### 'Day of Science' at the Hungarian Academy of Sciences

For the public 'Day of Science' organised by the Hungarian Academy of Sciences on November 19, 2009, Budapest, Vera Messing and Mária Neményi shared EDUMIGROM findings in their paper, 'Inter-ethnic Relations and the Future Aspirations of Adolescent Youth.'

### EDUMIGROM at the Hungarian Sociological Association

Mária Neményi presented her work, titled 'Construction of Roma identity in ethnically integrated schools,' for the annual conference of the Hungarian Sociological Association. Held in Debrecen, Hungary, on November 12-24, 2009, the conference was organised around the theme of 'Transformation.Crisis.Change.Hu.'

### Working Seminar on Youth and Education in Europe

Sarah Swann of the University of Leeds represented EDUMIGROM research at a major seminar, 'Young People from Public Care: Raising Participation in Further and Higher Education in Europe.' Held in Brussels on November 25, 2009, this event brought together education policy stakeholders from around Europe. It was organised within the framework of YIPPEE (Young People in Public Care Background: Pathways to Education in Europe), a research project funded by the 7th Framework Programme of the European Commission, and hosted by the Directorate-General for Education and Culture.

This event took as its starting point the understanding that widening access to post-compulsory education is a necessity for improving social cohesion and achieving economic growth in rapidly changing demographic contexts. Yet, many children face obstacles in accessing higher education. This seminar considered the pathways and experiences of different groups of disadvantaged youth, and what can be done to attain education policy goals. The event was attended by EU and national policymakers, researchers and civil society representatives who are concerned with young people, widening access to post-compulsory and higher education, social inclusion and exclusion.

### Research Presented for Key Policy Agencies in Sweden

Jenny Kallstenius and Kristina Sonmark of the Department of Sociology of Stockholm University were invited to present EDUMIGROM and their findings from the community study at a seminar organised by the Swedish National Board of Youth Affairs on January 12, 2010. The seminar was organised to present and discuss current research on youth, segregation, and education. Jenny Kallstenius gave a similar seminar for the Swedish Agency for Public Management on April 27, 2010.

### EDUMIGROM Research Contributes to Volume on Romani Studies in Romania

Enikő Vincze of Babes-Bolyai University in Cluj, Romania has submitted a paper, on 'Ethnic identification and the socio-economic position of Roma from an urban context,' (*Identificarea etnică i poziția socio-economică a romilor dintr-un context urban*), to a volume that commemorates two decades of Romani studies in Romania. The Romanian-language volume will be published by the Institute for the Study of the Problems of National Minorities in Cluj, Romania.

On the basis of the empirical material collected within the EDUMIGROM community studies in Transylvanian towns, this paper aims to analyse the relationship between ethnic identification and socio-economic position, and the ways by which the former (re)produces social inequalities that are also shaped by the latter. The study is structured in four major parts. First, the paper presents the socio-economic condition of the interviewed Roma families, followed by a description of the degree and modalities of their embeddedness in their broader urban environment. Third, the paper discusses their identity models and strategies. Ultimately, the study confronts the central role of ethnicity in processes of social differentiation.



### **EDUMIGROM at the Annual Conference on Slavonic and East European Studies**

Several members of the EDUMIGROM Consortium participated in the 2010 conference of the British Association of Slavonic and East European Studies (BASEES), held in Cambridge, the United Kingdom, March 27–29, 2010.

A distinct panel on 'Being Excluded? Experiences of Roma Children in Education: Results of European Comparative Empirical Research' provided a forum to present and discuss EDUMIGROM's methodological innovations and findings. The panel, chaired by Vera Messing of the Center for Policy Studies at Central European University, brought together research teams from the Czech Republic, Hungary, Slovakia, and the United Kingdom. Dr. Messing briefly introduced the EDUMIGROM project and presented some key, preliminary findings from the comparative, cross-country analysis of survey data.

Three papers were delivered. David Kostlán (Institute of Sociology, Slovak Academy of Sciences, Slovakia) and Michal Nekorjak (Masaryk University, Czech Republic), presented their paper on 'Roma Pupils in Czech and Slovak Schools: A Comparative Analysis.' Mária Neményi (Institute of Sociology, Hungarian Academy of Sciences, Hungary) delivered her work, 'Identity and Inter-ethnic Relations.' Ian Law and Sarah Swann (University of Leeds, UK) shared their paper on 'Missing Out: Gypsy/Roma/Traveller Children and Education, Some Evidence From Fieldwork in a Northern City in the UK.'

### **EDUMIGROM at the University of Copenhagen**

Bolette Moldenhawer (University of Copenhagen, Denmark) presented EDUMIGROM during a seminar at her home university in April 1, 2009. The seminar was organised by the strategic research field of 'Migration, State and Pedagogy' and offered an opportunity to share and discuss findings from the EDUMIGROM community study in Denmark. Dr. Moldenhawer has also integrated EDUMIGROM research into her teaching at the University.

### **EDUMIGROM and 'Social inclusion and Citizenship in Danish and Swedish Schooling'**

Bolette Moldenhawer of the University of Copenhagen presented her paper on 'Social inclusion and Citizenship in Danish and Swedish Schooling: a Multicultural and Comparative Perspective,' for the Faculty of Education, University of Cambridge, UK, on April 26, 2010.

### **EDUMIGROM Showcased at EU Media Briefing on Social Inclusion**

Júlia Szalai, EDUMIGROM's principal investigator, presented the project at a media briefing on 'Social Inclusion by Education in Europe's Multicultural Society,' organised by the Directorate-General for Research of the European Commission. The briefing, arranged within the context of the European Year for Combating Poverty and Social Exclusion, was held in Barcelona, Spain, April 26–27, 2010.

This media event provided a platform to discuss and bring attention to what European schools and European research can do toward EU goals of social inclusion. It was attended by some 50 journalists from all over Europe. In the framework of the event, Dr. Szalai was interviewed about EDUMIGROM's findings by media outlets from several countries, including Bulgaria, Germany, and Ireland.

In addition to EDUMIGROM, three other EU-funded projects were presented: EMILIE (The Migration Mix: Europe's Multicultural Challenge); INCLUD-ED (Strategies for Inclusion and Social Cohesion in Europe from Education); and YIPPEE (Young People from a Public Care Background: Pathways to Education in Europe).

The event also included a visit to the Mare de Deu de Montserrat primary school, which has implemented the strategies identified in the EU-funded INCLUD-ED project. Located in a disadvantaged neighbourhood on the outskirts of Barcelona, this publicly-funded school for children aged 3 to 12 shows that educational performance is linked not to the ethnic composition of the class, but to the implementation of good practices and evidence-based methods.

More information:

- European Year for Combating Poverty and Social Exclusion: <http://www.2010againstpoverity.eu/>
- EMILIE: <http://emilie.eliamep.gr/>
- INCLUD-ED: <http://www.ub.edu/includ-ed/>
- YIPPEE: <http://tcru.ioe.ac.uk/yippee/>

### **Presentation on Roma in Europe for International Audience in New York City**

On May 6, 2010, Júlia Szalai gave a talk on EDUMIGROM's findings on the state of Roma youth in education in Central Europe on 'Issues of Race and Ethnicity in Education in the Context of the Postcommunist Welfare States.' The conference, 'The Roma of Europe – The Europe of Roma,' was jointly organised by the Foreign Policy Association (New York) and the General Consulate of the Republic of Hungary in New York.

### **Consortium Members Share Findings at International Conference in Cluj, Romania**

Enikő Vincze and Hajnalka Harbula presented their paper, 'Changing Attitudes toward Schooling among Roma Families,' at an international conference on 'Social Ecology of School Success: Implications for Policy and Practice.' The conference was held at Babes-Bolyai University, in Cluj, Romania, on May 13-15, 2010.

This paper analyses the diversity of attitudes toward schooling among Roma families in Romania, as well as changes in these attitudes. It draws from extensive interviews and participant observation within Roma communities and in-depth research on educational policies for Roma in Romania, all conducted within the framework of the EDUMIGROM project. The paper identifies various ways in which parents and their children understand the role of school education, and outlines some hypotheses for explaining changing attitudes.

### **Presentation at the Research Institute of Ethnic and National Minorities, Budapest**

Margit Feischmidt and Zsuzsanna Vidra of the Hungarian Academy of Sciences presented a joint paper at 'Parallel Interpretations and Models – Integration, Segregation and Assimilation – in the Study of Minorities,' a conference of the Academy's Research Institute of Ethnic and National Minorities, held on May 27, 2010. Their paper was titled 'The dilemma of colorblindness or colour-consciousness in the perception of Hungarian schools and of Romani children.'

### **EDUMIGROM and 'Understanding Group Bias'**

On May 26, 2010, EDUMIGROM Consortium members discussed EDUMIGROM research during an international roundtable on theory and practice, conducted within an Israeli-Hungarian social psychology workshop. The workshop, held at the Faculty of Education and Psychology of ELTE University in Budapest, was organised by the Embassy of the State of Israel and Eötvös Loránd University. EDUMIGROM was represented by Zsuzsanna Vidra (Institute of Sociology, Hungarian Academy of Sciences, Budapest). Other panelists included Chava Baruch (Yad Vashem, Jerusalem), Éva B. Nagy (Hungarian Gallup Institute, Budapest), and Zsuzsanna Szelényi (Active Citizenship Foundation Hungary, Budapest). The panel was moderated by Ferenc Erős of the Research Institute of Psychology, Hungarian Academy of Sciences, Budapest.

### **Findings Shared at Hungarian Psychological Society Conference**

The Hungarian Psychological Society held its annual conference on the topic of 'The Individual and Culture' on May 27-29, 2010. Margit Feischmidt and Zsuzsanna Vidra, both EDUMIGROM researchers from the Hungarian Academy of Sciences held a presentation on 'Identity strategies of Roma youth and their relations to the social embeddedness of their families.'

### **Research Findings Published in Hungary**

Júlia Szalai has published an article in the Hungarian bi-monthly journal, *ESÉLY*. The article deals with the 'gains' of ethnic/racial segregation for ruling majorities. The full citation is: Szalai, Júlia (2010) 'A szabadságtalanság bővülő körei: Az iskolai szegregáció társadalmi "értelméről"' ('Deepening Deprivation of Rghts: Who "Gains" from School Segregation?') *ESÉLY*, Vol. 2, No. 3.

### Policy Briefs

Szalai, Júlia et al. (2008) 'Ethnic Differences in Compulsory Education.' *EDUMIGROM Policy Brief* No. 1. Budapest: Central European University, Center for Policy Studies.

Zentai, Violetta (2009) 'How Do Schools in Old and New Member States of the EU Treat Minority Ethnic Youth and Shape Their Performance?' *EDUMIGROM Policy Brief* No. 2. Budapest: Central European University, Center for Policy Studies.

Messing, Vera (2010) 'How Does School Segregation Shape Students' Performance, Self-esteem, and Future Aspirations?' *EDUMIGROM Policy Brief* No. 3. Budapest: Central European University, Center for Policy Studies.

### Occasional Papers

Law, Ian (2010) 'Issues of Ethnicity as Contextualised in Contemporary Britain.' *EDUMIGROM Occasional Paper*. Budapest: Central European University, Center for Policy Studies.

Schiff, Claire (2010) 'Ethnicity in France: Selected Issues.' *EDUMIGROM Occasional Paper*. Budapest: Central European University, Center for Policy Studies.

### Comparative Papers

Moldenhawer, Bolette, Frauke Miera, Jenny Kallstenius, Vera Messing and Claire Schiff (2009) 'Comparative Report on Education.' *EDUMIGROM Comparative Papers*, Budapest: Central European University, Center for Policy Studies.

Szalai, Júlia, Marcus Carson, Zuzana Kusá, Enikő Magyar-Vince and Violetta Zentai (2009) 'Comparative Report on Educational Policies for Inclusion.' *EDUMIGROM Comparative Papers*, Budapest: Central European University, Center for Policy Studies.

Law, Ian, Michal Nekorjak, Ondrej Daniel and Róza Vajda (2009) 'Comparative Report on Ethnic Relations.' *EDUMIGROM Comparative Papers*, Budapest: Central European University, Center for Policy Studies.

### Survey Studies

Fucik, Petr, Martina Haltufova, Radim Marada and Michal Nekorjak (2010) 'Ethnic Differences in Education in the Czech Republic: Survey Report.' *EDUMIGROM Survey Studies*, Budapest: Central European University, Center for Policy Studies.

Thomsen, Jens Peter, Bolette Moldenhawer and Tina Kallehave (2010) 'Ethnic Differences in Education in Denmark: Survey Report' *EDUMIGROM Survey Studies*, Budapest: Central European University, Center for Policy Studies.

Barthou, Evelyne, Georges Felouzis, Barbara Fouquet-Chauprade and Claire Schiff (2010) 'Ethnic Differences in Education in France: Survey Report.' *EDUMIGROM Survey Studies*, Budapest: Central European University, Center for Policy Studies.

Messing, Vera, Mária Neményi and Júlia Szalai, with contributions from Anna Szász (2010) 'Ethnic Differences in Education in Hungary: Survey Report.' *EDUMIGROM Survey Studies*, Budapest: Central European University, Center for Policy Studies.

Kusá, Zuzana, David Kostlán, Peter Drál' and Jurina Rusnakova (2010) 'Ethnic Differences in Education in Slovakia: Survey Report.' *EDUMIGROM Survey Studies*, Budapest: Central European University, Center for Policy Studies.

Swann, Sarah and Ian Law (2010) 'Ethnic Differences in Education in England: Survey Report.' *EDUMIGROM Survey Studies*, Budapest: Central European University, Center for Policy Studies.

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### About EDUMIGROM

The initiative on 'Ethnic Differences in Education and Diverging Prospects for Urban Youth in an Enlarged Europe' (EDUMIGROM) is a collaborative research project under the auspices of the European Commission's Seventh Framework Programme (Grant Agreement 217384). The project aims to study how ethnic differences in education contribute to the diverging prospects for minority ethnic youth and their peers in urban settings. It is a comparative endeavour involving nine countries from among old and new member states of the European Union, including Czech Republic, Denmark, France, Germany, Hungary, Romania, Slovakia, Sweden, and the United Kingdom. EDUMIGROM began in March 2008 and will run through February 2011.