



Europe's Multicultural Challenge

INED
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European Research Area

EMILIE: A European Approach to Multicultural Citizenship: Legal, Political & Educational Challenges

9 Countries – 9 Research Teams



CEDEM

Belgium – Center for Ethnic and Migration Studies (CEDEM), University of Liege

AARHUS UNIVERSITET

Denmark – Center for University Studies in Journalism, University of Aarhus

INED

France – National Institute for Demographic Studies (INED), Paris



Germany – Faculty of Cultural Studies, European University Viadrina, Frankfurt (Oder)

ELIAMEP

Greece – Hellenic Foundation for European and Foreign Policy (ELIAMEP), Athens

LATVIAN CENTRE FOR HUMAN RIGHTS

Latvia – Latvian Centre for Human Rights, Riga

CIR

Poland – Centre for International relations (CIR), Warsaw

UNIVERSITAT POMPEU FABRA BARCELONA

Spain – Department of social sciences, Universitat Pompeu Fabra, Barcelona



United Kingdom – Centre for the Study of Ethnicity and Citizenship, University of Bristol



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- Cultural diversity has long been considered as one of Europe's most valuable **assets**.
- Recognising pluralism as an integral part of European identity has been at the core of the **EU's motto** since 2000 '**Unity in Diversity**'.
- Over the past decade however, the EU has become more heterogeneous and **migration related diversity** has been perceived as increasingly challenging.
- Many EU member states have identified difficulties for groups with migration backgrounds to integrate into
 - ◆ the **labour market**
 - ◆ the **education system**
 - ◆ the **political processes**
- Persistent marginalisation contravenes basic EU values and undermines efforts to promote **prosperity** and **social cohesion**.

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Old Immigration Countries

Belgium
Denmark
France
Germany
United Kingdom

Recent Immigration Countries

Greece
Spain
New EU Member States
Poland
Latvia

Methodology

- **Empirical Research: Fieldwork on Education, the Labour Market, Political Participation (Qualitative Interviews, Literature Review, Press Review)**
- **Theoretical Reflection: Comparative, Value discourse analysis**

Educating European citizens: different paths, similar challenges

EU member states have different integration philosophies

- ▶ Distinct migration experience particular to each EU member state
- ◆ migration history; demographic characteristics of migrant population and their migration pathways

Different ways to measure diversity in school-age population

- ◆ Language:
 - Greece 18% different mother tongue
 - Denmark 10%
 - Latvia a minority of 26% Russian speaking pupils
- ◆ « Immigrant children »:
 - Spain 13,5%
 - France 8%
- ◆ Ethnicity:
 - United Kingdom 4% of school age population belongs to ethnic minorities



Educating European citizens: different paths, similar challenges

Different approaches to education policies

- ▶ Inter-cultural education approaches emphasise the **individual**
- ▶ Multicultural education approaches emphasise the **group**

...but a common reality:

- ▶ **EU** context influences the normative debate & defines a wider common policy framework or at least some awareness and exchange of experiences



Different approaches to cultural diversity in education : Old Immigration Countries



- Emphasis on **socio-economic** disadvantages
 - Emphasis on integration through host country **language**
 - **Approach revised** as inequalities persisted & poor education performance
- **Limited efforts to pluralise** the national culture
- Effort to incorporate minority cultures & **pluralise national identity**

UK:

- 'Britishness' **pluralised** to include minority cultures & groups
- Introduction of civic education classes

Germany/ Denmark: - Emphasis on **civic education** & civic citizenship

Belgium/ France: - Valorisation **migration history** as part of national history in order to integrate minority groups

Belgium: - **Religion classes** for students of different faiths

Britain/ Denmark: - Faith – based schooling including **Muslim schools**

Different approaches to cultural diversity in education : Recent Immigration Countries



- Recent migration experiences but longer experience in accommodating **minority** / regional identities
- Significant **return migration**, migration of co-ethnics, or 'culturally close' third country nationals
- Intercultural education is essentially perceived as relevant **for minority** / migrant students **only**; not for the entire student population
- Pressing global and **EU context** pushing for accommodation and management of difference

● Greece

- ▶ Emphasis on language and **reception classes**
- ▶ Intercultural schools not an intercultural education policy overall
- ▶ Students of other faiths exempt from compulsory religion class but **no alternative class offered**

● Spain

- ▶ Emphasis on language and **reception classes**
- ▶ Students of other faiths exempt from religion class & may take **class on history of religions**

Different approaches to cultural diversity in education : New EU Members



Since independence and EU accession

- Very limited and **recent migration experience** (with the exception of migration movements that occurred during Soviet times)
- **Assimilationist** approach (as opposed to efforts to pluralise national identity)
- Pressing global and **EU context** pushing for accommodation & management of difference
- [Sensitive to large national minority claims]

- **Latvia**
 - ▶ Bilingual (not inter/multi-cultural education)
 - ▶ **Assimilationist** approach to education
- **Poland**
 - ▶ **Assimilationist** approach

Key messages

- At the **policy level** – it is useful to understand how cultural groups are differentiated and to recognise how power structures create **hierarchies** in between those groups
- Educating European citizens in a **multicultural perspective** requires a holistic approach, applicable to the entire curriculum and to **entire student population** (both majority and minority students)
- There are **different national contexts** and **different migrant groups**. Migrant based education dilemmas (particularly regarding faith-based education) cannot be tackled in a manner that is valid for all countries and all religions
- Migration in today's globalised world is taking place in a complex reality where migrants maintain constant interaction with their culture and society of origin while participating and living in the host society (**transnational ties**).
- Migrants are exposed to and participate in at least 2 communities, identities and languages; this multiplicity is a growing feature and an **enriching potential** of contemporary diverse global societies
 - ▶ **Language learning** (host and origin)
 - ◆ Tools of integration and socio-cultural capital for transnational migrants/ citizens
 - ▶ **Citizenship education classes**
 - ◆ To create global citizens who are civically engaged and socially responsible



Thank you

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