PREDIS

Module I

Prototype

![Co-funded by the Erasmus+ Programme of the European Union] ![Leibniz Universität Hannover] ![Institut für Didaktik der Demokratie] ![predis.]

Copyright

Disclaimer

PRESENTATION OUTLINE

Unit I:

- **Intersectionality as a framework for conceptualizing structural parameters**

Unit II

- **Power Critical Self-Reflection (Foucault)**
- **Power Assymetries (Mecheril)**

Unit II:

- **Assumptions, Biases, Stereotypes & Prejudices**

Unit I: **Intersectionality as a Framework for Conceptualizing Structural Parameters of youngsters of Roma & Migration Background**

Objectives

To discuss the purpose of the framework and provide main key messages from a theoretical perspective and practical perspective .

Unit I: Intersectionality as a Framework for Conceptualizing Structural Parameters of youngsters of Roma & Migration Background

Why intersectionality?

- The current practice of individualizing educational failures by describing educational achievement gaps of youngsters of a migration and Roma backrgound in terms of personal intellectual deficits makes it necessary to reconsider interventions.

- Currently, complex social problems are reduced to the individual level. Interventions and policies have not captured or addressed the broad range of risk factors and muliyarednees of a complex social problem.

Unit I: Intersectionality as a Framework for conceptualizing structural parameters of youth of a Roma and Migration Background

Source of the framework

▶ The Intersectionality Framework was introduced by Crenshaw. It is now widely used to explain, conceptualize und understand the core structural parameters of disadvantaged groups. These arise from the inequalities of gender, racialization, ethnicity, (dis)ability, etc and other structural background features like class, povery, unemployment, housing, etc.

▶ **Further Reading**: Crenshaw (2000; 1991 & 1989)

Unit I: Intersectionality as a Framework for Conceptualizing Structural Parameters of youth of a Roma and Migration Background

- ▶ Intersectionality is a framework which can unmask the complex underlying causes and structures in social problems encountered by disadvantaged migrants and youngsters.

- ▶ ESL occurs as a result of the interaction of multiple factors (PREDIS Needs Analysis, 2016).

Unit I: Intersectionality as a Framework for Conceptualizing Structural Parameters of youth of a Roma and Migration Background

- ▶ A major principle is that of recognizing disproportionate disadvantage and the simultaneous interplay of multiple inequalities.

- ▶ Complex vulnerability occurs for those who are sitauted at the interaction of two or more inequalities.

- ▶ In order to not reproduce these inequalities, this vulnerability must be acknowledged and addressed.

Unit I: **Intersectionality as a Framework for Conceptualizing Structural Parameters of Migrants and Roma**

▶ To demonstrate the basic idea behind intersectionality, it is necessary to describe gender, class, ethnicity, racism, disability which are the core interacting inequalities.

Unit I: Intersectionality Continued-Gender as a Structural Parameter

How does gender come in as a structure parameter and why must we analyse gender?

- To unveil and adress the differential impacts of structures on men and women.

Unit I: Intersectionality Cont'd_ Gender as a Structural Parameter

What is gender?

Different dimensions need to be considered (cultural and structural):

► Gender is a social construct - of the different cultural expectations and roles ascribed to men and women based on their sex. Sex refers to biological difference between men and women.

► The gender-based role divisions have created structural implications as decribed in the next slide.

Unit I: Intersectionality: Gender as a Structural Parameter Cont'd

▶ Genderization has Implications. First due to their reproduction functions, women dominate in the unpaid sphere of the household work of care which sustains social security systems. On the labour market they work in the lowest paid rangs.

▶ They have a double orientation and share double burdens which have high social and economic value but which are not remenurated (Beckerschmidt 2003).

Unit I: Intersectionality Cont: The Structural Interaction of Gender and Ethnicity

▶ Minority and migrant women encounter the inequalities of gender together with the inequalities of being a migrant worker with a weak position on the labour market.

▶ They enounter a tripple burden due to the intersection of gender (*weak position of women in society*), ethnicity (*weak legal status of migrants and* minorities and class (*minority, migrant worker*) (compare Lenz 1995).

Unit I: Intersectionality Cont: The Structural Interaction of Gender and Ethnicity

- Frequently they are not allowed to work or work under precarious/exploitative conditions.

- In some countries they cannot access language or vocational training and other social services crucial for labour market integration.

- Their social networks which are crucial in access to labour markets are also weak.

Unit I: Intersectionlity Cont'd: The structural Interaction of Gender and Ethnicity

- The situation of Roma youngsters shows that these inequalities also interact with their specific form of historical disadvantag and intensify their vulnerability.

- Minority and migrant youngsters encounter the intergenerational transmission of the conditions of inequality expereinced by their parents and on top of that encounter systems of social closure and discrimination of their own generation.

Unit I: Intersectionlity Cont'd: The Structural Interaction of Gender and Ethnicity

▶ The social context of migrants and minorities, is differently structured and unequal (Crenshaw).

▶ This needs to change in order to effectively address ESL.

▶ Manifold structural inequalities frame the structural and societal context of youngsters. Social structures underly their educational underachievements.

Unit I: Intersectionlity cont'd: The Structural Interaction of Gender and Ethnicity

- Structural barriers play a more decisive factor in school achievement than cognitive factors.

- To avoid individualizing risk factors, the relations of power and subordination that produce inequality in the classroom must be constantly reflected within everyday teaching and learning contexts.

Unit I: Intersectionality Cont: The Structural Interaction of Gender, Ethnicity, Disability

Disability is a social construct created by contradictions between a person and their environment. It is not a biological category.

Concretely, disability context depends on the extent to which society creates or fails to create enabling conditions for those considered physically challenged (Makonnen 2002).

Unit I: Intersectionality Cont: The Structural Interaction of Gender, Ethnicity, Disability

A woman with disability experiences a fourth level of structural disadvantage not encountered by other native born or migrant women without disabilities.

(Dis)ability, reinforces inequalities for youngsters, because the structural causes of ESL are individualized, explained in terms of cognitive deficits and remain unadressed.

Unit I: Intersectionality Cont: The Structural Interaction of Gender, Ethnicity, Disability

Age constitutes a structural parameter which particulary creates and intensifies inequalities in the context of migration.

- Youngsters spend many years in overcoming migration barriers. In some countries like Germany, some VET sectors like nursing and dental support are age-selective (with further references see, PREDIS Needs Analysis, 2016).

Unit I: Intersectionality Cont: The Structural Interaction of Gender and Ethnicity

Reflexive Exercise I

▶ **The global structural underpinnings of migration are not addressed, migration status is invisible as a structural category, often resulting in precariousness. The social construction of precariousness by ethnicity (foreign born) needs to be addressed. What can educationists do? What can schools and VET institutions do? What can society do?**

Unit I: Intersectionality Cont: The structural Interaction of Gender and Ethnicity

Reflexive Exercise II

The problem is the problem. The person is not the problem (compare Arendth)

Unit II: The Reflection of Power: Introduction and Relevance

▶ Riegel, in order to effectively challenge discrimination and inequality, it is not sufficient to reflect the axes of difference. In addition, it is important to reflect the structural relations, practices and mechanisms of differentiation which *make differences relevant* and through which differences are normalized, stabilized and perpetuated (Riegel, PREDIS Toolkit).

▶ Foucault provides tools here which are widely acknowledged and applied.

Unit II: Power Critical Self Reflection- Foucault's Approach

- This Unit is based on Foucault's concept of power.
- The critical reflection of power is a prerequisite for not reproducing structures of dominance, privilege and disadvantage (Foucault 1998.

Unit II: Power Critical Self Reflection- Foucault's Approach

▶ Power exerts effects on an individual's actions. Individuals must become aware of the effects of power on their actions and perceptions.

▶ Our actions and relationship to the world, its constellations of difference and inequality are mediated through discoures.

▶ Power flows through discourses, there fore power is central to the analyis of diversity, difference and inequality. Power is not only centrally located in institutions and political systems (messo and macro) but is everywhere.

Unit II: Power Critical Self Reflection- Foucault's Approach

- Discourses of power as part of scientific disciplines construct our identities, and the dominant world views.

- Discourses normalize relations of domination and subordination.

- We as subjects unknowingly or mechanically reproduce them, thereby frequently unknowingly supporting social hierarchies against our own intentions and in contradiction of our own values.

Unit II: Power Critical Self Reflection- Foucault's Approach

▶ As professionals, we have to become aware of our construction as political categories and our subjectification through discources (Foucault).

Unit II: Power Critical Self Reflection- Foucault's Approach

▶ Fitting into a world normalizing poverty, deprivation, wars and all types of exclusion and inequality is part of the way in which our self is constructed through discourses.

Unit II: Counter Strategies of Power and the Duality of Power - Foucault

▶To change relations of power, it is necessary to identify oppressive discourses, oppose and actively promote discourses that affirm our own values, norms and reinforce our identities.

Unit II: Power Critical Self Reflection- Foucault's Approach

► Reflecting, questioning and opposing discourses that marginalize social groups and our learners, can help to change their situation. Conversely if we dont intervene, their marginalization and precarious effects will be perpetuated.

Unit II: Counter Strategies of Power and the Duality of Power - Foucault

- Focault therefore introduces the concept of the duality of power.

- Power is not only coercive but is also productive. Discourses promote both avenues.

- Individuals can exercise productive power by deploying counter strategies of power using discourses.

Unit II: Counter Strategies of Power and the Duality of Power - Foucault

▶ Inequality, exclusion and other oppressive conditions can be changed. If all individuals become critically aware and act upon their knowledge of power, question and reject injustices, oppresive power will be dismantled at the micro-level and their wont be a concentration of oppressive power at the messo and macro levels (PREDIS).

Unit II: Counter Strategies of Power and the Duality of Power –Examples

- In addition to intervening as professionals, we also need to teach our learners about discourses of power, the social construction of inequality and the counter strategies of power.

- What is taught and not taught in schools and broader educational systems impacts the way people see the world and fit into it.

Unit II: Counter Strategies of Power and the Duality of Power - Foucault

► Foucault emphasizes that power is not only centrally located in institutions and political systems (messo and macro levels) but power is every where. Power is diffuse, permeates and distorts everything, it must be challenged.

► Power is not necessary wielded by persons but also in discourses.

Unit II: Conclusion
Foucault's Approach

The critical reflection of power, *(our constitution as political categories and subjectification in discourses of power)* is the condition for not reproducing structures of dominance, privilege and disadvantage (Foucault 1998).

Unit II: Reflecting Power Assymetries, Mecheril

▶ Mecheril: Power asymmetries must be reflected. Privilege occurs at the cost of an exploited individual or group.

▶ Essential here is becoming aware of how we as subjects profit socially, politically and economically from the exploitation of those constructed in the margins of power.

Unit II: Reflecting Power Assymetries, Mecheril

- Normalization: Privilege is constructed as normal whilst discrimination defines the other.

- Hence, Subjects must explore whose interests the relations of dominance serve.

- Difference constructs (*gender, racialization, ethnicity, (dis)ability*) simultaneously articulate asymmetries of privileges and subordinations (Mecheril 2008).

Unit II: Reflecting Power Assymetries, Mecheril

Reflective Exercise:

- **How did we get into the spaces, identities, social and economic positions that we occupy?**

- **What are the alternatives to exclusion (social, economic and political)?**

- **What does this mean for me?**

- **How do we move on from here as a society?**

Unit III, **Assumptions**, **Biases**, **stereotypes**, **Prejudice**

▶ Assumptions, biases, prejudices and stereotypes present major setbacks to education and employment.

▶ They intensify effects of discrimination that learners of a Roma and migration background already experience due to the interaction of gender, class, ethnicity and ableism

Unit III, Assumptions, Biases, stereotypes, Prejudice

▶ Biases, prejudices and stereotypes are unquestioned views grounded in unquestioned assumptions. They constitute prematurally formed views based on incomplete information, expereince or view of a phenomena (Makonnen, Toolkit)

Unit III, Assumptions, Biases, stereotypes, Prejudice

▶ Everyone has biases and prejudices. To overcome them, it is important to learn how to balance our views.

Exercise I: Biased Views and Unbiasing

Biased View

Student X is very competent, has great language and presentation skills.

Student B is incompetent, they are passive in class discussions.

Unbiased View

▶ Some learners who lack second language proficiency may have a high technical know-how or high levels in subject specific areas.

▶ Some learners who have high second language proficiency may have low level in technical know-how or subject specific areas.

▶ I need to assess learners, check my teaching methods and design inclusive course materials to support both students.

Exercise I Biased Views and Unbiasing – Further Guidelines.

▶ A complex interaction of different communication and learning styles can generate stereotypes where these communication and learning styles are not reflected or known.

▶ Some societies equate rhetorics with competence. In other societies rhetoric does not necessary correspond with competences and not being talkative or expressive does not necessarily correspond with incompetence.

Unit III, Exercise I: Biased Views and Unbiasing – Further Guidelines

▶ In order to not misevaluate learners of a minority and migrant background, it is necessary to learn about different learning, communication and work styles.

▶ To find out more, see Edward Hall on cultural contexts of communication (PREDIS Toolkit, see also the section on different learning (ibid)

Exercise II: Biased Views and Unbiasing

Biased View

▶ Most migrants do not work, they are too lazy and just come here to enjoy the quality of life in Europe.

Unbiased View

▶ Statistics show that most migrants work, they contribute exponentially to Europe's social security and economic advancement.

▶ Other migrants who want to work are hindered from work by structural barriers, discrimination and racism

Unit III: Prejudices and Stereotypes

▶ **Prejudices** are grounded in emotions rather than reason. They constitute thoughts, feelings which, in turn, make up an attitude (Makonnen 2002).

▶ **Stereotypes** can led to discrimination, are based on simplistic thinking and imagined traits about groups.

Unit III: Stereotypes in Learning Environments

What are the implications for praxis?

Stereotypes can impact learning and achievement. Stereotypes like women are poor in maths can impact motivation

Labbeling disadvantaged learners with intellectual deficits can lead to low expection and low efforts from teachers and from the learners themselves (Steele 1997) .

Unit III: Stereotypes in Learning Environments Cont.

▶ In otherwords, disadvantaged learners of a Roma and migration background can internalize this unbalanced view of themselves and reproduce it.

▶ Awareness of stereotypes is important to help teachers find ways of supporting and empowering learners.

Unit III, Epithets, Caste Differentiation

▶ **Epithets, and Caste Differentiation** are used to dehumanize a group and justify violence against it.

▶ Tutsis were called cockroaches before the Rwanda genocide; Jews were called vermin and lice before the Holocaust.

▶ Educationists work with youngsters who are affected by these labels. Creating welcoming and safe school environments requires teaching about and fighting against Epithets, Caste Differentiation and other labelling (see critically, Friedmann).

Unit III, Epithets, Caste Differentiation Cont.

▶ It is crucial to address prejudice and ensure that it can not be used again as a political tool or as an instrument of violence (see critically, Friedmann).

Unit III, Epithets, Caste Differentiation Cont.

▶ Dealing with stereotypes, prejudices and discriminations means that youngsters experience and process unequal emotional labour on top of negotiating the structural inequalities.

Practical Tools for Educationists and Learners to Respond to Stereotypes (Friedman)

When you think you hear something prejudiced:

▶ **Check what you heard:** 'Excuse me but did I hear you right? Did you say that …?'

▶ **Give moral/ethical rationale:** 'I find your comments offensive because…'

▶ **Offer information if there is openness:** 'You might want to find out more … you should read ... did you know that ...?'

▶ **Give legal/practical rationale:** ' it is against the law or the policy of our school, organization'

Practical Tools for Educationists & Learners to Respond to Stereotypes (Friedmann)

When you think you hear something prejudiced in a group:

▶ There is an immediate need to raise questions, clarify and state objections if necessary otherwise the biased/prejudiced comment becomes acceptable.

▶ Show your own objection and allow others to see the problem.

▶ Model for others-individual responsibility

Discussion

Questions and Answers

Thank you!