

Welcome to the second 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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- » Department of Sociology, Stockholm University, Sweden
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GETTING THE WORD OUT

PUBLICATIONS

CONSORTIUM MEMBERS

The last few months have been productive for the EDUMIGROM research consortium. In this issue of our newsletter, we announce the public release of several **background country reports on education and on ethnic relations**. Our second **policy brief** has been completed, which looks at education policies for minorities in new and old EU member states. The consortium has produced three major **cross-country comparative reports on education, education policies for inclusion, and ethnic relations**. And, a major phase of the project has come to a close: teams have conducted **community-level surveys** and compiled **datasets** for all target countries.

As with the first issue of the Newsletter, we continue to introduce institutional members of the consortium, as well as the communities in which research is being conducted. To give our readers a taste of our fieldwork, we have included snapshots from EDUMIGROM members about their personal research experiences. We also developed a new section for this issue to showcase the various ways in which EDUMIGROM has 'gone public' with our research program and findings. Finally, the last pages include a list of publications to date.

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PROJECT UPDATES

Background Reports Publicly Released

Research teams have produced two sets of macro-level background country reports on education and on ethnic relations. These reports, part of Phase 1 (of 5) of the project, provide ample contextual background and present detailed information on a wide spectrum of policies and policy outcomes that relate to the inclusion of minority ethnic youth as well as to segregation, semi-official ways of separation, and forms of discrimination (in short, the lack or failures of policies of inclusion).

The first set of studies, **Education in Domestic Contexts**, describes the functioning of individual educational systems: their financing, quality control, and mechanisms of differentiation inherent to their daily functioning. With a focus on the situation of ethnic minority youth in schooling, these reports also provide an overview of country-specific education policies that aim at the inclusion of ethnic minority youth.

The second set of reports, **Ethnic Relations in Domestic Contexts**, provides a general overview of inter-ethnic relations and the state of minority ethnic groups in each country. Exploring overt and covert forms of differentiation along ethnic lines, these reports introduce the broad context of mechanisms of 'othering', 'minoritisation' and 'racialisation'. They also show how such processes often shape the workings of the welfare state to the detriment of minority ethnic groups. Research teams from new and old EU member countries introduce prevailing minority rights regulations, issues of representation, and matters of ethnicity in the context of the welfare state in the individual domestic settings.

All background reports can be accessed from the EDUMIGROM website.

Cross-country Comparative Reports Published

The EDUMIGROM collective has published three studies, which provide an international comparative analysis of a particular set of the themes and issues examined in our background reports.

Comparative Report on Education

Drawing from findings from the eight EDUMIGROM background reports on education, this report provides a comparative examination of the structures of in-

equalities in education arising from inter-ethnic, socio-economic, and gender differences. At the same time, it clarifies the significance of ethnicity in producing and reproducing social inequalities in education. The report was authored by Bolette Moldenhawer (Denmark), Frauke Miera (Germany), Jenny Kallstenius (Sweden), Vera Messing (Hungary) and Claire Schiff (France).

The authors begin with an in-depth, comparative overview of the workings of individual educational systems, the structures of private and public school distribution, and the structures and effects of tracking across nine country contexts.

Through several examples, the authors present the institutional frameworks of and issues related to multi-cultural/intercultural educational programmes, as well as how these programmes are related to school success or failure, in different settings. They also flesh out how problems and phenomena depicted as 'ethnic' within various educational systems are often far more complex. Making use of existing literature, the authors identify leading theories and research traditions employed within national contexts that are related to educational inequalities and ethnicity. In sum, the report offers a rich comparative analysis of the patterns of differentiation in education according to intersecting inequalities (i.e. ethnicity, socioeconomic background, and gender), the mechanism(s) of school segregation, and the connections among school segregation, ethnic relations and patterns of parental school choice.

Comparative Report on Education Policies for Inclusion

For this report, Júlia Szalai (Hungary), Marcus Carson (Sweden), Zuzana Kusá (Slovakia), Enikő Magyari-Vincze (Romania) and Violetta Zentai (Hungary) synthesize findings from both sets of background reports on educational systems and ethnic relations. They present general trends in Europe's educational systems, as well as some recent findings on inequalities in school performance and opportunities. This report puts into its focus the state of human rights and social justice by reviewing recent policy endeavours to improve social inclusion of minority ethnic youth within the national educational systems of the nine countries comprising the EDUMIGROM project.

The authors start by providing a valuable overview of how policies are formulated in the contexts of different welfare states, and the range of emphases that are put on citizens' rights, issues of equality, and the recognition of cultural diversity. They also discuss how key principles are translated in varying ways into education policies. For instance, the report shows how the welfare functions of education are perceived in the contexts of

universal or selective notions of redistribution, and how the principal value of cultural diversity is understood in multiculturalist or assimilationist approaches to education.

Next, the report outlines three major areas where the prevailing systems produce and reproduce major inequalities to the detriment of minority ethnic youth: access to quality education in terms of admission, attendance and completion; school performances and opportunities for advancement; and mobility chances beyond schooling, that is, in employment and further education. This discussion shows the diversity of conflicts surrounding policies toward inclusion across Europe.

Finally, the authors draw some general conclusions, outlining the complexity of factors and conditions that make certain policies more successful than others, and questioning the potentials of broadening the scope amidst the given circumstances. In closing, the report concludes by raising issues of cross-border learning in an increasingly international environment, and by attempting to assess realistically the possibility of adapting "good practices" in the area of inclusion.

Comparative Report on Ethnic Relations

In this report, authors Ian Law (United Kingdom), Michal Nekorjak (Czech Republic), Ondrej Daniel (Czech Republic) and Róza Vajda (Hungary) present a meta-analysis of the themes and issues examined in the eight background reports on ethnic relations.

The report begins with a comparative overview of inter-ethnic relations and the state of minority ethnic groups across the nine country contexts, together with a comparative analysis of the situation of the selected ethnic minority groups. Particular consideration is

given to indicators of exclusion, living conditions, poverty and marginalisation. The report also addresses the construction of official statistics on ethnicity, forms of self-identification, and problems in the comparative analysis of ethnicity data and ethnic relations.

The authors present a comparative analysis of laws and regulations on immigration that are related to citizenship and the relationship between legal arrangements and multicultural values. Here, particular consideration is given to the position of selected ethnic minority groups. The authors address patterns of political representation for these groups and related issues of consultation and conflict, as well as processes of ethnic mobilisation, civil movements and initiatives, and struggles for recognition by these groups.

This report also provides a comparative analysis of the ways in which inter-ethnic relations and conflicts are framed in public discourses and related central and local state responses. It examines similarities and differences in 'hot ethnic issues' across the different national contexts, making use of some relevant case studies. The authors look at the ways in which these issues have been represented and framed in policies and policy processes.

Second Policy Brief Delivered

How Do Schools in Old and New Member States of the EU Treat Minority Ethnic Youth and Shape Their Performance?

Authored by Violetta Zentai of the Center for Policy Studies at Central European University (Hungary), the second policy brief of EDUMIGROM focuses on European education policies for minorities in new and old EU member states in a comparative perspective.

Snapshots from the Field: Hungary, School G.

"There are four parallel classes in grade 8. We experienced an extremely bad atmosphere in class 'D', which is a newcomer class, formed when a smaller school was merged with school G a couple of years ago. Kids in this class had very negative associations about school G: 'it's shit', 'awful', 'we do not fit in', 'it's dark', 'we have to commute', 'there is no heating'. Negative feelings dominated students of other classes as well, but they could bring up some positive associations besides their bad emotions.

"Children of Roma ethnic background were spread throughout the class. . . . The director mentioned that besides being good at sports, the other major mission of this school is to support and keep socially deprived children at school, making them feel comfortable at school. He said that [a] 'Gypsy problem does not exist in this school!' One of the field researchers understood this as a sign of a professionally established, color-blind approach to handling an interethnic community at school. The other field researcher (Roma herself) was more suspicious. She sensed a strongly authoritarian atmosphere that could mask a rejection of 'otherness'."

Dr. Margit Feischmidt, Institute of Sociology, Hungarian Academy of Sciences, Budapest, Hungary

Drawing from EDUMIGROM background and comparative reports and other sources in the field of education for minorities, this Brief sheds light on how educational structures and dominant school practices impact the daily lives and opportunities of minority ethnic youth in selected countries. Among the most important contributions of the Brief is its comparative lens, which brings together new and old EU member states—despite their differing histories, social environments, and political and policy developments regarding the integration of minority youth. Its analysis offers opportunities to discuss and adjust policy responses in a European space of debates on social inclusion and justice. This is a primary aspect of EDUMIGROM research and the presentation of its outcomes.

Community-level Surveys Completed

By June 2009, the EDUMIGROM consortium has finished its survey phase, using questionnaires to collect quantitative data in all of the participating countries.

These surveys involved three datasets: one for students, one for teachers, and one for schools or school officials. The total sample size for the student question-

naire is 5,166. This includes: UK (514), Germany (1,200), France (512), Denmark (392), Hungary (611), Czech Republic (918), Slovakia (510) and Romania (509). The range of sample sizes reflects the diversity of school systems across the countries and consequently, the different sampling utilised.

The most important topical areas dealt with by the student questionnaires pertain to: students' career aspirations and expectations about adult life; perceptions of their own school performance; ethnic identity and the feelings they attach to it; social and ethnic backgrounds; 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. This included questions on teaching in general, contact with parents, the ethnic and social composition of a particular class, and group dynamics within the class. The third set of data was generated through questionnaires filled out by school officials.

Snapshots from the Field: Germany

"The EDUMIGROM Research in Germany included 16 schools in three different cities. 1,201 questionnaires were collected [...] in May and June 2009. Access to schools was different according to the cities and the type of school. Generally schools in Germany are over-researched with regard to educational and social scientific research projects. As a matter of fact, many schools declined any cooperation. As a consequence a total number of 63 schools had to be contacted to win 16 cooperating schools.

"Access to schools usually went through the headmaster and then through one or two cooperating teachers who were in charge of informing their colleagues and the students. . . . [S]ome teachers prepared their peers and the students excellently, [providing] in-depth information for the students about sampling and the purpose of collecting social scientific data for research. Other teachers performed less well in this respect. In the latter cases running the questionnaire was more difficult as [students] tended to question or attack the whole enterprise. . . .

"For many students at the *Hauptschule* level the language of the questionnaire, the content of the questions and in particular the sheer length of the questionnaire was too much of a challenge. This is especially true as the questionnaire had to be answered in only 45 minutes. Moreover, problems of understanding resulted from the very fact of having polled classes and schools with comparatively many students of immigrant origin. Their comprehension of German was sometimes not matching the challenge. In particular, this was true for first generation students (i.e. original immigrants). In addition, discipline within the classroom was a problem in some of the schools, in particular in the lower tracks. In two cases some students openly boycotted answering the questionnaire by either giving nonsense answers, not filling it out at all or leaving the classroom. Teachers were helpless to prevent them from doing so.

"Teachers' willingness to cooperate and fill out questionnaires was also different. Roughly one-fourth of the teachers did not fill them out, did so incompletely, or did not manage to do so for technical reasons (for instance, physical absence during the process of sampling). Headmasters were usually interested in the research and in particular in the prospective results. Some of them openly stated that the data could help them to craft arguments when arguing with the school administration."

Rainer Ohliger, Researcher, Berlin, Germany

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

Researchers encountered a range of challenges in the field as they administered the questionnaires and gathered data. For instance, in some cases, simply approaching schools to solicit their participation in the survey entailed obstacles and even opposition. At times, students were hesitant to write about their ethnic identity in a school environment. In a number of instances, researchers reported that the poor language skills of students necessitated a longer time to fill in the questionnaire, which schools were reluctant to provide. Despite difficulties, these problems were solved on the spot.

Launching of the Community Study Phase

Phase 3 of EDUMIGROM, the qualitative community study, has been launched.

The aim of the community study is to generate a detailed 'map' of the school and community environment of everyday interethnic relations of urban youth. The study will explore 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'.

This qualitative phase is composed of several elements that make up a mosaic-like structure. Fieldwork will focus on studies carried out among students of the selected age-group and their immediate relations (parents, teachers, peers). The investigation also incorporates a wider range of community members, organisations, and institutions.

Research methods include in-depth interviews with students, parents and teachers, focus group discussions with the same agents, interviews with members of the wider community (civic organisation, local officials, etc.), and participant observations within and outside the classrooms.

In each Newsletter, we feature a few partner institutions participating in EDUMIGROM. This issue introduces the project's research teams from the Czech Republic, Germany, and Sweden.

Faculty of Social Studies, Masaryk University, Czech Republic

<http://www.fss.muni.cz>

Established in 1919, Masaryk University is the first institution of higher education in the Moravia region and the second largest university in the Czech Republic. Located in Brno, it is recognised as an important centre of education and research in the the country and known for embodying democratic traditions.

Masaryk University's Faculty of Social Studies participates in the EDUMIGROM consortium. The Faculty focuses on both education and research in many disciplinary fields. It is fully committed to linking its educational activities to the wide range of research projects in which it is involved, which are organised under several different research institutes.

The EDUMIGROM project brings together several leading researchers from Masaryk University. The team leader is **Dr. Radim Marada**, who has chaired the Department of Sociology within the Faculty of Social Studies since 2003. Since 2005, he has led a research team on Ethnization–Migration–Identity (EMI) within the Institute for the Research on Social Reproduction and Integration, which deals with issues of social and cultural inclusion/exclusion among ethnic minorities.

Dr. Marada collaborates with **Michal Nekorjak**, who has been a research fellow at the Institute for Studies on Social Reproduction and Integration since 2005. Mr. Nekorjak's main areas of research include the economic integration of immigrants and their children, the institutionalisation and reproduction of ethnic economies, and urban ethnic niches.

The research team is also supported by **Dr. Csaba Szaló**, Assistant Professor in the Department of Sociology since 1995 and a permanent research fellow at the Institute for Studies on Social Reproduction and Integration since 2005, as a member of the EMI research team.

Dr. Kateřina Sidiropulu Janků, a faculty member of the Department of Sociology, is also contributing her research expertise. Dr. Sidiropulu Janků has conducted extensive ethnographic research on Czech-Slovak-Canadian Roma families, and has performed in-depth analyses of migration in Central Europe.

Last but not least, **Martina Haltufová** is a student in sociology and working in the Institute for Research on Social Reproduction and Integration as a research coordinator for the Ethnization-Migration-Identity team. Her areas of interests are social exclusion and urban sociology. Additionally, several current Ph.D. students also provide research support to the team.

Peace Research Institute Frankfurt, Germany

<http://www.hsfk.de/>

Since its historic establishment in 1970 as an independent foundation, the work of the Peace Research Institute Frankfurt (PRIF) has become more multi-dimensional and integrative, exploring interstate and domestic conflicts from theoretically informed perspectives. Though it was founded by the government of Hessen, PRIF enjoys full academic freedom and does not carry out any commissioned research for the state government. With more than 60 staff members, PRIF is currently the largest and oldest peace research institution in Germany. It is also the second biggest German think-tank for security affairs. The Institute focuses on identifying the causes of violent international and internal societal conflicts and conducting research on the conditions necessary for peace. Staff engage regularly in scholarly publishing activities and often teach at the universities of Frankfurt/Main and Darmstadt. PRIF is recognised for its political

counselling on state, federal and international levels. In January 2009, PRIF became member of the renowned Gottfried Wilhelm Leibniz Scientific Community, known as the Leibniz Association, which brings together research institutions of excellence.

Dr. Sabine Mannitz, senior researcher at PRIF since 2002 and member of the Executive Board since 2005, leads a team of well-established researchers and scholars from Germany. An anthropologist and political scientist by training, she specialises in urban anthropology, institutional socialisation, the study of migration and processes of categorical boundary construction. She has conducted extensive fieldwork and published widely on processes of civic enculturation among the offspring of post-war labour immigrants in Germany.

Dr. Mannitz is supported by **Dr. Frauke Miera**, a political scientist, who most recently has been involved in a major, EU-funded project on the legal, political, and education challenges to a European approach to multicultural citizenship. Dr. Miera has worked extensively on issues related to migration and diversity.

Another core member of the group is **Dr. Gaby Strassburger**, a professor at the School of Social Work, Catholic University of Applied Sciences, in Berlin. Her research interests include the areas of immigration and ethnicity, neighbourhood work, and community organizing and development. Dr. Strassburger has explored intercultural aspects of social work in neighbourhoods on behalf of the Senate of Berlin, and studied marriage behaviour and partner choice in the context of immigration.

The German team also includes **Rainer Ohliger**, a social scientist and historian based in Berlin, whose areas of

Snapshots from the Field: Hungary, School K

"We experienced an extremely good atmosphere in the school, which is situated in the most deprived part of the town. We were welcomed and received in a friendly way by both teachers and students. Children living in the inner city social and ethnic ghetto, as well as children in foster care institutions, study in classes together at this school.

"The school runs an ethnic German programme from its 2nd class on (class 'B'). The better performing children—both Roma and non-Roma—attend this class. This is one of the best performing classes in the whole town. The other class ('A'), which runs a general programme, accumulates children of low performance, behavioral problems, high absence rates, and so on. It is considered as one of the most problematic classes in town. The fact that filling the survey questionnaire took 70 minutes in class A and only 40 minutes in class B shows the difference between the two classes well. Nevertheless, we could find Roma children in both classes at a considerable rate.

"The school principal mentioned that the most important problem is the high frequency of absence: 'We can manage only with those, who are present.' There is a mentor teacher employed by the school, whose task is to go after absent and late-comer kids and communicate with families of these students."

Dr. Margit Feischmidt, Institute of Sociology, Hungarian Academy of Sciences, Budapest, Hungary

expertise include historical and international migration, (public) representations of migrants and minorities and interethnic relations. He co-founded and serves as a board member of the Migration in Europe network.

The team is supported by the expertise of **Meryem Ucan**, who studied social work at the Catholic University of Applied Sciences in Berlin and specialised in community organising and development. Her research deals with patterns of discrimination, exclusion and othering towards immigrants in Germany, with a focus on coping strategies employed by second generation immigrants.

Department of Sociology, Stockholm University, Sweden

<http://www.sociology.su.se>

Stockholm University is located in Sweden's capital city and is the region's centre for higher education and research in the natural and social sciences, law, and humanities. The University is one of the largest institutions of higher education in Sweden, with a diverse student body and faculty of leading international scholars.

Sociology is a prestigious department and boasts the highest level of external funding in the social sciences at Stockholm University. The Sociology Department, which participates in EDUMIGROM, and its affiliate institutions have played an important role in setting policy agendas in Sweden on the future of the welfare state, and the division of power and economic resources between men and women. The departmental profile includes expertise in labour markets, gender/ethnic discrimination, migration and integration, family dynamics, and comparative social policy and welfare regimes.

Several researchers from the Sociology Department participate in the Swedish EDUMIGROM team. **Dr. Marcus Carson** is the team leader and has over 25 years of experience in public policy activities. An Associate Professor, he works as a researcher and a lecturer at the department and has conducted extensive research on questions of ethnicity, identity and integration policy. He has been involved in two large EU-projects dealing with these issues, as well as in a special government investigation of power, integration, and structural discrimination. Currently, he is completing a book (in collaboration with Tom R. Burns) on the politics of integration in Sweden.

Dr. Barbara Hobson, a Full Professor at the Sociology Department, has directed several major projects that deal with recognition and the struggles of ethnic groups for participatory citizenship. Her research areas address

issues of citizenship identity and diversity, and capabilities, agency and inequalities. She has published numerous articles and books on citizenship around the themes of gender and diversity and welfare regimes.

Jenny Kallstenius, a Ph.D. candidate in Sociology and a teacher at the University's Department of Sociology, has published several reports on education, freedom of choice, integration and segregation, and her most recent published work is a report (in collaboration with Nihad Bunar), entitled *Freedom of Choice, Integration and Segregation in Compulsory Schools in Stockholm* (2008).

The research team is supported by **Kristina Sonmark**, an advanced student at the Sociology Department. Ms. Sonmark is assisting Ms. Kallstenius during the community study and conducting interviews and observations.

COMMUNITY SPOTLIGHTS

Country teams selected communities where they conduct field research. In this issue, we introduce the research sites that will be explored in France, Germany, and Romania.

France

EDUMIGROM consortium members from the University of Victor Segalen, Bordeaux 2, France, are conducting research in the areas of Bordeaux and Paris, both of which have highly heterogeneous student compositions. By selecting multiple schools in each area, researchers will analyse the situation of a multiple non-European groups in different urban contexts.

Students in the selected research areas include youth of **North African/Maghrebians** (Algeria, Morocco, Tunisia) and **Turkish** origin, as well as **blacks from Africa, the Caribbean, and the West Indies**. Research thus far has shown a number similarities and differences among ethnic groups in terms of their schooling, which deserve attention. Census data indicates that about nine percent of youth born and living in France who were under seventeen years of age in 1999 had one or two immigrant parents. It is estimated that about half of these are of North African origin. This population is of particular interest for the EDUMIGROM study for multiple reasons. Though internally heterogeneous, as a group they bear the brunt of racist and discriminatory actions in various fields. With regard to schooling, many young North Africans avoid the industrial trades that overwhelming-

ly employed their fathers, and instead, pursue training in commerce or in lower level administrative services. While access to the general *lycée* is higher among youth of North African origin than French youth of similar socio-economic status, this relative 'advantage' does not mask the fact that more than half of pupils born of North African parents end up in shorter vocational schemes. For many North Africans, vocational training is regarded as a last resort and a possible consequence of in-school discrimination. This is not the case for other groups, such as the Turks.

The team is focusing on the **first year of upper-secondary school**. As the last year of compulsory education and the first step in a differentiated vocational/non-vocational system, this year is particularly well-suited for studying the manner in which ethnic identity may be a cause or a consequence of divergences within the educational system. Very few studies on ethnic differences at this level of schooling exist. In this sense, the study will offer new and much-needed data and analysis.

Schools in the area of Bordeaux offer interesting opportunities to explore ethnic differences in education. While the total proportion of children of immigrants in the school population is not particularly high, residential segregation considerably increases their presence at the local level. Moreover, it is likely that levels of ethnic concentrations increase in upper-secondary schools given the very socially selective nature of the streaming system in France between vocational and non-vocational establishments.

In the Paris area, researchers examine districts with particularly high concentrations of immigrants and foreigners. One out of every five residents is an immigrant, with particularly high concentrations of non-European immigrants; also, the districts have very high concen-

trations of low-income housing. The research team has decided to focus on an educational zone, which offers a relatively diversified set of training options to students leaving the local lower secondary schools.

Researchers acknowledge several challenges in carrying out its research. Government restrictions on educational budgets and cuts in teaching personnel, as well as the push for highly contested institutional reforms on the part of the Ministry of Education have caused major strikes and protests in recent months. In addition to the normal suspicion which French school administrators often have regarding research on issues of ethnicity, these problems all limit their willingness to participate in the research project.

Germany

The research team based in Germany is focusing on urban areas in **two typical immigrant districts of Berlin**, the capital city. Home to 3.4 million diverse inhabitants, the city of Berlin presents an interesting opportunity to explore ethnic differences in education among urban youth within the decentralised German educational system.

The largest city in Germany, Berlin (like Hamburg and Bremen) has been an independent city-state since the reunification of Germany in October 1990. It is subdivided into 12 boroughs, or *Bezirke*. Though not wholly independent legal entities, as administrative units, boroughs have political rights comparable to incorporated communities in the rest of Germany.

Research will examine schools in inner-city areas that are shaped heavily by immigration, and focus on the sizable populations of first and second generation students of **Turkish** and **Lebanese** migration background.

Snapshots from the Field: United Kingdom

"It was extremely difficult to gain access into schools. I had realised that gaining access was going to be an issue, but not to the extent it actually was. We initially could not gain access to any of the several schools we tried. I think the main reason was because we were trying inner city schools with bad reputations (schools which had been put in 'special measures' for example, or schools which had received negative press), who had since been put under substantial pressure. There was also the issue that head teachers, who I was relying on as gate keepers in the initial contact stage are just so snowed under with various professional obligations, that having me in was viewed as yet another constraint on their time. . . .

"[W]hite students were often very defensive about the issue of race. This was especially the case in the high performing school 1, where the majority of the pupil population were white middle class. There was a definite race divide within the school, but pupils felt this is closely aligned to area/neighbourhood and post code more than race. In school 3 pupils said they would never come to the (predominantly white) area the school is situated in after 6 pm because of the level of abuse they'd get."

Sarah Swann, University of Leeds, United Kingdom

Students of these immigrants groups in particular face many challenges and risks of marginalisation – not only in the education system, but also on the labour market, in housing, and in various legal areas. Language, religion, and other issues make differences between Turkish and Lebanese students and ethnic Germans pronounced and often contentious.

Research sites were chosen because of high concentrations or overrepresentations of Turkish and Lebanese students. In general, students of these groups are typically over-represented in the lower echelons of the educational system, but under-represented in the higher. In the research sites, the average percentage of immigrant population is estimated to be between 25-40 percent; in some lower-track schools, schools with an immigrant student body of 50-90 percent can be found.

For their in-depth field research, the German EDUMIGROM team selected students of Turkish and Lebanese migration background in *Hauptschulen* (general secondary schools) and *Verbundene Haupt- und Realschulen* (mixed secondary schools). Adding another layer of complexity to their study, researchers will conduct qualitative and the quantitative analyses not only in these schools, but also in other, more competitive forms of secondary schools: *Realschule*, *Gesamtschule* and *Gymnasium*. *Hauptschulen* in particular present interesting opportunities for research. Recent research suggests that many schools of this form have, in fact, turned into 'residual containers' for socially and intellectually disadvantaged students. Thus, in certain urban neighbourhoods, teaching has come to resemble social work, rather than an educational endeavour.

Romania

In Romania, EDUMIGROM research is focusing on Roma, one of the largest minority groups in the country. According to the 2002 national census, ethnic Romanians constitute 89.5 percent of the total population of Romania, followed by Hungarians at 6.6 percent and Roma at 2.5 percent. However, unofficial estimates of the Roma population range between 1.8-2.5 million, or between 8-11 percent. It is worth noting that Romania has the largest number of Roma in Europe. Discrepancies between 'official' and 'unofficial' estimates are an important aspect of this research.

In Romania, as elsewhere in Europe, Roma as a group face particular challenges with regard to accessing important resources and services, and dominate the country's lowest socio-economic strata. Members of the community are often subjects of racial discrimination, which has taken an institutional 'anti-Gypsy' form. Broadly speaking, the situation of Roma—in terms of access to hous-

ing, healthcare, employment, and education—should be viewed in the context of both recent changes unfolding in the post-socialist period and legacies of socialist and pre-socialist eras, some of which have had devastating effects on Roma in Romanian society.

EDUMIGROM consortium members from Babes-Bolyai University in Cluj will unpack these dynamics, paying particular attention to the local level. While national-level research can provide a general picture of the situation of Roma, it is important to pay particular attention to local specificities. First of all, as with any social category, Roma are extremely diverse in multiple respects and should not be seen as a homogenous group. Moreover, struggles to integrate into or remain distinct from the dominant communities in their immediate surroundings are shaped by many local factors, including economic trends, the ethnic composition of the area currently and historically, the mobilisation of ethnic groups, and so forth.

Recently, the issue of educational desegregation has ranked high on the public agenda in Romania. The Ministry of Education has played a major role in this regard, creating opportunities to develop and implement desegregation projects at the local level. These recent developments offer a special opportunity for research. Within EDUMIGROM research, special attention will be paid to how segregation continues to function in hidden forms, sustained by the 'othering' processes that are underscored by 'anti-Gypsy' racism.

Research will be conducted in two regions of the country, in western Banat region and in north western Cluj County, in Transylvania. Specifically, research will be conducted in two large cities that have similar ethnic compositions. Both are very multicultural, with significant populations of Romanians, Hungarians, and Roma, and smaller communities of other ethnic groups, like Germans and Serbs. These sites also provide an interesting opportunity for fleshing out different groups' historical and contemporary relationships with the state and for understanding local processes in the 'imagining' of nations.

Both sites experienced economic crises in the early 1990s, as socialist-era industries collapsed, but recently have witnessed robust economic development. Now, foreign investors have appeared in large numbers; unemployment rates are low; and both serve as important university centres. In these sites, research will focus on pupils in grades 7 and 8 in school districts situated at the margins of urban areas. In these areas, researchers will investigate multiethnic groups of children with a substantial proportion of Roma.

- As part of the EDUMIGROM outreach agenda, the Peace Research Institute Frankfurt (Germany) will convene a roundtable discussion on **November 5, 2009** with EDUMIGROM researchers and PRIF scholars. Entitled 'Educational Perspectives of Migrants and Minorities across Europe', the roundtable will provide an opportunity to present and discuss EDUMIGROM research experiences and findings to date. The event will target the wider research community in Frankfurt.
- The **October 2009** issue of the *CEU Gazette*, the regular newsletter of Central European University, will feature an interview with Júlia Szalai, Principal Researcher of the EDUMIGROM research team at the Center for Policy Studies at CEU. The interview introduces EDUMIGROM and its main contributions to existing research, and also presents some important findings to date.
- A popular weekly paper in Sweden, *Södra sidan (The South Side)*, published an article featuring two EDUMIGROM researchers, and their work in Lillholmskolan. Lillholmskolan seems to have been able to reverse a negative trend with regard to school performance. Yet, as Jenny Kallstenius and Kristina Sonmark contend, there is a need to explore the role schools have in creating or counteracting differences in education attainment and income between majority and minority students. They intend to use their research findings in ways that will help schools and policy-makers address disparities that may be rooted in schooling. The article appeared in issue no. 15-9 (**August 22, 2009**) and is available online: <http://www.sodrasidan.se/>.
- Sarah Swann of the University of Leeds (UK) became a mentor for the Sheffield Junior Fellowship, a programme that aims to enhance the aspirations, experiences and attainment of Black Minority Ethnic pupils. The programme has two strands: personal development (communication skills) and curriculum (Science, Maths and English).
- Júlia Szalai (CEU) represented EDUMIGROM at a major conference on 'Education and the Transition to the Labour Market' (**May 11-13, 2009**, Amsterdam, The Netherlands) within the Integration of the European Second Generation (TIES) project. TIES is a comparative project that investigates the influence of a wide range of policies on the children of immigrant in different national contexts. The conference brought together researchers, practitioners, policy-makers, and other stakeholders with the aim to facilitate an open dialogue to formulate what constitutes good practice based on country and city comparison and to set up an international agenda of best practice. For more on TIES, visit: <http://www.tiesproject.eu/>.
- EDUMIGROM was invited to join a conference organised within the framework of UP2YOUTH, an FP6 project concerned with the life chances, choices and strategies of young people in contemporary European societies. Entitled 'Findings from European Youth Research', the conference was held in Brussels, **March 5-6, 2009** and brought together leading researchers and policy-makers from across Europe. EDUMIGROM was among the newly-funded youth projects introduced at the second day of the conference, which offered an opportunity to interact and establish ties with closely-related research initiatives. EDUMIGROM was also included in the report, 'European Research on Youth: Supporting young people to participate fully in society', published by the European Commission (2009). More information is available on the EDUMIGROM website under 'Links and Library': <http://www.edumigrom.eu/>.
- On **October 30, 2008**, the Center for Policy Studies and Department of Gender Studies at CEU organised a public panel discussion entitled 'Intersectionality as Methodology: Potential and Challenges'. EDUMIGROM was represented by panelist Dr. Enikő Magyar-Vincze of the Center for Gender Studies (Romania).

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.

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Drál', Peter, David Kostlán and Zuzana Kusá (2008) 'Country Report on Education: Slovakia.' *EDUMIGROM Background Papers*, Budapest: Central European University, Center for Policy Studies.

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Katzerová, Denisa, Kateřina Sidiropulu Janků, Radim Marada and Arnošt Svoboda (2008) 'Country Report on Education: Czech Republic.' *EDUMIGROM Background Papers*, Budapest: Central European University, Center for Policy Studies.

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Schiff, Claire, Joelle Perroton, Barbara Fouquet and Maïtena Armagnague (2008) 'Country Report on Education: France.' *EDUMIGROM Background Papers*, 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.