

Abstracts

Júlia Szalai: Missing opportunities for equal opportunities: ethnic selection through grading in primary schools

In the eyes of the public and also the schools, it seems self-evident that Roma children are „low-performing pupils”. However, it is rarely asked how they become such. The paper seeks for the hidden interests at work that conclude in their devaluation. By building on the Hungarian survey data and qualitative materials of a recently accomplished cross-country research project (EDUMIGROM), it demonstrates how the devaluation of Roma children through grading contributes to ethnic segregation and „white flight”, and how it assists selection on the secondary level and, also, how it influences the shaping of adolescent identities. Additionally, the ever stronger motivations of Roma children and their parents for continuing schooling as a way of becoming integrated are presented together with their ultimate failing due in a large part to devaluation in primary education.

Vera Messing: Managing social and ethnic differences within the school

The EDUMIGROM research project investigated future prospects of 14-17 years' old youth attending ethnically diverse schools in 9 countries of the European Union. In the old member-states second+ generation migrant students were focused on, while in countries of Central East Europe Roma /Gypsy youth participated in the research. In the course of the research there was a special attention attributed to ethno-social segregation. The present paper presents mechanisms leading to various forms of ethno-social segregation in the 9 countries. Next, those factors are described which have an important influence on students' everyday life beyond academic performance. The paper discusses how various forms of segregation have an influence on students' ties to their peers, on their relationship to adults in and outside the school, what might be the role an ethnically diverse teacher body as well as various teaching methods play in improving general atmosphere and performance in ethnically and socially diverse schools.

Margit Feischmidt: The consequence of ethnic segregation: peer group and adult relationships in multiethnic schools across Europe

Based on the comparative data and especially on the Hungarian experiences of an international project (EDUMIGROM) this article analyses the ways how cultural differences and social separation of minority and majority youth are handled by schools. Besides the institutional forms

and the teachers' practices of differentiation which are in the focus of our research, we have investigated also the youth's perceptions of being othered by their teachers. Finally we present the case of a Hungarian school in more detail.

Ágnes Kende: Normal kids, Roma kids. Perceptions of primary school teachers about Roma children, majority-minority relationships, inclusive education and educational segregation

The study discusses teachers' perceptions of Roma children and the responsibility they assume towards these students in different types of schools with respect to inclusive education and educational segregation. It examines whether school type impacts teachers' opinions concerning Roma and their assessment of their own responsibilities. Considering the effects of changes of the national educational policy on teachers' views, it is concluded that, in the present social crisis caused by economic downturn and with the downplaying of the significance of school integration, previously less articulate though apparently prejudiced views are becoming more explicit.

Alfredo Saad-Filho: Growth, Poverty and Inequality: From Washington Consensus to Inclusive Growth

This paper reviews recent economic policy debates about the relationship between growth, poverty and inequality. These debates have tended to focus on whether market-led growth is sufficient to eliminate poverty and reduce inequality, or whether specific policies are necessary because untargeted growth may be insufficient or even perverse. The paper charts the degenerating outcomes of these debates, and the emergence of the inclusive growth (IG) paradigm within the World Bank. A critical examination of IG suggests that its weaknesses are best addressed through a more ambitious restatement of the pro-poor goals of economic policy.