

Active Citizenship: Democratic Practices in Education
From socially responsive classrooms to socially responsible societies

International Step by Step Association (ISSA)
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Divided Education, Divided Citizens? (DEDIC)



Mreža centara za obrazovne politike
Network of Education Policy Centers

Network of Education Policy Centers (NEPC):

- Is dedicated to research, training and advocacy for the benefit societies and individuals coming into contact with the education systems
- promotes the values of open society in their work and in their publications.
- is actively engaged in the promotion of equal opportunities in education, overcoming discrimination in the education systems of our countries.
- is value-oriented and are incompatible with discrimination, racism or denial of any group's claim to education.
- supports citizenship education based on open society values.

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- GEORGIA - [Center for International Education International Institute for Education Policy, Planning and Management \(EPPM\)](#)
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- RUSSIA - [Center for Educational Policy Studies](#)
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- **SLOVAKIA (8)** - [Center for Education Policy, Slovak Governance Institute](#)
- SLOVENIA - [Centre for Educational Policy Studies](#)
- **TADJIKISTAN (9)** - [Puls](#)
- UKRAINE - [Center for Educational Policy](#)

Divided Education, Divided Citizens

Main research questions:

- **What is the current situation concerning separated schooling in the participating countries?**
- **How does segregation effect school's institutional culture, and through it – the civic enculturation of students?**
- **How is this experienced by those involved?**

Focus on:

- Identifying and compare the types and extent of separate schooling within the educational systems of selected countries;
- Identifying the internal (social and historical) mechanisms which generate different segregation patterns;
- Looking at experiences of desegregation practices in comparative perspective – lessons learned.

Sources of data:

- **Desk research** (background and power relations between different groups, legal, financial and social status of segregated schooling, support mechanisms, influence of segregation on school institutional culture and civic enculturation etc)
- **Interviews** with policy makers
- **Focus groups** with members of different ethnic groups
- **Questionnaires** for teachers and students

Preliminary findings from Focus Groups

- ESTONIA

2 groups: Estonian/majority and Russian/minority

- LATVIA

2 groups: Estonian/majority and Russian/minority

- TAJIKISTAN

3 groups: Tadjik/majority, Uygur/minority and Uzbek/minority

- KAZAKHSTAN

3 groups: Kazakh, Uygur and Uzbek

- ROMANIA

2 groups: Romanian/majority and Hungarian/minority

Focus groups rubrics

- **Sense of belonging to the country**
- **Identification with separate schooling and reasons for it**
- **Sense of distance from other group**
- **Common or separate interests?**
- **Equality**

Preliminary findings from Focus Groups

Identification with separate schooling and REASONS for it

- *Gaining knowledge in a language which you don't understand that well is really hard. (Russian student in Estonia)*
- *Here we are all the same ethnicity, hence it is easier to understand each other (Uygur student in Kazakhstan)*
- *They probably preferred to go to that Hungarian schools because it is their mother tongue. To me, it would have seemed difficult to go to a Romanian class if I had Hungarian [nationality]. (the Romanians' group)*

Preliminary findings from Focus Groups

The level of distancing from “others” is diverse in each country and depends on type of school

The relationship with “others” was described as positive, peaceful, and cooperative in mixed school, where classrooms are separated by instruction language.

You can look at it this way, inside the school we compete against each other but when competing with other schools, we represent one team. We don't separate ourselves into Tajik or Uzbek groups. (Uzbek school, Tadjikistan)

In the same time...

- *Attitude of Estonians towards Russians is not that good, they kind of dislike us. In Estonian school we would have felt ourselves as ‘others’” (Russians students)*
- Also the Estonian students see it as a **problem of reception**: *Russian pupils could feel themselves a little harassed here because of their language barrier and some pupils do not tolerate Russian pupils.*

Preliminary findings from Focus Groups

Cultural barriers can be overcome by de-segregation strategies:

- *It would be better to have one school for all nationalities with different teaching programs. (Latvian and Russian students)*
- *We should have common schools, but with different classes. Even if we were separated into Romanian and Hungarian classes, we would still be in the same place and would get to know each other. (the Hungarians students)*

Common interests are prosperity, family, and friendship

In Central Asian countries Uzbeks and Tajiks students highlighted religion, history and traditions as common basis for shared values.

We practically have same interests, each person wants to live in peace, have a good job, family and etc. Under god, everyone is equal. (Tajik school, Istaravshan city, Tajikistan).

Preliminary findings from Focus Groups

These are common interests. Everyone wants his country to be prosperous; everyone wants his life to get better. It would be strange if a person desired all the bad for his country and himself. (Estonia, the Russian-speaking students)

This is what every “normal person” wants: peace, understanding...noble aims, which are the same for all people, of course, not only for us or for the Romanians. (the Hungarians’ group, in Romania)

Equality de jure and de facto

- De jure, students agreed that equal opportunities and conditions have been created in Kazakhstan for each ethnicity. However de facto, they did not feel as well respected citizens with full rights and freedoms. *They (majority) have a “green light” everywhere, but we are treated with prejudice (Uygur school, Almata city Kazakhstan).*
- *Even in our school, in theory: they say we are all equal, but during the breaks some mock the Hungarian class or the other way around. (Romanians students)*

Equality de jure and de facto

The minority students think that their ethnic group is **underrepresented** in the national curriculum and textbooks.

We don't learn Uzbek history. Nevertheless, I would like to learn more about the famous Uzbek heroes, who left their mark in Kazakhstan history. (Uzbek school, Sairan rural school Kazakhstan)

- *If they did something important and it's worth mentioning, of course they are represented in the history book (the Romanians' group)*

Preliminary findings from Focus Groups

- **Double inequality within ethnicity and gender**

The parents from the minority groups have different approach in choosing schools for their children, depending on the gender (Tajikistan)

My little brother goes to the Tajik school (majority), but when I asked my parents why they did that, they answered that general education is enough for girls. For boys' to go further, it is better to know Tajik language well (Uzbek school/girlstudent, Istaravshan city, Tajikistan).

Main educational factors influenced inequity

- Lack of preschool institutions for minorities
- Hierarchical structure of education system and practices of instruction serves as a barrier for development of social competence
- Centralized university admission exams in majority language only
- Limited opportunities for teachers professional development in minorities languages
- History curricula oriented to dominant ethnic group
- Limited opportunities for a successful career for the minority school alumni
- Social polarization
- Children are not treated like citizens, nor in school either in the family
- Lack of critical thinking ability in the teaching practice/adults' referral system.

The image shows a close-up of two pink chalk sticks lying on a green chalkboard. The chalkboard has some faint white drawings, including a large circle and an arrow. The text "ADVOCACY STRATEGIES" is written in bold black capital letters across the center of the image.

ADVOCACY STRATEGIES

AGREED STRATEGY

Committed Policy Maker:
Media; Parents;
Teacher Associations
Political Parties
Education Committees/Networks

Field Visit

Informal Contacts
Networking



Personal Contacts
Web Presence



Media Kit
Publicity Campaign
National
Report

International
Report



Closing
'Event'



Commitment to organise
Multi ethnic Youth Activity:
International Organisations; Ministries;
(Local) Education Authorities; Youth Organisations
Embassies; Cultural Organisations;
Business Organisations; Media

Roundtable

Delivery of Data in Accessible Format

Multi Ethnic Teacher Coalition:
Teachers

Joint Professional Activity

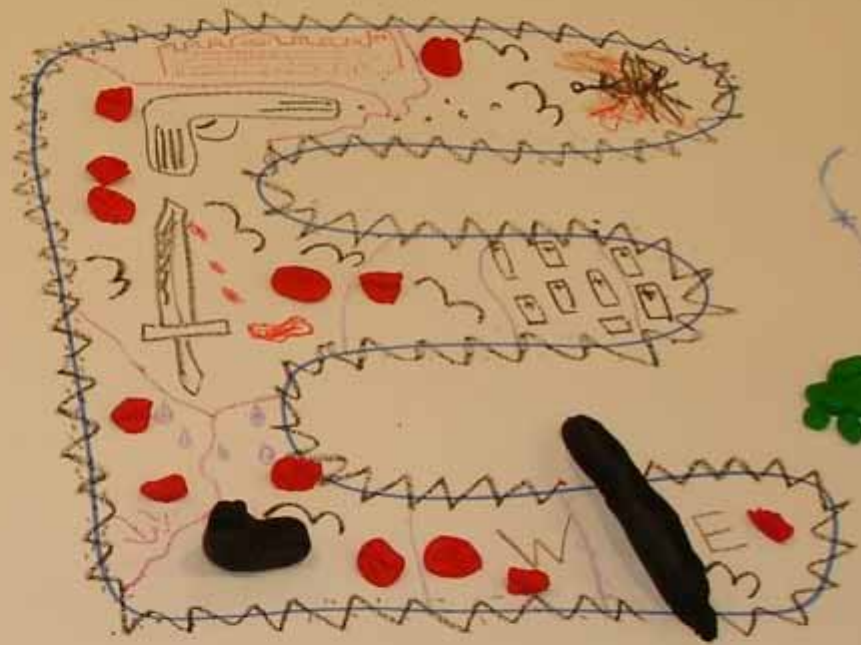
- Definite audiences
- Definite audiences
- Definite audiences

- Possible audiences
- Activity specific to result
- Activities for all results

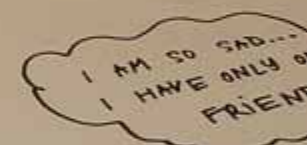
- Event in timeline
- Timeline for advocacy/activity
- - - Range of time options for activities



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Promoting Tolerance and Respect for Diversity in Early Childhood *Toward a Research and Practice Agenda*

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