

The Globe has moved into our pockets

Monica Sandlund, Department of Behavioural Sciences
and Learning, Linköping University, Sweden

Migration is one of the great issues of our time

Migration is often of great importance to the development in both the country of origin and the country of reception.

Challenges

Migration and asylum policy is *cross-boundary* in its nature. People move between various countries in the world. Some are forced to flee from persecution, while most move for other reasons.

Europe Union rules

An EU citizen has the right to live in any EU country as long as they meet the requirements for residence permission.

In Sweden, for instance, the requirements may be through work, studies or with essential means.

From outside EU

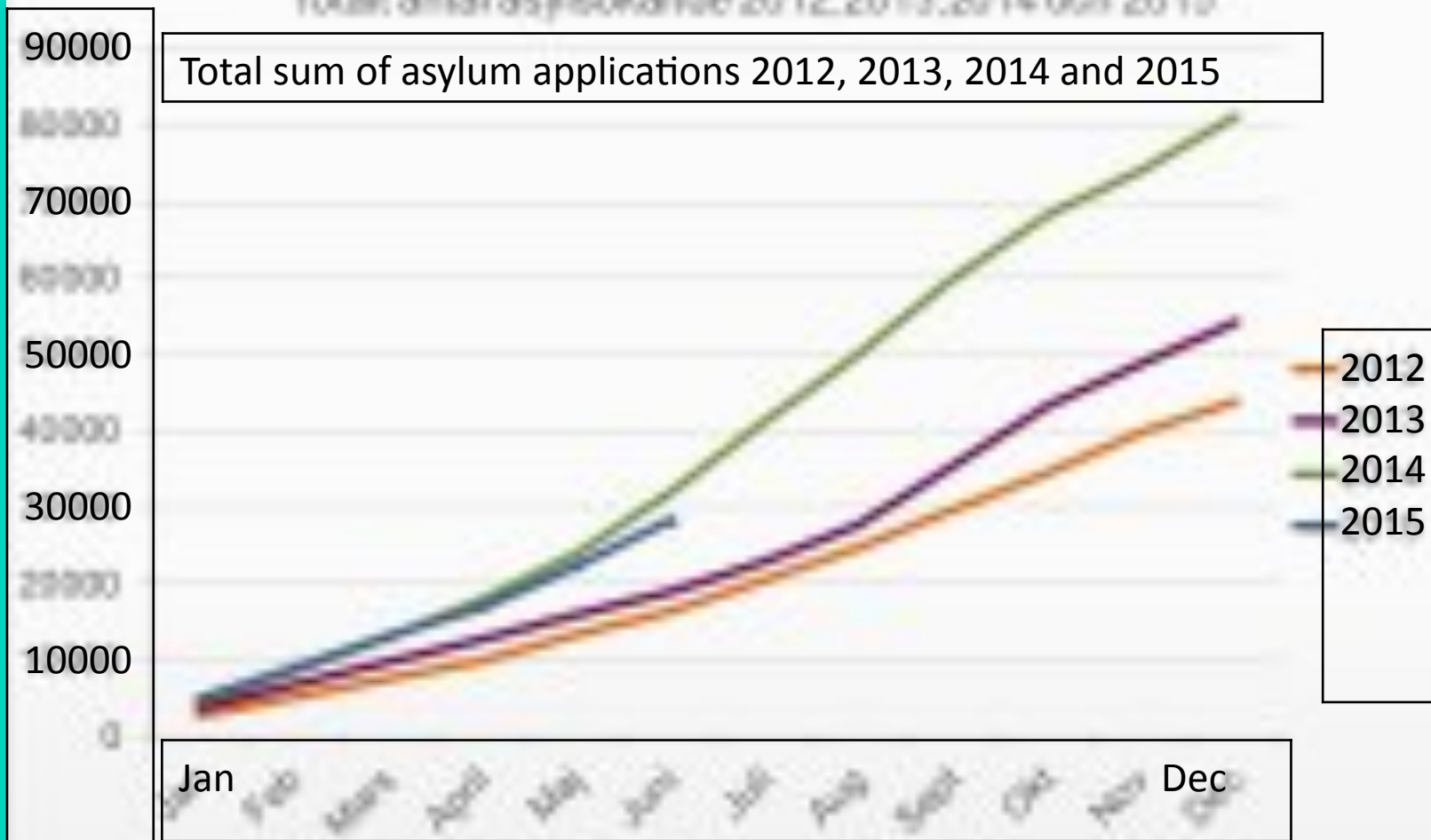
The Swedish Government has approved amendments to the Citizenship Act to increase the symbolic value of Swedish citizenship. The legislative amendments were affected from 1 April 2015 and are designed to make it easier for people to apply for Swedish citizenship.

Recent years have seen a great expansion of diversity in the Swedish society.

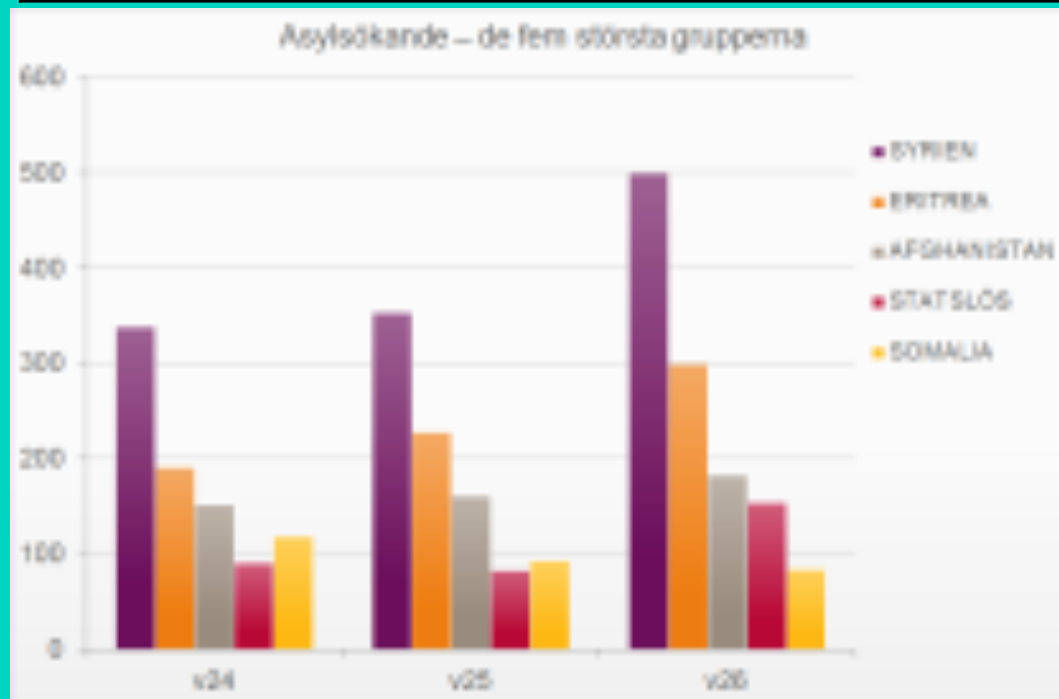
From 1990 immigration has grown very rapidly. Migration from countries outside EU is more common nowadays. Before 1990 migration was mostly from neighboring countries.

Totalt antal asylsökande 2012, 2013, 2014 och 2015

Total sum of asylum applications 2012, 2013, 2014 and 2015



Asylum applications - the five largest groups



Syria
Eritrea
Afghanistan
Stateless
Somalia

Academic education standards

Statistics shows that in Sweden the average level of academic education for three years or more is 26 % for natives and 26 % amongst immigrants.

(According to the Statistics Sweden SCB 2015)

Today

Students with immigrant background constitute 24% of the pupils in Swedish compulsory schools.

(According to the Statistics Sweden, SCB, 2015).

Fundamental values



The Swedish national school system is based on democratic foundations. The Education Act (2010:800) stipulates that the aim of education is :

that pupils acquire and develop knowledge and democratic values.



Values

It should promote the development and learning of all pupils, and a lifelong desire to learn.

Education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based.

Values



No one should be subject to discrimination.

Such tendencies should be actively combated.

Power and politics in everyday life

Ethnic discrimination is embedded in people's everyday activities and is institutionalized in schools, in taken-for-granted knowledge and cognitive scripts (cf. Brubaker, 2004).

Even if...

A dominant discourse constructs teachers and pupils in the Swedish school system as ideals of homogeneity, consensus and equality.

It also creates a hegemonic “Swedishness” linked with ideals of student-centered pedagogy.

Challenges

How could we in Sweden reach intercultural pedagogical competence?

How could the school in a better way be the central place for positive multi-cultural interactions?

An educational ambition...

Complementary teacher education programs for immigrants were created in 1999 and are now ongoing projects in several universities.

We see this as an educational ambition to increase ethnic diversity amongst teachers.

However, teachers with immigrant background are still rare in most of the Swedish schools.

Research studies

In one of my studies I have followed seven teachers with immigrant background in their 15 first years in the Swedish context.

With the longitudinal approach over three series of in-depth interviews we have focused their legitimacy as teachers in their home country compared with their experiences in Sweden.

Well trained teachers

from different countries outside EU.

The informants in the study value the possibility to go on with their profession in the new context and don't talk so much about the difficulties they have to go through.



Findings....

Despite a discourse of acceptance and goodwill it is difficult for immigrant teachers to earn legitimacy in the Swedish school system (Sandlund, 2004, 2010, 2012).

This is what intrigued me to investigate how immigrant teachers' narratives can shed light on what they rather see as marginalization instead of democracy.

abroad, teaching skills, or pedagogical insights are usually not acknowledged.

When I ask if Tares told his new colleagues about his teaching experiences in his home country, Tares answers:

T: No, actually, no.

(M): Did they ask you about it?

T: No!

Diversity is not requested

The study shows diverse identity performances of the teachers concerning legitimacy.

Various positions of acceptance and resistance appear as answers to the demands of conformity.

A dilemma

Hamid, for instance, says:

But they [pupils and colleges] have learned - or in society they have learned that "native Swedes" are best! These things they have learned. It is (-) the problem (.) They don't want to discriminate, they have understood it wrong.

That's the problem.

A change is possible

It is more complicated to plan and act in an intercultural education than in a mono cultural, but it is possible.

The school system has to accept that the society nowadays is heterogeneous.

Diversity is normal!

To start with ourselves

Pedagogical leaders and teachers should avoid to view themselves and the world through ethnocentric lenses.

They should instead understand constructions of their own culture to realize how structures, patterns, values, behaviors and communication constitute what is "normal".

The Globe has moved into our pockets

Together with more globalized economies, globalized information and globalized culture we can not go backwards. We live in a postmodern age.

Intercultural pedagogy

- 1) *content integration,*
- 2) *knowledge construction process,*
- 3) *prejudice reduction,*
- 4) *equity pedagogy,*
- 5) *empowering school culture,*

Intercultural pedagogy

To contribute to an intercultural pedagogic, is to continue the learning process about ourselves and others.

Start to do your own research!

So that all students will acquire the knowledge, attitudes, and skills needed to function in an ethnically and racially diverse nation and world (cf. Banks, 2008).



For discussion

What kind of democratic values are transpired in your educational school?

How do ambitions of inclusion of diversity become visible?

What does it mean to be inclusive when it comes to teaching-issues?