

Welcome to the **fourth 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.

IN BRIEF

CONTENTS

PROJECT UPDATES

- » Conference Announcement
- » Comparative Endeavours
- » New series of Working Papers
- » 'Building together a society for all - A circus against exclusion'
- » 'Youth and Social Inclusion'
- » EDUMIGROM workshop in Cluj: 'Segregation and Schooling'

SNAPSHOTS FROM THE FIELD

- » France
- » Sweden
- » Romania

GETTING THE WORD OUT

RECENT PUBLICATIONS

- » Comparative Papers
- » Community Studies

CONSORTIUM

Let us begin our fourth Newsletter with an announcement of the closing conference of the EDUMIGROM research initiative, taking place at Central European University in Budapest, Hungary:

11–12 February, 2011

Ethnic Differences in Education across Europe. Potentials and Limitations of Social Inclusion through Education for Young People from Second-Generation Migrant and Roma Backgrounds

Information about the conference can be found in our Project updates section. For more details please visit www.edumigrom.eu.

In addition, this issue offers insights into our recently completed comparative community study and the comparative survey study results. We also spotlight three communities in which research was conducted and highlight the personal reflections of project colleagues involved in EDUMIGROM's fieldwork.

Contact:

www.edumigrom.eu
info@edumigrom.eu



PROJECT UPDATES

Conference Announcement:

Ethnic Differences in Education across Europe. Potentials and Limitations of Social Inclusion through Education for Young People from Second-Generation Migrant and Roma Backgrounds

11 –12 February 2011
Central European University (Budapest, Hungary)

The EDUMIGROM research team is pleased to invite you to attend the Project's closing conference 'Ethnic Differences in Education across Europe. Potential and Limitations of Social Inclusion through Education for Young People from Second-Generation Migrant and Roma Backgrounds' which will be held on 11–12 February, 2011 in Budapest.

Relying on the results of comparative surveys and qualitative fieldwork in multiethnic communities in the nine participating countries (Czech Republic, Denmark, France, Germany, Hungary, Romania, Slovakia, Sweden, and the United Kingdom), presentations at the conference will discuss how children from ethnic minority and Roma backgrounds perform and advance in comparison to their majority peers. Frequent marginalisation and early exclusion of students from "visibly" differing minority backgrounds will be analysed in the context of the different school systems and against the diverse traditions of interethnic cohabitation. Causes and practices of ethnicised selection and segregation among and within schools as well as attempts at inclusive and multicultural education will be revisited in their affects on students' school performance, their opportunities for advancement, their identity development, and the shaping of their interethnic relations within and outside the school. Based on such multisided comparisons, the Conference will discuss how frequent experiences of discrimination and "othering" influence the self-perception and self-esteem of young people and how such experiences contribute to the widespread feeling of devaluation and misrecognition. Further presentations will introduce young people's ideas about their longer-term future: in this context, attempts at becoming

integrated as well as practices pointing toward an ethnic enclosure will be demonstrated. Drawing on the findings, in its final section the Conference will address the steps that could be taken in order to make a difference in education. Possible educational strategies pointing toward enhancing social inclusion through education in the different Member States and at the European level will be discussed.

The conference requires no registration fee, and all interested parties are welcome. Detailed conference and registration information will be available at www.edumigrom.eu in early December 2010.

Comparative endeavours

Since the fieldwork based investigations have drawn to a close, the EDUMIGROM team on the one hand processed the comparative data and completed a cross-country comparison of school experience of minority ethnic youth, and on the other, analysed interviews, focus group discussions as well as participant observations and prepared a cross-national comparative examination of fieldwork results.

Comparative Community Study:

'Visibly Different': Experiences of Second-generation Migrant and Roma Youths at School. A comparative study of communities in nine member-states of the European Union

Qualitative investigations in the school and community environment of urban youth have taken place through focus group discussions, in-depth interviews, classroom observations and case studies in all nine target countries. Community studies were based on over 500 interviews and 70 focus group discussions. Research has shown that though ethnic minority students feel comfortable at school, they often face contradictions between the values, norms, and practices imposed on them by the school and their immediate home environment. The strategies to overcome the arising tensions range from early escape from the traditional ethnic communities through open opposition to school to the radical withdrawal from all social contacts outside kin-relations. Additionally, the contrasting experiences between "us" and "them" reinforce ethnic separation and limit aspirations for successful inclusion. An increased desire among

second generation migrants to return to their ancestors' home country or the widespread dream among Roma youth to emigrate are clear reflections of alienation from the society into which they were born. Despite all the controversies that second generation migrant and Roma children face in schools, they seem to be strongly committed to education.

Comparative Survey Study:

Ethnic and Social Differences in Education in a Comparative Perspective

Eight target countries of the EDUMIGROM research completed survey reports, based on country datasets. A comparative dataset was produced and based on this the comparative study was prepared. The comparative endeavour found that the notion of "compulsory education for all" is more an ideal than a reality. Sizeable groups of children seem not to receive even primary education; other groups formally complete compulsory schooling but do not get hold of basic competences enabling them to continue education or step into the labour market. The survey demonstrates the wide range of mechanisms that lead to sorting and separating children of various ethnic and social background between or within schools, but these, in most cases work to the detriment of minority groups. Ethnic separation in education is just partially a by-product of the given residential conditions: spontaneous processes of "white flight", local educational policies aiming at raising efficiency through inter- and intra-school streaming, and minority ethnic parents' attempts at protecting children from discrimination and "othering" also contribute to the process. Segregation then becomes a key component of producing and reproducing inequalities of educational and labour market opportunities.

New series of Working Papers

As part of EDUMIGROM's working paper series, nine community studies are under preparation for publication, describing research results based on over 500 interviews and 70 focus group discussions in 9 countries of Europe. The community studies were conducted on the selected sites. They describe what role the differences of institutional settings, everyday life at school and the wider social environment play in the shaping of practices and experiences of schooling in selected multiethnic communities.

'Building together a society for all – A circus against exclusion'

EDUMIGROM was showcased at this Brussels-based event in October 2010, a place for meeting, information and exchange on social inclusion initiatives developed across the European Union. This participatory forum aimed at highlighting the diversity of actors and projects organised during the European Year for combating poverty and social exclusion.

'Youth and Social Inclusion'

One of EDUMIGROM's dissemination activities was participation in a 'Youth and Social Inclusion' workshop in Madou on November 15-16, 2010. Julia Szalai (Central European University, Budapest) and Viola Zentai (Central European University, Budapest) represented the project and discussed relevant results deriving from both the quantitative and qualitative analyses. The workshop was organised by the project's officer at the European Commission, who brought together related 'youth' projects and encouraged discussion and the creation of synergies between the projects.

EDUMIGROM workshop in Cluj

Connected to EDUMIGROM's fourth interim workshop, a public event entitled 'Segregation and Schooling' was organised by the Centre for Gender Studies at Babes-Bolyai University in Cluj, Romania, on May 27, 2010. The almost 40 participants (university teaching staff and doctoral students, researchers and activists from local research institutions and non-governmental organisations) were offered a lecture by Vera Messing (Central European University, Budapest) on 'How does school segregation shape students' performance, self-esteem and future aspirations?' The lecture was followed by two other presentations by the invited discussants: Bolette Moldenhawer (University of Copenhagen) gave a talk on 'Schooling strategies, identity models and integration' with a special focus on the Danish case studies. Eniko Vincze (Babes-Bolyai University, Cluj) made a presentation on the factors that structure the relationship between segregation and schooling in the light of the studied Romanian community. The presentations were followed by a vivid discussion around the raised topics.

EDUMIGROM in the news

An EDUMIGROM article has been featured in the June 2010 issue of the Socio-economic and Humanities Research for Policy news alert service that is supported by the 7th Framework Program for Research. The full news items and the EDUMIGROM article, 'How do Europe's schools treat minority ethnic youth' may be downloaded from here: <http://www.scoopproject.org.uk/Default.aspx?pageid=23>

Research Presented for a Key Policy Agency in Sweden

Jenny Kallstenius and Kristina Sonmark (Department of Sociology of Stockholm University) presented research findings for The Swedish National Agency for Education on June 10, 2010.

EDUMIGROM at EASA

Michal Nekorjak (Masaryk University, Brno) and Margit Feischmidt (Hungarian Academy of Sciences, Budapest) represented EDUMIGROM research in Maynooth, Ireland on August 24–27, 2010 where the 11th European Association of Social Anthropologists (EASA) Biennial Conference took place under the theme 'Crisis and Imagination'. Michal's contribution entitled 'Segregation of Roma in the Czech Education System', while Margit presented 'The altering meanings of 'Gypsiness' and the changing regimes of othering'.

EDUMIGROM at ESA Midterm Conference

Colleagues presented the project at the European Sociology Association Midterm Conference: 'Educational stratification in contemporary societies: Selection, sorting and detracking features, processes and outcomes' in Athens between September 30 - October 1, 2010.

Five papers were delivered. Radim Marada (Masaryk University, Brno) submitted a paper on 'Romantisation of Roma Identities'. Vera Messing (Center for Policy Studies, Central European University, Budapest) talked about 'Effects

Snapshots from the Field: France

"This mixed vocational and technological high-school receiving a predominantly male population is located in a busy commercial area at the centre of a working-class suburb of the Parisian periphery. The overcrowded classes, lack of facilities, and general state of disrepair of the building makes this establishment by far the worst of our sample in terms of its physical environment. The school offers training in the industrial production sector such as electrical work, metal work, as well as electronic engineering. The socio-economic composition of the student body is even less favourable than that of the other schools in the area, with over 55% of students belonging to the most disadvantaged group and only 3% coming from privileged households. With its unattractive buildings and its predominantly underprivileged black and Arab male vocational students, it is rather naturally regarded as a concentrate of all the ills of the "ghetto". Yet those who work there, students and teachers alike, were unanimous in telling the researchers that the reputation was unjustified and that relations were friendlier and teachers more involved and attentive to students' needs than in many other such schools."

"We found the most striking feature of this school to be the discrepancy between its poor reputation and dilapidated buildings, and the friendly and cohesive atmosphere, which made the researchers feel very welcome. The potential for student discontent is very high, since a majority of them did not obtain the desired stream or school. The fact that relations appear cordial and relaxed says much about the consideration with which students feel they are regarded, despite their limited academic performances."

Claire Schiff, Department of Sociology, Victor Segalen University, France

of social and ethnic differentiation on friendship relations, performance and future aspirations of minority ethnic youth in compulsory education'. Ian Law (University of Leeds, UK) gave a paper on 'Education in England, findings from fieldwork in a Northern City'. Margit Feischmidt and colleague Zsuzsanna Vidra (Hungarian Academy of Sciences, Budapest) shared their paper entitled 'The altering meanings of 'Gypsy-ness' and Changing Regimes of Othering'. Eniko Vincze (Babes-Bolyai University, Cluj) shared her work on 'Identity strategies across generations in Roma families'.

EDUMIGROM at the Network for European Social Policy Analysis

Sarah Swann (University of Leeds, UK) presented her work, titled 'Ethnic Differences in Education in the UK' for the 8th Annual Network for European Social Policy Analysis Conference. Held in Budapest, Hungary in September 2010, the conference centered around the theme of 'Social Policy and the Global Crisis: Consequences and Responses'.

EDUMIGROM at the University of Copenhagen

Bolette Moldenhawer presented findings from EDUMIGROM's Community Study Report during a seminar organised by the strategic research field of 'Migration, State and Pedagogy' in September 2010.

EDUMIGROM in Brno

Michal Nekorjak delivered a paper 'School segregation in Brno' at the Conference under the theme 'The Issue of Combating Poverty and Social Exclusion Conference' organised by Brno City Municipality on October 5, 2010.

EDUMIGROM in Brussels

Viola Zentai (Center for Policy Studies, Central European University, Budapest) represented the project in a workshop 'European Pluralism: religions, tolerance and values' organised in Brussels on October 18, 2010 which aimed at providing insights from European Research supported under the 6th and 7th Framework Programmes. Parallel to the workshop, EDUMIGROM was featured in a participatory forum 'Building together a society for all - Circus Against Exclusion' on October 19-20, 2010 as part of the European Year for Combating Poverty and Social Exclusion.

SNAPSHOTS FROM THE FIELD

Snapshots from the Field: Sweden

"A general response in the interviews is that the students feel safe in South Harbour and on Harbour School. Being in a context where all others have a minority ethnic background gives them a feeling of belonging and they state that they do not have to face negative prejudices linked to their immigrant background in their community. They emphasise that they believe South Harbour to provide protection against discrimination. The community and the school is characterised by an absence of ethnic Swedes. None of the students in our sample have a Swedish friend and they do not often meet people with majority ethnic background. Some students express that living in their community to a large extent is like living in their country of origin. Aram expresses it like this: "I don't feel very different here in South Harbour because there are very few Swedes living here. It doesn't feel like Sweden, it feels like Kurdistan and I like it very much here." However, the "picture of Swedes" is constantly present in the students' reasoning as a sort of reference group. The students discuss their behaviour, way of socialising and speaking in relation to the majority society and Swedish youth of the same age."

"During the fieldwork we noticed a clear line of division between students with an immigrant background and those few students who identify themselves as Swedish, especially among the boys. One boy, Omar, express it like this: "It is not like we don't like each other, but people socialise with those they feel a connection to. We have an immigrant background and they are Swedes. It is clear. We are different groups, it is just like that." The experienced differences between "us" and "the others" were constantly present."

Jenny Kallstenius and Kristina Sonmark, Department of Sociology, Stockholm University, Sweden

EDUMIGROM and 'Decades of Changes in Slovak Society'

Project colleagues from the Institute for Sociology of the Slovak Academy of Sciences organised a conference 'Decades of Changes in Slovak Society' on October 21–22, 2010 in Bratislava. Vera Messing presented a paper titled 'Effects of Social and Ethnic Differentiation on Everyday Life of Minority Ethnic Youth in Compulsory Education', while Margit Feischmidt shared her work 'Regimes of Inclusion and Othering in the Hungarian Schools in Relation with Roma Students'.

EDUMIGROM at the Hungarian Sociological Association

At the Association's annual conference – entitled 'Conflict and Social Innovation' and held in Budapest on November 5–7, 2010 -- Julia Szalai held the keynote lecture titled, "Needs behind Representing Social Conflicts in the Framework of the 'Roma Question' in Contemporary Hungary". There was also a panel organised on the relationship between education and minority condition. Several members of the EDUMIGROM research team participated in the event: Margit Feischmidt analysed politics of integration, cultures of differentiation and diversity in the relation of schools to Roma students; Maria Nemenyi presented a paper entitled 'Identity models and Strategies'; Eniko Vincze shared EDUMIGROM findings in her paper 'The impact of residential and school segregation on ethnic identification in the case of East-European Roma families'; Vera Messing talked about 'Minority ethnic adolescent students in education: factors influencing daily life and relations at school'; and Zsuzsanna Vidra presented 'The changing forms of ethnicity and the school'.

EDUMIGROM is back in school

Jenny Kallstenius and Kristina Sonmark visited the selected site of the Swedish Community Study and presented there the main results of both the Study and the whole project, on November 9, 2010.

'New and Growing Inequalities'

Julia Szalai attended a workshop, 'New and Growing Inequalities: a challenge for the social, economic and democratic development of the European Union'. Held in Brussels on November 11, 2010, the event aimed at giving an overview of the contribution of research in social sciences and the humanities to the analysis of the current challenges the European Union is facing.

'Youth and Inclusion' in Brussels

Following the preparatory project meeting on 'Youth and Inclusion' on November 15–16, 2010, Viola Zentai and Julia Szalai were invited to the European Parliament on November 17 for the purpose of presenting EDUMIGROM to high-level European policy stakeholders. Kinga Goncz, a member of the Progressive Alliance of Socialists and Democrats in the European Parliament and the Vice-Chair of the Committee Civil Liberties, Justice and Home Affairs organised the meeting (though could not attend as she participated in a different mission). The meeting was attended by Livia Jaroka, MEP, member of the European People's Party, Vice-Chair of the Committee on Women's Rights and Gender Equality and the Rapporteur of the EU Strategy on Roma Inclusion. Other MEPs sent their delegates to take part in the meeting.

Snapshots from the Field: Romania

"Schooling is seen as a way of proving that Roma stand on equal feet with the majority. In this regard, the father of Andrei from Flower district stressed: "Romanians or Hungarians should not believe that they have more fingers than we have; they should not treat us as fools; that is why we need to go to school, and to prove that we are their equals, we are gentlemen Gypsies." Contrary, for the Gabor Roma families, schooling is not a desired thing, but at the most it is a necessary option sustained by practical needs. Parents of Lavinia and Stefan from Forest district hold that it is important for their children to be part of the educational system however they cannot support their school career due to economic shortages they are faced with."

Eniko Vincze, Center for Gender Studies, Babes-Bolyai University, Romania

EDUMIGROM in Denmark

Bolette Moldenhawer participated in a symposium 'Successful Integration Policies in Scandinavia'. Held in Copenhagen, Denmark on November 22, 2010 and organised by CEVEA and the Friedrich Erbert Stiftung, the event provided the opportunity to discuss best practices, challenges and opportunities of integration. Bolette presented her paper on Inclusion or marginalisation – differences in education and diverging prospects for urban youth. A comparison of the integration effects of different European education systems.

EDUMIGROM at the Hungarian Academy of Sciences

An event titled 'Community Research – new methods, topics and sources' was organised by the Qualitative Workshop of the Hungarian Academy of Sciences, in Budapest on November 25, 2010. Eniko Vincze participated in the workshop with the paper entitled 'Intersectionality in the Case of Roma Studies'.

RECENT PUBLICATIONS

Comparative Papers

Szalai, Julia (ed.); Contributors: Margit Feischmidt, Jenny Kallstenius, David Kostlan, Ian Law, Sabine Mannitz, Radim Marada, Vera Messing, Bolette Moldenhawer, Michal Nekorjak, Maria Nemenyi, Claire Schiff, Gaby Strassburger, Sarah Swann, Roza Vajda and Eniko Vincze (2010) 'Being 'Visibly Different': Experiences of Second-generation Migrant and Roma Youths at School. A comparative study of communities in nine member-states of the European Union'. EDUMIGROM Comparative Papers. Budapest: Central European University, Center for Policy Studies.

Szalai, Julia, Vera Messing and Maria Nemenyi (2010) 'Ethnic and Social Differences in Education in a Comparative Perspective'. EDUMIGROM Comparative Papers. Budapest: Central European University, Center for Policy Studies.

Community Studies

Feischmidt, Margit, Vera Messing and Maria Nemenyi (2010) 'Ethnic Differences in Education: Hungary' EDUMIGROM Community Studies. Budapest: Central European University, Center for Policy Studies.

Kallstenius Jenny, and Kristina Sonmark (2010) 'Ethnic Differences in Education: Sweden' EDUMIGROM Community Studies. Budapest: Central European University, Center for Policy Studies.

Kusa, Zuzana, David Kostlan and Jurina Rusnakova (2010) 'Ethnic Differences in Education: Slovakia' EDUMIGROM Community Studies. Budapest: Central European University, Center for Policy Studies.

Marada, Radim, Michal Nekorjak, Adela Souralova and Klara Vomastkova (2010) 'Ethnic Differences in Education: Czech Republic.' EDUMIGROM Community Studies. Budapest: Central European University, Center for Policy Studies.

Moldenhawer, Bolette, Tina Kallehave and Sune Jon Hansen (2010) 'Ethnic Differences in Education: Denmark' EDUMIGROM Community Studies. Budapest: Central European University, Center for Policy Studies.

Schiff, Claire with the contributions of Evelyne Barthou, Joelle Perroton and Jessica Pouyau (2010) 'Ethnic Differences in Education: France' EDUMIGROM Community Studies. Budapest: Central European University, Center for Policy Studies.

Strassburger, Gaby, Meryem Ucan and Sabine Mannitz (2010) 'Ethnic Differences in Education: Germany' EDUMIGROM Community Studies. Budapest: Central European University, Center for Policy Studies.

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

Vincze, Eniko (2010) 'Ethnic Differences in Education: in Romania' EDUMIGROM Community Studies. Budapest: Central European University, Center for Policy Studies.

CONSORTIUM MEMBERS

Coordinator

Center for Policy Studies, Central European University (Hungary): Violetta Zentai ● Júlia Szalai ● Vera Messing ● Lilla Jakobs ● Anna Szász

Partners

Faculty of Social Studies, Masaryk University (Czech Republic): Radim Marada ● Michal Nekorjak ● Martina Haltufová ● Kateřina Sidiropulu Janků ● Csaba Szaló

Department of Media, Cognition and Communication, Division of Education, University of Copenhagen (Denmark): Bolette Moldenhawer ● Sune Jon Hansen ● Tina Kallehave ● Jens Peter Thomsen

Laboratory for the Analysis of Social Problems and Collective Action (LAPSAC), Department of Sociology, Victor Segalen University, Bordeaux 2 (France): Claire Schiff ● Maïtena Armagnague ● Evelyne Barthou ● Georges Felouzis ● Barbara Fouquet ● Joelle Perroton

Peace Research Institute Frankfurt (Germany): Sabine Mannitz ● Frauke Miera ● Rainer Ohliger ● Gaby Strassburger ● Meryem Ucan

Institute of Sociology, Hungarian Academy of Sciences (Hungary): Mária Neményi ● Csaba Dupcsik ● Margit Feischmidt ● Ágnes Kende ● Cecília Kovai ● Emília Molnár ● Róza Vajda ● Zsuzsanna Vidra

Center for Gender Studies, Babes–Bolyai University (Romania): Enikő Vincze ● Hajnalka Harbula ● Nándor László Magyari ● Letiția Mark

Institute for Sociology, Slovak Academy of Sciences (Slovakia): Zuzana Kusá ● Peter Drál' ● David Kostlán ● Jurina Rusnáková

Department of Sociology, Stockholm University (Sweden): Marcus Carson ● Barbara Hobson ● Jenny Kallstenius ● Kristina Sonmark

School of Sociology and Social Policy, University of Leeds (United Kingdom): Ian Law ● Sarah Swann ● Gary Fry ● Shona Hunter ● Rodanthi Tzanelli ● Fiona Williams

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.