International Workshop
on
Immigrant Communities, Education, and Civic and Cultural Inclusion

Paper Abstracts

3 – 4 December, 2007| New York, NY

The
Nuffield
Foundation

SSRC

International Workshop on Immigrant Communities, Education, and Civic and Cultural Inclusion

Paper Abstracts

Panel 1

Nasar Meer and Tariq Modood, "The challenge and accommodation of post-immigration diversity in education: the British experience."

In this paper we examine the ways in which migration related diversity in Britain has given rise to educational challenges; how these have been addressed in the past, and what influence these previous responses are having upon present approaches. In pursuing these aims we focus upon examples of 'difference' specific educational teaching or accommodation as inclusion - not separatism - that have assumed the greatest prominence in Britain. These include:

- contestations over the educational priorities and agendas that have emerged in mainstream mixed schooling, including any institutional accommodations that have or have not catered for the specificity of ethnic minority children; and
- the mobilisations for religiously or culturally specific schools within the publicly funded sector.

Marie McAndrew, "Can citizenship education contribute to intercultural understanding? A comparative analysis of programs developed in France, the United States, Canada, and the United Kingdom"

Citizenship Education ,diversity and inclusion :a comparison of policies and debates in North America and Europe .I would critically analyze the various citizenship education programs or standards developed since the end of the 90 s in Canada , the U.S, France and Great Britain as regards the value they place on diversity as a common civic value, the legitimacy they give to competing definitions of the nation, the degree to which they discuss equity issues ,as opposed to mere formal equality ,as well as the opportunity they give to students to get actively involved in intercultural relations and civic participation initiatives . Some of the debates generated by the introduction of such programs would also be reviewed

Panel 2

Katharine Donato and Melissa Marschall, "Parent involvement in schools: a macro-level analysis of immigrant gateways"

The last four decades have witnessed large-scale U.S. immigration that is more racially, ethnically, and culturally diverse than in years past. Among the dramatic changes is a shift in population from U.S. born whites and African Americans to greater shares of the foreign born and their children (Lindsay and Singer 2003). This new demographic pressure has meant an influx of young migrants and their families confronting public institutions not accustomed to serving them (Fuller et al. 1996; Ruiz-de-Velasco and Fix 2000; Singer 2004).

One arena where this has become increasingly important is public schools. With approximately 1,000 immigrant children entering each day, schools are at the frontline for meeting newcomers to this country (Rong and Brown 2002). Although considerable research has been devoted to the effects of immigrant status on schooling outcomes and achievement (Duran and Effer 1992; Hurtado and Garcia 1994; Kao and Tienda 1995; Llagas 2003; Kao 2004; Louie 2004), less attention has been focused on immigrant parents' involvement in schools. Given the demographic changes in many urban school systems, and findings from a variety of studies demonstrating how parental involvement improves student educational outcomes, the proposed study investigates school involvement of immigrant parents in urban school districts. The project is motivated by two primary research questions. First, what are schools doing to support immigrant parents, foster involvement and engagement in their children's schools, and generally create strong parent-school relations? Second, how effective are these programs? Do parents know and take advantage of these programs? Are there differences by race and ethnicity, nativity and other migrant attributes such as generational or citizenship status, or length of U.S. residence?

The proposed study will investigate whether and how immigrants engage in schools and examine differences in form and frequency across immigrant groups situated in different structural circumstances and local contexts. Using data from the National Center for Educational Statistics Schools and Staffing Surveys (SASS), the first part of our analysis will focus on school practices and procedures that influence parental involvement. Based on a sample of 1,758 schools located in 45 immigrant gateway metropolitan areas, we will compare how school practices and programs vary by gateway type. We will also eamine how institutional, organizational, and demographic factors influence whether and which programs schools employ and also how effective these programs are at fostering parent involvement.

The second half of the analysis will use data from a new survey (currently in the field) of immigrant parents in six immigrant neighborhoods in New York and Chicago. The survey is designed to capture immigrant parent's involvement in schools and their larger communities. In each city, we are surveying Asian/Latino respondents from three predominantly foreign-born communities that represent distinct national and ethnic origin groups (Chinese, Dominicans, Mexicans, and Puerto Ricans). Together, our analyses will illuminate how school and teacher practices influence the pattern and form of involvement and engagement among immigrant parents.

Panel 3

Karen Phalet and Veronique Vanderzande, "Education, Perceived Discrimination and Civic (dis)Engagement: Muslim minorities in the Netherlands and 'visible minorities' in Canada"

Education is revealed as a strong predictor not only of socio-economic success but also of civic involvement among the second generation (cf. Messina's review of European findings). Yet, recent findings show that socio-economic integration does not equal socio-political or civic integration. Examples of this disjunction are:
  - a trend towards civic disengagement in spite of socio-economic progress among the second generation of visible minorities in the Canadian Ethnic Diversity Survey (Reitz and Banerjee, 2007);
  - contrasting profiles of politically vocal yet socio-economically vulnerable African-Americans York and socio-economically successful yet politically disengaged Chinese-Americans in the New York Survey (Mollenkopf, 2007);
  - and increasing socio-political disaffection and disengagement from the Dutch host society with higher levels of education among Muslim minorities in the 2004 LAS survey (Gijsberts & Dagevos, 2004).

In this comparative paper, 'visible minorities' in Canada and 'Muslim minorities' in the Netherlands are examined as parallel cases. Our data sources are large-scale surveys among random samples of ethnic minorities in Canada (EDS2002) and the Netherlands (Ercomer2000 and/or LAS2004). Common indicators of civic engagement in Canada and the Netherlands are citizenship acquisition, voting, political interest, and social trust. In a first step, we compare levels of civic engagement between ethnic origin by generation groups and a native reference group (while taking into account gender and age). Next, we add effects of educational attainment and employment status as predictors of civic engagement, as well as interactions with ethnic origin. In an additional step, we test theoretical explanations of

civic disengagement from group-related threat and reactive identity formation. Specifically, socio-economic disadvantage and perceived discrimination/prejudice are conceived as objective and subjective sides of group-related threat, which may lead to reactive ethnic identity at the cost of civic involvement in the wider society. Taken together, the comparative analyses should throw light on the civic integration of ethnic minorities in Canada and the Netherlands, and how it relates to generational status and educational attainment. Moreover, the analyses explore the explanatory role of objective disadvantage, perceived discrimination, and ethnic identity as predictors of civic integration in both countries. To conclude, we will implications for the role of education in the socialisation of multicultural citizens on both sides of the Atlantic.

Peter Stevens, "Exploring the Importance of School and National Specific Contexts in Developing Teachers' Ethnic Stereotypes: a case study of teachers' stereotypes of Turkish speaking pupils in Belgium and England"

While there has been considerable research on racism and discrimination in schools, most of these studies remain descriptive in their analysis and focus mainly on face-to-face interactions between students and staff. This article suggests the usefulness of employing an embedded context or ecological approach in studying expressions and perceptions of (teacher) racism in schools. Ethnographic data gathered from one Flemish (Belgian) and one English secondary, multicultural inner-city school is used to investigate the importance of particular institutional characteristics in developing teachers' ethnic stereotypes of Turkish speaking minority students. The analysis suggests that differences between Flemish and English teachers' perceptions of Turkish minority students are informed by nationally specific regulations governing teachers' power to evaluate students, a nationally specific policy on ethnic minority cultures and needs, the ethnic composition of the school's student and staff population and the enforcement of an inclusive school policy by the school's senior management. The conclusions discuss implications for further research on racism and discrimination in schools.

John Bowen, "Can religion coexist with the French Republican school?"

Islamic institutions designed to teach religion and/or to offer parallel private schools adapt to country contexts with respect to institutional form and content. France provides a test case for the possibility of such institutions given the ideal that all children are schooled as equals in a secularist context, but this ideal was compromised in the 1920s when Catholic private schools were permitted and, eventually, their teachers salaried by the state. At the

same time, the state has begun to craft ways to teach about religious social facts in public school contexts. I will describe these two parallel movements for contemporary France and examine the conditions of the legitimacy of religious instruction. More broadly, I will contrast the treatment of ethnic differences and religious ones with respect to the legitimacy of each in public discourse, legislation, and institutions.

Panel 4

Bindi Shah and Claire Dwyer, "'At the end of the day you've got to have money to be right in this world': Negotiations of multiple influences in the post-16 transitions among young British Pakistanis"

This paper explores the experiences and trajectories of a group of underachieving young men and women from a British-Pakistani background as they negotiate the post-16 transition from school to the world of work or further education. Drawing on findings from a broader Leverhulme Trust funded project which investigated differential outcomes in terms of education and achievement of young Pakistani men and women in Slough and Bradford, in southern and northern England respectively, we focus on how the family, ethnicity and culture, peer influences, and the local education system and labour market shape young peoples decision making in Slough. Our analysis of the choices made about education and careers emphasises both the agency of the young people involved and the wider cultural and structural contexts within which negotiations and decisions occur. One key finding that emerges is that the choices and trajectories in the post-sixteen transition reflect shifting gender identities and ideologies. Our analysis seeks to provide more complex explanations for current policy concerns about the underachievement of particular ethnic groups in the UK.

Natasha Warikoo, "Discourses on multiculturalism among British and American university students: research plan and preliminary findings"

1) How do university students understand multiculturalism and ethnic/national identities and the problems they pose (if any) for contemporary Britain/America? What are the discourses around "multiculturalism", ethnic/national identities, diversity/difference, Islam, and undocumented immigrants among university students in the US and Britain?

Hypotheses:
  ▪ In UK old universities, ideas of universal values and search for common "British" identity and values (and the limits of

accommodating difference) dominate (old universities' students as liberal elites)

- In UK new universities, rather than the old story of racist working class, more cosmopolitanism due to close friends etc. who are minorities (some kind of "working class cosmopolitanism" due to greater diversity)
- In the US overall less angst re minorities not assimilating. Discourse is around Hispanics in the US, but on university campuses this is a nonissue. For elite university students, this is due to a different kind of liberal elite discourse compared to Europe. For community college students, this is due to cosmopolitanism— especially lots of Hispanic peers.

2) What are the key events/issues that shape students' understandings of these issues? (e.g., in Britain, maybe the cartoon debate? The veil— Jack Straw etc.? in US, the 2006 immigration protests? Border control?).

3) What key variables can explain the differences between US and UK students, and between students at elite universities versus non-elite universities?

Hypothesis:

- US high religiosity vs. secular Europe sympathy for others' religiosity; OR US separation of church and state noninterference with others' religious practices
- "lack of assimilation" of Muslims in Europe (what does this mean?)
- Lack of polarizing issues such as Rushdie affair with respect to Hispanics/Muslims in US (but this might be a causal arrow question)
- Previous economic insecurity and numbers/group threat explanations can't explain the differences (I'll need to confirm this with some careful research)

I would do this through in-depth interviews with university students (in Britain old vs. new university's students; in US, elite/Ivy league vs. community college students). Realistically, I could do much of the UK research, ideally based in two universities as described above; I could do preliminary interviews in the US in time to write a paper by late November.