

Education and Intercultural development

22 November | 16:30/18:30 | room 114

Complementary ethnic schooling and migrant pupils' identities in Portugal and England

Antonina Tereshchenko (FPCEUP)

An exploratory study reported in this paper aimed to map the agenda and purpose of Eastern European (including Slovak, Albanian, Bulgarian, Ukrainian, Russian) complementary ethnic schools in London and Ukrainian schools in Portugal. Additionally, it explored Bulgarian and Albanian (in the UK) and Ukrainian (in Portugal) immigrant pupils' sense of belonging and relationships with England/Portugal and their country of origin in relation to attending respective complementary schools.

This is a comparative small-scale study conducted in the context of complementary ethnic schools with Ukrainian immigrant pupils (aged 12-16) in Portugal and Albanian (aged 14-17) and Bulgarian (aged 11-12) pupils in the UK. The study employed a qualitative methodology: group discussions with pupils, photo-elicitation, observations of lessons and school life, and teacher/organiser interviews. The data collection took place on the weekends and lasted 4 months in Lisbon during 2010 and 5 months in London during 2011-2012. The sample of pupils varied in size: in Portugal a total of 16 Ukrainians took part, while 12 Albanians and 7 Bulgarians participated in the UK.

The first part of this paper provides an outline of different models and objectives of complementary education that exist in Eastern European communities with reference to existing knowledge and research about the value of ethnic mentoring in immigrant communities. The second part explores young people's negotiation of their ethnic identities and sense of belonging, as well as the role and importance of complementary schooling in their lives. I compare and contrast (where appropriate) the views and experiences of Ukrainian, Albanian and Bulgarian immigrant pupils in different national contexts.

The model of complementary schooling is identified as one of the main factors helping to maintain young people's involvement in the school and positive ethnic identifications