

Day 5 – Diversity Policies and Importance of Integration

Integrating minority, migrant and refugee children at European schools and society



WELCOME BACK

A group of hands holding up colorful letters to spell out 'WELCOME BACK'. The letters are in various colors: W (red), E (blue), L (green), C (orange), O (yellow), M (blue), E (purple), B (orange), A (yellow), C (orange), K (red). The hands are visible from the bottom, holding the letters up against a white background.

Day 5 Course Goals

Diversity policies and Importance of Integration

We are going to learn about;

- Anti-discrimination laws
- Diversity policies
- Affirmative actions
- Importance of integration of migrant and refugee child in EU societies
- Conclusions and recommendations



Your / Their Culture 3



Anti-discrimination policies

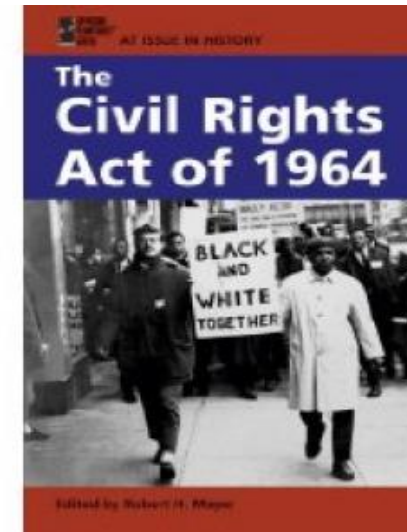
Despite the on-going and planned activities in EU countries , we assume that ***denied support*** is still the main form of discrimination that migrant and refugee young people are confronted with



Denied support – is the difference between what could be done and what is actually being done.

Anti-discrimination Laws

- The European discourse on anti-discrimination has been influenced by developments in the United States
- The Civil Rights Act of 1964 in the US was a major step in the development of anti-discrimination policies



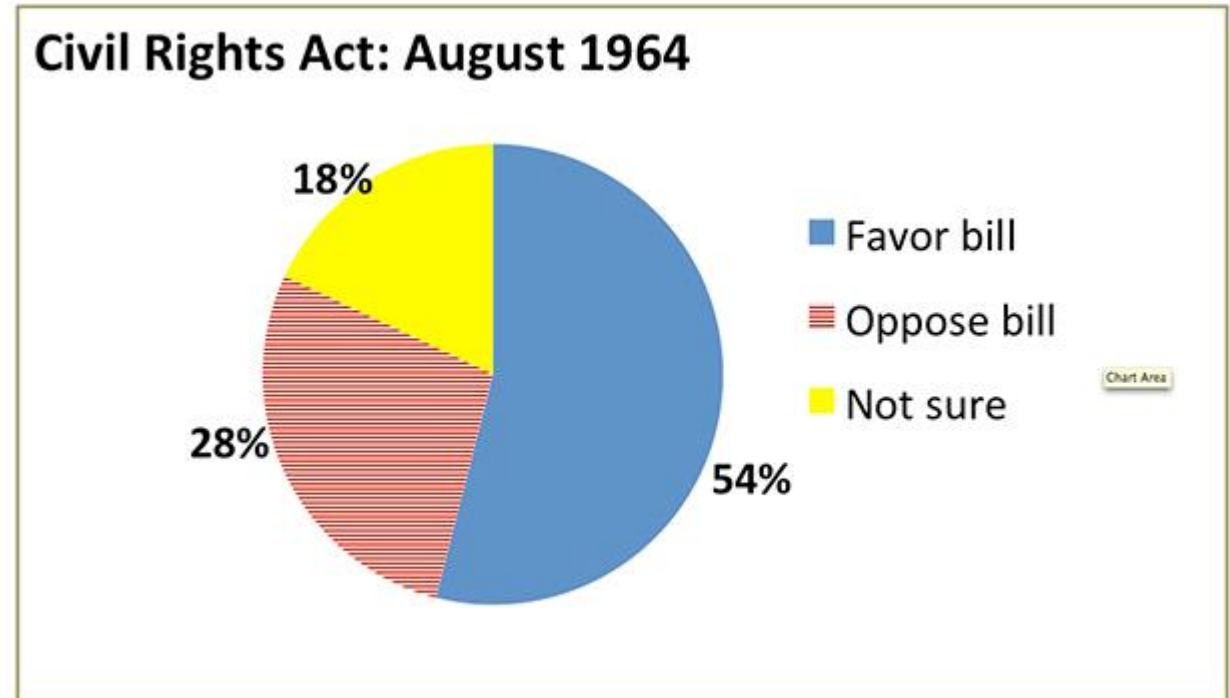
The Civil Rights Act of 1964

It covers;

- -public accommodation
- -employment
- -education

And forbids discrimination based on;

- Racism
- Ethnic prejudice
- Religious prejudice
- Nationalism
- Sexism



Progress!

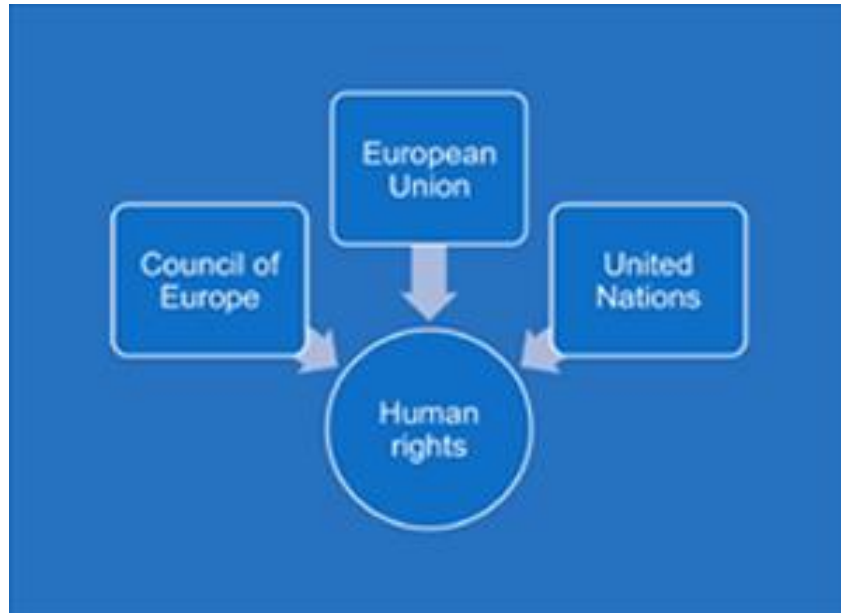
The Civil
Rights Act
1964

Voting
Rights Act
1965

The Fair
housing
Act 1968

The British
Race
Relations
Act 1976

Anti-discrimination laws



This image illustrates the interaction of the Council of Europe, the EU and the United Nations in the area of Human Rights.

There are three boxes around a circle. “Council of Europe” is written in the first box, in the second “European Union” and in the third “United Nations”. From each box there is an arrow pointing to the circle. In the circle you can read “Human rights”.

European Union Council Directives

- The promotion of equality and respect for human rights is now a core element of the European Union's goals, legislation and institutions
- The principle of equality has been an element of its foundations from its early days, and first developed in the context of gender equality
- The Treaty of Rome of 1957 required equal pay between men and women, and provided the competence to develop the first Equality Directives: the Equal Pay Directive of 1975 and the Equal Treatment Directive of 1976, which prohibited discrimination on grounds of gender in access to employment, vocational training and promotion, and working conditions

The Amsterdam Treaty

- Yet it was not until the Treaty of Amsterdam of 1997 that the European Union introduced a specific power to combat discrimination on a wide range of grounds of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation
- This power was set out in Article 13 of the Treaty of the European Community and had a significant impact
- It led both to the introduction of a series of new Equality Directives as well as to the revision of the existing Gender Equality Directives

The Lisbon Treaty

- In recent years there have also been other major developments
- Firstly, the powers and functions of the EU relating to equality and other human rights were recently amended and enhanced by the ratification of the Lisbon Treaty on 1 December 2009
- It made significant changes to the constitutional framework of the EU.
- Now there is a growing convergence between the EU human rights frameworks and other intergovernmental human rights frameworks of the Council of Europe and the United Nations.

The Race Directive

- The Race Directive (2000/43/EC) and the Framework Directive (2000/78/EC) were developed to follow on and both agreed in 2000
- All EU Member States were required to implement through appropriate laws and regulations
- The Race Directive by 19 July 2003
- The Framework Directive by 2 December 2003.
- In relation to the Framework Directive, Member States were also given the option if necessary to implement provisions relating to disability and age discrimination by 2 December 2006.

The Directives

- The two Directives differ in terms of both the groups that they protect from discrimination
- The Race Directive provides protection from discrimination based on racial or ethnic origin
- This includes protection for third country nationals, but does not extend to protection for discrimination based on nationality
- This exception relates to immigration policy and Member States desire to retain control over such policy.

BREAK



ENERGIZER

TELL ME ABOUT ME!



EQUALITY DIRECTIVE

- It is also important to point out that in 2008 the European Commission proposed a new Equality Directive that would expand and harmonise protection from discrimination on grounds of disability, religion or belief, sexual orientation and age
- This was intended to expand on the protection provided in the Framework Directive and ensure that those groups have the same or similar levels of protection as groups identified by race and gender

EU Policies

- All Member States must implement all the provisions of the Directives, and must not regress from those levels of protection.
- In addition, it is important to note that both the Race and Framework Directives lay down **minimum** requirements in terms of protection in those fields.
- Member States are free to and in many cases have developed national legislation that goes further than the requirements of the Directives.

Diversity Policies

The new perspective is to look at diversity;

- not as a burden, but a resource that is not yet used to its full potential

Because one could argue that;

- The human resources of migrants and their descendants could contribute more to society when given an opportunity and fair chance

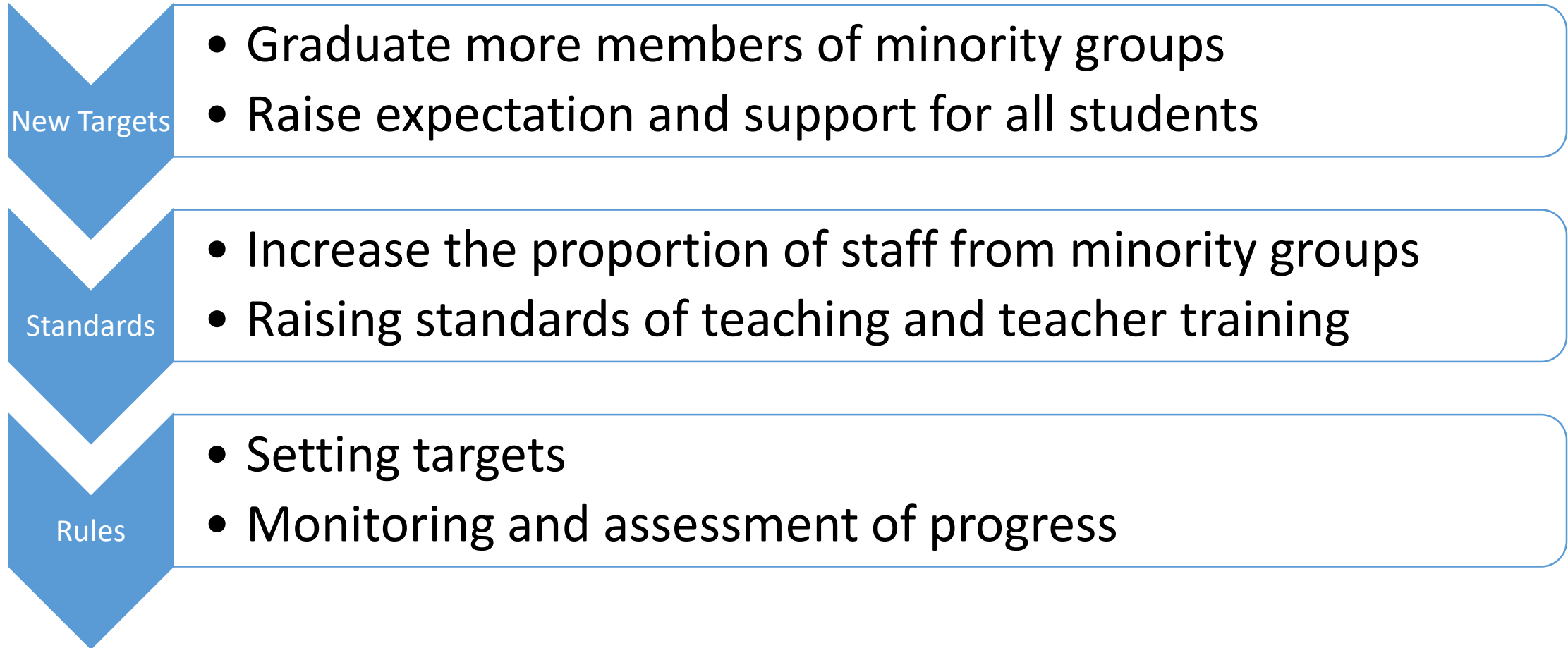


Diversity policies

- Relate to the meso level of society (institutions and organizations)
- Directed against institutional discrimination
- Efforts to empower groups to open up opportunities
- At the same time, educate traditional members for adaption to new approaches



Diversity policies in Education



Affirmative action

Affirmative action is the policy of favoring members of a disadvantaged group who suffer or have suffered from discrimination within a culture. Often, these people are disadvantaged for historical reasons, such as oppression or slavery. Their status is inherited from generation to generation.



Affirmative action

Also known as

- reservation in India and Nepal
- positive discrimination in the UK
- and known in a narrower context as employment equity in Canada and South Africa



Support for Affirmative action

Historically and internationally, support for affirmative action has sought to achieve goals

- bridging inequalities in employment and pay
- increasing access to education
- promoting diversity
- redressing apparent past wrongs, harms, or hindrances

The nature of affirmative action policies varies from region to region

WHO DECIDES?

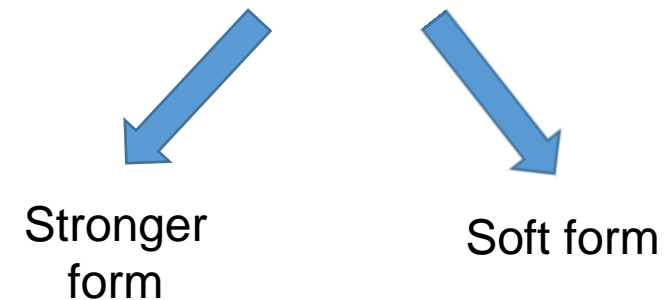
Some countries, such as India, use a quota system

- whereby a certain percentage of government jobs, political positions, and school vacancies must be reserved for members of a certain group
- In some other regions where quotas are not used, minority group members are given preference or special consideration in selection processes.



Affirmative Action

- The Concept was introduced in the US in the 1960's by President Johnson
- Since then there has been lively and controversial debate that has spread into Europe
- Farley (2007) states there are two forms of affirmative action



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Communication is the key



SOFT ACTION

- Though different in its legitimization, its quite similar to diversity management
- Argues in favour of special efforts, such as increasing the proportion of people in workplaces or students in an educational institution
- Targets should be set and monitored

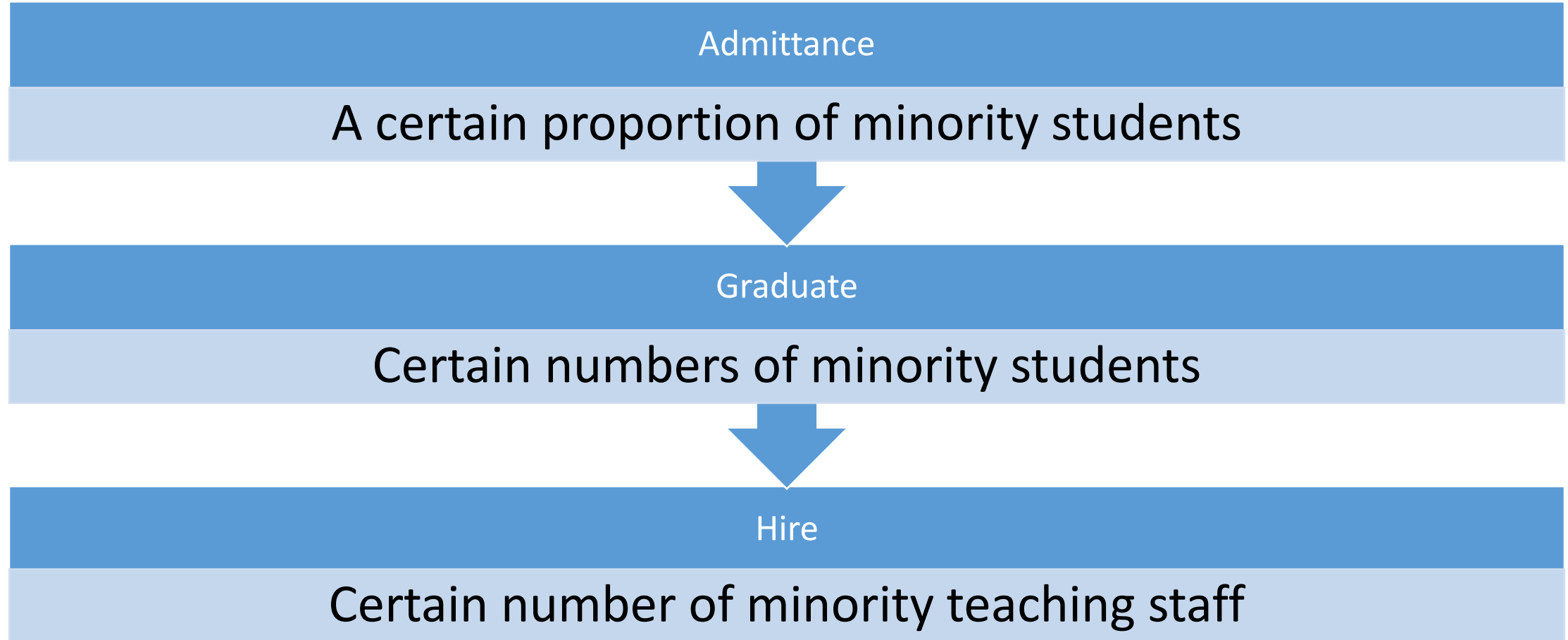
Soft action

STRONGER FORM

- Considers minority status when deciding on an assignment to a position or admittance to an organization
- The consequence is: the competitor with better qualifications, without the minority status, might not be selected for a position or admitted to an organisation
- So, demands that targets and timetables are set and evaluated and sanctioned.



Targets for educational institutions



Strong forms can be controversial

For example;

- Opponents of the integration by race and gender of the American workplace have argued that forced equity will entail reduced productivity as employers are forced to hire lower quality females and minorities
- The numerous wage equation studies always reach the same dead-end: residual differences across race or gender are due either to discrimination or to unobserved quality differences
- In the US a majority of the population is against affirmative action
- The controversy mobilizes ethnic and racist prejudice and are in danger of reinforcing ethnic and racist divisions

Importance of integration of migrant and refugee child in EU societies

- Support adults and parents through maturity and old age
- Communicate with nationals and immigrants through multilingualism
- Integrates more readily and easily into new establishments and communities
- Talented students (***Start*** by the Hertie Foundation)
- Hard working and exemplary students



CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Cultural integration into the culture of the immigration country is a major function of schools. The relative absence or distorted presentation of minorities in school materials and school life, however, may harm the self-image and self-esteem of minority group children and youth and negatively affect their chances of school success.

RECOMMENDATIONS

- Integrate elements and symbols of the cultures of origin of migrants into school life and school material
- To achieve this goal there is a need to consult with representatives of the new communities

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The single school matters
- Quality of school research supports the hypothesis that schools of good general quality are also good for migrant children and their educational opportunities

RECOMMENDATIONS

- Improve the general quality of the school via among others good management
- Improve good cooperation among teaching staff
- High expectations of teachers with readiness to give support, good quality of teaching and good discipline
- Good equipment of the school
- Strong parent involvement

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Peers have a substantial influence on minority achievement
- Concentration of migrant children in schools hinders their academic performance
- Minority children exposed to classmates with better performance and higher educational aspirations tend to increase their own

RECOMMENDATIONS

- Desegregate schools and classes where there is concentration of minority students
- Desegregation via housing policies and magnet schools is recommended and preferred over bussing

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- There is an overrepresentation of migrant children in schools for special education
- Discrimination is often claimed to be a major influence on migrant student underachievement
- Studies suggest that denied support is the most significant form of discrimination in migrant education

RECOMMENDATIONS

- Educational authorities should pay special attention to procedures assigning migrant children to schools for special education
- Teacher training should prepare for teaching to minority students
- The element of support should be increased in the role of the teacher and positions of teacher assistants should be introduced for practicing with students and help underachievers
- Homework centres should be created in schools for learning after classes.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Strengthening the support function of schools with large proportions of migrant students will need special extra financial resources
- Parent involvement is positively associated with achievement of children in school.
- Immigrant parents generally do not seek contact with schools.

RECOMMENDATIONS

- Schools with large proportions of migrant students should be allotted additional financial resources
- These finances should not be perceived as costs, but as an investment
- Schools have to act proactively toward immigrant parents
- These have to be mobilized via community liaison coordinators of the same ethnicity as the parents

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Mentoring in different forms and by different actors can substantially improve school attainment



RECOMMENDATIONS

School authorities and school management should encourage and coordinate mentoring activities from outside the school by;

- voluntary associations
- Welfare organisations
- migrant associations
- Municipalities
- Ethnic mentoring seems to be a particularly successful form of mentoring

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Apart from compensatory policies and programmes, diversity policies and “soft” forms of affirmative action can contribute to raising educational opportunities of migrant children



RECOMMENDATIONS

- Educational authorities and schools should regularly set goals for improving minority student education
- Such as increasing rates of enrolment in academically demanding schools
- Lower rates of early school leaving
- Improve discipline and grades
- Goals should also be set regarding hiring greater numbers of teachers with a migration background
- Monitoring must accompany such efforts

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Foundations and other civil society actors have begun to create programmes for very talented and engaged migrant students
- This will contribute to upward social mobility of migrants, create role models and help to change the image of migrants as primarily a problem group

RECOMMENDATIONS

- Educational authorities and civil society actors should be encouraged to increase the number of programmes for migrant high talent education



THANK YOU
SO MUCH

CLOSE – END OF DAY 5

Evaluation Forms

Please can each person fill in the evaluation form for this session so that we can ensure that training is developed to meet the needs of participants.



Thank you for your time and honesty.