ESF SCSS EXPLORATORY WORKSHOP

Identity Formation and Recognition Struggles of Europe's Racialised Minorities in The Light of Inequalities in Education

Scientific Report

Budapest, Hungary, 26 - 29 October 2006

Convened by:
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1) *Executive Summary*

The ultimate aim of the Exploratory Workshop was to initiate a comparative interdisciplinary research project on educational inequalities according to race in contemporary European societies with their implications on early identity formation and also on later differences in political participation. The discussions took their departure from the shared conviction of the participants that by looking simultaneously at early socialisation, educational responses to cultural diversity, and the conflicting struggles of recognition around the distribution of knowledge, respectively, a novel and insightful multilevel understanding can be provided on the confusions that currently surround the perception and practicing of rights of ethnic/racial minorities across Europe. Such a multifaceted approach to the problem area might bring about important lessons also beyond mere scientific interest: the results of the project might assist also policy-makers and practitioners (teachers, social workers, health and legal counsellors, etc.) who currently face utterly new challenges of majority/minority relations both within the national settings and also on the supranational level.

In accordance with these longer-term aims, the immediate goal of the Exploratory Workshop was to facilitate discussions on three key elements of a future collaboration: 1) to assist convergence in disciplinary and conceptual approaches while maintaining the endeavour's interdisciplinary character); 2) to help the group to arrive at some consensus on the applicable research methods; 3) to make the theoretical pre-selection of those racialised groups and the adjoining sites that might provide the base for empirical investigation in the participating countries.

In preparation of the discussions, all the invited participants (including also the three conveners) were asked to make their prior input by providing a short, informal 5-8 pages long paper on the mentioned foci of the planned discussions. On the basis of this rich set of contributions, the conveners wrote up a summary report (by clustering the arising concepts/methods/operationalisational ideas), and suggested a set of in-depth simultaneous group-discussions. The rather extended preparatory work seemed to "pay" in exceptionally lively and productive exchanges of ideas in the smaller groups that subsequently concluded in precious summary reports for general discussion on the panel-discussion of the 2nd day. The major conclusions of the sequence of discussions can be summed up, as follows:

a) Recent studies in sociology, anthropology, sociolinguistics, social psychology, and political science have widely documented the fact: the risks of marginalisation and dramatic social exclusion are exceptionally high among groups of ethnic/racial minorities (be they immigrants, refugees, or indigenous racial communities). Although the social historical paths of such developments are diverse, their consequences seem to be uniform in European societies: schools "just for these groups" evolve everywhere. Further, similar processes of spontaneous selection emerge also among the teaching personnel. These phenomena are usually brought under the umbrella-concept of *segregation* which is generally meant in mere structural/functional terms. However, the "making" of segregation as the way of imprinting second-order citizenship has been a rather neglected field of studies. Our knowledge is limited about the ways how self-explanatory ideologies of ethnic/racial separation are created in cultural terms, and how self-perpetuating mechanisms evolve to assist children of minority origin to internalise their Otherness. Further, there has been little research on education as the process of daily instructions to build up the dominant hierarchical *ideologies of culture* which, in turn, help to frame those policies of ethnic differentiation that are usually infiltrated into all major aspects of later adult social life. Finally, little has been written also on the

varying roles of the involved actors (teachers, parents, peer-groups, supervising authorities, etc.) as agents in the indicated complex process of defining and internalising cultural identity/otherness.

b) Research in social psychology has widely demonstrated that those identified as 'The Other' generally invoke stereotypical, prejudiced, even racist reactions on the part of the dominant majority. Schools as organisations of "dense cohabitation" are particularly inclined to institutionalise such reactions. Although the varied traditional and new forms of prejudiced orientations toward the groups in question are well documented from the perspective of the majority, little has been done to explore the reverse social relations. It is perhaps even less known, how racist attitudes and practices of the majority affect the shaping of minority identities both on the individual and group levels. However, experienced harms to one's ethnic identity have far-reaching implications also on the general societal level. Hence, potential identity-deformations gain their peculiar importance in the hidden and overt struggles for recognition of the minorities which, in turn, significantly influence the social struggles over redistribution.

c) As shown by the recent literature of social movements, one of the most decisive *preconditions* of improving access of the different social groups to the institutionalised shares from distribution is to establish due recognition of the groups earlier on the margins of society. Such recognition on the part of the dominant groups does not rise without due antecedents – continuous organised struggles of the marginalised/excluded communities being the most important among them. However, the evolvement of these movements presupposes clear articulation of the respective groups' identity, and it also requires the collective expression of their relating to the majority. In this wider social context, the proposed research intends to look at identity formation as the potential source of agency/lack of agency of minorities as to significantly influence the shaping of the macro-level distribution of power and wealth. At the same time, it conceives the school as one of the key institutions to unintentionally produce and intentionally legitimise the old/new distortions and humiliations of racialised minorities through mechanisms of hierarchically constructed cultural differentiation and ethnic/racial segregation.

In line with these considerations, participants agreed that the envisioned research programme should explore the shaping of identities on the micro-level of the schools and their immediate surroundings, and to reveal the consequences of identity-distortion on the macro-level of struggles for recognition and/or redistribution. The goal of the cross-country comparison along the above lines will be to gain insight into the common and country-specific features of how majority groups relate to "visibly differing" (racialised) minorities both on the micro-level of community cohabitation, and on the macro-level of policy-formation; how these "visibly differing" groups approach the very same relations; what are the forms of perceiving, articulating, accepting, or refusing their identities, and what strategies do follow from them. In accordance with the given social-historical characteristics of majority/minority relations in the participating countries, the study aims at choosing different racial/ethnic minority groups (e.g. Roma in Hungary, Romania and Slovakia; Turkish immigrants and their offsprings in Germany; North-African and Arab immigrants and their offsprings in France; South-Asian immigrants and their offsprings in the UK, etc.)

The Exploratory Workshop concluded in the first – tentative – outlining of a research proposal for submission under FP7 of the EU Research in Social Sciences and Humanities (which is expected to be announced in early 2007). Participants unanimously expressed their willingness to join the project, and agreed to organise/supervise the necessary national arrangements accordingly.

2) *Scientific Content of the Exploratory Workshop*

In preparation of the Exploratory Workshop, the conveners had sent out a brief summary of the planned research project, and asked all the participants to give some feedback to:

– the outlined theoretical framework and key concepts
– the methodological considerations
– the issues that they see fundamental to be incorporated (better stressed) in the revised research proposal.

The points of departure were, as follows:

1) In the past decades, a great number of sociological studies on the various aspects of structural formation (class, power, wealth and income, gender relations, race and ethnicity, etc.) have unequivocally arrived at the conclusion: regardless of the specificities of the given sphere of social life, it is *education* that proves to be the major determinant behind the production and reproduction of the most decisive and highly resistant social inequalities. The outstanding role of education follows from the fundamental characteristics of modern (post)industrial societies, where social positions are directly linked to the varying degrees of success in participating in the socially organised division of labour, while in turn, labour market positions are prescribed by the preceding careers within the system of schooling. Due to such a close lineage, education has become as much the most responsible social factor of elite positions, as that of marginalisation and social exclusion.

While the lineage is widely acknowledged, the role of education in shaping social inequalities is commonly approached in a rather restricted way. It is usually perceived in the exclusive framework of system-analysis, that is, the training process is conceptualised as the sequence of encounters of clients and organisations. However, the internal relations and operations of the given educational organisations as important makers of the very same types of inequalities have been less in the forefront of interest and research.

2) Although traditional manifestations and new forms of prejudiced orientations toward those who are identified as 'The Other' are well documented from the perspective of the varied groups of the majority (the respective literature gives detailed descriptions as much of the old ways of expressing the secondary status of 'The Other' in verbalised, sometimes even legally fixed terms, as of the more refined new forms of conveying concealed aversion by physically staying away from them), little has been done to explore the reverse social relations. Thus, there have been just scattered investigations about the wider social images, and also the self-perception and identity-formation of those who have lastingly experienced stigmatising, humiliating, and exclusionary practices in their immediate and more distanced contacts with the majority.

3) It is perhaps even less known, how racist attitudes and practices of the majority affect the shaping of minority identities both on the individual and group levels. The key concept here might be the notion of *threatened identity* – a relatively new term coined by recent psychological literature to grasp the tracks of deformation caused by the continuous threat in the construction of minority self-respect. It goes without saying that such deformations are usually irreversible and bear upon serious consequences in the day to day micro-level cohabitation of the different groups.

4) However, distorted and threatened identities have far-reaching implications also on the general societal level. The indicated deformations gain their peculiar importance in the hidden and overt struggles for recognition of the minorities which, in turn, significantly

influence the social struggles over redistribution. As shown by the recent literature of social movements, one of the most decisive *preconditions* of improving access of the different social groups to the institutionalised shares from distribution – i.e., of making attempts toward equalising their opportunities – is to establish due recognition of the groups earlier on the margins of society. However, the evolvement of the necessary movements concluding in due recognition of the minority presupposes the clear articulation of their group-identities, and it requires them also to define their relating to the diverse groups of the majority. Policies and their mutual adjustments can develop only on the base of a sequence of intra- and inter-group exchanges.

The invited participants had responded to these initial ideas and considerations in a set of very rich contributions. The conveners had made a very detailed processing of all their critics, comments and suggestions, and, prior to the event, they came up with a thorough revision of the research proposal that has become the actual base for the discussions during the event. The major points of the revision can be summed up, as follows:

1) The planned research programme will focus on the controversial experience of young people (aged around 14-17 years – see the explanation below) who live with a born and inerasable sign: their look squeezes them into a grouping that the majority around them identifies as 'The Other', moreover, fills this term with overt and covert racialised notions. To be a little more specific: the study will center around those who have lived in the given society for generations, whose "born" relating to citizenship and membership in that given society thus does not differ from any of their peers/schoolmates/neighbours. But still: rather early experience of being "othered" gradually develops some peculiar reactions and strategies of how to move around, and diverts the daily perception of "belonging". It is suggested to follow this process in the making, and look at it mainly through the lens of the affected minorities.

2) While the lived experience of being racialised is relatively well studied in the US context, it seems rather under-investigated in Europe, and comparative endeavours that focus on settled racialised citizenries from different historical/cultyral/ethnic origin are unknown in the literature. At the same time, it can be hypothetised on firm grounds that their problems and conflicts might be rather different from the new migrants for whom assimilating and adapting might be the primary challenges, and, concurrently, the relatives, friends, networks in the country of origin might provide strong backing. One can assume that these ties of protection might wither away over time, while the justified claims to become ordinary members with ordinary opportunities in the "new" home-country might be stronger by each generation. What if the social milieu does not accept (or: does not fully accept) these justified claims? What is the reasoning that young members of the given minority establish to go along with their tacitly designated different paths? Do they accept their "otherness" as a fate and as an unchangeable base for deprivation? Do they turn it into a source of pride and high self-esteem and try to organise social relations accordingly? Or: do they try to refuse the "box" where they are squeezed in? If they refuse: do they fight? If they fight: do they engage in individual struggles only? Or, do they launch certain kinds of new recognition struggles? If the latter is the case: do they organise themselves on the grounds of shared (racialised) harms/culture/ faith/class? Etc. – The comparative research programme aims at seeking empirically corroborated answers to these questions that seem to have growing importance in practically all countries of the continent.

3) While a number of in-depth case-studies on all these briefly indicated alternatives have been recently published, nevertheless, a systematic and comparative analysis of the varying reactions and, even more, of their impact on the prevailing minority/majority relations seems to be missing from the map of social science research. Furthermore, relatively little is known

of the impact that the changing claims of racialised minorities have exercised on the prevailing institutions that had been shaped initially according to the needs of the majority. How are the arising clashing interests settled these days? In what ways have the old ideas on multiculturalism and integration changed in light of the recent post-9/11 re-orientation of the public? Etc. – These are the broader questions when suggesting to initiate a longer-term scholarly collaboration on issues of "identity formation" in the fullest sense of the term, in other words, by conceptualising it as a bridge between the individual and his/her group(s) of reference as well as a bridge between minority communities and their broader social embedding.

4) As it is known from psychological and pedagogical research, it is toward the closing age of compulsory education when youngsters are already capable of cognitively summarising certain experiences and are also able to articulate personal reflections. At the same time, this is the last "open" phase of life, when institutional paths have not yet been fully designated and/or limited. Therefore, there seem to be strong theoretical and practical considerations behind choosing the cohort of 14-17 years old youngsters as the target group of the investigation: such a choice will provide the best "junction" between childhood and adulthood to gain information on the lived experiences of "otherness", and also to see the still open options through the lens of those who are in the very process of making decisions about their immediate future.

5) As to choosing schools as the institutional framework of the research, there seem to be also a number of strong theoretical and practical considerations in support of such a decision. Firstly, it can be hypothesised that much of the experience gained on "racialised otherness" has been collected within the walls of the school itself: through conscious and unconscious acts of teachers, classmates, parents, etc. Secondly, the content of teaching/education/instruction also might add a great deal to these experiences. Thirdly, schools are not only the institutions of transmitting socially relevant knowledge, but also those of distributing future career opportunities. Hence, one would expect to gain insights also into the process of twisting "othering" to discrimination and segregation, i.e., to follow the paths of institutionalisation of "layered citizenship". Further, a number of methodological considerations come also to one's mind: sampling of schools can make it relatively easy to reach the groups whom we intend to study; schools can provide a good base to choose units for in-depth case studies, etc.

6) As to the proposed methodology, on the grounds of the background papers, a highly flexible framework can be envisioned that accommodates different bits of empirical investigation and policy analysis. The writings of most participants recommended to choose one (or, at most: two) group(s) in each country, and follow their "racialisation" from a number of perspectives. To ensure comparability, studies of the prevailing policies that concern minority rights in general should be produced according to agreed dimensions, and detailed accounts on their realisation in the field of education also should be provided by each participating country. To make sense to the latter, some comparable information on the respective parts of the school-systems, and the major paths that are on offer for "our" minorities will also be needed.

Further, two types of surveys with duely coordinated questionnaires are envisioned:

– A small questionnaire with a sample of the pupils (students) of the selected minority that attempts to collect some hard data on their experience with being integrated/segregated; and also a "softer" view on how they imagine/visualise future, in 10/15/20 years.

– A small questionnaire with a sample of school-teachers (both those who are and who are not in direct daily contact with minority students) to learn their views on integrated/segregated education (though they are not policy makers per se, but they are

certainly the most influential mediators of the changing needs toward education – hence, their orientations matter a lot)

The heart of the empirical investigation would be, however, those one or two in-depth case studies within the affected minority communities and in their immediate broader social milieu that would provide insight into majority/minority relations "in their making." These case-studies would map the diverse expectations toward education (schooling), parents' attempts at influencing the future of their offspring either toward integration or away from it, the role of the local institutions in shaping the local education policy, the emerging minority organisations and their goals and tools, etc.

As to the proceedings of the event, the briefly summed revised research proposal and the background papers provided the fundaments of discussions, both on the plenary sessions and in the small-group discussions (see the Final Programme below). Following their designated roles, the three groups worked out detailed specifications of the key concepts of the proposed research; specified research questions for the empirical surveys and the in-depth case studies; came up with methodological suggestions for searching the best sites and "finding" the ultimate interviewees, and also the list of statistics/documentations that should be taken into account for comparative policy-analyses. As a result of these discussions, participants came to the agreement to submit a Research Proposalto the FP7 framework of the European Union that will be centered around the following concretised research questions :

– Do individual and collective experiences of "othered" identity enhance or reduce the cohesion of the minority community? With such experiences in the background, are members of the community motivated to stand up for their ethnic/racial belonging, or are they incited to opt for strategies of avoidance? How do these opposing strategies affect individual self-esteem and self-reliance?

– What are the decisive intra- and inter-community factors behind preferring one or the other of the above alternatives? (Intra-community: group-specific peculiarities /migrants, refugees, inhabitant Roma, etc./, familial and kinship relations; spatial structures of living, etc.; inter-community intensity of prejudiced/racist practices on the part of the majority; indicators of differences in the standards and ways of living – well-being/poverty; demographic factors; spreading of institutionalised practices of differentiation/segregation/exclusion, etc.)

– How do "othered" identities (both, of parents and children) affect individual adjustment to the majority-driven institutions of society, especially to schools?

– How does identification with the ethnic/racial community and the degrees of self-esteem/self-reliance affect school performance and the entire educational career of youngsters? What are the implications of the opposite strategy for distancing from the community?

– How do the majority/minority relations of integrated vs. segregated schools affect these developments?

In addition to these questions put up for empirical investigation, the respective explorations on the macro-societal level intend to throw light to the key forms of recognition struggles of the selected ethnic/racial minority; to reveal the alternatives for majority/minority policy formations; to test the attained majority/minority compromises against the actual working of certain selected social institutions in and around education (whether the day to day working of the institution ends up in maintaining the status quo, or it has measurably proceeded toward reducing the degree of former inequalities).

The goal of cross-country comparison along the above lines is to gain insight into the common and country-specific features of how majority-groups relate to "visibly differing"

(coloured) minorities both on the micro-level of community cohabitation, and on the macro-level of policy-formation; how the chosen "othered" groups approach the very same relations; what are the forms of perceiving, articulating, accepting, or refusing their identities, and what strategies do follow from their relating. In accordance with the given social-historical specificities of the participating countries, the research programme aims at choosing different coloured minority groups (e.g. Roma in Hungary, Romania and Slovakia; Turkish immigrants and their offsprings in Austria and Germany; North-African and Arab immigrants and their offsprings in France and Spain; South-Asian immigrants and their offsprings in the UK, etc.)

As necessary backgrounds, the proposed research programme intends to rely on:

– summarising along some comparable aspects the social history of the depicted coloured minority, and that of the changing major traits of the majority/minority relations in the participating countries;

– processing the available statistics on access to various forms and levels of schooling, composition of internal units in schools, advancement from one level to the next, etc. – all by ethnic/racial divisions (within them: also according to gender, socio-demographic characteristics, geographical dispersion)

– comparative case studies on the major issues at stake in ethnic/racial conflicts around schooling, with special reference on the intermingling issue of gender (including also typologies of framing and expressing the given conflicts)

– analysis according to comparable aspects of the prevailing policies (of both the dominant and the minority groups) on integrative vs. segregationist education (sources for such analyses can be some recent policy-documents; case-studies on some key books and materials of instruction – as to their hidden contents; in-depth interviews with teachers and policy-makers in education, etc.)

– analysis of "good practices" to enhance community-level cohesion in and around education (with a focus on their impact on child/adolescent development and the evolution of ethnic/racial identity)

– comparative summary of country-specific studies on the level and customary expressions of racism

– comparative summary of country-specific studies on attempts to reduce racism and combat racial/ethnic discrimination.

The focal part of the planned research programme will be an empirical investigation with in-depth interviews among 14-17 years old youngsters prior to leave secondary schooling/vocational training (if financially and technically feasible, a small control-group of already non-studying young people within this age-bracket will also be incorporated) to deepen our understanding of identity-(de)formation as a long-term process.

In addition to the these semi-structured interviews, repeated sets of questionnaire-based inquiries are intended to describe the contents of individual and community-level self-definition; the youngster's assessment of their own community and that of the majority; the degree of self-esteem; the strives at closing into vs. breaking out of own community /and their justifications/; the youngster's envisioned future social position (ideas on occupation, qualification, urban/rural settling, family formation, way of living, etc.). In addition, the questionnaires will measure school performance and advancement, perceptions of failures and successes. The "hard portion" of them should provide detailed and comparable data on family, kinship and household. If feasible, a sociometric surveys on the youngsters' intra- and extra-school peer relations will complement the verbal accounts on closed/open community relations.

Further, sets of in-depth interviews with parents, teachers, and heads in selected integrative/segregationist schools will give an insight into the community-level policies that work in the background of the youngsters' varying perceptions of ethnic/racial relations.

3) *Assessment of the results*

When the idea of making an attempt to organise the workshop was born (some time in mid-2005), three main aims were formulated by the later conveners:

– to initiate a new dialogue among social scientist who have one thing in common: in light of recent turns in prevailing policies toward ethnic/racial minorities in most European countries, they all feel the need to reformulate the framework of analysing majority/minority relations;

– to assist the emergence of new concepts and methods that promise a better understanding of the new social reality of majority/minority relations;

– to formulate some problem areas (if possible: more concrete research questions) for future collaborative investigation of changed majority/minority relations.

With the kind and exceptionally efficient help of ESF, the initial idea has come into reality within a year: in addition to the domestic colleagues, we were able to invite 22 highly committed and knowledgeable researchers from 10 other European countries. Due to their lasting and intense involvement also in the preparatory phase, a rich set of valuable background papers has been accumulated that provides the fundament of the joint Research Proposal (to be submitted as soon as the call for FP7 applications will be opened – hopefully early 2007). Besides giving account of highly varying national attempts to tackle the old/new dilemmas of minority/majority relations, the writings also made it clear, however, that first a "common language" has to be built up to go along with, the actual planning of a joint initiative can but follow afterwards.

The building up of such a "common language" was the very primary task of the lively discussions throughout the two days of the workshop. Due to the above-outlined intense group-work and the fruitful panel-discussions, we can report here a true success: the outlined first draft of the Research Proposal for submission in FP7 reflects the participants' agreement on the key concepts, the target groups in the centre of future empirical investigation, the types of legal and policy documents to be used for processing, the basic methodologies, etc. As agreed, this first collective document will be revised by the conveners according to the detailed requirements of the Call for Application (FP7), and finalised in light of the upcoming comments/completions of the participants.

In sum, the major scientific result of the Exploratory Workshop was to arrive at entirely new research questions on a comparative study of "racialisation", its perception and its consequences on discrimination and segregation. The institutional base of the research will be the system of secondary education as it serves as the melting point of the processes in question. The point of departure of the research will be the shared recognition of the participants that the issues at stake seem especially disturbing in case of settled minorities where the current varied attempts at changing Europe's immigration policy do not apply, or cause new injustices and conflicts. Further, focusing on "non-new" minorities provides a framework relevant also for an East-West comparison. Although Western Europe seems to be more preoccupied with the tension around immigration than with those around settled minorities, some recent events in France, the UK or Germany might call attention also to the latter problem. At the same time, (im)migration has not been a crucial problem in the postsocialist region of Europe, but these societies face ever growing tensions between their

Roma minorities and the respective national majorities. The participants see here some common grounds to challenge the prevailing cultural arguments, and would suggest a strong revision of the concepts of unified "citizenship".

Beside the scientific gains, the event seemed to bring about new friendly relations, long-term bilateral collaborations, and immediately launched exchange of research materials as well. Though most participants had not known each other beforehand (even the conveners had not known most of them in person), the rich discussions and the attitudes for mutual learning have produced a promising network and frequent contacts ever since. The exceptionally pleasant atmosphere of working together throughout the event promises good collaboration also on the long run. It is a strong hope of the collective that such a backing will help the group to produce a successful application, which, in turn, will open the door for all of us to covert an enjoyable one-time gathering to systematic and lasting cooperation.

4) *Final Programme*

IDENTITY FORMATION AND RECOGNITION STRUGGLES OF EUROPE'S RACIALISED MINORITIES IN THE LIGHT OF INEQUALITIES IN EDUCATION

Budapest, Hungary, 26 - 29 October 2006

Institute of Sociology
Hungarian Academy of Sciences
Budapest 1,
Úri utca 49

Convened by:
Julia Szalai, Vera Messing and Maria Neményi

FINAL PROGRAMME

Thursday 26 October 2006

Arrival of the participants during the day

18.00 – 19.30   *Welcome Reception at Hotel Császár*

Friday 27 October 2006

Hungarian Academy of Sciences, Castle Area Centre, Budapest I., Országház utca 30 - Jacobin Room

09 00 – 10.30   **Opening session**

Welcoming words on behalf of the hosting institution
Pál Tamás, Director of the Institute of Sociology, HAS

Presentation of the European Science Foundation (ESF)
Bernd Simon (Standing Committee for the Social Sciences)

Presentation on the main ideas of the Exploratory Workshop and the proposed research project
Júlia Szalai, Institute of Sociology, HAS

Schooling and Identity Formation/Distortion of Roma Children in Hungary
Erzsébet Mohácsi, Chairperson, Chance for Children Foundation

10.30 – 11.00   *Coffee break*

11.00 – 12.30	**Presentations on the Workshop's Thematic Blocks** *(1)*

Moderator: **Mária Neményi**, Institute of Sociology, HAS

„State of the art" lectures

"Theoretical considerations: "Ethnicity/ race and recognition struggles."
Fiona Williams, Department of Social Policy at the University of Leeds

"Varying approaches to study identity."
Ferenc Erős, Institute of Psychology, HAS

"Schooling and ethnic /racial relations."
Claire Schiff, University of Bordeaux 2, LAPSAC

12.30 – 14.00	*Lunch*
14.00. – 16.00	**Simultaneous thematic working group discussions**

Group I: Theoretical considerations: Ethnicity/ race and recognition struggles.
(Moderator: **Zuzanna Kusa,** Institute of Sociology, SAS). *Jacobin Room*

Group II: Varying approaches to study identity
(Moderator: **Rosa Aparició,** Universidad Comillas de Madrid). *Discussion Room*

Group III: Schooling and ethnic /racial relations
(Moderator: **Bolette Moldenhawer,** University of Copenhagen). *Reading Room*

16.00 – 16.30	*Coffee break*
16.30 – 18.00	**Simultaneous thematic working group discussions – continued**
19.30	*Dinner in a restaurant* ***"Kiskakukk"***

Saturday 28 October 2006

Hungarian Academy of Sciences, Castle Area Centre, Budapest I., Országház utca 30, Jacobin Room

09.00 – 10.00	**Plenary presentation of the summary reports of the working groups**

Representatives of Groups I, II, and III

10.00 – 10.30	**General discussion**

Moderator: **Sawitri Saharso**, Interdisciplinary Centre for Comparative Research, Amsterdam/Vienna

10.30 – 11.00	*Coffee break*
11.00 – 13.00	**Thematic discussion: Constructing the thematic framework of the future research project**

Moderator: **Barbara Hobson**, University of Stockholm

13.00 – 14.30	*Lunch*
14.30 – 16.00	**Thematic discussion: Methodological issues**

Statistical background – feasibility of cross-country comparison;

Design of the quantitative surveys; principles of sampling

Design of the qualitative interviews;

Moderator: **Vera Messing**, Institute of Sociology, HAS

16.00 – 16.30	*Coffee break*

16.30 – 18.00 **General discussion: logistics, technical details**

Logistics of preparing the envisioned research; forms of cooperation and regular communication; other practicalities.

Moderator: **Júlia Szalai** Institute of Sociology, HAS

18.00 – 18.30 **Closing remarks**

Mária Neményi and **Júlia Szalai**, Institute of Sociology, HAS

20.00 *Dinner in the restaurant* ***"Sipos"***

Sunday 29 October 2006

Departure of participants

5) *Statistical Information on Participants*

A) Number of attendees

Number of invited participants	27
Number of invited speakers	2
Total number of attendees	29

B) Participants' composition by sex

Male	7
Female	21
Together	29

C) Participants' composition by age-cohort

Below 35 years of age	8
Between 35-44 years of age	6
Between 45-54 years of age	8
Above 54 years of age	7
Together	29

D) Participants' composition by country of origin

Denmark	2
France	5
Germany	1
Hungary (5 parts + 2 speakers)	7
Italy	2
Netherlands	2
Romania	1
Slovakia	2
Spain	1
Sweden	3
United Kingdom	3
Together	29

E) <u>Participants' composition by main field of expertise</u>

Anthropology	7
Educational science	5
Political science	3
Sociology	12
Social psychology	2
Together	29

6) *Final List of Participants*

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